

AEA Evaluation 2018 Session1518

AEA's Evaluator Competencies-- what can we learn from other Evaluation societies about next steps?

The Japan Evaluation Society's Case

The Japan Evaluation Society (JES) Japanese



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Credentialed Evaluator, CES

Nov 1, 2018 (8-9:00 AM)

Hilton - Hope Ballroom C

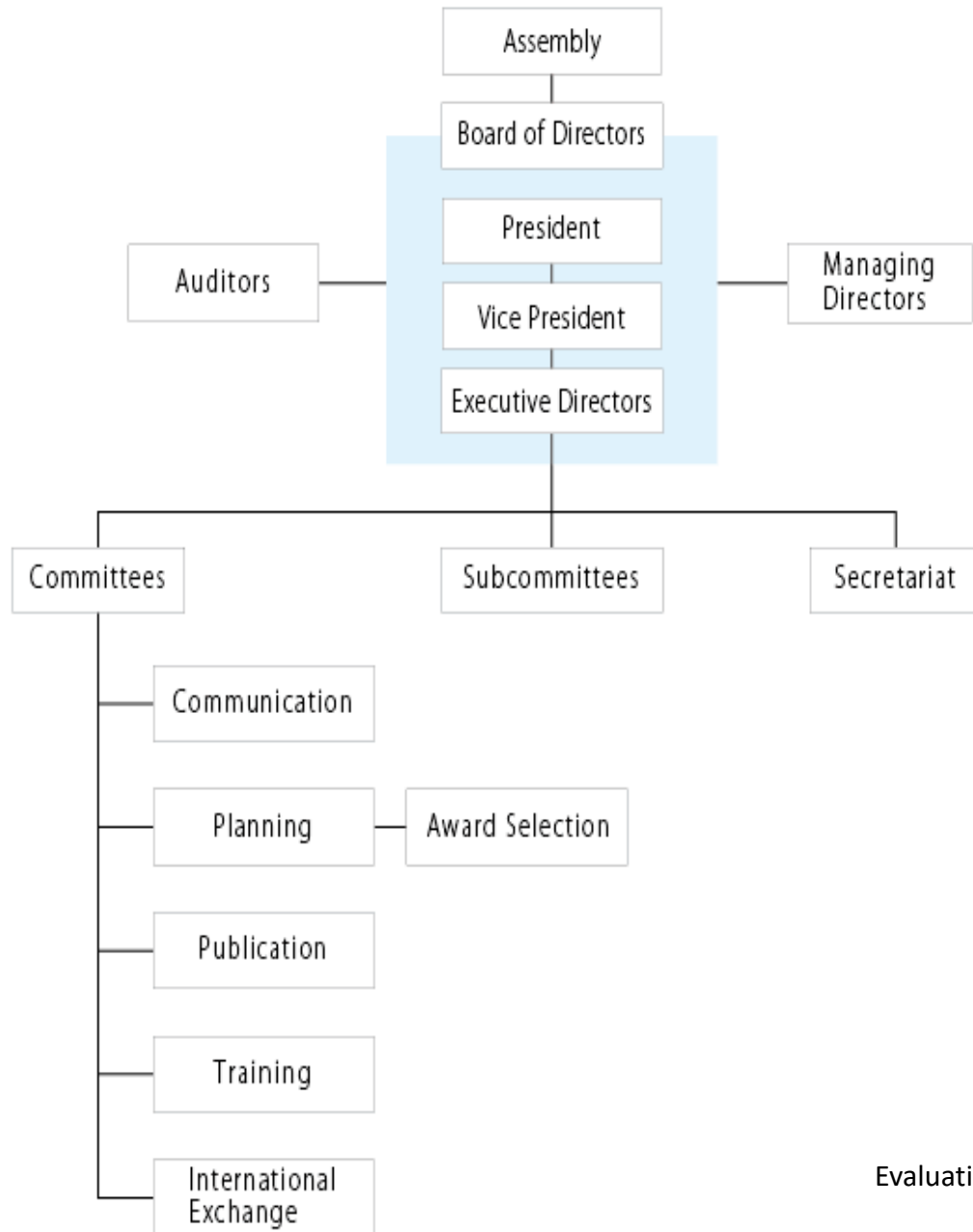
The Japan Evaluation Society (JES)

JES was founded in September 2000 as a voluntary association of scholars, government officials, and practitioners for the purpose of fostering evaluation culture in the Japanese society to improve transparency and accountability of the public sector, as well as to improve the resource management in the private sector. JES was reorganized to become a specified non profit organization (NPO) in March 2004, and obtained a corporate status. JES has 338 regular members, 102 student members, 8 corporate members, and 20 associate members as of June 2, 2007. ([JES, 2018](#))

The main activities of JES are:

- 1) to open **semi-annual conferences** to promote the members' research activities and knowledge sharing;
- 2) to facilitate **international symposiums and workshops** to exchange lessons and views with experts of evaluation;
- 3) to **publish The Japanese Journal of Evaluation Studies** semi-annually;
- 4) to **provide evaluation training programs** for the government officials, practitioners and students;
- 5) to **facilitate the e-networking system among the members** to share information of new publications, seminars, job opportunities, and so on.

JES Organization Chart



Principles

- JES provides opportunities to improve and train the practical methods of evaluation, and to apply the innovative theories and studies of evaluation to practices.
- JES strives for obtaining trust of the society by contributing to better practices of policy, management, and project evaluation.
- JES supports the activities of 5 Committees to promote communications with other academic societies home and abroad, and to expand the interdisciplinary views.
- JES makes efforts of upgrading the quality of its studies and activities of evaluation to obtain respect from the international society.

