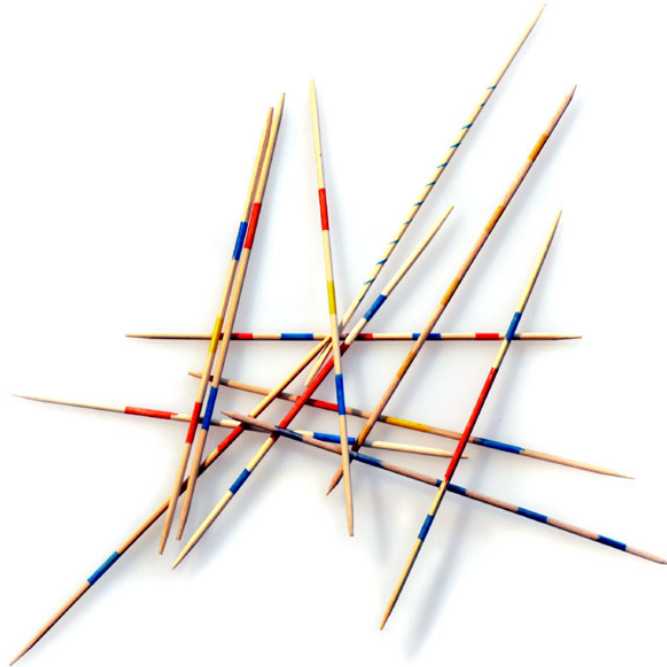


Thesis MSc International Public Management and Policy

The Intersectional Lens on Participatory Evaluation Methodology in Development Cooperation



i

Student: WJM Lubjuhn

Student ID: 363970

Supervisor: Prof. Dr. Geske Dijkstra

Version: Final Draft

Date: January, 10th, 2013

Word count (without ref. and app.): 27,604

Abstract

Participatory evaluation (PE) developed during the 1970 in order to assure more complete outcomes considering program staff and employees. In development cooperation it has been applied lately, but in a rather static way. There are different streams within PE and dimensions that either unite them or make them different from each other. Intersectionality on the other hand is a rather new theory that derived from legal and gender studies. The aim of this paper is it to introduce intersectionality to PE in development cooperation and develop a guideline how intersectional PE could be exercised in an effective way. For this purpose, empirical research on ten PE evaluations from development cooperation interventions was conducted and findings were analyzed facing theoretical requirements and practical considerations. The paper starts with theoretical background on PE and intersectionality and after an operationalization of both concepts. Then the methodology of this exploratory research is explained and the findings and analysis presented. This research paper finishes with recommendations and conclusive remarks in order to make intersectional PE applicable.

Key words: participatory evaluation, intersectionality, development cooperation interventions

Acknowledgements

I would like to thank all the people that supported me in the completion of this thesis. First, Dr. Geske Dijkstra who showed incredible patience during the process of conceptualizing and writing this thesis. She was open to the topic even though there has not been much research done in this area and helped to professionalized my research concept. She gave immediate feedback and was always available also for personal meetings where she discussed her comments with me and gave advice how I could improve my thesis.

Second, I would like to thank my second reader, Prof. Dr. Frans van Nispen tot Pannerden for his time, valuable comments and hope he found it interesting to read as well.

Third, I would like to thank my friends and fellow students that made the process of writing and sitting in the library for hours, days, and weeks so much more fun. The coffee breaks helped to clear my head and sit down again to proceed. They encouraged me when I was demotivated and during discussions gave valuable ideas to how to work through theoretical and practical issues.

Finally, I would like to thank my family that helped me indirectly, and in the case of my father, also directly to complete this thesis. My father's valuable and broad theoretical knowledge of social science and my mother's support in making my life easier on all other grounds than writing, helped me to develop the stamina needed to complete this thesis.

TABLE OF CONTENT

<u>Abstract</u>	1
<u>Acknowledgements</u>	2
<u>Table of content</u>	3
<u>List of Abbreviations</u>	5
<u>List of Tables</u>	7
<u>1. Introduction</u>	8
<u>2. What is participatory evaluation and when is it effective?</u>	14
2.1 Development of evaluation waves and the emergence of participatory evaluation.....	14
2.2 Participatory evaluation theory dimensions.....	15
2.3 PE and its different approaches.....	19
2.3.1 Stakeholder-based evaluation	19
2.3.2 Practical participatory evaluation (P-PE).....	20
2.3.3 Transformative participatory evaluation (T-PE).....	22
2.3.4 Democratic evaluation.....	23
2.3.5 Empowerment evaluation	24
2.3.6 Developmental evaluation.....	25
2.4 Participatory evaluation in development cooperation.....	27
2.5 Operationalization of Participatory Evaluation.....	29
<u>3. Theory of intersectionality and the issue of its operationalization</u>	34
3.1 Concept of power relations in intersectionality.....	35
3.2 Difference between political and structural intersectionality.....	35
3.3 Fluent versus static categories.....	36
3.4 Micro versus macro level of intersections or all about the multi-level approach.....	38
3.5 Detaching intersectionality from the mere gender perspective.....	38
3.6 Adoption to developing countries realities/space.....	38
3.7 Operationalization along categories chosen for this research.....	39
3.7.1 Existing research and attempted operationalization.....	39

3.7.2 Categories of this paper.....	41
<u>4. Methodology</u>	44
4.1 Research Design	44
4.1.1 Approach.....	44
4.1.2 Validity, reliability and challenges.....	52
4.1.3 Challenges of methodology chosen.....	53
<u>5. Findings and Analysis</u>	54
5.1 Findings	54
5.2 Analysis and in how far can practice fulfill theoretical requirements?	62
5.2.1 Streams of PE in practice.....	62
5.2.2 The intersectional thought in PE reports – is there any?.....	63
<u>6. Is PE effective as it is and a guideline to effective intersectional PE</u>	67
6.1 Is PE effective?	67
6.2 The Guideline	70
6.3 Conclusive remarks	76
<u>7. References</u>	77
<u>8. Appendix</u>	86
8.1 Forms of systematic Inquiry by Goals and Process Dimensions	86
8.2 List of search terms for literature review	89
8.3 Lists of databases searched	100
8.4 1st browsing evaluations	101
8.5 2nd browsing evaluations	124
8.6 Analysis evaluations (3rd browsing)	148

List of Abbreviations

ABEC	Alternative Basic Education Centers
ADB	Asian Development Bank
AfDB	African Development Bank
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Aid
BMZ	German Federal Ministry for Economic Cooperation and Development
CAFOD	Catholic Aid Agency for Overseas Development
CARE	Cooperative for Assistance and Relief Everywhere
CBHA	The Consortium of British Humanitarian Agencies
CIDA	Canadian International Development Agency
COPE	Center of Prevention and Evaluation
DANIDA	Danish International Development Agency
DemE	Democratic evaluation
DevE	Developmental evaluation
DFID	UK Department for International Development
EBRD	European Bank for Reconstruction and Development
EE	Empowerment evaluation
FAO	Food and Agriculture Organization of the UN
GIZ	German Agency for International Development Cooperation
GNP	Gross National Product
IE	Impact evaluation

IPA	Innovations for Poverty Action
JICA	Japan International Cooperation Agency
Minbuza	Dutch Ministry for Foreign Affairs
NGO	Non-Governmental Organization
NONIE	Network for Networks of Impact Evaluation
NPM	New Public Management
NRC	Norwegian Refugee Council
OECD/DAC	Organisation for Economic Co-operation and Development/ Development Assistance Committee
PE	Participatory evaluation
P-PE	Practical participatory Evaluation
PRA	Participatory rural appraisal
RTE	Real-Time Evaluation
SBE	Stakeholder-based evaluation
SIDA	Swedish International Development Cooperation Agency
ToR	Terms of Reference
T-PE	Transformative Participatory Evaluation
UN WCAR	World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance
UNDP	United Nations Development Program
USAID	United States Agency for International Development

List of Tables

Figure 1: Matrix legitimacy x power.....	20
Figure 2: Summative table PE streams (derived from Cousins & Whitmore, 1998 and Weaver & Cousins, 2004).....	26
Figure 3: Merged framework (derived from Cousins & Whitmore, 1998; Weaver & Cousins, 2004; Jackson, 1998).....	30
Figure 4: List of selected evaluations (3 rd browsing).....	50
Figure 5: Summary of results for PE dimension	54
Figure 6: Summary of results for the 4 dimensions of intersectionality	63
Figure 7: When is participatory practice effective?.....	67

1. Introduction

When projects or programs start, everyone is excited. Something new is about to begin, the account balance is neat and project periods of three years seem like an endless amount of time. Although one might still be under the impression that the implementation phase just has started and the first assistant was employed, a team of evaluators knocks at the front door and wants to see results, outputs, outcomes, and impacts¹. Evaluations constitute the very end of the traditional policy and/or project cycle². Even though other forms like mid-term evaluations and monitoring tools ease the way into the reporting in the final evaluating document, the finalizing evaluation or lately also ex-post evaluations are mostly used. The question how to exactly define evaluation though, has to be answered in its historical and paradigm context (Vedung, 2010; Guba & Lincoln, 1989). One broad attempt is its description “as careful retrospective assessment of public-sector interventions, their organization, content, implementation and outputs or outcomes, which is intended to play a role in future practical situations” (Vedung, 2010, p. 264). Different paradigms also mean different theoretically and disciplinary inspired streams that emerged in a certain decade.

Participatory evaluation (PE) is one of the many streams in evaluation theory. It developed mainly in the 1970s and absorbs the ideas of stakeholder involvement and the social construction of knowledge and as such, evaluation results (Vedung, 2010; Plottu, 2009, p. 345). In the 1990s, the discourse of PE in the North was dominated by Cousins & Earl (1992) and Cousins & Whitmore (1998). They are still frequently mentioned in current studies and papers on PE in all fields. They define it as an “applied social research that involves a partnership between trained evaluation personnel and practice-based decision makers, organized members with program responsibility or people with a vital interest in the program.” (Cousins & Earl, 1992, pp. 399). Their discipline is education in the United States and they set PE into a perspective of “collaborative research and inquiry”³ (Cousins & Whitmore, 1998, p. 5). They particularly introduce practical (P-PE) and transformative participatory evaluation (T-PE) and identify their similarities and

¹ The terms output, outcome, and impact are often confused with each other in the discussion of results. According to the NONIE guidelines on impact evaluation, outputs are the direct results of project actions achieved by project resources (inputs). Outcomes are the indirect results that are caused by outputs. Impacts are the end achievements of the accumulation of project outcomes plus external factors that support/harm the results of the intervention (NONIE, 2009, p. 104)

² According to social and political science practice the policy cycle has five stages: agenda setting, policy formulation, decision-making, policy implementation, policy evaluation (Lecture 1, van Nispen, 2011, sl. 17). There is also an advanced model of the policy cycle, dividing it into “issue identification, policy analysis, policy instrument development, consultation, decision, implementation and evaluation” (Althaus, Bridgeman & Davis, 2007). Common to these two, however, is that to finalize the cycle an evaluation is issued, therefore they will be used here interchangeably.

³ Collaborative research and inquiry describes forms of cooperative studies that are carried out by at least two people or institutions (Cousins & Earl, 1992, p. 5)

differences along characteristics like stakeholder involvement, level of participation, decision-making power (ibid, p. 11).

Although their categorization also of other collaborative evaluation is equally valuable for the emergence and development of PE, the context of development cooperation provides an additional twist. Following the current paradigm of impact evaluation (IE)⁴, one hardly believes that there is any other way to assess achievements of development interventions. Sonorous organizations like the Network for Networks of Impact Evaluation (NONIE), an aggregation of the OECD/DAC Evaluation Network, the Evaluation Cooperation Group, the International Organization for Cooperation in Evaluation, and the UN Evaluation Group, are currently dominating the discourse on evaluation approaches in development cooperation. PE does not want to challenge impact evaluation. Its moderate supporters rather emphasize the fact that IE and PE are not mutually exclusive (Jackson, 1998). International donor agencies like United Nations Development Program (UNDP), USAID, and the World Bank have made the effort to define PE in the context of development cooperation: PE is “conducted jointly by various stakeholders, including the local beneficiaries [who participate] in all processes from evaluation planning to information gathering and analysis, action planning for improvement and execution” (JICA, 2001, p. 9, see also Jackson, 1998). However, this definition rather raises questions than provides answers. Who are stakeholders? Are all of them included? How does this inclusion work? Doesn’t that take a lot of time and costs more money? (Kaiser, 2002, p. 204; Bamberger, 2000, p. 97).

Recent agendas like the Paris Declaration and the Busan Agreement for Partnership call particularly for the inclusion of stakeholders in the recipient countries and of local beneficiaries. These two agendas pick up initiatives from donors like the UN, World Bank, OECD/DAC, many national donor agencies (e.g. DANIDA, DFID), and NGOs (e.g. CARE) that published guidelines, handbooks and best practices of PE (Jackson, 1998, p. 4; Kaiser, 2002, p. 6; OECD, 1999). Concerning the inclusion of program staff and decision-makers there have been definitely improvements. Studies conducted already in the 1980s have shown that the involvement of government officials in recipient countries is not an exception anymore (Smith, 1985). The inclusion of beneficiaries⁵, on the other hand, even though mentioned explicitly in the manuals on PE is still a factor rather existent in theory than in practice (Bradley, 2002, p. 271). In recent

⁴ According to NONIE, there is no generally contested definition for impact evaluation (IE). However, they adapt the OECD/DAC definition of impact which has been explained in a previous footnote. They refer to the logic to assess “what would have occurred in the absence of the intervention [in comparison] with what has occurred with the intervention implemented” (2009, p. 5)

⁵ According to some authors (Cars, 2006, p. 11; Long & Long, 2002, pp. 212-213), the term beneficiaries are argued to be a term framed by the donor agencies. The OECD (2002) provides a definition, which will also be assumed in this paper, explaining that beneficiaries are “individuals, groups or organizations, whether targeted or not, that benefit, directly or indirectly, from the development intervention” (OECD, 2002)

years, some donor organizations have implemented quantitative surveys and finalized workshops in order to catch some impressions how projects are perceived by the wider community, but that is still rare and not always communicated and documented well in the evaluation itself (Kaiser, 2002, p. 10). Considering that beneficiaries in general are hardly noticed, what voice do extremely marginalized groups have?

This paper argues that intersectionality, a concept derived from gender studies, provides a new perspective and possibility why and how extremely marginalized groups have to be involved in the PE process and how this can be achieved. Intersectionality identifies various inequalities which increase the marginalization of groups and/or individuals (Crenshaw, 1989.; Walby, Armstrong & Strid, 2012). Common ‘burdens’ that dominate the discourse of this theory are gender, class, and race (Crenshaw, 1989; Yuval-Davis, 2006; Naples, 2009). These inequalities meet at so called “cross-roads”, where the oppression doubles, triples, etc. (e.g. being a working-class black female). Even though some scholars argue that there is no single concept of intersectionality, there are some characteristics that, although in different mutations, can be found in every discussion about this relatively new concept: The notion of power, the different perspectives on how to deal with the construction or deconstruction of categories, levels of intersectionality, and attempts for its operationalization appear in many papers and are also part of this research. For the purpose of this paper, though, it will be (not entirely) detached from its discipline of birth, gender studies. In order to make statements about a variety of groups that carry intersecting identities that marginalize them, this explorative study will follow McCall’s (2001, 2005) argument that sees identities like class, gender, and ethnicity as equal burdens.

Although various attempts have been made in the past to include as many stakeholders as possible into the evaluation process, the concept of intersectionality, as a methodology to evaluate approaches, programs or projects in development policy, has not been introduced yet. As discovered in the literature, its four dimensions are power (relations), structural and political intersectionality, fluent vs. rigid groups, and the level of analysis (Yuval-Davis, 2006; Crenshaw, 1991; Hancock, 2007). First, power relations are about the asymmetry of power, the related inequalities and the reinforcing cycle of the powerful gaining more power, whereas the powerless stay without influence (Walby, 2012). Second, political intersectionality is about previously set agendas that do not consider intersectional marginalizations and structural intersectionality concerns the social position of an individual or a group that worsens the more intersecting inequalities interconnect (Crenshaw, 1993, p. 3). Third, the composition of groups can either be rigid and does not allow for members on the edge to join or fluent, allowing for flexibility among groups. Lastly, the level of analysis can either be micro, meso, or macro. Combining all levels results into multilevel analysis. PE, as an evaluation approach with many and diverse inclusive elements, has been chosen for the

challenge to see things through intersectional-colored glasses, the so-called intersectional lens. However, what can intersectional elements above add to an evaluation approach what is already described as being participatory and inclusive?

Therefore, the **research question** of this exploratory study is **in how far can the intersectional elements power, structural/political intersectionality, group composition, and level of analysis contribute to effective participatory evaluation practice?**

In this research the dimensions of intersectionality (power, structural/political intersectionality, group composition, level of analysis) constitute the independent variable, whereas effective participatory evaluation is the dependent variable. As the term effective, however, allows for many different associations and definitions, in the context of this research its working definition is derived from the OECD/DAC evaluation criterion ‘effectiveness’⁶. The OECD/DAC criteria are defined for the achievements of project objectives weighted against their relevance for the entire intervention. Using this definition and transferring it to the contexts of evaluations, it describes the realization of previously defined evaluation purposes weighted against timely and inclusive methods that increase sustainable impacts for beneficiaries. This effectiveness has to be achieved by the evaluation itself and not through any external arbitrary factors (NONIE, 2009, p. 6).

In order to answer this main research question, the following three sub-questions guide this research paper:

1. What is participatory evaluation practice and when is it effective?
2. What is intersectionality and how can it be operationalized?
3. Which contributions can the dimensions of intersectionality make to PE to increase effectiveness?

Approach

The first question is answered in the second chapter of this paper. In order to determine where the approach of PE comes from, a short history of evaluation theory is given; its different streams are shortly introduced and are set into the context of development cooperation. Furthermore this chapter introduces the dimensions of analysis for the empirical study and ends with an operationalization of PE for the purpose of this research paper. The third chapter discusses the concept of intersectionality, its four

⁶ There are in total five OECD/DAC evaluation criteria: relevance, efficiency, effectiveness, impacts, and sustainability (OECD/DAC Evaluation Guidelines)

different dimensions and ends with its operationalization for the sake of this study. To back up the findings of the theoretical chapters empirically, I conducted a study of ten participatory evaluation reports. Therewith, I examined the status-quo of PE and in how far they already contained intersectional features or, if not, how the intersectional approach could be integrated. The detailed methodology is explained in the research design of chapter four. The fifth chapter presents the findings of the empirical study according to the PE framework and intersectional features, analyzes them and sets them into its theoretical and practical context. It is the core of this paper, as it answers the research question and gives recommendations and the guideline how to conduct an intersectional PE. This paper ends with concluding remarks in chapter six.

Relevance

As far as academic relevance is concerned, neither PE nor intersectionality are “untested theories” as such. However, the approach to incorporate the intersectional framework into evaluation theory, specifically for the case of development theory, has not occurred in literature yet (Gschwend & Schimmelfennig, 2007, p. 3). After an extensive literature review, it can be said that there is a gap in the literature. This paper seeks to close this gap by analyzing in how far an intersectional approach could be an added value to PE methodology, but also what its limitations are.

Concerning societal relevance this paper qualifies, as it tries to “offer solutions” to challenges in evaluation theory and practice (Gschwend & Schimmelfennig, 2007, p. 3). The interests of donor agencies and other organizations that provide development aid in form of projects or programs are very much covered in literature and also covered in the process of evaluating the latter. The recipient country’s officials are also now acknowledged as important stakeholders in the evaluation process, as laid down in the Paris Declaration (2005), the Accra Agenda for Action (2008) and the Busan Agreement for Partnership (2011). What is always called very generally the civil society though, is asked to be well-organized and well-represented, preferably in reachable distance of the program office of the donor organization. However, what about the people for which these programs are designed, but who are not involved in the evaluation process, as they are just a bit too off the road. This paper will analyze how particularly these groups have been or could be included in order to make a societal difference for them and also for the further development interventions. This paper argues that this inclusion of marginalized groups can be better achieved by the application of an intersectional approach in PE.

Limitations

Even though relevant and reliable literature and data was found, observations or interviews are missing from the list of sources. This results in a research paper that builds upon theory and can only provide normative statements and recommendations. Additionally, as a new approach to PE will be developed, there was no data of experience to gather. Therefore, I hope that this research contributes to the discussion of how to include and empower marginalized groups.

Another point is the operationalization of intersectionality which is a hard nut to crack. Many scholars have already tried and were criticized by their fellow colleagues for either being including too many categories or not enough. I am sure that there will be criticism for my operationalization as well, but for the purpose of my research it seemed adequate at time and manageable for conducting empirical research. On the upside, this research provides a perspective on PE that did not exist before and is only a first (baby)step towards a full-fledged intersectional PE method. Further research is therefore sincerely welcome and would certainly add to the comprehensiveness und completion of this first initiative. What has been shown, though is, that such an approach is desperately needed and does not stretch evaluation missions as much as expected.

2. What is participatory evaluation and when is it effective?

This chapter answers the first sub-question of this research paper. After elaborating when it emerged and how, different streams of PE are introduced and similarities and differences are identified according to four different dimensions. Then an idea will be given how these streams have been applied in development cooperation, which dimensions have to be added or adjusted to the context of development cooperation and what has worked in the past or did not. This chapter ends with the operationalization of PE.

2.1. Development of evaluation waves and the emergence of participatory evaluation

Guba and Lincoln (1989) refer to four different “waves” of evaluation theory. The first wave, named measurement-oriented wave, established the practice of “formative evaluations”, where not people were evaluated yet, but processes and programs (Guba & Lincoln, 1989, p. 28). It aimed at a scientific and rational assessment of budget divisions applying a “full arsenal of methods”, one of the reasons why Vedung calls it the “scientific wave” as well (2010, p. 265). The purpose of evaluations in this period (19th century up until the early 1960s) was to satisfy the needs of decision-makers and assist them in budget decisions. Other stakeholders were rather treated like an audience to the evaluation process than actual participants (Vedung, 2010, p. 267; Taylor, 2005, p. 602). The second wave was the “dialogue-oriented wave” (Vedung, 2010, p. 268). It was more directed towards what a more diverse range of stakeholders had to say about the program at hand. It took up the spirit of the late 1960s to introduce “stakeholder evaluations”, the ancestor of participatory evaluation (Vedung, 2010, p. 268). Intrinsic to this wave was the idea of democratic pluralism and “communication among equals” (Vedung, 2010, p. 268).

The third wave was highly influenced by New Public Management (NPM) which introduced business management tools and methods in the public sector in the late-1970s, early 1980s. Now projects had to fulfill previously set goals in the most effective and efficient ways (Vedung, 2010, p. 270). There was less space for stakeholder concerns because all attention was directed towards the public sector and how to improve it. However, the practice of customer satisfaction was introduced and (downward) accountability, in terms of money spent, became crucial (Vedung, 2010, p. 273). In the end of the 1980s, Guba and Lincoln (1989) who criticized the above mentioned wave as purely management-oriented, one-dimensional and being too scientific, introduced a fourth wave (p. 31). The fourth wave focuses on “evidence-based lessons learned” and elevates knowledge sharing and generation for all stakeholders in the focus (Vedung, 2010, p. 273; Rebien, 1996). It intends to include more stakeholders by increasing

negotiations into every stage of the evaluation process (Vedung, 2010, p. 274; Guba & Lincoln, 1989, p. 10; Bradley, 2002, p. 271).

As of the late 1960s, PE has developed along these waves in evaluation theory. However, it also started off slowly. Whereas the first attempts merely included decision-makers, the second trial was more influenced by NPM. This resulted in more internal participation in management decisions. It mainly was the answer to decades of quantitative and measurement-dominated evaluations driven by the evaluator the decision-makers. The first notion though, to actively include beneficiaries into PE came from Cousins and Earl (1992) and later Cousins and Whitmore (1998). They have been crucial in the theoretical underpinnings of PE and its placing in a set of collaborative research and evaluation methods. Although they acquired their examples from the US education sector, their conceptualizations are equally useful and also appear in literature and studies on PE in development cooperation (Springett, 2010). In contrast to conventional non-participatory evaluations, participatory evaluation considers qualitative methodology as more applicable and the constructivist nature of knowledge as implicit to the process. Conventional evaluations, on the other hand, have a traditional top-down approach, use quantitative methods without the consideration of qualitative tools, and do treat participating evaluation tools as too time-consuming and are therefore not applied (Jackson, 1998, p. 4). The next section will elaborate on the relevant streams introduced in their articles and places them along four dimensions⁷.

2.2 Participatory Evaluation dimensions

Recalling the definition of PE in the introduction by Cousins and Earl (1992, p. 399) gives a broad idea of what PE is. However, there are more applicable definitions. Turnbull says about PE that it is “generally used to describe situations where stakeholders are involved in evaluation decision-making as well as share joint responsibility for the evaluation report with an external evaluator” (1999, p. 131).

This definition though confronts us with a new set of questions that have to be answered first. In Cousins and Whitmore’s analysis of different forms of collaborative evaluation, they developed a useful

⁷ Cousins and Whitmore (1998, pp. 12) present ten forms of systematic inquiry. Not all of them are suitable for the purpose of this research (full table see appendix 8.1). First of all, the non-evaluative streams were excluded, namely participatory action research and emancipatory (participatory) action research (Cousins and Whitmore, 1998, pp. 12). Following the argument of Cars (2006), there is a crucial difference between evaluation and research. Evaluation focuses on the improvement of a policy or program, whereas research emphasizes the discipline that it is part of (p. 43). That is also the reason why participatory rural appraisal (PRA) as introduced by Chambers (1994) is not taken into account in this paper as it roots in action research (p. 953; Garaway, 1995, p. 86). Also Dillmann’s values-engaged and emergent realist evaluation theories are excluded, as his document was the only one that developed them and/or referred to them.

framework in which three dimensions are covered (1998, p. p. 10). The dimensions are 1. decision-making in the evaluation process; 2. selection on whom will participate in the evaluation process; and 3. “depth of participation (p. 10). Weaver and Cousins (2004) however question and then extend the previous framework to five dimensions: control of technical decision-making [;] diversity among stakeholders selected for participation [;] power relations among participating stakeholders [;] manageability of evaluation implementation [; and] depth of participation” (p. 23) Their reason for this more refined version of the framework is the prior top-down association with “stakeholder selection” (Weaver & Cousins, 2004, p. 23). By phrasing it “diversity among stakeholders selected for participation” they want to find out more about the “range of stakeholder interests“and their representation in the report as such (ibid.). Particularly Cousins is a well-respected scholar in the field of PE (Cousins & Earl, 1992; Cousins & Whitmore; Weaver & Cousins, 2004; etc.) After extensive research in the U.S. and Canadian education sector, he developed these frameworks above with his colleagues. However, he concentrated more on the theoretical development of PE. When comparing his dimensions with scholars who have conducted empirical research then, some challenges arise. First, power relations: Even though power relations are highly important to the process of evaluation and its outcomes, it cannot be identified among participating stakeholders if no information is given. As in the evaluations analyzed there was no mentioning of power relations it cannot be applied as a dimension here. It will be kept in mind, though for the intersectional approach and the guideline. Second, manageability of evaluation: The manageability is a very different dimension from the others, as it does neither concern participation nor effectiveness directly, but rather efficiency. It is included into this analysis though, because evaluators have argued in the past that the inclusion of participatory measures had caused delay and higher costs. In order to de-verify this argument, attention will be paid to this dimension in the empirical study.

The two sets of dimensions of Cousins and Whitmore (1998) and Weaver and Cousins (2004) are therefore merged in order to analyze the different streams in PE and also to analyze the evaluations chosen for the empirical study in chapter five.

- Decision-making in the evaluation process
- Diversity of stakeholder selected for participation
- Manageability of evaluation
- Depth of participation

Decision-making in the evaluation process

Initially, one has to make the limitation that the framework and also the guidelines for evaluation published by donor agencies (CIDA, UNDP, USAID, etc.) mainly talk about the inclusion of program staff and not of marginalized groups. The decision-making process reflects the power structures of the project community (Mertens, 1999, p. 1). In the case of development cooperation that means that still all major decisions concerning the project cycle including the evaluation process are determined by the donor agency and their guidelines (Bamberger, 1991, p. 330; O’Bure & Dietz, 2008, p. 8). Rarely do stakeholders other than the agencies’ employees have any influence on planning neither the evaluation nor the interpretation of results.⁸ The analysis of this dimension will give insights on how decision-making processes before and during the evaluation is dealt with concerning the different groups of stakeholders. But who are the stakeholders?

Diversity of stakeholder selection for participation

“[S]takeholder selections” requires a definition of stakeholders. According to Cars (2006, p. 10) and the OECD (2002) stakeholders are ““agencies, organizations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation””. Other authors already make a more judging assumption e.g. that there are “key stakeholders” who have a vivid interest in the results of the evaluation and will most certainly use it more than others (Burke, 1998, p. 55). This research paper tries to avoid this distinction made in literature and also in many evaluations reviewed, as every stakeholder can be crucial to the project or the evaluation itself. As a matter of fact, Mertens (1999) and Weiss (1998) made the argument that the inclusion of all groups of stakeholders is the only way to offset the given “imbalance of power” between different stakeholders (Mertens, 1999, p. 2). Together with Chelmsky (1998) they argue that “since the beneficiaries know more, from personal experience, about the qualities and inadequacies of a program” they are crucial to complete a sensitive evaluation (1999, pp. 46). The stakeholder differentiation that I use in this paper is: donor agency in the home country, program staff on site of intervention, and beneficiaries. Even though many evaluations also include participation of stakeholders from the development cooperation arena in general, they are not part of this research, as they do not assist answering the research question on marginalized groups. However, they are important regarding the context evaluation of an intervention given its social, political, and economic background.

Manageability of evaluation implementation

⁸ According to Rebien (1996) there are five different stages within the evaluation process. First, planning of the evaluation before its actual start; Second, the definition of the ToR; Third, the methodology and gathering of data; Fourth, the analysis of the findings; And lastly, the use of the analytical results (p. 160).

The crucial part of this dimension is that it leads directly to the research question of this paper. Weaver and Cousins challenge this dimension as “[t]o what extent do logistical, time and resource challenges impede the manageability of the research process? Is it feasible? Unwieldy?” (2004, p. 23). In fact, also Bamberger (1991, p. 331) and Mathie & Greene (1997, p. 279) are concerned about beneficiaries being seen as a factor that slows down the evaluation process. Therefore the above mentioned factors (time, financial resources and human resources) are taken into account in order to determine if an evaluation is manageable or not. Even though logistics is not a primer concern here, it is taken into account, particularly when it comes to the consideration of geography in intersectionality.

Depth of participation

As with stakeholders, also participation⁹ deserves a more detailed definition and categorization. Davis (1977, p. 170) provides a useful definition of participation: “participation requires (1) mental and emotional involvement, not mere physical presence, (2) a motivation to contribute, which requires creative thinking and initiative, and (3) an acceptance of responsibility, which involves seeing organizational problems as corporate problems [...] (in Awa, 1989, p. 307). Biggs (1980) developed four degrees of participation: contractual, consultative, collaborative, and collegiate (in Bradley, 2002, p. 270). Even though he defines them explicitly for participation in the fishery sector, they can be adapted to a more general development cooperation setting as well: Contractual participation means the mere use of facilities and resources provided by beneficiaries. In the context of evaluation that can be e.g. data. This level of participation is often applied in World Bank and USAID projects (Bamberger, 1991, p. 328). Consultative participation includes the idea that an evaluation (concept, question, design, etc.) is prepared according to the problem that had occurred in that area. Beneficiaries have minor say in this form of participation and play only a passive role. Collaborative participation means that evaluator, beneficiaries and other stakeholders work together throughout the evaluation process, including design and a constant dialogue during the evaluation itself. Collegiate participation includes a very high degree of ownership by the beneficiaries because they plan, implement and analyze the results of the research (FAO, 2001, section 2.2.1). This dimension, according to the findings of Finsterbusch and Van Wicklin (1989) who conducted a statistical analysis of the correlation between participatory factors and the effectiveness of the overall achievements of a project, has a direct link to my research question about effective PE. In their research

⁹ As Jackson (1998, p. 5) states, the term participation has been used various times and with different definitions and meanings. Therefore, he suggests the term “stakeholder interaction, which offers perhaps less rhetorical attraction but more methodological achievability” (p. 5). Even though this is an interesting thought, this research sticks to the three dimensions of Cousins and Whitmore, but it makes us aware of the fact to not fall for political terminology in evaluations too quickly.

they found that “all but one of the variables associated with participation had modest or strong correlations with overall project effectiveness.” (ibid, p. 576). This indicates that the benefits that result out of participation are significant (ibid, p. 580).

2.3 PE and its different approaches

2.3.1 Stakeholder-based evaluation

Stakeholder-based evaluation is a concept introduced by Mark & Shotland (1985). It lays down the first baby steps into the direction of PE. Very essential though, it tackles the issues of power relations and legitimacy in evaluation practice, using the argument that evaluation should contain the logic of “empowerment and democratization” (Mark & Shotland, 1985, p. 605; Cousins & Earl, 1992, p. 14). Other than its successor practical participatory evaluation (P-PE), it includes as many stakeholders as possible because of legitimacy, lays an emphasis though in representation of interests and not their expression by every single individual (Cousins & Earl, 1992, p. 400). Its theoretical basis lays in the acknowledgment of different values and interests that are presented in a stakeholder-based evaluation and the choice that has to be made concerning whom to include and who has to stay outside, as this approach still assumes that there are people that will be left out in the evaluation process (Mark & Shotland, 1985, p. 607). Although it touches on value pluralism¹⁰ already, there is no suggestion made yet how to deal with the representation of their plurality in the evaluation report itself. The very ambiguous task of value judgment¹¹ is acknowledged, but the problem of mutually exclusive value systems is left out in this stream¹² (Mark & Shotland, 1985, p. 608).

If the issue of values is introduced, the question of power rises and who determines the set of values adopted. Values differ between stakeholders and stakeholder groups. In the end for the outcome of the evaluation process, it matters which stakeholders have the most powerful standing (p. 608). Mark and Shotland (1985) come up with an interesting matrix, crossing power with legitimacy to be part of the evaluative process (1985, p. 610). As they work with the example of rapists and how their standing would be if new legislation against sex offenders would be introduced, the table is presented here with terms related to our case of development cooperation (Figure 1).

¹⁰ Value pluralism, according to the Oxford English Dictionary, is “any theory which asserts the existence of an irreducible plurality of basic (esp. moral) values, which are not necessarily always compatible with one another” (Oxford English Dictionary, n.d.).

¹¹ Value judgment is, according to the Oxford English Dictionary, is “a judgment attributing merit or demerit to something according to certain standards or priorities.” (Oxford English Dictionary, n.d.).

¹² In this context value systems refer to differences occurring due to various cultural, social and/or political values (Mark & Shotland, 1985, p. 608).

	PERCEIVED POWER		
		Low	High
PERCEIVED LEGITIMACY OF INTERESTS	High	Clients, recipients, beneficiaries	Decision-makers, service deliverers, program staff
	Low	Control groups not participating in/ benefiting from project	Decision-makers outside the intervention, government officials

Figure 1: Matrix legitimacy x power (derived from Marks & Shotland, 1985, p. 610)

The aim of stakeholder-based evaluation, according to Brandon (1998) though is that they still try to combine the provision of “valid findings” and the consultative participation on the planning and interpretation stage of the evaluation process (p. 326). However, a selection of stakeholders is made according to what the evaluator decides (p. 330). The inclusion of beneficiaries is not favored in this approach, as they are not assumed to use the evaluation in the end¹³. Here the stakeholder is still very much treated as a data source, but therewith fulfill the scientific requirement of increasing validity (p. 326). Intrinsic to this stream is that information of stakeholders has to be representative in order to fit statistical requirements (Brandon, 1998, p. 328). The degree of participation, as identified by Cousins and Earl is mostly consultative for program staff (1992, p. 400). Additionally, as the evaluator is in charge of planning, coordination and decision-making, also the manageability of the evaluation process lies in his responsibility (Cousins & Whitmore, 1998, pp. 12)

2.3.2 Practical Participatory Evaluation (P-PE)

P-PE particularly has been developed in the global North (Butterfoss, 2001, p. 115). According to Cousins and Whitmore (1998) the theoretical background is (social) constructivism. Social constructivism, in very broad terms, is the recognition that the truth is constructed and mainly dependent on the personal experiences and circumstances an individual or group has made or set of ideas that they consider as important (Taylor, 2005, p. 602). It is shaped by the influence that an individual or a group lives under, is confronted by it through social interaction or by values of the surrounding society (Vygotsky, 1978). The concepts of social constructivism that is used here derives from sociology and is not to be confused with

¹³ The use of evaluations is not part of this research paper (for further information see e.g. Christie, 2003).

the international relation theory of the same name, although similar assumptions apply for both fields (for IR see Jackson & Sørensen, 2006, pp. 161).

As Guba and Lincoln (1989) state though, any theoretical assumptions can only be constructed, therefore they are not at all surprised that P-PE and all PE approaches have at their base the acknowledgement that there is not one true and right approach or theory at hand (p. 16). The inherent assumption that “no perspective is any ‘truer’ than any other perspective” also explains the “interaction between the evaluator and participants is felt to be essential as they struggle together to make their values explicit and create knowledge [...]” (Mertens, 1999, p. 5)

However, even though the theory suggests that the inclusion of various opinions is welcome, the group of stakeholders that take part in P-PE is rather limited compared to other approaches, which are introduced later. For P-PE the improvement of decision-making and programming is very determined. In its logic, the decision-makers (program) managers are the only stakeholders that can influence the future of a program in terms of funding and performance, supported by the evaluator. Power relations only play a marginal role here, as they are perceived as inherent to the process of evaluation. The distribution of power is not questioned, but rather used as effectively as possible in order to improve the program. It is acknowledged, however, that this selected “stakeholder participation [...] will enhance evaluation relevance, ownership, and thus utilization” (Cousins & Whitmore, 1998, p. 88).

Contrary to T-PE, P-PE assumes that the evaluator has the final a judgmental say (Brisolara, 1998, p. 26). It extends the knowledge community to the different members in an organization, but does not consider inclusion of the beneficiaries necessary. However, already in this stream, the consideration of context of a program or project is highly relevant and has to be included into an evaluation and its findings and recommendations (Brisolara, 1998, p. 28). All this should lead to a pluralist democratic process of decision—among the ones in power (ibid.).

Concerning the identification of P-PE in practice the involvement of a limited amount of decision-makers and program staff is an indicator¹⁴ (Cousins & Earl, 1992, p. 400; Dillman, 2012, p. 2). The collegiate

¹⁴ Evaluations using COPE (Client-oriented, provider-efficient services), a participatory assessment tool, are examples of P-PE, as they facilitate “participatory decision-making” (Bradley, 2002, p. 273). The involvement of beneficiaries is not seen as a necessity in P-PE, as it prolongs the evaluation process and, as in stakeholder-based evaluation, they are not assumed to make use of the evaluation in the end (Brandon, 1998, p. 330; Cousins & Whitmore, 1998, p. 11). COPE is a tool developed by the health sector in order to gather information from program staff about their recommendations for the program (for more information, see COPE® Handbook, EngenderHealth, 2003).

degree of participation though includes all stages of evaluation, from planning up to the implementation of the evaluation (Cousins & Earl, 1992, p. 400). The smaller number of people involved in the process makes it better manageable.

2.3.3 Transformative Participatory Evaluation (T-PE)

Mertens (1999) makes some interesting points, basing transformative research on transformative theory by including all relevant participants, particularly marginalized beneficiaries (p. 1). The main aim of T-PE is that “[t]hrough participation, non-evaluator stakeholders develop their capacity for self-determination and develop rich understandings of the often oppressive forces operating in the local context.” (Weaver & Cousins, 2004, p. 25). Whereas Mertens (1999) claims that the theoretical basis of T-PE is transformative theory, encompassing all empowering theories that there are (e.g. anti-discrimination, feminism etc.), Cousins and Whitmore (1998) explain the more drastic approach of T-PE partly by its development in the global South (p. 8). They agree though that T-PE has its roots in “emancipation and social justice”, which is also the reason why in this approach decision-making power lies with all participants (pp. 12; Brandon, 1998, p. p. 332).

Mertens clarifies assumptions in T-PE. One assumption is that knowledge is constructed and therefore shaped on personal experiences (Banks, 1993 in Mertens, 1999, p. 4). Additionally, the set of theories that is summarized in the transformative theory, “is characterized as placing central importance on the lives and experiences of marginalized groups” (p. 4). Other than social constructivists, transformatism multiplies the viewpoints on an issue even more and the “truthfulness” of every one of them and sets them in a societal, political economical perspective (Mertens, 1999, p. 5). Transformative theory claims that on an epistemological level, it achieves a “balanced and complete view of the program processes and effects”, which is only possible if the involvement of the evaluator in the program context is relatively high (Mertens, 1999, p. 5).

T-PEs roots in the global South can be determined by its increased consideration, or consideration at all, of beneficiaries as important stakeholders as well (Brandon, 1998, p. 332; Butterfoss, 2001, p. 116; Cousins & Whitmore, 1998, p.p. 90; Brisolará, 1998, p. 29).

T-PE tries to realize empowerment and power shifts in terms of giving the powerless a say (Brisolará, 1998, p. 29). Additionally, T-PE acknowledges unconventional data sources like “internal and external discourses, relationships, intuition, emotions, empathy, and experiences as sources of knowledge” (Brisolará, 1998, p. 32). It assumes a collegiate participation on all stages. This, however, makes the

manageability of the evaluation process very unpredictable because it depends very much on a case-to-case assessment.

2.3.4 Democratic evaluation

Democratic principles are supposed to be found in every kind of evaluation (Greene, 1997; House & Howe, 1998; Mertens, 1999). McTaggart (1991) however was the first to include democratic thought in evaluation theory and establish it as an independent stream. As already indicated in the name, the theoretical background of this evaluation technique is democracy, democratic pluralism to be more precise. Greene (1997) follows “traditions in broadly viewing evaluation [...] with democratic principles of equality, fairness and justice as guides to both the conversations and the decision-making.” (p. 28). Generally speaking, it is closer to T-PE than to P-PE (Cousins & Whitmore, 1998, p. 15).

As indicated already in stakeholder-based evaluation, in democratic evaluation the “core stakeholders” that contributed to the evaluation data in terms of interviews etc., also own the rights of analysis and publication of the data they produced (Butterfoss, 2001, p. 116). The difference to stakeholder-based participation and also to P-PE is that with core stakeholders it is meant that everyone that contributed owns the results (ibid.). Taking this argument further this means that also beneficiaries that provided their insights, knowledge and opinion on an intervention, own the results of the evaluation. However, as presented in the example below, democratic evaluation so far has merely been applied in contexts other than development cooperation. Democratic evaluation believes in representation of different interest groups, not only towards the evaluator, but also towards other participants. By organizing groups and pooling interests, participants get rewarded with decision-making power along with the evaluator (Cousins & Whitmore, 1998, pp.12). Compared to T-PE, manageability is improved as not individuals are concerned anymore, but structured groups.

McTaggart’s example is about the evaluation of a project in a school which was aimed to reach students that are not catching up with the curriculum. The principal and the main involved teacher were interviewed. When the evaluation was finalized, the principal amended the statement of the participating teacher that extensively that the core points of the teacher’s criticism were not visible anymore. McTaggart’s point here is that even though the process followed the guidelines of democratic evaluation, as long as the participants of the evaluation do not value the same principles or are limited by “certain institutional and procedural constraints”, democratic evaluation does not stand a chance (1991, p. 10). Also MacDonald (1976) talks about the democratic approach to evaluation, but his chapter on the

difficulties of identifying democratic principles in evaluation theory is rather limited to the formulation of school evaluations in the U.S. (MacDonald, 1976).

2.3.5 Empowerment evaluation

Empowerment evaluation is a term introduced by David E. Fetterman (1994), at that time President of the American Evaluation Association. The focus of this approach is to help project participants help themselves (Fetterman, 1994, p. 1). Having its basis in empowerment theory itself, “its roots [lay more specifically] in community psychology¹⁵ and action anthropology¹⁶. Self-determination, conceptualized as the ability to “chart one’s own course in life”, is the core concept in empowerment evaluation (p. 2). In empowerment evaluation this self-determination is facilitated via training, facilitation, advocacy, illumination, and liberation (pp. 3). Again this approach puts emphasis on the role of the evaluator in each of these facilitation possibilities, as he/she has to guide the process in either the one or the other direction (see Fetterman, 1994). Also empowerment evaluation is closer related to T-PE, as it emphasizes the development of responsible behavior of the beneficiary and downward accountability (Cousins & Whitmore, 1998, p. 15; Fetterman & Wandersman, 2007, p. 181). It particularly concentrates on the empowerment of marginalized groups (Cousins & Whitmore, 1998, p. 16). Despite the impression that is given in Fetterman (1994), he and his colleague Wanderman (2007) clarify later that empowerment is not given or thought by the evaluator, but achieved by the people themselves (p. 182). Therefore, the degree of ownership of the process and the results of the evaluation is much higher than in other streams (ibid., p. 185)¹⁷.

McDonald (1998, p. 171) though claims that empowerment evaluation, even though they include marginalized groups in the project community, only uses them as “non-powerful sources [of information]” (Kalyalya, 1988, in McDonald, 1998, p. 171). In his view the term empowerment rather refers to the program staff that is empowered (p. 171). However, empowerment evaluation has developed and by now beneficiaries are seen as the “driving force” in empowerment evaluations (Fetterman & Wanderman, 2007, p. 183).

¹⁵ Community psychology emphasizes the role of people, agencies and communities in order to take charge of their matters and increase their ownership (Fetterman, 1994, p. 1).

¹⁶ Action anthropology on the other hand, “focuses on how anthropologists can facilitate the goals and objectives of self-determining groups” (Fetterman, 1994, p. 2).

¹⁷ In their book Fetterman and Wandersman (2005) establish 10 core characteristics of empowerment evaluation: improvement, community ownership, inclusion, democratic participation, social justice, community knowledge, evidence-based strategies, capacity building, organizational learning and accountability (p. 187).

As self-determination is at the core of empowerment evaluation, capacity building and therefore the facilitation of beneficiaries to help themselves is a crucial part of this stream (Butterfoss, 2001, p. 116). It has generally speaking a more emancipatory approach than the other participatory streams (McDonald, 1999, p. 171). It is the only stream that does not have decision-makers on its list of relevant participants, but program staff and beneficiaries who also hold the collegiate decision-making power on all stages of the evaluation process. Just as manageability relies on the evaluator's skills in stakeholder evaluation, in empowerment evaluation it relies on the staff and beneficiaries.

2.3.6 Developmental evaluation

Even though developmental evaluation has some similar assumptions that makes it part of the PE family, its application is quite different. It is a process evaluation practice¹⁸, but it can be confused with monitoring, as it constantly evaluates the project process, progress and its performance (Patton, 1994, p. 311). It very much relies on self-evaluation of the program staff and the constant strife to improve. Furthermore, its rate of utilization is very high as it is timely and directly applicable to the further proceeding of the program (p. 313). The evaluator “becomes part of the design team helping to monitor what’s happening, both processes and outcomes, in an evolving, rapidly changing environment of constant feedback and change.” (Patton, 1994, p. 313). This counts for a collegiate participation on all levels. In terms of manageability this stream holds a special place, as it is integrated into daily, weekly, or monthly routine in the form of meetings that include feedback rounds and constant evaluation.

Its theoretical background lies in organizational development and knowledge transfer. Developmental evaluation also focuses on processes and is prawn to provide a continuous monitoring in order to improve the performance in an organization. The purpose of this kind of evaluation, however, is not the effectiveness of a program, but the improvement of the program by self-evaluation of its staff. Beneficiaries are not directly included into the evaluation process, although Torres and Preskill (2001, p. 389) claim that they profit from developmental evaluation as well, as they can count on better management of the program (see as well Kiresuk, 1986).

Real-time evaluations (RTE) can be seen as developmental evaluations at a certain point of time, mostly connected to an inflection point in a program ideally in a very early stage of the project cycle (ALNAP, 2009, p. 10). This part of developmental evaluation has become relevant in the searching period of

¹⁸ Process evaluation differs from impact or outcome evaluation, as it assesses if the project plan is exercised as planned and if not, how to get back on track (Bliss & Emshoff, 2002, p. 1).

evaluations, as particularly the ALNAP database showed many results for this particular sub-stream (Appendix 8.3).

The streams along the four dimensions are summarized in the table below to allow for a direct comparison (Figure 2).

	Purpose	Decision-making in evaluation process	Diversity of stakeholders	Manageability of eval process	Depth of participation
SBE	Political aspects, utilization	Evaluator coordinates and takes decisions	Representatives of different interest groups, no micro-management	Dependent on the evaluator's planning	Consultative (in planning and interpretation)
P-PE	Program development and improvement	Evaluator, donors (decision-makers)	Donors, managers, implementers	Less people, better manageable	Collegiate
T-PE	Political empowerment	All participants	All relevant groups (decision-makers, progra staff, especially beneficiaries)	More people, higher degree of coordination necessary	Collegiate
Dem E	Legitimate use in pluratistic society	Evaluator, representatives of interest groups	Representatives of all interest groups (also among each other)	Manageable, if evaluator and representatives work together	Consultative (in interpretation and reporting)
EE	empowerment	Program staff, sometimes beneficiaries	Program, staff, sometimes beneficiaries	Open process, not to predict	Collegiate
Dev E	Program improvement	Evaluator, program developers and staff	Program developers and staff	Well integrated into program's routine	collegiate

Figure 2: Summative table PE streams (derived from Cousins & Whitmore, 1998 and Weaver & Cousins, 2004)

2.4 Participatory evaluation in development cooperation

“There are many evaluations that claim to be participatory but upon reflection are anything but.”

- Jackson & Kassam, 1998, p. ix -

One could start and end with this quote on PE in development cooperation. There is not a clear definition of PE in development cooperation yet either. However, JICA together with other donor agencies (UNDP, USAID, World Bank) tried to define it in a rather comprehensive way:

“1) evaluation to be conducted jointly by various stakeholders, including the local beneficiaries, 2) evaluation in which a wide array of stakeholders actively participate in all processes from evaluation planning to information gathering and analysis, action planning for improvement and execution” (JICA, 2001, p. 9).

In the study exercised by JICA though, it becomes evident already that the actual inclusion of stakeholders mainly refers to project workers and not the marginalized poor. One has to set that into the organizational perspective of a donor agency, but even though they include the “final beneficiaries” in their definition, in the further process of the study and how they want to implement this practice in the organization, they

fail to mention how they want or could include the groups that are marginalized due to gender, race, class or geographical periphery.

First of all, the introduction of PE into development policy contradicted strongly with the development perception of donor agencies in the 1960s, where any involvement of the poor was seen as a time-consuming act, as they were the ones that needed to be modernized (JICA, 2001, p. 13). The 1970s saw it, in turn, indeed necessary to include the local community, but also rather as an “input factor” that could speed up and improve the implementation of the project (p. 13). The 1980s then introduced the term of “sustainable development” and the in 1989 OECD DAC reacted by publishing the “Policy Statement on Development Cooperation in the 1990s” which called for “broader participation of all people (JICA, 2001, p. 16). OECD DAC went on by publishing “Shaping the 21st century: the Contribution of Development Cooperation” which calls for ownership of the developing countries enhancing sustainable development (JICA, 2001, p. 16). JICA admits in this study though that donor agencies have not found a way yet to include PE into their portfolio of evaluation methodologies. Of course, JICA is only one donor agency trying to apply participatory evaluation in development cooperation. Other agencies, though are even more behind. DANIDA (1999) acknowledges the theoretical use of PE and the fact that it should be applied in order to “create consensus and ownership in relation to the development activities”, but in reality merely their methods are participatory (p. 1.6). CARE, an internationally operating NGO, argues that there is the “willingness to share responsibility and power”, but also here CARE rather follows their own protocol on conducting evaluations (1994, p. 1). Also Save the Children Fund’s Mr. Bailey, admits that there is still a lot of work to be done until theory becomes reality (Interview in Kaiser, 2002, p. 10)

Unfortunately today, we are still at the point where aid agencies tend to consider the input of their staff, but still do not know who to include beneficiaries in practice. This argument made by Weiss is of normative nature, but makes a valid point in addressing again the beneficiaries’ lack of accessibility to the entire project cycle, from planning to the evaluative stage (Weiss, 1998, p. 30). Chelimsky (1998) supports this statement by saying that “stakeholder positions that are less well-known because they are not represented by an organized lobby” are simply not heard in the development agency’s world. For the process of evaluations that means that mostly (if at all) only the organized groups have the possibility to make their voices heard in PE, as they can determine representatives that speak for them and give their opinion more structure. Marginalized groups that are not organized and are situated in the periphery, not only socially, but also geographically, have a hard time to express their opinion to evaluators at all.

As Cummings (1997) describes in his paper on participation in evaluation and implementation of development cooperation projects, practice looks different and needs some adjustment and guidance along

the way (p. 25). Jackson however clarifies that the image of PE as being “more costly and time-consuming” than e.g. impact evaluation only holds to be true at first sight. It speaks for itself that letting people engage in the entire evaluation process, consider feedback loops and adjustments is more time-intensive than a top-down evaluation that gathers numbers and statistics. However, what the evaluator or the evaluating agency receives in return is highly valuable, namely an accurate and usable evaluation that improves program processes to be more sustainable and considered of context and people. It can also have the effect of actually lowering costs by “lower downstream program costs, and increase downstream benefits of subsequent development interventions.” (Jackson, 1998, p. 14). This analysis already indicates that PE favors sustainable long-term results dealing with higher short-term costs. It increases the chances of long term effectiveness of the project as beneficiaries, who are meant to carry on the grapes of the project, are involved in the evaluation and are motivated and know the meaning of the results.

Even though the findings of Narayan (1995) concerns participatory development in general, also conclusions can be drawn for the application of PE and its effectiveness, as they found statistical significant proof in 121 World Bank development cooperation water projects that there are “strong statistical findings that increasing participation directly causes better project outcomes” (Isham in Jackson, 1998, p. 15). Additionally, another research conducted by Rietbergen-McCracken (1996) found out that the planning of participatory processes does not take longer at all, it just has to be taken into account from the very beginning of the planning stage of the evaluation.

As pointed out in the last section, there are considerable differences between PE in general policy areas and development cooperation. Jackson (1998) wrote a book about the combination of the fourth wave presented by Guba and Lincoln (1989) and the up-rise of participatory evaluation in development cooperation. Unfortunately also his conclusion was that there wasn't any. However, he developed nine characteristics of PE: (1) support of participatory development in interventions; (2) self-determination of beneficiaries; (3) acknowledgement of knowledge communities and their capability to analyze their own situation; (4) mutual learning experiences on both sides (donor <-> beneficiaries); (5) improvement of the intervention and the agency in order to achieve the best results for the beneficiaries; (6) beneficiaries are actively involved at all stages of the evaluation; (7) ownership by client; (8) participatory toolkit for data collection by means of qualitative measures; and (9) participatory and inclusive methods allow for a more detailed analysis. The three characteristics (3), (4), and (5) were not chosen for this analysis for the following reasons. (3) was not chosen, because there was no evidence found in the theoretical literature that acknowledgement of knowledge communities consisting of very marginalized groups was indeed present, particularly not in the context of development cooperation. It will, however, reoccur as a

recommendation in chapter six. (4) was not chosen as there was not even mutual learning mentioned in PE in other sectors than development cooperation. Additionally, Jackson (1998) did not define further to which stage of the evaluation process he was referring to, therefore an analysis of this point would have been rather difficult. Lastly, (5) was not chosen, because also here the term of ‘improvement’ seemed too broad in order to include it into this research. Besides the broadness of this term, it would have also opened an entire new field to this research, namely organizational improvement, which would have been subject to a different research, more focused in donor agencies and not on marginalized groups anymore. The six remaining characteristics were chosen to refine the four dimensions of Cousins and Whitmore (1998) and Weaver and Cousins (2004) make them more applicable to the development cooperation context:

1. Supports participatory development in interventions
2. Self-determination of beneficiaries
3. Beneficiaries are actively involved at all stages of the evaluation
4. Ownership by client¹⁹
5. Applies participatory toolkit for data collection and capacity building, mainly by means of qualitative measures (only supported by quantitative methods)
6. Its participatory and inclusive methods allow for a more detailed analysis, accuracy in impact development (Jackson, 1998, p. 2)

These characteristics are employed as sub-points of the four dimensions introduced before, as they are helpful to analyze evaluations from development cooperation more appropriately. Particularly, the inclusion of beneficiaries in the dimension ‘depth of participation’ complements the dimensions developed by Cousins and Whitmore (1998) and Weaver and Cousins (2004). This leads us to the operationalization of PE, its dimensions and characteristics relevant for empirical research.

2.5 Operationalization of Participatory Evaluation

For the operationalization of PE in this research the dimensions already developed above will be an orientation point. The four dimensions developed according to Cousins & Whitmore (1998) are supported by the more refined characteristics of PE by Jackson (1998) introduced above. The reason for merging these two sets of frameworks is that many points of Jackson’s factors already explain sub-points of Cousins & Whitmore’s dimensions, particularly the dimension depth of participation. Therefore the framework in this research paper is

¹⁹ Used here as synonym for beneficiary.

Dimension of PE (Cousins & Whitmore, 1998)	Characteristics of PE (Jackson, 1998)
Decision-making in the evaluation process	Self-determination by people
Diversity of stakeholder selected for participation	
Manageability of evaluation	
Depth of participation	Participatory toolkit for data collection by qualitative measures
	Participatory and inclusive measures that allow for more detailed analysis
	Beneficiaries are actively involved at all stages on evaluation
	Ownership by client
	Support participatory development in interventions themselves

Figure 3: Merged framework (derived from Cousins & Whitmore, 1998; Weaver & Cousins, 2004; Jackson, 1998)

- *Decision-making in the evaluation process*

In this dimension it will be examined who holds the decision-making power in the evaluation process. A differentiation is made between donor agencies, program staff, evaluator, and beneficiaries. If not only one stakeholder is the decision-maker then I tried to determine the (power) relationship between the two or three parties.

- o Self-determination by people

As being central to empowerment evaluation, as introduced by Fetterman (1994), self-determination is the main empowering factor in the evaluation process. It describes if they could take any decision in the evaluation process by themselves or if everything was already decided when the evaluation team arrived. It will also be evaluated for all stakeholders (donors, program staff, evaluator, beneficiaries)

- *Diversity of stakeholders selected for participation*

In this section the four stakeholders donor, program staff, evaluator, and beneficiaries are considered. However, also external stakeholders are considered, as it was found in many evaluations that there was indeed attendance of other participants that do not fit the four stakeholders previously identified.

- *Manageability of evaluation implementation*

This dimension deals with the efficiency of the evaluation process, as it considers time, financial and human resources and in how far their application contributed to an effective evaluation. This dimension was included, as many evaluating teams had complained about unfeasible evaluation schedules and/or budgets in the evaluation reports examined.

- *Depth of participation*

This dimension is analyzed via the four degrees defined by Biggs (1980): contractual, consultative, collaborative, and collegiate. As indicated before the depth of participation is different for all stakeholders (donor, program staff, evaluator, beneficiaries). These different degrees will be assessed in a more detailed way according to evaluation stages (planning, formulation of Terms of References, implementation, analysis). This analysis is supported by the six selected characteristics pointed out by Jackson (1998), as the latter pick up the evaluation process in a more practical approach due to the author's background. This becomes increasingly helpful in the analysis and the guideline proposed in the end of this paper:

o Participatory toolkit for data collection by qualitative measures

After studying various articles about different forms of PE, the majority of authors opted for qualitative methods in order to support the purpose of PE reports. After examining the evaluation reports as well, the following qualitative methods have been defined as qualitative methods that enhance results of PE (Brisolara, 1998, p. 30; Khadar, 2003, p. 91); Steinbugler, 2006, p. 806; Jaramillo, 2010, p. 193; Hanskivsky, 2011, p. 222; Chambers, 1997; Ackerly, 2012, p. 13): (semi) structured interviews, focus group discussions, case studies, creative methods (theater, poetry, painting etc.), multistrand model, self-reporting as participation, and participant observation. This is not an exhaustive list of qualitative methods, but the only relevant to this research, as no other methods were encountered in the empirical study.

o Participatory and inclusive measures allow for more detailed analysis

This sub-section is about how well the opinions, data, observations, and statements of the stakeholders, particularly the marginalized beneficiaries are integrated into the findings of the evaluation report. The main difference analyzed will be if input from beneficiaries is included at all. If the answer is yes, then it will be examined if the input is set apart from

other data or if it is integrated with other opinions and context or if it is invisible, even though beneficiaries were explicitly included as being participating stakeholders.

- Beneficiaries are actively involved at all stages of evaluation

As previously defined by Rebien (1996), the four stages of evaluation are planning, definition of ToR, methodology and gathering of data, and use of analytical results. As inherent to this dimension this sub-point will be evaluated separately for the four different stakeholder groups (donor, program staff, evaluator, and beneficiaries).

- Ownership by client

Ownership is the ultimate goal concerning evaluation results. Ownership by the beneficiaries means that stakeholders own the findings of an evaluation and can use them in order to enable themselves to sustain project achievements in terms of financial, human resources and organizational (BMZ, 2006, p. 7). In the case of this analysis, four cases are assumed, including again the four different stakeholders (donor, program staff, evaluator, beneficiaries). First, ownership lies with the donor, including program staff. Indicators for this are the language that was chosen for the evaluation (English and the mother tongue of the donor's country), where it was saved (intranet, internet, and official databases), and who has the possibility to give feedback to the report. Second, the ownership is share by all stakeholders. This is determined with the help of the language chosen (English, mother tongue of donor's country, and language of beneficiary's country), where it was saved (intranet, internet, platforms, homepages of host country's NGO, etc.). These factors were chosen, because language and also the site of publication determine accessibility of evaluation's findings and recommendations. Third, the ownership lies with the program staff and the beneficiaries, as proposed by empowerment evaluation (Fetterman, 1994). Indicators are language chosen (English, language of the host country), where it was saved (intranet, internet, platforms, host community's files).

- *Support participatory development in interventions themselves*

This point supports the claim that if PE is used it should be included already in the planning stage of the entire project in order to collect baseline data and gather information beyond that which suit PE methodology. This sub-point mainly examines if participatory elements were included into the project itself. Here the stages of the project cycle will be considered: planning stage, appraisal

formulation, decision-making, project implementation, project evaluation (Lecture 1, van Nispen, 2011, sl. 17).

Interestingly enough Cousins & Whitmore already in 1998 raise the question “How does one listen for the voices that have not yet been heard” and “How can cultural, language, or racial barriers be addressed?” (p. 18). This question together with Cousins (2001) remark about the contextualization of the evaluation provides a common ground for both PE and intersectionality.

3. Theory of Intersectionality and the issue of its operationalization

As already mentioned in the introduction, intersectionality has its roots in gender studies. In this chapter we identify the characteristics that are common to all variations of the concept of intersectionality and suggest how they could make PE more effective. In order to make this relatively new theory more applicable for its use in PE, it will be detached from gender studies in order to consider different burdens more equally. In the end of this chapter stands the operationalization of the concept for the purpose of this research paper.

What is Intersectionality?

Crenshaw, who has a background in legal studies, introduced the concept of intersectionality and phrases it in the report on the Expert Meeting on Gender and Racial Discrimination of the UN WCAR conference in the following terms:

“Intersectionality is what occurs when a woman from a minority group ... tries to navigate the main crossing in the city ... The main highway is ‘racism road’. One cross street can be Colonialism, then Patriarchy Street... . She has to deal not only with one form of oppression but with all forms, those named as road signs, which link together to make a double, a triple, multiple, a many layered blanket of oppressions” (in Yuval-Davis, 2006, p. 196).

Intersectional analysis is the successor of unitary and multiple analyses and in this point connects well with constructivist thought introduced in the theoretical part on PE (Hancock, 2007, p. 74). Conventional analysis though started off with the unitary approach. Unitary is a one-dimensional analysis that only considered one viewpoint and its implication. Multiple analysis takes it already a step further by taking different perspectives, marginalization and levels into account, but treats them as additive identities that do not have anything to do with each other. This is one of the major aspects that makes it very different from the intersectional approach, because the latter sees marginalization developing out of merging or overlapping of oppressive identities (Walby, Armstrong & Strid, 2012, p. 4; Bishwakarma, Hunt & Zajicek, 2007, p. 7 in Hankivsky, 2011).

Additionally, it makes the effort of including the people that would normally fall out of strict categorization of groups or identities. Intersectionality challenges this perception by proposing that what a group wants should be framed by all, not only by the elite, because different contexts create different interpretations and conclusion about facts and results (Hancock, 2007, p. 71; see also Baer, Keim & Nowotnick, 2009, p. 66; Acker, 2012, p. 214).

According to Harding (1997, p. 385) though, intersectionality should not be considered as trying to make everyone equal and the same. She introduces the difference between “mere differences” and the ones that

cause disadvantages and/or oppression. An example of a mere difference would be different types of knowledge in different cultures (e.g. in agriculture due to different climate and geographic circumstances). They then form “epistemic communities” where this knowledge is shared (Yuval-Davis, 2006, p. p. 199).

Intersectionality is often analyzed or its theory explained along four dimensions. They are presented apart from each other here, but must be understood as interconnected, just as overlapping identities are to the intersectional approach (Yuval-Davis, 2006; Crenshaw, 1991; Hancock, 2007):

- Power (relations)
- Political versus structural intersectionality
- Fluent versus static/rigid categories
- Micro versus macro level of intersections or multilevel

3.1. Concept of power relations in intersectionality

Power is not a problem as such, but power imbalances are (Brisolara, 1998, p. 36). In intersectionality the “matrix of domination” or if seen the other way, “interlocking oppressions” is a major factor, if not the most determinant one (Hankivsky, 2011, p. 217; Dhamoon, 2011, p. 231). Powerful and powerless groups do not stand alone but reinforce their positions, meaning the powerful are pushed up whereas the powerless are pulled down even further (Walby, 2012). Just as with PE in the decision-making dimension of Cousins and Whitmore (1998), where the decision-makers should not be left out of the picture, in intersectionality, the powerful groups are sometimes forgotten (Choo & Marx Ferree, 2010, p. 132). However, the difficulty with this point is that it is hard to impossible to determine power relations after the process is finished and only based on literature. This factor is constantly present though and therefore has to be taken into account. Especially in the formulation of an intersectional guideline for PE, power relations are a crucial issue that need to be assessed in the project design already in order to have data to be analyzed on the evaluative stage and therefore leading to an effective result (Ackerly, 2009). Only if power relations are clearly identified, the findings can be interpreted appropriately and dominant voices can be weighed against their possible hierarchical position.

3.2. Difference between political and structural intersectionality

Also this distinction was developed by Crenshaw (1993). Structural intersectionality focuses on the interconnection of “unequal social groups.” (Walby, 2012, p. 3). Crenshaw claims in this context that a black woman (two intersecting burdens: gender, race) experiences e.g. rape differently than a white woman. She backs this argument up with by the different perception of black women in society who do

not have the same support system as white women do (also concerning legal practice, see Crenshaw, 1993, p. 3). Therefore, an effective policy would be to include these considerations into the formulation in order to include all women, also the ones marginalized on more than one ground. Transferring this dimension to evaluation practice, it means that an inclusive approach on all stages of evaluation is required for all groups, in order to not leave someone out in a systematic way.

Political intersectionality, on the other hand, “concerns the intersection of political agendas and projects” (Walby, 2012, p. 3). Again Crenshaw provides an example stating that even though feminist and antiracial politics should complement each other, they function “in tandem to marginalize the issue of violence against women of colour.” (Crenshaw, 1993, p. 3).

In the context of development cooperation, evaluation politics are determined by donor agencies and it depends on how they and the international community understand, interpret, and frame the marginalization of the very marginalized (political intersectionality). The inequality of groups in a country context even before the intervention by a development cooperation agency, is something that has to be carefully considered and counterbalanced, but cannot be changed immediately or by the evaluation of the project. It is task of the donor agency and the evaluation team to take these existing inequalities into account and apply measures that make sure that everyone gets to have a say in the process to possibly achieve long-term change (structural intersectionality). However, that requires that the donor agency actually puts this on its agenda actively, with leads to political intersectionality again (Walby, 2012, 3).

3.3 Fluent versus static categories (groups)

Groups²⁰ in intersectionality are either fluent or rigid²¹. The argumentation for both are compelling and depending on the author. Fluid groups are difficult to identify, but make the inclusion of every individual possible, whereas rigid groups allow for easier analysis, but lose certain individuals in the process or put individuals in groups that do not fit their identities. What makes it even more difficult to categorize identities is that oppressive burdens are “interwoven” and “mutually strengthen or weaken each other” (Crenshaw, 1989 in Winkler & Degele, 2011, p. 51).

²⁰ Different terms for categories in intersectionality (like groups, strands, identities, grounds, inequalities, etc.). For this paper, as it has previously been done by other studies, they will be used interchangeably (see also Walby, 2012, p. 7).

²¹ The discussion of categories in this paper concentrates on groups. The consideration of individual oppression is limited, but intrinsic, as Crenshaw started off considering the individual stories of Black working-class women (see further Crenshaw, 1989 and 1991)

Also McCall (2005) makes the composition of groups an issue in her research (also Walby, 2012, p. 4; Baer, Keim & Nowotnick., 2009, p. 33; Bagilhole, 2010, p. 264; Bishwakarma, 2007, pp. 29; Braun, 2011, p. 146; Nash, 2008, p. 5). She identifies three modi according to which groups can be composed: First, there is the intra-categorical approach. It emphasizes the existence of social groups at “neglected points of intersection” (Walby, 2012, p. 4). It focuses on the inequalities within groups, but according to Walby (2012, p. 4) loses the view concerning the bigger picture concerning “larger social processes [,] structures” and therewith inequalities (p. 4). The second approach is the anti-categorical one. Its aim is the complete deconstruction of groups, as it rather sees their categorization as exclusive (Winkler & Degele, 2011, pp. 52). It also opposes the idea of analysis on the basis of group-formation (ibid, p. 4). The last approach is called inter-categorical. It sees the division between groups and their identities and therefore is more applicable in quantitative research (Walby, 2012, p. 4). It is not as differentiated as the anti-categorical approach, but already provides evaluators the possibility of more fine-tuned consideration of intersecting inequalities.

However, in order to pursue the intersectional approach in evaluation, the marginalization within one group (mentioned by Cohen, 1999, as ‘secondary marginalization’) is an issue that still has to be taken into account, even though it makes analysis more complex (Hancock, 2007, p. 65). One way is to assess intersectional groups quantitatively in an inter-categorical way, but apply an intra-categorical interpretation of the findings (derived from Hancock, 2007; McCall, 2005).

In the focus on the much marginalized groups in the intersectional analysis, one has to be careful though to not leave out the powerful groups. They are already decision-makers in all processes and need no empowerment, but are the ones that in the end decide how the marginalized are to be included or not (Walby, 2012, p. 7)

In which way ever to describe groups and stick to rigid categorization or not, not all inequalities are the same, meaning do not have necessarily the same roots. Yuval-Davis points out, for example that the categorization ‘class’ says something about economic or, even more limited, financial disadvantages someone is experiencing, the category ‘gender’ is basically determined by birth and a biological fact, whereas ‘race/ethnicity’ relates to constructed groups that according to some cultural ‘mere’ differences “divide people into ‘us’ and ‘them’” (Yuval-Davis, 2006, p. 201).

Even though the anti-categorical approach sounds like the most suited one, already the acknowledgement of the other two approaches provides policy with more fine-tuned manner of formulating not only policy, but also evaluative studies (Bagilhole, 2010, p. 264). For this paper we will take an inter-categorical

approach, as also suggested because of its applicability to PE methodology. However, one should take into account that the division in categories in this paper is only done for analytical purposes (Baer, Keim & Nowotnick, 2009, p. 55). In terms of effectiveness the dimension of the evaluation matters (is it of a multi-layered program or of a small project). If a small project is evaluated one would use the intra-categorical approach or the anti-categorical approach even. If large programs are evaluated the relations of groups might be more interesting and leading to a usable result, therefore the inter-categorical approach would be applicable. However, it is the highest goal to achieve inclusion of as much marginalized groups or individuals as possible.

3.4 Micro versus macro level of intersections or all about the multi-level approach

This dimension is rather part of the analysis to be aware of the different dimensions that are interacting or are ignored in an evaluation. This is crucial as with only focusing on one dimension, important facts and perceptions get lost and the results of the analysis can be misleading (Hancock, 2007, p. 66). Even though it is seen as a challenge, its necessity is acknowledged (Hancock, 2007, p. 71; Hankivsky, 2011, p. 218; Yuval-Davis, 2006; Choo & Marx Ferree, 2010). Therefore, in this paper we will assume a multi-level dimension, as our research concerns the international community and their agendas, the donor agencies and their interests, and the host country and their people. This complex structure cannot be accounted for by and either-or analysis (Walby, 2012, p. 5; Hancock, 2007, p. 74; Bilge, 2010, p. 4).

3.5 Detaching intersectionality from the mere gender perspective

Next to Yuval-Davis, also Brah, Maynard, and Anthias have made intersectionality more open to the idea that all inequalities are supposed to be treated equally and not as an additional burden to gender (Yuval-Davis, 2006, p. 201; Hancock, 2007; Walby, 2012).

“Managing the complexity of Intersectionality” made a start by introducing the idea that gender is not the most relevant inequality among others, but that other marginalization is just as worth mentioning (McCall, 2003). Additionally, Walby makes the argument that it is not a race who is oppressed the most, being afraid of an “oppression Olympics” (2012, p. 9).

It is not the goal in this paper to fan the flame of oppression Olympics. It is rather the aim to present the equal relevance and explanatory strength of either of these oppressions. Following the argumentation of Hancock (2007) and McCall (2005), this merely leads to a more complete picture of the landscape of inequalities.

3.6 Adoption to developing countries realities/space

Even though the UN recognized intersectionality as an important concept in 2001, the effects are still missing in development cooperation practice, not even considering its non-existence in evaluation theory (United Nations 2001). The research of intersectionality in the context of developing countries themselves is even less developed. The variety of articles discussed above have some small features about developing countries' context, but do not discuss it explicitly. They mainly still struggle with the theoretical basis of this concept in the developed world and its operationalization. The following section will show that in terms of the operationalization scholars are still rather clueless of how to make intersectionality applicable in any context.

3.7 Operationalization and categories chosen for this research

After identifying the four dimensions of intersectionality (power relations, political and structural intersectionality, fluent versus static/rigid groups, micro versus macro means multi-dimensional), there are some concepts that have to be defined in detail and operationalized for the context of this research paper and for the formulation of the guidelines in the conclusive part. As an orientation, existing models for operationalization are considered, also in order to show the confusion of experienced scholars a student has to deal if trying to understand its operationalizations. I explain why certain features were taken over and some were not applicable to this analysis.

3.7.1 Existing research and attempted operationalization

Yuval-Davis suggests a methodological approach to intersectional analysis including gathering data, analysis including context information, and “intersectional review” (2006, p. 204). Whereas the first two steps are rather straightforward, the third step is new to policy analysis which is the unit of analysis in her study. Under intersectional review she understands an analysis of the different stages of the policy circle in perspective of different groups that intersect, merge and face “different intersectional identities” (2006, pp. 204). Unfortunately, that is as far as it goes. She admits that the realization of this methodology would be rather challenging in the field (see also Hancock, 2007). However, an important argument of hers also is that participatory elements play a major role. Yuval-Davis requires that everyone available in the field should be included: beneficiaries, program staff, and others. Her approach favors the anti-categorical approach, as “the participation in such a dialogue should be acknowledged without treating them as representatives of any fixed social group.” (Hancock, 2007, p. 63).

Another attempt was made by Dhamoon (2011). He establishes some rules as some sort of guideline in order to come up with a useful operationalization of intersectionality and then uses the operationalized concept as critique on power relations and traditional practices (p. 240). Formulating critique on

systematic deficits is a crucial part of intersectional theory in her opinion (ibid.). However, it is concluded for this paper that his criticism is not transformative, as it does not include any constructive ideas for improvement.

Hankivsky presents three different practical approaches how to apply intersectionality in public policy. The first approach developed by Rönnblom (2008) uses the concept of space in order to increase the importance of contextualization of policy. In the terms of Rönnblom context is far too “static” and space a more appropriate concept because it is “relational, interactive, fluid, and constantly under construction” (Hankivski, 2011, p. 221). This very well relates to intersectional theory as also here not only context, but also categories of marginalization are changing constantly. This fluent process makes a “more fine-tuned analysis” possible, but on the other hand makes policy analysis close to impossible (Hankivski, 2011, p. 221). Here the second approach finds a more applicable way of dealing with theory. Bishwakarma, Hunt, and Zajicek (2007) use as an orientation the concept of policy cycles, which is relevant for this paper, as this also includes evaluation. However, they put the focus on the assessment if the policy itself has been intersectional, not if the evaluation process was made accessible to all groups, including the very marginalized. Furthermore, they also provide the option that the intersectional approach is merely used on single steps in the policy cycle (p. 222). A very important part though is that “[i]n the process, an intersectionality approach resists any group generalizations and focuses on layered interrelations between social inequalities and within category diversity” (p. 222). The third approach is called the “multi-stand project” developed by Parken and Young (2007). The six strands are the different marginalized groups concerned, chosen by the authors are “gender, disability, race, sexual orientation, age, and religion” (p. 223). They applied their model in Wales, therefore the approach cannot be translated one-to-one to a developing country and its contextualization of “space”. The main factor applicable of these three suggestions for analysis is that all see intersectionality detached from gender studies.

As an example of an ‘intersectional lens’ Bagilhole (2010) wrote a paper where she applied the intersectional lens on UK diversity policy (p. 263). However, also she only gets as far as referring to different categories and McCall’s (2005) approach of how categories are composed (p. 269). Beyond that she also realizes that an operationalization of intersectionality is still missing in academia (p. 270).

A valuable contribution though comes from Bishwakarma (2007) who applied intersectional analysis mainly on the policy formulation stage, but clarifies that intersectionality should be intrinsic to the entire project cycle. He used a case study example of Nepalese education sector to show how to formulate intersectional policy. The goal of his study is to come up with a guideline how to use intersectional theory in general. Deriving from this intersectional approach, this paper assumes some crucial factors for the

intersectional approach to participatory evaluation. First, is there the possibility that the project as such was perceived differently by different groups carrying different amounts of burdens? If the answer to the first question is yes, then these groups have to be addressed specifically and have to be included into the evaluative process. Second, if quantitative data assessment is required, then this should be indicated from the very beginning of the project cycle, as the appropriate data sets have to be prepared throughout all the project stages. Otherwise data collection is impossible, according to Bishwakarma (2007, 36).

There are many more divisions, among others age, disability, sexuality, etc. Exactly this ‘etc.’ is criticized by Judith Butler (1990), as to her it is an “embarrassed admission of a ‘sign of exhaustion as well as of the illimitable process of signification itself” (p. 143). Helma Lutz (2002) counts fourteen of them: “gender; sexuality; race/skin-color; ethnicity; nation/state; class; culture; ability; age; sedentariness/origin; wealth; North/South; religion; stage of social development” (Yuval-Davis, 2006, p. 202). However, this is only an abstract of a list that could be endless.

What holds to be true is that the operationalization of intersectionality is context dependent and therefore every research has to find its own definition fit for use (Hancock, 2007, p. 74; Choo & Ferree, 2010; McCall, 2005; Nash, 2008, Phoenix & Pattynama, 2006).

[3.7.2 Categories of this paper](#)

The paper will stick to the groups of gender, class, race, education, and geography, but also will recognize the existence of other groups, dependent on the context of the evaluation. It has to be understood that the categorization of groups defined here are not mutually exclusive. However the categories constitute a vivid part of the operationalization of intersectionality because the way that this theory deals with categories is distinct to other theories (intersectional categories versus traditional adding-up of categories) (derived from Singh, 2010, p. 173).

Gender

Together with class and ethnicity, gender is seen as “relevant just about everywhere” (Townsend & Bell, 2010, p. 9). With intersectionality coming from feminist studies, there is always the danger that the gender issue is predominant above all other categories. As suggested in development cooperation literature and practice, gender is already an acknowledged topic (see e.g. gender mainstreaming in Tolhurst, 2012; Slingh, 2010; Hippert, 2011). The approach taken in this paper though is more holistic. Whereas e.g. gender mainstreaming is all about women, this research sees both sides of gender, male and female. Even though it is true that women face many disadvantages for being female members of a community, men are

also part of the gender component. Particularly in intersectional analysis, where categories mingle, men can equally face inequality in combination with other identities like ethnicity or class.

Class

Class structures in the Western world are seen by some as outdated, but prevail in industrialized contexts just as much as in emerging and developing countries. As this separation of society (Marx: bourgeoisie <-> proletariat) grew in times of industrialization some centuries ago, the terminology might not be applicable to structures in developing countries anymore. Additionally, tribal structures in some countries change the context of the class terminology entirely. Therefore the term class for this research paper is challenging. As suggested by various authors (Townsend & Bell, 2010, p. 11; McCall, 2005; Collins, 1998; Walby, 2012, p. 9), woman can face disadvantages due to ethnicity and her gender and therefore be part of the working class. This suggestion will be taken into account in this paper, however, if categories like low-income groups allow for different conclusions like vulnerability due to lack of (financial) resources. This paper though assumes class as a result out of other vulnerability, but will conclude in chapter six if this results in a recommendation for intersectional PE or not.

Race/ Ethnicity

First of all, it has to be clarified that the term ethnicity is preferred in this research paper, as it is seen much more appropriate for the development cooperation context (Jaramillo, 2010, p. 157; Townsend & Bell, 2010, p. 9). The ethnic component is also set into specific historic and geographic contexts (Acker, 2012, 219). In the U.S. and the also the rest of the Western world the domination of white male is significant and determines the discourse on race (p. 219). This “white superiority” though also reflexes on the development context where the Caucasian race perceives itself as the leader that has to teach the uneducated (p. 220). This at least is the old and luckily outdated interpretation in evaluation theory and practice. However, in the context of the country itself it is possible that certain tribes are left out of the decision-making due to historic conflicts or non-existence of minority rights. This has to be taken into account in the evaluation context and the interpretation of its results (Van Mens-Verhulst & Radtke, 2011, p. 5).

Race and ethnicity are operationalized by the naming of all the different ethnic groups that are present in the region. This differs from region to region and can only be identified in the specific context and situational analysis of the country and project context (Van Mens-Verhulst & Radtke, 2011, p. 5).

Education

Another category is marginalization due to lack of education. Individuals or groups are excluded from evaluation processes because it is claimed that they do not understand the complex methodologies applied and would therefore not be able to contribute valuable input to the evaluation report. Education, however is one of the categories mostly put among the ‘etc.’s’ of intersectional marginalization (Winkler & Degele, 2011, p. 52). Education has a particular re-enforcing nature, as educational levels might indeed be low, but they also act as an excuse to not try to let people participate, which makes it impossible to break out of this circle (Finsterbusch & Van Wicklin, 1989, p. 582). In the evaluations at hand, it will be checked if there is any notion of education as an disadvantaging factor for people who were or wanted to participate in the evaluation e.g. being able to read a survey or not.

Geography

Braun (2011) suggests that intersectional analysis should have the form of “narrative research” (p. 148). Her research also encouraged me to include the geography component, as she noticed, while traveling the country, conducting 263 in the periphery of the capital of Lesotho, that (gender) inequality increases with the degree of periphery (p. 150). The geography component has been included by some other authors, partly renamed as “residence” (Norris, 2010, p. 55) or “region” (Singh, 2010, p. 169). Also Valentine (2007) writes about the geography of oppression, however only in the context of gender.

4. Methodology

This chapter presents the methodology used in this explorative study in order to answer the question if intersectionality can increase the effectiveness of PE. After the detailed explanation of the research design, the analyzed evaluations will be introduced. The chapter ends with the validity and reliability of this research and how I dealt with challenges concerning the latter.

4.1 Research Design

This is an explorative study. The background on the theories and concepts introduced in the previous chapters has been derived from an extensive literature review. The articles were mainly found in googlescholar and Erasmus Library's Search²². In order to gather information of what donor agencies and NGOs have developed in theory so far, I reviewed some participatory evaluation guidelines of the donors whose evaluations also form part of my research. They mainly provided general ideas what donors expect from evaluations and were examples how guidelines are formulated.

4.1.1 Approach

Originally the aim of this empirical research was to find participatory evaluations in the sector of rural development in development cooperation and apply the different streams introduced in chapter two of this paper. This idea derived from literature study that indicated that in order to include beneficiaries a grassroots involvement in the project itself was necessary (Chambers, 1994, p. 1437; Bamberger, 2000). Rural development projects seemed an appropriate choice, as the involvement of farmers and local beneficiaries in the project was indicated and therefore I assumed to find these beneficiaries reappear in the evaluation. I started my search in evaluation report databases of the OECD, World Bank, and Development Banks by entering "participatory evaluation" + "rural development"/"community development"/"development". Unfortunately, not one evaluation appeared. Neither governmental agencies nor NGOs applied participatory evaluations in rural development projects. After this discouragement, I decided to start my search broader. I started looking for "participatory evaluation" + "international development cooperation"/"development cooperation"/"foreign aid"/"foreign cooperation"/"foreign assistance"/"official development assistance"/"development assistance"/"development". Neither in googlescholar nor in Erasmus' Library's Search I found any evaluation reports.

After some days in front of the computer I realized that I this explicit search did not lead to the results I hoped for. Therefore, I changed the search system. I targeted evaluation databases explicitly and

²² For a detailed list of search terms, see Appendix 8.2.

broadened the search terms. The new search terms were ‘participatory evaluation’ and ‘participatory methods’. I decided to not look for explicit sectors anymore, but to concentrate on the participatory elements of an evaluation. I looked for evaluation databases that were mentioned in the literature reviewed (Fawcett, 2003; Jackson, 1998; Cars, 2006). After reviewing their accessibility, the following thirteen databases were chosen: African Development Bank (AfDB), Asian Development Bank (ADB), European Bank for Reconstruction and Development (EBRD), Department for International Development (DFID), Innovations for Poverty Action (IPA), Dutch Ministry for Foreign Affairs (Minbuza), OECD/DAC, USAID, Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP), CARE, German Agency for International Cooperation (GIZ), Federal German Foreign Ministry for Economic Cooperation and Development (BMZ), and Swedish International Development Cooperation Agency (SIDA). Each database had other techniques in how to search for specific evaluations, therefore the search terms and order had to be adjusted deferring from database to database (see Appendix 8.3). After checking the databases of these thirteen governmental and non-governmental agencies, I was left with ten databases that indeed showed results for participatory evaluation (see Appendix 8.4): AfDB, ADB, EBRD, DFID, IPA, Minbuza, OECD, USAID, ALNAP, and CARE.

Additionally, I only chose for the time period after most of the guidelines of PE have been published, meaning 2000 till 2012.

The *first browsing* of evaluations happened in the above mentioned ten databases. The first requirement was that they were complete evaluation reports. Some evaluation reports were not published completely, but only their summary or briefings. Additionally, some evaluations were studies conducted to identify certain streamlining policies of organizations or annual reports on more than thirty projects (see Appendix 8.4, AfDB). These evaluation studies were not chosen either, as they were too complex and in most cases did not have a methodological chapter that included beneficiary treatment in data collection. The second requirement was that they had Terms of Reference (ToR). Unfortunately, that was not always the case. It does not mean though that there have not been any ToR in the planning stage of the evaluation, only that they are not published. When ToRs were not to be found the evaluations were excluded from the study as well. The last point was that they fitted into the time period selected. Additionally, if titles were already in another language than English they were directly excluded. In each data base, the first 100 results were checked according to the criteria explained above. Every database put the most recent evaluation reports first which helped in order to fulfill the time requirement for this study. If there were less than total 100 hits then these were checked. After taking all these requirements into account (completeness, ToRs

included, title of language, time), out of the 701 evaluations found in the databases, in total 101 were identified to proceed to the next level, the second browsing.

The *second browsing* included the content of the ToR (see Appendix 8.5). There the purpose and methodology of the evaluation were checked and this indicated already if participatory methods had to be used as a requirement of the donor. The purpose is defined in the ToR that are (mostly) defined by the donors in order to hire an evaluator or evaluative team. If the methodology was to choose by the evaluator or the evaluating team later when the evaluation was planned, then an additional look was paid to the section of the evaluation where the methodology was explained. If this part did not show any participatory purpose of method, then the evaluation was dismissed (see Appendix 8.5). The following criteria/characteristics were taken into account:

- Year

The years relevant for this research were projects executed between 2000 and 2012. It was crucial to choose evaluation reports in this time frame, as guidelines of donor agencies and NGOs had been published at that point already. With six among the 100 evaluation reports ending in the time between 2002 and 2003 and all the remaining 94 of them being executed later than 2008 also means that the Paris Declaration had already been published for three years (2005), therefore there was enough time to embrace the new approach of increased involvement of host countries and their citizens (OECD DAC, 2005)

- Purpose of the evaluation

As indicated in the first browsing already, the purpose of an evaluation determined its methodology (Ackerly, 2012, p. 220). Therefore, it was checked if the purpose of the evaluation was suitable for PE or not. Applying Figure 2 of chapter 2 again, the purposes listed for the six different streams of PE were: political aspects and utilization (SBE), program development and improvement (P-PE), political empowerment (T-PE), legitimate use of results in a pluralistic society (DemE), empowerment (EE), and program improvement (DevE).

- Participatory methodology or methods/tools

As already explained in chapter two of this paper, the qualitative methods considered as participatory methodology are (semi) structured interviews, focus group discussions, case studies, creative methods (theater, poetry, painting etc.), multistrand model, self-reporting as participation,

and participant observation (Brisolara, 1998, p. 30; Khadar, 2003, p. 91; Steinbugler, 2006, p. 806; Jaramillo, 2010, p. 193; Hanskivsky, 2011, p. 222; Chambers, 1997; Ackerly, 2012, p. 13).

- Language

Only evaluations in English were considered, mainly because I wanted to enable the reader for check on evaluations after or while reading this study and English is the most common choice.

- Country

The section country was not a criterion for inclusion of exclusion in the first place. However, after finding many evaluation reports from Haiti, I decided to diversify. This does not mean that the criteria on participation methodology or purpose were put last, but if an equally good PE came from another country than Haiti, I preferred the former one. The reason for this decision was that I wanted to have an unbiased picture concerning the choice of countries. Additionally, Haiti had just suffered from a very strong earthquake; therefore many humanitarian projects for emergency relief were evaluated exactly during the time period that I was searching in.

- Sector of project

I did not discriminate any sector. However, just as with Haiti in the country-section, if I had two equally good PEs, one from humanitarian projects for emergency relief and one from another sector, I chose the latter.

- Organization

From the ten databases chosen (AfDB, ADB, EBRD, DFID, IPA, Minbuza, OECD, USAID, ALNAP, and CARE) I did not prefer any of them. However, it has to be said that of the 100 evaluations in this browsing none of the 10 evaluations chosen for the next stage came from AfDB, EBRC, IPA or OECD.

During this stage of browsing, I came indeed across some evaluations of participatory programs, however, most of the evaluations themselves were anything but participatory (e.g.: Innovations for Poverty Action).

The *third* browsing was conducted for the ten selected evaluations and according to more specific criteria. Of the 90 evaluations not chosen, 78 were entirely excluded because they lacked significant participatory evaluation methodology. While their ambitions stated in the purpose and the ToR of the evaluations were high, they did not manage to translate that into their methodology. Additionally, if only a one-fits-all

questionnaire was distributed, above all only in English, this tool was also not seen as an actual effort to include beneficiaries (8 cases). The remaining 4 not selected were excluded due to the country and sector which was dominantly Haiti and humanitarian projects for emergency relief.

The dimensions picked for the analysis in the third browsing contain the dimensions developed in chapter two of this paper:

- *Decision-making in the evaluation process*

In this dimension it will be examined who holds the decision-making power in the evaluation process. A differentiation is made between donor agencies, program staff, evaluator, and beneficiaries. If not only one stakeholder is the decision-maker then I tried to determine the (power) relationship between the two or three parties.

- o Self-determination by people

As being central to empowerment evaluation, as introduced by Fetterman (1994), self-determination is the main empowering factor in the evaluation process. It describes if they could take any decision in the evaluation process by themselves or if everything was already decided when the evaluation team arrived.

- *Diversity of stakeholders selected for participation*

In this section the four stakeholders donor, program staff, evaluator, and beneficiaries are considered. However, also external stakeholders are considered, as it was found in many evaluations that there was indeed attendance of other participants that do not fit the four stakeholders previously identified.

- *Manageability of evaluation implementation*

This dimension deals with the efficiency of the evaluation process, as it considers time, financial and human resources and in how far their application contributed to an effective evaluation. This dimension was included, as many evaluating teams had complained about unfeasible evaluation schedules and/or budgets in the evaluation reports examined (Bamberger, 1991, p. 331; Mathie & Greene, 1997, p. 279).

- *Depth of participation*

This dimension is analyzed via the four degrees defined by Biggs (1980): contractual, consultative, collaborative, and collegiate. As the degree of participation differs for every group of stakeholders, their assessment will be done separately. In order to refine the analysis particularly in the context of development cooperation, the characteristic pointed out by Jackson (1998), will be applied to, acting as sub-points of this dimension:

- Participatory toolkit for data collection by qualitative measures (only supported by quantitative methods)

The following qualitative methods have been defined as qualitative methods that enhance results of PE (Brisolara, 1998, p. 30; Khadar, 2003, p. 91); Steinbugler, 2006, p. 806; Jaramillo, 2010, p. 193; Hanskivsky, 2011, p. 222; Chambers, 1997; Ackerly, 2012, p. 13): (semi) structured interviews, focus group discussions, case studies, creative methods (theater, poetry, painting etc.), multistrand model, self-reporting as participation, and participant observation.

- Participatory and inclusive measures allow for more detailed analysis

The main difference analyzed will be if input from beneficiaries is included at all. If the answer is yes, then it will be examined if the input is set apart from other data or if it is integrated with other opinions and context or if it is invisible, even though beneficiaries were explicitly included as being participating stakeholders.

- Beneficiaries are actively involved at all stages of evaluation

The four stages of evaluation are planning, definition of ToR, methodology and gathering of data, and use of analytical results. As this section is only about beneficiaries the other stakeholders will not be considered. It will, however, give room to particularly look at the involvement of marginalized groups and individuals in the evaluation process.

- Ownership by client (Jackson, 1998)

In the case of this analysis, four cases are assumed, including again the four difference stakeholders (donor, program staff, evaluator, beneficiaries). First, ownership lies with the donor, including program staff. Second, the ownership is share by all stakeholders. Third, the ownership lies with the program staff and the beneficiaries, as proposed by empowerment evaluation (Fetterman, 1994).

- Support participatory development in interventions themselves

Here the stages of the project cycle will be considered: planning stage, appraisal formulation, decision-making, project implementation, project evaluation (Lecture 1, van Nispen, 2011, sl. 17).

The ten selected evaluations are listed in the table below (Figure 4) and are examined in the appendix (see also Appendix 8.6):

No.	Title
1	DFID Regional Programme Evaluation Central Asia, South Caucasus and Moldova, 2007-2008, DFID
2	Evaluation of the CBHA Early Recovery Programme in Pakistan, 2010-2011, DFID-CBHA
3	An independent final evaluation of the action of churches together Alliance Haiti Appeal HTI-101, 2010 -2011, ACT Alliance
4	IASC real-time evaluation of the humanitarian response to the Horn of Africa drought Crisis Kenya, 2011, IASC
5	Evaluation of the NRC Colombia Program 2008-2010, NRC (Norwegian Refugee Council)
6	Evaluation of the DEC-funded CAFOD Health and WASH Project in the Democratic Republic of Congo, 2009, CAFOD
7	Evaluation of the Farmer Field School Approach in the Agriculture Sector Programme Support Phase II, Bangladesh, 2006-2010, DANIDA
8	JFPR 9019 AFG Community-based, gender-sensitive Education for the Poor, 2004-2005, ABEC
9	CARE Cambodia Literacy for Empowerment of Adolescence Project, 2003-2005, CARE
10	Awareness against AIDS (AAA)/Care Project Final Evaluation Report, 2004-2006, CARE

Figure 4: List of selected evaluations (3rd browsing)

These ten evaluations, in a second step were then tried to fit into the theoretical framework of PE streams introduced in chapter two, namely SBE, P-PE, T-PE, DemE, EE, and DevE. Their theoretical dimensions were checked (see Figure 2, p. 25) and an evaluation was made, if these streams appear also in evaluation practice and if they could therefore act as a reference point for effective PE.

After their analysis according to the dimensions by Cousins and Whitmore (1998), Weaver and Cousins (2004) including the detailed sub-points by Jackson (1998), the status quo of intersectional elements was examined. In this analysis the characteristics developed in chapter three were applied:

- Power (relations)

In this section it was analyzed if there was any mentioning of power relations or asymmetric power distribution among stakeholders (donor, program staff, evaluator, beneficiaries). As information like this is not normally explicitly mentioned, but intrinsic to the evaluation process also recognizable value sets are taken into account as in who was dominant in the evaluation process in order to determine the set of values displayed in planning, formulation, implementation and evaluation of the project (see Rebien, 1996).

- Structural and Political intersectionality

Structural and political intersectionality both work on the macro level of intersectional analysis. Even though they are assumed to shape the evaluation process significantly through donor guidelines and agendas (political intersectionality) and social inequalities due to marginalized groupings (structural intersectionality), they will not be considered as a point of analysis, but a dimension that provides context information. This is due to the reason that project and/or program evaluations are less likely to change circumstances on this macro level, but the awareness of political and structural intersectionality creates a context necessary to interpret marginalization in the evaluation process and its findings in the smaller scale. Therefore, this dimension will take political intersectionality into account by examining the guidelines and requirements given in the ToR of the evaluation and in how far they consider marginalization of groups (gender, ethnicity, class, education, geography) at all. Structural intersectionality will be evaluated according to the context given of the country and /or region the project was executed, e.g. marginalization of women or ethnic minority discrimination. In general, the marginalization of groups due to gender, ethnicity, class, education and geography is considered.

- Fluid vs. Static groups

As developed in chapter three of this paper the three ways how to examine the different intersectional categories are inter-, intra- and anti-categorical. As this, however, is a concept very special to intersectionality, it is not expected to be found in the PE reports examined. The different categories (gender, ethnicity, class, education, geography) of intersectionality though play a role, as in how far (1) they are mentioned, (2) they are taken into account during the planning stage; (3) they were included in methodology (data collection); and (4) are included in the findings and recommendations of the evaluation report at hand.

- Level of Analysis

There are three levels of analysis: micro (individual), meso (institutional), and macro (country). In this section it will be analyzed which categories were considered on what stage of the evaluation process (planning, definition of ToR, methodology and gathering data, use of analysis results). A fourth dimension, the multilevel, which is seen as the ideal for intersectional analysis. It is taken into account as well, but is not expected to be found in the PE report at hand, as PE methodology does not require such complexity. In the end of this section it will be evaluated if multilevel analysis is always appropriate or can cause more confusion than useful information.

4.1.2 Validity, reliability and challenges

There are three ways to improve internal validity: triangulation, transparency of researcher's position and methods, (Carrigan, 2011, p. 22). Triangulation could have been covered by the theoretical basis of PE and intersectionality, the empirical study and interviews. This paper is missing the interviews or any other source that could have contributed practical experience to this research. However, as this approach to combine PE and intersectionality is new, I could have only asked for opinions of my framework, but not to receive practical first-hand experience in the field. While lacking the practical dimension, I tried to make up for that by presenting my research in the most transparent way possible. All the literature I read is listed in the bibliography and the approach of my research is explained above as detailed as possible

External validity is hard to determine at this point as the connection of participatory evaluation and intersectionality is composed for the first time, therefore application to other fields has to be determined by other researchers. However, it is applicable for all evaluators in development cooperation that are open to new approaches to PE. With regard to the application of this approach, I am kindly encouraging more research in this field with this study being a basis for discussion of the applicability of intersectionality in evaluation practice further. (information here derived from Carrigan, 2011). Additionally, the selection bias (McDonald, 1998, p. 168; Bamberger, 1991, p. 328) is not only a challenge in evaluations themselves

but also in the study of evaluations. The 10 evaluations selected are only a fraction of participatory evaluations out there, but it is not claimed in this paper that they are representative for all existing participatory evaluations. The only orientation given is what guidelines indicate about a certain practice within evaluation practice in a certain evaluation. The best case scenario would have been to consult all program documents and also to gather informal communication about the program, but due to time and space constraints that could not be done (Patton, 1987, p. 90).

In order to conduct consistent research reliability should be checked. Reliability basically establishes the condition that similar results should occur if the study were conducted under the same circumstances (Neuman, 2006, p. 188). As already pointed out for the conditions of validity, also in the case of reliability the conditions differ from quantitative to qualitative studies

4.1.3 Challenges of methodology chosen

I am aware of this weakness of my study; therefore my statements and results of analysis will be made carefully and under the considerations of its limitations. What I can do however is to make statements about the applicability of the intersectional theory to a more effective participatory evaluation, which is also my main research question.

Furthermore, writing about intersectionality and me applying a very one-dimensional data collection might appear as a contradiction in itself. On the other hand though, to make intersectionality applicable to evaluation theory, a rather structured approach is needed in order to conduct intersectional evaluations that are effective but also time and budget efficient.

Last but not least, my perception of structures and contexts is shaped by my background as well. As a young, white woman from the North, working on my graduate thesis indicates that my construction of knowledge is a different one than someone born and raised in Bangladesh, having basic education and is a father of eight children. However, as indicated earlier in this paper, the transparency and awareness of this difference in perception has primarily to be communicated and be transparent, as we cannot change who we are.

5. Findings and analysis

In its first part, this chapter presents the findings of the empirical analysis of the 10 evaluations. The four dimensions of Cousins and Whitmore (1998) are merged with the six characteristics chosen from Jackson (1998), as they describe sub-point of the analysis. Additionally, it will already be given an indication, if any of the intersectional issues (power, political/structural intersectionality, fluent v. static categories, level of analysis) defined in chapter three, appear in the evaluations and if certain categories (gender, ethnicity, class, education, geography) are considered as additional factors of marginalization. In general it has to be said that the findings are based on the information found in the ToR and the evaluation reports themselves. If there were annexes, they were consulted as well, but that only happened in rare cases.

The second part analyzes the ten evaluations according to the different PE streams developed theoretically in chapter two. The main concern in this part is to check if the theoretical streams and if or how they are implemented into evaluation practice.

The third part of this chapter is the answer to the research question if PE can indeed be more effective by applying intersectionality. The arguments are finalized by introducing a guideline to intersection PE.

5.1 Findings

As an overview of the findings from the analysis, presented in detail in appendix 8.6, Figure 5 will provide a summary of the results. The dimensions of PE are labeled for every evaluation, numbered from 1 to 10. Following the table, the different dimensions are analyzed explicitly.

	Dec-making (eval. stages)		Diversity stakeholders (evaluation stage)	Manageability	Depth of part.					
		Self-determ. by beneficiaries				Part. toolkit	Participatory + inclusive measures	Benefi. involved at all stages	Owners . by client	Part. dev. during project
Eval 1	Donor (all), program staff (defining ToR, implementation)	No	Donor (all), program staff (all except planning)	Planning mistakes	Donor (collegiate), program staff (collaborative)	Interviews (donor, program staff)	For purpose of triangulation	no	No	Not mentioned
Eval 2	Donor (all)	No	Donor (all), program staff (mainly data collection), beneficiaries	No comment	Donor (collegiate), program staff (collegiate),	Focus groups (program staff, beneficiari	For purpose of triangulation	No, only data collection	No	Not mentioned

			(data collection)		beneficiaries (consultative)	es, non-participants)				
Eval 3	Donor (all)	None	Donor (all), program staff (all except planning)	Time restriction high, mentioned in lessons learned	Donor (collegiate), program staff (collaborative)	Interviews (program staff), focus groups (program staff, beneficiaries)	For purpose of triangulation	No, only data collection	No	Not mentioned
Eval 4	Donor (all)	None	Donor (all), program staff (mainly data collection)	Time restriction very high	Donor (collegiate), program staff (collaborative)	Interviews (program staff, beneficiaries), focus groups (program staff, beneficiaries), workshop (donor, program staff)	For purpose of triangulation	No, only data collection	No	Shared by donor, program staff, and beneficiaries
Eval 5	Donor (all)	None	Donor (all), program staff (mainly data collection)	Time restriction very high, mentioned in lessons learned	Donor (collegiate), program staff (collaborative)	Interviews (program staff, beneficiaries), focus groups (program staff, beneficiaries)		No, only data collection	No	Not mentioned
Eval 6	Donor (all), program staff (defining ToR, implementation)	None	Donor (all), program staff (all except planning),	No comment	Donor (collegiate), program staff (collaborative)	Interviews (program staff). Focus groups (program staff, beneficiaries)	For purpose of triangulation	No, only data collection	No	Shared by donor, staff, and beneficiaries
Eval 7	Donor (all)	Self-management by beneficiaries only in maintaining impacts of project, not of evaluation results	Donor (all), program staff (except planning),	Time restriction very high	Donor (collegiate), program staff (collegiate)	Mixed methods, no specification on participatory measures	For purpose of triangulation	No, but explicitly on maintaining project impacts	No	Shared by donor, staff, and beneficiaries

Eval 8	Donor (all), program staff (defining ToR, implementation), beneficiaries (formulation eval questions)	None	Donor (all), program staff (all except planning), beneficiaries (data collection)	Planning mistakes, time restrictions high	Donor (collegiate), program staff (collaborative), beneficiaries (consultative)	Structured interviews (program staff), questionnaires (program staff, beneficiaries)	Participatory data collection, but not explicitly integrated into findings	No, but in formulation of eval questions and data collection	No	Shared by donor, staff, and beneficiaries
Eval 9	Donor (all)	None	Donor (all), program staff (mainly data collection)	Time restrictions high	Donor (collegiate), program staff (collaborative)	Semi-structured interviews (program staff), focus groups (program staff, beneficiaries)	For purpose of triangulation	No, only data collection	No	Not mentioned
Eval 10	Donor (all), program staff (methodology), host country officials (methodology)	None	Donor (all), program staff (all except planning), beneficiaries (overall included)	Time restrictions high	Donor (collegiate), program staff (collegiate), beneficiaries (consultative)	Focus groups (program staff, beneficiaries)	Participatory data explicitly mentioned, because more positive outcome compared to other data	No, only data collection	No	Not mentioned

Figure 5: Summary of results for PE dimensions (derived from appendix 8.6)

Decision-making in the evaluation process

It is clearly the case in all evaluations analyzed that the decision-making power lies with the donor agency. In all the evaluations, where information about that topic was available, the decision-making about the strategy and the direction of the evaluation was in the hands of the headquarters of the agency. This already started with the formulation of the ToRs, where purpose, objectives and methodology were defined. Furthermore, when the evaluation team was put together and a time schedule worked out, the evaluation mission mostly started with a kick-off meeting in the headquarter of the donor agency or NGO. The purpose was clearly defined by the agencies in the ToRs. However, in some cases (2) the evaluating team was in charge of determining the evaluation method in order to serve the purpose previously defined by the agency. One evaluation (no. 10) clearly states that officials of the host country were included in the “selection process” of methodology (p. 33). One community-based project (evaluation no. 8) even applied a more participatory approach also with beneficiaries in terms of the formulation of evaluation questions (p. 13). The evaluator, in this case, only “provided guidance and [...] certain formats” (p. 13). The program staff was mostly involved in commenting of methodologies given their first-hand experience of

the project (e.g. no. 10). On the basis of the ten selected evaluations and the limited information provided concerning this topic in these reports, it can be said that the decision-making power mainly lies with the donor agency or NGO, except for feedback loops with program staff or beneficiaries. However, referring to power sharing with program staff though, there was evidence in some evaluations on various evaluation stages (see evaluation no. 1, p. 2; evaluation no. 6, p. 34).

Self-determination by the people

The possibility of self-determination by people differs highly from one stakeholder group to another. When donors concerned, particularly in the institutional environment they represent, then organizational self-determination is high in the evaluation report, starting already with the planning and the formulation of the ToR. Program staff can exercise a minor degree of self-determination which is highly dependent on the methodologies applied and from the choices the evaluator makes. On the beneficiary's level self-determination is scarce. Only one evaluation indeed initiated self-management of farmers also in order to take care of the sustainable impacts of the project after its end (no. 7, p. 27). In terms of self-management in the evaluation process though nothing has been said in the evaluations examined.

Diversity of stakeholder selection for participation

In all ten evaluations analyzed, the donor organization and program staff were involved in the evaluation process. The degrees however varied very much, also when it came to the stages at which they were included. Depending on if that information was provided, in eight cases there was a meeting in the headquarters of the donor organization in order to start the evaluation process and to define the strategy and methodology applied. Program staff was mostly (6 out of 10 cases) involved after the content planning of the evaluation already had happened. They were then very welcome to help with the logistic support of the site visits and support in data collection. In the data collection stage, though their input was highly valued, as evaluations were highly dependent on their expertise and experiences with the project or program. In workshops or interviewed (mostly semi-structured), their information helped shaping the evaluation and also formulating criticism that normally would have been uncovered.

In two out of ten evaluations, beneficiaries were explicitly included in the stage of data collection, meaning they did not collect the data, but their input was dealt with as data input. In one evaluation (no. 6), it is not explicitly said at which point, but it is stated that “[b]eneficiary participation has been integrated throughout the project cycle [so also in the evaluation stage] in both [...] components” (p. 4). However, overall it can be said that the key stakeholders, as defined by Burke and already mentioned in the second chapter of this paper, are at the core of interest in the evaluation process, as they are also most

likely to use the evaluations in the end (1998, p. 55). For the conclusion of this dimension that means that the diversity of stakeholders included depends very much on the stage of evaluation. Whereas diversity is low in the planning stage (mainly donor agency), the stage of data collection see a very high variation of stakeholders in all evaluations analyzed (donor agencies, program staff, beneficiaries).

Manageability of evaluation implementation

Every single evaluating team had a comment in the report that time and resource limitations increased the challenge to complete the evaluation in time and in a good qualitative manner (Mathie & Greene, 1997, p. p. 279). This led the evaluator in several cases resume that with more time on their hands they would have done more (evaluations no. 4, p. 20; evaluation no. 5, p. 10; evaluation 7, p. 16). There, however neither suggestions for improvement nor lessons learned out of this scarcity of resources and time, as this happened with every evaluation process again. In some cases though (evaluation no. 3, p. 28; evaluation no. 5, p.51), there were lessons learnt considering project management. They sometimes included the assessment of poor planning in the host countries or the mission itself was badly planned or unforeseen events caused delays. The transparency concerning this point was missing in the sense that there were not specific reasons given why missions were so busy. It is understood, by studying the donor agencies' guidelines that methodological standards are very high and sometimes unachievable if required data is not available. However, it is not explicitly stated in neither of the evaluation reports that particularly participative tools caused timely delay. This contrasts the theoretical literature and their interpretation that PE (methodology) is often not included in evaluation frameworks because it is timely and financially not achievable (Tolhurst, 2012, p. 1826).

It was hoped and indicated in chapter two of this paper (p. 17) that analyzing the manageability of an evaluation could give clues how to improve efficiency and effectiveness of the processes. However, the lack of information on this matter makes us rely on the other dimensions to assess effectiveness, and therefore answer the research question of this paper.

Depth of participation

As already indicated in the previous section, the depth of participation depended mostly on the group of stakeholders. In general, donor agencies were highly involved (collegiate), project staff (collaborative till collegiate), beneficiaries however never exceeded the stage of consultative (see four degrees of participation introduced in chapter 2, p. 17 by Biggs, 1980). Starting at the beginning, as it has already been stated, the planning of the evaluation is still up to the headquarters of the donor agencies or the NGO. Sometimes these competencies are given to the evaluative team (no. 8, p. 13), but not in the hands of

beneficiaries. The definitions of ToRs, as far as the information was provided in the ToRs themselves and the evaluation report, are set up by the agency. In some cases, and that information is coming from my own experience though, it is the case that the program staff puts together the requirements for the evaluating team and then gives that as a recommendation to the headquarters²³. The third stage is the most interactive one, because here the evaluating team seems to be dependent the most on input from program staff and beneficiaries (all except evaluation no. 1). At this most basic stage of data collection, it is indeed the case that beneficiaries are included in almost all the evaluations (except no. 1). The following characteristics introduced by Jackson (1998) will give further insights on the ways participation was achieved if wanted in the evaluations examined.

Participatory toolkit for data collection by qualitative measures

As already indicated in the studied literature concerning participatory evaluation methodology and tools, there are many of them applied in the evaluations analyzed. In fact the variety of particularly qualitative methodology is impressive and exceeds all requirements specified in the agencies' guidelines. The one group always included is program staff, as their knowledge is seen as crucial to the interpretation of results and concerning context information concerning social, political and economic backgrounds of the country or region. When dealing with program staff, semi-structured interviews seem to be very popular, whereas in order to collect data from beneficiaries focus groups seem to be the most favored. A reason for that is, according to the evaluating teams that focus group discussions do not need any particular training on the sides of the beneficiaries and opinions can be expressed in an open and unstructured manner (evaluation no. 2, p. 73). Some evaluations even made the effort to create control groups to their focus groups in order to examine if the project made any difference at all or if the application of the so called 'treatment' left no improvement or merely change to the situation of the target groups at all. If interviews (structured and semi-structured) were conducted at all with beneficiaries then their names were unfortunately not given in the appendix, only the names of state officials and program staff was given, which again leads us back to the issue of transparency (evaluation no. 3, 4). Case studies were not applied in the evaluations studied; however one could argue that every project or program evaluation is as such a case study.

Participatory and inclusive measures allow for more detailed analysis

²³ I worked for the German Agency for International Cooperation (GIZ) in Chile, Brazil, and Germany and accompanied and participated in two final evaluation processes, containing participatory tools.

In the evaluations analyzed, participatory methodology was often used in order to triangulate findings that were previously acquired statistically or from monitoring tools (evaluation 3, p. 52). That seems to be a very common practice, to check if information is correct by asking the people affected. However, if the findings and opinions expressed in these e.g. surveys, was mostly still up to the evaluative team and their evaluation design, like “[t]he evaluation team judged that there is a high alignment between what communities feel are their priorities and what is working for them and what ACT Partners/Members are doing” (p. 52)²⁴. There the way to really quote what beneficiaries said seems to be more transparent and reflecting the constructivist nature of PE, as there can indeed be different opinions on an issue or outcome (evaluation no. 2, p. 38). In two evaluations (no. 5, p. 7; no. 6, p. 18) the evaluating team admits exactly that, but unfortunately does not practice this in the course of its evaluation, as in the end it comes to an agreed conclusion without any divergence in opinion. There are cases too (no. 8) where the effort for participatory surveys among beneficiaries was made, but the evaluating team did not manage to integrate it in the evaluation outcomes or is not transparent about it (p. 49).

Against the common idea that the input of beneficiaries always provides a more negative feedback for the program and mainly includes criticism of the organization and setting of the project, one evaluation report (no. 10) shows that this does not have to be true. Here the beneficiaries provide a new perspective and more complete view of the project’s impact and therewith, make the overall evaluation of the project even more positive (p. 41).

Beneficiaries are actively involved at all stages of evaluation

Crucial in this part is the consideration of the evaluation stages mentioned by Rebien (1996). First, planning of the evaluation before its actual start; Second, the definition of the ToR; Third, the methodology and gathering of data; Fourth, the analysis of the findings; And lastly, the use of the analytical results (p. 160). As already mentioned above in a more general manner, the participation of different stakeholder groups very much differs by the stage of evaluation. Climbing up the ladder to higher degrees of participation, the involvement of beneficiaries becomes scarcer. Particularly the last stage, the interpretation of results is still very much in the hands of the evaluating team. The interpretation of findings and also finalizing the report mainly happens when the evaluation team has already left the country. Therefore, communication with program staff in the host country, not to speak of contact with beneficiaries that were interviewed, is scarce (Newman, 2008, p. 392).

²⁴ ACT Alliance is a NGO that “works towards a world community where all people live with dignity, justice, peace and full respect for human rights and the environment” (Vision from homepage: <http://www.actalliance.org/about>)

Ownership by client

After having prepared the theoretical part on PE in chapter two, the outcome to this section might come without any surprise. The ownership of the evaluation process lies still exclusively with the donor agency or the NGO in charge. This is understandable, on the one hand, as the agencies provide the human and financial resources in order to realize the evaluation. They want to see lessons learned for their organization and for their staff in order to improve future engagement. On the other hand though, their indication why they are conducting an evaluation (purpose) is formulated incorrectly then. In the course of this empirical study (particularly in the browsing process 2) this study has paid particular attention to the purpose of the evaluations chosen. Each one of them had the goal to evaluate the impact of the project or the benefits that beneficiaries get out of it (see 2nd browsing Appendix 8.5). Not many of them fulfilled this requirement, but the ones that did should translate that also in their evaluation as such.

In all ten evaluation reports analyzed, the ownership was with the donor and the program staff. The evaluations were published in English and in three cases also in the mother tongue of the donor organization. The evaluation reports were publicly available online, however due to the language barrier only readable to those knowing English or the mother tongue of the donor country. Feedback to reports were given in four cases only in the form of ‘management responses’ that represented the view of the upper management and was published uncommented with the evaluation report. In two cases government officials of the host country were asked to give their comments to the evaluation findings, however their feedback was commented by the evaluator supported by the donor (evaluation 5, p. 27; evaluation 9, p. 29). There was no case where ownership was shared by all stakeholders or only by program staff and beneficiaries.

Support of participatory development in interventions themselves

As indicated before already, the process of participation should start way before the evaluation is planned. It is particularly hard to include beneficiaries’ feedback in the process of implementation if not previously considered in the monitoring procedure. One evaluation (no. 4) handled that particularly well, as the project coordination was partly in the hand of participants and beneficiaries, including a special attention paid to women representation (p. 28). Another evaluation (no. 6) even achieved an “involvement of beneficiaries in the design, planning, and execution of the project (p. 34). Yet another example would be that participation tools were indeed desired outcomes of the project, but were forgotten in the evaluation process itself (no. 7, p. 31). The highest degree of participation, particularly by beneficiaries, throughout the project was found in an intervention in “community-based , gender-sensitive Education got the poor

(no. 8), where the community was included and at least consulted in every step of the project (p. 5). Special attention was also paid to gender issues.

Here the division of different purposes comes into place again. Considering that evaluations conceptualized according to P-PE, which has the organization's improvement at its core, the improvement of the intervention for the actual beneficiaries does not seem to be in the center of attention (evaluation no. 1, p. X). The most sustainable solution was found in a project in the Democratic Republic of Congo, where staff for exercising the evaluation was recruited locally, therefore knowledge stayed in the community and was not taken away when the experts left the field (evaluation no. 6, p. 31). One intervention specifically calls for the inclusion of women in the different project stages to improve their knowledge of processes in the community (evaluation 7, p. 16).

5.2 Analysis and in how far can practice fulfill theoretical requirements?

5.2.1 Streams of PE in practice

It was not possible to pinpoint the different PE streams introduced in chapter two to the evaluations examined. Only evaluation 1 is clearly constructed according to P-PE. It shows indeed awareness of constructivist thought in its approach, even though never explicitly stated (evaluation no. 1). The same report shows a strong focus on how the organizational development could be improved and the stakeholders mostly involved were decision-makers. These entire factors are features of P-PE. However, this evaluation is also the one that shows the least interest in marginalized groups. However, for making further reaching conclusions, information given in the evaluation report of the ToRs is too little.

Even though some might think that the most mature stream of PE, stakeholder-based evaluation, should at least be present in conducted evaluations, is left disappointed. Its core principle of value pluralism is not found at all in evaluations. Again, there is only a fraction of information given in the ToR and the full reports in order to make fully fletched statements about this point, but somehow all evaluation reports achieve the conclusions that there is only one conclusion ergo one value system relevant to the evaluation and its results. The matrix on power x legitimacy of stakeholders to be part of the evaluation though will be used in the recommendations of this paper in order to establish a complete and holistic intersectional PE.

A surprising popular notion goes to developmental evaluation. In the process of finding PE reports, I came across its sub-version named real-time evaluation very often, particularly in humanitarian projects. The

even more compelling feature of real-time evaluation compared to developmental evaluation is that real-time evaluation includes beneficiaries on a collaborative till collegiate level. However, the nature of real-time evaluation makes it more related to a monitoring tool than an evaluating tool (evaluation no. 4, p. 28).

A negative conclusion must be drawn for T-PE, democratic and empowerment evaluation. None of the evaluations examined fit their requirements. Although these streams, in theory, seem the most appropriate to achieve social change in a development context, their applicability is very rare and was not found in the evaluations analyzed.

5.2.2The intersectional thought in PE reports - is there any?

As developed in chapter three of this paper, there are four factors in intersectionality that have to be considered: power (relations), structural/political intersectionality, fluid v. static group constellations, and level of analysis. As presented in Figure 6, there has been some evidence of intersectional components in the evaluations analyzed, without the evaluators explicitly mentioning it. Following this table, the four dimensions will be analyzed separately.

	Power (relations)	Structural / Political intersectionality (SI/ PI)	Fluid / Static groups (fG / sG)	Level of analysis	Categories mentioned
Eval 1	Not mentioned	No	sG	Meso, macro	None
Eval 2	Not mentioned	No	sG	Meso, macro	Gender,
Eval 3	Not mentioned	No	sG	Micro, meso	Gender, geography, class, disability
Eval 4	Not mentioned	No	sG	Micro, meso	Gender, ethnicity
Eval 5	Not mentioned	No	sG	macro	Gender, class
Eval 6	Not mentioned	No	sG	Meso, macro	Gender, ethnicity, age

Eval 7	Not mentioned	No	sG	multi	Gender, class, education
Eval 8	Not mentioned	No	sG	micro	Education, geography
Eval 9	Not mentioned	No	sG	Micro, meso	Gender, ethnicity
Eval 10	Not mentioned	No	sG	multi	Gender, health, ethnicity

Figure 6: Summary of results for the four dimensions of intersectionality (derived from appendix 8.6)

Power (relations)

As suggested in the literature on intersectionality and previous research presented in chapter three, power relations are crucial to understand in order to evaluate anything. Unfortunately, even though it might have been considered by the evaluating team and also taken into account in practice, there is no mentioning of power structures. However, the power dimension in development cooperation is even more complex and therefore not to be ignored. The increased complexity derives from the power structures inherent to the development agency and possibly the donor country, plus power structures of the host community. Even though not found in these evaluations examined, this paper calls for transparency on that matter, as it influences also the interpretation of the findings. However, this requires reflective behavior also from the dominant groups. If the evaluation is transparent about power asymmetries though, the reader can evaluate the context better. This was not possible in this research, as information was missing. As suggested by Bilge, the drawing of a power matrix, weighting legitimacy to participate in the evaluation against power that allows for participation might be an appropriate idea to tackle the complexity of the issue (2010, p. 4).

Structural/political intersectionality

Just as with power relations the structural and political dimensions of intersectionality are hard to assess when the relevant information is missing. However, one could assume that, just as introduced in the theoretical part in chapter 3 of this paper, structural intersectionality is determined by the social standing of people due to the inequalities that they experience or do not experience, whereas political intersectionality and therewith marginalization of oppressed groups is (intentionally or rather

unintentionally) exercised by donor agencies and their rigid guidelines and time frames of evaluations (both macro level). However, it is also questionable how helpful this distinction is for the execution of an evaluation (Walby, 2012, p. 3). Political intersectionality (donor requirements in ToR and guidelines) and structural intersectionality (e.g. standing of women, ethnic minorities in specific country/region context) are considered very helpful though in the background of the evaluation, as a basis for intersectional PE.

Fluid v. Static groups

After an extensive theoretical discussion of fluid versus static groups in intersectionality, the awareness of mentioning of such thing in actual evaluation reports is (not surprisingly) absent. Considering McCall's inter-, intra-, and anti-categorical approach (this paper, p. 32), there is no such thing to be found. However, this was also not expected, as the intersectional approach to PE is undeveloped yet. Therefore, these considerations are left for the recommendations for intersectional PE.

There is good news, however, in relation to intersectionality and the developed categories from chapter three (gender, class, education, geography, ethnicity). There was awareness and mentioning of these categories in all the evaluations examined. The dominant category considered though was gender (8 out of 10), then ethnicity (4 out of 10), class²⁵ (3 out of 10), and each of the others mentioned in one evaluation. However, the awareness of these different categories stated in the ToRs, unfortunately did not lead to consideration of these possible inequalities when it came to the composition of focus groups or workshop planning. In three cases (evaluation 3, 7, and 8), for example, the evaluating team even gave the reason of geographically challenging conditions for not visiting certain project sites. This is indeed a challenge, but also shows how marginalizing geography can be while not being considered as a hindering factor. Therefore, it has to be concluded that even though the different categories were considered in the program planning and implementation stage, in the evaluation there is no differentiation made between these groups at all in order to interpret the findings and/or recommendations in an intersectional way.

Level of analysis

The level of analysis is truly something that an evaluation should consider carefully. Even though the theoretical part of this paper (p. 32) indicated that the multilevel approach would be the most appropriate approach, it has to be said that in practice decisions have to be made concerning who and what should be evaluated. The evaluations analyzed solved the tricky question of multilevel analysis rather intelligently:

²⁵ In this context class is seen in the conventional meaning, namely the level of income and possible vulnerability through scarce financial resources. The reason for that is that in the evaluations analyzed, class was understood in the conventional way and class in its intersectional interpretation (as a result of other inequalities) could not be assessed.

They included a multilevel approach in the background information of the evaluation report, mostly from the broad picture of a country's or region's situation to the smaller scale project report. With this they included the macro level, without being bothered with it in the analysis itself. Even though it does not fit the criteria for truly multilevel analysis, it gives the reader the feeling to be fully informed about the situation on all levels and makes interpretation easier (see e.g. evaluation no. 10, introduction; evaluation 7, p. 31). Therefore multilevel intersectional analysis is not necessary if the evaluation is on a small scale. However, in order to provide background information, a multilevel contextualization should be given. This approach is also considered regarding the recommendations for an intersectional guideline for PE.

6. Is PE effective as it is and a guideline to effective intersectional PE

This chapter answers the research question on effectiveness of PE in the first part. The second part develops a guideline with recommendations on behalf of intersectional PE. The guideline puts together the theoretically informed lessons learned from the empirical research conducted in this paper.

6.1 Is PE effective?

Before presenting the guideline for intersectional PE, I will answer my sub-questions leading to the conclusion of my research question:

In how far can the intersectional elements power, structural/political intersectionality, group composition, and level of analysis contribute to effective participatory evaluation practice?

1. What is participatory evaluation practice and when is it effective?

As presented in chapter two, this paper has used different dimensions to analyze effectiveness in PE. Figure 7 summarizes the findings concerning the effectiveness according to each dimension.

Dimension of PE (Cousins & Whitmore, 1998)	Characteristics of PE (Jackson, 1998)	Contribution to effectiveness
Decision-making in the evaluation process	Self-determination by people	Larger number of decision-makers increases complexity, process more divers and more likely to represent multiple value sets; More holistic picture of project impacts when combined with constructivist presentation of findings; Can enhance capacity building and self-determination for future evaluations
Diversity of stakeholder selected for participation		Larger number of participants increases complexity; only contributes to effectiveness if participation is not only limited to data collection; More holistic picture of perspectives on project; Evaluation methodology has to include participatory tools in order to make use of diversity
Manageability of evaluation		Efficiency in time and use of resources is an attribute helping to consider participatory elements of the evaluation process from the beginning of the planning stage; Inefficiency can lead to broad and incomplete evaluations, e.g. conducting participatory research, because there is neither time nor money left to fulfill PE requirements
Depth of participation		As a conclusion of this paper, the four degrees of participation (contractual, consultative, collaborative, and collegiate) by Biggs (1980), describe the following relation: The higher the degree of participation is, the higher is the effectiveness of the evaluation. This is only the case, however, if the purpose of the evaluation includes the assessment of the sustainable impacts on the affected project community.

	Participatory toolkit for data collection by qualitative measures	In order to measure the impact of a project effectively, solid baseline data is necessary; Baseline can be collected in a participatory way, collecting knowledge, opinions, and statements from all groups of stakeholders; Use of participatory toolkit increases the chance that a more diverse picture is drawn when it comes to the interpretation of impact
	Participatory and inclusive measures that allow for more detailed analysis	The participatory measures include all stages of the evaluation: planning, definition of ToR, methodology and gathering of data, use of analytical results (Rebien, 1996). To design this in the most participatory way from the first stage, increases effectiveness and accuracy of results.
	Beneficiaries are actively involved at all stages on evaluation	The inclusion of the very marginalized is crucial to identify if the very vulnerable were not left out in the process of the project and if yes, what are the reasons and how to avoid this in a possible second phase of the project or a following program.
	Ownership by client	The ownership of the process and the results of an evaluation create knowledge and therefore, increase the effect that an evaluation can have on the project community. However, before the ownership can be approached, capacity has to be built up.
	Support participatory development in interventions themselves	This all adds up to the use of participatory measures throughout the entire project cycle (planning, formulation, implementation, and evaluation of the project). If participatory methods are missing throughout the project itself, the execution of a participatory evaluation might cost a lot of time and resources without having the desired effect, namely create sustainable impact for beneficiaries and their ownership of evaluation results.

Figure 7: When is participatory practice effective?

2. *What is intersectionality and how can it be operationalized?*

Intersectionality is operationalized along its four dimensions defined in chapter three: power (relation), political/structural intersectionality, fluent vs. static groups, and level of analysis.

Power relations

As stated previously in this paper, power relations are so far not mentioned in evaluation reports, even though the evaluation teams were aware of them and intrinsically acted according to these structures. Therefore the operationalization to identify value sets can only be concluded on in assumptions. As developed in the theoretical chapter three on intersectionality, I assume that the dominant value set is the one of the donor agency's home country. Therefore, one could conclude that the dominance of this value set, is evidence that the power in the evaluations lies in the hands of the donor. Following the argumentation that the party paying (donor) and most likely using it (donor), should determine the process, this conclusion sounds reasonable. However, if the evaluation is not presenting an accurate picture of the actual project results, it can hardly be of use for anyone.

Political / Structural intersectionality

Political intersectionality is operationalized in the guidelines published by donor agencies and NGOs. As it was not mentioned explicitly, though, there is not conclusion possible as in how far is shaped the evaluation process. Structural intersectionality was assumed to be found in background information of the evaluations. Indeed in some cases particularly inequalities experienced due to gender and ethnicity was mentioned in the contextualization of the evaluation. Both of these will be considered again in the recommendation and the guideline introduced in chapter six, as it is seen as crucial to include them into the methodological framework of intersectional PE.

Fluent vs. Static groups

Whereas specific categories like gender, ethnicity, class, education and geography were explicitly mentioned in several evaluation reports, the notion of how these groups were composed was always intrinsically very static. As in most of the evaluation reports quantitative methods were applied, the rigidity of groups was chosen, because otherwise quantitative results would have suffered. Concerning the different stages of the evaluation (planning, methodology, findings and recommendations) there was no specific mentioning for group composition either, however at least some marginalized groups were particularly included.

Level of analysis

The levels of analysis were operationalized in the three different levels: micro, meso, and macro. Even though not specifically mentioned in the evaluation reports, different levels were considered. In the conclusive chapter the evaluation reports are labeled according to which levels of analyses were used and further recommendations are given.

From the existing research that exists on the operationalization of intersectionality, we learned that participatory and inclusive elements are determined for an operationalization particularly in evaluation practice (Hancock, 2007, p. 63). Which brings us to the answer of the central research question, as in how can intersectionality contribute to effective evaluation practice.

3. Which contributions can the dimensions of intersectionality make to PE to increase effectiveness?

Considering the definition of effectiveness, namely achieving timely and inclusive sustainable impacts for beneficiaries, the answer to this research question is twofold. First, it cannot be said anything explicit

about the methodology of PE, as no clearly defined streams of PE were found in practice in my empirical research. However, considering the dimensions of PE and the different stages of the evaluation process, conclusions can be drawn. Decision-making, still in the hands of donors is difficult to share, as very different agendas meet. However, in order to increase the sustainable impact for the beneficiaries their goals have to be determined as well, as the end result should be that they can also handle these evaluation processes alone in order to attain full ownership of their results. The diversity of stakeholders is the most effective when all participate. Concerning the approach, in representative form or in individual expression of opinion, is up to the context and the scale of the project. However, after studying several evaluations, if the purpose of the evaluation is to assess impact on the community level, it should be inevitable to ask the local community particularly including marginalized groups. This leads directly to the third dimension of PE, the depth of participation. In terms of effectiveness the conclusion should be the deeper the better. This is true for all stages in the evaluation process and increases effectiveness, as a much more complete picture can be drawn from the output, outcomes, and impacts of a project and therefore also the findings of the evaluation. The last point, manageability is another level (efficiency) that adds to the discussion on effectiveness. As many evaluators have claimed that evaluation schedules were too tight to include additional participatory elements, the efficient planning and implementation of an evaluation is highly relevant. This implies, however, that the intersectional PE approach has to be considered in the very beginning of the evaluation planning process, if not in the planning stage of the entire project. This is also one aspect of the guideline towards intersectional PE.

6.2 The Guideline

As indicated in my research question, I wanted to develop a guideline that increases the effectiveness of PE. It might be confusing to those that concentrate on time and money issues, but after my analysis and the different criteria that have been taken into account, I can conclude that an intersectional approach could add structure to participatory evaluation, being it merely to provide a conceptual framework that covered marginalized groups as well as decision makes in the process of evaluation. It is obviously not the case that intersectional evaluation would make asymmetrical power relations go away, but it would increase the awareness and come up with possible recommendations in order to tackle these issues either in a second project phase or in a future national program. Additionally, evaluation results with marginalized groups involved are simply more precise if one acknowledges the constructivist perception of knowledge. Furthermore, intersectional evaluation does not necessarily mean to spend more money on field trips, but rather to organize it better in advance and have a representative set of interviews than only with the head of the tribe. Therefore:

1.- Transparency: As learned in the empirical research in this paper and supported by Bishwakarma (2007), information is everything (p. 32). If information is missing then the reader assumes that certain factors have not been taken into account or does not know if the evaluation report can be considered as complete (ibid.). Therefore, particularly on the methodological part, provide information and transparency on which measures/methods are used and why they are used. Also if stakeholders that are part of the participatory evaluation are not informed about the process and its methodology it becomes a problem during the evaluation itself and delays are most likely to occur (Burke, 1998, p. 50)

2.- Agree to Disagree: Social constructivism is not only a shallow concept, but a vivid part of democratic thought. It is not to agree by all means, as this mostly includes the disadvantage that the powerful dominate the discourse and the powerless are not heard anymore. Therefore, different standpoints in the conclusion of an evaluation is no flaw, but a result of different value systems in our globalized world.

3.- Practice Planning Participatory (PPP): The consideration of participatory measures in all stages of the evaluation, if not the entire project, makes its implementation much easier. However, if an evaluator has never dealt with participatory measures before then it needs some practice and theoretical background information. It is not suggested here that it is easier to work participatory on an evaluation process, but the result is much more holistic (Bradley, 2002, p. 271; Coupal, 1998, p. 77).

4.- Stakeholders: Even though it is tempting to only include stakeholders that are easily available or, due to power relations, necessary to include, look beyond. The inclusion of particularly program staff and beneficiaries has proven to be very valuable to achieve holistic results and interpretation. As will be introduced in a further point of this guideline, the grouping of stakeholders is crucial though in order to give them all the possibility to speak as freely as possible also regarding the inequalities they are facing.

5.- Context: The context of an intervention and therewith the evaluation, should be as informed as possible. If the evaluating team is not familiar with the political, cultural, and social context of the project/program then results can only be incomplete, as they were not put into perspective (Burke, 1998, p. 43). It helps tremendously if this contextualization already includes an analysis of

inequalities, power structures and group compilation regarding the intersectional approach that the evaluation should have.

The evaluation

1.- Time: As my research has shown, time along with other resources is always scarce in the planning, implementation, and finishing of evaluation processes. However, if an intersectional approach is taken into account from the very beginning, then exercising it in the field does not take more time as other forms of evaluation (Bradley, 2002, p. 271). Problems arise however, because participatory methodology or tools are not considered from the very beginning of the project cycle. When put on top of the regular fast-running schedule of the project, especially in the evaluation phase, it causes additional stress and time.

2.- Logistics: This point is hard to influence, as it includes infrastructure on site and this cannot be influenced on such short notice as conducting an evaluation. In intersectional evaluation though the crucial point is to not exclude marginalized groups (sometimes particularly excluded due to lack of infrastructure) from the evaluation process. If planned well, these difficulties could be considered in the planning stage already. If security concerns are expressed, though, nothing should put the evaluating team or program staff in danger.

3.- Know your audience: When using methods like semi-structured interviews and focus groups make sure the people participating know what they are participating in. It mainly requires information and some time actually spent with the villagers and maybe some support in filling out surveys. This support is crucial though, as also illiterate have to be heard. That tool is mainly lacking in the evaluations studied. It is always implicitly assumed that the respondents can read and write. If evaluators are present in community meetings then it is also mostly the community spokesperson that speaks for others. In any contact with local community, try to avoid codified language, as people who do not work in the evaluation sector do not understand certain terms that might be inherent to your vocabulary (Brandon, 1998, p. 331; Burke, 1998, p. 52)

5.- Marginalized and unorganized: Furthermore the paper identifies the level of organization as an additional help if beneficiaries want to participate. It makes it easier to the participation stakeholders to identify interests and opinions of groups. However, also marginalized groups that

do not enjoy the advantage to be organized in an organization or cooperative, must be enabled to have a say and not being kept out of the evaluation process. The identification of marginalized individuals though costs time and questions according this issue should also be already included in the planning stage of the evaluation. This guideline takes into consideration though that this might scarify efficiency to a certain degree.

6. Velocity: Program staff abroad changes with high velocity that hardly allows for any stable organizational set-up cultivating long-term relationships with local officials or civil society groups (Bradley, 2002, p. 280; Coupal, 1998, p. 77). Even though this sounds like a redundant comment, but all key stakeholders and also local population should be present at the time of the evaluation (Coupal, 1998, p. 77). If that is not possible due to reassignment of program staff this has to be stated explicitly in the evaluation report, exactly so in the case that there are no beneficiaries that could be questioned. Transparency is crucial in this part, as missing information also makes a statement.

7.- Ownership: Staff and evaluators of development agencies must be willing to share ownership, responsibility, but also benefits that this close cooperation would entail. Beyond that, development projects as such are mostly very ambitiously planned, in both financially and also concerning their time frames. Results are to be achieved quickly and are supposed to be measurable for the authorities at home. Taking into account very marginalized groups then, is seen as being too time intensive and too costly (Bradley, 2002, p. 280). However, if planned and clarified before or in the planning stage of the evaluation already, these matters do not cost more time, merely have to be considered in the methodology.

8.- Participatory Methodology: There are different forms of participatory qualitative methodologies. Focus groups, semi-structured and structured interviews, workshops, surveys, fuzzy-set theory, creative methods like role play or poetry, and case studies (see e.g. Brisolara, 1998, p. 30; Steinbugler, 2006, p. 806; Jaramillo, 2010, 193; Plottu, 2009, 352). The overall agreement in studies however is that a “wide range of research methods [also including quantitative ones]” makes evaluations most complete and successful (Kaiser, 2002, p. 18; Hancock, 2007, p. 67). Again this is nothing that makes the evaluation process more expensive, it is just something that has to be taken into consideration. What we see happening in workshops with program staff from donor agencies and also national counterparts are good examples how to include groups that in other cases might have not spoken their mind. However, this creativity,

meaning evaluation by drawing, role plays or other means, seems to end if it comes to marginalized groups (Coupal, 1998, p. 74).

9.- Power Relations: If beneficiaries are put together with everyone else they maybe do not dare to speak their mind because of different power positions (Brandon, 1998, pp. 331). This issue is crucial to PE, but also to the intersectional approach. The threat of very dominant participants in the discussions of e.g. a workshop is that the marginalized do not speak at all and the effort of inclusion was without success (Brandon, 1998, p. 333; Burke, 1998, p. 48). Applying the matrix of power x legitimacy (from stakeholder-based evaluation in chapter 2) can help making power relations more clear and be visualized better. The setting up of focus groups more sensitive to intersectional categories might help to let marginalized people let speak more freely.

10.- Ask the right people: If the right questions are asked to the wrong people, the results of the evaluation become biased towards the powerful and the ones that freely speak their minds (Braun, 2011, p. 147). Asking the program director how the project affected the beneficiaries in the West of the country can simply not provide a valuable answer and his perspectives and insights are entirely different from inhabitants of that region. Particularly in gathering information, program managers can save money with the positive side effect that data is even more accurate because locals know how and where to receive it (Jackson, 1998, p. p. 54).

11.- One Does Not Fit All: Also in participatory evaluation there is the threat that evaluators want to apply a one-size-fits-all approach, which can lead to a mismatch of contexts and methods and makes the entire idea of PE redundant (Burke, 1998, p. 52). Therefore, learn to adapt. When including local population and recently trained facilitators, the way they present their finding might differ significantly. To streamline their findings though can lead to a loss of information again. Different cultural, social, and personal backgrounds make people aware of diverse shades and perceptions of their interviewees, which is a plus in an intersectional PE again. Using this diversity can lead to deeper insights into the actual problem an individual might have with the implementation of a certain project or program and why its potential could not be used in the best way.

12.- An Evaluation Is Not A Research Paper: As suggested by Cars (2006) already, evaluations are no research. The question is then why should they fit into the rigid dress of research, namely fulfilling requirements like reliability and scientific rigor? The answer suggested by this research paper is that improvement and the effective implementation of programs and projects is the core

aim of an evaluation. Upward accountability might request quantifiable data sets on that, because it creates more trust among governments, but for the improvement of the program itself it is not crucial.

13.- Broaden Your Perspective: Intersectionality does not only have the effect to be tool in evaluation, but should remind us of the fact to broaden our vision, and switch perspectives from time to time. This is a very valuable lesson for evaluators, but also for development cooperation in general (Ackerly, 2009).

14.- Intentional Bias: As one will see in the introduction of most of the streams below, there is an intentional bias in participatory evaluation. The powerless or groups that only possess very little power and in “conventional evaluations”²⁶ are given the floor here, even though the donors or program staff might have more to say or dominate the process under normal circumstances (Jackson, 1998, p. 5)

15.- Rigidity of group composition: Even though the anti-categorical approach is the ideal to fulfill theoretical requirements of intersectionality, this paper suggests the inter-categorical approach. In comparison to Yuval-Davis (2006) example this does not present too many disadvantages also regarding theory. Even though Yuval-Davis only chose for three standard categories: gender, class, and race, this paper claims that a more detailed division of groups is necessary. Categories should be made more precise by including more oppressive identities like education, age or geography. The goal of this approach is that people that fall out of one category are included in another category and therefore are still considered in the evaluation.

16.- Intersectional categories: The list of intersectional categories mentioned in this paper is not exhaustive. Although gender, class, ethnicity, education, and geography seem to be the most suited in the context of development cooperation and humanitarian interventions, there are many more. The only way to find out is to stay open to dimensions of other inequalities, e.g. disability, age, sexual orientation etc. To include these categories in the methodology of an intersectional PE is the real challenge.

17.- Level of Analysis: Even though it is argued in theory that the multilevel approach is the most

²⁶ Conventional evaluations are evaluations having an traditional top-down approach, are using quantitative methods without the consideration of qualitative tools, and do treat participating evaluation tools as too time-consuming and are therefore not applied (Jackson, 1998, p. 4).

holistic approach of all, in practice choosing a level of analysis can be helpful to formulate results more straightforward and more applicable to program staff or beneficiaries of the intervention. A multilevel analysis however, should be part of the contextual background given in the introduction of the evaluation. This helps the user to set the intervention into perspective also regarding power relations and structural inequalities.

18.- Knowledge Communities: Knowledge communities on both sides (donor and beneficiaries) have to be considered in evaluation reports, as they complement each other in knowledge and also perspectives. Particularly very marginalized groups contribute valuable information concerning factors that are exclusively known by them (cultural values, geographical particularities, etc.)

19.- Limitations: The “process of participation is as important as the outcomes” (Newman, 2008, p. 387). Even though she does not mention elite capture, the section about balancing power relationships within and between groups makes the valid point that in terms to have a more or less open dialogue about the outcomes of the project, one has to be careful and sensitive (p. 388). This is a valuable remark also for an intersectional PE. Additionally, when including local population and also recently trained evaluation facilitators (to conduct interviews and make field visits) the way they present their results might differ a lot (Coupal, 1998, p. 77). Other scholars and experienced evaluators also have reported a lack of commitment by the local people to participate (Butterfoss, 2001, p. 114; Cummings, 1997, pp. 30). This might however also be a sign that something in the planning or implementation stage of the project went wrong already or that the project was merely initiated by a donor agency and government officials without consultation of the public.

6.3 Conclusive remarks

This research paper presented the theory of participatory evaluation and intersectionality. In order to assess the possibilities to merge these two distinct theories, they were operationalized and ten PE reports were chosen in order to examine more closely what the status quo on PE in development cooperation is. After analyzing the evaluation reports along PE dimensions and characteristics developed by Cousins & Whitmore (1998) and Jackson (1998), the potential for an intersectional PE was evaluated. The analytical chapter presents guidelines for intersectional PE.

This conclusive chapter calls for the use of these guidelines and feedback from evaluators in development cooperation of how applicable they are. The challenge of this research was that there was no theoretical

basis for intersectional PE and its operationalization had to be developed from scratch. The question is now if evaluators are willing to apply the intersectional PE methodology and if the assumption holds that they can learn something out of this evaluation for their performance and organizational use as well.

On the other hand, one has to say that the determining organizations like the OECD also rather favor impact evaluation because it makes it possible for them to put evaluations and outputs and outcomes of projects into a better defined category. The ‘blurriness’ of participatory evaluation and the constructed realities that are presented there still leave donor agencies confused and they do not have a prepared knowledge management tool yet to deal with the information that participatory evaluations provide. This is also one reason why they might consider PE and particularly in combination with intersectionality not very efficient or effective.

Additionally, it has to be mentioned, even though participatory evaluation (tools at least) are recognized and also encouraged by the major evaluation guidelines from UN, World Bank, and numerous bilateral donor agencies, in practice participatory elements still degenerate into mere data collection via questionnaires or focus groups.

Concerning the effectiveness of an intersectional approach to PE, it depends on the perspective, just as with evaluation findings as such. If an evaluation has a rather short-term perspective and sees the main purpose in improvement of the agency’s performance internally, then the intersectional inclusion of PE cannot provide any new insights that would improve the report. In this case, management on all levels of the organization has to be surveyed in order to determine where hurdles lie and how to remove them.

If however the effectiveness of an intervention is in question and in how far it had sustainable impact on the beneficiaries in the host country, then intersectional PE is indeed an option. According to experienced scholars (Cracknell, 1996; Stokke, 1991, Van Saut, 1989 in McDonald, 1999, p. 165), in fact this lack of feedback from the beneficiaries, also the very marginalized ones, can cause bias of evaluation results. If decision-makers are not informed properly about the impact of their interventions from all possible angles then the findings of the evaluation are not usable and the process of the latter therefore not effective.

Intersectional categorization on top of PE methodology might seem as an even more confusing factor at first, but how do we know if we have not tried it yet. I am aware of the fact that the results of this research paper are highly normative and cannot be assessed yet, because there is just no empirical proof. Yet the careful planning of a participatory evaluation, already taking into account intersectionality should be a tested theory empirically. I am very much willing to write a paper study about that then.

7. References

- Acker, J. (2012). Gendered organizations and intersectionality: problems and possibilities. *Equality, Diversity and Inclusion: An International Journal*, 31(3), 214-224.
- Ackerly, B. (2009). Feminist Theory, Global Gender Justice, and the Evaluation of Grant-Making. *Philosophical Topics*, 37(2), 1-25.
- ALNAP (2009). Real-time evaluations of humanitarian action. An ALNAP Guide. ALNAP. Retrieved on October, 2 2012 from: <http://www.alnap.org/pool/files/rteguide.pdf>.
- Althaus, C., Bridgeman, P. & Davis, G. (2007). *The Australian Policy Handbook*. 4th ed. Sydney: Allen & Unwin.
- Awa, N.E. (1989). Participation and Indigenous Knowledge in Rural Development. *Knowledge: Creation, Diffusion, Utilization*, 10(4), 304-316.
- Baer, S., Keim, J. & Nowottnick, L. (2009). *Intersectionality in Gender+ Training*. Retrieved December 2, 2012, from: http://www.quing.eu/files/WHY/baer_keim_nowottnick.pdf.
- Bagilhole, B. (2010). Applying the Lens of Intersectionality to UK Equal Opportunities and Diversity Policies. *Canadian Journal of Administrative Sciences*, 27(3), 263-271.
- Bamberger, M. (1991). The Politics of Evaluation in Developing Countries. *Evaluation and Program Planning*, 14, 325-339.
- Bamberger, M. (2000). The Evaluation of International Development Programs: A View from the Front. *American Journal of Evaluation*, 21(1), 95-102.
- Bieri, S. (2009). *Power and Poverty. Reducing Gender Inequality by Ways of Rural Employment?*. Paper presented at FAO-IFAD-ILO Workshop Rome, 31 March - 2 April 2009.
- Biggs S. D. (1989). Resource-poor Farmer Participation in Research: A Synthesis of Experiences from Nine Agricultural Research Systems. OFCOR Comparative Study Paper No 3, ISNAR.
- Bilge, S. Denis, A. (2010). Introduction: Women, Intersectionality and Diasporas. *Journal of Intercultural Studies*, 31(1), 1-18.
- Bishwakarma, R., Hunt, V.H. & Zajicek, A. (2007). Educating Dalit Women: Beyond a One-Dimensional Policy Formulation. *Himalaya*, 27(1/2), 27-39.

Bliss, M.J., Emshoff, J.G. (2002). Workbook for Designing a Process Evaluation. Presented at Evaluation Expert Session in the Georgia Department of Human Resources Division of Public Health July, 2002. Retrieved at January 9, 2013, from: <http://health.state.ga.us/pdfs/ppe/Workbook%20for%20Designing%20a%20Process%20Evaluation.pdf>.

BMZ (2006). Evaluierungskriterien für die deutsche bilaterale Entwicklungszusammenarbeit. Retrieved on January 9, 2013, from: http://www.bmz.de/de/zentrales_downloadarchiv/erfolg_und_kontrolle/evaluierungskriterien.pdf.

Bradley, J.E., Mayfield, M.V., Metha, M.P. & Rukonge, A. (2002). Participatory evaluation of reproductive health care quality in developing countries. *Social Science & Medicine*, 55, 269-282.

Brandon, P.R. (1998). Stakeholder Participation for the Purpose of Helping Endure Evaluation Validity: Bridging the Gap Between Collaborative and Non-collaborative Evaluations. *American Journal of Evaluation*, 19(3), 325-337.

Braun, Y.A. (2011). Left High and Dry. *International Feminist Journal of Politics*, 13(2), 141-162.

Brisolara, S. (1998). The History of Participatory Evaluation and Current Debates in the Field. *New Directions for Evaluation*, 80(4), 25-41.

Burke, B. (1998). Evaluating for a Change: Reflections on Participatory Methodology. *New Directions for Evaluation*, 80, 43-56.

Butterfoss, F.D., Francisco, V., Capwell, E.M. (2001). Stakeholder Participatory in Evaluation. *Health Promotion Practice*, 2(2), 114-119.

Carrigan, A. (2011). To Walk like Boys – The Limit of Gender Equality? A Qualitative Evaluation of the Facilitator Role on Adolescent Project Conducted by the Sakhi Resource Center in Thiruvananthapuram, the Capital of Kerala, a State in the South of India. Retrieved at August 11, 2012, from: <http://esh.diva-portal.org/smash/record.jsf?pid=diva2:436660>.

Cars, M. (2006). *Project Evaluation in Development Cooperation: A Meta-Evaluative Case Study in Tanzania*. Institute of International Education Department of Education Stockholm University: Stockholm.

Chambers, R. (1994). Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm. *World Development*, 22(10), 1437-1454.

- Chambers, R. (1994). The Origins and Practice of Participatory Rural Appraisal. *World Development*, 22(7), 953-969.
- Chelimsky, E. (1998). The role of experience in formulating theories of evaluation practice. *American Journal of Evaluation*, 19(1), 35-56.
- Choo, H.Y., Marx Ferree, M. (2010). Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities. *Sociological Theory*, 28(2), 129-149.
- Christensen, A.D. (2009). Belonging and Unbelonging from an Intersectional Perspective. *Gender Technology and Development*, 13(1), 21-41.
- Christie, C.A. (2003). What Guides Evaluation? A Study of How Evaluation Practice Maps onto Evaluation Theory. *New Directions for Evaluation*, 97, 7-35.
- Cohen, C. J. (1999). *The Boundaries of Blackness*. Chicago: University of Chicago Press.
- COPE® Handbook (n.d.). Retrieved at November, 11 2012 from: http://www.engenderhealth.org/files/pubs/qi/handbook/cope_handbook_fm_intro-a.pdf
- Coupal, F.P., Simoneau, M. (1998). A Case Study of Participatory Evaluation in Haiti. *New Directions for Evaluation*, 80, 69-79.
- Cousins, J.B., Earl, L.M. (1992). The case for participatory evaluation. *Educational Evaluation and Policy Analysis*, 14(4), 397-418.
- Cousins, J.B., Earl, L.M. (eds.) (1995). *Participatory Evaluation in Education: Studies in Evaluation Use and Organizational Learning*. London: Falmer.
- Cousins, J.B., Earl, L.M., (1992). The Case for Participatory Evaluation. *Educational Evaluation and Policy Analysis*, 14(4), 397-418.
- Cousins, J.B., Whitmore, E. (1998). Framing Participatory Evaluation. *New Directions for Evaluation*, 80, 5-22.
- Cox, R.W. (1981). Social Forces, States and World Orders: Beyond International Relation Theory. *Millennium – Journal of International Studies*, 10(2), 126-155.

- Cracknell, B.E. (1996). Evaluating Development Aid: Strengths and Weaknesses. *Evaluation*, 2(1), 23-33.
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241-1299.
- Crenshaw, K.W. (1989). Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum*, 14, 538-554.
- Cummings, F.H. (1997). Role of Participation in the Evaluation and Implementation of Development Projects. *Knowledge and Policy: The International Journal of Knowledge Transfer and Utilization*, 10(1/2), 24-33.
- Davis, K. (1977). *Human behavior at work*. 4th ed. New York: McGraw-Hill.
- De Vaus, D.A. (2001). Chapter 10 – Cross-Sectional Design. In D.A. de Vaus, *Research Design in Social Research* (pp. 170-185). London: Sage Publications Ltd.
- Dhamoon, R.K., (2011). Considerations on Mainstreaming Intersectionality. *Political Research Quarterly*, 64(1), 230-243.
- Dillman, L.M. (2012). Comparing evaluation activities across multiple theories of practice, *Evaluation and Program Planning*, in Press.
- FAO (2001) New approaches to participation in fishery research. FAO Fisheries Circular No. 965. Retrieved October, 1 2012 from: <ftp://ftp.fao.org/docrep/fao/007/y1127e/y1127e00.pdf>.
- Fetterman, D., Wandersman, A. (2007). Empowerment Evaluation: Yesterday, Today, and Tomorrow. *American Journal of Evaluation*, 28(2), 179-198.
- Fetterman, D.M. (1994). Empowerment Evaluation. *Evaluation Practice*, 15(1), 1-15.
- Finsterbusch, K., Van Wicklin, W.A. (1989). Beneficiary Participation in Development Projects: Empirical Tests of Popular Theories. *Economic Development and Cultural Change*, 37(3), 573-593.
- Garaway, G.B. (1995). Participatory Evaluation. *Studies in Educational Evaluation*, 21, 85-102.
- Greene, J.C. (1997). Evaluation as Advocacy. *American Journal of Evaluation*, 18(1), 25-35.

- Gschwend, T., Schimmelfennig, F. (2007). Introduction: Designing Research in Political Science – A Dialogue between Theory and Data. In T. Gschwend & F. Schimmelfennig, *Research Design in Political Science: How to Practice what they preach* (pp. 1-18). New York, NY: Palgrave Macmillan.
- Guba, E.G., Lincoln, Y.S. (1989). *Fourth Generation Evaluation*. Newbury Park, CA: Sage.
- Hancock, A.M. (2007). When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm. *Perspectives on Politics*, 5(1), 63-79.
- Hankivsky, O., Cormier, R. (2011). Intersectionality and Public Policy: Some Lessons from Existing Models. *Political Research Quarterly*, 64(1), 217-229.
- Harding, S. (1997). Comment of Hekman's "Truth and Method: Feminist Standpoint Theory Revisited": Whose Standpoint Needs the Regimes of Truth and Reality?. *Signs* 22(2), 382–391.
- Holvoet, N., Rombouts, H. (2008). The challenge of monitoring and evaluation under the new aid modalities: experiences from Rwanda. *Journal of African Studies*, 46(4), 577-602.
- House, E.R., Howe, K.R. (1998). Advocacy in Evaluation. *American Journal of Evaluation*, 19, 233-236.
- Jackson, E.T., Kassam, Y. (eds.). (1998). *Knowledge Shared*. Kumarian Press Inc.: Connecticut.
- Jackson, R., Sørensen, G. (2006). *Social Constructivism*, in Introduction to International Relations: Theories and Approaches, 3rd ed. Oxford :Oxford University Press.
- Japan International Cooperation Agency (JICA). (2001). *Participatory Evaluation and International Cooperation*. Institute for International Cooperation Japan International Cooperation Agency. Retrieved October, 31 2012 from: http://jica-ri.jica.go.jp/IFIC_and_JBICI-Studies/english/publications/reports/study/topical/participatory/pdf/par.pdf.
- Jaramillo, P.A., (2010). Building a Theory, Measuring a Concept: Exploring Intersectionality and Latina Activism at the Individual Level. *Journal of Women, Politics & Policy*, 31(3), 193-216.
- Kaiser, T. (2002). Participatory and beneficiary-based approaches to the evaluation of humanitarian programmes. *New Issues in Refugee Research, Working Paper No. 51*, 1-30.
- King, J.A. (2007). Making Sense of Participatory Evaluation. *New Directions for Evaluation*, 114, 83-104.
- Kiresuk, T.J. (1986). Knowledge Transfer and Evaluation. *Science Communication*, 8(2), 237-244.

Lecture 1, van Nispen, (2011). From course Comparative Public Policy

Lutz, Helma (2002) *Intersectional Analysis: A Way Out of Multiple Dilemmas?*, paper presented at the International Sociological Association conference, Brisbane, July.

MacDonald, B. (1976). Evaluation and the control of education. In D. Tawney (Ed.), *Curriculum evaluation today: Trends and implications* (pp. 125–136). London: Macmillan.

Mark, M.M, Shotland, R.L. (1985). Stakeholder-Based Evaluation and Value Judgment. *Evaluation Review*, 9(5), 605-626.

McCall, L. (2001). *Complex Inequality*. New York, NY: Routledge.

McCall, L. (2005). The Complexity of Intersectionality. *Journal of Women in Culture and Society*, 30(3), 1771-1800.

McDonald, D. (1999). Developing guidelines to enhance the evaluation of overseas development projects. *Evaluation and Program Planning*, 22, 163-174.

McTaggart, R. (1991). When Democratic Evaluation Doesn't Seem Democratic. *American Journal of Evaluation*, 12(1), 9-21.

Mertens, D.M. (1999). Inclusive Evaluation: Implications of Transformative Theory for Evaluation. *American Journal of Evaluation*, 20(1), 1-14.

Naples, N.A. (2009). Teaching Intersectionality Intersectionally. *International Feminist Journal of Politics*, 11(4), 566-577.

Narayan, D. (1995). *The Contribution of People's Participation: Evidence from 121 Rural Water Supply Projects*. Environmentally Sustainable Development Occasional Paper Series No.1. Washington D.C.: World Bank.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*. 6th ed. Massachusetts: Allen & Bacon.

Newman, K. (2008). Whose view matters? Using participatory processes to evaluate Reflect in Nigeria. *Community Development Journal*, 43(3), 382-394.

NONIE (2009). Impact Evaluations and Development NONIE Guidance on Impact Evaluation. Retrieved on July, 4 2012 from: http://siteresources.worldbank.org/EXTOED/Resources/nonie_guidance.pdf.

Nutley, S., Morton, S., Jung, T., Boaz, A. (2010). Evidence and policy in six European countries: diverse approaches and common challenges. *Evidence & Policy*, 6(2), 131-144.

OECD (2002). Glossary of Key Terms in Evaluation and Results Based Management. *Evaluation and Aid Effectiveness*, 6. Paris: OECD.

OECD (2009). Paris Declaration on Aid Effectiveness and the Accra Agenda for Action. OECD Publishing. Retrieved on August 13, 2012 from: <http://www.oecd.org/dac/aideffectiveness/34428351.pdf>.

OECD DCD-DAC (2011). Busan Partnership for Effective Development Co-Operation. OECD Publishing. Retrieved on August 13, 2012 from: <http://www.oecd.org/dac/aideffectiveness/49650173.pdf>.

Oxford English Dictionary (n.d.). Value judgment. Retrieved October, 13 2012 from: <http://www.oed.com/view/Entry/221253?rskey=wE8ALi&result=1&isAdvanced=false#eid15829950>

Oxford English Dictionary (n.d.). Value pluralism. Retrieved October, 13 2012 from: <http://www.oed.com/view/Entry/221253?rskey=wE8ALi&result=1&isAdvanced=false#eid15829950>

Parken, A., and H. Young. (2007). *Integrating the promotion of equality and human rights for all*. Cardiff, Wales: Towards the Commission of Equality and Human Rights. Unpublished report for the Welsh Assembly Government and Equality and Human Rights Commission.

Patton, M.Q. (1986). *Utilization-focused evaluation*. 2nd ed. Sage Publications: Newbury Park, CA.

Patton, M.Q. (1994). Developmental Evaluation. *Evaluation Practice*, 15(3), 311-320.

Platteau, J.P. (2004). Monitoring Elite Capture in Community-Driven Development. *Development and Change*, 35(2), 223-246.

Plottu, B., Plottu, E. (2009). Approaches to Participation in Evaluation: Some Conditions for Implementation. *Evaluation*, 15(3), 343-359.

Probst, K. (2002). *Participatory Monitoring and Evaluation: A Promising Concept in Participatory Research? Lessons from two case studies in Honduras*. Kommunikation und Beratung – Sozialwissenschaftliche Schriften zur Landnutzung und ländlichen Entwicklung, Weikersheim: Margraf Verlag.

- Probst, K. (2002). *Participatory Monitoring and Evaluations: A Promising Concept in Participatory Research? Lessons from two case studies in Honduras*. in Boland, H., Hoffmann, Nagel, U.J. (2002). *Kommunikation und Beratung – Sozialwissenschaftliche Schriften zur Landnutzung und ländlichen Entwicklung*, 49.
- Rietbergen McCracken, J. (ed.) (1996). *Participation in Practice: The Experience of the World Bank and Other Stakeholders*. Washington D.C.: World Bank.
- Rönblom, M. (2008). *Policy, power and space: Towards an intersectionality methodology in policy analysis*. Paper presented at the POWER conference, Tampere, Finland.
- Sen, A.K. (1990). Gender and cooperative conflicts. In: Tinker, I. (ed.). *Persistent inequalities*. Oxford: Oxford University Press.
- Sen, A.K. (1998). The living standard. In: Crocker, D.A., Linden, T. (eds.). *Ethics of consumption: the good life, justice, and global stewardship*. (p. 287-311). Oxford: Rowman & Littlefield Publishers, Inc.
- Shapiro, I. (2002). Problems, Methods, and Theories in the Study of Politics, or What's Wrong with Political Science and What To do About it. *Political Theory*, 30(4), 596-619.
- Singh, S. (2010). Women's autonomy in rural India: Need for culture and context. *International Social Work*, 53(2), 169-186.
- Smith, T.B. (1985). Evaluating development policies and programmes in the Third World. *Public Administration and Development*, 5(2), 129-144.
- Smits, P.A., Champagne, F. (2008). An Assessment of the Theoretical Underpinnings of Practical Participatory Evaluation. *American Journal of Evaluation*, 29(4), 427-442.
- Springett, J. (2010). Integrating Values Research and Knowledge Development Through the Use of Participatory Evaluation in Community Based Health Promotion. *Estudios sobre las Culturas Contemporaneas*, 16(31), 277-297.
- Taylor, D. (2005). Governing Through Evidence: Participation and Power in Policy Evaluation. *Journal of Social Politics*, 34(4), 601-618.
- Torres, R.T., Preskill, H. (2001). Evaluation and Organizational Learning: Past, Present, and Future. *American Journal of Evaluation*, 22(3), 387-395.

Turnbull, B. (1999). The mediating effect of participation efficacy on evaluation use. *Evaluation and Program Planning*, 22, 387-395.

University of California Berkley. (n.d.). Teaching Guide for Graduate Student Instructors: Theories of Learning - Social Constructivism. Retrieved May, 30th 2012 from: <http://gsi.berkeley.edu/teachingguide/theories/social.html>.

Valentine, G. (2007). Theorizing and Researching Intersectionality: A challenge for Feminist Geography. *The Professional Geographer*, 59(1), 10-21.

Van der Hoogte, L., Kingma, K. (2004). Promoting cultural diversity and the rights of women: the dilemmas of 'intersectionality' for development organizations. *Gender & Development*, 12(1), 47-55.

Van Mens-Verhulst, J., Radtke, L. (2011). Socio-cultural inequalities in health research: What does the intersectionality framework offer?. In M. Tankink & M. Vysma (eds,) Roads & Boundaries. Travels in search of (re)connection, pp. 123-131. Diemen: AMB Publishers.

Vedung, E. (2010). Four Waves of Evaluation Diffusion. *Evaluation*, 16(3), 263-277.

Vygotsky, L. (1978). *Mind in Society*. London: Harvard University Press.

Walby, S., Armstrong, J., Strid, S. (2012). Intersectionality: Multiple Inequalities in Social Theory. *Sociology*, 1-17.

Weaver, L, Cousins, J.B. (n.d.). Unpacking the Participatory Process. *Journal of Multi-Disciplinary Evaluation*, 1, 19-40.

Weiss, C.H. (1998). Have we learned anything new about the use of evaluation?. *American Journal of Evaluation*, 19(1), 21-33.

Winker, G., Degele, N. (2011). Intersectionality as multi-level analysis: Dealing with social inequality. *European Journal of Women's Studies*, 18(1), 51-66.

Yuval-Davis, N. (2006). Intersectionality and Feminist Politics. *European Journal of Woman's Studies*, 13(3), 193-209.

Yuval-Davis, N. (2009). Women, Globalization and Contemporary Politics of Belonging. *Gender Technology and Development*, 13(1), 1-19.

8. Appendix

8.1 Forms of systematic inquiry by goals and process dimensions

Table 1.1. Forms of Systematic Inquiry by Goals and Process Dimensions

Label	Principal Author(s)	Primary Technical Goal/Functions	Dimensions of Process in Collaborative Inquiry			Location in Figure 1.1
			Control of Decision Making	Selection for Participation	Depth of Participation	
A. Participatory Evaluation						
Practical Participatory Evaluation (P-PE)	Cousins and Earl (1992, 1995); Ayers (1987)	Practical: support for program decision making and problem solving; evaluation utilization	Balanced: evaluator and participants in partnership	Primary Users: program sponsors, managers, developers, implementors	Extensive participation in all phases of the evaluation	a1-a2 b1 c2
Transformative Participatory Evaluation (T-PE)	Tandon and Fernandes (1982, 1984); Fals-Borda (1980); Gaventa (1993)	Political: empowerment, emancipation, social justice	Balanced: partnership but ultimate decision-making control by participants	All legitimate groups: especially program or project beneficiaries	Extensive: participation in all phases of the evaluation	a1 b2 c2
B. Other Forms of Collaborative Evaluation						
Stakeholder-Based Evaluation	Bryk (1983); Mark and Shotland (1985)	Practical: evaluation utilization; some emphasis on political aspects of evaluation	Evaluator: coordinator of activities and technical aspects of the evaluation	All legitimate groups: representation is key to offsetting ill effects of program micropolitics	Limited: stakeholders consulted at planning and interpretation phases	a2 b2 c1
School-Based Evaluation	Nevo (1993, 1994); Alvik (1995)	Practical: support for program decision making and problem solving	Balanced: evaluator trains school-based personnel who do their own inquiry	Primary users: school-based personnel, mostly program implementors	Extensive: participation in all phases of the evaluation	a1-a2 b2 c2
Democratic Evaluation	MacDonald (1976); McTaggart (1991b)	Political: legitimate use of evaluation in pluralistic society	Balanced: evaluator and participants work in partnership	All legitimate groups: representation among participants is pivotal	Moderate: stakeholders control interpretation and reporting	a1-a2 b2 c1-c2

Developmental Evaluation	Patton (1994)	Practical: program improvement; evaluation utilization	Balanced: evaluator and participants work in partnership	Primary users: mostly program developers and implementors	Substantial: ongoing involvement and participation	a1-a2 b1 c2
Empowerment Evaluation	Fetterman (1994, 1995)	Political: empowerment, illumination, self-determination	Participants: almost complete control, facilitated by evaluator	Primary users: usually key program personnel; sometimes wider groups included	Extensive: participation in all phases of the evaluation	a1 b1 c1
C. Other Forms of Collaborative Inquiry						
Participatory Action Research	Whyte (1991); Argyris and Schön (1991)	Practical/philosophical: improve practice while simultaneously advancing scientific knowledge	Balanced: researcher and practitioner as coparticipants in research	Primary users: most often program implementors, although can be open to beneficiaries and others	Extensive: participation in all aspects of the research	a1-a2 b1 c2
Emancipatory (Participatory) Action Research	Carr and Kemmis (1992); McTaggart (1991a)	Political: empowerment, emancipation, amelioration of social conditions	Practitioner: exclusive control; researcher as resource person	Unspecified: most often stakeholders who are disenfranchised or in some way marginalized by the system	Extensive: participation in all aspects of the research	a1 b2 c2
Cooperative Inquiry	Heron (1981); Reason (1994); Reason and Heron (1986)	Philosophical: root propositional research knowledge about people in their experiential and practical knowledge	Practitioner: participants are both co-researchers and co-subjects with full reciprocity	Unspecified: most often participants are members of an inquiry group with all of the problems of inclusion, influence, and intimacy	Extensive: participation in all aspects of the research	a1 b2 c2

8.2 List of search terms for literature review

Search Engine	Search term	Author	Year	Titel	Link
google scholar					http://scholar.google.com/scholar?hl=nl&q=%22participatory+evaluation%22&btnG=&lr=
google scholar	"participatory evaluation"	Cousins, J.B., Whitmore, E.	1998	Framing participatory evaluation	saved pdf
google scholar		Cousins, J.B., Earl, L.M.	1992	The case for participatory evaluation	saved pdf
google scholar		Brunner, I., Guzman, A.	1989	Participatory Evaluation: A tool to assess projects and empower people	http://onlinelibrary.wiley.com/doi/10.1002/ev.1509/abstract
google scholar		Garaway, G.B.	1995	Participatory evaluation	saved pdf
google scholar		King, J.A.	1998	Making sense of participatory evaluation	saved pdf
google scholar		Papineau, D., Kiely, M.C.	1996	Participatory evaluation in a community organization: Fostering stakeholder empowerment and utilization	saved pdf
google scholar		Brisolara, S.	1998	The history of participatory evaluation and current debates in the field	saved pdf
google scholar		Burke, B.	1998	Evaluating for a change: Reflections on participatory methodology	saved pdf
google scholar		Rebien, C.C.	1996	Participatory evaluation in development assistance: Dealing with power and facilitative learning	saved pdf
google scholar		Narajan, D.	1994	Participatory evaluation	http://www.ingentaconnect.com/content/wb/788/1994/0000001/00000001/art00001
google scholar		House, E.R., Howe, K.R.	2000	Deliberative Democratic Evaluation	saved pdf
google scholar		Fensterstein, M.T.	1988	Finding the methods to fit the people: Training for participatory evaluation	saved pdf
google scholar		Kirkhart, K.E.	2000	Reconceptualizing evaluation use: An integrated theory of influence	saved pdf
google scholar		Poliner Shapiro, J.	1988	Participatory evaluation: Towards a transformation of assessment for women's studies programs and projects	saved pdf
google scholar		Dobbs, L., Moore, C.	2002	Engaging communities in area-based regeneration: the role of participatory evaluation	saved pdf
google scholar		Bradley, J.E., Mayfield, M.V., Mehta, M.P., Rukonge, A.	2002	Participatory evaluation of reproductive health care quality in developing countries	saved pdf
google scholar		Greene, J.C.	2000	Challenges in practicing deliberative democratic evaluation	saved pdf
google scholar		Fawcett, S.B., Boothroyd, R., Schultz, J.A., Francisco, V.T., Carson, V., Bremby, R.	2003	Building capacity for participatory evaluation within community initiatives	saved pdf
google scholar		Uphoff, N.	1988	Participatory evaluation of farmer organizations' capacity for development tasks	saved pdf
google scholar		McDuff, M.D.	2001	Building capacity of grassroots conservation organizations to conduct participatory evaluation	saved pdf
google scholar	"participatory evaluation"+"theory"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2Btheory%22&btnG=&hl=nl&as_sdt=0
google scholar		Cousins, J.B., Whitmore, E.	1998	Framing participatory evaluation	saved pdf

google scholar		Cousins, J.B., Earl, L.M.	1992	The case for participatory evaluation	saved pdf
google scholar		Kirkhart, K.E.	2000	Reconceptualizing evaluation use: An integrated theory of influence	saved pdf
google scholar		Brisolara, S.	1998	The history of participatory evaluation and current debates in the field	saved pdf
google scholar		Papineau, D., Kiely, M.C.	1996	Participatory evaluation in a community organization: Fostering stakeholder empowerment and utilization	saved pdf
google scholar		Brunner, I., Guzman, A.	1989	Participatory Evaluation: A tool to assess projects and empower people	http://onlinelibrary.wiley.com/doi/10.1002/ev.1509/abstract
google scholar		Christie, C.A.	2003	What guides evaluation? A study of how evaluation practice maps onto evaluation theory	saved pdf
google scholar		Garaway, G.B.	1995	Participatory evaluation	saved pdf
google scholar		Preskill, H., Torres, R.T.	2000	The learning dimension of evaluation use	saved pdf
google scholar		Rebien, C.C.	1996	Participatory evaluation in development assistance: Dealing with power and facilitative learning	saved pdf
google scholar		Mertens, D.M.	1999	Inclusive evaluation: Implications of transformative theory for evaluation	saved pdf
google scholar		Greene, J.C.	2000	Challenges in practicing deliberative democratic evaluation	saved pdf
		Fettermann, D.M.	1994	Empowerment evaluation	saved pdf
		Weiss, C.H.	1998	Have we learnt anything new about the use of evaluation?	saved pdf
		Torres, R.T., Preskill, H.	2001	Evaluation and organizational learning: past, present, and future	saved pdf
		Patton, M.Q.	1997	Toward distinguishing empowerment evaluation and placing it in a larger context	
		Greene, J.C.	1988	Stakeholder participation and utilization in program evaluation	saved pdf
google scholar	"participatory evaluation"+"development policy"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+policy%22&btnG=&hl=de&as_sdt=0
		Bamberger, M.	2000	The evaluation of international development programs: a view from the front	saved pdf
		Picciotto, R.	2002	Development Cooperation and performance evaluation: The Monterrey challenge	saved pdf
		Crawford, G.	2002	Evaluating EU promotion of human rights, democracy and good governance: Towards a participatory approach	saved pdf
		Conlin, S., Stirat, R.L.	2008	Current challenges in development evaluation	saved pdf
		Oakley, P.	1995	People's participation in development projects - a critical review of current theory and practice	saved pdf
		Leeuw, F., Vaessen, J.	2009	Impact Evaluation and Development - NONIE guidance on impact evaluation (draft version)	saved pdf
		Hammeijer, J., Waters Bayer, A., Bayer, W.	1999	Dimension of participation in evaluation: Experiences from Zimbabwe and the Sudan	saved pdf
		Murthy, R., Klugman, B.	2004	Service accountability and community participation in the context of health sector reforms in Asia: Implications for sexual and reproductive health services	saved pdf
		Driskell, D., Bannerjee, K., Chawla, L.	2001	Rhetoric, reality and resilience: Overcoming obstacles to young people's participation in development	saved pdf
google scholar	"participatory evaluation"+"development project"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+project%22&btnG=&hl=de&as_sdt=0

		Rebien, C.C.	1996	Participatory Evaluation of Development Assistance: Dealing with power and facilitative learning	saved pdf
		Papineau, D., Kiely, M.C.	1996	Participatory evaluation in a community organization: Fostering stakeholder empowerment and utilization	saved pdf
		Chambers, R.	1994	The origins and practice of participatory rural appraisal	saved pdf
		Estrella, M., Gaventa, J.	1998	Who counts really? Participatory monitoring and evaluation: A literature review	saved pdf
		McDuff, M.D.	2001	Building the capacity of grassroots conservation organizations to conduct participatory evaluation	saved pdf
		Cummings, F.H.	1997	Role of participation in the evaluation and implementation of development projects	saved pdf
		Cousins, J.B., Whitmore, E.	1998	Framing participatory evaluation	saved pdf
		Picciotto, R.	2002	Development Cooperation and performance evaluation: The Monterrey challenge	saved pdf
		Howes, M.	1992	Linking paradigms and practice: Key issues in the appraisal, monitoring and evaluation of British NGO projects	saved pdf
		McDonald, D.	1999	Developing guidelines to enhance the evaluation of overseas development projects	saved pdf
		Sutherland Tones, A.	2001	The potential of participatory rural appraisal (PRA) approaches and methods for agricultural extension and development in the 21st century	saved pdf
google scholar	"participatory evaluation"+"development program"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+program%22&btnG=&hl=de&as_sdt=0
google scholar		Cousins, J.B., Whitmore, E.	1998	Framing participatory evaluation	saved pdf
google scholar		Cousins, J.B., Earl, L.M.	1992	The case for participatory evaluation	saved pdf
google scholar		Burke, B.	1998	Evaluating for a change: Reflections on participatory methodology	saved pdf
		Uphoff, N.	1988	Participatory evaluation of farmer organizations' capacity for development tasks	saved pdf
		Rebien, C.C.	1996	Participatory Evaluation of Development Assistance: Dealing with power and facilitative learning	saved pdf
		Coupal, F.P., Simoneau, M.	1998	A case study of participatory evaluation in Haiti	saved pdf
		McDuff, M.D.	2002	Needs assessment for participatory evaluation of environmental education programs	saved pdf
		Awa, N.E.	1989	Participation and indigenous knowledge in rural development	saved pdf
		Butterfoss, F.D., Francisco, V., Capwell, E.M.	2001	Stakeholder participation in evaluation	saved pdf
google scholar	"participatory evaluation"+"development cooperation"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+cooperation%22&btnG=&hl=de&as_sdt=0
google scholar		Cousins, J.B., Whitmore, E.	1998	Framing participatory evaluation	saved pdf
google scholar		Picciotto, R.	2002	Development Cooperation and performance evaluation: The Monterrey challenge	saved pdf

google scholar		Estrella, M., Caventa, J.	1998	Who counts really? Participatory monitoring and evaluation: A literature review	saved pdf
google scholar		McDuff, M.D.	2001	Building the capacity of grassroots conservation organizations to conduct participatory evaluation	saved pdf
google scholar		McDuff, M.D.	2002	Needs assessment for participatory evaluation of environmental education programs	saved pdf
		McDonald, D.	1999	Developing guidelines to enhance the evaluation of overseas development projects	saved pdf
		Thiele, G.	2007	Horizontal evaluation - Fostering knowledge sharing and program improvement within a network	saved pdf
		Rebien, C.C.	1997	Development assistance evaluation and the foundations of program evaluation	saved pdf
		Minamoto, Y., Nagao, M.	2006	Process considerations in evaluating educational cooperation projects	saved pdf
google scholar	"participatory evaluation"+"elite capture"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22elite+capture%22&btnG=&hl=de&as_sdt=0
google scholar		Parkinson, S.	2009	Power and perceptions in participatory monitoring and evaluation	saved pdf
google scholar		Hilhorst, T., Guijt, I.	2006	Participatory monitoring and evaluation: A process to support governance and empowerment at the local level	saved pdf
google scholar		Ribot, J.C., Meams, R.	2005	Steering community driven development? A desk study of NRM choices	saved pdf
google scholar	"participatory evaluation"+"intersectionality"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22intersectionality%22&btnG=&hl=de&as_sdt=0
google scholar	"participatory evaluation"+"intersectional"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22intersectional%22&btnG=&hl=de&as_sdt=0
google scholar	"participatory evaluation"+"development cooperation"+"intersectionality"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+cooperation%22%2B%22intersectionality%22&btnG=&hl=de&as_sdt=0
		Segone, M.	2005	From policies to results - developing capacities for country monitoring and evaluation systems	saved pdf
google scholar	"participatory evaluation"+"development project"+"intersectionality"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+project%22%2B%22intersectionality%22&btnG=&hl=de&as_sdt=0
google scholar	"participatory evaluation"+"development program"+"intersectionality"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+program%22%2B%22intersectionality%22&btnG=&hl=de&as_sdt=0

google scholar	"participatory evaluation"+"development cooperation"+"intersectional"				http://scholar.google.com/scholar?q=%22participatory+evaluation%22%2B%22development+cooperation%22%2B%22intersectional%22&btnG=&hl=de&as_sdt=0
google scholar	"intersectionality"+"theory"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22theory%22&btnG=&hl=de&as_sdt=0
google scholar		Manuel, T.	2006	Envisioning the possibilities for a good life: Exploring the public policy implications of intersectional theory	saved pdf
google scholar		Nash, J.C.	2008	Re-thinking intersectionality	saved pdf
google scholar		Phoenix, A.	2006	Intersectionality	saved pdf
google scholar		Shields, S.A.	2008	Gender: An intersectional perspective	saved pdf
google scholar		Hancock, A.M.	2007	When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm	saved pdf
google scholar		Cole, E.R.	2008	Coalitions as a model for intersectionality: From practice to theory	saved pdf
google scholar		Davis, K.	2008	Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful	saved pdf
google scholar		Bowleg, L.	2008	When Black+Lesbian+Woman≠Black Lesbian Woman - The methodological challenges of qualitative and quantitative intersectionality research	saved pdf
google scholar		Rooney, E.	2006	Women's equality in Northern Ireland's transition: Intersectionality in theory and place	saved pdf
google scholar		McCall, L.	2005	The complexity of intersectionality	saved pdf
google scholar		Warner, L.R.	2008	A best practice guide to intersectional approaches in psychological research	saved pdf
google scholar		Walby, S.	2007	Complexity theory, systems theory, and multiple intersecting social inequalities	saved pdf
google scholar		Crenshaw, K.	1991	Mapping the margins: Intersectionality, identity politics, and violence against women of color	saved pdf
google scholar		Choo, H.Y., Marx Ferree, M.	2010	Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities	saved pdf
google scholar		Yuval-Davis, N.	2006	Intersectionality and feminist politics	saved pdf
google scholar	"intersectionality"+"operationalization"				http://scholar.google.com/scholar?hl=de&as_sdt=0&q=%22intersectionality%22%2B%22operationalization%22
google scholar		Cole, E.R.	2008	Coalitions as a model for intersectionality: From practice to theory	saved pdf
google scholar		Jaramillo, P.A.	2010	Building a theory, measuring a concept: Exploring intersectionality and Latina activism at the individual level	saved pdf
google scholar		Hankivski, O., Cormier, R.	2011	Intersectionality and public policy: Some lessons from existing models	saved pdf
google scholar		Bagilhole, B.	2010	Applying the lens of intersectionality to UK equal opportunities and diversity policies	saved pdf
google scholar		Van Mens-Verhulst, J., Radtke, L.	?	Socio-cultural inequities in health research: What does the intersectionality framework offer?	saved pdf

google scholar		Townsend-Bell, E.E.	2010	Range and Moments: Towards a specification in intersectional praxis	saved pdf
google scholar		Singh, S.	2010	Women's autonomy in rural India: Need for culture and context	saved pdf
google scholar	"intersectionality"+"operationalize"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22operationalize%22&btnG=&hl=de&as_sdt=0
google scholar		Cole, E.R.	2008	Coalitions as a model for intersectionality: From practice to theory	saved pdf
google scholar		Jaramillo, P.A.	2010	Building a theory, measuring a concept: Exploring intersectionality and Latina activism at the individual level	saved pdf
google scholar		Naples, N.A.	2009	Teaching intersectionality intersectionally	saved pdf
google scholar		Hankivski, O., Reid, C., Cormier, R., Varcoe, C., Clark, N., Benoit, C., Brotman, S.	2010	Exploring the promises of intersectionality for advancing women's health research	saved pdf
google scholar		Manuel, T.	2006	Envisioning the possibilities for a good life: Exploring the public policy implications of intersectional theory	saved pdf
google scholar		Hankivski, O.	2012	Women's health, men's health, and gender and health: Implications of intersectionality	http://www.science-direct.com/science/article/pii/S0277953612000408
google scholar		Hankivski, O., Cormier, R.	2011	Intersectionality and public policy: Some lessons from from existing models	saved pdf
google scholar		Dahmoon, R. K.	2010	Considerations on mainstreaming intersectionality	saved pdf
google scholar		Bagilhole, B.	2010	Applying the lens of intersectionality to UK equal opportunities and diversity policies	saved pdf
google scholar		Strolovitch, D.Z.	2006	Do interest groups represent the disadvantaged? Advocacy at the intersection of race, class, and gender	saved pdf
google scholar		Steinbugler, A.C., Press, J.E., Johnson Dias, J.	2006	Gender, race, and affirmative action - Operationalizing intersectionality in survey research	saved pdf
google scholar	"intersectionality"+"concept"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22concept%22&btnG=&hl=de&as_sdt=0
google scholar		Davis, K.	2008	Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful	saved pdf
google scholar		Phoenix, A.	2006	Intersectionality	saved pdf
google scholar		Crenshaw, K.	1991	Mapping the margins: Intersectionality, identity politics, and violence against women of color	saved pdf
google scholar		Valentine, G.	2007	Theorizing and researching intersectionality: A challenge to feminist geography	saved pdf
google scholar		Marx Ferree, M.	2009	Inequality, intersectionality and the politics of discourse - Framing feminist alliances	saved pdf
google scholar		Weklon, S.L.	2006	Critical perspectives on gender and politics: The structure of intersectionality: A comparative politics of gender	http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=463257
google scholar		Cole, E.R.	2008	Coalitions as a model for intersectionality: From practice to theory	saved pdf
google scholar		Van der Hoogte, L., Kingma, K.	2004	Promoting cultural diversity and the rights of women: the dilemmas of 'intersectionality' for development organizations	saved pdf
google scholar		McCall, L.	2005	The complexity of intersectionality	saved pdf

google scholar		Nash, J.C.	2008	Re-thinking intersectionality	saved pdf
google scholar		Bilge, S., Denis, A.	2010	Introduction: Women, intersectionality and diasporas	saved pdf
google scholar		Yuval-Davis, N.	2006	Intersectionality and feminist politics	saved pdf
google scholar		Choo, H.Y., Marx Ferree, M.	2010	Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities	saved pdf
google scholar		Jaramillo, P.A.	2010	Building a theory, measuring a concept: Exploring intersectionality and Latina activism at the individual level	saved pdf
google scholar		Bowleg, L.	2012	The problem with the phrase women and minorities: Intersectionality - an important theoretical framework for public health	http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2012.300750
google scholar	"intersectionality"+"development policy"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22development+policy%22&btnG=&hl=de&as_sdt=0
google scholar		Van der Hoogte, L., Kingma, K.	2004	Promoting cultural diversity and the rights of women: the dilemmas of 'intersectionality' for development organizations	saved pdf
google scholar		Baines, D.	2010	Gender mainstreaming in a development project: Intersectionality in a post-colonial un-doing?	saved pdf
google scholar		Drolet, J.	2010	Feminist perspectives in development: Implications for women and microcredit	saved pdf
google scholar		Lang, K., Porter, F.	2006	Resources on working on gender with marginalized peoples	saved pdf
google scholar		Angeles, L.C.	2003	Creating social spaces for transnational feminist advocacy: The Canadian International Development Agency, the National Commission on the role of Filipino women and Philippine's women's NGOs	saved pdf
google scholar		Hippert, C.	2011	Women's spaces, gender mainstreaming, and development priorities: Popular participation as gendered work in rural Bolivia	saved pdf
google scholar		Radcliffe, S., Pequeno, A.	2010	Ethnicity, Development and Gender: Tsachila indigenous women in Ecuador	saved pdf
google scholar	"intersectionality"+"development cooperation"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22development+cooperation%22&hl=de&as_sdt=0
google scholar		Baer, S., Keim, J., Nowotnick, L.		Intersectionality in gender training	saved pdf
google scholar		Tolhurst, R., Leach, B., Price, J., et al.	2012	Intersectionality and gender mainstreaming in international health: Using a feminist participatory action research process to analyse voices and debates from the global south and north	saved pdf
google scholar		Angeles, L.C.	2003	Creating social spaces for transnational feminist advocacy: The Canadian International Development Agency, the National Commission on the role of Filipino women and Philippine's women's NGOs	saved pdf
google scholar		Aasen, B.	2009	Aid for women's empowerment and gender equality - what do we know?	saved pdf
google scholar		Mkini Lugalla, I.	2008	Gender in participatory agricultural development and empowerment project 2003-2008: A case study of Iringa District Tanzania	saved pdf
google scholar		Bieri, S.	2009	Power and poverty. Reducing gender inequality by ways of rural employment?	saved pdf
google scholar		Segone, M.	2005	From policies to results - developing capacities for country monitoring and evaluation systems	saved pdf

google scholar		Development Studies Network	?	Women, gender and development in the Pacific: key issues	saved pdf
google scholar	"intersectionality"+"elite capture"				http://scholar.google.com/scholar?hl=de&as_sdt=0&q=intersectionality%22%2B%22elite+capture%22
google scholar		Davis, K.	2008	Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful	saved pdf
google scholar		Hancock, A.M.	2007	When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm	saved pdf
google scholar		Simien, E.M.	2007	Doing intersectionality research: From conceptual issues to practical examples	saved pdf
google scholar		Marx Ferree, M.	2009	Inequality, intersectionality and the politics of discourse - Framing feminist alliances	saved pdf
google scholar		Jaramillo, P.A.	2010	Building a theory, measuring a concept: Exploring intersectionality and Latina activism at the individual level	saved pdf
google scholar		Tolhurst, R., Leach, B., Price, J., et al.		Intersectionality and gender mainstreaming in intermatinal health: Using a feminist participatory action research process to analyse voices and debates from the global south and north	saved pdf
google scholar	"intersectionality"+"evaluation"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22evaluation%22&btnG=&hl=de&as_sdt=0
google scholar		Hancock, A.M.	2007	When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm	saved pdf
google scholar		Hankivsky, O.	2011	Intersectionality and public policy: Some lessons from from existing models	saved pdf
google scholar		Baer, S., Keim, J., Nowottnick, L.	?	Intersectionality in gender training	saved pdf
google scholar		Bowleg, L.	2008	When Black+Lesbian+Woman≠Black Lesbian Woman - The methodological challenges of qualitative and quantitative intersectionality research	saved pdf
google scholar		Weldon, S.L.	2006	Moving to a comparative politics of gender?	saved pdf
google scholar		Acker, J.	2012	Gendered organizations and intersectionality: problems and possibilities	saved pdf
google scholar		Ackerly, B.	2009	Feminist theory, global gender justice, and the evaluation of grant-making	saved pdf
google scholar		Ward Hood, D., Cassaro, D.A.	2002	Feminist evaluation and the inclusion of difference	saved pdf
google scholar		Winker, G., Degele, N.	2011	Intersectionality as multi-level analysis: Dealing with social inequality	saved pdf
google scholar		Manuel, T.	2006	Envisioning the possibilities for a good life: Exploring the public policy implications of intersectional theory	saved pdf
google scholar	"intersectionality"+"evaluation"+"development cooperation"				http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22evaluation%22%2B%22development+cooperation%22&btnG=&hl=de&as_sdt=0
google scholar		Baer, S., Keim, J., Nowottnick, L.	?	Intersectionality in gender training	saved pdf
google scholar		Segone, M.	2005	From policies to results - developing capacities for country monitoring and evaluation systems	saved pdf

google scholar		Tolhurst, R., Leach, B., Price, J., et al.		2011	Intersectionality and gender mainstreaming in international health: Using a feminist participatory action research process to analyse voices and debates from the global south and north	saved pdf
google scholar		Angeles, L.C.		2003	Creating social spaces for transnational feminist advocacy: The Canadian International Development Agency, the National Commission on the role of Filipino women and Philippine's women's NGOs	saved pdf
google scholar		Aasen, B.		2009	Aid for women's empowerment and gender equality - what do we know?	saved pdf
google scholar		Bieri, S.		2009	Power and poverty. Reducing gender inequality by ways of rural employment?	saved pdf
google scholar		Development Studies Network	?		Women, gender and development in the Pacific: key issues	saved pdf
google scholar		Branch, M.		2006	Same, same but different - A minor field study of the future Red Cross women's project	saved pdf
google scholar	"intersectionality"+"evaluation"+"development project"					http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22evaluation%22%2B%22development+project%22&btnG=&hl=de&as_sdt=0
google scholar		Baines, D.		2010	Gender mainstreaming in a development project: Intersectionality in a post-colonial un-doing?	saved pdf
google scholar		Angeles, L.C.		2003	Creating social spaces for transnational feminist advocacy: The Canadian International Development Agency, the National Commission on the role of Filipino women and Philippine's women's NGOs	saved pdf
google scholar		Braun, Y.A.		2011	Left high and dry	saved pdf
google scholar		Braun, Y.A.		2011	The reproduction of inequality: Race, class, gender, and the social organization of work at sites of large-scale development projects	saved pdf
google scholar		Radcliffe, S., Pequeno, A.		2010	Ethnicity, Development and Gender: Tsachila indigenous women in Ecuador	saved pdf
google scholar		Harris, L.M.		2006	Irrigation, gender, and social geographies of the changing waterscapes of southeastern Anatolia	saved pdf
google scholar	"intersectionality"+"evaluation"+"development program"					http://scholar.google.com/scholar?q=%22intersectionality%22%2B%22evaluation%22%2B%22development+program%22&btnG=&hl=de&as_sdt=0
google scholar		Angeles, L.C.		2003	Creating social spaces for transnational feminist advocacy: The Canadian International Development Agency, the National Commission on the role of Filipino women and Philippine's women's NGOs	saved pdf
google scholar		Bishwakarma, R., Hunt, V.H., Zajicek, A.		2010	Educating Dalit women: Beyond a one-dimensional policy formulation	saved pdf
google scholar		Drolet, J.		2010	Feminist perspectives in development: Implications for women and microcredit	saved pdf
google scholar		Development Studies Network	?		Women, gender and development in the Pacific: key issues	saved pdf
google scholar		Braun, Y.A.		2011	Left high and dry	saved pdf
google scholar		Bieri, S.		2009	Power and poverty. Reducing gender inequality by ways of rural employment?	saved pdf
google scholar	"effective participatory evaluation"					

google scholar		Dobbs, L., Moore, C.	2002	Engaging communities in area-based regeneration: the role of participatory evaluation	saved pdf
google scholar		Moschetti, W.	2003	An exploratory study of participatory evaluation and HOPE VI community supportive services	saved pdf
google scholar		Mayoux, L.	2005	Between tyranny and utopia: Participatory evaluation for pro-poor development	saved pdf
google scholar		Duarte Laudon, J.M.	2010	Participatory to the end: Planning and implementation of a participatory evaluation strategy	saved pdf
google scholar		Smits, P.A., Champagne, F., Brodeur, J.M.	2011	A mixed method study of propensity for participatory evaluation	saved pdf
google scholar		Esparcia Perez, J., Noguera Tur, J.	2000	Aproximacion teorico-metodologica a la cultura evaluativa y la evaluacion de programas de desarrollo rural	saved pdf

8.3 List of databases searched

List databases

Name database	homepage	Section	Search terms	checked	remarks
African Development Bank	http://www.afdb.org/en/documents/evaluation-reports/	Documents--> Evaluation reports	no possibility for search terms	100 out of 555	
Asian Development Bank	http://www.adb.org/publications/search/71?keyword=evaluation	Publications --> Reports	evaluation	18 out of 18	
European Bank for Reconstruction and Development Department for International Development (DFID)	http://www.ebrd.com/pages/about/what/evaluation.shtml	About us--> Evaluating our work --> Latest evaluation reports	no possibility for search terms	13 out of 13	they do not have an evaluation database, but a lessons learned section where they assumable extract conclusions out of their evaluations
Department for International Development (DFID)	http://www.dfid.gov.uk/What-we-do/Publications/?t=SE&p=EV	What we do --> Publications	evaluation	100 out of 302	
Innovations for Poverty Action	http://www.poverty-action.org/work/publications?search=evaluation&author=All&country=All&sector=All&policy-goals=All&field_focus_value_many_to_one=All	Publications	evaluation	19 out of 19	
Ministerie van Buitenlandse Zaken	http://www.minbuza.nl/producten-en-diensten/evaluatie/afgeronde-onderzoeken	Producten en Diensten --> Evaluatie	evaluation	47 out of 47	there were 181 available, but only in Dutch, I searched for 'evaluation' to filter for English evaluations
OECD	http://www.oecd.org/derec/publicationsdocuments/all/	DEReC --> Publications and Documents	no possibility for search terms	100 out of 968	The OECD/DEReC database holds a total of 992. However, only 968 were in the required time period of 2000 until 2012.
USAID	https://dec.usaid.gov/decc/search/SearchResults.aspx?q=KGRvY3VtZW50cy53ZWJfY29sbGVidGlvbjo0inJlY2VudCBldmFsdWFOaW9ucyIpKQ==&qcf=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDNmY2UyXzpzZkdJRF80NTA3Zml2Mi1hM2U1LTQ0OWUtYWE4ZS1kYmQyMzJmZDE4MzM=&pgsz=50	Results and Data --> Development Experience Clearinghouse --> recent evaluations	no possibility for search terms	23 out of 23	
Active Learning Network for Accountability and Performance in Humanitarian Action	http://www.alnap.org/resources/erd.aspx	Evaluative Reports Database (ERD)--> document type: evaluation --> language: English	title: participatory evaluation	100 out of 514	even though "participatory evaluation" was the search term, only few evaluations had this wording in their titles

(ALNAP)					
CARE	http://www.careevaluations.org/Evaluations/Forms/English%20Evaluations.aspx	CARE's International Electronic Evaluation Library --> Evaluations --> English Evaluations	no possibility for search terms	100 out of 399	
GIZ	http://www.giz.de/de/ueber_die_giz/516.html	Ueber die GIZ --> Qualitaet, Wirkung, und Evaluierung --> Monitoring und Evaluierung --> Ergebnisse und Veroeffentlichungen	no possibility for search terms	none	No evaluation from GIZ was chosen, because they only publish summaries of their evaluation reports which are not specific on the methods or tools, only on the results
Bundesministerium fuer wirtschaftliche Zusammenarbeit und Entwicklung (BMZ)	http://www.bmz.de/en/publications/type_of_publication/evaluation/index.html	Publications --> Evaluations	no possibility for search terms	none	No evaluations were chosen from BMZ, because they only publish summaries of their evaluations. Additionally, their evaluation were more focused on internal organizational development.

8.4 1st browsing evaluations in databases

Asian Development Bank			
No.	Title	complete evaluation of intervention(s)?	ToR ?
1	Evaluating the Environment for Public-Private Partnerships in Asia-Pacific: The 2011 Infrascope	yes	no
2	A Review of Recent Developments in Impact Evaluation	no	no
3	Searching for Effective Poverty Interventions: Conditional Cash Transfers in the Philippines	yes	no
4	Strengthening Capacity of Developing Member Countries for Managing Credit Enhancement Products	no	no
5	Re-Thinking Trafficking Prevention: A Guide to Applying Behavior Theory	no	no
6	Learning in Development	no	no
7	Connecting Greater Mekong Subregion Railways: A Strategic Framework	no	no
8	South Asia Pension Forum: Fostering Inclusive and Sustainable Pension Systems in the Region	no	no
9	Good Practice in Technical and Vocational Education and Training	no	no
10	Georgia: A Country at an Ancient Crossroads Looks to the Future	no	no
11	Adapting to Climate Change: Strengthening the Climate Resilience of	yes	no

Water Sector Infrastructure in Khulna, Bangladesh			
	Kiribati Social and Economic Report 2008: Managing Development		
12	Risk	no	no
13	Mongolia: A Partnership Against Poverty	no	no
14	Impact of Water on the Poor	yes	no
15	Charting Change: The Impact of ADB's Water for All Policy on Investments, Project Design, and Sector Reform	yes	no
16	Gender and Governance Issues in Local Government: Regional Report of Technical Assistance in Bangladesh, Nepal, and Pakistan	yes	no

<u>European Bank for Reconstruction and Development</u>			
No	Title	complete evaluation of intervention(s)?	of ToR?
1	Technical cooperation for a motorway project in Bosnia and Herzegovina	yes	no
2	Financial sector operations - a synthesis of insights and findings	yes	no
3	A financial institution in eastern Europe	no	no
4	Western Balkans MSME Framework (regional)	no	no
5	Post privatization support for a pulp and paper mill company in south-eastern Europe	no	no
6	A car manufacturer	no	no
7	A natural resources project in central and eastern Europe	no	no
8	Two retail projects in Serbia and Bosnia & Herzegovina	no	no
9	Power and energy sector review	yes	no
10	Extractive Industries sector strategy review	yes	no
11	Water utility	no	no
12	Project Completion Report Assessment for Technical Cooperation projects	yes	no
13	Transport operations policy evaluation	yes	no

<u>Department for International Development (DFID)</u>			
No	Title	complete evaluation of intervention(s)?	of ToR ?
1	Broadening the range of designs and methods for impact evaluations - Working paper 38	no	no

2	Evaluation of DFID's International Citizen Service	yes	no
3	DFID Pakistan evaluation strategy	no	no
4	DFID ETHICS PRINCIPLES FOR RESEARCH AND EVALUATION	no	no
5	DFID's Youth Volunteering Programme, 'Platform2'	yes	yes
6	Joint Irish Aid and DFID's country programme evaluation Tanzania	yes	yes
7	Multilateral Aid Review: Assessment of Education for All - Fast Track Initiative	no	no
8	Multilateral Aid Review: United Nations Development Programme (including the Bureau for Crisis Prevention and Recovery)	no	no
9	Multilateral Aid Review: Assessment of the International Labour Organisation (ILO)	no	no
10	Multilateral Aid Review: Assessment of the United Nations Children's Fund (UNICEF)	no	no
11	Multilateral Aid Review: Assessment of the Commonwealth Secretariat	no	no
12	Multilateral Aid Review: Assessment for Global Environment Facility (GEF)	no	no
13	Multilateral Aid Review: Assessment of Expanded Delivering as One Funding Window for the achievement of the MDGs (EFW)	no	no
14	Multilateral Aid Review: Assessment of European Bank for Reconstruction and Development	no	no
15	Multilateral Aid Review: Assessment of Inter-American Development Bank	no	no
16	Multilateral Aid Review: Assessment of UN Peacebuilding Fund (PBF)	no	no
17	Multilateral Aid Review: Assessment of the United Nations Industrial Development Organisation	no	no
18	Multilateral Aid Review: Assessment of International Committee of the Red Cross (ICRC)	no	no
19	Multilateral Aid Review: Assessment of Caribbean Development Bank	no	no
20	Multilateral Aid Review: Assessment for United Nations Environment Programme (UNEP)	no	no
21	Multilateral Aid Review: Assessment of the PIDG (Private Infrastructure Development Group)	no	no
22	Multilateral Aid Review: Assessment of the World Health Organisation (WHO)	no	no
23	Multilateral Aid Review: Assessment of European Commission Budget (ECBudg)	no	no
24	Multilateral Aid Review: Assessment of United Nations Development Fund for Women (UNIFEM) / UN Women	no	no

25	Multilateral Aid Review: Assessment of United Nations Educational, Scientific and Cultural Organisation (UNESCO)	no	no	
26	Multilateral Aid Review: Assessment for World Food Programme (WFP)	no	no	
27	Multilateral Aid Review: Assessment of the European Development Fund (EDF)	no	no	
28	Multilateral Aid Review: Assessment of Climate Investment Funds	no	no	
29	Impact evaluation of the sector wide approach (SWAp), Malawi	yes	yes	
30	The politics of poverty	yes	no	
31	Evaluation of DFID's Southern Africa country programme 2004-2009	no	no	
32	Southern Africa programme evaluation 2004-2009			does not load - broken
33	Evaluation of the Medicines Transparency Alliance phase 2008-2010 Main Report			does not load - broken
34	DFID's China Country Programme 2004-2009 (EV710)	yes	no	
35	MOZAMBIQUE Country Programme Evaluation 2006-2009	yes	yes	
36	MOZAMBIQUE Country Programme Evaluation 2006-2009 - Summary	no	no	
37	DFID's China Country Programme 2004-2009 (EV710) - Summary	no	no	
38	Evaluation of DFID Country Programme Sudan - Summary	no	no	
39	Evaluation of DFID Country Programme Sudan	yes	yes	
40	Project Synthesis report: A review of trends, project scoring and lessons April 2005 - 2008	no	yes	
41	Evaluation of DFID Country Programme: Yemen	yes	yes	
42	Synthesis of Country Programme Evaluations conducted in Fragile States	no	no	
43	Evaluation of DFID Country Programmes: Yemen 2004-2009 - Summary	no	no	
44	Synthesis of Country Programme Evaluations conducted in Fragile States	yes	yes	
45	DFID Global Social Exclusion Stocktake Report	no	no	
46	DFID Global Social Exclusion Stocktake Report - Summary	no	no	
47	Evaluation of DFID Country Programmes: DRC 2003-2008	no	no	
48	DFID Global social exclusion stocktake report: Annexes	no	yes	
49	Country Programme Evaluation: DRC 2003-2008	yes	yes	
50	Evaluation annual report 2009	no	no	

51	Measuring change and results in voice and accountability work	no	no
52	DFID influencing the health sector	yes	yes
53	Evaluation of the UNHCR Joint Organization Strategy 2007-2009 with Canada, Denmark and UK	yes	yes
54	Promoting Social Transfers: DFID and the politics of influencing - Working Paper	no	no
55	DFID social transfers evaluation summary	no	no
56	Evaluation policy: Building evidence	no	no
57	Thematic study of support to statistical capacity building	no	no
58	Evaluation of DFID's country programme: Cambodia - Summary	no	no
59	Country Programme Evaluation: Afghanistan - Summary	no	no
60	Evaluation of DFID Country Programme: Cambodia	yes	yes
61	Country Programme evaluation Afghanistan	yes	no
62	Country Programme evaluation: Ethiopia	yes	yes
63	Evaluation of DFID's country programmes: Ethiopia 2003-2008	no	no
64	Review of public financial management reform literature	no	no
65	Joint Evaluation of citizen's voice and accountability	yes	yes
66	Independent evaluation in DFID: Annual Report 2007/08	no	no
67	Synthesis of Regional Programme Evaluations: 2007-2008 Summary	no	no
68	Evaluation of DFID's Regional Programmes: Western Balkans 2003-2007 Summary	no	no
69	Evaluation of DFID's Regional Programmes: Western Balkans 2003-2007 Summary	yes	yes
70	Synthesis of Regional Programme Evaluations: 2007-2008	no	no
71	Evaluation of DFID Country Programmes: Sierra Leone Summary	no	no
72	Monitoring Policy Dialogue: Lessons from a pilot study	no	no
73	Evaluation of DFID country programmes: Sierra Leone	yes	yes
74	Evaluation of the Paris Declaration: DFID donor HQ case study	no	yes
75	Evaluation of the Implementation of the Paris Declaration - Thematic study	no	no
76	Evaluation of the Implementation of the Paris Declaration - Thematic study, Fragile states	no	no
77	Citizen's voice and Accountability evaluation : Mozambique country case study	yes	no
78	Evaluation of the Implementation of the Paris Declaration: Phase 1 - Synthesis Report	no	no
79	Evaluation of DFID Country Programme: Zambia	yes	yes
80	Evaluation of DFID Country Programme: Zambia -	no	no

Summary			
81	Evaluation of DFID Country Programmes: Pakistan 2002-2007 Summary	no	no
82	Evaluation of DFID Country Programmes: Pakistan 2002-2007	no	yes
83	DFID Regional Programme Evaluation: Central Asia, South Caucasus and Moldova	yes	yes
84	Desk Review of DFID's private sector infrastructure investment facilities	no	no
85	Desk Review of DFID's private sector infrastructure investment facilities: Strategic environmental impact assessment	no	no
86	DFID Regional Programme Evaluation: Central Asia, South Caucasus and Moldova - Summary	no	no
87	DFID Country Programme Evaluations: Synthesis of 2006/07 Evaluations	no	no
88	Evaluation of DFID Country Programmes Country Study: West Bengal Summary	no	no
89	Evaluation of DFID Country Programmes Country Study: Nepal Report	no	yes
90	Working Paper 24: Private Sector Infrastructure	no	no
91	Evaluation of DFID Country Programmes Country Study: West Bengal	yes	no
92	Evaluation of DFID Country Programmes Country Study: Indonesia Summary 2000-2006	no	no
93	Evaluation of DFID Country Programmes 2000-2006 Country Study: Indonesia	no	yes
94	Evaluation of Citizen's Voice and Accountability: Review of the Literature and Donor Approaches	no	no
95	Evaluation of DFID Country Programmes Country Study 2001-2005 - Summary	no	no
96	Evaluation of DFID Country Programmes Country Study 2001-2005	yes	yes
97	A List of Priority Actions Extracted from 'Taking Action'	no	no
98	Đánh giá Chương trình Quốc gia:	?	? Vietnamies e
99	Caribbean Regional Programme Evaluation	yes	yes
100	Country Programme Review : Vietnam	no	no

Innovations for Poverty Action

No	Title	complete evaluation of intervention(s)?	ToR?
1	Employment Generation in Rural Africa: Mid-term Results from an Experimental Evaluation of the Youth Opportunities Program in Northern Uganda	yes	no
2	Can We Teach Peace and Conflict Resolution? Results from a randomized evaluation of the Community Empowerment Program (CEP) in Liberia: A Program to Build Peace, Human Rights, and Civic Participation	no	no
3	The GoBifo Project Evaluation Report: Assessing the Impacts of Community Driven Development in Sierra Leone	yes	no
4	Improving Reading Skills by Encouraging Children to Read: A Randomized Evaluation of the Sa Aklat Sisikat Reading Program in the Philippines	yes	no
5	Impact of microcredit in rural areas of Morocco: Evidence from a Randomized Evaluation	yes	no
6	The Miracle of Microfinance? Evidence from a Randomized Evaluation	yes	no
7	Menstruation, Sanitary Products and School Attendance: Evidence from a Randomized Evaluation		page not found
8	Social Security Health Insurance for the Informal Sector in Nicaragua: A Randomized Evaluation	yes	no
9	Teacher Performance Pay: Experimental Evidence from India		wrong link
10	The Use and Misuse of Computers in Education: Evidence from a Randomized Controlled Trial of a Language Arts Program		"object not found"
11	Peer Effects and the Impact of Tracking: Evidence from a Randomized Evaluation in Kenya	yes	no
12	Pitfalls of Participatory Programs: Evidence from a randomized evaluation in education in India	yes	no
13	Pricing and Access: Lessons from Randomized Evaluation in Education and Health	yes	no
14	Pricing and Access: Lessons from Randomized Evaluation in Education and Health	yes	no
15	Use of Randomization in the Evaluation of Development Effectiveness	no	no
16	Scaling Up and Evaluation	no	no
17	Moving To Opportunity: Interim Impacts Evaluation	no	no
18	Improving Immunization Coverage in Rural India: A Clustered Randomized Controlled Evaluation of Immunization Campaigns with and without Incentives	yes	no

19	Reintegrating and Employing High Risk Youth in Liberia: Lessons from a randomized evaluation of a Landmine Action agricultural training program for ex-combatants	yes	no
----	---	-----	----

Ministerie van Buitenlandse Zaken			
No.	Title	complete evaluation of intervention(s)?	ToR ?
1	Independent evaluation of lessons learned from delivering as one		not available
2	Evaluation of NPT and NICHE		not available
3	Evaluation Trade Union Cofinancing Programme 2009-2012	yes	yes
4	Evaluation of the Programme of the Radio Netherlands Training Centre (RNTC)	yes	no
5	Between high expectations and reality: an Evaluation of budget support in Zambia	no	no
6	IOB - Evaluation of Dutch Cooperating Aid Agencies (SHO) Support to Haiti in 2010	yes	yes
7	External Evaluation of SALIN + projects	no	yes
8	The Risk of Vanishing Effects - rural Benin	yes	yes
9	IOB-UNICEF Report: More than Water - rural Mozambique	yes	yes
10	IOB - Evaluation of the Dutch support to capacity development: Facilitating resourcefulness	no	yes
11	Evaluation of the Central Emergency Response Fund	no	yes
12	Evaluation of UNICEF's Early Childhood Development Programme (2008-2010)	no	yes
13	The Evaluation of the Paris Declaration Phase 2	no	yes
14	Midterm evaluation of the Indonesia Facility	no	yes
15	Evaluation of the Common Humanitarian Fund	yes	no
16	Mutual interests - mutual benefits: Evaluation of the 2005 debt relief agreement between the Paris Club and Nigeria	no	yes
17	Intérêts communs - avantages communs. Évaluation de l'accord de 2005 relatif à l'allègement de la dette entre le Club de Paris et le Nigéria	no	yes French
18	Aiding the Peace: A Multi-donor Evaluation of Support to Conflict Prevention and Peacebuilding Activities in Southern Sudan 2005-2010	yes	no
19	Progress Evaluation of the UNICEF Education in Emergencies	yes	no

	and Post-Crisis Transition Programme (EEPCT)			
20	Website Evaluation 'Geld Naar Huis'	yes	no	
21	IOB - Evaluation of Dutch support to capacity development - the case of NIMD	yes	no	
22	Evaluation of the Strategic Alliance for Agricultural Development in Africa (SADAA program) 2006-2009	yes	no	
23	Report on the independent external evaluation of UNESCO	no	yes	
24	IASC Cluster Approach Evaluation, 2nd phase	yes	yes	
25	Mid-Term Evaluation of the EFA Fast Track Initiative			not available
26	Evaluation of the LOGO South Programme 2007-2012	yes	yes	
27	UNAIDS Second Independent Evaluation 2002-2008	no	yes	
28	Global Evaluation Report Water and Sanitation Programme	yes	no	
29	IOB - Investing in infrastructure: evaluation of the LDC Infrastructure Fund	yes	yes	
30	Justice, freedom and security in Europe since 2005: an evaluation of The Hague programme and action plan	no	no	
31	The Five Year Evaluation of the Global Fund	yes	no	
32	Report Mid-term evaluation of the Asia Facility for China	no	yes	
33	Evaluation of the Democratic Governance Thematic Trust Fund UNDP	yes	yes	
34	External Evaluation Global Water Partnership	yes	no	
35	Evaluation The Netherlands Climate Assistance Programme (NCAP)	yes	no	
36	Cluster Approach Evaluation	no	yes	
37	IOB - Joint External Evaluation of the Health Sector in Tanzania: 1999 to 2006	no	yes	
38	Evaluation of the international and education programmes NPT and NFP managed by NUFFIC			not available
39	Evaluation PUM Programme 2001-2005	yes	no	
40	Independent external evaluation of the FAO	no	yes	
41	Evaluation of the Theme-Based Co-Financing Programme (TMF)	yes	yes	
42	Evaluation SNV - New strategy, new results?	no	no	
43	Evaluation of UNDP support to conflict-affected countries	yes	yes	
44	IOB - Institutional Evaluation of the Netherlands Institute for Multiparty Democracy (NIMD)	yes	no	
45	Independent external evaluation of the International Fund for Agriculture Development (IFAD)	yes	yes	
46	IOB - Aid for Trade? An evaluation of Trade-Related Technical Assistance	yes	yes	
47	Joint evaluation of Effectiveness and Impact of the Enabling	yes	yes	

OEC			
D			
No.	Title	complete evaluation of intervention(s) ?	ToR ?
1	Broadening the range of designs and methods for impact evaluations	yes	no
2	Evaluation of the performance of SDC instruments in fragile and conflict-affected contexts	yes	no
3	DFID'S Education Programme in Three East African Countries: Ethiopia, Rwanda and Tanzania	yes	no
4	DFID's Support for Health and Education in India	yes	no
5	Management of UK Budget Support Operations	yes	no
6	Finnish support to development of local governance	yes	yes
7	Evaluation of Norwegian Development Cooperation with Afghanistan 2001-2011	no	yes
8	Evaluation of DFID's Electoral Support through UNDP	yes	no
9	From Seed to Scale-up: Lessons Learned from Australia's Rural Development Assistance	yes	no
10	Review of Evidence of the Effectiveness of CIDA's Grants and Contributions	yes	no
11	Review of the Development Effectiveness of the United Nations Development Programme	yes	no
12	Review of the World Food Programme's Humanitarian and Development Effectiveness	yes	no
13	The Asian Development Bank's Support for the Transport Sector in Sri Lanka	yes	no
14	Peer Review of the Evaluation Function: United Nations Environment Programme	no	yes
15	Peer Review of the Evaluation Function: UN-Habitat	no	yes
16	Working Beyond Government: Evaluation of AusAID's engagement with civil society in developing countries	yes	no
17	Australian aid to the Philippines: Mid-term evaluation of the Australia-Philippines Development Assistance Strategy	yes	no
18	DFID's Programme Controls and Assurance in Afghanistan	yes	no
19	Girl Hub: a DFID and Nike Foundation Initiative	yes	no
20	Effectiveness of DFID's Engagement with the World Bank	yes	no
21	Finnish Concessional Aid Instrument	no	yes

22	Country Programmes between Finland and Nepal, Nicaragua and Tanzania	yes	no	
23	German Humanitarian Aid Abroad - Summary	no	no	
24	Evaluation of Norwegian support to promote the rights of persons with disabilities	yes	no	
25	Country Programme between Finland and Tanzania	yes	yes	
26	Country Programme between Finland and Nepal	yes	yes	
27	Junior Professional Officer (JPO) Programme of Finland	yes	yes	
28	Evaluation of CIDA's Regional Inter-American Program from 2004-2005 to 2009-2010	yes	no	
29	Country Assistance Evaluation of Peru	yes	no	
30	Evaluation of Aid for Trade	yes	no	
31	The World Bank Group's Response to the Global Economic Crisis: Phase II	no	no	
32	Évaluation de l'allègement de la dette en République démocratique du Congo 2003-2010	yes	yes	French
33	Activity Based Financial Flows in UN System: a Study of Select UN Organisations	yes	no	
34	Evaluating the Impacts of Budget Support - Synthesis of Findings from Mali, Tunisia and Zambia.	yes	no	
35	Thematic global evaluation of the Commission support to decentralisation processes	yes	no	
36	Plan décennal de développement du secteur de l'éducation du Bénin	yes	no	French
37	The Global Fund to Fight AIDS, Tuberculosis and Malaria	yes	no	
38	Evaluation of Danish Engagement in and around Somalia (2006-2010)	yes	yes	
39	Evaluation of the Farmer Field School Approach in the Agriculture Sector Programme Support, Bangladesh	yes	yes	
40	Evaluation of the Danish Neighbourhood Programme with a focus on the Economic Development Portfolio	yes	yes	
41	Evaluation Insights #5: Improving food security	no	no	
42	Country Programme between Finland and Nicaragua	yes	yes	
43	Country Programme between Finland and Nicaragua - Annexes	no	no	
44	Méta-évaluation des projets « lignes de crédit »	yes	no	French
45	Evaluation of Norwegian Health Sector Support to Botswana	yes	no	
46	Improving food security: A systematic review of the impact of interventions in agricultural production, value chains, market regulation, and land security	no	yes	
47	The "weltwärts" Development Volunteers Service	no	no	
48	Thematic Evaluation of the European Commission Support to Respect of Human Rights and Fundamental Freedoms	yes	no	

49	Finnish Aid for Trade	yes	yes
50	Inter Agency Standing Committee/Humanitarian Country Team Evaluation of the Humanitarian Response to South Central Somalia (2005-2010)	yes	no
51	Results and Performance of the World Bank Group	no	yes
52	What Works to Prevent Partner Violence?	yes	no
53	More than water: Drinking water supply and sanitation interventions in rural Mozambique	yes	yes
54	The risk of vanishing effects: Impact evaluation of drinking water supply and sanitation programmes in rural Benin	yes	yes
55	Evaluation of the "Women in Africa" Regional Support Initiative	yes	yes
56	ADB's Support for Promoting Good Governance in Pacific Developing Member Countries	yes	no
57	Country Level Evaluation: Republic of Malawi	yes	no
58	Thematic Evaluation of European Commission Support to Justice and Security System Reform	yes	no
59	Agricultural input subsidies in Sub-Saharan Africa	yes	no
60	DFID's Approach to Anti-Corruption	no	no
61	ICAI's Approach to Effectiveness and Value for Money	no	no
62	Between high expectations and reality: An evaluation of budget support in Zambia	no	no
63	DFID's Support to the Health Sector in Zimbabwe	yes	no
64	DFID's Climate Change Programme in Bangladesh	yes	no
65	Evaluation of the EU's Cooperation with the Dominican Republic	yes	no
66	Education matters: Policy review of the Dutch contribution to basic education, 1999-2009	no	yes
67	Assisting Earthquake Victims: Evaluation of Dutch Cooperating Aid Agencies (SHO) Support to Haiti in 2010	yes	yes
68	Pawns of Peace: Evaluation of Norwegian peace efforts in Sri Lanka, 1997-2009	yes	no
69	VERIFIN Training Programme on Verification of Chemical Weapons	yes	yes
70	The Asian Development Fund Operations: A Decade of Supporting Poverty Reduction in the Asia and Pacific Region	yes	no
71	Results-Based Approach in Finnish Development Cooperation	no	yes
72	Transport Sector in the Pacific Developing Member Countries (1995-2010)	yes	no
73	Impact Analysis of the Determinants of the Demand for Financial Services in Rural Morocco	yes	no
74	EC Support to Conflict Prevention and Peacebuilding	yes	no
75	Evaluation of Norwegian Development Cooperation to Promote Human Rights	yes	yes

76	Managing for Development Results	no	no	
77	Joint Evaluation of Support to Anti-Corruption Efforts (2002-2009) - Synthesis report	yes	yes	
78	Evaluation of DFID's International Citizen Service Pilot Stage: Mid-term review	yes	no	
79	L'assistance technique résidente: enseignements du secteur de l'éducation en Mauritanie	yes	no	French
80	Contextual Choices in Fighting Corruption: Lessons Learned	no	yes	
81	Capturing Technology for Development: An Evaluation of Activities in Information and Communication Technologies	no	no	
82	World Bank Country-Level on Governance and Anti-Corruption	yes	no	
83	Municipal development projects in the Palestinian Territories	yes	no	
84	Evaluation of EC Support: Employment and Social Inclusion in Partner Countries	yes	no	
85	The two-pronged approach: Evaluation of Netherlands support to primary education in Bangladesh	yes	yes	
86	Facilitating resourcefulness: Evaluation of Dutch support to capacity development	yes	no	
87	Country Programme Evaluation: The Maldives	yes	no	
88	Joint Evaluation of Budget Support Operations in Mali - Executive Summary	no	no	
89	Secteur forestier dans les bassins du Congo: 20 ans d'interventions de l'AFD	yes	no	French
90	Evaluation of research on Norwegian Development Assistance	no	yes	
91	Évaluation de la mise en œuvre de la Déclaration de Paris - Phase 2 - Mali	yes	no	French
92	Évaluation partenariale des projets d'appui à la gestion des parcs nationaux au Maroc	yes	yes	French
93	Agricultural Water Management: An Evaluation of the Bank's Assistance in Ghana and Mali	yes	no	
94	Horn of Africa evaluations	no	no	
95	Assessment of Development Results: Laos	yes	no	
96	Assessment of Development Results: Papua New Guinea	yes	no	
97	Assessment of Development Results: Brazil	yes	no	
98	Assessment of Development Results: Malawi	yes	yes	
99	Assessment of Development Results: Thailand	yes	yes	
100	Country Programme Evaluation: Uzbekistan	yes	no	

No.	Title	complete evaluation of intervention(s)?	ToR ?	
1	World Relief Mozambique Vurhonga community-based DOTS project : midterm evaluation report	yes	no	
2	Evaluation of the limye ak organizasyon pu kolekyivite yo ale lwen (LOKAL) program in Haiti	yes	no	
3	Final evaluation of the Armenia small scale infrastructure project (SSIP)	yes	no	
4	Evaluation of the National Democratic Institute's last three years of programming in Armenia	yes	no	
5	Final evaluation of the advancing Armenia's elections management and democratic culture (AAEM-DC) project	yes	no	
6	Midterm evaluation of the Armenia rule of law program	yes	no	
7	Egypt capacity building and policy support in the water and wastewater sector : performance evaluation report	yes	no	
8	United States assistance to Balochistan border areas evaluation report : annex A - impact assessment	no	no	
9	United States assistance to Balochistan border areas evaluation report	yes	no	
10	Evaluation of the improving the business climate in Morocco (IBCM) program and assessment of the business-enabling environment in Morocco : final report	yes	no	
11	Informe de evaluacion : consultoria : sistematizacion y evaluacion del programa jovenes constructores El Salvador : creacion de empleo para la recuperacion economica	yes	no	Spanish
12	Mid-term evaluation report : Lira District child survival project in Uganda	yes	no	
13	Formative evaluation of justice sector development project II	yes	no	
14	Ethiopia health sector financing reform midterm project evaluation	yes	no	
15	USAID/Peru Millennium Challenge Corporation (MCC) immunizations threshold program (ITP) assessment : final report	yes	no	
16	Mid-term evaluation of the integrated disease surveillance and response project	yes	no	
17	Final performance evaluation of the building recovery & reform through democratic governance in the DRC (BRDG) project	yes	no	
18	Final evaluation of the land rights and community forestry program (LRCFP)	yes	no	
19	Year two summary self-assessment : integrated coastal and fisheries governance initiative (ICFG), October 1, 2010-September 30, 2011	yes	no	

20	HIV/AIDS portfolio evaluation USAID/Cambodia : final report	yes	no
21	Performance evaluation of the USAID/Vietnam support for trade acceleration (STAR) project : final report	yes	no
22	Transparency & accountability grant project : summative evaluation final	no	no
23	Afghanistan rule of law stabilization program (informal component) : assessment : final report	yes	no

<u>Active Learning Network for Accountability and Performance in Humanitarian Action</u>			
No	Title	complete evaluation of intervention(s)?	ToR ?
1	Evaluation of the Consortium of British Humanitarian Agencies (CBHA) pilot phase	yes	no
2	Real Time Evaluation of CRS' (EARLI Niger) Emergency Agricultural Recovery and Livelihoods Intervention	yes	no
3	External Evaluation of ACF International's Response to the Horn of Africa Crisis	yes	yes
4	Haiti Humanitarian Assistance Evaluation	yes	no
5	Evaluation of Neighbour in Need-funded Agencies' Response to the Horn of Africa Food Crisis, 2011	yes	no
6	IASC Real Time Evaluation (IASC RTE) of the Humanitarian Response to the Horn of Africa Drought Crisis	yes	yes
7	Evaluation to assess Merlin's Emergency Response in Haiti	no	no
8	Evaluation of the CBHA Early Recovery Programme in Pakistan	yes	yes
9	Evaluation of the DEC-funded programme in Haiti - Phase 1 and Phase 2.1	yes	yes
10	An Independent Final Evaluation of the Action of Churches Together Alliance Haiti Appeal HTI-101 (Jan 2010 - Dec 2011)	yes	yes
11	Disasters Emergency Committee - East Africa Crisis Appeal Ethiopia Real-Time Evaluation Report	yes	yes
12	Disasters Emergency Committee - East Africa Crisis Appeal Kenya Real-Time Evaluation Report	yes	yes
13	Evaluation of the Protection Standby Capacity (ProCap) and Gender Standby Capacity (GenCap) Projects	yes	no
14	IASC Evaluation of humanitarian interventions in South and Central Somalia from 2005-2010	yes	no
15	Inter-Agency Standing Committee (IASC) Evaluation of the Humanitarian Response in South Central Somalia 2005-2010	yes	yes

16	CARE Jordan: Material assistance and emergency cash assistance evaluation	yes	no	
17	Assisting Earthquake Victims: Evaluation of Dutch Cooperating Aid Agencies (SHO) Support to Haiti in 2010	yes	yes	
18	Haiti: An Evaluation of WFP's Portfolio (2005-2010)	yes	yes	
19	Real-time evaluation of Ethiopia drought response			not accessible
20	Real-time evaluation of the Kenya drought response			not accessible
21	Real-time evaluation: Somalia drought response			not accessible
22	Evaluation of the Danish engagement in and around Somalia 2006-10	yes	yes	
23	5-year evaluation of the Central Emergency Response Fund	yes	no	
24	External evaluation of the International Organization for Migration on ongoing activities developed under the agreement between Sida and IOM on support to the flash appeal for Haiti earthquake 2010	yes	no	
25	Real-time evaluation of DG ECHO's response to the Haiti crisis and review	yes	yes	
26	Beneficiary Communications Evaluation, Haiti Earthquake Operation 2011	yes	no	
27	Haiti earthquake response: evaluation of Oxfam GB's DEC-funded programme	yes	no	
28	Final Evaluation of the Somriddhi Project in Bangladesh	yes	no	
29	Evaluation team for Norwegian Refugee Council's Programme in Colombia	yes	yes	
30	Impact Evaluation of the Post Aila Recovery Project in Sundarbans, West Bengal, India: Executive Summary	no	no	
31	Mapping Impacts of Participatory Disaster Proofing of Tsunami Affected War Torn Villages	no	no	
32	An evaluation of Save the Children's cash transfer project in Aweil East County, Northern Bahr el Ghazel State, South Sudan	yes	yes	
33	Evaluation of SDC Humanitarian Aid: Emergency Relief	yes	no	
34	Evaluation of DG ECHO's Action in Uganda	yes	no	
35	Evaluation of DG ECHO's Action in Uganda - Linking Relief and Rehabilitation to Development	yes	no	
36	Inter-agency Real Time Evaluation (IA RTE) of the Humanitarian Response to the Floods in Pakistan	yes	yes	
37	Independent Evaluation of the Ushahidi Haiti Project	yes	yes	
38	Real-time Evaluation of CARE's Response to the Drought and Food Security Emergency, Southern Lao, 2010-11	yes	no	

39	CRS Haiti real-time evaluation of the 2010 earthquake response	yes	no	
40	Evaluation of the Common Humanitarian Fund, Country report: Sudan	yes	no	
41	Evaluation of the activities of the Dutch Cooperating Aid Organisations involved in the SHO Haiti Action covering the year 2010	no	yes	
42	Country Portfolio Evaluation - WFP Zimbabwe (2006 - 2010)	no	yes	
43	Pakistan Floods 2010: The DEC Real-Time Evaluation Report	yes	no	
44	Evaluation of OCHA emergency response to the Haiti earthquake	yes	yes	
45	Evaluation and Strategy Orientation of DG ECHO-Funded Health Sector Activities in Burmese Refugee Camps in Thailand (2004-2009)	yes	no	
46	Evaluation of Guatemala protracted relief and recovery operation 104570: "Recovery and Prevention of undernutrition for vulnerable groups"	no	no	
47	Evaluation of the Common Humanitarian Fund, Country report: CAR	yes	no	
48	Evaluation of the protracted refugee situation (PRS) for Burundians in Tanzania	yes	yes	
49	Evaluation of the mediation support unit standby team of mediation experts	yes	no	
50	Evaluation of the NRC's Country program in DR Congo, (2007 - 2009)	yes	yes	
51	Real-time Evaluation of Oxfam's Earthquake Response in Chile 2010			not accessible
52	Country Portfolio Evaluation - WFP Kenya 2006 - 2010			not accessible
53	Haiti Humanitarian Aid Evaluation	yes	no	
54	Inter-agency real-time evaluation of the humanitarian response to the earthquake in Haiti: 20 months after	yes	yes	
55	Joint Humanitarian Impact Evaluation: report on consultations	no	yes	
56	Real-time Evaluation of CRS' Flood Response in Pakistan	yes	yes	
57	Real-Time Evaluation of UNICEF's Response to the Sa'ada Conflict in Northern Yemen	yes	no	
58	Aiding the Peace: A Multi-donor Evaluation of Support to Conflict Prevention and Peacebuilding Activities in Southern Sudan 2005-2010	yes	yes	
59	Strategic Evaluation - WFP's role in ending long-term hunger	no	yes	
60	Strategic Evaluation of WFP's Role in Social Protection and Safety Nets	no	yes	
61	Evaluation of CARE's DEC Phase 1 and DfID Dadu Projects	yes	no	
62	Evaluation of Australian funded programmes in response to the Haiti earthquake	no	yes	

63	Evaluation of DG ECHO's Actions in the Democratic Republic of the Congo	yes	no	
64	Joint Independent Evaluation of Humanitarian Response in Haiti	yes	yes	
65	Evaluation of Christian Aid's Response to Typhoon Ketsana	yes	no	
66	Country Portfolio Evaluation, Rwanda 2006-2010	no	yes	
67	Inter-Agency Real Time Evaluation (IA RTE) of The Humanitarian Response to Pakistan's 2009 Displacement Crisis	yes	yes	
68	Mid Real-time Evaluation of Oxfam International's response to the food crisis in Niger			not accessible
69	Tearfund UK & Tear NL: Evaluation of DEC-funded Shelter Projects following the 2009 Indonesian Earthquake	yes	no	
70	Evaluation of DG ECHO's assistance to vulnerable groups affected by the crisis in the Central African Republic during the period 2007 - 2010	yes	no	
71	Evaluation of the UNICEF education programme in Timor Leste			not accessible
72	Nepal: An Evaluation of WFP's Portfolio	yes	no	
73	Real-time Evaluation of Christian Aid's Response to the Haiti Earthquake	yes	no	
74	Sudan EMOP 10760.0: Food assistance to populations affected by conflict: An Operation Evaluation	yes	yes	
75	Changing the way UNHCR does business? An evaluation of the Age, Gender and Diversity Mainstreaming Strategy, 2004-2009	no	yes	
76	Chad: An Evaluation of WFP's Portfolio (2003-2009)	yes	yes	
77	CRS Indonesia West Sumatra Transitional Shelter Evaluation Report	yes	yes	
78	Real-time Evaluation of Tearfund's Haiti Earthquake Response	yes	no	
79	Real-time evaluation of the response to the Haiti earthquake of 12 January 2010	yes	no	
80	Evaluation of WFP Country Programme 10418.0 Ghana (2006-2010)	yes	yes	
81	IASC Cluster Approach Evaluation, Country Study - Chad	yes	no	
82	IASC Cluster Approach Evaluation, Country Study - Democratic Republic of Congo			not accessible
83	IASC Cluster Approach Evaluation, Country Study - Haiti	yes	no	
84	IASC Cluster Approach Evaluation, Country Study - Myanmar	yes	no	
85	IASC Cluster Approach Evaluation, Country Study - Occupied Palestinian territory	yes	no	
86	IASC Cluster Approach Evaluation, Country Study - Uganda	yes	no	
87	Inter-Agency Real Time Evaluation (IA-RTE) of the Humanitarian Response to Typhoons Ketsana and Parma in the Philippines	yes	yes	
88	Inter-agency Real-time Evaluation (IA RTE) of the Humanitarian	no	yes	

<u>Response to the Haiti Earthquake</u>			
89	<u>Evaluation on the Provision of Air Transport in Support of Humanitarian Operations</u>	yes	no
90	Country Programme Evaluation: Sudan	yes	yes
91	<u>Evaluation of DFID-UNICEF Programme of Cooperation: Investing in Humanitarian Action</u>	yes	no
92	<u>Evaluation of the DG ECHO's Action In Response to the IRAQI Crisis (2007 - 2009)</u>	yes	no
93	Evaluation Report of Egypt Country Programme 10450.0 (2007-2011)	yes	yes
94	<u>Second Real Time Evaluation of FAO's work on Highly Pathogenic Avian Influenza</u>	yes	no
95	Evaluation of the DEC-funded CAFOD Health and WASH Project in the DRC	yes	yes
96	<u>HelpAge International Evaluation of Phase 1 of DEC funded response to North Kivu Crisis</u>	yes	no
97	Evaluation of the Humanitarian Mine Action Activities of Norwegian People's Aid	yes	yes
98	Evaluation of Norwegian Support to Peacebuilding in Haiti 1998-2008	yes	yes
99	Evaluation of WFP Timor-Leste PRRO 10388.1 Assistance to Vulnerable Populations (September 2008-August 2010)	yes	yes
100	<u>Real Time Evaluation- Typhoon Ketsana/Ondoy and West Sumatra Earthquake</u>	yes	no

<u>CARE</u>			
No.	Title	complete evaluation of intervention(s) ?	ToR ?
1	Women's Empowerment project in Zanzibar	yes	no
2	AFG - ABEC - Final - Sep 05	yes	yes
3	Midterm Evaluation ABEC Project	yes	yes
4	Evaluation of CARE Afghanistan	yes	yes
5	Evaluation of two facilitation agencies community grants for school development project	yes	no
6	Lessons Learned from CARE's communication in the Afghanistan Crisis, 2001	no	no

