

Global Systems Evaluation Course:

International Program in Development Evaluation Training (IPDET)

<http://www.ipdet.org/>

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Michael Quinn Patton
Utilization-Focused Evaluation

<http://www.utilization-focusedevaluation.org/>

Summary Overview of Course Rationale and Content

Trend: Evaluation has become an international profession and transdiscipline. IPDET has been central to this international development of evaluation.

Premise: The thrust of the internationalization trend has been building national evaluation capacity around the world (e.g., IDEAS, EvalPartners, IOCE) and strengthening competence of national and international evaluators (IPDET)

Results: National and regional evaluation capacities have been demonstrably strengthened. IPDET has generated a critical mass of trained M&E evaluators worldwide.

Limitation: Global problems cannot effectively be addressed solely at the nation-state and or cross-national level. Current parameters of evaluator competence do not prepare evaluators to evaluate global systems change.

Future intervention design direction: Addressing complex problems through *a global dynamic systems change lens*.

Evaluation need: Evaluators trained, engaged, and supported to be *global dynamic systems* evaluators; in essence, *World Savvy evaluators* who demonstrate *global competence*, and operate/engage as *world systems thinkers*.

Long-term impact: (1) Evaluators with global competence participate in designing, monitoring, and evaluating global systems change initiatives and interventions; and (2) more effective global systems change initiatives, reforms, and interventions guided by evaluation processes and evaluative thinking.

IPDET Course: A two-day course in Global Systems Evaluation to train world savvy evaluators.

IPDET Course description

<http://www.ipdet.org/>

Global Systems Evaluation

Evaluation as a field has developed effective and useful approaches and tools for monitoring and evaluating traditional projects, programs, national policies and plans, and international agency sector initiatives. But *global problems require global solutions and global systems evaluation*. Global challenges like climate change, massive cross-border movement of displaced persons, virulent super-viruses and contagious diseases that threaten world health, dying oceans, global terrorism, global food insecurity, global economic interdependence, and multinational capitalism, to name but a few examples, operate beyond national borders and regional or sectoral domains. Technology knows no national or agency boundaries. Moreover, these global systems and challenges are interconnected and dynamic. Global innovators and global systems change initiatives are beginning to think and act from the perspective of a complex, dynamic, and interconnected world system. Evaluators need special perspectives and competences to engage and evaluate these global change efforts, to monitor, improve, help develop, and ultimately judge the effectiveness, efficiency, relevance, and sustainability of these global change efforts. This involves much more than monitoring performance indicators and sustainable development goals. It means bringing the full arsenal of evaluation thinking, tools, methods, and processes to bear at a global level -- and creating new approaches appropriate to the challenges of global systems evaluation. This two-day course lays the foundation for global systems evaluation and world savvy evaluators.

Instructor: Michael Quinn Patton

Course Outline Proposal (draft; course still in development)

Day 1, morning

- Evaluation history leading up to the need for global systems evaluation
- Understanding the world as a complex dynamic, interconnected system
- What it means to treat the earth and the entire human family as the focus of global systems evaluation: becoming *Blue Marble Evaluators*
- Small group interactions among participants sharing their perspectives and forming global systems change teams

Day 1, afternoon

- Competencies needed for global systems evaluation
- Theoretical frameworks (e.g., World Systems Analysis)
- Methodological approaches (treating the world and human family as the evaluand)
- Small group project on integrating and interconnecting the sustainable development goals as a complex, dynamic global system; getting beyond simple performance indicators of SDGs.

Day 2, morning

- Webinar (real time streaming) with World Savvy staff on their global citizen competencies framework
- Applying and adapting the World Savvy competencies to evaluation
- Theory to practice implications based on key informant interviews
- Small group presentations on evaluation global competencies, specialized skills, and specialized knowledge foundation

Day 2, afternoon

- Case studies of three diverse global initiatives (small group work); designing global systems evaluation to evaluate those global initiatives
- Teams report on their global system evaluation designs and processes
- Extracting lessons for global systems evaluation
- Future directions and network interconnections

Course Justification and Background

The background for this course emerged during IPDET 2015 as I prepared for a luncheon presentation on the International Year of Evaluation. That IPDET presentation morphed into a proposal for *Global Systems Evaluation*. The material in that presentation has been incorporated and elaborated in what follows. But let the record show that the idea emerged at IPDET in the summer of 2015 and that luncheon presentation was the inaugural articulation of the idea of *Global Systems Evaluation*. Moreover, this proposal is grounded in 15 years of interactions with IPDET participants and faculty.