([JES, 2018](#))

Informal international scan

Ryo Sasaki- Japanese Evaluation Society

Three levels of JES certification:

- Certified Professional Evaluator (CPE)- training followed by a written exam [N=200 in four years]
- Certified Specialty Evaluator (CSE/School Evaluator)
- Certified Advanced Evaluator (CAE)

[From](#) Jean King (AEA 2012) Evaluator Credentialing and Program Accreditation: Is Evaluation Ready to Become a Profession? Who Cares Anyway?



6 years later in 2018

1. Methods for formally recognizing competencies?
2. Use by JES, evaluators, commissioners and other stakeholders?
3. Validity, credibility and feasibility of competency initiatives—and what is JES next steps?

Certified Professional Evaluator [N=585 Sept 2018]

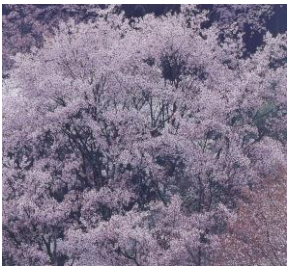
The purpose of the program is to train more people with evaluation expertise and to certify their ability to improve evaluation in various fields.

Context: In Japan, to address the increased demand from the public for accountability in various areas, such as the Public Sector, School Education, Welfare, and Official Development Assistance, more organizations are introducing evaluation systems and conducting evaluation. However Japan has an insufficient supply of people who have expertise in evaluation.



Process: Six day Certified Professional Evaluator (CPE) Training Program (to receive a certificate of completion, must attend 70% or 12 out of 17 modules), followed by a two hour examination a week later for those who wish to qualify as a Certified Professional Evaluator (names published on website).

Focus; Emphasis on evaluation ethics and social responsibility, acquiring basic fundamental evaluation theory and framework, Laws related to evaluation, acquiring methods for systematic analysis (quantitative, qualitative, cost-effectiveness analysis, etc.), trends in evaluation activities in different sectors (governance, public sector, school, university, health, Official Development Assistance, etc.)



Certified Specialty Evaluator (C.S.E./School Evaluator)

[N=30 on hold since 2014]

Purpose: To train people with the expertise and the ability to plan and conduct school evaluation and certify their ability as JES.

Context: Japanese schools are required by law to conduct and make public the results including (1) school self-evaluation by school staff; and (2) evaluation by school stakeholder such as parents. Schools are required to report these evaluations to their funders. Despite the increase in the demand, there is a shortage of those with expertise in school evaluation.

Process: Six day Six module workshop and completion of field application. Those with prior training and qualification may be waived module 1 (pre-workshop, the essence of evaluation and education programs).

Focus: Essence of evaluation and education programs, Basic Evaluation Theory, laws related to school evaluation, school evaluation guidelines, conducting an evaluation & challenges, application of self-school evaluation, using school evaluation with stakeholders, evaluation framework and planning, data collection and analysis, evaluation case studies and evaluation reporting.

Certified Advanced Evaluator (C.A.E.) [N-16 Sept 2017]

Purpose:

To certify the ability of experts who can contribute to the development of evaluation activities by conducting systematic research on evaluation.

Certified Advanced Evaluators are expected to:

- contribute to the development of Japan's evaluation activities
- nurture and establish an evaluation culture in Japan
- Take on a leadership role to encourage evaluation capacity building in every levels of society

To submit, the candidate must be a JES member and have evaluation related experience as a Certified Professional Evaluator.

Process: The portfolio-based certification

assessment is conducted by a Certified Advanced Evaluator Certification Assessment Committee consisting of committee members selected from among CAEs and approved by the JES Board. The Certification Assessment Committee consist of the initial 9 CAEs who were certified and approved by the JES Board.

- Submission for each category must be unique and not a duplicate for another. Those with CPE can have (2) and (3) waived. For (1), active participation in JES (e.g. presenting 10 times in conferences or winning a JES award will count as one academic journal article.
- The results are communicated to the applicant in writing. Those who are unsuccessful are allow to retry and will be given a detailed suggested activities in writing to assist.

Certified Advanced Evaluator (C.A.E.) – Areas of Assessment

Certification is based on the total achievement experience in the following areas taking into consideration the predetermined-value, content and the importance of the experience:

- 1) Submission of **research** achievements to academic journals, book publication focused directly on evaluation
- 2) Contributing as an **external expert to evaluation policy committee** or equivalent experience or as a representative of the organization commissioning the evaluation committee (e.g., government departments, ministries, universities, public sector and not for profit organizations, civil societies, etc.),
- 3) Experience in **conducting an evaluation** including evaluation report from leading an external evaluation, evaluation report from conducting an internal evaluation in an organization as staff evaluation responsibilities, or experience in managing an evaluation related area in an organization for more than a year
- 4) Experience in evaluation education as a **training** lecturer in educational institutions such as an university, or in professional development agencies
- 5) **Other experiences** include activities during international evaluation conferences, contributing to lectures for the purpose of nurturing and promoting an evaluation culture, earning a degree related to evaluation.

2012 (9)
[Yamaya, Kiyoshi](#),
[Takachiho](#),
[Yasunaga](#)
Muta, Hiromitsu
Miyoshi, Koichi
[Ishida, Yoko](#)
Oshima, Iwao
[Kojima, Takuya](#)
Tanabe, Tomoko
Sasaki, Ryo
2013 (4)
Minato, Naono
Hirono, Ryokichi
Sato, Toru
[Saito, Takahiro](#)
Aoyagi, Keitaro
2014 (2)
Masaki, Tomoya
Kubota, Yoshio
2015
2016 (1)
Minamoto, Yuriko
2017
2018