

# **Professionalising evaluation – Propositions, tensions and opportunities**

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Australasian Evaluation Society Conference 2017  
Canberra, Australia



YOU FEEL GUILTY ABOUT ENGAGING IN A NON-WORK ACTIVITY. DO YOU:

A) STOP DOING THE ACTIVITY AND GET BACK TO WORK.

B) STOP WORRYING ABOUT WORK AND ENJOY THE ACTIVITY.

C) DECIDE YOU WILL DO BOTH AT THE SAME TIME, THEREBY NEITHER GETTING ANY WORK DONE, NOR ENJOYING THE ACTIVITY.



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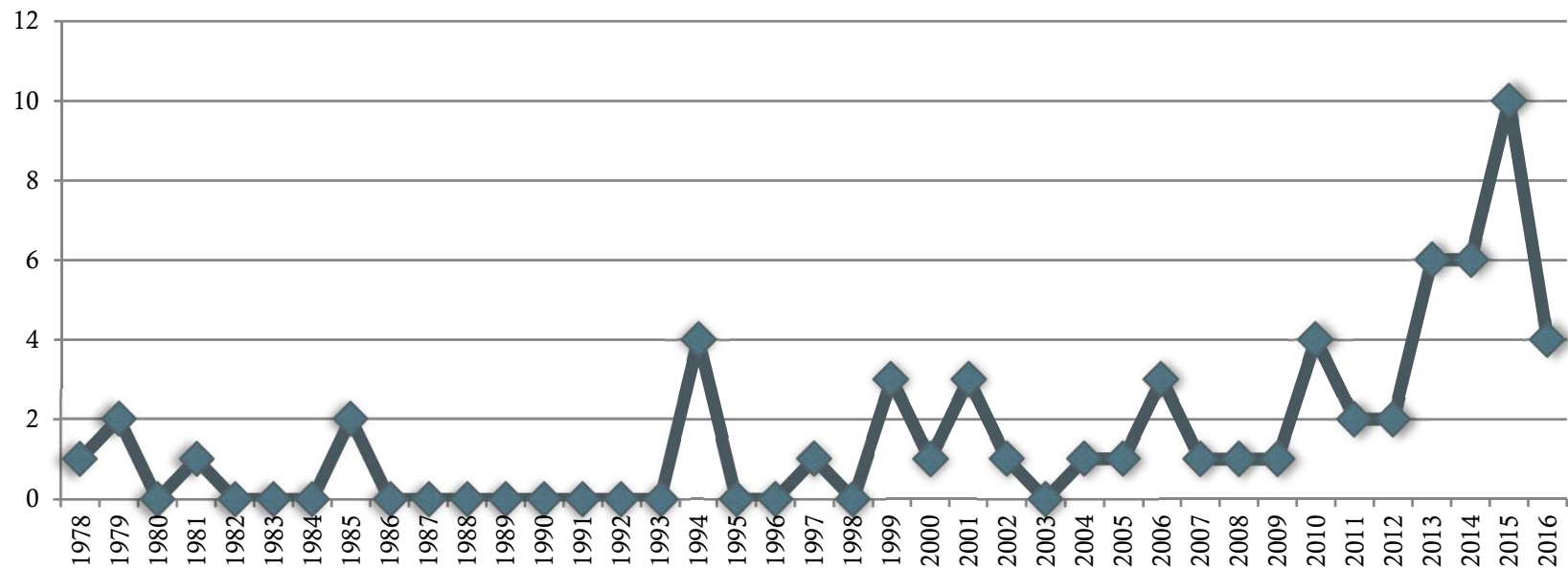
## PHD research

Melbourne University

- Whether, and in what ways, the pursuit of evaluation professionalisation is, could or should be, a legitimising force for the evaluation field?

# Evaluation's interest in professionalisation

**Articles published on professionalization 1978-2016 in twelve evaluation journals**



# National evaluation associations (IOCE database)



<https://ioce.net/interactive-map>

## **Dimensions / features of professions**

- Self organization
- Ethical disposition
- Specialist expertise that can be reproduced and that is in demand
- Professional autonomy
- Credentialing / licensing / certification

# Drivers of professionalisation?

The evaluators  
promised to help  
us once they're  
done developing  
their field.



Are you sure?  
It seems  
like each  
night they  
start over.



fresh spectrum

## Professionalisation


Is the process by which a field comes to understand its core practice and value, gains legitimacy for this practice and structures itself to ensure the quality of professional and occupational learning and practice.


It is also how a field develops the ability to prepare, socialise and maintain the professionalism of its practitioners and professionals

Central issues for any professionalisation process are:

- What is **core professional practice**?
- What is the **core value and purpose**?
- How is the **legitimacy** of this knowledge and practice **established in the eyes of others**?
- How should the field be **structured to manage for quality**?
- How will the field **equip its practitioners and professionals** with the necessary intellectual learning and knowledge, practical skills and know how, sense of professional identity and public responsibility needed to carry out its core practice

# Mircocredentialing in evaluation


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...provides guidelines intended to assist organizations in evaluating the information security performance **and** the effectiveness of an information security management system in order to fulfil the...

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 **M & E**  
routine tracking of the key elements of program/project performance, usually inputs and outputs, through record-keeping, regular reporting and surveillance systems, as well as health facility observation and client surveys, and the episodic assessment of the change in targeted results that can be attributed to the program or project/project intervention

ISO/TR 14639-2:2014(en), 2.55

Available in:

 **monitoring and evaluation**  
routine tracking of the key elements of programme/project performance, usually inputs and outputs, through record-keeping, regular reporting and surveillance systems, as well as health facility observation and client surveys, and the episodic assessment of the change in targeted results that can be attributed to the programme or project/project intervention

ISO/TR 14639-1:2012(en), 2.22

Available in:

<https://www.iso.org/obp/ui/#search>





21390 'Develop and Monitor Financial Plans for an Agribusiness' (Level 5, Credits 15, Version 1).



## Gather Information and Communicate Online

### Professional Skills

The aim of this EduBit is to validate your ability to find and retrieve online information and to communicate and connect with other users in a safe and appropriate manner.



## Evaluating Organisational Design

### Professional Skills

The aim of this EduBit is to evaluate an organisation and how organisational design impacts its ability to reach goals.

Level 5  
Credits 5



requirements.

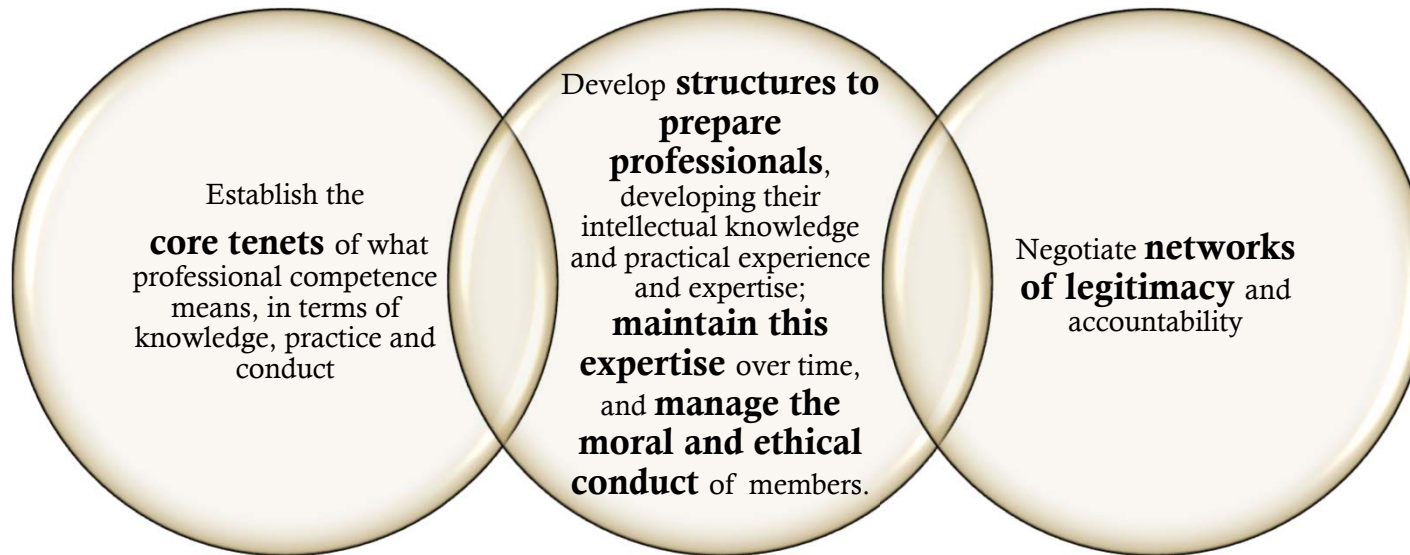
Level 5  
Credits 14

Primary ITO as the Standard Setting Body have validated this EduBit as being equivalent to Unit Standard 21393 'Develop, Implement, Monitor and Adjust a Feed Budget to meet Agribusiness Production Targets (Level 5, Credits 14, Version 2).



## Health and Safety on Farms

# Professionalisation – 3 core dimensions



# Questions for discussion

- Where might an aspiring evaluator find the defining values and exemplars of evaluation practice?
- How might they assume and critically examine their professional learning and identity?
- How might they develop the essential intellectual and cognitive knowledge needed to practice?
- Where and how might they develop the practical and vocational skills and experience needed to practice high quality evaluation?
- How might they form and maintain the moral and ethical identity needed to be a genuine evaluation professional, responsible and accountable to the service of others; in service of the public good?