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Rethinking ‘International Evaluation’

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Google

- “International evaluation” 36500
- “International program evaluation” 24000
- “Program evaluation” 2,370,000
- “Programme evaluation” 2,630,000

“International” (*adjective*)

- between or among nations; **involving two or more nations**: *international trade*.
- of or **pertaining to two or more nations** or their citizens: *a matter of international concern*.
- **pertaining to the relations between nations**: *international law*.
- **having members or activities in several nations**: *an international organization*.
- **transcending national boundaries** or viewpoints: *an international benefit; an international reputation*.

(Dictionary.com)

“International” (*noun*)

- an organization, enterprise, or group, esp. a major business concern, **having branches, dealings, or members in several countries.**
- an employee, esp. an executive, **assigned to work in a foreign country or countries** by a business or organization that has branches or dealings in several countries.

(Dictionary.com)

“International”

- involving more than one country
(adjective)
- event involving more than one country, or
a person who participates in it (noun)

(Cambridge dictionary)

Meanings of “international evaluation” (web search)

Evaluation conducted by foreign specialists

“New *international evaluation* of the centre was concluded with 3 reports by scholars from Germany, the UK, and Italy”

Meanings of “international evaluation” (web search)

Evaluation conducted with participation of foreign specialists

“Meeting for the *International Evaluation* of NSFC’s Funding and Management Performance was jointly held by the National Natural Science Foundation of China (NSFC) and the Ministry of Finance, P. R. China in Beijing on May 18th, 2010”

Meanings of “international evaluation” (web search)

Evaluation that covers more than one country

“PISA is an *international evaluation* study in which 41 countries have participated, among them all 30 OECD countries”

Meanings of “international evaluation” (web search)

Evaluation worldwide

Bibliography of *International Programme Evaluation* (2007) “Prior to 1995, five regional and/or national evaluation organizations existed; today, there are more than twenty-five. With chapters from Africa, Asia, Australasia, Eastern and Western Europe, Latin America and the Caribbean, the Middle East, and North America, this bibliography is an attempt to tap into this rapid growth”

Meanings of “international evaluation” (web search)

Evaluation conducted outside the USA

“Developing evaluation capacity at national level, in the education system, and building local evaluator capacity” is referred to *international evaluation* because it represents non-US experience.

Meanings of “international evaluation” (web search)

- Evaluation conducted by foreign specialists
- Evaluation conducted with participation of foreign specialists
- Evaluation that covers more than one country
- Evaluation worldwide
- Evaluation conducted outside the USA

To become an international evaluator you simply needed to go to the AEA conference...



International vs. Intranational

Definition:

International evaluation is evaluation conducted outside the country where the evaluator is based (as opposed to intranational evaluation)

Will this work?

ICCE TIG

“Topical Interest Groups (TIGs) are a major component of the life of AEA members. Each TIG is defined around a ***special topic or interest*** to subgroups of AEA. TIGs coordinate their efforts through AEA and participate actively in AEA's annual conference through reviewing proposals in their area of interest and developing a strand of conference sessions.”

Where does 'international' fit?

Subject areas for evaluation	<ul style="list-style-type: none"> • Advocacy and Policy Change • Alcohol, Drug Abuse and Mental Health • Assessment in Higher Education • College Access Programs • Costs, Effectiveness, Benefits, and Economics • Crime and Justice • Disaster & Emergency Management Evaluation • Distance Education & Other Educational Technologies • Environmental Program Evaluation • Evaluating the Arts and Culture • Extension Education Evaluation • Health Evaluation • Human Services Evaluation • PreK-12 Educational Evaluation • Social Work
Sectors	<ul style="list-style-type: none"> • Business and Industry • Government Evaluation • Nonprofit and Foundations
Evaluation approaches, theories and methods	<ul style="list-style-type: none"> • Cluster, Multi-site and Multi-level Evaluation • Collaborative, Participatory & Empowerment Evaluation • Mixed Methods Evaluation • Needs Assessment • Program Theory and Theory-Driven Evaluation • Qualitative Methods • Quantitative Methods: Theory and Design • Research on Evaluation • Research, Technology & Development Evaluation • Social Network Analysis • Systems in Evaluation • Theories of Evaluation
Target audiences for evaluation	<ul style="list-style-type: none"> • Disabilities and Other Vulnerable Populations • Lesbian, Gay, Bisexual and Transgender Issues
Common characteristics of evaluators	<ul style="list-style-type: none"> • Evaluation Managers and Supervisors • Graduate Student and New Evaluators • Independent Consulting • Indigenous Peoples in Evaluation • Internal Evaluation • Multiethnic Issues in Evaluation
Cross-cutting issues in evaluation	<ul style="list-style-type: none"> • Cross-Cultural Evaluation • Evaluation Policy • Evaluation Use • Feminist Issues in Evaluation • Integrating Technology into Evaluation • Organizational Learning & Evaluation Capacity Building • Teaching of Evaluation

Two different topics?

Meeting in Kansas City last October, the Cross-Cultural Evaluation Topical Interest Group concluded that the initial question it faced was whether to exist separately from the International Evaluation TIG. “Cross-Cultural Evaluation” would seem to be the more general term, since it refers to both international and intranational evaluation in which members of more than one cultural group are involved. In both cases, many of the same epistemological and methodological problems obtain. However, in international settings, dealing with multiple governmental bodies is an added factor. Is this difference enough to justify two separate TIGs? Are there other reasons for separation or merger?

Reports from TIGs Cross-Cultural Evaluation

Randall L. Workman and Pauline E. Ginsberg

American Journal of Evaluation 1987; 8; 85

Cross-cultural evaluation:

“Evaluations that endeavor to be responsive to culture and cultural context are referred to by practitioners as “culturally competent,” “culturally responsive,” “culturally consistent,” “transformative,” “culturally sensitive,” “culturally anchored,” “values-based,” “multicultural,” or “cross-cultural.”

A Review and Synthesis of Current Research on Cross-Cultural Evaluation

Jill Anne Chouinard and J. Bradley Cousins

American Journal of Evaluation 2009; 30; 457

Cross-cultural evaluation:

The term cross-cultural evaluation will be used as it

- highlights the ***social relations among stakeholders*** in evaluation (Abma, 2002)...
- acknowledges that program ***evaluators do not always (or often) share cultural similarities*** (i.e., ethnicity, gender, social class) with program participants (Yarbrough, Shulha, & Caruthers, 2004), though they do work collaboratively toward common ends.
- more importantly, the term cross-cultural conveys the ***sense of interaction between two or more cultures*** (Merryfield, 1985),
- highlighting the fact that the ***evaluator him- or herself also has a culture*** that is itself worth exploring (Sen Gupta et al., 2004), perhaps ***in relation to some “other”*** (Hall, 1992),
- and thus requiring that ***we critically examine our own cultural values***, assumptions, and biases (Nelson-Barber, LaFrance, Trumbull, & Aburto, 2005; SenGupta et al., 2004), ***to more fully appreciate and apprehend the dynamic cultural context in which evaluation takes place.***

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Rethinking “international evaluation”

- What is our special topic or interest?
- Is it different from cross-cultural?
- Is there anything special about international evaluation rather than its cross-cultural nature?
- Can we develop body of knowledge in the area of international evaluation? If we can, are we already doing that? If not, then why?
- Will not it be better for AEA members from outside the US to join other TIGs' strands in accordance with the substantive areas they are interested in and enrich the other TIGs' conference strands by bringing experience from outside the US?