Peter Drucker

“The greatest danger in times of turbulence is not the turbulence – it is to act with yesterday’s logic.”
Evaluating Transformation means Transforming Evaluation
Blue Marble Evaluation: Thinking in Transformational Ways at a Time When We Urgently Need To

Author: Jane Maland Cady
Date: January 8th, 2020

This article by McKnight Foundation International program director Jane Maland Cady was originally published by the Global Alliance for the Future of Food and adopted here with permission.

Summary: The McKnight Foundation has supported the first of the Blue Marble Evaluation innovators — from Michael Quinn Patton and the World Savvy team, to the evaluators embedded in the Global Alliance for the Future of Food and the Collaborative Crop Research Program. This initial Blue Marble Cohort has learned from each other, challenged each other, and is actively providing critical tools and frameworks for the field. Writing on the day of the launch of Blue...
Evaluation and the Challenge of Our Time - AEA Panel Follow-up Conversation

Home » Latest » Evaluation and the Challenge of Our Time - AEA Panel Follow-up Conversation

Presenters

This webinar is now complete. Click here to access a recording

This webinar will provide a space for panelists from a recent AEA session on the climate crisis to continue the conversation and answer questions.

The urgency of climate change presents an opportunity for action by evaluators on what is arguably the most critical social issue of our time.
The urgency of climate change presents an opportunity for action by evaluators on what is arguably the most pressing challenge we face not just as evaluators, but as inhabitants on this planet. This “tragedy of the commons” sits squarely within the AEA ethical guiding principle, Common Good and Equity. The climate crisis is one of humanity's great moral moments, alongside the abolition of slavery, the defeat of apartheid, votes for women and gay rights. There are no bystanders; the outcomes affect us all and future generations. What does this mean for evaluation as a profession, and how can evaluators engage in the challenge of our time? The answer to these questions will shape the future of evaluators in more ways than one. In the original session, panelists explored our collective and individual responsibilities as evaluators.

Panel Moderators & Co-Presenters

Allison Van
Scott Chaplowe

Principle 1: Global Thinking
Principle 2: Anthropocene as Context
Principle 3: Transformative Engagement

Climate
Eval20
BATTLE of OUR TIME

EvalYouth: Evaluation for Transformational and Social Change

celebrating the 5th anniversary of the EvalYouth global network
Evaluation for planetary health

Astrid Brousselle
University of Victoria, Canada

Jim McDavid
University of Victoria, Canada

Abstract
We are currently being challenged to urgently address the environmental crisis. Intervening in this complex ecology creates the need to adopt approaches that will reconcile natural and human systems, approaches for Planetary Health. In this article, we present a Planetary Health Framework as a conceptual dialogic approach for designing and evaluating interventions. Natural and human systems dimensions have been conceptualized in an integrated way, based on existing scientific knowledge. This framework is intended to be applied using a dialogic approach. We will also show, schematically, how the use of this approach can be overlaid on each of the 17 Sustainable Development Goals. The overall aim of this article is to contribute to a transformation in our field, to expand our role from existing narrowly focused evaluation practices to taking into account in our work how interventions do or do not make a contribution to building a better future for all.

Keywords
Anthropocene, ecological transition, evaluation, planetary health, transformation

Human activity on this planet has caused major impacts in the natural systems on which we rely for our health and well-being. Since the industrial revolution, we have organized our societies to exploit resources and to value economic growth as the overall measure of well-being. This paradigm has led to population growth, increased life expectancy, reduced early childhood mortality, and reduction of extreme poverty (Whitmore et al., 2015). But this model of development has also taken our natural environment for granted. Our exploitative approach, both at micro and macro levels, has not adequately taken into account the destructive impacts we have had on the natural environment. We now observe major changes and discontinuities—detrimental effects that include pollution (air pollution, pesticides...
Footprint evaluation
October 30, 2020

Given the numerous interconnected environmental crises the world faces – including climate change, deforestation, biodiversity, air, water and soil quality – there is an urgent need to include consideration of environmental impacts into all evaluations.
Current evaluation practice and training of evaluators do not usually include attention to environmental impacts unless these are stated objectives, nor do evaluation teams usually include both people with expertise in systematic evaluative investigation and reporting, as well as expertise in natural systems.
Footprint evaluation

Focuses on evaluating the ‘footprint’ that human systems make on natural systems. Importantly, it includes evaluating the potential and actual environmental impacts of interventions that do not have explicit environmental objectives.

For example, a new justice policy with mandated minimum custodial sentences which leads to increased numbers of prisoners, and construction of new prisons to accommodate them, has the potential to lead to negative environmental impacts, depending on how and where these are built. These impacts could include a loss of habitat for wildlife and reduced biodiversity, increased water run-off and pollution due to hard surfaces, increased emissions from construction and use of concrete, and increased emissions from increased use of private transport by staff and visitors. In contrast, a program that seeks to reduce incarceration, by changing sentencing requirements or reducing re-offending, could potentially avoid these negative impacts.
VALUES: DEI

- Diversity
- Equity
- Inclusion
All evaluations should address equity

Jara Dean-Coffey
**Guiding Principle E. Common Good and Equity**  
*(was General and Public Welfare)*

<table>
<thead>
<tr>
<th><strong>GUIDING PRINCIPLE E: COMMON GOOD AND EQUITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Version</strong></td>
</tr>
</tbody>
</table>
| GP-E: Responsibilities for General and Public Welfare:  
Evaluators articulate and take into account the diversity of general and public interests and values that may be related to the evaluation. | GP-E: Common Good and Equity: Evaluators strive to contribute to the common good and advancement of an equitable and just society. |

**Sub-statements for Guiding Principle E: Common Good and Equity**

| **E1.** When planning and reporting evaluations, evaluators should include relevant perspectives and interests of the full range of stakeholders. | See D1 |
| **E2.** Evaluators should consider not only the immediate operations and outcomes of whatever is being evaluated, but also its broad assumptions, implications and potential side effects. | **E2:** Identify and make efforts to address the evaluation's potential threats to the common good especially when specific stakeholder interests conflict with the goals of a democratic, equitable, and just society. |
| **E3.** Freedom of information is essential in a democracy. Evaluators should allow all relevant stakeholders access to evaluative information in forms that respect people and honor promises of confidentiality. Evaluators should actively disseminate information to stakeholders as resources allow. Communications that are tailored to a given stakeholder should include all results that may bear on interests of that stakeholder and refer to any other tailored communications to other stakeholders. In all cases, evaluators should strive to present results clearly and simply so that clients and other stakeholders can easily understand the evaluation process and results. | see D2 and Preface |
| **E4:** Promote transparency and active sharing of data and findings with the goal of equitable access to information in forms that respect people and honor promises of confidentiality. | |
Social Justice

Environmental Activism

Environmental Justice