Evaluation Report

The Private Development Aid Project

An Outcome Evaluation of a Royal Roads University Graduate Student Research Project

Prepared by: Rachel Davel, Rachel Claus, Stephanie Jones, & Brian Belcher

Sustainability Research Effectiveness

Royal Roads UNIVERSITY

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Cover photo: Rolling hills among farmer fields on the outskirts of Moshi. Moshi, Tanzania. Photo: Carla Funk

The majority of this evaluation was carried out over 2018-2020, with a pause in the later half of 2020 that extended to 2022 because of the COVID-19 pandemic, other projects, and new collaborations. Through further testing and learning over this period, our thinking has evolved – particularly with respect to evaluation questions, outcome framing, mechanisms, and assumptions. We have chosen to maintain the report's structure and analyses as originally conceptualized, accompanied with footnotes to indicate and explain where our thinking has since advanced. As the fifth case study, the PDAP evaluation serves as the last case in the first set of Royal Roads University graduate student case studies. New thinking and changes to our approach will be taken and reflected in all future evaluations moving forward.

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Produced by

Sustainability Research Effectiveness Program
Royal Roads University
2005 Sooke Road
Victoria, British Columbia
V9B 5Y2
Canada

Telephone: +1-250-391-2600 ext.4407
E-mail: brian.belcher@royalroads.ca
Website: researcheffectiveness.ca

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List of Acronyms

CEO	Chief executive officer
CAGP	Canadian Association of Gift Planners
CTC	Community Transformation Centre
DAC	Development Action Canada
DSocSci	Doctor of Social Sciences
ED	Executive director
EoP	End-of-project
HLO	High-level outcome
IDRC	International Development Research Centre
IISS	International Interdisciplinary Social Sciences
KASR	Knowledge, attitudes, skills, and relationships
LTRM	Learning, Teaching and Research Model
NGO	Non-governmental organization
PDA	Private development aid
PDAP	Private Development Aid Project
PhiLab	Canadian Philanthropy Partnership Research Network
PI	Principal investigator
QAF	Quality Assessment Framework
RRU	Royal Roads University
SRE	Sustainability Research Effectiveness
SSHRC	Social Sciences and Humanities Research Council
SWD	Sense-making workshop discussion code
TDR	Transdisciplinary research
TI	Transform International
ToC	Theory of Change
UVic	University of Victoria

Executive Summary

Introduction

This report presents an outcome evaluation of a research project undertaken by a Royal Roads University (RRU) Doctoral of Social Sciences (DSocSci) student. The Private Development Aid Project (PDAP) focused on understanding the perceived nature, reach, and influence of private development aid (PDA) as experienced by recipients of philanthropic giving in Moshi, Tanzania. PDA plays an increasingly significant role in the development arena, but research has not kept pace in providing a credible understanding of the current state of PDA, the influence of philanthropic giving in development, and how it can be effectively facilitated and enhanced. The project aimed to contribute to the academic discussion on the topic; inspire organizational change to encourage 'thriving' practices; and support the professional development of the student researcher as a scholar-practitioner, hereafter referred to as the principal investigator (PI). The outcome evaluation assesses whether and how the PDAP contributed to the improved management and practice of PDA organizations in Moshi and beyond.

Methodology

The evaluation investigates how the PDAP generated new knowledge, attitudes, skills, and relationships (KASR) among system actors to influence the practice of PDA organizations. The objective of this evaluation is to critically assess the project by collecting and analyzing information about its activities, outputs, and outcomes to support learning for research effectiveness. The evaluation is part of a series of case study evaluations of RRU graduate student research projects.

The evaluation applies the Outcome Evaluation approach, which is designed to assess research projects, specifically transdisciplinary research (TDR), sustainability science, research-for-development, and other change-oriented approaches (Belcher et al., 2020). The approach assesses whether and how a research project contributed to the realization of outcomes, using a Theory of Change (ToC) as the analytical framework. A ToC is a set of causal relations, hypotheses, and assumptions that model how and why a project is expected to lead or contribute to a change process. A ToC models research activities, outputs (i.e., knowledge and services), and outcomes (i.e., expected changes in KASR and behaviour), and provides a set of testable hypotheses about what actors (individuals and organizations) will be influenced by the research process and outputs, and how their resulting actions are expected to contribute to higher-level changes. The ToC is also used to define data needed and identify potential data sources to deductively test each change hypothesis (Belcher et al., 2020).

The evaluation team led a workshop with the PI in May 2018 to define the scope of the evaluation, retrospectively document (i.e., make explicit) the implicit ToC for the PDAP (Figure 1), and identify possible sources of evidence to empirically test the ToC. The Outcome Evaluation method collects participant and stakeholder perspectives to identify and assess project as well as external contributions to a change process (Belcher et al., 2020). To gather these perspectives, we conducted 23 interviews and reviewed relevant documents (e.g., proposals, dissertation, book chapters, press releases, websites) to answer the following evaluation questions for the outcome assessment:

1. *Research Outcome Evaluation:*

a. To what extent and how were outcomes realized?
b. Were there any positive or negative unexpected outcomes from this project?
c. Could the outcomes have been realized in the absence of the project?
d. Were the project assumptions sustained?
e. Are the higher-level changes likely to be realized?

PDAP characteristics were assessed using Belcher et al.'s (2016) Transdisciplinary Research Quality Assessment Framework (QAF). QAF results indicate the extent to which the PDAP incorporated recognized quality criteria of TDR[1], organized under the principles of *Relevance*, *Credibility*, *Legitimacy*, and *Effectiveness*. In combination

[1] The QAF is not meant to be a measure of excellence, but rather characterizes the project design and implementation in terms of the extent of its transdisciplinarity.

with the outcome evaluation, the QAF highlights elements of research design and implementation that contributed to the realization of outcomes. The project assessment was guided by the following questions:

2. *Research Project Assessment:*

a. What elements of research design and implementation supported outcome realization, and how?
b. To what extent and how did the project engage effectively with relevant stakeholders?
c. To what extent were the research findings sufficiently relevant to achieve the stated objectives?
d. To what extent are target audiences aware of and using project outputs? How are they using them?
e. How does RRU support student success in research?
f. What lessons about effective research practice can be learned from this case study?

Data collection was mostly completed in 2018 and 2019. Results were analyzed and grounded in the context of social change theories to address shortcomings acknowledged within literature that the theoretical bases for many ToCs are weak (Weiss, 1997; Stachowiak, 2013). Researchers seldom make explicit the theories underlying why change is expected to manifest from their research. Social change theories applied to the evaluation include Situated Learning Theory (Lave & Wenger, 1991), Social Capital Theory (Putnam, 2000), and Community Organizing Theory (Biklen, 1983), which help explain some of the assumptions and social processes underpinning outcome realization.

Project Theory of Change

The guiding purpose of the PDAP was to empower communities by transforming the management and practice of PDA organizations. By gaining an understanding of the nature, reach, and influence of PDA from the perspective of recipients – both end-users (i.e., end-use recipients) and organizations that receive philanthropic funds (i.e., project implementers) – the PI aimed to develop lessons and recommendations to inform and improve 'thriving' PDA practice.

The project expected changes to manifest through three interconnected impact pathways. Within an *academic* pathway, the PDAP aimed to contribute to the academic knowledge base using findings from the literature review and empirical evidence of the Moshi case study. It was expected that the academic discussion on PDA would gain traction as other scholars and students use the findings and take up new lines of inquiry. With growing academic engagement on the topic, it was expected that the accumulation of scholarship over time would influence the practice of organizations. Under the *organizational capacity and practice* pathway, building trust and relationships with participating organizations and donors in combination with the sharing of PDAP findings back to these actor groups would serve to generate interest in the knowledge of how to make organizations 'thrive' and incentivize participating organizations to change their approach. The approaches taken in the fieldwork activities (e.g., conversational interview style, follow-up interview) and PI's engagement with the wider PDA community in Moshi (e.g., *pro bono* services) were expected to foster relationship-building. As practitioners learn from and adopt PDAP findings, it was expected that PDA organizations would become better managed and coordinated. It was also expected that the sharing of findings with PDA practitioners and donors would influence their understanding and attitudes on the role of learning in PDA. As more organizations engage in 'thriving' PDA practices and as donors begin to support demand-driven PDA, there would be an observable shift in PDA toward an orientation of learning. It was expected that if PDA became learning-oriented, the development sector would be better informed and equipped to enhance the impacts of PDA projects and thus more effectively contribute to the empowerment of communities. The PDAP and the doctoral experience were expected to provide a significant *professional development* opportunity that would contribute to the enhancement of the PI's expertise, research capacity, and recognition as a professional consultant and scholar-practitioner in the field. Through the literature review, fieldwork, and networking, the PI would gain insights into the role of PDA in the development sector, connections between PDA and tourism, organizational characteristics of PDA in Moshi, and lessons on 'thriving' versus 'floundering' organizations, which the PI could apply into their consulting work. With growing recognition of the PI as a PDA expert, it was expected that the PI would join new professional collaborations as a consultant, where application of relevant PDAP findings would influence the practice of organizations. Influence of the PI's

consulting within the *professional development* pathway interconnects and strengthens expected changes in the *organizational capacity and practice* pathway. Together, all three pathways were expected to support PDA transformation. These key steps, expected changes, and pathways of the PDAP are illustrated in Figure 1.

