

COURSE INFORMATION.

Course Name	Code	Semester	Theory (hours/week)	Application (hours/week)	Laboratory (hours/week)	National Credit	ECT S
Participatory Evaluation in Humanitarian Action for Migrants	SHO 673	1	3	0	0	3	6
Prerequisites	None						
Course language	Turkish						
Course type	Elective						
Mode of Delivery	Presential						
Learning and teaching strategies	Readings, lecture, discussion, observation, brain storming, field visits, report preparation and presentation, webinars, digital learning tools, guests.						
Instructor (s)	Faculty members						
Course objective	<p>The course objectives are:</p> <ul style="list-style-type: none"> - Reinforce the evaluation culture in planning and implementation of social services in humanitarian action settings especially for immigrants - Connect theoretical and methodological developments in participatory evaluation in humanitarian action - Increase the use of evaluation to improve accountability and learning from experience in humanitarian interventions - Disseminate the knowledge of participatory evaluation by professionals and volunteers of humanitarian action - Develop a common approach to participatory evaluation in different geographies, with a special focus in action by European, Middle Eastern and Latin American institutions in their experience in different regions of the world - Make the impact and effects of humanitarian action on beneficiaries more visible 						
Learning outcomes	<ul style="list-style-type: none"> -Distinguish different types of humanitarian situation and main forms of humanitarian response and social work, together with the challenges and implications inherent to the different options - Understand the principles of evaluation processes - Be able to identify when to use participatory evaluation and the type of evaluation that should be used for different objectives - Design a participatory evaluation process applied to humanitarian action - Use the appropriate participatory evaluation techniques - Learn different humanitarian action, social work experiences and discussions within the examples of recent migrant and refugee waves in different countries - Participate in evaluation processes in intercultural settings and social work with migrants and refugees - Be familiar with gender mainstreaming and superdiversity - Increase the sensitivity and knowledge of ethical issues in participatory evaluation 						
Course Content	<ul style="list-style-type: none"> -Planning, implementing and reporting of evaluation and especially participatory evaluation in different operations in humanitarian action settings. - Concepts and methodology of evaluation. - Hands-on approaches to evaluation in humanitarian action in different geographical areas. - Transfer of experience with field work done by institutions of the five countries (Brazil, Colombia, Portugal, Spain and Turkey) via field visits and webinars. 						

References	<p>Basic Reading:</p> <ul style="list-style-type: none"> - Cosgrave J., Buchanan-Smith M. and Warner, A. (2016) Evaluation of Humanitarian Action Guide, London, ALNAP (French and Spanish versions available) -Cousins, J. B., & Whitmore, E. (1998). Framing participatory evaluation. <i>New directions for evaluation</i>, 1998(80), 5-23. -Heintze, Hans-Joachim, Thielbörger, Pierre (2018), <i>International Humanitarian Action - NOHA Textbook</i>, Cham, Springer -Mac Ginty, R., & Peterson, J. H. (2015). <i>The Routledge companion to humanitarian action</i>. Routledge. -Rossi, P.; Lipsey, M.; Henry, G. 2019. <i>Evaluation. A Systematic Approach</i>. Thousand Oaks. Sage. 8th Ed. <p>Recommended References:</p> <ul style="list-style-type: none"> -American Evaluation Association. 2018. <i>Evaluators' Ethical Guiding Principles</i>. Acessível em https://www.eval.org/p/cm/ld/fid=51 -Betts, A. (2006). What Does 'Efficiency' Mean in the Context of the Global Refugee Regime? <i>The British Journal of Politics & International Relations</i>, 8(2), 148-173. -Betts, A. (2009). <i>Forced migration and global politics</i>. Blackwell Publishing. -Betts, A., Loescher, G., & Milner, J. (2013). <i>The United Nations High Commissioner for Refugees (UNHCR): The Politics and Practice of Refugee Protection (Vol. 62)</i>. Routledge. -Castillo de Mesa, J., López Peláez, A. 2019. Redes sociales online y emergencias sociales. Pp. 187-206. In: Pastor Seller, E., Cano Soriano, L. (eds.), <i>Respuestas del Trabajo Social ante emergencias sociales y problemáticas sociales complejas de México y España</i>. Madrid: Dykinson -Christoplos, I., Knox-Clarke, P., Cosgrave, J., Bonino F., Alexander, J. (2017) <i>Strengthening the quality of evidence in humanitarian evaluations</i>, London, ALNAP -Cousins, J. B., & Earl, L. M. (1992). The case for participatory evaluation. <i>Educational evaluation and policy analysis</i>, 14(4), 397-418. -Dale, R. (Ed.). 2004. <i>Evaluating Development Programmes and Projects</i>. New Delhi. Sage. - Kaiser, T. (2002) <i>Participatory and beneficiary-based approaches to the evaluation of humanitarian programmes</i>, Working Paper No. 51, UNHCR, - Khaled, A.F.M. Do No Harm in refugee humanitarian aid: the case of the Rohingya humanitarian response. <i>Int J Humanitarian Action</i> 6, 7 (2021). -Krueger, S., & Sagmeister, E. (2014). Real-Time Evaluation of Humanitarian Assistance Revisited: Lessons Learned and the Way Forward. <i>Journal of MultiDisciplinary Evaluation</i>, 10(23), 59-72. -Markiewicz, A. 2005. 'A balancing act': Resolving multiple stakeholder interests in program evaluation. <i>Evaluation Journal of Australasia</i>, 4(1-2), 13-21. -OECD, 2016. <i>Evaluation Systems in Development Co-operation 2016 Review</i>. Paris.OECD -Patton, M. Q. .2008. <i>Utilization-focused evaluation</i>. Thousand Oaks. Sage. -Reus_Smit, C. (2013). The concept of intervention. <i>Review of International Studies</i>, 39(05), 1057-1076. Retrieved from http://dx.doi.org/10.1017/S0260210513000296 -Ridde, V., Goossens, S., & Shakir, S. (2012). Short-term consultancy and collaborative evaluation in a post-conflict and humanitarian setting: Lessons from Afghanistan. <i>Evaluation and Program Planning</i>, 35(1), 180-188. -Scriven, M. (1991). <i>Evaluation thesaurus</i>. Newbury Park. Sage.
------------	--