7	Support for Rural Livelihood through Enhanced Planning and Implementation of Employment Generation Schemes Project	yes	yes	
8	Evaluation of Fatta III Program	yes	yes	
9	Humanitarian Assistance for Women of Afghanistan (HAWA)	no	yes	
10	Khobareh Khosh Retail Store: Exit Strategy & Project Evaluation	yes	no	
11	Final Evaluation Report of the LIWP (Labour Intensive Works Programme)	yes	yes	
12	Security of Livelihoods for Afghan Returnees	yes	no	
13	Consortium for Development Relief in Angola (CDRA) Final Evaluation 11/05	yes	yes	
14	Luanda Urban Poverty Programme Angola 08/06	yes	yes	
15	CARE Angola Child Survival Project 2002	yes	no	
16	AGO - Strengthening Community Resilience and Responses to HIV-AIDS 07-06	yes	no	
17	Final Evaluation CAMRI	yes	no	
18	CARE INTERNATIONAL – ANGOLA Child Survival Project -- Kuito	yes	no	
19	Project Evaluation Report: Potable Water and Sanitation for IDPs and local Population in Quipungo	yes	no	
20	Bié Food Emergency Project	no	yes	
21	Lubango Peri-urban Social Mobilization and Hygiene Education Project Phase III – LUBAGUA	yes	no	
22	Integrated Food Security Program			not accessible
23	Report on Effectiveness of Delivery Mechanisms, Quality and Magnitude of Secondary Adoption, Effectiveness of Linkage-Networks and Pilot Interventions	yes	no	
24	ASSESSMENT OF CHOLEN PROJECT IN CHITTAGONG HILL TRACTS	yes	no	
25	BGD - CHOLEN-SHABGE Evaluation of Pilot Initiative 10-06	yes	yes	
26	Assessment of CRC Pilot Project of CARE- Bangladesh	yes	yes	
27	Integrated Food Security Program ▪ IFSP	yes	no	
28	Cyclone Sidr Final August 2008			not accessible
29	EOP RLP Capturing Lessons Learned			not accessible
30	LIFE-NOPEST ANR report on the Baseline Surveys	yes	no	
31	LIFE-NOPEST - Baseline and Monitoring report on agriculture production	yes	no	
32	Manusher Jonno OPR			not accessible

				e
33	LIFE-NOPEST Marketing plan	no	no	
34	4NOPEST II OD Baseline	no	no	
35	LIFE NOPEST PHASE 2 PROJECT - Baseline Report	no	no	
36	CARE Rural livelihood program - First output	yes	no	
37	Rural Management Program October 2006			not accessible
38	BGD - RMP Livelihood security of graduated women 08-05	yes	no	
39	Reducing Vulnerability to Climate Change (RVCC)	no	no	
40	School Effectiveness Through Union Parishad (SETUP), Pilot Project of CARE Bangladesh	yes	yes	
41	Trafficking and HIV and AIDS Prevention Project	no	no	
42	Urban Slums & Fringes Project Bangladesh	yes	no	
43	VAW Initiatives Program Assessment	no	yes	
44	Bangladesh Urban Disaster Mitigation Project			not accessible
45	SHAKTI-2 and RASTTA-BONDOR Projects Bangladesh	yes	no	
46	Strengthening Household Access to Bari Gardening Extension			not accessible
47	The WATSAN Partnership Project	yes	yes	
48	PROJECT TITLE: Strengthening advocacy for Indigenous People and Rural Farmers in Bolivia	no	no	
49	Warmi/Kharis a methodology of empowerment for the third millennium	no	no	
50	Child Survival XIII Bolivia	yes	no	
51	MAPA YUNGAS - Bolivia	yes	no	
52	Our bodies our decision - Bolivia Summary	no	no	
53	OUR BODIES, OUR HEALTH	yes	no	
54	Peace and Development Bolivia	yes	no	
55	Midterm Evaluation for T2 Program			not accessible
56	Comercialización de productos forestales no maderables: factores de éxito y fracaso”	no	no	Spanish
57	RAWA informe final en ingles	yes	no	
58	PREVENTION OF TRAFFICKING IN HUMAN BEINGS FROM, TO AND THROUGH BULGARIA	yes	no	
59	Evaluation of the Community Based Bujumbura Peace Programme	yes	yes	
60	Ponlok Thmey Presentation	no	no	

61	Community-Integrated Management of Childhood Illness Pilot Project Cambodia	yes	no	
62	OPTION-DOL Tec Report			not accessible
63	Literacy for Empowerment of Adolescents Project Cambodia	yes	yes	
64	Semi Annual reporting LEAP	yes	no	
65	SAVINGS MOBILISATION PROJECT - BATTAMBANG PROVINCE 2001	yes	no	
66	Community-Integrated Management of Childhood Illness ex post evaluation Cambodia	yes	no	
67	IMCI Project Assessment	yes	no	
68	DPAP Prey Deng	yes	no	
69	DPM-LAF Final Evaluation			not accessible
70	IDDP Final - Jan 04			not accessible
71	KMH - TBA-Midwife Alliance Final Report 12-04	yes	no	
72	TCD - Community-Based Support for Darfur Refugees 10-05	yes	no	
73	CONGO EN ACTION POUR LA PAIX - Baseline Study	no	no	
74	CONGO EN ACTION POUR LA PAIX - Final Evaluation	yes	no	
75	Lafaek as a tool to support Education Projects in East Timor	no	yes	
76	LAC PRA NARRATIVE QUARTERLY REPORT FORMAT. PROMESA FINAL REPORT 2006	no	no	
77	Community Action in Support of Education	yes	no	
78	AAA CARE Egypt 2007	yes	yes	
79	EGY - Interim Evaluation - R4 Report 06-06	yes	yes	
80	EGY - SAFE final evaluation 09-06	yes	no	
81	Capability Enhancement through Citizen Action Egypt	yes	no	
82	THE INTEGRATED DEVELOPMENT PROJECT WITH EMPHASIS ON WATER AND SANITATION	yes	no	
83	New Schools Project Egypt Mid-term Evaluation	yes	no	
84	PROYECTO JOYA ANCHA	no	no	
85	Adolescent Reproductive Health in Eritrea Program Report	no	no	
86	COMMUNITY-BASED SAVINGS AND CREDIT ASSOCIATION PROJECT Eritrea	yes	yes	
87	Emergency Drought Assistance: Eritrea	yes	no	
88	Emergency Agriculture Assistance Project Eritrea	yes	no	
89	CARE International- Eritrea Humanitarian Information Systems Project	yes	no	
90	Integrated Food Security Project Eritrea	yes	no	

91	ETH - FP-HIVAIDS Project Final Evaluation 04-06	yes	no	
92	ETH - FFSSP 02-06	yes	yes	
93	ETH - Awash FGC 12-05	yes	no	
94	Rehabilitation and Greater Horn Project Ethiopia	yes	no	
95	Reducing Village vulnerability Ethiopia (REVIVE)			not accessibl e
96	ETH - CSCS final evaluation 06-05	yes	yes	
97	FOUNDATIONS TO ENHANCE MANAGEMENT OF MATERNAL EMERGENCIES (FEMME)	yes	no	
98	FARTA Survival Children Ethiopia	yes	no	
99	ETH - MARCH outcome evaluation 05-06	yes	no	
100	A Final Evaluation of the Urban HIV/AIDS Prevention and Control Project	yes	no	

8.5 2nd browsing evaluations

2nd Browsing										
No.	Title	Year	Organization	Sector	Purpose	Participatory methodology or methods/tools	Language	Country/Region	remarks	
1	DFID's Youth Volunteering Programme, 'Platform 2'	2008-2011	funded by DFID (implemented by Christian Aid, BUNAC)	education	"conduct a high quality independent PCR [of the program]. The consultancy will identify to what extent the project has achieved its purpose and outputs" (p. 29)	none	English	Ghana, India, Peru, Kenya, Nepal, South Africa	key recipients: DFID, project partners and potential future sponsors (p. 30)	key recipients: DFID, project partners and potential future sponsors (p. 30), but actually a programme implemented in the UK itself and not in IDC
2	Joint Irish Aid and DFID's country programme evaluation Tanzania	2004/05-2009/10	DFID, Irish Aid	overall	"learn the lessons of experience so as to inform new DFID and Irish Aid country strategy", "provide accountability to all stakeholders, Tanzanian, British and Irish that the DFID and Irish Aid programmes in Tanzania were well conceived and have been effectively and efficiently managed", "lessons learned that can be applied to future joint development partner and country led evaluations." (A1-4)	"field work [...] to triangulate findings and to drill down to community level so as to better understand the impact of government programmes" (p. A1-4)	English	Tanzania	even though a field visit is planned, no questioning or any other participatory tool is mentioned	
3	Impact Evaluation of the Sector Wide Approach (SWAp), Malawi	2004-2008 (pre-SWAp), 2005-2009 (SWAp)	UK Aid (DFID), hrc (DFID human development resource centre)	health	"whether or not the Health SWAp in Malawi has had impact, will highlight key policy issues, and will attempt to quantify and attribute success to DFID's direct or indirect investment" (p. 53)	"Interviews with MoH and Development Partners" (p. 53), mentioned under "data sources"	English	Malawi	only participatory tool (interviews) merely seen as data source	
4	DFID's Mozambique country programme	2006-2009	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives", "Choice of aid instruments", "DFID's role as a development partner", "DFID's success in implementing its country strategy" (p. A1-57)	"country/regional office staff have an opportunity to feed in key questions", "The team should include at least one locally based consultant as a full team member." (A1-59); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors, NGOs and civil society etc.) about all aspects of the programme over the five year evaluation period – using checklists as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) should also be considered.", "Fieldtrips outside the capital city to include some beneficiary analysis are not a standard part of a CPE but we would encourage consideration of where this may be possible and how it would be undertaken in relation to the countries proposed for 2009/10." (p. A1-60) they want the evaluation to address and contribute as appropriate to the process" (English	Mozambique	"primary audience [...] is the UK government and DFID senior managers	

5	Country Programme Evaluation Sudan	2005-2008	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, "Choice of aid instruments", "DFID's role as a development partner", "DFID's success in implementing its country strategy" (p. A2-1)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (A2-3); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors etc.) about all aspects of the programme over the five year evaluation period – using checklists as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialed on a pilot basis" (p. A2-4)	English	Sudan		
6	Evaluation of DFID Country Programmes: Yemen	2008/09	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments", "DFID's role as a development partner", "DFID's success in implementing its country strategy" (p. A2-1)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (A2-3); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors etc.) about all aspects of the programme over the five year evaluation period – using checklists as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialed on a pilot basis." (p. A2-4)	English	Yemen		
7	Synthesis of Country Programme Evaluations Conducted in Fragile States	2008/09	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, "DFID's role as a development partner", "DFID's success in implementing its country strategy" (p. 62)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (p. 64); "The team should cover all the major sectors of the country programme and if possible should include at least one locally based consultant as a full team member." (p. 64); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors etc.) about all aspects of the programme over the five year evaluation period – using checklists as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialed on a pilot basis." (p. 64)	English	Afghanistan, Ethiopia, Cambodia, DRC, Sudan		

8	Country Programme Evaluation DRC	2003-2008	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, DFID's role as a development partner", "DFID's success in implementing its country strategy" (p. 69)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (p. 71); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors etc.) about all aspects of the programme over the five year evaluation period – using checklists as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialed on a pilot basis." (p. 72)	English	DRC		
9	DFID Influencing the Health Sector	x	DFID	health	"A comprehensive assessment of the impact of DFID's influencing work across bilateral and multilateral investments in health is not feasible or expected within the resources and time allowed for this work." (p. 32)	"using telephone surveys (with all relevant stakeholders) and other evidence, the most significant changes in the change process –changes that the informants consider absolutely necessary for the final outcome of the policy process." (p. 33); "triangulate against views from key informants also contacted in other stakeholders such as donors, civil society, external policy commentators in academia" (p. 34)	English		"report should therefore be quantitative and focused" (p. 35)	
10	Joint External Evaluation - Evaluation of the UNHRC Joint Organization Strategy	2007-2009	Canada, Denmark, Sweden, UK	donor harmonization	"to determine the extent to which it has delivered the objectives and desired impact outlined in this strategy" (1st goal); "to review the harmonized approach taken to the strategy and share lessons-learned about the strengths and weaknesses of the approach" (2nd and main goal) (p. 58)	"mixed method approach" (p. 61); "key informant interviews" (p. 61); "triangulate information" (p. 62); "The reference group [containing UNHCR, and three donors] will be involved at key stages of the evaluation, providing inputs to the TORs and comments on the findings and recommendations, and on draft reports in their entirety" (p. 61)	English		"primary audience is the management and governing bodies of the three donors and UNHCR" (p. 58)	
11	Evaluation of DFID Country Programmes: Cambodia	2008-09	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, DFID's role as a development partner, "DFID's success in implementing its country strategy" (p. A1-1)	"country/regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (p. A1-2); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors, etc.) about all aspects of the programme over the five-year evaluation period – using checklists as appropriate. Web-based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialed on a pilot basis." (p. A1-3)	English	Cambodia		

12	Country Programme Evaluation Ethiopia	2008-09	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, DFID's role as a development partner, DFID's success in implementing its country strategy" (p. 85)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (p. 87); "[evaluation team] should include at least one locally based consultant as a full team member." (p. 88)	English	Ethiopia		
13	Joint Evaluation of Citizens' Voice and Accountability - Synthesis Report		DANIDA, Sida, NORAD, BMZ, SDC, SES, and DFID.		"To map and document approaches and strategies of development partners for enhancing voice and accountability in a variety of developing country contexts; and to learn lessons on which approaches have worked best, where and why [and] To assess effects of a range of donor voice and accountability interventions on governance and on aid effectiveness, and whether these effects are sustainable" (pp. 69)	"On the basis of the pilot exercises the consultant will make an assessment of the suitability of the proposed methodology and framework" (p. 72)	English		methodology determined by evaluator	
14	Regional Programme Evaluation: Western Balkans	2007-08	DFID	overall			English		very bad ToR, not considered as complete	
15	Evaluation of DFID Country Programmes: Sierra Leone	2007-08	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, DFID's role as a development partner, DFID's success in implementing its country strategy" (p. A1-1)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self evaluation as part of the process" (p. A-2); "include at least one locally based consultant" (p. A-3); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors etc.) about all aspects of the programme over the five year evaluation period – using checklists and stakeholder matrices as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialled on a pilot basis." (p. A-3) ion as part of the process	English			
16	Evaluation of DFID Country Programmes: Zambia	2007-08	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, DFID's role as a development partner, DFID's success in implementing its country strategy (p. A-1)	"country/ regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process" (p. A-2); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors etc.) about all aspects of the programme over the five year evaluation period – using checklists and stakeholder matrices as appropriate. Web based surveys of staff and other stakeholders (e.g other donors and NGOs) will also be trialed on a pilot basis." (p. 3)	English			

17	DFID Regional Programme Evaluation: Central Asia, South Caucasus and Moldova	2007-08	DFID	overall	"assess [...] country strategy and links to poverty outcomes and DFID's corporate objectives, Choice of aid instruments, DFID's role as a development partner, DFID's success in implementing its country strategy (p. 65)	"country/regional office staff have an opportunity to feed in key questions they want the evaluation to address and decide whether they wish to undertake self-evaluation as part of the process." (p. 66); "should include at least one locally based consultant as a full team member" (p. 67); "will interview DFID staff (current and past) and partners (in government, multilaterals, other donors, civil society, etc.) about all aspects of the programme over the five year evaluation period – using checklists and stakeholder matrices as appropriate. Web based surveys of staff and other stakeholders (e.g. other donors and NGOs) will also be trialed on a pilot basis." (p. 67)	English	Central Asia, South Caucasus and Moldova		check
18	Caribbean Regional Programme Evaluation	2006-07	DFID	overall	"draw cause and effect links between: Programme direction and the poverty outcomes to which they are linked; choice of instruments and objectives; DFID as a development partner" (p. 63)	"Identify key stakeholders, internal and external to DFID, who they will interview" (p. 64); "set up and plan the main field visit including consulting with local DFID staff and getting their support" (p. 64); "Identify and engage a consultant locally as part of the evaluation team" (p. 64)	English	Caribbean		
19	Trade Union Cofinancing Programme	2009-2012	Minbuza	trade union financing	"assess to what extent FNV and CNV incorporated the revised requirements, set out in the current grant policy framework, on planning, monitoring and evaluation (PME), the selection of partners and limiting the number of partner countries, and whether these changes have boosted programme effectiveness, as projected in the 2008 IOB evaluation of the VMP" (p. iv)	"Besides studying documents, the evaluator will interview key individuals at CNV International and FNV Mondiaal.", "The evaluator will conduct field studies in two partner countries: Ghana and Indonesia (see 3.2). Partner organizations in these countries will be asked to participate in the study" (p. vii)	English	Indonesia, Ghana		
20	IOB Evaluation: Assisting Earthquake Victims: Evaluation of Dutch Cooperating Aid Agencies (SHO) Support to Haiti in 2010	2010-2014	Minbuza	Emergency relief	"insight into the effects of the support provided by the SHO organizations to Haiti during 2010, with the intention of providing lessons for them, for the SHO as a whole and for the Ministry of Foreign Affairs. The evaluation also serves an accountability purpose by reporting how the funds provided by the Ministry and the general public in the Netherlands have been put to use and to what effect. In order to serve its accountability function for the Haitian stakeholders, a French version of the final report may also be issued" (p. 168)	"perspectives of different stakeholder groups and indicators in relation to the goals of the interventions at issue. Attention will be paid to ascertaining the views of different stakeholders including beneficiaries, about the interventions concerned" (p. 170)	English	Haiti	users: SHO and implementing partners, NGOs working in Haiti, Minbuza, general public in the NL, national stakeholders in Haiti, wider development community	

21	Impact Evaluation of drinking water supply and sanitation programmes in rural Benin	2008-2010	Minbuza	Water	"identify quantitatively, at the level of localities in Benin between 2008 and 2010, the effect of the WSS programmes on water quantity and quality used by households (at point of source as well as at point of use); on time for collection of water (outcome indicators); on selected health impacts; and on selected livelihood impacts (education by gender, health costs, number of days being sick, etc.)" (p. 166)	"apply surveys of a sample of localities in rural Benin. An important characteristic of the study is the fact that it employs data from baseline and follow-up surveys" (p. 170)	English	Benin		
22	Impact Evaluation of drinking water supply and sanitation programmes in rural Mozambique	2007-2013	Minbuza	Water	"if and to what extent the expected effects of the programme materialize in practice, which interventions work best and explore which factors explain the findings. The impact study will also investigate whether sustainability of infrastructure and services is ensured" (p. 140)	"Interviews with key informants will provide supplementary information" (p. 142); "data collection will be a sample based questionnaire at community and household level for the community level component and at school level for the school component. In principle the same questionnaires will be used as the ones used for the baseline survey. In addition available health and educational records and relevant data from the recently held census on sample communities and schools will be used" (p. 142)	English	Mozambique		
23	Towards improved local governance through strengthened local government - LOGO South program	2007-2010	financed by Minbuza, executed by VNG International	Local water management, waste management, citizen participation, HIV/Aids	"assess the results achieved to date [...] assess the programme design and implementation (relevance, effectiveness, efficiency), to recommend elements on content and design for a follow up programme" (p. 82)	as laid down in the evaluation matrix: desk research, field research, interviews	English	Benin, Egypt, Ghana, Indonesia, Namibia, Nicaragua, The Palestinian Territories, Sri Lanka, Sudan, Surinam, Tanzania, South Africa	evaluator has mainly to decide on the methodology of evaluation	
24	IOB Evaluation: Investing in infrastructure - Evaluation of the LDC Infrastructure Fund	2002 - 2013 (after extension in 2006)	Minbuza	infrastructure	"aims to determine the Fund's development impact" (p. 102)	"answered through an analysis of project documents, client files, internal evaluations by FMO, interviews with stakeholders and risk analyses of infrastructure projects in the selected countries" (p. 104);	English	Bangladesh in Asia and on Angola, Benin, Burkina Faso, Mali, Mozambique, Senegal, Tanzania, Uganda and Zambia in Africa		

25	Evaluation of the Democratic Government Thematic Trust Fund (DGTTF)	2001-2006	UNDP	democratic development	"strategic, forward-looking assessment that is expected to provide valuable lessons and recommendations to the Allocation Commission and DGG in particular for positioning and improving the DGTTF mechanism in promoting democratic governance for human development. Secondly, the evaluation will inform the strategic positioning of the fund in the context of UN Reform. Finally, it will inform the development of a communication strategy on the fund" (p. 53)	desk review, surveys, country visits and "Gender analysis and protection of vulnerable groups will be fully integrated at every stage and in all aspects of the evaluation" (p. 55)	English	global	interesting, because vulnerable groups are mentioned are supposed to be considered	evaluation of a fund, not a programme or project
26	Evaluation of the Theme-based Co-financing Programme (TMF)	2003-2006 and 2004-2007	Minbuza	overall	"to what extent are TMF organizations efficient and effective? To what extent are their activities [...] relevant and sustainable? What are the effects of interventions by or involving developing-world NGOs that are partly financed by TMF organizations? To what extent do TMF organizations have the capacity to learn?" (p. 119)	value chain analysis, "not only research the effects on target groups but also analyse the larger context, so that it becomes clear what contextual (political, economic, social, cultural, or environmental) factors have played a role" (p. 122)	English	global	interesting, but mainly methodology is up to the evaluating team	methodology chosen not participatory
27	Evaluation of UNDP Support to Conflict-affected countries	since	UNDP	crisis and post-conflict rehabilitation	"analyze transition" of countries involved, "assessing results of UNDP programming interventions", "indicate how UNDP has used partnerships at local, national and international levels", "provide substantive insights on how to ensure that lessons learned [...] can be institutionalized" (pp. 76)	"desk reviews, stakeholder meetings, client surveys, and focus group interviews and select site visits" (p. 79); "questionnaire will guide their interviews in New York, UNDP country offices and the Geneva Office of the Bureau for Crisis Prevention and Recovery (BCPR). The questionnaire will be reviewed by the Evaluation Office, BCPR and other select Headquarters units" (p. 80); "The UNDP country office focal point will be expected to organize all relevant meetings with the country office team, government representatives and all other relevant partners, including civil society institutions, NGOs, and selected beneficiaries of projects/programmes. The evaluation questionnaire will also serve as a guide for collecting data during the interviews. Visits will involve meetings, interviews, surveys and focus group discussions with stakeholders" (p. 80)	English	global		

28	An independent external evaluation of the International Fund for Agricultural Development	1994-2002		agriculture	"determine IFAD's contribution to rural poverty reduction, the results and impact it has achieved in this area, and the relevance of the organization's mission and objectives in relation to international development goals and the national development strategies of IFAD borrowing countries" (p. 146)		English	global	out, because of time frame	
29	Aid for Trade? An evaluation of trade-related technical assistance	since 1992	Minbuza	aid for trade			English	global	out, because of time frame	
30	Joint Evaluation of Effectiveness and Impact of the enabling development policy of the World Food Programme (WFP)	since 1999	BMZ	WFP			English	g	out, because of time frame	
31	Evaluation of the CBHA Early Recovery Programme in Pakistan	2010-2011	DFID-CBHA	early recovery programmes	"assess the CBHA Early Recovery programme in Pakistan, both in terms of the implementation and result of activities, and the use of a consortium model of collaborative working to deliver the programme [... as well as] Determine if the programme was implemented effectively, Increase in CBHA's knowledge of early recovery programmes, Contribute to the humanitarian system's learning about local-level consortia, Inform strategic thinking within both the CBHA and DFID" (p. 73)	"Interview of key stakeholders in London, Islamabad, and 3 field offices in Sindh and Punjab, Online staff survey targeted at senior field staff, Preparation of data collection tools (Focus Group Discussions, Key Informants Semi Structured Interviews qualitative questionnaires, and Household Survey quantitative questionnaire), Field level qualitative data collection, Household survey by APEX enumerators, data entry and cleaning" (p. 75)	English	Pakistan	a range of participatory tools	check

3 2	An independent final evaluation of the Action of Churches Together Alliance Haiti Appeal HTI-101	2010-2011	ACT Alliance	early recovery programmes	purpose of the project: "ACT Haiti appeal aims to enhance the living conditions of the most vulnerable groups impacted by the earthquake (through access to basic necessities of life and fulfillment of basic rights in rural and urban areas)." (p. 62); purpose of evaluation: "Assess the achievement of results of the Haiti ACT appeal in contributing to improving the recovery of the most vulnerable groups impacted by the earthquake and cholera [,] Establish the performance of the Haiti ACT appeal in the context of management, coordination, reporting, monitoring and evaluation, visibility, communication and dissemination of information and partnership with local actors [,] Determine if and how the ACT response supported the local structures (state, local NGOs, churches) to better prepared to respond to any disaster" (p. 64)	OECD/Dac Evaluation criteria: Relevance, Appropriateness, Efficiency, Effectiveness, Impact, Sustainability (p. 66); "The evaluation will be conducted in a participatory manner through a combination of methods including a review of key project documentation and relevant Haiti Country Strategy guidelines, interviews with different stakeholders/counterparts, beneficiary consultation and site visits to ACT members' projects sites as sampled by both the evaluator and the implementing members. Sampling of locations and interviewees shall be based on a clear listing of the various categories, scales and characteristics identified jointly by the consultant and implementing agencies" (p. 66); stakeholders for the two workshops: ACT implementing members, implementing partners, ACT funding members for Haiti appeal, community leaders, beneficiary representatives" (p. 67)	English	Haiti	VER GOOD: included beneficiaries	check
3 3	IOB Evaluation - Assisting Earthquake Victims: Evaluation of Dutch Cooperating Aid Agencies (SHO) Support to Haiti	2010	Minbuza/ SHO	overall	"Firstly, it will allow lessons about the implementation and results of the emergency relief activities to be learnt without having to wait for the results of the abovementioned meta evaluation.258 Secondly, it will serve as one of the inputs for the meta evaluation." (p. 167); "The evaluation also serves an accountability purpose by reporting how the funds provided by the Ministry and the general public in the Netherlands have been put to use and to what effect. In order to serve its accountability function for the Haitian stakeholders, a French version of the final report may also be issued" (p. 168)	"It will take into account the specific context of Haiti, the perspectives of different stakeholder groups and indicators in relation to the goals of the interventions at issue. Attention will be paid to ascertaining the views of different stakeholders including beneficiaries, about the interventions concerned." (p. 170); "The investigations will include on-site focus group discussions with the affected population, face-to-face interviews and group discussions with the local partners of the SHO organisations, as well as interviews with selected key stakeholders involved in emergency relief and recovery activities in Haiti (for example: Cluster Leads, international NGOs, national institutions, including local government, national NGOs/CBOs, including churches). When eliciting the views of programme and project beneficiaries, specific attention will be given to those who are extremely vulnerable, such as children (including orphans), women and the elderly." (p. 171)	English	Haiti	VER GOOD: included beneficiaries	

34	Haiti: An Evaluation of WFP portfolio	2005-2010	UN	WFP	"Assess and report on the performance and results of the country portfolio in line with the WFP mandate and in response to humanitarian and development challenges in Haiti (accountability)", "Determine the reasons for observed success/failure and draw lessons from experience to produce evidence-based findings to allow the CO to make informed strategic decisions about positioning itself in Haiti, form strategic partnerships, and improve operations design and implementation whenever possible (learning)." (p. 60)	"stakeholders for this evaluation exercise are: the WFP Haiti CO and its local partners including the Government, the UN country team and donors", "Beneficiaries have an important stake in the operations as recipients of assistance. They constitute an important source of information to the evaluation in areas of relevance, appropriateness, effectiveness and impact of the WFP intervention and will be systematically consulted." (p. 60); "cross-section of information sources (e.g. stakeholder groups, including beneficiaries, etc.) and using a mixed methodological (e.g. quantitative, qualitative, participatory) to ensure triangulation of information through a variety of means. The sampling technique to impartially select field visit sites and stakeholders to be interviewed should be specified." (p. 65)	English	Haiti	beneficiaries, but methodology mainly left to evaluating team	
35	ACF International's response to the Horn of Africa Crisis	2011	ACF International	famine	"enhance ACF International operational performance and contribute to the wider learning of the organisation on emergency preparedness and response" (p. 1)	"Direct information: Visit to HQ departments, mission (capital and base), interviews with HQ staff and field staff in post at the time of the emergency response. Indirect information: Interviews with beneficiaries and local representatives; interviews with project staff expatriate and national staff; meeting with local authorities, groups of beneficiaries, humanitarian agencies, donor representatives and other stakeholders. For indirect data collection, standard and participatory evaluation methods are expected to be used (HH interviews and FGDs with beneficiaries, non-beneficiaries, key informants – health workers, teachers and leaders)" (p. 3)	English	Kenya, Somalia, Ethiopia	beneficiaries as well	
36	IASC Real-time evaluation of the humanitarian response to the Horn of Africa Drought Crisis	2011	IASC	drought crisis	"provide real-time feedback to the Humanitarian Country Teams, lesson learning for the future and to seek out the views of affected people on the quality of the response [...] IASC RTE aims to be a light and self-sufficient evaluation (i.e., with a footprint that does not unduly burden the country team) but will nonetheless provides a clear understanding of the key issues and challenges of the response through rigorous evidence-based analysis (triangulation, document analysis, key informant interviews etc.)" (p. 1)	"An IASC RTE is a rapid participatory assessment, conducted during the early stages of a humanitarian operation which almost simultaneously feeds back its findings for immediate use by the broader humanitarian community at the field level. These evaluations differ from other forms of humanitarian evaluation in their speed of mobilization; their narrow scope focusing on inter-agency coordination; a methodological approach that seeks to enhance participation and minimize evaluators' "footprint"; and their emphasis on participatory end-of-mission feedback and remedial action planning by the HCTs" (p. 1)	English	Kenya	is called participatory, but limited to stakeholders others than beneficiaries	check

37	Evaluation of the AgeUK/DEC funded HelpAge project in Haiti Phase 1 and Phase 2.1	2010-2011	AgeUK through UK Disaster Emergency Committee	Emergency relief	"To assess the extent to which the programme met its objectives as set out in the Phase 1 and Phase 2.1 proposals with particular emphasis on the appropriateness, timeliness, efficiency and effectiveness of the intervention. b. To learn lessons from the experience in order to improve HelpAge's future emergency interventions and humanitarian assistance for older people more generally." (p. 2)	"Interviews and focus group discussions with key stakeholders including HelpAge staff and partners in Haiti; other key humanitarian actors in Haiti; HelpAge and AgeUK staff in London. Participatory discussions with beneficiary groups in the project locations. The views of non-beneficiaries should also be included." (p. 3)	English	Haiti	calls for inclusion at least in ToR	
38	East Africa Crisis Appeal Real Time Evaluation to Ethiopia and Kenya	2011	Disaster Emergency Committee/UK	Emergency relief	"To review Member Agencies' response to the crisis in Ethiopia and Kenya using the DEC Accountability Priorities as the basis of the RTE framework. Specific questions for consideration relating to each priority" (p. 2)		English	Ethiopia, Kenya	ToR do not have methodology section, but also does not delegate this task to evaluating team	
39	IASC Evaluation of the Humanitarian Response in South Central Somalia	2005-2010	IASC	humanitarian aid	"inform both strategic discussions within the IASC and between the IASC and the donors on the wider humanitarian response and future strategy for aid delivery in Somalia; as well as provide concrete operational input and guidance to Clusters and individual agencies for their future programming" (p. 1)	"Data will be derived from primary and secondary sources, direct observation in the field, key informant interviews and surveys with stakeholder groups" (p. 2); "§ Criteria employed for selection of geographical locations, specific project site visits and, if applicable, beneficiary populations. § Plan articulating how evaluation approach and methodology will employ gender analysis." (p. 5)	English	Somalia	many things open for evaluation team to decide	
40	Evaluation of the Danish Engagement in and around Somalia	2006-2010	DANIDA	overall	"to assess the relevance and effectiveness of the combined range of activities supported in view of the policy paper on the Danish engagement with Somalia and other relevant strategies, including the Strategic Framework for the Regions of Origin Initiative, and the Humanitarian Strategy" (p. 70)	"The field visits are expected to include interviews with key stakeholders and informants, grant holders and other relevant organisations in the field as well as direct beneficiaries, where relevant" (p. 77)	English	Somalia	beneficiaries only if considered relevant	
41	Real-Time Evaluation of humanitarian action supported by DC ECHO in Haiti	2009-2011	ECHO	humanitarian aid			English	Haiti	again? Haiti	

42	Inter-Agency Real-Time Evaluation of the Humanitarian Response to Pakistan's 2010 Flood crisis	2010	HCT	forced migration	"inter-agency real-time evaluation as a means of obtaining real-time analysis and feedback to help better focus and adjust ongoing implementation strategies. The evaluation will as such provide an analytical snapshot of the current situation. It will also offer an independent perspective on issues such as main successes and shortcomings within the current response. It will also address the issue of whether current humanitarian action in Pakistan is adequately grounded in humanitarian principles including gender equality. (p.1)	"interviews with key stakeholders (such UN, I/NGOs, donors, beneficiary communities and government including the Core Group on PCNA), direct observation and through cross-validation of data. Briefing workshops in Islamabad will serve as a mechanism to both feedback findings on a real-time basis, and further validate information "...It will also be highly participatory, facilitating 'space for reflection' by key international actors involved in the response on how well the response was conducted and how it could be strengthened." (pp. 2)	English	Pakistan	calles for participation already in the ToR	
43	Independent Evaluation of the Ushahidi Haiti Project	2010	DISI	technology			English	Haiti	again? Haiti	
44	Evaluation of OCHA response to the Haiti Earthquake	2010	OCHA	Emergency relief			English	Haiti	again? Haiti	
45	Real-time Evaluation of CRS' Flood Response in Pakistan	2010	CRS	Emergency relief			English	Pakistan	again? Flood	
46	An independent Joint Evaluation of the Haiti Earthquake Humanitarian Response	2010	CARE, Save the Children	Emergency relief			English	Haiti	again? Haiti, but good potential for intersectionality	

47	Catholic Relief Services Indonesia West Sumatra Transitional shelter program	2009	Catholic Relief Services	Emergency relief	"Assess t-shelter project progress focusing on the quality of technical assistance, cash grant, feedback mechanism, timeliness, and shelter completion [...] Assess the quality of pondoks (the locally used term for t-shelters) in compliance with the standards that were established for the project: measuring Safety, Adequacy, and Durability (SAD). Identify good practices and critical gaps in the project implementation in order to provide recommendations for program quality improvement in the later stages of this programme and in future responses, as well as for general organizational learning. Provide CRS program accountability to community, partners, stakeholders and donors" (p. 3)	"assessing the project's impact on the beneficiaries served under one specific funding mechanism, and the second in March, 2010, which will provide a comprehensive overall evaluation of the full project [...]" (p. 3); Key informants beneficiaries among others, focus group discussions, household surveys" (p. 4)	English	Indonesia	again? Emergency relief?	
48	NRC Evaluation Report - Evaluation of the NRC Colombia Program	2008-2010	NRC	forced migration	"to assess the relevance of NRC Colombia Country Programme (in all programmatic areas ²³) given the context of an internal armed conflict, significant humanitarian needs and a State that fails to meet its national and international obligations" (P. 53)	"Consultations by phone, email and in the field will be held with beneficiaries (women, men, girls and boys), host communities, NRC staff (program and support staff), and representatives of national and local government, NGOs (international and national), donors and other partner organisations (including UN partners)" (p. 55)	English	Colombia	VERY GOOD	check
49	An evaluation of Save the Children's cash transfer project in Aweil East County, Northern Bahr el Ghazal State, South Sudan		Save the Children, ECHO	food security	"To evaluate the impact of the SC Cash Transfer Program in Maluakon, Northern Bar el Gazal State, on the target community with an emphasis on its impact on children [...] To evaluate the extent to which recommendations and lesson learnt from the pilot phase evaluation were successfully incorporated into the second phase and the project and their effect on the overall implementation and impact of the project [...] To ensure critical project lessons and experiences are captured and made available to provide evidence based information to inform design and funding of future cash transfer and safety net programming" (p. 58)	"SC envisions the evaluator will employ a mixed methods approach that is tailored to the specific aims of the evaluation and capture overall program impact, effectiveness, lessons learned and recommendations while working with key program stakeholders including program staff, adult and child beneficiaries, and state, local and national government representatives as appropriate." (p. 59)	English	South Sudan	evaluator has to decide, only has the requirement of including beneficiaries as well	

50	Evaluation of the protracted refugee situation (PRS) for Burundians in Tanzania	since 2008	DANIDA	forced migration	"to assess how effectively UNHCR has exercised its mandate in finding durable solutions for refugees; to determine whether the search for solutions has been consistent with UNHCR's protection mandate; to examine the catalytic role UNHCR has played in engaging other players in the resolution of the refugee situation; to assess the progress UNHCR has made in improving the quality of life for the refugees; to identify examples of good practice, innovative approaches and lessons learned." (p. 59)	desk review, interviews with staff in Geneva, country mission with focus groups discussions (p. 64)	English	Tanzania	interesting	
51	NRC Evaluation Report - Evaluation of the NRC DRC Program	2007-2009	NRC	forced migration			English	DRC	again? But DRC interesting	
52	Inter-agency Real-Time Evaluation of the Humanitarian Response to the earthquake in Haiti	2010	IASC				English	Haiti	again? Haiti?	
53	Aiding the peace - a multi donor evaluation of support to conflict prevention and peacebuilding activities	2005-2010	Minbuza	conflict prevention	"assessing the extent of progress made and pointing out the factors driving success or failure. In this way the Evaluation will provide an important input into ongoing discussions and future policies and plans how to possibly improve the relevance, effectiveness, and – above all – the impact of the international engagement in peacebuilding processes in Southern Sudan in the run-up to 2011 and the post-2011 period" (p. A1-6)	"The Evaluation Team will design the Terms of Reference for Stage 2. These ToR need to include a set of specific evaluation questions (see also section 7) and a research strategy and methodology (a purposeful sample of specific sectors, projects and programmes to be studied in detail, locations to be visited, data collection approaches and methods, et cetera). The Terms of Reference will be an integral part of the Stage 1 report (see also section 8 Products of the Evaluation)." (p. A1-13)	English	South Sudan	interesting, because methodology entirely left to evaluation team	
54	Inter-agency real-time evaluation of the humanitarian response to Pakistan's 2009 Displacement Crisis	2009		forced migration			English	Pakistan	again? Real-time?	

55	Sudan EMOP 10760.0: Food Assistance to populations affected by conflict: An operation evaluation		WFP	WFP	"The objective of the evaluation is two-fold: accountability and learning" (p. 50)	"The overall approach for the evaluation will be developed by the evaluation team. It is anticipated that the evaluation will use a range of data collection methods including inter alia structured document review, key informant interviews and focus group discussions and a combination of qualitative and quantitative analysis, as appropriate, to ensure the impartiality, transparency and credibility of evaluation findings" (p. 54)	English	Sudan		
56	Chad: An Evaluation of WFP's portfolio	2003-2009	WFP	WFP	"Assess and report on the performance and results of the CO portfolio in line with the WFP mandate and in response to humanitarian and development challenges in Chad (accountability); Determine the reasons for observed success / failure and draw lessons from experience to produce evidence-based findings to allow the CO to make informed strategic decisions about positioning itself in Chad, strategic partnerships, operations design and implementation (learning)." (p. 49)	"As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, perspectives from beneficiaries should be sought." (p. 50); "Generally, the methodology should ensure impartiality and aim to avoid biases by ensuring that a cross-section of information sources is used (e.g. stakeholder groups, including beneficiaries, etc.) and that an approach mixing methods is used (e.g. quantitative, qualitative, participatory) to allow triangulation of information through a variety of means" (p. 55)	English	Chad	beneficiaries explicitly mentioned	
57	Evaluation of WFP Country Programme Ghana		WFP	WFP			English	Ghana	again?	
58	Inter-agency real time evaluation (IA-RTE) of the Humanitarian Response to Typhoons Ketsana and Parma in the Philippines							Philippines	again?	
59	see evaluation 5									
60	Evaluation Report of Egypt Country Programme 10450.0 "Enabling Livelihood, Nutrition and Food Security"	2007-2011	WFP	WFP			English	Egypt	again?	

