

Evaluation as an instrument for territorial development

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Abstract

Evaluation is a new discipline and, whilst it has a long way to go, it has already made many advances. The growing importance of this field is exemplified in its increasing use in international organizations and public policies at a national, regional or local level, as well as in the exponential growth of evaluation societies around the world. The expansion of an “evaluation culture” is explained by its significant utility—especially in the field of development programs and projects— by providing evidence to help decision-making and improve interventions, as well being a value system that establishes criteria and explicit standards by which to judge the interventions. Methodologies and tools to analyze, interpret, compare, and generalize the results of the interventions are equally important. Thus, evaluation has become a great support for building capabilities and for achieving sustainable and endogenous development processes in the territories.

Keywords: evaluation culture; development evaluation; expansion; improving interventions; proof; contributions.

Resumen

La evaluación es una disciplina joven con mucho camino por recorrer, pero en la que ya existen numerosos avances. La importancia de este campo profesional se concreta en su creciente uso en las organizaciones internacionales y en las políticas públicas nacionales regionales o locales, así como en el crecimiento exponencial de asociaciones y conferencias de evaluación en todo el mundo. La expansión de la “cultura de la evaluación” se debe a su gran importancia—especialmente en el campo de los programas y proyectos de desarrollo— al proporcionar evidencias para ayudar a la toma de decisiones y para mejorar las intervenciones, así como un sistema de valores para establecer criterios y estándares explícitos con los que juzgar las intervenciones. Son igualmente importantes las metodologías y herramientas para analizar, comparar y generalizar los resultados obtenidos. De esta forma, la evaluación se ha convertido en un gran apoyo para la capacitación y el logro de procesos de desarrollo sostenibles y endógenos en los territorios.

Palabras clave: cultura de evaluación; evaluación del desarrollo; expansión; mejora de intervenciones; evidencias; aportes.

Résumé

L'évaluation de politiques est une jeune discipline qui a un long chemin devant elle, mais qui a déjà fortement progressé sur certains aspects. La croissance importante de ce domaine se traduit par son utilisation de plus en plus fréquente dans les politiques nationales et locales, ainsi qu'au développement exponentiel des entreprises d'évaluation dans le monde. Le développement de la "culture de l'évaluation" est dû à sa grande importance —en particulier dans le domaine de les programmes et projets de développement— notamment, elle fournit des preuves qui facilitent la prise de décision améliorant ainsi les interventions. De même, elle fournit un système de valorisation qui inclut des critères et des standards explicites pour qualifier ces interventions. Les méthodes et les outils pour l'analyse, l'interprétation, la comparaison et la généralisation des résultats de différentes interventions sont aussi très importants. Ainsi, l'évaluation est devenue un grand soutien pour la formation et pour la réalisation des processus de développement durables et endogènes aux territoires.

Mots-clé: culture d'évaluation ; évaluation du développement ; expansion ; amélioration des interventions; preuves ; contributions.

INTRODUCTION

Evaluation as a professional practice is defined as "the process of determining the merit, value and importance of things" (Scriven, 2005b, p. 235). It involves individuals giving opinions, but should be backed up by real facts and objectives.

The professional practice of evaluation has become more prominent in the last forty years (Díaz-Puente et al., 2007), resulting in a number of fields. Some of these already play an important part in the development, and practical application, of evaluation methods (Scriven, 2005a). This involves the evaluation of products, such as consumer products; performance, such as examining students; proposals, in order to select the best option; personnel, in order to select the best candidates for certain roles; and finally, the areas most related to the evaluation of development: the evaluation of policies, plans, programs and projects. This report will focus on the evaluation of these interventions, based on the assumption that the objective of these activities is the improvement and development of territories and their population.