Historical context

Evaluation as a profession has been international in orientation and membership from its formal association beginnings in the mid-1970's when the Australasian Evaluation Society (AES), the Canadian Evaluation Society (CES), and AEA predecessors (the Evaluation Network and the Evaluation Research Society) were all formed. The *European Evaluation Society* (EES) was *founded* in 1992 and the African Evaluation Association (AfrEA) in 1999. The last 15 years have seen exponential international growth and development culminating in 2015 as the International Year of Evaluation. Below are examples of *21st Century Developmental Milestones for Evaluation*

Internationally. This list is far from exhaustive. I include it here (next page) to illustrate the growth and development of evaluation cross-culturally and internationally, which would be covered on the first day of the new IPDET course as the historical context for Global Systems Evaluation.

A Selection of 21st Century Developmental Milestones for Evaluation

Cross-Culturally and Internationally

- 2001:** International Program for Development Evaluation Training (IPDET) launched in Ottawa.
- 2002:** The International Development Evaluation Association (IDEAS) was inaugurated in September 2002 to help fill a gap in the international evaluation architecture.
- 2003:** Inaugural assembly of the International Organization for Cooperation in Evaluation (IOCE) was held in Lima Peru.
- 2004:** The first issue of the new *Journal of MultiDisciplinary Evaluation* was published with a commitment " to move towards some coverage of significant evaluation happenings in countries outside North America. We will gradually develop this, as we extend our network of correspondents overseas and from overseas, and we will try to provide some periodic overviews of major meetings, movements, and publications that occur in languages other than English (Scriven, 2004, pp. 2-3).

The journal provided "immediate open access to its content on the principle that making research freely available to the public supports a *greater global exchange of knowledge*" (italics added).

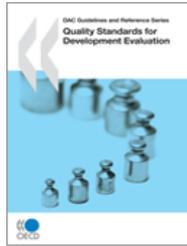
- 2005:** AEA/CES joint international conference in Toronto: *Crossing Borders, Crossing Boundaries*. General Romeo Dallaire, head of the United Nations peace-keeping operation in Rwanda before and during the genocide was given the first (and only) *International Speaking truth to Power Prize*.



2008: Better Evaluation website generated the Cali conference: Rethinking Impact- Understanding the complexity of poverty and change.

2009: International Conference on National Evaluation Capacities, Casablanca, Morocco

2010: The OECD/Development Assistance Committee (DAC) published *Quality Standards for Development Evaluation*.



2011: The Joint International Evaluation of the Paris Declaration on International Development Aid was commissioned.

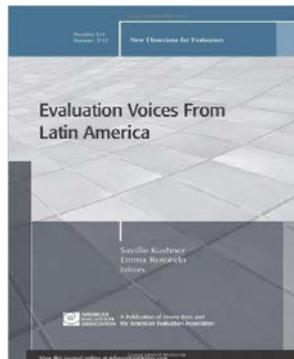
2nd International Conference on National Evaluation Capacities, Johannesburg, South Africa

AEA members adopt statement on Cultural Competence in Evaluation

2012: *EvalPartners*, "the Global Movement to Strengthen National Evaluation Capacities," was founded.

The 2nd edition of *Evaluation Roots* (Alkin, 2012) was published with international chapters and international contributors added to the "Theory Tree." Also published: "Evaluation Roots: An International Perspective" (Carden & Alkin, 2012).

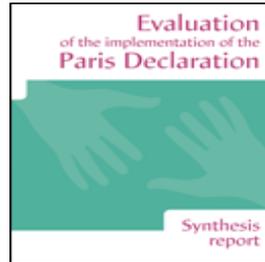
Evaluation Voices from Latin America, *New Directions for Evaluation*, # 134



Special issue of *CJPE* devoted to Evaluation of the Paris Declaration on Development Aid

<https://www.evaluationcanada.ca/canadian-journal-program-evaluation/volume-27-2012/special-issue>

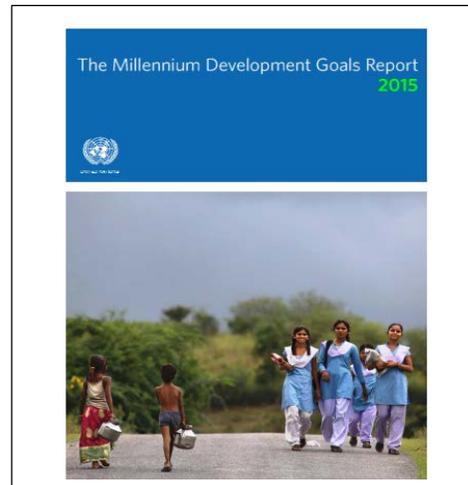
2013: The AEA Outstanding Evaluation Award went to the Joint International Evaluation of the Paris Declaration on International Development Aid.



Third International Conference on National Evaluation Capacities, São Paulo, Brazil

2015: *International Year of Evaluation*

Evaluation reports on the Millennium Development Goals (MDGs) and adoption of a new set of internationally agreed Sustainable Development Goals



The strengths and limitations of international evaluation as it has developed

The focus of most international evaluation development has been reaching out to and including evaluators and countries outside the industrialized world. This has been important, appropriate, and effective despite major challenges and resource limitations. Examining evaluation capacity-building approaches internationally shows that international means multiple nations and

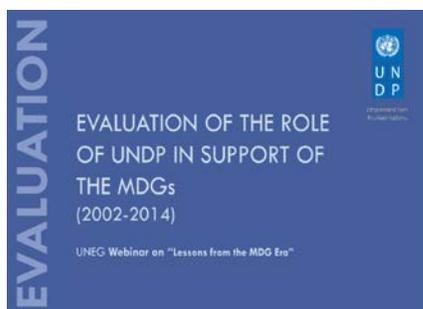
cultures. The fundamental focus and unit of analysis for international evaluation development has been the nation-state. Consider the four examples below.

- *EvalPartners* has as its mission developing national evaluation capacity. Its goals all focus on national M&E systems:
 - To share experiences, challenges and solutions from programme countries with national M&E systems, including countries that may be considering creating one
 - To identify lessons and challenges in implementing national M&E systems and the use of evaluation
 - To identify supply and demand for technical assistance in strengthening institutional capacity for national M&E systems under the umbrella of South-South and triangular cooperation

- The Paris Declaration on Aid Effectiveness endorsed in 2005 by over 100 countries and international agencies is based on the principle that *national ownership and leadership* are overarching factors for ensuring good development outcomes. "The implication for the evaluation function is fundamental. The principle of ownership means that partner countries should own and lead their own country-led evaluation systems, while donors and international organizations should support sustainable national evaluation capacity development." (EvalPartners, <http://www.mymande.org/evalpartners/strengthen-civil-society>)

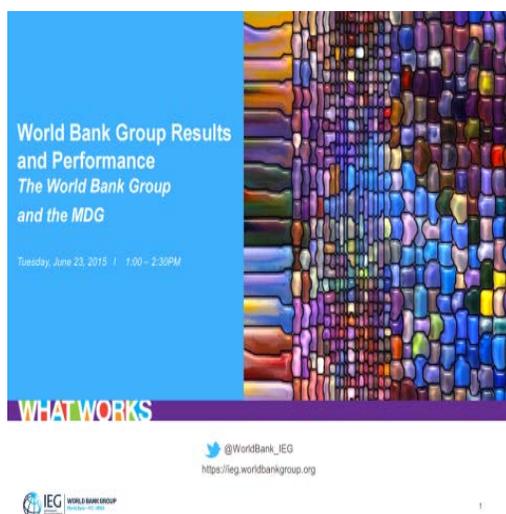
- *The Evaluation of the Paris Declaration on Aid Effectiveness* was based on 22 national case studies conducted by national evaluation teams (Wood, Betts, Etta, Gayfer, Kabell, Ngwira, & Samaranayake, 2011).

- The Millennium Development Goals (MDG) were based on *national goals* and *national reports of goal attainment*. (United Nations, 2014; UNDP, 2015; World Bank, 2015)



Findings:

□ National MDG reports produced across the globe with UNDP assistance (~450 reports produced)



Translating the MDGs into country programs through country-based model

- WBG strategies emphasized primacy of country owned
- Country focus supported by
 - ✓ Organizational changes initiated in the 1990s – decentralization
 - ✓ Instruments: PRSP, HIPC, MDR
- WBG country strategies
 - ✓ MDG themes, if not MDG terms, substantially incorporated
 - ✓ Stable use of MDG indicators in results matrices
- MDG focus in WBG country programs
 - ✓ Significant variability; no evidence MDGs less relevant in FCIs
- IEG: tension between responsiveness to client needs: global/sectoral priorities

The Evolution of the *Evaluand*

Evaluation began with a project, program, policy, or product as the *evaluand* -- the profession's jargon for the thing evaluated, the unit of analysis and focus of evaluation. Over the last 40 years since the breakthrough publication of the first two-volume *Handbook of Evaluation Research* in 1975, we have become quite sophisticated and adept at evaluating these traditional units of analysis. In recent years, new evaluands have emerged as reflected in *New Directions for Evaluation* issues on

- *Evaluating Social Networks* (#107, 2006)
- *Program Evaluation of a Complex Organizational System* (#120, 2009)
- *Evaluating Strategy* (# 128, 2011)

The last section noted that international evaluations like the Millennium Development Goals and the Paris Declaration on International Aid treat the nation-state as the unit of analysis, as the evaluand. This emphasis continues as evidenced by the latest EvalPartners newsletter celebrating the new Agenda for Sustainable Development:

The outcome document of the United Nations Summit for the adoption of the post-2015 development agenda, "**Transforming Our World: The 2030 Agenda for Sustainable Development**", was agreed with consensus by Member States on 2nd August 2015.