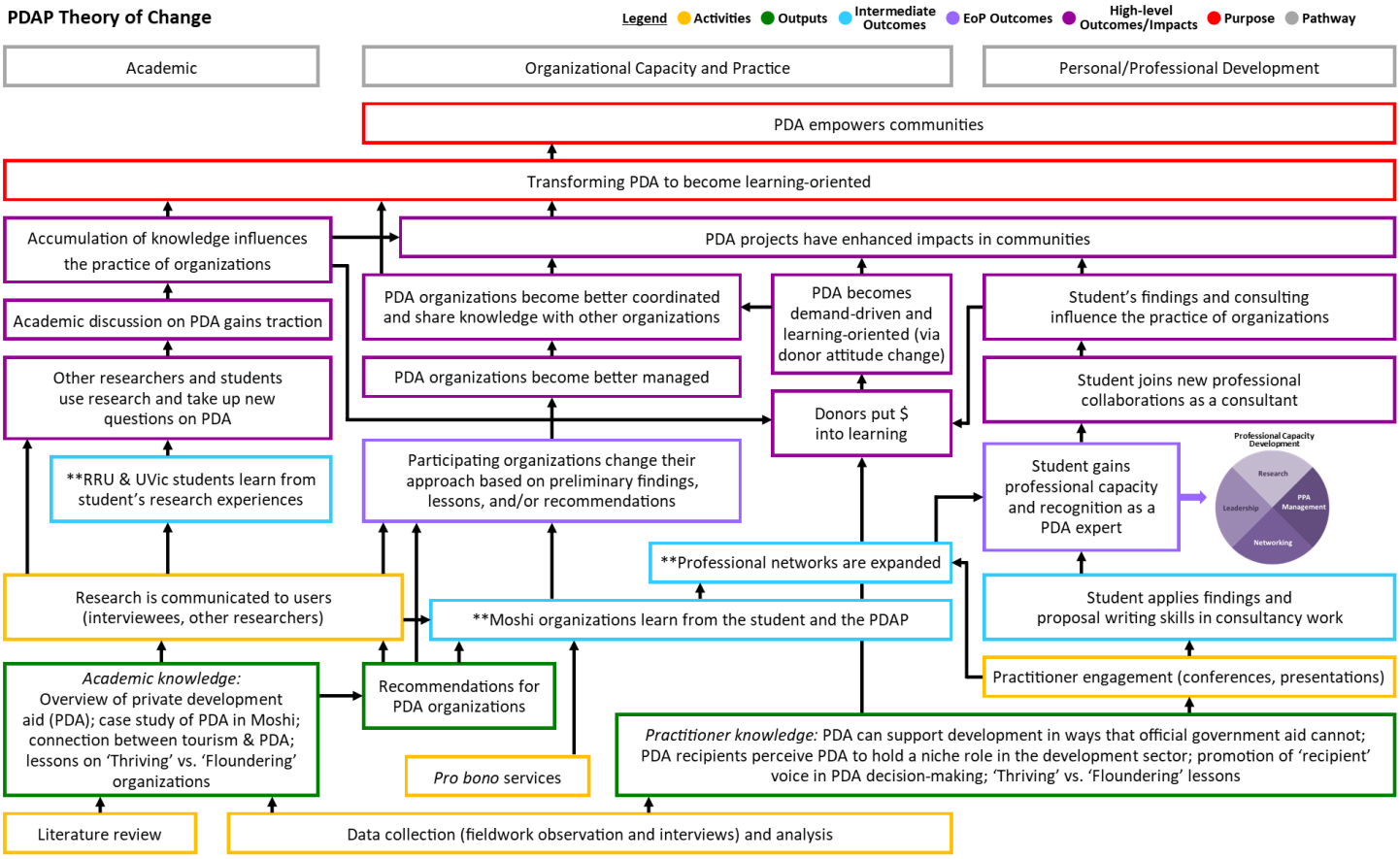

Figure 1. Simplified PDAP Theory of Change[2] (**) see footnote

Results

Outcome Evaluation: *To what extent and how were outcomes realized?*

Table 1 summarizes the extent to which outcomes were realized. The PDAP clearly contributed to the partial or full realization of all ten intermediate and end-of-project (EoP) outcomes. The project supported changes in knowledge of academics and practitioners within the PI's social network, as well as capacity-building of former participants, PDA practitioners, and the PI. The PDAP also resulted in changes in professional relationships for the PI. Outcomes in the *academic* and *professional development* pathways were mostly realized. Intermediate and EoP outcomes pertaining to the *organizational capacity and practice* pathways were either partially or fully realized as these changes were expected to occur amongst organizations that participated in the PDAP. However, high-level outcomes (HLO) and changes for PDA organizations more broadly have limited evidence to make a reliable assessment and may take time to materialize.

The PDAP employed four mechanisms of change across its three impact pathways, which include: increasing scientific knowledge and/or filling a knowledge gap; co-producing knowledge with participants; improving the capacity of system actors; and leveraging and/or enhancing reputation.

[2] A table showing the relationship between the simplified and more detailed Theory of Change can be found in Appendix 2.

** Based on our current thinking, boxes marked with a double asterisk state the theoretical reason for a change and are better conceptualized as theoretical assumptions rather than outcomes.

Table 1. Summary of outcome realization and project contributions

Outcome	Assessment
RRU and UVic students learn from the PI's research experiences [intermediate outcome]	Partially realized, clear project contribution
Other researchers and students use findings and take up new questions on PDA [HLO]	Not realized
Academic discussion on PDA gains traction [HLO]	Partially realized, clear project contribution
Accumulation of knowledge influences the practice of organizations [HLO]	Partially realized, clear project contribution
Moshi organizations learn from the student and the PDAP [intermediate outcome]	Realized, clear project contribution
Participating organizations change their approach based on preliminary findings, lessons, and/or recommendations [EoP outcome]	Partially realized, clear project contribution
PDA organizations become better managed [HLO]	Insufficient evidence
PDA organizations become better coordinated and share knowledge with other organizations [HLO]	Partially realized, clear project contribution
Donors put $ into learning [HLO]	Not realized
PDA becomes demand-driven and learning-oriented (via donor attitude change) [HLO]	Partially realized, clear project contribution
The PI applies findings and proposal writing skills in consultancy work [intermediate outcome]	Realized, clear project contribution
The PI gains professional capacity and recognition as a PDA expert [EoP outcome]	Realized, clear project contribution
The PI joins new professional collaborations as a consultant [HLO]	Realized, clear project contribution
The PI's findings and consulting influence the practice of organizations [HLO]	Realized, clear project contribution
PDA projects have enhanced impacts in communities [HLO]	Insufficient evidence

The PDAP is one intervention among many processes that influence the academic agenda, the practice of PDA organizations, and professional growth. To account for complexity within the Moshi context and wider international systems, other interventions and contextual variables influencing the extent of outcome realization and how they were realized were assessed. Within the *academic* pathway, there have been many other scholars researching similar or parallel topics since the PI completed their doctoral research in 2016. While the PI has made an original contribution to the academic knowledge base, other scholars' work is likewise contributing to the academic discussion on PDA. Changes in *organizational capacity and practice* are influenced by the work of other system actors (i.e., large philanthropic foundations, practitioner networks, civil society organizations, thinktanks, etc.), which are slowly transforming PDA approaches. For example, there are growing trends toward local or place-based development, which are tailored to the context and more demand-driven than former one-size-fits-all development approaches (FP4, Res2). In the *professional development* pathway, several informants felt the PI was already an expert in PDA. While the PI has transferred and applied findings from the PDAP in their consulting work, the PI also draws upon their pre-doctoral practitioner experience. In terms of successes achieved in organizations in which the PI collaborates or consults, the PI recognized that these achievements are the result of team efforts, capacities, and commitment.

There were few unexpected outcomes, which is in part an artefact of the ToC's retrospective development, making the distinction between expected and unexpected outcomes difficult to discern. Most outcomes had already materialized when the ToC was documented; outcomes that were unexpected at the time of the PDAP's inception have been marked with a single asterisk (*) in the model. For example, the collaboration with Transform International (TI) did not directly arise through the activities of the PDAP, but arose via the unexpected opportunity to mentor within the DSocSci program. For some outcomes, it was not always clear how they would

manifest; the PI expected to transfer and apply PDAP findings in their future consulting work, but exactly which organizations would fall within the PI's sphere of influence could not be anticipated. Unexpected outcomes were positive and pertained to changes in all three pathways.

Project Assessment: ***What elements of research design and implementation supported outcome realization, and how?***

The QAF assessment reveals that the PDAP's design and implementation aligns with many principles and criteria of relevant, credible, legitimate and effective research, and produced knowledge that is useful and used (see Appendix 7 for QAF results and justifications for the project assessment). Aligned with the *Relevance* principle, the PDAP identified and addressed a socially relevant research problem, clearly defined the socio-ecological problem, and effectively engaged with the problem context to design and implement a relevant project. Filling a knowledge-practice gap, especially in a highly specialized topic as philanthropic private aid, increased the relevance of the findings and likelihood that they would be used. The findings were also well-grounded in the literature and Moshi's unique PDA context. Both the PI's expertise in the topic and the approach taken during the fieldwork positioned the project well to influence change. However, a fully articulated ToC would have improved the project and resulting dissertation (i.e., by supporting research planning and strategy development around explicit outcomes). Regarding *Credibility*, it was evident that extensive preparation was undertaken to engage with diverse academic and grey literature to understand the problem context and design the research. The PDAP was guided by a clearly defined research problem, set of research questions, and appropriate methods that upheld the credibility of the findings. The PDAP was feasible, and the PI had adequate competencies to undertake the research. The project's credibility could have been strengthened if it had clearer objectives, stronger methodological and epistemological integration, and a more complete presentation of the limitations. Under *Legitimacy*, the PDAP took extensive steps to ensure the research was ethical. The PI's collaborative approach, investments in trust- and relationship-building, and inclusive engagement of a wide range of actors within Moshi's PDA community increased the trustworthiness of results. Yet, some aspects of the project's engagement and collaboration had potential to support intended outcomes had the project been co-designed with participants, but this was not possible to undertake and did not align with the exploratory focus for the PI. The *Effectiveness* principle manifested most clearly in the PDAP's contribution to knowledge and practical application of findings. The project also supported social capacity and contributed to significant outcomes. The PDAP generated evidence-based recommendations and strategically engaged PDA organizations in Moshi to position the research for use and inform organizational practice. Together, these characteristics supported the relevance, credibility, legitimacy, and effectiveness of the research process, the knowledge produced, and outcomes.

Lessons Learned

Project Lessons

- Leveraging the PI's professional reputation and fostering social capital with the community were effective strategies to collect and validate data, as well as support uptake of the findings.
- Building in social processes within (e.g., reflexive discussions, capacity-building) and outside of the research process (e.g., *pro bono* consulting offered in parallel) supported organizational change.
- Practical findings enable the implementation of knowledge-into-practice for effective decision-making and practice change.

Contextual Lessons

The PDAP was well-situated within Tanzania's specific problem context and appropriately framed to speak to broader PDA contexts. Entry points were drawn from literature gaps as well as the PI's professional experiences. These factors played a key role in the accomplishments of the PDAP and offer important contextual lessons for conducting research in Tanzania and research-for-development contexts like PDA.

- Systemic barriers may inhibit the research process and its intended outcomes. Future research on PDA or related development sectors in Tanzania must understand political context, and consider building in

engagements to foster governmental understanding, support, cooperation, and constructive policy change into the project in order to enhance PDA practice.

- Researchers must account for their role in the research, particularly when they are perceived as outsiders. The PI dedicated much energy over ten months of fieldwork to build relationships within Moshi's community and with participants that would support trust in the project and its findings. Other strategies could involve partnership with local researchers or organizations to support access and the negotiation of insider-outsider relations.
- The dearth of credible literature on the topic made it important that the PDAP was grounded in and triangulated across diverse literature, stakeholder perspectives, and empirical analyses to support the rigour of the research. Future research on PDA would benefit from the interweaving of literature and theory with participatory methods that elicit diverse stakeholder perspectives to ground findings and recommendations for practical application.