There are different dimensions of evaluation and factors that can be evaluated (Scriven, 2005b). For the evaluation of development interventions it is not always necessary to

use all of these, and the most useful will have to be chosen on an individual basis. In some cases, evaluation can be focused on the results of the intervention through the analysis of different effects: positive and negative, direct and indirect, and short, medium and long term. In other cases, evaluation activities can be focused on the study of development processes, analyzing the application and management of the intervention. This tends to be more interesting than just the analysis of the results in order to propose improvements. The evaluation of costs is strongly linked to this dimension, where monetary and non-monetary costs, direct and indirect costs, current costs and opportunity costs can be analyzed. Another important dimension is the evaluation of the intervention logic. This focuses on analyzing the planning carried out: the need, pertinence and consistency with the reality of the territory. There are two other dimensions of great interest with regards to the development field: comparative evaluation and generalization. The first of these compares the evaluated intervention to other interventions with which similar benefits are expected based on similar resource levels. In the latter, the evaluation seeks to analyze at which point the evaluated intervention (or some of its components) can be generalized in other conditions with similar results. The generalizations can be applied to other situations (physical, political, etc.), other personnel, other territorial or seasonal scales, other benefits, etc. In order to carry out this type of evaluation it is necessary to make predictions on the results of an intervention in different scenarios. In spite of the risks with this type of prediction, this kind of evaluation can often be the most powerful for contributing to the improvement of development interventions.

The report focuses on two key aspects. Firstly, the evolution of evaluation throughout its history and its expansion across the world through professional associations. This gives an idea of the current importance of this activity. Secondly, the main contributions of evaluation in the field of development interventions will be analyzed: provide evidence for decision making and improving performance; establish a value system with explicit criteria and standards to judge the interventions; and provide methodologies and tools for analyzing, interpreting, comparing and generalizing the results, as well as learning from them. Nowadays, evaluation certainly provides important support for enabling and achieving sustainable and endogenous development processes in the territories.

THE EVOLUTION OF DEVELOPMENT EVALUATION

Nowadays, evaluation has evolved into a range of approaches and experiences across the world. It is worth understanding this vastness from the beginning, in order to distinguish the most useful components with regards to development evaluation.

The beginning of evaluation: The loss of the initial approach

Human beings have tried to resolve social problems using reasoning and tests for centuries. However, evaluation as a professional discipline was born in the second half of the 1960s, to improve and help with the quality of interventions, in the context of the substantial investments in social programs by the American Government. These investments did not manage to put a stop to the complex problems they aimed to resolve (W.K. Kellogg Foundation, 1998), and as a result, there was a growing pressure to show the benefits of the interventions, in order to go ahead with allocating resources (Stone, 1985; Walters, 1996; Wye y Sonnichsen, 1992). There was a need for a tool that enabled the effective prioritization of investments, in order to make investment decisions (Patton, 1997).

This pressure, which started in the United States, spread to other countries where evaluation became a tool for justifying decisions. As a result, the initial objective of evaluation for improving programs was to demonstrate that they worked. In addition the aforementioned pressure, the desire to incorporate a scientific method when carrying out the majority of evaluations, has also contributed significantly to this situation (W.K. Kellogg Foundation, 1998). This method is suitable for analyzing efficiency; however, it is very limited for helping to evaluate development interventions, particularly anything related to intangible capital.

As a result of both factors – the historic increase in pressure for demonstrating the efficiency of public policies and the realms of a model based on measuring change – many evaluation projects did not tackle topics as important as the process, or the implementation and improvement of the programs. It was necessary to return to evaluation's primary objective of improving interventions.

The expansion of evaluation in public policies

Since the 1960s, the United States has been characterized by constant, methodological innovations and an increased level of institutionalization of evaluation in public policies and programs. One of the factors that triggered this expansion was the successful incorporation of evaluation activities in the United States Department of Defense, through a program for prior evaluation of the efficiency of alternative programs. This success led to the implementation across all of the federal government agencies.

The clear institutionalization of evaluation in the United States occurred with the creation of evaluation units within federal offices and the announcement of laws that require the General Accounting Office (GAO) to carry out an analysis on the efficiency of public programs. In the field of methodological innovation and development, an evaluation institute was created within the GAO in 1980, known as the Program Evaluation and Methodology Division.

