

EDITOR'S REMARKS

Evaluator competence is, without doubt, a hot button issue in many jurisdictions. This timely special issue provides the first comparative analysis of international advancements in developing evaluator competences. Rich descriptions of context-specific reasons for developing competences and development processes are illuminating in and of themselves. They allow for understanding of the quite different emerging approaches and products. Superb analytical articles sandwich the more descriptive case studies. These provide both historical and theoretical frameworks for making sense of what has and has not happened in the world of evaluation competency, credentialing, and certification. Notably, the issue includes critical perspectives suggesting that efforts to date are not adequately grounded in theories of change and do not sufficiently address less measurable competencies such as evaluator attitudes and dispositions.

This special issue will be of great value to evaluation associations in many jurisdictions in their new and ongoing discussions about how to assure evaluation quality. Many are considering some sort of certification or credentialing, which is one of several approaches that might be used for quality assurance (Schwartz & Mayne, 2005).

REFERENCE

- Schwartz, R., & Mayne, J. (2005). Assuring the quality of evaluative information: Theory and practice. *Evaluation and Program Planning*, 28(1), 1–14. <http://dx.doi.org/10.1016/j.evalprogplan.2004.10.001>

Robert Schwartz
Editor-in-chief