Evaluation Limitations

Limitations of the analytical framework: Retrospective documentation of a ToC can make the distinction between intended and unintended outcomes unclear. In the case of the PDAP, some outcomes identified during the ToC workshop were not expected at project inception (e.g., *Transform International collaboration*).

Limitations of the data and results: Assessments using the Outcome Evaluation approach rely on informant perspectives, which can be affected by several factors, including time. Interviews were conducted a few years after the project concluded, making recall of project details and processes difficult for informants. In addition, having the PI identify informants to test the outcomes can also increase the risk of introducing bias into data collection as informants may be selected for their likelihood to reflect positively on the project's results and outcomes. It is possible that informants willing to interview may predominantly come from 'thriving' organizations (creating a possibility for sampling bias as informants from the former participant group self-selected to participate); information regarding the type of organization that the informant came from was not disclosed to the evaluators. To address these limitations, snowballing for additional perspectives and sources of information was undertaken. The evaluation is a snapshot in a continual process; it is possible that further changes have or will occur following the publication of this evaluation. This evaluation captures evidence of PDAP influence prior to July 2019.

Recommendations

Considering the results of the case study evaluation, we propose the following recommendations for the design and implementation of future research:

1. Use a ToC to inform strategy and monitor progress.
2. Develop research objectives that clarify the structure and purpose of the project.
3. Utilize transdisciplinary and participatory methods to support co-generation and mutual learning.
4. Recognize the opportunity to benefit participants and wider system actors in the research process.

Introduction

This report presents an outcome evaluation of a research project undertaken by a Royal Roads University (RRU) Doctoral of Social Sciences (DSocSci) student. The focus of the Private Development Aid Project (PDAP) was to understand the perceived nature, reach, and influence of private development aid (PDA) as experienced by recipients (i.e., end-use recipients and project implementers) of philanthropic giving in Moshi, Tanzania. The PDAP intended to contribute to the academic discussion on the topic; inspire organizational change to encourage thriving practices; and support the professional development and growth of the student researcher, hereafter referred to as the principal investigator (PI). This evaluation investigates the extent to which and how the project generated new knowledge, attitudes, skills, and relationships (KASR) among system actors to inform the management and practice of PDA organizations in Moshi and beyond. The purpose of this evaluation is to critically assess project design, implementation, and outcome realization to elicit lessons pertaining to aspects of the project's contributions to change and overall effectiveness.

RRU has an explicit mission to teach and generate research that contributes to transformation in students and the world (RRU, 2019a). The DSocSci program encourages the study of complex real-world problems using interdisciplinary and applied approaches to problem-solving for organizations, communities, and society (RRU, 2019b). In order to uphold the University's mission and support continuous learning, it is critical to analyze the extent to which and how student research contributes to change, and how programming facilitates those contributions. The Sustainability Research Effectiveness (SRE) program at RRU is dedicated to understanding how research contributes to societal change, and how those contributions can be improved through research design, implementation, and adaptive management. The SRE program conducts a series of participatory outcome evaluations to support learning for research effectiveness.

This doctoral case study is part of a wider assessment of RRU student projects to inform learning for more effective research at the graduate level, as well as inform planning for research effectiveness. The PDAP met most of the selection criteria, and was selected for its likelihood to make contributions to social change.

The evaluation follows a participatory theory-based evaluation approach, using a Theory of Change (ToC) as its analytical framework. The ToC articulates the theoretical relationships and sequence of steps through which the doctoral research project intended to realize outcomes and impacts. The evaluation is an empirical test to assess the extent to which and how the intended outcomes modelled in the ToC were realized. Research design, implementation, and outputs are assessed using Belcher et al.'s (2016) Transdisciplinary Research Quality Assessment Framework (QAF). The QAF is used to highlight elements of the research process that sufficiently implemented in the PDAP to realize outcomes and elicit learning where future considerations should be made when designing and implementing transdisciplinary research (TDR). The findings of the evaluation are grounded in broader theories of social change processes, such as Situated Learning Theory (Lave & Wenger, 1991), Social Capital Theory (Putnam, 2000), and Community Organizing Theory (Biklen, 1983) to explain observed changes.

The evaluation has three main objectives, to:

1. Assess the project's influence, by:
    i. Documenting intended outcomes and pathways;
    ii. Drawing conclusions about the extent to which intended outcomes were realized and mechanisms of achievement, with specific attention to research project design and implementation;
2. Provide an opportunity for learning and reflection for researchers pertaining to promising research design and implementation practices, and lessons to guide future graduate research; and
3. Critically reflect on the evaluation methodology for future research project evaluations.

Outcome evaluations aim to assess two components of a research project: i) whether or not outcomes are realized; and ii) the extent of the project's contribution to outcome realization. The second component of assessing the project's contribution is especially challenging (Mayne, 2001; 2012; Forss, Marra, & Schwartz, 2011). When projects are situated in complex systems, with multiple actors and processes that affect outcomes in some way, the attribution to any one cause is not possible (Mayne, 2001; 2012). The evaluation acknowledges these

challenges by explicitly considering alternative explanations for the documented results, seeking stakeholder perspectives, and applying expert judgement to assess the project's contribution.

Research contributions are typically framed in terms of new knowledge production, such as testing and improving theory and methods, conceptual framework development, and theoretical and empirical analysis, among others (Belcher, 2020). Increasingly, research-based knowledge contributions are solution-oriented, providing information and options to improve policy and practice. In addition to knowledge, research activities can facilitate and support social processes of change, such as building social and scientific capacities, influencing public discourse and research agendas, and creating new fora or facilitating solution negotiations as ways to influence policy and practice (Belcher, 2020).

The report begins with a brief overview of the PDAP. The methodology section explains in detail the analytical framework used and how data were collected and analyzed to respond to the evaluation questions. The results section answers the evaluation questions using evidence collected from interviews and available documentation. The lessons section discusses the implications of the findings and what was learned from the PDAP case study. The recommendations section outlines key considerations for future research based on the evaluation findings. The appendices provide supplemental information pertaining to the evaluation methods and results.

Case Study Overview

PDA plays an increasingly significant role in the development arena, but research has not kept pace in providing a credible understanding of the current state of PDA, what the influence of philanthropic giving is in development, and how it can be effectively facilitated and enhanced. There are many claims that PDA can contribute to international development efforts (e.g., poverty reduction, health, sanitation, etc.), but credible supporting evidence is scarce (Doc7, personal communication). Most is in the form of grey literature based on case studies written by for-profit or non-profit groups that are often funded and undertaken by the very organizations that are represented as case studies in the reports, which introduces bias (personal communication). The PI's doctoral research project sought to address these gaps through an exploratory case study in Moshi, Tanzania.

Similar to other African nations, Tanzania receives significant international aid for development, poverty reduction, and humanitarian assistance (Doc7). Other major sources of income for the country arise from Tanzania's tourism sector. The abundance of wildlife and national parks around Mount Kilimanjaro have drawn both tourism and foreign investment to nearby communities, one being Moshi. Thus, owing to the high concentration of private development activity that has emerged around the Kilimanjaro region in recent decades, the PI selected Moshi for its unique context in which to study PDA in Tanzania (Doc7).

With funding from Mitacs, the Social Sciences and Humanities Research Council (SSHRC), and the International Development Research Centre (IDRC), the PI conducted over ten months of fieldwork in Moshi. The fieldwork included observation and 140 semi-structured interviews with individuals from organizations implementing privately funded projects, end-use recipients whose lives were affected by private aid, and donors of private aid. The aim of the PDAP was to provide a foundation of knowledge on the perceived nature, reach, and influence of PDA as experienced by recipients of philanthropic funds. This knowledge was intended to inform recipient organizations and donors via recommendations that would enhance the functioning and benefits of PDA for end-use recipients to sustain effective implementation.

Methodology

Case Study Selection

Several RRU doctoral and Masters research projects were selected for evaluation from those available on the RRU online repository, based on seven selection criteria: 1) a clearly stated problem/issue; 2) a socially relevant research question; 3) inclusion of community or other stakeholders; 4) an articulation of how the project would lead to expected outcomes (implicit or explicit ToC); 5) appropriate research design and application of methods; 6) conclusions with demonstrated potential for outcomes (e.g., provides applicable recommendations); and 7) completed within five years of primary data collection. The PDAP fulfilled all criteria in a document review of

the abstract and dissertation. The PDAP had a clearly stated problem, a socially relevant research question, and articulated some aspects of the expected change process (i.e., an implicit ToC); used contextually appropriate research design and methodology; included stakeholders or community members in the research process; and demonstrated potential for outcomes.

This evaluation examines whether and how the PDAP contributed to PDA practice change that would improve the management and practice of PDA organizations in Tanzania and beyond. The evaluation uses a theory-based evaluation approach to model the intended outputs, outcomes, and impacts; test whether those results were realized; and analyze the mechanisms of change. The analysis was guided by the following questions:

1. Research Outcome Evaluation:

a. *To what extent and how were outcomes realized?*
b. *Were there any positive or negative unexpected outcomes from this project?*
c. *Could the outcomes have been realized in the absence of the project?*
d. *Were the project assumptions sustained?*
e. *Are the higher-level changes likely to be realized?*

2. Research Project Assessment:

a. *What elements of research design and implementation supported outcome realization, and how?*
b. *To what extent and how did the project engage effectively with relevant stakeholders?*
c. *To what extent were the research findings sufficiently relevant to achieve the stated objectives?*
d. *To what extent are target audiences aware of and using project outputs? How are they using them?*
e. *How does RRU support student success in research?*
f. *What lessons about effective research practice can be learned from this case study?*

The evaluation follows a theory-based evaluation approach, using a retrospectively developed PDAP ToC as the main analytical framework (Figure 2). The Outcome Evaluation approach assesses research contributions in complex socio-ecological systems, taking a systems perspective and acknowledging that any project operates in conjunction with other actors and social processes (Belcher et al., 2020). The ToC models the theoretical relationships and sequences of steps through which the research project intended to realize outcomes and impacts. It describes the causal relationships between a project's activities and results, and how these were expected to manifest in outcomes, focusing on the associated impact pathways, actors, and steps involved in the change process (Belcher et al., 2020; Earl, Carden, & Smutylo, 2001; Vogel et al., 2007). We conceptualize outcomes as changes in KASR that manifest in behaviour change. A key element of the Outcome Evaluation approach is the distinction of end-of-project (EoP) outcomes, defined as ambitious but reasonable to expect within the timeframe and resources of the project (Belcher et al., 2020). The ToC also models high-level outcomes (HLO) to support the causal logic from EoP outcomes to impacts. The distinction between EoP and HLO is made because higher-level results are expected to require more time to manifest and depend on variables beyond the influence of the project (Belcher et al., 2020). Assumptions about the expected change process are made explicit, which can then be tested to inform learning about how a particular change occurs under the conditions of the project and the context within which it is situated (Belcher et al., 2020).

