Program Evaluation Education Guidelines (Tentative) to cultivate competent advanced social workers as evaluators and/or researchers at graduate schools of social work

[Scope of the guidelines]
Professors and other education staff of graduate schools of social work, university faculty interested in the reform of curricula and education systems and structure in graduate schools of social work, graduate students who take the subjects of program evaluation and research methods in social work, practitioners involved in practices with social welfare programs

[Short-term achievement goals]
- Program evaluation education is appropriately positioned in the curriculum and systematically taught in graduate schools of social work
- Competent advanced social workers equipped with evaluation abilities play active roles in the fields of practice, as evaluation personnel in social welfare agencies (practitioners in charge of evaluation), and program evaluators who support the field of practice (evaluation facilitators).
- To construct partnerships between graduate schools of social work and fields of practices by means of social welfare program evaluation education.

[Long-term goals]
- To form and cultivate 'evaluation culture' and organization culture that naturally promotes practitioners to associate with building and improving social welfare programs into effective program models including evidence-based practices (EBPs) by means of the practitioners' daily participation in evaluation activities.
- To construct comprehensive and continuous systems and structures of evaluation education and its support systems such as technical assistance centers with EBPs and evaluation partnerships of universities and fields of practice that enable practitioners in charge of evaluation actively to involve themselves in evaluation activities in the fields of practice, and evaluation facilitators equipped with scientific evaluation abilities to play active roles in supporting fields of practice in terms of evaluation as well as other technical assistance.

[Key words of the guidelines]
bottom-up evaluation, effective program components, evaluation facilitator, evidence-based practices (EBPs), fidelity scales, formative evaluation of effective program models, implementation and dissemination approaches, partnership between graduate schools of social work and fields of practice, practitioners' participatory evaluation, program theory evaluation, standardization of effective program models, translational science
Preface

These guidelines have been developed since 2009 through continuous discussion among American, Chinese, Japanese and Korean educators/researchers who are interested in program evaluation education in graduate schools of social work. Consensus has been reached regarding the essentials of these guidelines, through their discussion at international seminars that were held in August 2011 and December 2012 in Tokyo.

Having reached consensus regarding the necessity and importance of program evaluation education in graduate schools of social work, we examined the "knowledge", "skills", and "attitude" in program evaluation for social welfare programs that are expected of advanced social workers. Based on these discussions, we have identified and developed guidelines related to educational philosophies/principles and goals, subjects of evaluation to work with, and evaluation approaches and systems in program evaluation education that need to be cultivated in graduate schools of social work.

Program evaluation approaches are essential for the scientific analysis of social welfare policies and services/practices as well as their systematization and theorization. It has been an important objective for graduate schools of social work. It is particularly important in Asian countries, which are expected to develop and grow social welfare services and create Asian-model social welfare societies in the near future.

These are tentative guidelines based on discussions and interchanges that have taken place over two years among American, Chinese, Japanese and Korean social work educators/researchers, and which we trust will enhance further discussions. We hope that social work educators/researchers will utilize these guidelines when examining new educational directions of graduate schools of social work for educating advanced social workers.

Chapters 1 and 2 of these guidelines serve as general remarks which include philosophies/principles, educational goals, subjects of program evaluation to work with, and evaluation systems in program evaluation education that are expected of graduate schools of social work.

Chapters 3, 4, and 5 identify important subjects, which need to be focused upon graduate schools of social work education, including the development of effective social welfare program models (Chapter 3), their continuous improvement evaluation predominantly using outcome/impact and process evaluation (Chapter 4), and their implementation and dissemination approaches (Chapter 5). These chapters also provide guidelines for content and methods/approaches of program evaluation education in these three subjects.

Chapter 6 outlines guidelines for educational approaches in practicum/exercises in program evaluation by cooperating with program evaluation fields of practice.