61	Evaluation of the DEC-funded CAFOD Health and WASH Project in the DRC	2009	CAFOD	health and food	"Enhance accountability to beneficiaries [,] Guide future decisions on the humanitarian strategy for the DRC [,] Improve response to emergencies in the watsan and health sectors" (p. 37)	"Use of participatory approaches and feedback from participants, especially the beneficiaries" (p. 39)	English	DRC	VERY GOOD	check
62	Evaluation of Norwegian Support to Peacebuilding in Haiti	1998-2008							out, because of time frame	
63	Evaluation of WFP Timor-Leste PRRO Assistance to Vulnerable People	2008-2010	WFP	WFP	"twofold. The main focus of the evaluation will be to seek to improve future performances by determining the reasons for the success and/or failure. Lessons will be internalized in new practices. It will also look at past performance to determine the degree of success and/or failure of the operation and accounts for aid expenditures to stakeholders" (p. 41)	"The views of beneficiaries on the operation's success to address their immediate food requirements and longer term goals will be captured through semi-structured interviews with community key informants during the field mission." (p. 44)	English	Timor-Leste	vulnerable even in the title, but not exclusively mentioned as stakeholders, so anti-example	
64	Finnish support to development of local governance	2002-2001	Ministry of Foreign Affairs of Finland	local governance	"achieve an external expert view on the performance of AFLRA's programme in terms of the origin of the programme contents, working modality, implementation, roles of partners at different levels, and decision-making, all being reflected against the objectives of the programme and within the overall context of the goals of Finland's development cooperation in local government and governance [,] achieve an independent external view on a restricted scale on the state-of-the-art of Finland's support to local government capacity and to the furtherance of good governance and local governance as a mainstreamed objective in development cooperation. It will also constitute the context to the AFLRA's programme assessment" (p. 93)	"The approach to the two-thronged evaluation task will be participatory and forward looking with an aim to drawing lessons from the past experience for the benefit of future planning of development cooperation. The approach will be further developed and elaborated in the inception report by the evaluators" (p. 98)	English	Tanzania, Namibia, Kenya, South-Africa, Swaziland, Ghana	not so interesting, because only local governments	
65	Country Programme between Finland and Tanzania	2000-2008	Ministry of Foreign Affairs of Finland	overall	"draw lessons from the past eight (8) years of cooperation in Nepal, Nicaragua, and Tanzania" (p. 117)	field visit, but interviews not even mentioned	English	Tanzania	not participatory at all	
66	Country Programme between Finland and Nepal								not participatory at all	
67	Junior Professional Officer		Ministry of Foreign Affairs of Finland						not participatory at all	

	Programme									
68	see evaluation 40									
70	Evaluation of the Danish Neighbourhood Programme with a focus on the Economic Development Portfolio	2008-2012	DANIDA	EU neighbourhood policy	"The objective of the evaluation is to assess and document the relevance, effectiveness and efficiency of the overall priority area 'Economic development' under the Danish Neighbourhood Programme, both at the level of the priority area as a whole and the individual projects [...] The evaluation is a learning-focused evaluation, which will serve as an input into the ongoing discussion within the Danish Ministry of Foreign Affairs on how best to promote private sector driven economic growth and employment." (p. 76) efficiency of the overall priority area 'Economic development' under the Danish Neighbourhood Programme, both at the level of the priority area as a whole and the individual projects. [...] The evaluation is a learning-focused evaluation, which will serve as an input into the ongoing discussion within the Danish Ministry of Foreign Affairs on how best to promote private sector driven economic growth and employment." (p. 76)	only interviews with ministry staff required, rest up to evaluating team, "Data can be collected through key-informant interviews at different levels such as the Danish Ministry of Foreign Affairs (the Neighbourhood Programme), representative from other donors, the staff of projects and partner organisations, representatives for the private sector and other stakeholders as well as through interviews with direct and indirect beneficiaries and key informants." (p. 78)	English	EU Neighbouring countries	evaluation methodology determined by evaluating team (p. 76)	
71	Country Programme between Finland and Nicaragua	2002-2010	Finish Ministry of Foreign Affairs	overall	"The purpose of this evaluation is to draw lessons from the past 8 years of cooperation in Nepal, Nicaragua, and Tanzania [...] bring to the fore issues and recommendations which the decision-makers in the regional departments of the Ministry, the embassies of Finland in hte respective countries may utilize" (p. 106)	evaluation matrix(p. 108), "The approach and working modality will be participatory and elaborated futher in the incept report" (p. 109), "The country level team thus includes one member from of the core team and one local member [and] shall include both female and male experts" (p. 112),	English	Nicaragua	participatory, but only for decision-making purposes	

72	Finnish Aid for Trade	2008-2011	Finish Ministry of Foreign Affairs	aid for trade	"The main purpose of the evaluation is to assess the viability/feasibility of the present AFT Action Plan and to analyze whether its targeting, organizational set-up and implementation fulfills the expectations and objectives set for the AFT." (p. 118)	"The evaluation shall consider various influencing factors and the multi-dimensionality of the private sector and trade development. In the tender outlines for methodology and work plan shall be prepared. In the inception report a more thorough methodology and work plan shall be elaborated (see below)" and interviews with MFA staff member, partner country representatives and other stakeholders (pp. 121)	English	worldwide	should include all levels of stakeholders, but that is not explicitly required in the ToR	
73	More than Water - Impact Evaluation of drinking water supply and sanitation interventions in rural Mozambique	since 2007 (mid-term evaluation)			considering that the programme approach is already claimed participatory (p. 135), "The overall purpose of the impact assessment is to analyse the impact of interventions as well as, on the basis of the findings, derive issues and draw lessons that will be useful for rural water supply, sanitation and hygiene promotion policy and implementation." (p. 136)	The general impact assessment method is to compare outcome variables from programme communities or schools (treatment group) to those from communities or schools not involved in the programme (control group)." (p. 136)	English	Mozambique	participatory, but question how beneficiaries are included in the process and not merely data sources	
74	The risk of vanishing effects			water	"The main purpose of this study is to analyse the impact of water supply and sanitation (WSS) interventions in rural Benin on the health and livelihoods of households in Benin." (p. 159)	"The quantitative part of the study essentially consists of a difference-in-difference (DD) impact estimation in combination with a pipeline approach." (p. 168); "semi-structured interviews with key informants. The description will start from a macro (Cotonou) perspective but will also include interviews at lower administrative levels as well as village interviews. At the village (locality) level, focus group discussions will aim to provide a deeper understanding of the local habits; the type of communication and practice with regard to the adoption of the infrastructure;" (p. 171)	English	Benin	participatory with the use of focus groups	
75	Evaluation of the "Women in Africa" Regional Support Initiative	2006-2009	DANIDA	gender support	In particular, the evaluation is expected to help enhance the foundation for future selection of activities and partners, by assessing the added value of the approach and the funded activities." (p. 83)	"An important part of the methodological and analytical work will be to ensure a fruitful interplay between the different levels of analysis; including the transparent establishment of sample of activities that is sufficiently wide to render relevant and reliable information, and focused enough to be feasible for thorough analysis within the timeframe for the evaluation [...] The field visits are expected to include interviews with key stakeholders and informants, grant holders and other relevant organisations in the field as well as direct beneficiaries, where relevant" (p. 87)	English	Africa	good, includes essential participation, however final say on how much and many stakeholders to include, is in the hands of the evaluation team	

76	Assisting earthquake victims: evaluation of Cutch Cooperating aid Agencies (SHO) Support to Haiti								Haiti again???	
77	Evaluation VERIFIN Training Programme on Verification of Chemical Weapons	1994-2010			"This evaluation will examine the impact on the levels of the trainees, the institutions (VERIFIN and institute of the recipient countries), as well as on the national level in Finland and in the recipient countries and at the global level."	"The evaluation will be carried out in a participatory way, involving the subject training institution of the evaluation, the respective unit of the Ministry, the trainees, the Finnish embassies, and other relevant stakeholders. It is also necessary to contact and discuss the issue with the OPCW, including ICA, Inspectorate Division, and Verification Division. [...] The field visits will be done to Africa, Latin America and Asia, 2-3 countries in each region. The selection of the countries will be confirmed at the time the document study desk phase is over." (p. 92)	English		not in time frame of research	
78	Evaluation of Norwegian Development Cooperation to Promote Human Rights	2000-2010	Norad		"The purpose of the evaluation is to acquire knowledge and draw lessons about the "The purpose of the evaluation is to acquire knowledge and draw lessons about the policies and interventions in this area of development cooperation. It thus has a dual purpose of accountability and learning." (p. 105)	"The evaluation team will develop an appropriate methodology that can respond to the information needs arising from the list of evaluation questions." (p. 111)	English	China, Indonesia	interesting, evaluation team is supposed to find an appropriate evaluation method, put together a diverse evaluation team (p. pp. 112)	
79	Joint Evaluation of Support to Anti-Corruption Efforts	2002-2009	Norad	anti-corruption	"The purpose is to obtain knowledge regarding the relevance and effectiveness of support to reduce corruption, both through specific anti-corruption efforts and in other programs – in order to identify lessons learned regarding what kind of donor support may work (for poor people and women in particular), what is less likely to work and what may harm national efforts against corruption." (p. 78)	"It will be part of the assignment to develop a methodological and conceptual framework to ensure objective, transparent, gender sensitive, evidence-based and impartial assessments as well as ensuring learning during the course of the evaluation." (p. 82)	English	Vietnam, Bangladesh, Tanzania, Zambia, Nicaragua	women and children mentioned in the purpose	
80	The two-pronged approach: Evaluation of Netherlands support to primary education in Bangladesh	1999-2009			"In line with the broader policy review, the objective is to evaluate the relevance, effectiveness, efficiency and sustainability of the Netherlands support to the basic education sector in Bangladesh." (p. 177)				not in time frame of research	

81	Assessing of Development Results - Evaluation of UNDP Contribution Malawi	2002-2011	UNDP	overall	"Provide substantive support to the Administrator's accountability function in reporting to the Executive Board [,] Support greater UNDP accountability to national stakeholders and partners in the programme country [,] Serve as a means of quality assurance for UNDP interventions at the country level [,] Contribute to learning at corporate, regional and country levels" (p. 57)	"The EO Aide Memoire of May 2010 based on the preparation mission for the evaluation also provides details from key stakeholders on significant areas to be addressed in the evaluation some of which are highlighted below." (p. 60), "multiple method approach" (p. 62)	English	Malawi	have not had Malawi yet...	
82	Assessment of Development Results - Evaluation of UNDP Contribution Thailand	2007-2011	UNDP	overall	"Provide substantive support to the Administrator's accountability function in reporting to the Executive Board [,] Support greater UNDP accountability to national stakeholders and partners in the programme country [,] Serve as a means of quality assurance for UNDP interventions at the country level [,] Contribute to learning at corporate, regional and country levels" (p. 67)	"multiple-method approach" (p. 72)	English	Thailand	Thailand...maybe	
84	see 83									
85	Evaluation of CARE Afghanistan's emergency response	2001-2002	CARE	Emergency relief	"Effectiveness and impact of the CARE International (CI) response to the Afghan crisis ³⁷ beginning in September 2001 up to the time of the evaluation [,] Effectiveness and appropriateness of and gaps in external support, highlighting those areas which could have benefited from an operational CI emergency response team had one existed at the time [,] How and to what extent the CI response during the emergency stage has positioned CARE to participate in the rehabilitation and reconstruction phase." (p. 47)	"As well as interviewing CARE staff in Afghanistan, key officials in relevant agencies (e.g. UN staff, central and local government, other NGOs), and partner agencies, a sample of beneficiaries will be selected and interviewed by the evaluators." (p. 49)	English	Afghanistan	participatory with the use of focus groups	

86	Support for Rural Livelihood through Enhanced Planning and Implementation of Employment Generation Schemes Project	2003-2005	CARE	rural development	"The broad objective of the evaluation is to confirm that the EGS programme has broadly met its objectives and to check the pertinence and efficiency of the project's strategies" (p. 80)	"The evaluator will be expected to review all key documentation for the programme (proposal, progress reports, etc), review documentation of other evaluations and rural livelihood reports, visit project areas, and interview staff from MRRD, CARE and local partners, shura members, and project beneficiaries" (p. 82)	English	Afghanistan	including beneficiaries, and finally something on rural development	
87									again Afghanistan. NO	
88									again Afghanistan. NO	
89	Consortium for Development Relief in Angola (CDRA) Final Evaluation	2003-2005	CARE	agriculture, emergency relief	"assess the relevance and effectiveness of the strategies and interventions applied by CDRA to address the food insecurity problem [,] assess the relevance and effectiveness of the strategies and interventions applied by CDRA to address the food insecurity problem [,] effectiveness of the consortium in operationalizing the program objectives and meeting the needs of targeted beneficiaries [,] document possibilities of replicating the CDRA approach to other areas, situation or circumstances" (pp. 53)	no section on methodology	English	Angola	maybe as anti-example?	
90	Luanda Urban Poverty Programme (LUUP) Impact Evaluation	2003-2006	CARE	urban poverty	"The objective of the evaluation is to provide an assessment of the overall impact of the Luanda Urban Poverty Programme in Angola" (p. 31)	"The impact evaluation was undertaken through detailed documentation review; presentations by the LUPP team and follow-up discussions with each programme partner; field visits and focus group discussions with community actors and representatives; interviews with civil society representatives, and municipal, provincial and national government stakeholders. (p. 9)"	English	Angola	maybe, again bad purpose formulation	
91	BGD - Evaluation of the SHABGE-CHOLEN Pilot Initiative	2002-2004	CARE	agriculture	"a) Improve capacity of households in disadvantaged hill communities to manage their agricultural assets [,] b) Enhance access of the households to information, inputs, services and resources in support of agricultural production and [,] c) Improve capacity of CARE-B and its partner NGOs to manage interventions in CHT addressing a wider range of livelihood issues." (p. 35)	"The Methodology will involve review of CHOLEN-SHABGE pilot initiative proposal document focus group discussions with FFS members, individual participants interview. The consultant will make a presentation to CARE and PNGOs on the field findings and recommendations before finalizing the report. Then finalize the report based on the feedback." (p. 36)	English	Bangladesh	good	
92	Assessment of CRC Pilot Project of CARE-Bangladesh							Bangladesh	unfortunately, there are major parts in the evaluation report that are not readable	

93	School effectiveness through Union Parishad (SETUP), Pilot Project of CARE Bangladesh	2002-2006	CARE	education	"study and assess the strategy and outcome of two pilot initiatives of CARE namely, SETUP and CRC. The specific requirements for each of the pilots to be assessed are mentioned as follows" (p. 29)	"To assess the two pilot projects the consultant will be required to visit the field sites and have discussions and dialogues with the project participants. Selected participants will be interviewed to constitute qualitative aspect of the assessment. Questionnaire, checklist and indicators developed by consultant will be consulted with Assistant Project Coordinator and Deputy Program Coordinator of CARE Education program prior to their use in the field (p. 30)	English	Bangladesh		
94	WATSAN Partnership project - Hygiene Behavior change and arsenic mitigation component	1998-2003			"5. Thorough documentation of the component input and the immediate achievement [...] 6. Identify learning specially working in a partnership approach [...] 7. What else could have been included or excluded in order to achieve greater benefit. [...] 8. Recommendation from stakeholders and local & international NGO partners" (p. 27)	no section on methodology	English		not in the required time period	
95	Evaluation of the Community Based Bujumbura Peace Programme	1998-2001	CARE	peace	"Participatory assessment of the achievements of the Bujumbura Peace Programme vis-à-vis its objectives [...] Sharing of lessons learned and recommendations with all stakeholders in the peace building process in Burundi" (p. 27)	"Facilitating focused group activities, semi structured interviews amongst project beneficiaries, CARE staff, other project stakeholders and the non beneficiaries of the control group (for the impact assessment)" (p. 28)	English	Burundi	claimed participatory, but not in time period	

97	Awareness Against AIDS Egypt	2004-2006	CARE	AIDS	"The evaluation should include HIV/AIDS technical information aspects of the projects as well as an analysis of the capacity of the community based partner CDAs/EUF. Will assess also the quality of partnership on both community level and corporate level. The projects logical framework provides the key reference of project progress towards its intended goals. It is a factual investigation of what has been achieved in light of an internal and external operating environment. The evaluation should focus on communication for behaviour change that conducted by CDAs to fulfil its target by developing bridges between community and health services utilization mainly MOHP VCCT" (p. 59)	"As such, all stakeholders are expected to raise the key questions and issues required for a thorough evaluation. This will increase the likelihood of the project stakeholders adopting the recommendations. The evaluation team are at liberty to meet with a select group of counterparts and beneficiaries prior to designing the review tools. This will allow the team to put together a comprehensive set of questions from a number of different perspectives." (p 65)	English	MENA	good, especially because project aimed at vulnerable target group, but I don't see any reference to that in the ToR	check
98	Rights and Responsibilities Redirected for Results Initiative (R4) Interim Evaluation Report	2004-2006	CARE	empowerment	"The purpose of this consultancy is to assess the impact of the learning process and the degree to which CARE Egypt program has incorporated RBA as intended by R4 Initiative within CARE Egypt and with its partners. Recommendations on enhancing dialogue and collaboration between civil society, private sector, and government to realize social and economic rights of the poor and marginalized." (p. 97)	no section on methodology	English	Egypt	explicitly marginalized groups, but no mentioning of PE because no methodological section, as negative example?	
99	Evaluation Report on Community-Based Savings and Credit Association Project	2001-2003	CARE	microcredit	"will identify the strengths and weaknesses of the pilot project in order to be more effective in implementing the expansion phases." (p. 25)	no separate section, but evaluation should be exercised on the client, community, and project level (p. 26)	English	Eritrea	interesting, target group of the project: vulnerable women (p. 25)	

101	Civil Society Capacity Strengthening Project Final Evaluation	2002-2005	DFID/CARE	empowerment	"To carry out a post and final evaluation of the Civil Society Capacity Strengthening Pilot project and Expansion project to discern lessons that will inform CARE Ethiopia and its partners on how to improve their program quality in promoting good governance and rights-based approaches." (P. 47)	"The survey would be conducted in the targeted areas of operation and both quantitative and qualitative study methods will be employed. The consultant is expected to design and deploy appropriate methodology." (P. 48)	English	Ethiopia		
-----	---	-----------	-----------	-------------	---	---	---------	----------	--	--

8.6 Analysis evaluations (3rd browsing)

No	Title	stakeholder involvement	level of participation	decision-making power	support of participatory development in interventions	emphasis on self-management by the people	knowledge of existing knowledge communities	mutual learning experiences (donor <-> beneficiaries)	improvement of intervention and donor agency to achieve best results for beneficiaries	beneficiaries are actively involved at all stages of evaluation	ownership by client	participatory toolkit for data collection by qualitative measures, only supported by quantitative methods)	participatory and inclusive measures allow for more detailed analysis and accuracy in impact development	Categories in intersectionality
1	DFID Regional Programme Evaluation Central Asia, South Caucasus and Moldova	CASCAM team and DFID staff involved also in setting up the evaluation questions (p. 2)	DFID staff from all five countries were interviewed, so data collection (p. 3)	within DFID	open communication among stakeholders during project decision-making (p. X)	no	in lessons learned: in some cases DFID should be supportive to the government and not dominate the process (p. XII)	not for beneficiaries, but for organization's performance improvement (p. X)	no	definitely no ownership by client on evaluation stage, not even by the country team (p. X), but encouraged in project implementation (p. 26)	interviews and discussion groups with "DFID staff, donor representatives, Government officials, contractors, civil society representatives and service users gave qualitative assessments" (p. 3), see also list of interview partners (pp. 73)	"as participatory as possible with EvD and CASCAM team involved [...] finalizing the matrix and in feedback sessions" (p. 2)	no gender in evaluation, yet they criticize the non-gender in the projects (p. 52), project performance failed to achieve "basic services for the poor" (p. 33), so no class either in most if the evaluation matrix asked questions for cross cutting issues (gender, social exclusion, health-HIV, p70 Q14/36; but at least awareness of gender and class in field visit notes, however not transferred in to evaluation practice (p. 76)	
2	Evaluation of the CBHA Early Recovery Programme in Pakistan (pilot)	interviews with all relevant actors (staff and also beneficiaries)		still in the donor agency	"The reflected good progress, although, accountability and complaint-handling systems still needed to be clarified for many beneficiaries" (p. 8); "Beneficiaries satisfaction was high. Beneficiaries particularly appreciated cash-based interventions providing them with flexibility concerning the use of transferred resources" (p. 9)	no, but support to survive and provision of jobs (cash for work) and supportive of beneficiaries opinion (restore dignity) (p. 46)	yes, but mainly among different NGOs within the programme: however also that beneficiaries know more about the agricultural life in their own region so cash transfer is preferable which has also been shown by interviewing focus groups (p. 46)	"Interviewed beneficiaries almost always preferred agencies to take responsibility for selecting households, as they felt their criteria were more transparent and fair." (p. 52)	targeting (p. 23) as "households with different livelihoods have been affected in different ways" (p. 23); "The overall picture is that activities under result 1 aimed at targeting most vulnerable groups (essentially labour dependent households), activities under result 2 aimed at targeting small farmers (open field crops) and women (kitchen garden inputs, small livestock), while activities under result 3 aimed at targeting non-farm business holders (men for SEB, and women for HBB)." (p. 24)	no all stages, but at least in asking for their opinion and also if the NGOs is diffuse (p. 48) procedure was clear to them (p. 38)	no, but also ownership among the different NGOs is diffuse (p. 48)	statements of beneficiaries are included in the evaluation and quoted to transfer the exact statement (p. 38), very relevant of course in the section on accountability	Project wise: "about 70% of direct beneficiaries were male and they received a greater amount of resources since women were generally targeted by lower value transfers" (p. 9 and p. 31); after stating explicitly that gender is crucial and a missing point throughout the project planning and implementation, the evaluation team failed to consider that in their interviews, focus group discussion and also graphs about the household survey do ignore that issue entirely (p. 78); survey questionnaire has indeed the question for gender, but it does not appear in the statistics anymore (p. 87)	
3	An independent final evaluation of the action of churches together Alliance Haiti Appeal HTI-101		consultation (p. 41)		"Recruitment of participants and payments for community work7 are carried out by the community rather than FCA. The result is that communities are more actively engaged in the process and projects are more likely to be sustainable" (p. 34) --> and this is a good example of an evaluation that really transfers this concept also into the evaluational stage	on order to show perspectives differ and that an evaluation can function without scientific rigor, the opinion in this evaluation is that "While there was clear appreciation for cash support it should be noted that one focus group strongly felt that cash for work was having a neutral impact in that it was not moving things forward." (p. 22); constructivism!	"An assessment of "success" needs to be viewed through the lens of the Haitian people and the challenges that still plague the country" (p. 5), yes, some degree of mutual learning between beneficiaries <-donor, but mainly Haitian NGOs and donors (p. 45)	"local CSOs and church groups played a vital role in the immediate response. This is clear in the PFIM methodology on solidarity in both rural and urban field exercises." (p. 29) --> show that also findings of other sources are checked with how beneficiaries perceived it	no all, but the entire section of the evaluation is about how they perceived the programme (pp. 21) they were included in the structuring and shaped the questions asked, not involved in the planning stage of the evaluation though (p. 21)	ownership of the evaluation still in the hands of the evaluation team, but strongly considered beneficiary group and the programme also has a high degree of ownership --> "These steps substantially increase the ownership and emotional engagement of families which meets good practice standards" (p. 35)	people first impact method (PFIM) (p. 9 and explanation on p.69)--> "A total of 16 Focus Groups were conducted in both areas with groups representing Haitian society including the most vulnerable. They were Displaced Families, Orphans, Homeless, Physically challenged, Young Girls who were pregnant, Children, PLWH/A (TB), Farmers, Parents of students, Shoe shiners, Youth/Students, Local Authorities, School Directors/Teachers, Community Organisations. 283 people participated in these interactive and free discussions on the greatest impact differences they considered had occurred in their lives since the earthquake and to who or what these positive, negative and neutral impacts were attributable to. The majority of participants of varying ages including adults, youth and children were 54% female and 46% male. Qualitative statements made by representative groups who were both beneficiaries and non beneficiaries of ACT member and partner assistance (counterfactual), forms a core component of the report and its findings and recommendations. These qualitative statements have been substantiated quantitatively through a systematic and rigorous grouping and ranking by their	people first impact method (p. 9) "The purpose of these KIIs was to gather as much perspective as possible from all stakeholders and to compare/contrast these with the views of affected people and local communities." (p. 11); again working with focus groups (pp. 21) --> "The evaluation team judged that there is a high alignment between what communities feel are their priorities and what is working for them and what ACT Partners/Members are doing" (p. 52)	difference made between urban and rural participants (p. 21), also treat "physically challenged" as a separate group with different needs (p. 23); project itself has a focus in vulnerable groups (p. 36), also including gender, class, age, health, geography and family context in social economic setting; missing in evaluation though	

4 IASC real-time evaluation of the humanitarian response to the Horn of Africa drought Crisis Kenya

5 Evaluation of the NRC Colombia Program 2008-2010

in implementation on stage inclusion is missing "there is little evidence that beneficiaries from the drought affected communities, refugee camp leadership, or representatives from local host communities are included in any substantial way within IA coordination [...] The elected camp representatives in Dadaab, when interviewed, stated that their contributions into programmatic initiatives, planning, or camp coordination issues were rarely requested" , same with women representatives (p. 28)

"This was mentioned to be a source of frustration among some students during the evaluation interviews" (p. 24)

not identified by beneficiaries, but at least by program staff. "As noted above, the following represent lessons learned as identified by NRC staff and/or partners" (p. 39); interesting view "Sustainability is also affected when ICLA and Education activities fail to fulfill the expectations of beneficiaries, consequently generating frustration" (p. 51)

no, by OCHA and GEG (p. 55)

frequency of occurrence. To ensure the reliability and objectivity of the findings and recommendations, scoring and ranking criteria/exercises were an integral component throughout in field debriefings and the validation workshops. Objectivity was further ensured by the inter-agency nature of field work and feedback in plenary in order to accurately record group statements and test assumptions and findings." (p. 10)

"The field visit included interviews with more than 180 key stakeholders and beneficiaries, concluding with three workshops conducted in three different locations (Nairobi, Dadaab, and Turkana). Two different humanitarian contexts were specifically considered: the drought affected communities (such as Turkana) and the refugee assisted populations (such as Dadaab). The field visits, community feedback, and workshops, built upon the desk review, and served as the basis for the final report." (p. 5); detailed listing of participants in focus groups, workshops or interviews (p. 11), and observation in Nairobi, Dadaab, and Turkana (p. 11) --> observation, semi-structured interviews and focus group work (p. 11) and workshops (p. 12)

"participatory methodology" (p. 7); focus groups and interviews with beneficiaries that were crucial, pl usa case study approach (p. 2) --> "This is accomplished by including representatives of all key stakeholders, including beneficiaries of both sexes and all ages, from school-aged boys and girls to older IDPs. The findings in this report reflect closely the issues, concerns, strengths and weaknesses of NRC related to NRC's work, as pointed out by evaluation participants and compiled by the evaluation team." (p. 7)

"respondents came from such different backgrounds, and were involved with NRC in such a wide range of different ways, that getting a standard set of responses was impossible. Therefore, interviews and focus groups needed to be much more open-ended and focusing on a number of themes" (p. 7)

women and children are seen as especially marginalized during the project (p. 7); "Importantly, the Dadaab focus groups included representation from camp male leadership, camp female leadership, and camp youth leadership. [...] Importantly, the Turkana focus groups included representation of community leadership representatives and women's group representation from a particular Turkana community (Nadapal)" (p. 11); paid carefully attention to women's and children's needs in the camp situation, however the rigid consideration of their representation in the evaluation is missing (p. 34)

"It (NRC) will further want to ensure that this staff has a sound understanding of the principles and practice of gender analysis and mainstreaming, in line with NRC's 2007 Gender Policy." (p. 3); NRC wants to know about gender (p. 6) and SIDA wants to know about how effective activities have been for beneficiaries (p. 6); "topic of gender-based violence" programme is supported by children care program-->thinking ahead (p. 15); no mentioning of hte gender in the evaluation, even though the data generated in the projects provided differentiation in gender (p. 24) ; gender in the programs themselves (p. 41)--> no statistics on gender distribution or other categories in hte appendix or anywhere else, whatis criticized in the project that there is no coherent

"Most of the humanitarian accountability standards have been respected. A significant number of examples of involvement of the beneficiaries in the design, planning, and execution of the project was observed. Although there is no special complaints system in place, local health and WASH committees regularly report to the Caritas project managers. Project signboards were placed at many sites, but beneficiaries are generally found to be unaware of the origin of the funding of the project." (p. 34)

"Caritas technical staff takes part in both the WASH and Health Clusters, but they

expressed the feeling that the clusters are often dominated by the International agencies and INGOs and that local NGOs are left out of major discussions and decisions" (p. 4); "Follow up on the feedback provided by donors will go more smoothly if local implementing partners are kept fully informed of the recommendations coming from monitoring and evaluation missions and of the directions that donors would like to pursue." (p. 35)

"In Kitchanga it was brought up that instead of 'importing' Congolese staff from elsewhere, recruitment should be done locally. This is a sensitive issue in the region. Just a few days after the evaluation mission, the road to Matanda-Masisi was blocked by local people protesting against the fact the local staff was underused by INGOs." (p. 31); "It is recommended that these important M&E criteria are integrated into the Caritas reports. If specific training is needed in proper reporting, CAFOD should provide these trainings to their implementing partner organizations." (p. 32) because Caritas reports were missing the humanitarian side

not evaluation, but "Beneficiary participation has been integrated throughout the project cycle in both the Health and WASH components. The target communities participated in the initial needs assessments for the project, and influenced decision making during project execution. For the WASH component the local population took responsibility for the transport of building materials and assisted in the construction of WASH structures. In the Health component hospitals and medical centres had a voice in the selection of medicines that they received. The views of the Health Committees were consistently taken into account." (p. 4)

"interviews, and focus group discussions (FGD) with key stakeholders, including project beneficiaries, Caritas Goma agency staff, local authorities, and other NGOs." (p. 2)/ (p. 12); "Method triangulation (using different methods to get information about the same issue) and cross-category triangulation (asking different people the same question) was used to guarantee that the evidence supporting any conclusion was drawn from a variety of sources." (p. 14)

constructivist: "Beneficiaries of the WASH component expressed the feeling that the project had led to a reduction in waterborne diseases and health centres, and hospitals have reported a decline in the number of cases of cholera" (p. 18); "Beneficiary participation has been integrated throughout the project cycle in both the Health and WASH components. The target communities participated in the initial needs assessment for the project and influenced decision making during project execution." (p. 29)

gender policy, was also missed in the evaluation itself

"In addition, the choice of beneficiaries was made without distinction of sex or ethnicity and the most vulnerable groups of the population, such as IDPs, benefitted from the project" (p. 4); "A total of 25 interviews and 15 focus groups were held in Goma, Masisi, and Rutshuru territories. Five focus groups were held with women and girls only, and 10 were held with men, women and children. The visits to the Health and Nutritional centres included 5 in Masisi, 3 in Rutshuru and 2 in Goma. The WASH sites visited included 15 improved water sources, 3 gravitational water distribution systems, 20 water points, and 60 toilet facilities throughout the zones of intervention. The questionnaire guide and a list of interviewees can be found in annex 3, 4 and 5 of the report. The itinerary and facilities visited can be found in annex 6." (p. 13); categories seen as adding up "The blanket cause of vulnerability in the project target areas is poverty, which remains very high. From this point forward vulnerability levels differ depending on certain factors such as whether or not people are handicapped, elderly, orphaned, and/or displaced." (p. 22)

<p>not exactly, as presented here more a one-sided training (p. 10), but facilitate the learning process; no teaching. (p. 28); but a good sign: "Farmers' motivation for participation in FFS was claimed by farmers themselves to be a desire to become better farmers, learn new skills and technologies to improve their production and income, to reduce poverty, and to gain access to safe group saving facilities and attractive loans as members of a Farmer Club. The interest in their field, on their farm (p. 27)</p> <p>yes, formation of farmer groups in order to establish self-management especially after the project would finish (p. 10), also that they are the experts in their field, on their farm (p. 27)</p> <p>limited, also with regard to gender sensitivity." so some are strongly involved and received training and the rest does not necessarily profit from it (p. 13); farmer trainers are selected among the well-performing participant of the previous project, multiplier (p. 31)</p>	<p>not exactly, as presented here more a one-sided training (p. 10), but facilitate the learning process; no teaching. (p. 28); but a good sign: "Farmers' motivation for participation in FFS was claimed by farmers themselves to be a desire to become better farmers, learn new skills and technologies to improve their production and income, to reduce poverty, and to gain access to safe group saving facilities and attractive loans as members of a Farmer Club. The interest in their field, on their farm (p. 27)</p> <p>yes, formation of farmer groups in order to establish self-management especially after the project would finish (p. 10), also that they are the experts in their field, on their farm (p. 27)</p> <p>limited, also with regard to gender sensitivity." so some are strongly involved and received training and the rest does not necessarily profit from it (p. 13); farmer trainers are selected among the well-performing participant of the previous project, multiplier (p. 31)</p>	<p>"Future FFS interventions should include a participatory pre-assessment of the potential social and environmental risks related to FFS interventions and, based on this assessment, an Action Plan should be prepared on how to prevent and mitigate these risks." (p. 16); "There needs to be much more focus on including women in decision-making and planning/implementation of women activities." (p. 16)</p>	<p>"The overall approach to data collection and analysis has been based on a mixed methods approach, combining rigorous analysis of existing quantitative data with qualitative information collected during a three-week fieldwork mission to North/North West Bangladesh, Barisal, Noakhali and Chittagong Foothills." (p. 9, also p. 20); working with counterfactuals (p. 12); "Through data triangulation, the Evaluation has verified findings from different sources and methods to increase the credibility and robustness of the analysis." (p. 20); direct observation of sessions, activities by graduates and trainings of trainers (p. 20); "The result is an approach to extension which is largely demand driven, reliant on client participation, based on working with groups and integrated among different extension providers. The Revised Extension Approach is designed to continue to change in appropriate ways over time." (p. 25); main differences between FFS methods in AEC and RFLDC (pp. 32)</p>	<p>"In terms of sampling design, there has been a general tendency in the studies to under-sample the number of control village households and the questionnaires have had limited focus on gender disaggregation and exploring of socio-cultural, employment and spill-over effects from the FFS interventions. Internationally, the M&E of FFS interventions is receiving much attention⁶⁹. Several international institutions (e.g. World Bank) and universities (e.g. Institute of Development and Agricultural Economics of the Leibniz University of Hannover) have published on the issue of FFS evaluation methodology." (p. 76)</p>	<p>"FFS has become an 'eye opener' for the FFS participating women, their husbands and families, for what women are capable of producing and contributing to household income and food security, if they are given the chance and permission." (p. 12, again in conclusion p. 78), but in the farmer clubs themselves "Women are therefore to a large extent excluded from these advanced activities." (p. 13) ist that reflected in the evaluation?; "the approach does not sufficiently take into account gender specific intra-household differences" (p. 14); improvement of M&E scheme "Limited efforts have however been made within the components to: i) gender disaggregate data; ii) collect data on socio-cultural, employment and spill-over effects from FFS interventions; and iii) trace Farmer Trainers/Facilitators" (p. 14); "including how to work with illiterate women and incorporate gender issues as an integral part of other training" (p. 17); so even going beyond the gender question and include education; "Intra-household relationship: extent to which women's participation in the training (fully or partly), is influencing the social relationships at household level" (p. 18); "In addition, during the inception mission it was decided to include fieldwork in the Chittagong Foothills, in order to capture experiences from the experimental nature of the FFS approach applied in this area, characterised by its large indigenous population." (p. 19); "A total of approximately 750 FFS participants (500 completed and 250 ongoing, half male and half female) and 500 control village household members (half male and half female) have been consulted by the Evaluation through the FGDs. The men and women selected for the FGDs have been of different age and socio-cultural background, reflecting the composition of the FFS groups." (p. 24) -> good, but which backgrounds?; "for young widows and other women from female-headed households, to be excluded from participating together with landless and some of the sharecroppers²³. In addition, there appears to be an element of self-exclusion among the male day labourers who own small land plots, but cannot afford to allocate time to participate in FFS, themselves, and would not allow their wives to participate with other men in the rice FFS." (p. 37) -> very good that they identified that during the evaluation; Table 4.1 1st time that statistics catch the gender division (p. 40); "However, in all CBOs visited by the Evaluation the proportion of Muslim members to Hindu members was well-above the proportion between Muslims and Hindus living in the community" (p. 59)</p>
---	---	---	---	---	--

8

JFPR 9019 AFG Community-based, gender-sensitive Education for Poor

"The complete development of these tools was done in Dari, with all the questions prepared by the participants. The UMASS facilitator provided guidance on certain questions types, styles and formats but generally did not veto any question on the participants felt was important." (p. 13)

very high, basically every step of project with community involvement (p. 5)

testimonials, but only from partners and other organizations (pp. 28)

"All interviews were conducted using a very structured interview format for a variety of reasons, which I will discuss in this report. Questionnaires were created and a team of four Afghans, including two women, were able to visit schools in five provinces where they conducted on-site interviews with individuals and groups in both Dari and Pashto. [...] semi-participatory structured interview approach instead of a strictly quantitative method derives principally from the limitations and constraints placed on the evaluation process itself. [...] Simply put, we may not have asked the right questions at the right time, and due to the rigid structure of the interview process important information may be unknown" (p. 8); "instructed to create questions that did not ask for any quantitative information" (p. 12); "Another weakness was the occasional use of focus groups for student interviews. While this would normally be an acceptable practice for a trained interviewer, judging by the similarity of the responses by the students, it was apparent that the data gathers had insufficient training to conduct a group interview. More trained interviewers would be able to elicit more individual opinions even in a setting where group pressure might mean more conformity, especially among young children." (p. 14)

"minimum standard for participatory action in the creation of the questionnaires." (p. 11), observations not well-integrated into the evaluation itself (p. 49)

no gender component in the statistics mentioned (p. 17, 23), some differentiation (p. 26) "Forty one primary school students (23 female) were interviewed from five schools," interesting to justify why geography was chosen "Wils, Zhao & Hartwell (2005) using national datasets from the Demographic and Health Surveys (www.measuredhs.com), the greatest inequality of schooling is not in gender, but in geographical locations. Children, both girls and boys, in poor remote rural areas, are the predominantly marginalized group." (p. 30); questions about girl's in school but non answered by girls (p. 40); question for gender included in the questionnaire but never mentioned in the evaluation itself (p. 41), maybe also an idea would have been to ask for ethnicity

9

CARE Cambodia Literacy for Empowerment of Adolescent Project (Mid-term review)

"The learners are from three different ethnic groups: Khmer, Cham and Khin (an ethnic minority group of Vietnamese origin)." (p. 5); focus on women, boys underrepresented (p. 17)

"A participatory approach was employed in this study so as to explore the real life experiences of project staff, learners and stakeholders in the literacy and post-literacy programs. A variety of methods such as semi-structured interviews, focus group discussions, observations, case studies, literacy achievement tests and questionnaires were used to collect, cross check and increase the reliability of data. Project staff members were involved in the process of planning, data collection, reflection on project findings and discussion of recommendations for the improvement of the project" (p. 9) --> no control groups employed (p. 10); observation also included in the evaluation itself (p. 29)

story told by one of the participant of the project, constructivist, but so valuable to the narrative of the evaluation (p. 15)

"The learners are from three different ethnic groups: Khmer, Cham and Khin (an ethnic minority group of Vietnamese origin)." (p. 5); focus on women, boys underrepresented (p. 17)

<p>"Additionally the evaluation criteria have been discussed and agreed upon with Aswan Advisory committee. EUF has therefore been there fully and actively involved in the selection process" (p. 33)</p>	<p>"an active participatory approach. All CDAs have developed detailed programming documents stating what kind of activities, which target group they wanted to reach, how much money was involved and what would have been their contribution." (p. 33)</p>	<p>"All coordinators have been chosen among persons that had already dealt with the CDAs or are doing other jobs in the CDAs and therefore have long standing relationship with the community. The coordinators were fully integrated in the CDA and in most of the cases the Board Members let them take the lead of the discussion with the evaluator" (p. 29)</p>	<p>"The gender principle has been incorporated and reported 40% for the Corporate Dimension and 61% for the Community Based dimension. While for Aswan the project managed to change behaviors and involve women in the activities, the qualitative analysis for gender in the corporate sector was not measurable due to lack of indicators and measurement tools. The final evaluation could provide only a limited input based on the in depth interviews with the corporate and focus group discussions with the beneficiaries." (p. 5); "Dimension II – To raise awareness among Youth (15-25) years of age, women and men at risk, living in Aswan Governorate on HIV/AIDS prevention measures. This dimension will be called hereinafter Community based dimension." (p. 14); "- Number of beneficiaries reached through AAA awareness raising activities by gender and age groups." (p. 16)-> is only an indicator, but is it assessed adequately?: especially the balanced perception of gender component, meaning men and women is crucial, because both sides need to be tested e.g. (p. 17); evaluation criticizes the calculation of the target groups as being inconsistent (p. 18) which is true, but makes analysis more difficult; "It is worthwhile mentioning that the gender aspect is not the main objective of the corporate dimension whose task is to increase the private sector commitment and contribution to HIV/AIDS. Since measurement indicators were not forecasted and no other data is available, the evaluator cannot give any additional input as regards to the gender principle for the corporate level except than what stated in this section" (p. 25); "The gender principle has been incorporated in the dimension of Aswan. The focus was on the involvement of the women in the communities more than a gender balance." (p. 29)</p>
--	--	--	---

ⁱ Source image title page: <http://www.cgc.uni-frankfurt.de/intersectionality/>