Theory of Change Documentation

The PDAP did not have an explicit ToC in place. Therefore, as a first step, a ToC workshop was held with the PI in May 2018. During the workshop, the SRE team worked with the PI to retrospectively document (i.e., make explicit) the implicit ToC. Together with the PI, we identified indicators for each outcome. The evidence required to empirically test whether outcomes were realized was also identified during this session. Data needed to assess each outcome and potential sources of evidence (i.e., documents, informants) were documented and organized in an evidence table.

Our thinking has advanced since the PDAP ToC was documented in 2018. We recognize that some boxes in the ToC model are better characterized as assumptions (i.e., explanations for why a subsequent outcome is expected)

rather than outcomes (i.e., a change in behaviour). These boxes have been marked with a double asterisk (**) in the model.

Data Collection

Data were collected through a review of relevant documents (including e-mail correspondence, project outputs, etc.) and 23 semi-structured interviews with 24 informants from three different informant categories (Table 2) (see Appendix 1 for a full list of evidence sources). Data collection was mostly completed in 2018 and 2019.

Table 2. Informant and interview details

Informant Group	*Number of Informants*	*Number of Interviews Conducted*
Former Participant[3]	10	9
Practitioner	7	7
Researcher	7	7
Total	**24**	**23**

In consideration of the PI's commitment to the anonymity and confidentiality of project participants, invitations to participate in the evaluation were sent to original project participants by the PI (see Appendix 3). Former PDAP participants who were willing to participate were then connected to the evaluation team. The evaluation team maintains commitment to the anonymity of these and all evaluation informants. Interview questions were formulated to ascertain informant perceptions of the problem context, key challenges and developments, decision-making, and the project approach and its contributions (see Appendix 4 for the interview guide). Interviews were recorded with informants' permission and transcribed.

Analysis

All evidence was coded thematically and analyzed using NVivo to systematically organize data corresponding to the evaluation questions. Deductive coding was employed, using codes adapted from previous evaluation experiences and new codes framed by the specific outcomes of the project (see Table 6 in Appendix 2 for a complete list of PDAP outcomes). The coding process organizes objective and subjective data from a variety of sources to help understand contextual factors, project contributions, and how outcomes were realized. Two codebooks were used: one to analyze outcomes (see Table 7 in Appendix 5); and one to assess elements of research design and implementation using the QAF (see Table 8 in Appendix 5).

Alternative research metrics (altmetrics) were collected to assess the PDAP's outputs as a supplementary data source for outcomes pertaining to the *academic* pathway. Altmetrics capture the frequency of mentions of a knowledge product or service resulting from the project, which could indicate usage. Data were gathered in January 2018 from Altmetric, Bookmetrix, PlumX, Google Scholar, Scopus, ResearchGate, and YouTube. The PI's name, dissertation title and DOI information, and outputs identified from the dissertation were used as search terms. Altmetric data include usage (e.g., clicks, downloads, views, etc.), captures (e.g., bookmarks, favourites, readers, etc.), mentions (e.g., blog posts, comments, reviews, news media, etc.), social media (e.g., likes, shares, tweets, +1s, etc.), and citations (e.g., citation indexes, policy citations, etc.). A separate Scopus search was applied using keywords (e.g., 'philanthropy', 'non-profit management', 'private aid', 'international development', 'community development', 'organization', 'recipient') to trace the academic traction of the topic over time to discern the PI's positioning and contribution to the academic discussion.

The evaluation team supplemented the research design and implementation assessment by scoring the PDAP according to Belcher et al.'s (2016) Transdisciplinary Research QAF to assess the degree to which the project employed transdisciplinary characteristics. The QAF organizes criteria for assessing research design and implementation under the four principles of *Relevance*, *Credibility*, *Legitimacy*, and *Effectiveness*. *Relevance* refers to the appropriateness of the problem positioning, objectives, and approach to the research for intended users. *Credibility* pertains to rigour of the design and research process to produce dependable and defensible

[3] The former participants category represents PDA recipients, donors, and end-users that participated in the PDAP.

conclusions. *Legitimacy* refers to the perceived fairness and representativeness of the research process. *Effectiveness* refers to the utility and actionability of the research's knowledge and social process contributions. Full definitions of the criteria can be found in Appendix 6. Four evaluators reviewed project documentation and interviews prior to scoring. Each evaluator scored the criteria independently on a Likert scale (0 = the criterion was not satisfied; 1 = the criterion was partially satisfied; 2 = the criterion was completely satisfied); and averages were calculated for final scores. The scores indicate TDR characteristics that were strong, present but incomplete, or absent in the project.

Typically, ToCs guiding research projects lack grounding in available applied theory about how and why changes occur. To address this shortcoming and in an effort to build more theoretical understanding for project contributions to outcomes, results of the outcome analysis are grounded in social theories. We apply theoretical principles from Situated Learning Theory (Lave & Wenger, 1991), Social Capital Theory (Putnam, 2000), and Community Organizing Theory (Biklen, 1983) to explain why expected changes did or did not occur in the case of the PDAP. These theories were selected as they were deemed relevant to the project context and the types of changes intended by the project.

Project Theory of Change

The PDAP ToC illustrates how the PI hypothesized the project's contributions to change at the time of the evaluation (Figure 2). While the project could not explicitly predict how outcomes would manifest *ex ante,* the ToC developed retrospectively with the PI reflects the most up-to-date hypotheses of expected changes and contributions of the PDAP. Outcomes that were unexpected at project inception are marked with a single asterisk (*) in the model.

The guiding purpose of the PDAP was to empower communities by transforming the management and practice of PDA organizations. By gaining an understanding of the nature, reach, and influence of PDA from the perspective of recipients –both end-users (i.e., end-use recipients) and organizations that receive philanthropic funds (i.e., project implementers) – the PI could develop lessons and recommendations to inform and improve 'thriving' PDA practice.

Activities and Outputs

The PI's doctoral work had two main components. Firstly, the PI conducted an "evolving" (Doc7, p.8) literature review to highlight knowledge gaps and substantiate the social and academic relevance of the work. This provided an overview of the larger PDA system, as well as definitions, approaches, tools, and actors. The literature review also uncovered the lack of systematic comparative data and literature on the role and actions of private foundations and philanthropists in development aid (Research Centre for Charitable Giving and Philanthropy, 2012; Lundsgaarde et al., 2012; Srivastava & Oh, 2010). Furthermore, the PI found that academic research seldom focuses on the practical needs of or effectively communicates to the recipients of philanthropic activities (Doc7). Most of the academic discussion focuses on motivations for philanthropic giving (Bekkers & Wiepking, 2011), an exercise which does little service to advance practice and improve how private funds are implemented. The literature review highlighted these gaps, and the research sought to fill them. Secondly, with Mitacs, SSHRC, and IDRC funding, the PI conducted over ten months of fieldwork in Moshi, Tanzania. The fieldwork included observation and 140 semi-structured interviews with recipients (i.e., implementing organizations, end-use recipients) and donors of private aid. In addition to the fieldwork, the PI offered *pro bono* consulting services to members of the PDA sector in Moshi. These *pro bono* focus groups and strategic planning sessions organized and facilitated by the PI were open to any individuals or organizations seeking support, and were intended to enable the PI to connect with the wider Moshi community outside of the PDAP participants.

The Moshi case study generated knowledge of the nature, reach, and scope of the local PDA sector, identifying areas of philanthropic clustering, diversity, and the connection between tourism and philanthropy. Through the first round of interviews, the PI was able to discern characteristics of 'thriving' and 'floundering' PDA organizations, guided by informants' perspectives of what makes a project successful. The findings suggest that a weakness of the sector is in the isolation of learning and lack of mechanisms for knowledge transfer among

organizations. The second round of interviews served as an opportunity to present preliminary findings back to informants to validate the PI's analytical interpretations and help uncover further lessons on thriving and floundering organizations, as well as elicit recommendations from participants on how to improve PDA practice. These co-generated lessons highlight the need for PDA practitioners and organizations to develop strategic intent (i.e., guiding principles and vision); form close community relationships to make decision-making around project activities inclusive; be accountable to recipients (not only to donors); become learning-oriented; create a platform for knowledge exchange and collaboration; and become responsible and flexible in the face of external changes. These findings were communicated through the sharing of the dissertation to PDAP participants, practitioners within the PI's personal and professional networks, and at Canadian, Tanzanian, and other international conferences. The PI attended international conferences targeted to both academic (Con1, Con2, Con3, Con4) and practitioner audiences (Con5, Con6). Findings on the niche role of PDA in the development sector and promotion of recipient voices in PDA decision-making, among others, were key pieces of knowledge presented to practitioner audiences at conferences, in book chapters and magazines, as well as at workshops given by the PI as part of their consulting work. The PI also shared insights from their research experience via guest lectures given at RRU and the University of Victoria (UVic.) Both the research process, post-project engagement, and dissemination activities functioned to communicate PDAP findings to relevant audiences.

Intended Outcomes

The PDAP aimed to contribute to outcomes through three interconnected impact pathways: an *academic* pathway, an *organizational capacity and practice* pathway, and a *professional development* pathway. Each pathway is described to demonstrate how outcomes were expected to manifest as a result of the activities and outputs.

Academic Pathway

Within an *academic* pathway, the exploratory approach of the PDAP aimed to investigate and fill the identified academic knowledge gaps using findings from the literature review and empirical evidence of the Moshi case study. It was expected that the communication of findings to academic audiences through various media (e.g., the dissertation, SSHRC video (Vid1, Vid2), conference presentations, guest lectures) would contribute to the overall knowledge base on PDA and expand academic awareness of the project and its findings. In addition, with open-source access to the research, it was expected that other researchers would become aware of the findings. By giving guest lectures, it was expected that RRU and UVic students would learn from the PI's research experience and develop an interest in the topic. As part of the findings, the PI highlighted opportunities for further research, which in combination with awareness-building via the various communication channels, would attract other researchers and students' interest to take up new lines of inquiry on PDA. It was also expected that the investigation of recipient perspectives on PDA would stimulate a new direction in the academic discussion. As there has been significant investment in privately funded aid and a marked lack of academically credible accountability of that aid, it was expected that the exploratory approach and preliminary learnings of the Moshi case study would encourage further empirical testing of the PDAP's lessons by other researchers. With growing academic engagement on the topic and eventual uptake of that knowledge in practice, it was expected that the accumulation of scholarship over time would result in the transformation of PDA to become learning-oriented.