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Chapter 1: Goals and principles of the guidelines, and ideal images of evaluators to be educated

1-1. Objectives and goals of social welfare program evaluation education guidelines.
   a. These guidelines provide educational philosophies/principles, goals, subjects of program evaluation to work with, and evaluation approaches and systems in program evaluation education, including educational content and approaches/methods when teaching program evaluation approaches/methods systematically in social work graduate schools for those who are expected to be competent advanced social workers and will be able to use the approaches/methods as important parts of social work practices.
   b. These guidelines incorporate three components: "Knowledge", "Skills" and "Attitude", that need to be cultivated in program evaluation education in graduate schools of social work. "Knowledge" (educational contents) is discussed in Chapter 3 to 5 focusing on three areas (programs development, continuous improvement evaluation, and implementation and dissemination of evidence-based practices (EBPs)). "Skills" are expected to be developed mainly through practicum/exercises in program evaluation education as described in Chapter 6. "Attitude" is described in Chapters 1 and 2 including philosophies/principles, educational goals, and subjects of program evaluation to work with, and evaluation systems in program evaluation education.

1-2. Background and need for program evaluation in social work practices
   a. It is considered desirable worldwide that social work practice be supported by scientific evidence, represented as EBP programs. Further, it is believed that all stakeholders (interest parties of the programs), including social work practitioners, clients, family members, and policy makers should share ideas, develop a consensus together based on scientific evidence, and develop more effective programs.
   b. Social workers are encouraged to be positively involved in CBPR in their professional practice and contribute to the development evaluation, continuous improvement evaluation, and implementation/dissemination research of effective program models in terms of social work ethics.

1-3. Need for program evaluation education at graduate schools of social work
   a. Education for advanced social workers is sought in the graduate schools. The educational content and practical values that need to be provided in the graduate education include research of social work practice and the skills, methods for program evaluation and competencies. It is critical for graduate education to include program evaluation approaches for advancing scientific based research in social welfare policy and social work practice.
   b. It is important to appropriately address the Scientist-Practitioner Model in social work as it is in other human service professions, including medical science.

1-4. Goals for program evaluation education in graduate schools of social work
   a. It is necessary to build a support system for program evaluation sites on a daily basis in order to enhance program evaluation activities. The daily support system consists of extensively assigned technical assistance centers, research institutions, and graduate schools of social work.
   b. It is essential for program evaluation education in graduate schools of social work that cooperation be maintained with program evaluation fields, and the schools help to enhance/support evaluation activities. The development of partnerships between social work graduate schools and fields of practice
is crucial.

1-5. Ideal images of program evaluators that program evaluation education in graduate schools of social work expects to cultivate

a. Key players of program evaluators trained in evaluation education in graduate schools of social work are practitioners in charge of evaluation, and evaluation facilitators who support the field of practice.

Chapter 2: Evaluation approaches emphasized for social welfare programs: Areas of program evaluation and expected evaluation systems in program evaluation education

2-1. Outlines

a. This chapter presents evaluation areas, and education and evaluation systems related to the evaluation approaches that should be given particular focus, necessary to achieve the objectives of social welfare program evaluation education, along with guidelines on the partnership between universities and practitioners as values in evaluation education and practice.

2-2. Definition of program evaluation targeted at social welfare programs

a. Program evaluation is a systematic and scientific way of formulating and improving effective social programs to ameliorate a certain social problem and/or condition, as well as to provide beneficial information for deciding upon the future directions and development of the programs, including an evaluation of their maintenance or abolition in a society, in ways that are adapted to their political contexts and organizational environments.

b. Program evaluation is of itself a significant social practice activity, as well as a major social research approach in the fields of human services. This is the reason graduate schools of social work should emphasize educating program evaluation in their coursework.

2-3. Significant approaches in social welfare program evaluation

a. In welfare program evaluation, formative evaluation is more important for building effective program models in fields of practice.

b. Significant subjects of social welfare program evaluation from the perspectives of formative evaluation can be categorized into the following three;

(i) Development and reconstruction of effective program models (Development evaluation). To determine needs that are not met by existing services, and to develop or reconstruct effective program models. This task involves re-designing and re-constructing existing programs that are not efficient enough.

(ii) Continuous improvement evaluation for effective program models predominantly using outcome/impact and process evaluation (Continuous improvement evaluation). To construct more effective program models to achieve their program goals more effectively.

(iii) Implementation and dissemination approaches for effective program models (Implementation and dissemination approaches). To implement and disseminate the effective program models delivering to many who need the program.

c. The three major subjects mentioned in the previous section are related to the phases of social program development.

