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A great deal of evaluations are commissioned and conducted every year. Evaluations can provide knowledge for learning and improvement, but research has shown that evaluation results usually are not used as intended, and sometimes they are not used at all. The aim of this thesis is to explore and analyse evaluation practice from an empirical, normative, and constructive perspective. The objective is to increase the understanding of how to produce relevant knowledge and give concrete suggestions on improvements of evaluation in the field of social work. The empirical data consist of four different large-scale evaluations of temporary programmes in social work. The source materials are of two kinds; documents, such as evaluation reports, and interviews, with evaluation commissioners and evaluators. The results confirm that results from evaluations of temporary programmes in social work is sparingly used. The empirical findings are elaborated further by using the knowledge form phronesis, which can be translated into practical wisdom. The overall conclusion is that social work is in need of knowledge that social workers find relevant and useful in practice. In order to meet these needs, researchers and evaluators must broaden their knowledge view and begin to include practical knowledge when evaluating social work instead of solely relying on scientific knowledge when conducting the evaluations. To provide knowledge that social workers find relevant and useful in practice a new evaluation model is suggested. It is called Phronesis-based evaluation and is argued to have great potential to be able to address and include professionals’ praxis-based knowledge. It advocates a view that takes social work’s dynamic context into serious consideration and acknowledges values and power as important components of the evaluation process.