

Foreword

I AM PLEASED to have this opportunity to comment on the second edition of *Collaborative Evaluations*. The first edition, published in 2005, was a timely contribution to the evaluation literature in that it addressed an important problem in the practice of evaluation. That problem is the difficulty evaluators often have in engaging stakeholders in planning, conducting, and using evaluations—in other words, getting them to take evaluation *seriously*. The first edition provided a step-by-step guide for evaluators, with notable attention to detail, on how to involve key individuals and groups in evaluation in a meaningful way.

This second edition extends the achievements of the first edition in three important ways: (1) conceptual clarity has been enhanced on the basis of the past seven years of experience in applying the content of the book, (2) references to contemporary thinking in evaluation theory and practice have been used to integrate collaborative evaluation into the mainstream of evaluation literature, and (3) actual evaluation questions and issues have been used to ground the presentation of the collaborative approach in terms that most evaluators should recognize.

Drs. Rodríguez-Campos and Rincones-Gómez have done an excellent job in preparing an easy-to-read, comprehensive guide to the collaborative evaluation approach and related literature. In developing the collaborative approach to evaluation, they have provided a roadmap for greater and more serious stakeholder engagement in the evaluation process. This engagement in turn should lead to a greater regard for, and use of, evaluation in the future by key stakeholders. This, in my judgment, constitutes a major step forward for the field of evaluation. The authors are to be congratulated on a job very well done.

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