2-4. Involvement of social work practitioners in evaluation according to the stages of program development

a. In order to develop evidence-based effective program models, practitioners participating in the programs are expected to gather and accumulate data on the innovation, ingenuity, and reflection from the field in their daily practices to provide theoretical and empirical evidence for effective practices; and to utilize program evaluation theories and methods.

b. To promote CBPR, it is necessary to educate practitioners (practitioners in charge of evaluation) who have knowledge and skill in scientific program evaluation in daily practices.

c. It is important to educate evaluation facilitators who can support better program evaluations by
cooperating with practitioners in the fields of practice on a daily basis.

d. Evaluation facilitators are expected to implement participatory program evaluation by working with both practitioners in charge of evaluation and other staff in the program.

e. All social workers, including practitioners in charge of evaluation and other program staff, needs to make contributions to program development evaluation, continuous improvement evaluation, and implementation and dissemination approaches in their own practices.

f. Evaluative facilitators support the practitioners in charge of evaluation and other program staff as needed, based on their understanding of evaluation tasks at each stage of the program model development.

g. It is also important to build partnerships between graduate schools of social work and fields of practice. They can designate graduate students and junior researchers at the graduate schools as evaluation facilitators.

Chapter 3: Program development and reconstruction of effective program models

3-1. Overview and achievement objectives

a. Providing guidelines for mastering the evaluation approaches for program development in order to develop effective program models to achieve goals for resolving and improving social problems, and reconstructing existing programs that are questionable as regards to their effects.

3-2. What is effective program development and reconstruction?

a. To design and develop program models that can appropriately and effectively resolve/improve social problems addressed by the society, and the models that are expected to have universal effects in resolving similar social welfare problems.

b. The following should be included in the development of an effective program model:

(1) Identification/analysis of the social problems
(2) Setting program goals and target populations
(3) Planning strategies for effective program intervention
(4) Designing and assessing program theory for tentative effective program models
(5) Analysis and assessment of evaluability of existing programs
(6) Developing a program evaluation plan to explicate the effect of the program

3-3. Problem Identification/analysis and needs assessment

a. The first step in deciding the overall concept of the social program to be considered is identifying the problem.

b. In evaluation education, a variety of methods for needs assessment will be introduced, and at the same time, it will be emphasized that the major purposes of needs assessment are to clarify the "range of the problem" and to consider the target populations.

3-4. Setting Goals and Target Populations for the Program

a. The target population will be set also from the perspectives of the providers of the program by considering whether the social program to be implemented will be effective if it is delivered to that particular target population and whether the program goals/objectives are relevant for that target population.

b. Program goals and objectives will first be decided during the social process upon identifying and defining the problem. This may be a process of consensus building among stakeholders or a political process.

c. As in the process for setting the target population the process to set program goals and objectives will be conducted simultaneously with 1. the analysis of the results from the needs assessment and 2. designing the program based on a consideration of the program theory.

3-5. Developing Effective Intervention Strategies for Programs

a. In developing program intervention strategies, you should conduct (a) configuration of program theories
for the effective models, and (b) evaluability assessment for the existing program (if any).

b. To build the program theories and conduct the evaluability assessment, you should also consider the following four efforts in addition to identifying and analyzing social problems, determining target populations and program goals, as mentioned above. They are (i) program boundary analysis, (ii) stakeholder analysis, (iii) organizational capacity analysis, and (iv) program development stage analysis.

3-6. Designing and assessing program theory for tentative effective program models

a. Program theory is a series of hypotheses regarding cause and effect, program components that provide a clear vision on how the social program is going to have an effect; and, what components are going to affect the program effects.

b. By carefully considering the program theory for individual programs, good programs for practice that will produce good outcomes may be constructed.

c. There is no general consensus regarding the most appropriate way to document program theories (Rossi et al., 2004). However, the framework for program theory provided by Rossi et al. (2004) that emphasizes the interrelations between the social program and its users and targets human service programs that directly interacts with its service users is an effective program theory for welfare programs.

d. Program theories, which should be a design drawing or a blue print of an effective program model, should be considered carefully before implementing a social program and should gain shared awareness among stakeholders. This is important for the ex-ante evaluation of an effective program model.