Organizational Capacity and Practice Pathway

Under the *organizational capacity and practice* pathway, promotion of the PDAP goals and engagement of donors, local recipient organizations, and end-use recipients connected to organizations working in Moshi (via observation, networking, and snowballing) were expected to encourage participation in the project. By participating in the project, organizations would learn from the interview discussions and benefit from the sharing of findings, which would support their practice if taken up. Moreover, by offering consulting services *pro bono* to participating organizations and others in the community, it was expected that the PI would support organizations with their strategic planning. The *pro bono* activities were also expected to generate wider interest in the final results of the project among local practitioner audiences. With an active presence in the Moshi community, as well as a continuous and reciprocal engagement approach with participants, it was expected that

the PI would build trust and relationships with participants over the duration of the project. A foundation of trust in the PI and their process was expected to generate interest in the findings, particularly knowledge of how to make organizations 'thrive'. By the end of the project, having shared preliminary findings and final results with participants, it was expected that participating organizations would learn how to improve their practices which would incentivize them to change their approach. Buy-in to the PDAP would increase the likelihood of the adoption and application of the lessons by participating organizations. With widespread knowledge of the project amongst the PDA sector in Moshi as a result of the PI's networking and *pro bono* activities, it was expected that other organizations would integrate recommendations from the PDAP, such as ToC or guiding principles in their strategic planning. As organizations learn from and adopt PDAP findings, it was expected that PDA organizations would become better managed by developing mechanisms to support capacity-building, diversity, board governance, and organizational learning. With more strategic planning in place and better management, it was expected that more organizations in Moshi would 'thrive' than 'flounder'. PDA organizations were also expected to become better coordinated as they begin to share knowledge with each other, establish networks, and cooperate. It was also expected that the sharing of findings with PDA practitioners and donors would influence their understanding and attitudes towards the role of learning in PDA, such that donors fund and support learning (i.e., ranging from individual reflexive practices to internal and external knowledge-sharing to monitoring and evaluation). As more organizations engage in 'thriving' PDA practices and as donors begin to support demand-driven PDA, there would be an observable shift in PDA toward an orientation of learning. It was expected that if PDA became learning-oriented, the development sector would be better informed and equipped to enhance the impacts of PDA projects and thus more effectively contribute to the empowerment of communities.

Professional Development Pathway

The PDAP and doctoral experience was expected to provide a *professional development* opportunity that would contribute to the enhancement of the PI's knowledge, expertise, and research capacity. Through the literature review, fieldwork, and networking, the PI would gain insights into the role of PDA in the development sector, connections between PDA and tourism, organizational characteristics of PDA in Moshi, and lessons on 'thriving' versus 'floundering' organizations, which the PI could apply into their consulting work. In addition to expanding their practitioner knowledge, it was expected that the PI would enhance their proposal writing skills through the experience of developing several research-based proposals for funding (e.g., Mitacs, SSHRC, IDRC), which could also be transferred to their future consulting work. By attending and presenting at national and international conferences, such as the East African Philanthropy Conference (Con5), it was expected that the PI would expand their professional network where they could demonstrate their expertise. It was also expected that the PI would expand their professional network through connections built with other students at RRU. It was expected that learning from the PDAP would transfer to inform or reinforce collaborating organizations' direction as a learning and knowledge-sharing organization. Overall, the combination of the PI's doctoral experience and enhanced research capacities was expected to enhance the PI's career prospects as a scholar-practitioner. With growing recognition of the PI as a PDA expert across their existing and newly built networks, it was expected that the PI would join new professional collaborations as a consultant, where relevant PDAP findings could influence the practice of organizations.

The influence of the PI's consulting within the *professional development* pathway interconnects and strengthens expected changes in the *organizational capacity and practice* pathway. More indirectly, higher-level changes in the *academic* pathway are expected to also contribute to the *organizational capacity and practice* pathway as learning-oriented organizations begin to seek out academic-based learning. Together, all three pathways were expected to support the transformation of PDA to become learning-oriented and empower communities.

Assumptions

Assumptions were documented for each outcome and then aggregated to the project level on the basis of common themes. We make the distinction between theoretical and contextual assumptions. Theoretical assumptions are hypotheses about factors and mechanisms that explain why a change is expected, while contextual assumptions

are suppositions about the prevailing context within which a change is expected (Belcher et al., 2018). The ToC rests on the following assumptions:

1. The research effectively identified a gap and made an original contribution through an exploratory case study (theoretical);
2. Researchers already have an interest in the topic and seek out new and available information (contextual);
3. Being flexible and adaptable to accommodate opportunities would expand the PI's influence (theoretical);
4. Commitment to ethics and commitment of resources and time would build trust (theoretical);
5. Facilitating co-generation and mutual learning processes through the research generated benefits and reflection for all parties involved to improve practices (theoretical);
6. Project results were accessible, had diverse applications, and were sufficiently rigorous to be taken seriously (theoretical);
7. Organizations were receptive to and developed an interest in applying the results (contextual);
8. Shifts in Tanzania's governmental policy increase pressure on non-governmental organizations (NGO) to legitimize their work (contextual);
9. As organizations share common goals and want to increase their impact, a facilitative environment for management and coordination is created (contextual);
10. Monitoring, evaluation, and learning are important components to assess and improve impact, and donors genuinely want to see tangible impact (contextual);
11. A doctorate holds universal recognition of credibility and expertise (theoretical/contextual?)
12. The PI was well-positioned to influence change (theoretical); and
13. The lack of credible knowledge on PDA is inhibiting effective practice (contextual).

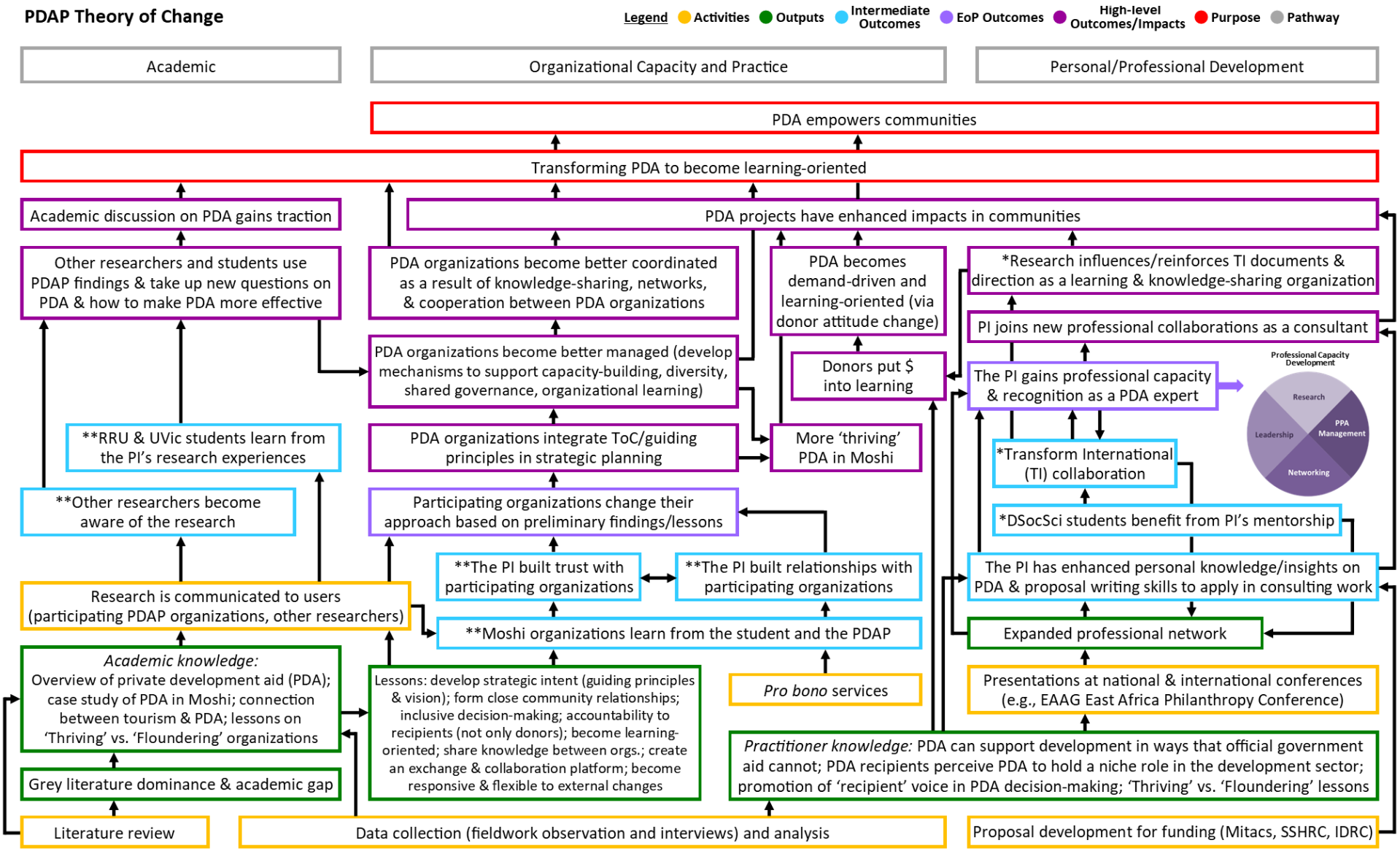

Figure 2. Detailed PDAP Theory of Change (*) unexpected outcomes (**) see footnote

** Based on our current thinking, boxes marked with a double asterisk state the theoretical reason for a change and are better conceptualized as theoretical assumptions rather than outcomes.

Results

Outcome Evaluation

To what extent and how were outcomes realized?

Extent of Outcome Realization

Detailed results and supporting evidence of the outcome assessment are provided in Appendix 8. The PDAP clearly contributed to the partial or full realization of all ten intermediate and EoP outcomes. The project supported changes in knowledge of academics and practitioners within the PI's social network, as well as capacity-building of former participants, PDA practitioners, and the PI. The PDAP also resulted in changes in professional relationships for the PI. Outcomes in the *academic* and *professional development* pathways were mostly realized. Intermediate and EoP outcomes pertaining to the *organizational capacity and practice* pathway were either partially or fully realized as these changes were expected to occur amongst organizations that participated in the PDAP. However, higher-level changes for PDA organizations more broadly have limited evidence to make a reliable assessment and may take time to materialize. We summarize the findings of the outcome evaluation in Table 3. Figure 3 illustrates the extent to which the PDAP's ToC outcomes were realized.

Table 3. Summary of the PDAP's outcome assessment, supporting evidence, and consideration of contextual factors and causal mechanisms affecting outcome realization (see Appendix 8 for a more detailed assessment).