As a result, during the last three decades, the evaluation of programs in areas as important as education or health has been a clear point of reference in public debates in the United States, generating valuable information for both the detractors and supporters of public intervention. A large part of this experience was expressed in a series of evaluation models designed by North American authors; preoccupied with finding methodological designs that go beyond evaluation that is simply based on achieving planned objectives. This provided a value base for making and justifying decisions, which could also enable improvements in public actions (Stufflebeam & Shinkfield, 1985).

The expansion of evaluation across other developed countries arose - as was the case in the United States - as a result of the introduction of budgetary reforms and the development of welfare and social cohesion policies. In Europe, this expansion also arose due to the development of Communitarian Administration (Ballart, 1992; Román, 1999). In less developed countries, the expansion often arose as a result of participation in programs financed by international organizations such as the UN, World Bank, FAO, etc.

In 1990, Hans-Ullrich Derlien described the development of public policy evaluation in western, industrialized countries and identified a series of factors for characterizing a group of pioneering countries that adopted evaluation in the 1970s (United States, Canada, Sweden, Germany and the United Kingdom). These countries formed what he called the first expansion. He also identified a second group of European countries that, in the 1980s, formed part of the second expansion: Denmark, Holland, Norway and Switzerland.

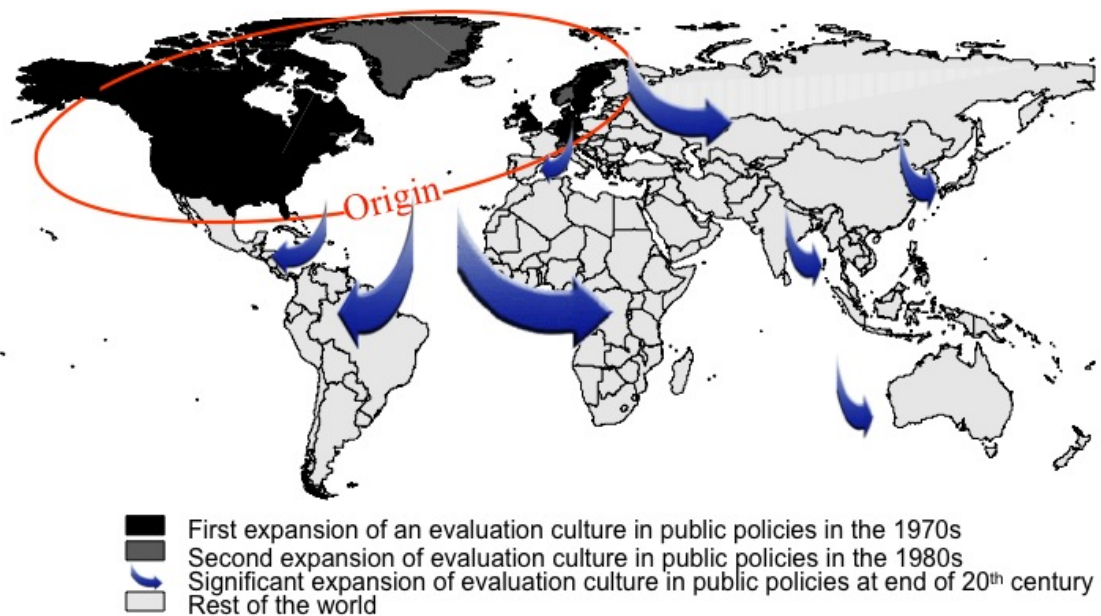


FIGURE 1. EXPANSION OF EVALUATION CULTURE IN PUBLIC POLICIES

In the last 10 years, there has been an unprecedented expansion of evaluation culture in the majority of countries (Furubo et al., 2002; IOCE, 2010a), generating huge opportunities and challenges (Love & Russon, 2002). In Europe, evaluation has extended to those countries that have not traditionally had an evaluation culture, in central and southern Europe. In the rest of the world, it has also extended to Africa, Latin America and Asia. In order to satisfy these increased requirements, the number of consultancies, bodies and universities dedicated to evaluation has grown in all countries (Love & Russon, 2000).

The rise of evaluation as a professional practice has been particularly important in Europe, where it has been institutionalizing itself since 1988 in the application and

management of public policies. European legislation introduces the requirement to evaluate programs co-financed by structural funds. Therefore, a large number of evaluations have taken place in all member states across a wide range of activities. The reasons for this expansion can be found in the great usefulness of evaluation and in its key role in planning public policies.