3-7. Assessing existing programs and conducting evaluability assessments

a. For existing programs that have questionable effects, there is a need to reconsider the target population, program goals/objectives, characteristics/attributes of needs that are not being met, and the program theory (Kettner, 2008; p10).

b. An evaluability assessment is a form of evaluation that confirms whether the program meets the prerequisites for evaluation and ascertains how to design the evaluation if the program meets the prerequisites.


a. In order to develop or reconstruct effective program models, one needs to carefully conduct ex-ante evaluations so that an effective program is constructed from the point of designing the program. Also, after the program is implemented, an ex-post evaluation needs to be designed in an appropriate manner to examine and ensure the effects of the program.

b. Usually, in ex-ante evaluations, needs evaluation and program theory evaluation, which are the base of the hierarchy of evaluations, play an important role.

3-9. Developing Implementation Manuals for Effective Program Models

a. Treatment manuals for effective program implementation constitute the basis for improving effective program models through the implementation and the evaluation/validation of the program. They are essential tools for practitioners to introduce and daily conduct program evaluation in their fields of practice.

3-10. Developing a Plan for Evaluation, Managing Information, and Developing Plans for the Methodology for the Collection of Information

a. As mentioned in the previous sections, during the development/reconstruction of an effective program, an evaluation plan needs to be developed so that appropriate evaluations are repeatedly conducted after the implementation of the program (Kettner, 2008; Trochim et al., 2009).

3-11. Sharing roles between practitioners in charge of evaluation and evaluation facilitators

a. In all the processes of a development evaluation of an effective program model, practitioners in charge of evaluation and evaluation facilitators carry out the development evaluation in coordination with each
Chapter 4: Continuous improvement evaluation for building effective program models: Predominantly using outcome/impact and process evaluations

4-1. Overview and achievement objectives
a. Guidelines of this chapter aim to master the method for continuous improvement and formative evaluation which enables the program models build to solve the social problems, to develop into the effective program models, of which the evidences of effectiveness are sufficiently shown through the liable methods.
b. The core components of the evidence generation in continuous improvement evaluation contains (1) outcome and impact evaluation, and (2) process evaluation of effective program model. Further, (3) the methods to analyze the relationships between outcome and process assessments is shown as the other core components in this chapter.

4-2. Improvement and revision of effective program models using continuous improvement evaluation: General overview
a. Effective program models are established using the underlying 'program theory' (impact theory and process theory) of the effective models. The program process that indicates the 'program units', is described based on the program theory. The core components of the program units or program process are presented in the lists of critical program components or in the fidelity scale, and utilized into practice by way of the program treatment manuals.
b. The effective program models are expected to be improved and developed into more effective program models through the continuous improvement evaluation for effective models.
c. When a critical component or a subscale of the fidelity scale that were assumed to be effective, does not confirm the results of the outcome evaluation (e.g. Low correlation of the score of critical component with the score of outcome indicator), it is necessary to review the lists of critical components and fidelity scale or program theory underlying the effective models, and to pursue more effective models. Simultaneously, it is considered necessary to revise the program treatment manuals in practice.
d. The method used to develop effective program models of evidence from the fields of practice is called a 'bottom-up approach' (Chen, 2011). It is an important approach in the participatory evaluation by practitioners in social work.
e. When an educational or research institute including social work graduate schools conduct on commission or proactively by practitioners continuous improvement evaluations of effective program models ('top-down approaches'), or when they conduct them in collaboration with practitioners in charge of evaluation in fields of practice, outcome and impact evaluations with a high level of evidence under controlled circumstances will be possible.

4-3. Establishing evidence for building effective program models 1: Outcome and impact evaluation producing high level of evidence under controlled circumstances
a. The 'Evidence level' indicates to what extent evidences with high liability and low bias is accumulated about the effectiveness of the program models.
b. It is expected that a higher level of evidence related to effective program models, utilizing outcome and impact evaluations with a high level of evidences under controlled circumstances such as through a meta-analysis of RCT, more than one RCT, or comparative study with control groups will be achieved.
c. There are two approaches for evaluation. In the top-down approaches, educational (universities) or research institute lead or cooperate with practitioners to develop an effective program and conduct the continuous improvement evaluation in practice, using the outcome evaluation of a high level of evidence. In the bottom-up approaches, effective program models are developed based on innovation, ingenuity, and reflection from the fields of practice, and the outcome is evaluated using the gradually
higher level of evidence (Chen, 2011).

d. In the bottom-up approaches, effective program models are developed based on the innovation, ingenuity, and reflection from the fields. The outcome of those programs is evaluated initially using the method of a low level of evidence, then by methods using gradually a higher level of evidence to accumulate evidence of a higher quality (Chinman et al., 2004).

e. The role of the practitioners in charge of evaluation and the evaluation facilitators differ between the bottom-up and top-down approaches. The practitioners in charge of evaluations play a more important role in the bottom-up approaches.

4-4. Establishing evidence for building effective program models 2: Outcome evaluation for quality of service improvement in daily practices

a. Program evaluation activities implemented by practitioners in daily practices to improve service quality lead to evidence building for effective program models. The activities include: 1) monitoring for outcomes, 2) evaluations using single system designs, and 3) variance analysis using case studies based on deviant cases (successful and unsuccessful).

4-5. Establishing evidence for building effective program models 3: Process evaluation

a. Fidelity assessments are very important as process assessments for developing effective program models. Fidelity scales are process evaluation scales that measure to what degree the program meets the criteria of effective program models. It consists of multiple effective program components (typically 15 to 30 items) to predict better outcomes that reflect implementation success.

4-6. Establishing evidence for building effective program models 4: Analyzing relationships between outcome and process assessments

a. In order to form/develop effective program models, it is necessary to focus on two main elements of program evaluation: client outcome, and process evaluations (i.e., fidelity assessment and critical program components). The interactions between the elements of program process and outcomes that affect effective implementation are analyzed, and the findings are used to develop evidence-based effective program models.

4-7. Establishing evidence for building effective program models 5: Efficiency evaluations

a. The findings of efficiency evaluations are important as evidence when developing effective program models and identifying effective models as dissemination and institutional models.

4-8. Methods of sharing and presenting program evaluation findings.

a. The continuous improvement evaluation for effective program models will be delivered to the public through evaluation reports, conference report, journal articles, and databases in EBP programs.

Chapter 5: Implementation and dissemination approaches for effective EBP program models

5-1. Overview and achievement objectives

a. This chapter provides guidelines for translating and implementing established effective program models such as EBP programs into society, indicating several model approaches for their implementation and dissemination.

b. The initiative approaches of implementation and dissemination to position the established effective program models appropriately into society are carried out by utilizing evaluation methods for the approaches as much as possible. The guidelines also show roles and attitude of advanced social workers as evaluation facilitators and practitioners in charge of evaluation to implement and disseminate the established effective program models into society.

5-2. Building databases for effective program models

a. Established effective program models such as EBP programs are required to be integrated into databases of effective program models and to be shared with society.
5-3. Framework of approaches from implementation and dissemination research
a. Even if effective program models such as EBP programs accumulate evidence, and the effectiveness of the program models is socially recognized, the implementation and dissemination of the program does not make progress in society. Implementation and dissemination research has been developed in response to this situation and the fact that findings with effective program models generated by the universities and research institutes are not easily transferred into fields of practice.
b. There is still not sufficient shared knowledge for initiatives in implementation and dissemination research or for translational research for effective program models. However, a shared point is that certain program models place the focus on not only changes in the consumers that are directly targeted, but also changes in the staff, changes in the implementing organizations, and changes in health and welfare systems.
c. Taking into account the above, in program evaluation education it is necessary to provide education based on the accomplishment of implementation and dissemination research and translational research, and use it for the acquisition of knowledge and skills by the practitioners in charge of evaluation and the evaluation facilitators.

5-4. Translation and implementation of effective program models to the fields of practice, and building effective dissemination program models
a. Established effective program models such as EBP programs have to be transferred to various regions and fields of practice that are subject to a variety of regional conditions and service environments, and a wide range of related people must be able to implement the programs effectively without any difficulty.
b. For this reason, it is necessary to adapt effective program models to the conditions in the field and communities that are introducing the program and make the necessary modifications when necessary. Specifically, it is necessary to revise the program theory of effective program models (impact theory and process theory), the list of effective program components that relies on that program theory, the fidelity scales, and the program treatment manual.

5-5. Constructing toolkits for the implementation and dissemination of effective program models
a. The toolkits for the implementation and dissemination of effective program models make the "implementation and dissemination models" created in compliance with effective program models into standard models for advancing implementation and dissemination of the program. The support tools to enable workplaces with an interest in program implementation to work on those program models are comparatively easily created through this issue process.

