



# Certification of the evaluator profession in Poland

The process, potential advantages and challenges

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# Integrated Qualifications System (IQS)

- **Educational Research Institute** (IBE) - analyses the functioning and of the education system and the labour market in Poland and abroad.
- **EU-funded project** (since 2016) „Implementing systemic solutions to support the development of Poland’s labour market”.
- **Legal framework** - including a description into the IQS/Integrated Qualifications Register requires preparation according to the regulations of the Act of 22 December 2015 on the Integrated Qualifications System.



# Our needs and motivations

- Element of the PES **statutory goals**.
- **Concern for the quality** of evaluations carried out in Poland.
- Professionalization as the next stage of **institutionalization of evaluation** in Poland, and expression of our **professional identity**.
- **Supporting people** involved in an evaluation proces.
- Important initiative for **labour mobility**.
- A certificate is **not obligatory/excluding**.
- PES does not have **a monopoly on validation**.
- Based on **inclusiveness**, and **compromise**.



# Benefits from validation of qualifications

## EVALUATORS

- Formal confirmation
- Directions for vocational training
- Motivation for improvement of qualifications
- Referring to EQF

## COMMISSIONERS

- Strengthening the role of evaluation
- Better quality
- Supporting the process of selecting professional evaluators

## LABOUR MARKET

- Verifying evaluators' competencies
- Support for employers
- Support for HR staff

## INDUSTRY ORGANIZATIONS

- Consolidation of community
- Socializing process
- Recognition of the highly qualified human capital

# The proces of developing of the assumptions

**STAGE I (7 months) – Developing a draft of the Description of Evaluator’s Qualification** (voluntary work of 9 experts representing various sectors)



**STAGE II - Extensive consultations** (reporting of comments, discussion in a large group, additional comments, the final decisions made by the experts)



**STAGE III – Submission of the description (+ references)** for the approval of the Ministry of Funds and Regional Policy



**STAGE IV– Developing a proces of validation/certification and internal quality assurance system**

# Structure of the qualification description form

- **The need for the qualifications** („conducting evaluation”), and **possibilities of their use - universal character** of qualifications referring to evaluation conducted in various areas and in all 3 sectors (public, business, NGO).
- **Target groups** interested in attaining the qualifications - people involved in evaluation, including its **commissioning, conducting, and coordination**.
- **Validation requirements** – staff competencies (+ a validation advisor), conditions, and **methods of verification** used in this process, e.g. case studies, practical tasks, analysis of evidence (evaluation reports), conversation, tests.
- **Period of validity** – 5 years, extension in case of documented professional activity in the area of learning outcomes.

# Learning outcomes (3 sets)

**Verifiable** knowledge, skills, attitudes:

## 1. CONCEPTUALIZATION OF EVALUATION

- 2 skills - developing an evaluation concept and constructing tools
- 15 „verification criteria” (activities)

## 2. DATA ANALYSIS, INFRENCING, PRESENTATION OF EVALUATION RESULTS

- 3 skills (the same)
- 7 activities

## 3. CARING FOR THE ETHICS AND QUALITY OF THE EVALUATION PROCES

- 2 skills - characterizing evaluation standards and issues related to quality assurance of e. process
- 6 activities

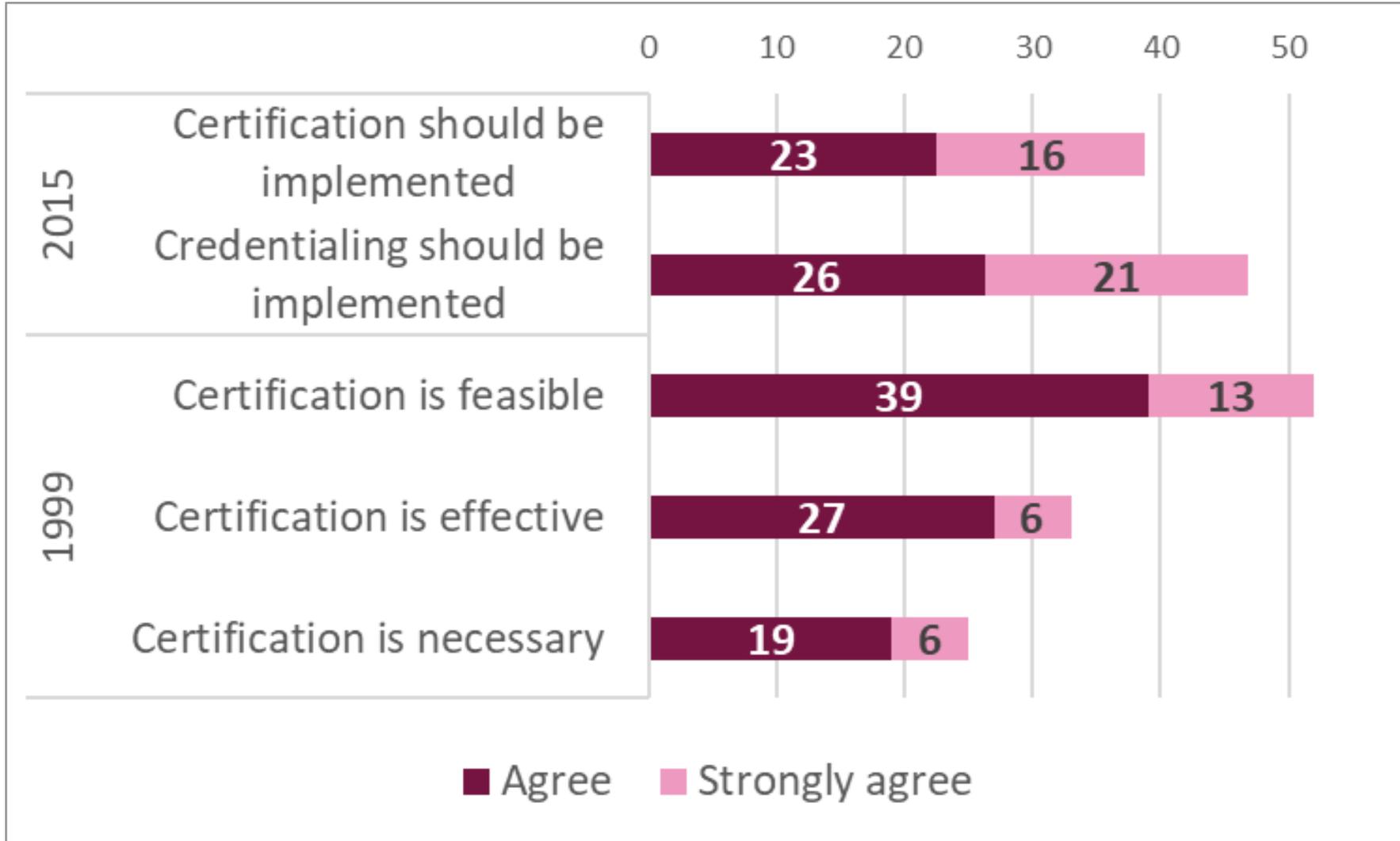
# Key concepts and possibilities

- **Certification** indicates that the individual has attained a certain level of knowledge and skills in a field, usually determined through an examination
  - Legal liability for certifying body
  - Renewal
- **Credentialing** – attesting that a person completed successfully a set of courses, field experiences, practicums.
  - No skill specification, no exams
  - Less formal, less legal implications
- **Accreditation** – examination of an education program against established criteria

# Why we should NOT do it

- Profession changes **too rapidly**.
- Profession too diverse to specify **set of competencies**.
- Profession too diverse to **meet competencies**.
- **Barrier to entry**.
- Unfair to those who learned **through doing**.
- Risk of **inconsistency** among certifying institutions.
- **Sufficient competition** – no need to regulate.
- Firm **support structure** required.

# Support for ACC in AEA



(Jones & Wothen, 1999;

Seidling, 2015)

# Accreditation, Certification, Credentialing: Does It Help?

- There is **insufficient evidence** to indicate whether ACC will improve evaluation quality and program outcomes.
- There is **no overwhelming support** for ACC among evaluators.  
(Shackman, 2015)
- There is an **absence of theories showing certification contribution** to resolving the concerns that gave rise to the need for certification
- **One might be sceptical** that training, selection, and self-improvement are truly influential mechanisms of change that **will improve the quality and utility** of evaluation effort

(Rowe, 2014)

# Challenges / questions

- PES is not the owner of the certification / credentialing process
- Who will advocate for certificate
- Grandparenting vs. Decertifying incompetent
- Core, Advanced and Specialized competencies
- Cost?

# A step toward Evaluation's Professional Status

Worthen's (1994) Judgements of Evaluation's Professional Status in the United States

1. A need for evaluators - Yes
2. Certification or licensure of evaluators - No
3. Exclusion of unqualified practitioners - No
4. Unique knowledge and skills of evaluation - Yes
5. Preparation programs for evaluators - Yes
6. Professional associations - Yes
7. Accreditation of preparation programs - No
8. Stable career opportunities - Yes
9. Standards of practice - Yes

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