The institutionalization of evaluation requires a broader and more unified knowledge base, as well as an adequate direction, that drives the improvement in evaluative processes, resulting in improvements in public policies.

The important contribution of the main international bodies

The main international bodies (such as the World Bank, the International Fund for Agricultural Development, FIDA or the Food and Agriculture Organization of the United Nations, FAO) reacted to the difficulties of following and evaluating their interventions in developing countries, creating the first manuals and primary guides for promoting the introduction of an evaluation culture (Casley & Kumar, 1990).

These training efforts - delivered through a number of seminars, conferences and publications - and the imposed requirements for evaluating projects financed by these organizations, led to the creation of the first evaluation associations in developing countries (particularly in Africa), and the first global network for professionals linked to development: IDEA (*International Development Evaluation Association*).

The rise of evaluation networks and associations

A clear indicator of the growth of an evaluation culture in an international context is the exponential increase in evaluation associations and networks in recent years. There are currently more than 100 national and regional evaluation organizations¹ (IOCE, 2010a; IOCE, 2010b; IOCE, 2010c), which have been consolidated by the creation of an international evaluation community (Lundgren, 2000; Mertens & Russon, 2000; Picciotto, 2003; Mertens, 2005). Part of the work of these organizations consists in the

¹ The term regional refers to the supranational arena. This definition is not very common in Spain, but is widely used in the rest of the world.

development of standards, values and principles that guide evaluation, as well as teaching their members the definition of these values. There are also organizations with other objectives and they are focused more on spreading the evaluation culture and on developing skills, experience and methods. The directives developed by evaluation societies do not have regulative characteristics; rather they are recommendations from various professionals on how evaluation should contribute to society, respecting the population that is being worked with.

In 1975 a pioneering project commenced in the United States for developing professional standards for evaluating programs (*Joint Committee on Standards for Educational Evaluation*, 1994). Its objective was to improve the evaluation of training programs. A committee made up of 16 professional associations was formed, including the American Evaluation Society. The result was the *Programme Evaluation Standards* (PES), a quality control list of evaluation projects, made up of 30 criteria arranged in four categories: utility, feasibility, integrity and precision; which are the four standards required for an evaluation.

In 1989, the American National Standards Institute approved the PES, and it is currently used for the majority of evaluations. In some areas with significant cultural differences (like Asia and Africa), there are working groups for adapting the PES in these contexts. DONANTES bodies have also adopted the PES for assessing the quality of project evaluation in developing countries.