5-6. Building institutionalized effective program models and institutionalization of the models
a. Positioning established effective program models such as EBP programs as institutions makes systematic efforts over wide areas such as nationwide and prefecture-wide possible. In order to advance the wide-ranging implementation and dissemination of effective program models whose effects have been demonstrated, it is necessary to institutionalize those programs and work on them as institutionalized models.
b. It is necessary to create effective program models of institutionalized models based on the implementation and dissemination models created in compliance with the effect models.
c. In advancing the implementation and dissemination of institutionalized models, it is necessary to support the implementing organizations working on programs from the outside and to institutionally position technical assistance centers for the programs.
d. Ideally staff possessing knowledge and skills in the area of program evaluation, such as evaluation facilitators should be deployed in the technical assistance centers for the effective program models. It is necessary for the staff in the technical assistance centers to advance scientific consultations and coaching based on the results of the program evaluations.
5-7. Improving and upgrading effective program models based on innovation, ingenuity, and reflection from the fields of practice

a. Even after effective program models become accepted in society and become widely implemented, it is necessary to always take into consideration the improvement and upgrading of effective program models based on innovation, ingenuity, and reflection from the field. This is because the needs of the consumers targeted by the program models are constantly changing so it is necessary for the programs to respond sensitively to new needs.

Chapter 6: Method of proceeding with program evaluation practice

6-1. Overview and achievement objectives

a. This chapter provides guidelines regarding the method of proceeding with evaluation practice, the core for mastering the program evaluation "skills" that are a subset of the "knowledge" (educational content), "skills," and "attitudes" that must be provided in social welfare program evaluation education at graduate schools of social work.

b. In order to advance the practitioners' participatory program evaluation, it is essential to construct an evaluation support system to support the evaluation of the fields of practice. Program evaluation practice is advanced while forming these evaluation support systems virtually or substantially.

c. Program evaluation practice puts the focus on the evaluation "skills" that must be acquired by those evaluators trained in the graduate schools of social work, who are mainly practitioners in charge of evaluation and evaluation facilitators.

6-2. Content and process of program evaluation practice

a. The core of program evaluation practice is the practice involved in evaluation tasks as practitioners in charge of evaluation or evaluation facilitators in the fields of social welfare program evaluation. However, the creation of prior evaluation practice plans and evaluation plans related to the practice, and summarizing the evaluation practice, holding a debriefing session, and building a bulletin report for the practice, are equally important.

6-3. Building a plan for program evaluation practice

a. Put the evaluation practice plan into document form, so that it can be shared among the instructors, other people taking the evaluation practice, and also those in the workplace where the evaluation practice is held. Improve the evaluation practice written plan to a better plan by repeatedly revising it.

b. At the time when the program evaluation subjects are being taken, submit the evaluation practice written plans to the subject professors or instructors, and run the classes while linking their content to that written plan as much as possible.

6-4. Implementation structure for program evaluation practice

a. When implementing evaluation practice, construct an evaluation practice support structure to support evaluation practices for each individual practice graduate school student. Clarify in advance what kind of position in the evaluation practice structure the practice graduate school students will occupy when they engage in the evaluation, including whether they will participate as a practitioner in charge of evaluation or whether they will participate as an evaluation facilitator.

6-5. Roles of the evaluation facilitators and their practice

a. The evaluation facilitator plays the role of the project manager in a multi-center joint research project. For the evaluation practice it is necessary to clarify the role of the evaluation facilitator in a part of the joint research project and ensure that the facilitator learns those roles.

6-6. Roles of the practitioners in charge of evaluation and their practice

a. The practitioners in charge of evaluation are in charge of the actual work involved in the daily tasks and research tasks related to evaluation in the program implementation workplace. It is necessary to ensure that they are able to learn their respective roles in the evaluation practice.
6-7. Summarizing the evaluation practice, holding a debriefing session, and building a bulletin report for the practice

a. The outcomes of the evaluation practice, including the interim outcomes, are shared among the people taking the evaluation practice at the graduate schoolboy holding an interim debriefing session and a final debriefing session, so they have opportunities to mutually examine each other's outcomes.

b. The outcomes of the evaluation practice are summarized in the form of a report, and fed back to the workplace which accepted the practice.

c. It is expected that the outcomes of the evaluation practice will be summarized in the form of a master's thesis or doctorate thesis. It is necessary for the outcomes summarized as a thesis to be submitted to academic journals or published in a scholarly publication so that they contribute to the dissemination of effective program models in society.