Results	**Illustrative Evidence**	
Outcome Assessment	**Summary of supporting evidence for the assessment**	**Contextual factors and causal mechanisms affecting how the outcome was realized**

Other researchers become aware of the research
Realized, clear project contribution
	• Evidence indicates researchers both within and outside the PI's sphere of influence were aware of the PDAP and its findings
	• The proposal outlines intentions and strategies to reach academic audiences
	  • The PI attended and presented at five conferences
	  • The submitted short video for the SSHRC Storyteller Showcase facilitated further awareness-building
	  • The dissertation is available online, via the RRU library repository and the PI's website; once available online, the PI received an immediate request from a researcher to use the findings
	  • The PI's website also hosts a blog, which shares reflections on the research experience and findings
	• The PI's chapter contributions to the DSocSci book and PhiLab book likely spread awareness of the research
	  • Altmetrics of Doc8 chapter downloads [132] indicate awareness
	  • Bibliometrics of Doc9 chapter shows 2 citations
		Facilitating factors:
		• The dearth of academic literature on the topic presented entry points and opportunities to bring awareness to academic circles
		• Attendance at and participation in conferences increased the PI's capacity to reach and influence academic audiences
		• Prestige that accompanies research awards (e.g., SSHRC Top 25 Storytellers Award, International Interdisciplinary Social Sciences (IISS) Graduate Scholar Award) likely drew additional attention to the findings
		• Diversification of knowledge products and dissemination strategies appears to have facilitated researcher awareness
		  • Online availability of the dissertation enables access
		  • Book chapter contributions were opportunistic; the PI took the unexpected opportunities to share via these networks
		Barriers:
		• The PI did not publish academic peer-reviewed publications
		  • Access to RRU library resources following graduation posed a significant barrier to publish
		• Other researchers who may find the research valuable may not be aware of the findings owing to inappropriate search terms

RRU and UVic students learn from the PI's research experiences
Partially realized, clear project contribution
	• The PI was invited to guest lecture in several classes at RRU
	  • Researchers had positive impressions of the PI's guest lectures, noting that learning objectives were fulfilled (e.g., shared international fieldwork experience, shared experience conducting qualitative research, gave insight on the development sector, etc.) and teaching gaps addressed (e.g., provided examples of applied qualitative research, provided examples from the African context, etc.)
	• The PI was invited to apply for a position at UVic's Centre for Global Studies as a visiting research fellow; the Centre for Global Studies' website outlines the expectations of visiting fellows, which include teaching
	• The PI later taught at RRU in the business faculty, sharing learning and insights from the doctoral experience with students
		Facilitating factors:
		• Invitations are indicative of perceptions of the PI's expertise
		  • Invitations came from professors within the PI's network
		  • Joining the Centre for Global Studies expanded the PI's exposure to students
		Alternative explanations:
		• Informants based their impressions on course evaluations or conversations with former students; the former is not a reliable indicator owing to low response rates
		• The extent of guest lecture influence and subsequent changes in behaviour are unclear; for example, student interest in the international field may be inherent to the student or inspired by the guest lecture, professor, or other factors

Moshi organizations learn from the student and the PDAP
Realized, clear project contribution
	• Activities (e.g., sharing findings, offering *pro bono* services) to support participants were built into the project design
	  • The PI shared findings at two stages of the project
	  • Former participants appreciated the second round of interviews where preliminary findings were shared, discussed, and validated; researchers commended this research practice
	  • All former participants interviewed noted they had received the results from the PI at project end
	• Other individuals and organizations approached the PI to participate in the PDAP in order to get access to the research results
	• External to the project, the PI supported Moshi organizations via *pro bono* consulting (e.g., organized focus groups, facilitated strategic planning sessions, etc.)
		Facilitating factors:
		• Supporting organizations in Moshi was both a personal and project objective
		  • Intentional planning, adequate funding, PI's commitment, and implementation of activities helped fulfill this objective
		• Organizations in Moshi were both interested and open to improving their practices
		• The PI's communication of planned reciprocity to potential participants was clear and attractive to organizations
		  • Unexpectedly, information about the PI's planned reciprocity spread through participants' networks to attract and incentivize other individuals and organizations working in PDA in Moshi to participate

The PI built trust with participating organizations **Realized, clear project contribution**	• Building and maintaining trust was consciously built into the PDAP (e.g., commitment to maintain anonymity was explicitly documented) • Two informants reflected on the PI's commitment to anonymity as a key factor of trust in the project • Most former participants reflected positively on how the PI shared findings (during second round of interviews, at project end), appreciating the discussion-like interview style, which made the PI come across as personable, relatable, and trustworthy • One researcher believed the validation and feedback approach used in the interviews supported trust, agency, and ownership over the findings	Facilitating factors: • The PI planned and implemented strategies to support trust-building with participants • The personality, openness, and professionalism of the PI supported inter-personal trust and trust in the project • Organizations' openness and willingness to participate in the project enabled trust to form (applicable to both 'thriving' and 'floundering' organizations)
The PI built relationships with participating organizations **Realized, clear project contribution**	• Evidence indicates the PI successfully built relationships with organizations that participated in the PDAP • The PI was aware of being an outsider and recognized the importance of building relationships with the community • The PI visited Moshi multiple times (ten months in total)	Facilitating factors: • The PI put effort into building relationships (e.g., interview approach, *pro bono* services, communication, maintaining anonymity, sharing findings) • The PI's personality supported relationship-building

	• The PI maintained periodic communication with participants during, at project end, and post-project • Former participants and researchers discussed how the interview approach fostered trust and connection between the PI and participants (e.g., collected data valuable to participants, in-person interview discussions) and described the PI as personable and relatable • The *pro bono* services acted as a form of professional relationship-building	• Some participants got connected with the PI through mutual friends or other pre-existing relationships Barriers: • Being an outside researcher could have limited the PI's relationship-building and prevented participants' willingness to engage in the project; however, neither appears to have played a significant role

Participating organizations change approach based on preliminary findings/ lessons from the research
Partially realized, clear project contribution
	• Evidence indicates some preceding steps to organizational practice change and other actions have occurred as a result of the PDAP's findings
	  • The findings predominantly prompted reflection on current organizational practices
	  • Participating organizations' actions in response to the findings include: reassessment of practices, a change in project proposal or reporting protocol (e.g., added question about unintended consequences of project activities), and planning for the future leadership of the organization
	  • One former participant was unsure if changes had taken place in the organization, but had themselves taken up the findings and used them when they moved to a different organization
	  • For most former participant informants, the findings affirmed the direction of their organization and the effectiveness of current approaches
	• Some informants found the findings valuable but did not believe any major changes in their organization were catalyzed as a result
	  • Three former participants were unsure if practices had changed
	  • Two former participants noted that the findings had no direct influence on their organizations' practices
		Facilitating factors:
		• The structure of the research process (conversational interviews, follow-up interviews to share preliminary findings), the lessons presented in the findings, and the PI's ongoing contact and relationships with participants all contributed to changes in awareness, reflective practices, and decision-making
		Alternative explanations:
		• Whether informants interviewed were from 'thriving' or 'floundering' organizations would likely influence the degree or types of changes necessary for or observable within their organization
		  • 'Thriving' organizations would likely have little to change or have a pre-existing orientation toward reflexivity; hence, the predominance of responses indicating the findings affirmed organizations' current practices
		  • Informants willing to participate in the evaluation may also predominantly come from 'thriving' organizations, though this information was not disclosed to the evaluators
		• Changes that result from conversations and reflections on practice happen naturally within and between organizations

The PI has enhanced personal knowledge/ insights on PDA and proposal writing skills to apply in consulting work **Realized, clear project contribution**	• The PI's intention to apply learning and insights into their professional consulting was documented in the proposal and dissertation • Most practitioner informants and some researchers had the impression that the PI shares insights from their doctoral experience via their consulting with organizations and conferences • Practitioners shared their awareness or evidence of how the PI's insight-enhanced consulting has helped six PDA organizations in Tanzania, Canada, the United States, and beyond • Informants identified a variety of skills and enhanced insights that the PI now brings to their consulting work (e.g., facilitation skills, diverse PDA perspectives, academic and analytical thinking, organizational governance and management, leadership, monitoring and evaluation, cultural and contextual awareness) • Two informants described the PI as an asset to their organization's network	Facilitating factors: • Gaining applicable insight and skills were explicit goals for the PI's doctoral experience and professional growth • Most practitioners and some researchers linked these gains directly to the doctoral process • The PI identified the openness of participating organizations as an important factor that supported the enhancement of their knowledge and insights on PDA • The PI has an intrinsic orientation to continuous and lifelong learning, such that they will build on and apply their knowledge from every experience they have Alternative explanations: • The PI's pre-doctoral consulting experiences and insights may have already equipped the PI with enhanced PDA knowledge

DSocSci students benefit from PI's mentorship **Realized, indirect project contribution**	• Informants attested to the PI's to mentoring of another DSocSci candidate, which included support to the doctoral application, coursework, and research committee advice • The PI and the mentee met periodically during their programs, and fostered a deeper friendship which evolved into a professional working partnership at the mentee's organization • One researcher felt the PI made a positive contribution to the DSocSci program as a whole	Facilitating factors: • The PI's mentorship of another DSocSci student was an unexpected opportunity offered through RRU • Factors that facilitated this relationship included similar interests and backgrounds in development, working in Africa, and sharing the same supervisor

Transform International (TI) collaboration
Realized, clear project contribution
	• Several informants were aware of the PI's involvement with TI
	  • Practitioners from TI commented on the teamwork between the PI and other TI staff, the complementarity of skills each member brings to the collaboration, and highlighted the PI's knowledge on organizational management
	  • Several practitioner and researcher informants discussed how the PI has applied their knowledge and approach from their doctoral research into the TI collaboration
		Facilitating factors:
		• The TI collaboration emerged from the PI's relationship with the DSocSci mentee (unexpected outcome)
		  • Bonding over their shared interests and professional backgrounds uncovered further parallels between their respective doctoral research projects and TI's objectives
		• The PI shares similar values as other TI staff (e.g., passion for development, appreciation of learning, valuing of each others' strengths)
		Alternative explanations:
		• TI is a collaboration-oriented organization (e.g., mission, operating structure)

The PI gains professional capacity and recognition as PDA expert
Realized, clear project contribution
	• Informants described the PI as a 'weaver' and a 'bridge' between scholars and practitioners who is able to apply both their academic and professional expertise to their work in PDA
	  • Practitioners view the PI as an effective partner who brings valuable perspectives, skills, and contributions to their working partnership
	  • One practitioner felt their organization had an 'edge' over other organizations because of the PI
	  • One practitioner would collaborate with the PI on any project
	  • Several practitioners and researchers had the impression that the PI expanded their expertise through the research and gained recognition amongst organizations in Moshi during the research process
	• Accreditation of a doctorate is recognized as an indicator of expertise
	• The PI was awarded prestigious scholarships and awards for their research (e.g., Mitacs Fellowship, SSHRC Fellowship, Top 25 Finalist Storytellers Award, IISS Graduate Scholar Award)
	• The PI received invitations to be an editor for a journal, facilitate conferences, be a visiting scholar, and guest lecture at two Canadian universities to share their expertise
	• Following the research, the PI joined new collaborations in leadership positions (i.e., joined the board)
		Facilitating factors:
		• Acquiring the accreditation of a doctorate was one of the PI's aims in pursuing their research
		• The PI intended to expand their consulting expertise to include research, as the DSocSci experience would build their research capacities
		Alternative explanations:
		• Some informants believed that the PI was already a PDA expert prior to joining the DSocSci program and had years of extensive professional experience as a practitioner

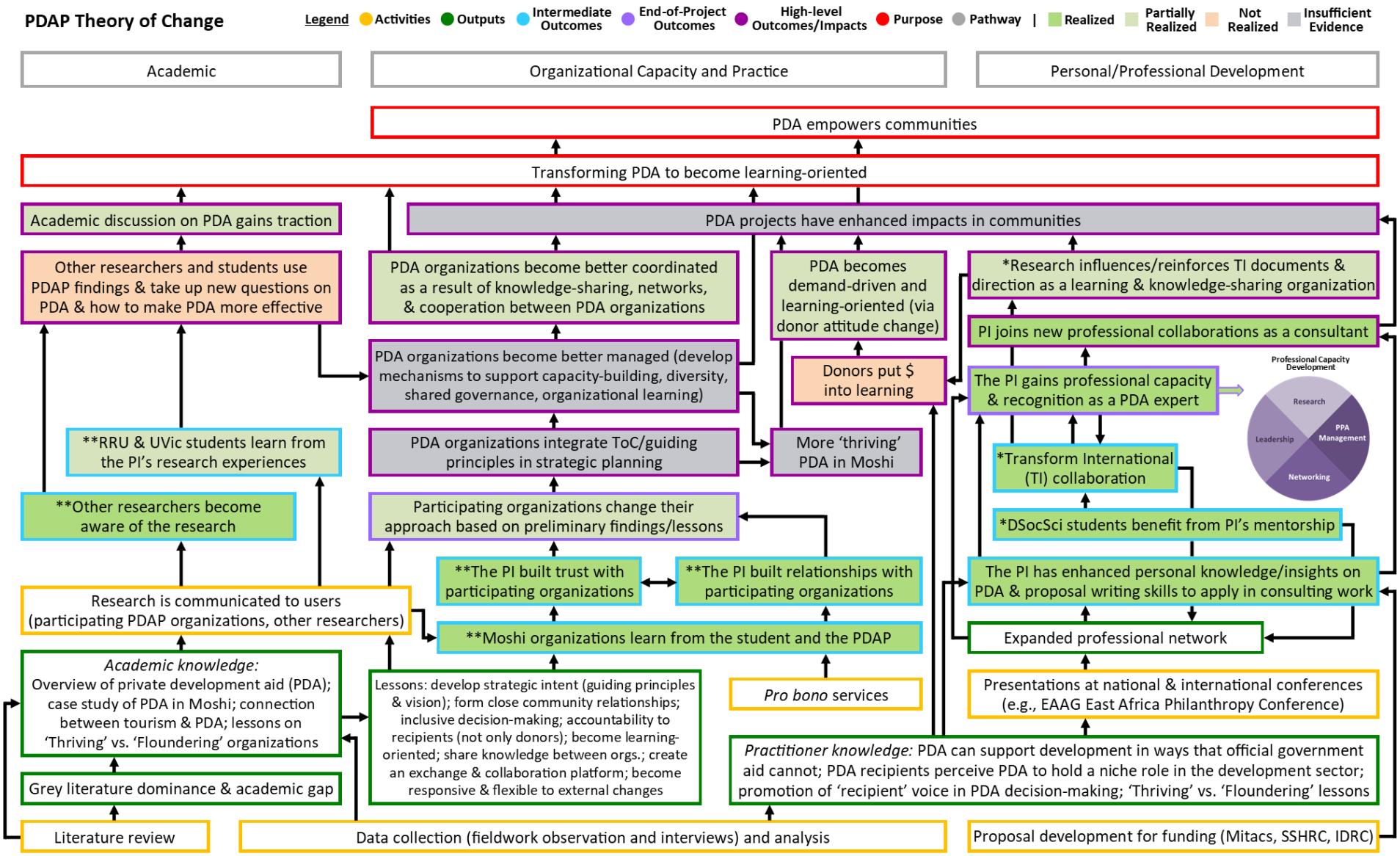

Figure 3. PDAP Theory of Change, with outcomes colour-coded to reflect the extent of outcome realization and degree of project contribution (green: realized; light green: partially realized; orange: not realized; grey: insufficient evidence) (*) unexpected outcomes (**) see footnote

** Based on our current thinking, boxes marked with a double asterisk state the theoretical reason for a change (i.e., theoretical assumption) instead of being framed as outcomes.

Mechanisms[4] Used by the Project

The PDAP employed a limited number of mechanisms of change across the three impact pathways (Table 4). An interesting observation is that the same four mechanisms were leveraged in almost each pathway to support different outcomes, demonstrating the multifunctionality of a singular mechanism and how a mechanism can be used in different ways.

Table 4. Mechanisms of change used by the project, using Belcher et al.'s (2019) classification and organized by pathway

	Pathways		
Mechanism	*Academic*	*Organizational Capacity and Practice*	*Professional Development*
Scientific knowledge increased/knowledge gap filled	✓	✓	✓
Methods developed and/or refined			
Knowledge co-produced	✓	✓	✓
Research agenda influenced			
Alignment of research with parallel issues/initiatives			
Capacity of actors in system improved		✓	✓
Coalitions strengthened or created			
Policy window opportunity realized			
Reputation leveraged or enhanced	✓	✓	✓

Within the *academic* pathway, the PI's identification of the existing academic knowledge gap on PDA presented research entry points for the PDAP to address with project findings. The findings were co-produced with participants of the project The PI also recognized that there were opportunities to bring awareness to academic circles by contributing to the scientific knowledge base. As a result, the PI pursued several dissemination strategies to spread awareness of the research topic and project findings among academic audiences, including multiple conference presentations (Con1, Con2, Con3, Con4, Con5, Con6), the SSHRC Storyteller video (Vid1, Vid2), book chapter contributions (Doc8, Doc9), and by making the dissertation available online in the RRU research repository (Doc7) and on the PI's personal website (Web1). These diverse strategies, albeit untraditional, were successful in increasing the knowledge of academic audiences and reaching new networks (e.g., Canadian Philanthropy Partnership Research Network (PhiLab)) (SWD). However, one informant critiqued that the PI had not published in peer-reviewed journals, as this is one of the conventional ways of building upon the scientific knowledge base (Res3). This raises a predominant barrier encountered by the PI, as they lost access to key resources following the conclusion of their doctoral program that would have enabled them to pursue their interest in publishing peer-reviewed articles (Prac3, Res2, Res3, Res4, Survey1). Despite this obstacle, the PI's academic reputation was enhanced through more indirect means. The PI received several high-profile scholarships (e.g., Mitacs Fellowship, SSHRC Fellowship) and awards for their research (e.g., Top 25 Finalist Storytellers Award, IISS Graduate Scholar Award), which facilitated awareness-building of the PDAP and its findings through those platforms. For example, the PI was able to present and share their research to academics by attending the SSHRC Storyteller Showcase as a Top 25 Finalist. The PI also leveraged their reputation, which had been enhanced by the doctoral research experience, as part of the process of sharing findings with students and other researchers. Invitations to guest lecture at RRU and UVic resulted in part from professors' recognition of the PI's research insights or existing reputation as an expert practitioner.

Under the *organizational capacity and practice* pathway, the PI intentionally planned and implemented activities separate from the research objectives that would support Moshi-based organizations' practice by filling practice-based knowledge gaps and building capacity. The PI accomplished this by offering *pro bono* consulting services

[4] Our thinking on mechanisms has advanced since we began working on this evaluation in 2018. We observed that there is a conceptual connection between mechanisms and theoretical assumptions. Through the assumption assessment, assumptions that were sustained can give us some idea of the mechanisms leveraged. This has led us to consider defining and using a new classification for assumptions in future evaluations that resemble some of the mechanisms presented in Table 4.

and focus group discussions on organizational management and strategic planning to any interested individual or organization during the project. This knowledge was based predominantly on the PI's existing professional expertise and enhanced by preliminary insights on 'thriving' versus 'floundering' organizations from the research. The PDAP findings were distilled from co-produced knowledge, as the PI wanted to facilitate a process of validation of analytical interpretations from the preliminary findings and elicit additional inputs. Together in the second round of interviews, the PI and PDAP participants co-identified key learnings that would help inform the generation of lessons and recommendations. At the end of the project, the PI shared the findings with participants and other PDA organizations to build knowledge and improve practice. By filling relevant knowledge gaps of organizations, organizations became aware of 'floundering' practices, developed more reflective practices, and introduced new actions in order to be more effective (e.g., reassessment of current practices, adapted proposal and reporting protocol, planning for the future). Outcomes related to changes in relationships within the *organizational capacity and practice* pathway were realized as a result of the positive reputation the PI built in Moshi during the project period. In addition to maintaining professional conduct, the PI planned and implemented strategies to support trust-building with participants. Such strategies include their conversational approach to the interviews and open communication style, the offer of *pro bono* services, the commitment to confidentiality, and the reciprocal approach to sharing findings back with participants and other organizations in the community. Some organizations observed how the PI conducted themselves during the research process or heard of the PI's reputation through their networks, which led them to reach out to connect with the PI to either participate in the research or take advantage of the PI's *pro bono* services. It is evident that trust-building played an important role in supporting inter-personal trust between the PI, PDAP participants, and the wider PDA community in Moshi, as well as trust in the project and its findings (SWD).