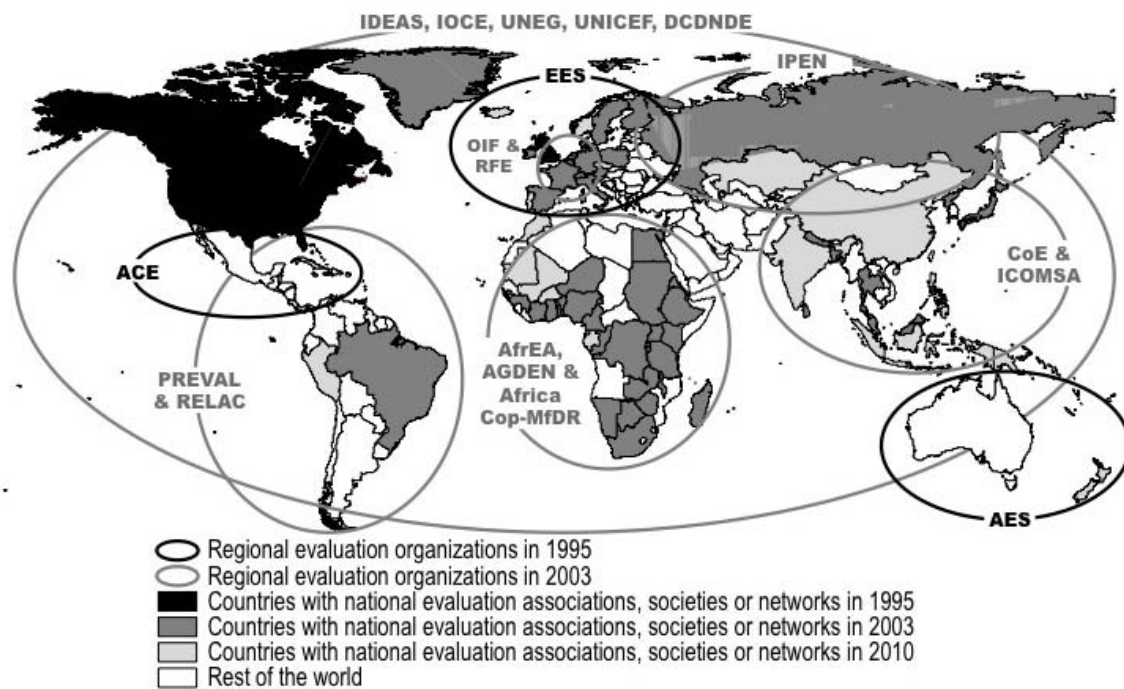


FIGURE 2. EVOLUTION MAP OF REGIONAL AND NATIONAL EVALUATION ORGANISATIONS

Since the foundation of the *Canadian Evaluation Society* (CES) in 1981 and the *American Evaluation Association* (AEA) in 1986, there has been a steady increase in the number of new foundations. In 1995 there were 6 regional and national evaluation organizations [see appendix]; in 1998 this increased to 12 and in 1999 there were over 20 (including new types of organizations such as networks and forums, as well as associations). Since 2003 the number of regional evaluation associations has remained constant, although the number of national organizations has increased significantly, from 20 in 2003 to over 80 currently (IOCE, 2010b).

The *European Evaluation Society* (EES) was founded in 1994. Since then, it has played a crucial role in promoting and creating different national societies that exist in practically all European countries [see appendix]. Only the *United Kingdom Evaluation Society* existed before the *European Evaluation Society* was created.

In 1999, the *African Evaluation Association* (AfrEA) was created as an informal evaluation network governed by UNICEF. Subsequently, various African countries created their own national evaluation associations or networks. The number of associations increased from 6 in 1999 to 16 in 2001, and currently stands at 35.

Furthermore, there are networks for evaluation professionals in 27 countries, although some of these are still being set up. Another thirteen countries participate (without their own evaluation societies) in the AfrEA's activities. It is also worth mentioning that Africa is the continent with the most regional evaluation organizations, with a total of three [see appendix].

In Asia, the first associations that were established were in Israel in 1998, Malaysia in 1999 and Sri Lanka, also in 1999. In 2003, three new associations were formed, as well as two forums. Currently, evaluation has spread to nine Asian countries, some of which are particularly relevant, such as China or India. There have also been advances in creating formal evaluation associations in countries that previously had only forums or networks [see appendix].

In Latin America (as was the case in Africa), the international organizations have played an important part in creating evaluation associations. The two most important elements with regards to this have been the creation of the Central American Evaluation Association (ACE) in 1994, and the creation of PREVAL, a platform for strengthening evaluation skills in projects aimed at fighting poverty in rural areas of Latin America and the Caribbean. This was established in 1996, thanks to the support of the International Fund for Agricultural Development (IFAD). Currently, the support of international organizations has facilitated the creation of more regional and national evaluation societies [see appendix].

The internationalization of evaluation

The creation of an international evaluation community represents a large opportunity for everyone to learn from each other and become more successful in the evaluation profession (Love & Russon, 2002). In November 1995, the American and Canadian evaluation societies organized a conference in Vancouver, in collaboration with the European Evaluation Society. This was the first truly international conference, with 1600 evaluators from 65 countries from the five continents. This conference was a decisive moment in the creation of an international evaluation community (Patton, 2001).

In 2000, thanks to a donation from the W.K. Kellogg Foundation, a meeting took place in Barbados, in which representatives from 15 national and regional evaluation associations from across the world took part. During the meeting, a formal proposal was produced for creating an international evaluation organization, which culminated in the creation of the *International Organization for Cooperation in Evaluation (IOCE)* in 2003.