	<p>-Simms, B. & Trim, D (2010) Towards a History of Humanitarian Interventions, edited by Brendan --- Simms and David Trim, Cambridge, Cambridge University Press.</p> <p>-Weiss, C. 1998. Evaluation. New Jersey. Prentice-Hall.</p>
--	---

Course outline weekly

Weeks	Topics
1.	Introduction to course content and students' orientation 1. Fundamentals in humanitarian action 1.1 Fundamental Values
2.	1.2 Metamorphosis of humanitarian crises in terms of time and scope: human mobility and migration 1.3 Context and Limitations of HA: Actors and Legal frameworks
3.	1.4 Challenges in humanitarian action: superdiversity, gender, poverty, and rights
4.	2. Evaluation: social research applied to the analysis of public policy and projects 2.1 Theory and methods
5.	2.2 Evaluation and project cycle 2.3 The uses of evaluation - learning and accountability in social policies responding humanitarian crises
6.	2.4 Evaluation ethics
7.	2.5 Experiences of evaluation – case examples
8.	Mid-term
9.	3. Perspectives in participatory evaluation 3.1 Practical participatory evaluation and transformative participatory evaluation
10.	3.2 Participatory evaluation as a tool in evaluation 3.3 Participatory evaluation as a perspective in implementation of humanitarian action interventions
11.	3.4. Case examples
12.	Methods and toolkits for participatory evaluation in humanitarian action 4.1 Methodologies of participatory evaluation 4.2 Methods and tools of participatory evaluation
13.	4.3. Case examples
14.	5. Co-design of participatory evaluation processes 5.1. Basic notions of co-design, definitions, origins and theoretical concepts 5.2. Co-design methodology: Main models and methods 5.3. Practical co-design strategies for participatory evaluation
15.	General evaluation of the course

16.	Final Exam
-----	------------

Assesment methods

Course activities	Number	Percentage**
Attendance	14	30
Laboratory		
Application		
Field activities		
Specific practical training		
Assignments		
Presentation	1	30
Project		
Seminar		
Midterms		
Final exam*	1	40
Total		100
Percentage of semester activities contributing grade success		60
Percentage of final exam contributing grade success		40
Total		100

WORKLOAD AND ECTS CALCULATION

Activities	Number	Duration (hour)	Total Work Load
Course Duration (x14)	14	3	42
Laboratory			
Application			
Specific practical training			
Field activities			
Study Hours Out of Class (Preliminary work, reinforcement, ect)	14	3	42
Presentation / Seminar Preparation	1	36	36
Project			
Homework assignment			
Midterms (Study duration)			
Final Exam (Study duration)	1	60	60
Total Workload			180

MATRIX OF COURSE LEARNING OUTCOMES VERSUS PROGRAM OUTCOMES

Program Outcomes	Contribution level*				
	1	2	3	4	5

1. On the basis of master's program outcomes, the student develops and deepens contemporary and advanced knowledge of social work at an expert level with original thinking and/or research and reach original concepts to bring new perspectives to the field.					X
2. Comprehends the interaction among social work and related disciplines; reaches original results via utilizing the knowledge which requires expertise on the analysis, synthesis and evaluation of new and complicated views.					X
3. Has the knowledge of various advanced research methods and techniques			X		
4. Uses a foreign language at least at the level of General Level C1 of European Language Portfolio in terms of writing, verbal and visual communication and discussion at an advanced level.					x
5. Has the ability to evaluate and use the new knowledge in the field of social work with a systematic approach					X
6. Has the ability to develop clinical and macro social work models on the basis of the rproblems and needs in social work fields.	x				
7. Has the ability to develop and implement a new thought, method, design and/or application or implements an existing thought, method, design and/or application to a different field of social work; has the ability to study, comprehend, design, adapt and implement an original subject.					X
8. Makes critical analysis, synthesis and evaluation of new and complicated views and concepts.					X
9 . Supervises complicated and challenging cases.			X		
10. Contributes the field of social work by carrying out an original study independently which either brings a new view, method, design and/or application or implicate an existing view, method, design and/or application in a new field.				X	
11. Expands the limits of the area of social work by publishing articles on national and international peer reviewed journals.		X			
12. Takes leading position in mileau where there is need for understanding and awareness about psycho-social problems related to the field of social work or interdisciplinary fields.				X	
13. Develops clinical and macro methods via using cognitive processes like creative and critical thinking, problem solving and decision making; and transfers it to professional/academic mileau.				X	
14. Manages efforts toward studying, developing and changing social relations and the norms that govern those social relations where necessary.					X
15. Develops an effective relation with experts in the discussions about the field that shows the ability to defend original views and expertise in the field.					X

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest