CONTENTS

FROM THE EDITOR-IN-CHIEF
Paul R. Brandon 1

EDITORS’ NOTES
Barbara Rosenstein, Helena Desivilya Syna 3

Susan Woelders, Tineke Abma 9
Against a backdrop of Foucault's theory of normalization, this article considers the following issues: how a theoretical framework for societal critique helps to understand social injustices, what characterizes the role of the evaluator, and how a different perspective on normal can further inclusion.

2. A Purpose-Driven Action: The Ethical Aspect and Social Responsibility of Evaluation
Miri Levin-Rozalis 19
The author writes this article in a conversational format between an evaluator and her colleague in which they unpack the ethical issues and social responsibilities of evaluation.

3. Social Space and Field as Constructs for Evaluating Social Inclusion
Noam Lapidot-Lefler, Victor J. Friedman, Daniella Arieli, Noha Haj, Israel Sykes, Nasreen Kais 33
Drawing on field theory, these authors argue that the evaluation of social exclusion and social inclusion requires evaluators to reconsider their role and methods, as well as to revise the fundamental constructs through which they study interventions and change.

Helena Desivilya Syna, Amit Rottman, Michal Raz 45
The authors present the sociopolitical and socioeconomic context, the brave new job market, as a background for the evaluation—social justice interface.

5. Integrating Human Rights in Program Evaluation: Lessons From Law and Health Programs in Kenya
Sofia Gruskin, Emily Waller, Kelly Safreed-Harmon, Tamar Ezer, Jonathan Cohen, Anne Gathumbi, Patricia Kameri-Mbote 57
This article uses the concepts and methods of human rights to evaluate the programs of three Kenyan nongovernmental organizations that integrate legal and health services as a means to empower key populations.
Judith Zamir, Saleem Abu Jaber
The authors illustrate how a joint effort between the evaluation team and the program developers promoted equal opportunities for Bedouin women teachers involved in the Partner Development Schools training program.

7. The Role of Evaluation in Affirmative Action–Type Programs
Khawla Zoabi, Yaser Awad
Using the cases of two separate pre-academic preparatory programs, the authors conclude that evaluation could be conceptualized as a promoter of social justice.

8. Evaluation in the Branco Weiss Institute: From Social Vision to Educational Practice
Ruthie Lustig, Shira Ben Baruch-Koskas, Tova Makhani-Belkin, Tami Hirsch
The article presents an internal evaluation unit as a democratic and culturally responsive mechanism that promotes social justice and generates new knowledge for the organization and its programs.

Khalil Bitar
Within an extremely challenging context, the author explains some of the political, logistical, methodological, and ethical challenges that evaluators in the occupied Palestinian territory have experienced in order to conduct well-informed and equity-focused evaluation work during the past 20 years since the establishment of the Palestinian National Authority (PNA).

10. Evaluation of a Joint Israeli–Palestinian Project
Shoshana Steinberg, Judith Zamir
Based on a project in which Israeli and Palestinian teachers produced a textbook including the historical narratives of each group, this article highlights the significant contribution of the evaluator to the entire process.

INDEX