The IOCE was created as a flexible organization comprising of national and regional evaluation entities. Its objective was to strengthen the leadership and evaluation capability in developing countries, to promote the links between the theory and practical application of evaluation across the world and to promote evaluation as a profession. The overall goal was to create a global vision for identifying and proposing solutions for development problems around the world.

On the other hand, the assessors specializing in development have a discussion forum at their disposal for sharing knowledge and experiences, as well as promoting the quality of their work; known as the *International Development Evaluation Association (IDEAS)*. As previously mentioned, this association was founded in 2001 thanks to the support of international bodies such as the United Nations Development Program (UNDP) and the World Bank.

Current Approach

With the expansion of an evaluation culture, there have been many advances related to its processes, mechanisms, tools and results. Nowadays, there are professionals and associations in all regions of the world, thus creating a critical mass of assessors who are capable of responding to the increasing demand for these activities. Furthermore, technological advances (information and communication), favor knowledge sharing, cooperation and the creation of strategic alliances between the associations and their members.

For some time, evaluation was overly focused on the technical arena, with methodologies and instruments that originated from (and depended on) scientific investigation. During the last twenty years this has changed, and it has become more and more differentiated from rigorous control and strict investigation. Evaluation is

evolving, and nowadays it is positioned as a prominent tool for improving the execution, management and transparency of policies, programs and projects. This improvement in interventions will no doubt have a positive effect on the standard of life for people involved in them.

MAIN CONTRIBUTIONS TO EVALUATION: REASONS FOR ITS EXPANSION

The value of evaluation depends on the stance we take: the value may be in helping to interpret the results from a particular policy, program or project (theoretical stance); obtaining evidence that the policy, program or project works (evidential stance); or learning from implementation experiences (learning stance), although these stances are not completely independent.

In any of these cases, evaluation is proving to be crucial for political transparency and for demonstrating the effectiveness of public management (Patton, 2001). The European Evaluation Society's fourth conference, in October 2000, specifically covered the role of evaluation in maintaining democratic systems, a subject that makes people think about the important role that this discipline has nowadays.

Evaluation as a value source

As previously mentioned, evaluation involves making judgments regarding the perceived value or importance of certain facts. As a result, the evaluator needs a value system with which to approach the activity that needs assessing, a system that the evaluator should not impose, rather they should develop this jointly with those involved. Therefore, evaluation is based on value theories that help to judge facts; and practical theories that involve evaluation tools and methods.

Value theories define four logical steps for developing a judgment: (1) The first step is to define the criteria which the evaluation should be based on. The criteria are properties that are closely related to the evaluation objective and they determine its value and importance. This involves conditions that interventions should meet and as a result are the objective of the evaluation activities. The key to a good evaluation is the criteria, not the guidelines (Scriven, 2005b). Guidelines are empirical variables, statistically linked to criteria, but frequently unstable in their validity, and occasionally easily manipulated.

(2) The second step involves establishing standards, such as specific and measurable compliance levels that are required from criteria. (3) During the third stage, the performance of each of the defined criteria is measured and compared to its respective standards. This gives an idea of the intervention's level of compliance. (4) Finally, the information is summarized in a judgment based on the merit, value or importance of the intervention, in relation to the defined criteria and standards.

Evaluation as a source of evidence and its political implications

The fundamental question regarding evaluation is to identify what works and what is worth supporting. As a result, and in particular in the area of development, all evaluation work is political and carries a value burden (W. K. Kellogg Foundation, 1998). Furthermore, all phases of the evaluation process have political implications in terms of focusing on themes, decision making, in the population's perception of intervention, and particularly in the interests that are taking into consideration. It is important that the evaluators understand the implications of their actions and maintain a continuous dialogue with all pressure groups involved (Díaz-Puente et al., 2008).

On the other hand, evaluation serves two other very important functions with regards to development interventions. Firstly, it is a process that allows learning – in terms of what does and doesn't work – in order to improve interventions and meet the set objectives (Mokate, 2000). Secondly, evaluation plays a crucial role in decision making (and justifying these decisions), finding suitable methods for comparing, selecting and rejecting alternative projects in scenarios where resources are scarce (Cohen & Franco, 2006).

Evaluation as a key discipline in a Knowledge Society

The important role of evaluation within a Knowledge Society is based on the context of the huge amount of information that is managed in our society; needless to say that each year two million articles in scientific magazines are published (Jara, 1999) and each day seven million new web pages appear on the Internet (Moore & Murray, 2000).

In this context, the challenge is to identify what information is worthwhile. In order to do this, evaluation sets criteria and tools that identify valuable and useful information at

the right moment for making decisions. The importance of this situation is based on the fact that in the history of mankind, the affirmation that knowledge is power has never been as true as it is today (Patton, 1999).

Evaluation has become a key profession for the effectiveness and efficiency of interventions. The evaluators are not only consulted for the evaluations, but also for the design of the programs, especially in North America. An experienced evaluator will have analyzed a multitude of programs, and will have the knowledge to improve others. In this field, a whole area of investigation has been created to establish what enables evaluation experts to be such experts. Part of this investigation involves the development and implementation of artificial intelligence in evaluation.

Evaluation as a source of learning and training

Evaluation activities usually have two approaches: the use of results – usually captured in a final evaluation report – and the use of process, which includes all the evaluation activities that achieve results. In the evaluation of development interventions, the use of an evaluation process is particularly interesting, in comparison to the sole use of results that is often used for demonstrating that interventions work.

The adequate use of the process – through increased participation amongst agents – links the knowledge and results generated in the evaluation with knowledge acquisition processes amongst the population. These skills allow the population to make use of the evaluation tools to manage their development, use them for continuous improvement and obtain evidence that they support decision-making. Furthermore, it can also help to overcome the natural resistance to change that can often arise. The use of the process in itself can have an impact on knowledge acquisition (Patton, 1999).

During development evaluation it is important that, in addition to providing a judgment, there is a serious concern for triggering learning processes, given that results and reports come to an end, but the learning and skills acquired by those involved continue. However, the importance of using results should not be forgotten (Patton, 1997; 1998). The challenge for evaluators is to adapt both uses to each context.

CONCLUSION

The importance of development evaluation is clear, given its expansion across the world through a number of professional associations at a national, regional and global level. Although this expansion has reached many parts of the planet, there are still places where an evaluation culture is not sufficiently implemented in order to benefit from its value and potential opportunities.

These benefits (including the ability of evaluation for providing solid evidence that supports decision-making), justify its substantial expansion. This is important for two reasons. Firstly, it allows resources to be allocated (these are always scarce, particularly in the current context) in the best possible way, adjusting them strictly to the determined criteria. Secondly, evaluation allows for solid evidence to be given that justifies the chosen option, with the importance that it has on the current context for reinforcing and maintaining democratic systems.

Evaluation is also a source of values that allows criteria and explicit standards to be established, that can be used to judge, analyze, interpret, compare and generalize results of a particular action, as well as improve interventions, through teaching (based on the use of process and results) and the application of different methodologies and tools that can be adapted to the context of the intervention being evaluated.

The benefits mentioned, as well as the role of evaluation as a factor that supports the training of people, mean that this discipline plays an important and promising part in achieving sustainable and endogenous development processes in the territories.

APPENDIX

This Appendix provides information on the various evaluation organizations created during the expansion process.

The first associations, created between 1981 and 1995 are: The *Canadian Evaluation Society*, founded in 1981; currently has over 1900 members and branches across Canada (CES, 2010). The *American Evaluation Association*, founded in 1986; currently has around 5500 members and represents all of the North American states, as well as 4 foreign countries (AEA, 2010). The *Australasian Evaluation Society* (AES), the first

regional evaluation association, founded in 1991, currently has over 900 members (AES, 2010). The *United Kingdom Evaluation Society* (UKES), founded in 1994 has over 320 members. The *European Evaluation Society* (EES), founded towards the end of 1994. The Central American Evaluation Association (ACE), founded as a result of the first Evaluation Seminar for Central America, Panama and the Dominican Republic, promoted by the Inter-American Development Bank and the International Fund for Agricultural Development.

As a result of the creation of the European Evaluation Association (EEA) in 1994, a number of national associations were created in: Germany (two national associations: GES & DES, and another association that includes Germany and Austria: DeGEval), Belgium (one society: SWEP and an evaluation platform: VEP), Denmark (DES), Scotland (SEN), Spain (SEE), Finland (FES), France (SFE), Iceland (IEA), Italy (AIV), Poland (PES), Sweden (*Utvärderarna*) & Switzerland (SEVAL).

In Africa, following the creation of the *African Evaluation Association* (AfrEA), associations were created in Kenya, Niger and Ghana. The Kenyan association is the oldest, and most influential in Africa, and is the model on which other African countries base theirs. There are also evaluation networks in Botswana (Botswana Evaluation Association), Burkina Faso (Réseau Burkinabé de Suivi et d'Evaluation), Burundi (Burundi Evaluation Network), Cape Verde (Cape Verde Evaluation Network), Comoros (Association Comorienne de Suivi et Evaluation), Egypt (Egyptian Evaluation Association), Eritrea (Eritrea Evaluation Network), Ethiopia (Ethiopian Evaluation Society), Ghana (Ghana Evaluators Association & Ghana Evaluators Network), Kenya (Kenya Evaluation Association & Professionals in Measurement Network), Madagascar (Malagasy Association pour le Suivi et l'Evaluation & Réseau Malgache de Suivi et Evaluation), Malawi (Malawi Network of Evaluators), Mali (Association pour la Promotion de l'Evaluation au Mali), Morocco (Réseau Marocain de Suivi et Evaluation & L'Association Marocaine de l'Evaluation), Mauritania (Mauritanian M&E Network & National Evaluation Network in Mauritania), Namibia (Namibia Monitoring, Evaluation and Research Network), Niger (Réseau Nigérien de Suivi et Evaluation), Nigeria (Monitoring and Evaluation Network of Nigeria, Society for Monitoring and Evaluation of Nigeria & Continental Research), Democratic Republic of Congo (Société Congolaise d'Evaluation), Ruanda (Réseau Ruandais de Suivi et

Evaluation & Societe d'Evaluation Rwandaise), South Africa (South African Evaluation Network), Uganda (Ugandan Evaluation Association), Zambia (Zambia Evaluation Association), Zimbabwe (Zimbabwe Evaluation Society) (IOCE, 2010b). The following countries also participate in the AfrEA (although they do not have their own evaluation societies or networks): Benin, Cameroon, Ivory Coast, Gabon, Guinea, Ecuatorial Guinea, Senegal, the Seychelles, Sudan, Swaziland, Sao Tome e Principe, Tanzania and Togo (IOCE, 2010b). Finally, it is important to mention that Africa is the continent with the largest number of regional evaluation associations. These are AfrEA (African Evaluation Association), AGDEN (Africa Gender and Development Evaluation Network), & AfricaCop-MfDR (African Community of Practice on Managing for Development Results)

The following were created in Asia in 2003: The *Japanese Evaluation Society* (JES), the *Thailand Evaluation Network*, the *Korean Evaluation Association* and the following evaluation forums: *Bangladesh Evaluation Forum & Nepal M&E Forum*. There are currently evaluation societies in China (*China Enterprise Evaluation Association*), India (with three evaluation organizations: *Indian Evaluation Network*, *India Monitoring and Evaluation Learning and Action Network*, & *Development Evaluation Society of India*), Indonesia (*Indonesian Development Evaluation Community*) & Kazakhstan (*Kazakhstan Evaluation Association*). Furthermore, in Bangladesh & Nepal, two new associations have been created: *Bangladesh Monitoring and Evaluation Network & Nepal Evaluation Society*.

In Latin America in the last few years, regional associations have been created (such as RELAC and the *Central America Evaluation Association*) as well as national associations (*Brasilian Evaluation Agency*, *Brazilian Association for Educational Evaluation*, *Cuban Evaluation Network & Peru Network for Monitoring and Evaluation*).

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