For the international evaluation community, what is particularly exciting is that "evaluation" was integrated in this new Agenda, in the "Follow-up and Review" section. It indicates that the follow-up and review processes of implementation of the post-2015 Development Agenda will be informed by country-led evaluations and data (paragraph 74G). It also calls for strengthening national evaluation capacity (paragraph 74H).

We are proud to say that EvalPartners and UNEG, with support from our partners, played a critical role in advocating on the importance of evaluation during the intergovernmental negotiations. This is another important milestone for UNEG and the international evaluation community, following the stand-alone United Nations General Assembly Resolution, "**Capacity building for the evaluation of development activities at the country level**", which was adopted in December 2014. In this context it is important that evaluation culture is promoted at country level. (EvalPartners Newsletter # 17, August, 2015).

What is missing?

Promoting evaluation capacity at the country level evaluation is important and necessary but inadequate to deal with global issues. The major problems the world faces today and into the future are global in nature. Building on the impressive developments in international and cross-cultural evaluation documented above, the next step and the way forward, it seems to me, *is to treat the global system as the evaluand and to develop evaluators capable of undertaking transcultural global systems change evaluations*. The remainder of this IPDET course proposal examines the implications of treating global systems as the evaluand.

Global systems change evaluation

What is missing in evaluation is *a world systems perspective*, one that is genuinely global and makes the Earth and the whole human family the unit of analysis. Globalization is treated often as a threat to cultural diversity and sustainability, with concerns about global homogenization, and global cultures permeating and overwhelming local ones. International development and aid initiatives can be and often are undertaken with the best of motives and well-meaning intent (alleviating poverty and sickness, higher quality of life, meeting development goals) but with devastating consequences --

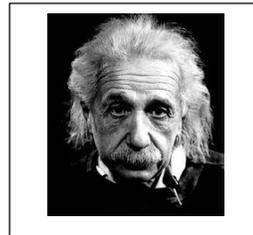
increasing disparities, destroying the environment, and undercutting indigenous culture, including but not limited to loss of traditional languages under the momentum of universal and standardized education.

As a way forward, I want to offer an alternative global perspective, one that treats the Earth as a global village and therefore the focus of inquiry, the unit of analysis (the evaluand), and a transcultural evaluation specialization.

Global Systems as the Evaluand

Global challenges require global interventions which need global systems change evaluation conducted by globally competent evaluators. Albert Einstein observed:

"We cannot solve our problems with the same level of thinking that created them."



Global problems transcend national and agency boundaries. It is beyond the scope of this course proposal to document the nature and extent of the global issues humanity now faces -- and experts disagree about the severity, scope, and urgency of global challenges, but the essentially global essence of these problems is not in doubt:

- Climate change, including effects on gender equity because climate change affects women in poorer countries more than men
- Global economic interdependence and turbulence (example: 2008 global economic crisis)
- Virulent infectious diseases and evolving super-viruses (Epidemiologists talk not of whether there will be a new global pandemic but when and how extensive it will be across the world)
- Dying oceans
- Global terrorism
- International drug cartels
- Global human trafficking

- Global arms merchants
- Poverty and inequality interconnected globally
- Refugees (50 million refugees worldwide, more displaced people in the world today than at any time since World War II)
- Feeding the world is a growing challenge
- Technological changes are global in impact
- Cyber terrorism and threats to the World Wide Web
- Multinational corporation influences and global capitalism
- Accelerating species extinctions:

The **Holocene extinction**, sometimes called the **Sixth Extinction**, describes the current & ongoing loss of species during the present epoch mainly due to human activity -- spanning numerous families of plants and animals -- including mammals, birds, amphibians, reptiles and arthropods.

The International Union for Conservation of Nature and Natural Resources, the vast majority are undocumented estimates the present rate of extinction may be up to 140,000 species per year. (Kolbert, 2014)

Global issues are being addressed in international think tanks, through global philanthropic initiatives, at global conferences, and through international cooperative agreements. For evaluation to play its appropriate role in these initiatives and through these diverse platforms, for evaluation to be invited to the table where global initiatives are the focus and make a contribution to solving global problems, we need evaluators knowledgeable about and competent in global systems analysis.

World Savvy and Global Competency

World Savvy is a national education nonprofit that works with educators, schools, and districts to integrate the highest quality of *global competence teaching and learning* into K-12 classrooms. *World Savvy* has been working on global competency for more than a decade.

Global competence refers to the knowledge, skills, and dispositions necessary to navigate and succeed in today's interconnected world. Globally competent individuals are ***life-long learners***, have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, critical and comparative thinking skills, problem solving abilities, comfort with ambiguity and change, and ***understand globally significant issues***.

The Partnership for 21st Century Skills—an advocacy coalition of educators and business, community, and government leaders—has identified global awareness as one of the six core skills that all students need to acquire. The OECD’s Program for International Student Assessment (PISA) –the benchmarking standard for measuring student performance around the world—will for the first time in 2018 include global competence in its measurements, signaling yet again how critical it is for graduates to thrive in the 21st century. For our society to collectively confront challenges that are global in scope, all sectors require globally literate and culturally competent employees, citizens, and leaders. (World Savvy, <http://www.worldsavvy.org/global-competence/>)

World Savvy has generated and is engaged with a network of educators and education leaders conceptualizing and implementing global competence training.

GLOBAL COMPETENCE MATRIX

Global competence is the disposition and capacity to understand and act on issues of global significance. Globally competent individuals possess and apply the following qualities, characteristics, and abilities to learning about and engaging with the world. Educators who aspire to help students become globally competent must both develop these attributes in themselves and find ways to foster them in students.

CORE CONCEPTS

- World events and global issues are complex and interdependent
- One’s own culture and history is key to understanding one’s relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues
- The current world system is shaped by historical forces

VALUES & ATTITUDES

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity & culture, & sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity & unfamiliar situations
- Reflection on context and meaning of our lives in relationship to something bigger
- Question prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy
- Humility

SKILLS

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
- Selects and applies appropriate tools and strategies to communicate and collaborate effectively.
- Listens actively and engages in inclusive dialogue
- Is fluent in 21st century digital technology
- Demonstrates resiliency in new situations
- Applies critical, comparative, and creative thinking and problem solving

BEHAVIORS

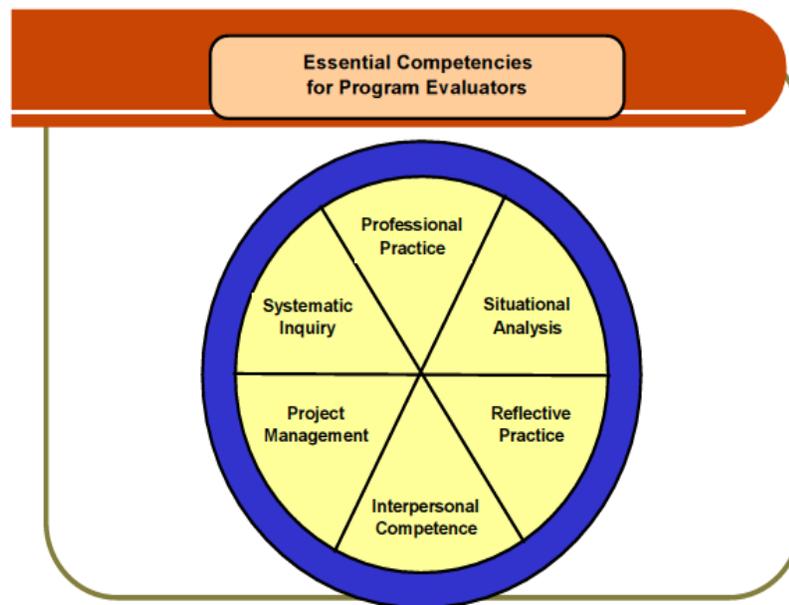
- Seeks out and applies an understanding of different perspectives to problem solving and decision making
- Forms opinions based on exploration and evidence
- Commits to the process of continuous learning and reflection
- Adopts shared responsibility and takes cooperative action
- Shares knowledge and encourages discourse
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
- Approaches thinking and problem solving collaboratively

This Global Competence matrix was created in collaboration with Teachers College, Columbia University, and the Asia Society for the Global Competence Certification Program (GOC). The GOC program is an online Master’s level certificate program for in-service educators. Learn more at www.worldsavvy.org



Evaluator Global Competence

Identifying and developing evaluator competencies has been a major thrust in the evaluation profession over the last decade. Jean King and her colleagues (King, Stevahn, Ghere, & Minnema, 2001) pioneered an evaluator Essential Competencies framework that prescribes competence in: (1) professional practice; (2) systematic inquiry; (3) situational analysis; (4) project management; (5) interpersonal competence, and (6) reflective practice.



This framework is being used as a basis for voluntary certification of evaluators in Canada, New Zealand, and Japan (King & Podems, 2014). In addition, the American Evaluation Association *Statement On Cultural Competence in Evaluation* was adopted by the AEA membership in 2011. The way forward is to develop a new *Evaluator Global Competency* to build the capacity of specialized evaluators to engage in transcultural global systems change evaluations. In essence, I am arguing that engaging knowledgably and skillfully as a global systems change evaluator requires specialized competence. The next section suggests what the dimensions of global evaluation competence might

include. These are meant to be suggestive not definitive. They will develop as the course unfolds over time.

Four Potential Dimensions of Global Evaluation Competence

1. Global Perspective: *The Blue Marble Lens*
2. World Systems knowledge
3. Global systems analysis skills
4. Global systems change network connections

1. Global Perspective: *The Blue Marble Lens*

You can't see the Earth as a globe unless you get at least twenty thousand miles away from it. Only 24 humans ever went that far into outer space -- the three-person crews of the nine Apollo missions that traveled to the moon between 1968 and 1972. But only the 3 in the last Apollo mission saw a full Earth and took *the first complete photo of Earth*. On December 7, 1972, the first photograph was taken of the whole round Earth *ever snapped by a human being* (in contrast to computer directed). That photo became known as **The Blue Marble Shot**.



Blue Marble Shot: December 7, 1972

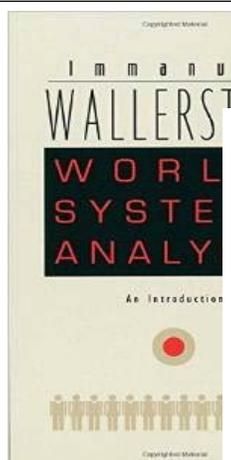
The Blue Marble perspective means thinking globally, holistically, and systemically; in essence, thinking of the world and its peoples as the evaluand. This means thinking beyond a world of national-states.



Blue Marble Evaluators would not ignore nation-states and international relationships, but would add a truly global perspective.

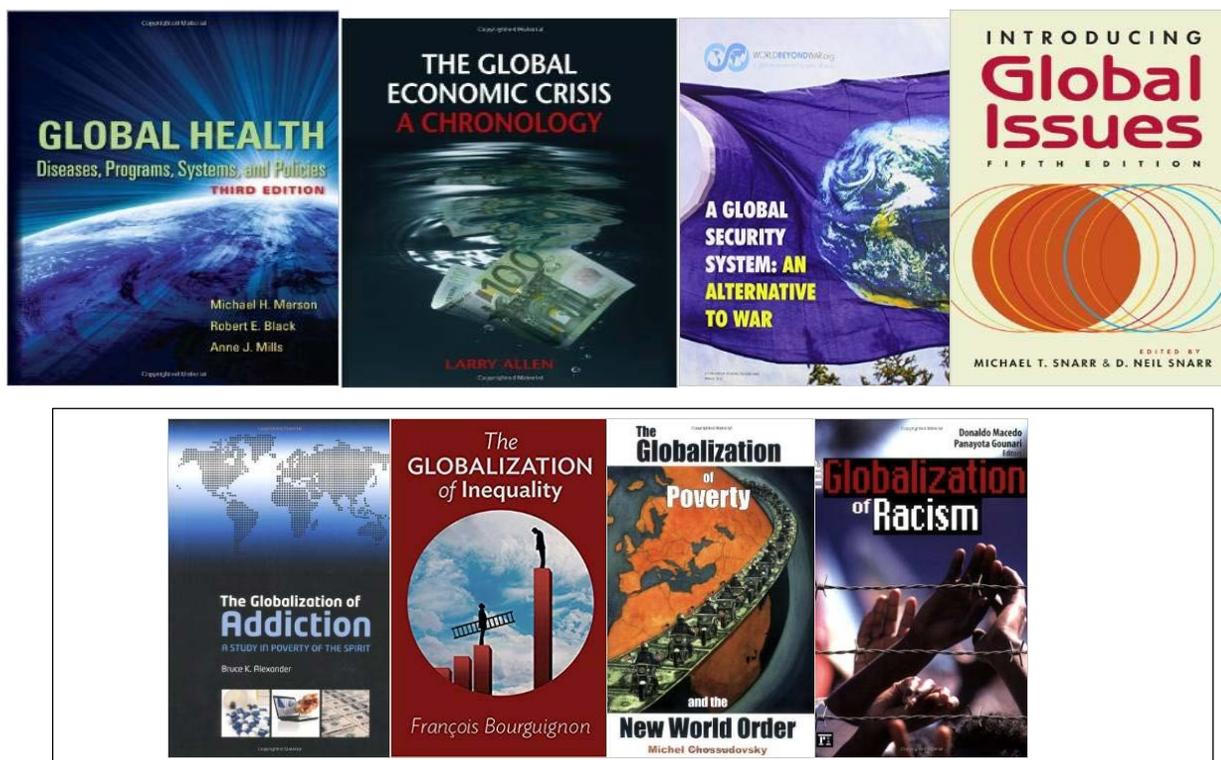
2. World System knowledge

There is a large and growing literature focused on the world system and global issues. This constitutes a specialized knowledge base for global evaluators. Consider *World Systems Analysis* (Wallerstein, 2004):



- Emphasis on world-systems rather than nation-states
- On the need to consider historical processes as they unfold over long periods of time
- On combining within a single analytical framework bodies of knowledge usually viewed as distinct from one another—such as history, political science, economics, and sociology.
- The world-system as a social reality comprised of interconnected nations, corporations, households, classes, and identity groups of all kinds.

A substantial literature is emerging on global health, the interconnected global economic system, global security issues, global food systems, global poverty, global climate change, global institutions, global capitalism, the globalization of inequality, and global technology, to name but a few examples, and, of course, the interconnections among these global systems. We need global systems change evaluation approaches to inform these analyses and intervention strategies.



3. Global systems evaluation inquiry skills

A major confusion at the global level is to equate evaluation with simply monitoring indicators. Global indicators are available in a number of arenas. Data sets are available on the web for **socio-demographic trends** (i.e., population size, growth, age and urban distribution, infant mortality rate, education); **economic patterns** (trade levels, growth rates, debt levels, inflation); **technological change** (i.e., electricity consumption, telephone mainlines); **political developments** (i.e., political rights, freedom, armed conflict); the **environment** (greenhouse gas

emissions, endangered species, ocean health indicators); and **communication** (social media data, and radio, newspaper, internet, and television coverage).

Global indicators are one resource for global evaluation, but far from the whole picture. An evaluation approach to global systems change will need to incorporate and apply different purposes and approaches to evaluation, generation and application of innovative rubrics, criteria for making judgments of merit, worth, and significance, and evaluative thinking throughout. Indeed, one of the contributions of a global evaluation approach would be to use multiple and mixed methods, appropriate designs, and innovative complex systems inquiry alternatives to map, understand, and interpret and evaluate global systems change.

4. Global network of global systems change evaluators

A fourth and final dimension of global evaluation is creation of a global network of globally competent evaluators. A transdisciplinary approach is critical for global evaluation so the network must include evaluators from diverse disciplines and professions, from around the world, and with varied institutional affiliations and work assignments. Hopefully, a global evaluation network focused on global issues and the Earth as evaluand would function more cohesively than the current *world disorder*. Here's our current baseline situation as articulated by George Soros, a global citizen and global activist. He reviews failures to reach agreement on and take collective action on climate change, world trade, stopping genocide, fighting poverty, refugees, intellectual property... the list goes on and on. He concludes:

International cooperation is in decline both in the political and financial spheres. The UN has failed to address any of the major conflicts since the end of the cold war... In the political sphere local conflicts fester and multiply. Taken individually these conflicts could possibly be solved but they tend to be interconnected and the losers in one conflict tend to become the spoilers in others....

In all areas, national, sectarian, business, and other special interests take precedence over the common interest. This trend has now reached a point where instead of a global order we have to speak of global disorder. (Soros, 2015, p. 4)

An example of the kind of global evaluation perspective person needed has been articulated by Paula Caballero, Senior Director, Environment and Natural Resources Global Practice, The World Bank. In a 2015 blog she wrote:



This is a year in which the health of the planet is finally understood to be of central concern to the future of people. A year in which the management of natural resources – from fish stocks and fresh water, to fertile soil, forest habitats and the carbon in the atmosphere - is understood to have significant national, international and inter-generational consequences.

Climate change, water shortages and other environmental crises are bringing home the message loud and clear: we need to connect the dots between human actions across the landscape and seascape, or the earth will cease to care for us. It will cease to grow food, to store water, to host fish and pollinators, to provide energy, medicine and timber. Changing temperatures will stress systems already overwhelmed by unsustainable patterns of production and consumption, while a growing middle class will further strain planetary boundaries.

Many of the solutions however will require breaking down the walls of specific sectors – forestry, agriculture, energy, transport, health – and working with a variety of stakeholders across landscapes, seascapes and cities to achieve multiple goals at once. There simply isn't enough time or money to pursue isolated and contradictory solutions.

The world is getting smaller – more constrained and interconnected. We have an opportunity to apply system-wide thinking and leverage data to solve the challenges of our time. (Caballero, 2015)

This statement represents the perspective that needs to be articulated and communicated through a network of global systems change evaluators, what I've come to call *Blue Marble Evaluators*.

Global Systems Change Evaluation as a Conceptual Evolution in Evaluation

Scriven's influential analysis of evaluation's evolution and development as a *transdiscipline* positions evaluation as *the alpha discipline*, or more accurately, the alpha transdiscipline: "It is the discipline that develops and validates admission into the admissions requirements for membership in the club of disciplines" (Scriven, 2012, p. 174). "Evaluation is the alpha discipline because its domain includes the methodology of the task of validation of any discipline's claim to legitimacy as a discipline" (p. 175).

The evolution to *global systems evaluation* is necessary to complete the alpha discipline claim. The paradigm shift from nation-state-based international evaluation to global systems change beyond national borders and boundaries is parallel, it seems to me, to the paradigm shift to understanding and applying evaluation as the alpha transdiscipline.

Moreover, at a global level, the practice of evaluation, such as it is, is mired in the mistakes Scriven has identified as necessary to overcome if evaluation's potential contributions are to be fully realized. For example, the focus on attainment of management goals rather than meeting consumer needs is rife internationally. International evaluation is dominated by measuring attainment of politically negotiated and management-asserted goals, from the Millennium Development Goals to the targets set by international agencies, multi-national corporations, and international philanthropic foundations. Global Systems Change Evaluation will necessarily, both methodologically and ethically, emphasize meeting genuine needs not politically and administratively generated targets on readily available indicators.

International development evaluation through a genuinely global perspective

International evaluation capacity-building has been focused on building national evaluation capacity. That is important and worthy, and both will and should continue. But the Blue Marble, the Earth, has no nation states. Nation-state boundaries are the result of war, colonialism, imperialism,

enslavement, exploitation, genocide, oppression, greed, politics, religious persecution, dominant cultural hegemony and indigenous cultural suppression. I can think of no exceptions. Decolonizing evaluation, from a global perspective, could well include transcending national boundaries instead of reifying them and treating them as real and sacrosanct.

In a similar vein, global evaluation, from a transcultural perspective, would include honoring, valuing, and appreciating indigenous and local cultures, while including advocacy of and operating from a globally-based (Blue Mable) transcultural framework that includes the following kinds of understandings:

- *The Universal Declaration of Human Rights* and the *Declaration of the Rights of the Child* constitute a global transcultural set of values, norms, practices, and commitments
- Race and ethnicity are social constructions that are, like nation-states (a political construction), the legacy of war, colonialism, imperialism, enslavement, exploitation, genocide, oppression, greed, politics, religious persecution, and indigenous cultural suppression. Genetic scholarship makes it clear that all human beings are descended from common ancestors over the last 200,000 to 500,000 years. We all share a common family of origin.
- A transcultural perspective does not have to mean either global homogenization or devaluing cultural diversity. Rather, it means finding ways to come together to address global challenges collectively by integrating of diverse strengths, perspectives, and capacities. This means asking what in complexity theory is called a wicked question: How can we be both a smoothie and a fruit salad? How can we honor our diversity within our global village?

Global Evaluation Intended Users

If we created a global network of world savvy evaluators, who would be their intended users?

Answering this question involves identifying global systems change actors (agencies, initiatives, think tanks, research groups, change advocates) and finding out how they conceptualize global systems change, what they are doing globally, and how they view the potential contribution of evaluation, if they view evaluation as a matter to address at all. Course participants would contribute to this analysis from their own experiences and contacts.

Conclusion

Ironically, perhaps, it has been the International Year of Evaluation with its constant emphasis on building national evaluation capacity that led me to the realization that enhancing national evaluation capacity will be inadequate to address global issues. *Global issues and global problems require global systems change evaluation.* The future of the planet and the human family is at stake. Our divisions, the ultimate legacy of colonialism and imperialism, undermine collective action. Yet only collective action can save us. Evaluation can and should contribute to that collective action.

The challenge looking forward then is training, networking, and supporting...

- ❖ Blue Marble Evaluators
- ❖ Global Systems Evaluators
- ❖ World Systems Thinkers as Evaluators
- ❖ Evaluators without borders

This proposed IPDET course will help build the foundation for this new evaluation specialization and contribution.

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