In the *professional development* pathway, the PDAP served to fill a persisting knowledge gap for the PI, as they used the doctoral project as an opportunity to investigate questions the PI encountered as a practitioner (Doc1). As a result, the PI gained empirical insights and lessons regarding what makes organizations thrive, which could be and has been applied in their consulting work. The PI also acquired knowledge of the PDA sector from the perspective of the Tanzanian context, which added to their professional and cultural understanding of PDA in Africa. In addition, the structure of the second round of interviews facilitated a co-production process for both the participants and the PI. Examples given by the PI indicated that these interview conversations also uncovered new realizations and insights on PDA for them personally (personal communication). The doctoral process and experience also contributed to the PI's professional growth, enhancing their research capacity. This was one of the PI's personal goals, as they wanted to be able to bring a research lens to their consulting work, as well as fully utilize and integrate evidence-based knowledge in their work. A recurring comment from informants described how the PI acts as a knowledge intermediary by introducing relevant academic or research-based knowledge to their organization (Prac2, Prac3, Prac5, Prac6). Likewise, the PI enhanced their PDA insights and consulting capacities through the research experience and *pro bono* services, being able to engage directly and frequently with organizations with similar challenges and contexts. Also, the PI built upon their professional grant-writing skills through their successful proposal development for academic scholarships and funding (e.g., Mitacs, SSHRC, IDRC, etc.). The leveraging and enhancement of the PI's reputation proved to be one of the most important mechanisms in the *professional development* pathway. With years of extensive professional experience as a PDA practitioner, the PI was already well-positioned to join new collaborations; yet, the PI's professional reputation was enhanced by the learning of and skills developed by the doctoral research experience. Moreover, acquisition of a doctoral accreditation was viewed as a universal indicator of one's expertise, bringing with it an established understanding of reputation. The PI conveyed that their pursuit of a doctorate was partly for this reason. The PI was also invited to be an editor for the *Journal of Nonprofit Education and Leadership* (personal correspondence). As a result of the PI's academic and professional reputation – either pre-existing, established during project engagement, or by means of the doctorate – the PI joined several new professional collaborations as a consultant in Tanzania, Canada, and beyond. In combination, these mechanisms equipped the PI with relevant skills and knowledge to support continuity of the PDAP's goals through the PI's international consulting work.

Alternative Explanations of Outcome Realization

The PDAP is one intervention among many processes that influence the academic agenda, the practice of PDA organizations, and professional growth. To account for complexity within the Moshi context and wider international systems, other interventions and contextual variables influencing the extent of outcome realization and how outcomes were realized are reviewed below.

Within the *academic* pathway, there are many other scholars researching similar or parallel topics since the PI completed their doctoral research in 2016 (see: Agyemang et al., 2017; Agyemang, O'Dwyer, & Unerman, 2019; Anderson, Kim, & Larios, 2017; Banki & Schonell, 2018; Butcher, 2017; Chatterjee & Rai, 2018; Christou, Hadjielias, & Farmaki, 2019; Chu & Luke, 2018; Desai & Kharas, 2018; Fechter, 2019; Freidus, 2017; 2016; Hodgson, 2020; Kim, Lethem, & Lee, 2017; Kipp & Hawkins, 2019; Lengieza, Swim, & Hunt, 2019; Scarth & Novelli, 2019; Sharpley & Harrison, 2019). While the PI made an original contribution to the academic knowledge base, other scholars' work is likewise contributing to the academic discussion on PDA. As the PI did not make further academic contributions through peer-reviewed publications, some informants felt this was a missed opportunity to extend the PI's influence in the academic arena (Res3, Res4).

Changes in *organizational capacity and practice* are influenced by many factors. The work of other system actors (i.e., large philanthropic foundations, practitioner networks, civil society organizations, thinktanks, etc.) is slowly transforming PDA approaches, particularly influential organizations like the Bill and Melinda Gates Foundation and Rotary International (Doc7, Prac6, Res2). There are growing trends toward local or place-based development (Res2), which are tailored to the context and more demand-driven than the former one-size-fits-all development approaches. In addition, community assessments for pre-planning, follow-up planning, and post-implementation are increasingly adopted by organizations to inform and adjust PDA interventions (Prac6). Some informants remarked on the growing agency of NGOs and PDA organizations (FP4, Res2), which rely less on donors to dictate projects and gives organizations greater flexibility to engage communities to self-determine the development support needed. The PI identified the importance of networks for collaboration and coordination; some organizations are well-connected and can leverage external expertise from their established networks to guide organizational practice and project planning (FP1, FP2, FP4, Prac6). With greater affordability and accessibility of communications technologies and the Internet, organizations can more easily share knowledge with partners and other organizations (Prac6). While several changes in the *organizational capacity and practice* pathway were realized as a result of contributions from the PDAP and external processes, there are several reasons that explain why the project had low influence on some expected outcomes. For some participating organizations, as they already emulated 'thriving' practices, they felt they had little to learn or change in their organization based on the findings (FP1, FP9). Nearly all former participants noted that the findings served more to affirm aspects of their current direction and approach (FP1, FP2, FP4, FP5, FP7, FP8, FP9, SWD). For some organizations, changes have been difficult to implement as they are busy and have had little time to read, absorb, and integrate recommendations (FP2). While some organizations experience greater agency, others are challenged by power dynamics exerted by the organization's headquarters or donors who control funding and decision-making (FP4).

In the *professional development* pathway, as the PI "*had experience from a lot of different areas, and different areas of the world*" (FP2), several informants felt the PI was already an expert in PDA (FP2, Prac1, Prac4, Prac6, Prac7). While the PI has transferred and applied findings from the PDAP in their consulting work, the PI also draws upon their pre-doctoral practitioner experience (Prac7). In terms of successes achieved in organizations in which the PI collaborates or consults, the PI recognized that these achievements are the result of team efforts, capacities, and commitment (personal communication).

Contextual barriers affecting the wider PDA sector and PDA in Tanzania also played a significant role in outcome realization. PDA organizations and their projects are situated in complex dynamic systems, which are "often in a state of flux" (Doc7, p.50). PDA organizations are partly driven by many and often competing commitments to which they try to align to access funding (FP1). Organizations are then faced with the difficulty of determining their focus or make grand promises for outcomes they cannot feasibly achieve. Demand-driven approaches would

help rectify this issue, but it is difficult to shift the culture of the sector. Donors are another prominent driver of organizations' activities, who may be out-of-touch regarding what communities need (FP1). The PDA sector still operates in silos (Doc7, FP1, FP2, Prac6, Res4). The working isolation of organizations obscures opportunities for overlap or coordination across silos and activities (FP1). 'Floundering' practices persist for many reasons. The proliferation and popularity of PDA are the result of "*new starts, people starting from scratch. People don't really do the homework or the research to learn* […] *what are the better approaches involved to address the problems*" (Prac6). This lack of learning by both new and established organizations is in part a result of outdated monitoring and evaluation practice (Prac6, Res4). PDA organizations struggle to measure and deliver on impact (FP1), particularly as this depends on what donors demand from evaluation (Prac6). Typically, donors have been most concerned with a return on investment, which puts "*a lot of pressure on privately funded activities*" (FP1). There has been a slow shift in donors' recognition of quality outcomes over quantity of interventions (Prac6); however, some donors do not always understand or want to allocate their investments in aspects such as project overheads and administration, supporting processes and systems-strengthening, and capacity-building of implementing organizations (FP1, FP2). Funding is likely the greatest limiting factor for PDA organizations (FP1, FP2, Prac3, Prac6, Res3, Res4). Certain types of projects do not struggle to get funding, but often smaller organizations with little "*clout*" (FP2) cannot attract support from big players. There are few local Tanzanian donors, so organizations rely on an international donor base (FP2). This has created a "*competitive landscape*" (Res4) between organizations for funding, effectively confounding or obscuring opportunities for collaboration and coordination (FP1, Res4). Some informants spoke about the territoriality amongst PDA organizations as a contributor to working in isolation (FP8, Prac1, Prac4). Funding can play a role in attracting and keeping good staff, which can have ripple effects on the effectiveness of organizations and their projects (FP2). In recent years, donors and funding structures have changed. For a period, "*disruptive technologies*" (Res3), such as GoFundMe and other crowdfunding websites, altered the dynamics of PDA fundraising. Mechanisms for evaluation and learning do not feature under these structures and many websites are under regulatory investigation. Having peaked in 2019, such platforms no longer appear to compete with traditional PDA funding as of November 2022 (SWD). While PDA has grown in popularity, many organizations' development work is short-lived. This may be the result of inexperience (Prac6), the lack of long-term commitment by founders (particularly foreigners) (FP2), or high turnover of staff (FP2, FP5). Partnerships may also be fraught with diverging agendas or driven by self-interests (FP2, Prac6).

In Tanzania, the PDA sector faces both political and cultural barriers. Like many other African countries, colonial legacy and weak political institutions affect the form and function of Tanzania's government (FP1). From 2018 to 2021, there was a "*big crackdown on NGOs*" (FP2) through policy change, such as a ban on public meetings and governmental rights to deregister NGOs (Cichecka, 2018). Moreover, Magufuli's political leadership took an antagonistic position against foreigners and the international aid community, which included PDA organizations (FP1, FP2, FP8, Prac5, SWD). This led to prohibitive changes in regulations, making it more difficult for non-Tanzanians to operate their programs, particularly smaller PDA organizations (Doc7, FP1, FP2, FP3). Policy changes also affected particular sectors, such as agriculture, which presented additional challenges for PDA organizations working in those topic areas (FP1). Such regulatory barriers negatively affected 'thriving' and 'floundering' PDA organizations alike. As of March 2021, the new presidency under Suluhu Hassan holds a friendlier stance toward NGOs, offering a more positive outlook for PDA organizations (SWD). Foreigners establishing, working in, or partnering with Tanzanian PDA organizations often encounter different cultural values, ways of working, expectations, and communication styles, adding a layer of challenges (FP2, FP4).

Were there any positive or negative unexpected outcomes from this project?

There were few unexpected outcomes, which is in part an artefact of the ToC's retrospective development, making the distinction between expected and unexpected outcomes difficult to discern. Most outcomes had already materialized when the ToC was documented; outcomes that were unexpected at the time of the PDAP's inception have been marked with a single asterisk (*) in the model. For example, the collaboration with TI did not directly arise through PDAP activities, instead via the unexpected opportunity to mentor within the DSocSci program. For some outcomes, it was not always clear how they would manifest; the PI expected to transfer and apply PDAP findings in their consulting work, but exactly which organizations would fall within the PI's sphere of influence could not be anticipated. Unexpected outcomes were positive and pertained to changes in all three pathways.

The PI "*did not expect to change anything*" (personal communication) at the initial outset of their project. The dissertation's exploratory approach was guided by Weber's principle of "*verstehen*" (Doc7, p.35), the pursuit of knowledge or understanding from an actor's perspective (Ray, 2019).

Within the *academic* pathway, unexpected outcomes arose from the DSocSci program and the PI's work at UVic. The PI felt they benefitted from the broad spectrum of learning from their DSocSci experience, both in terms of exposure to interdisciplinary perspectives, theories, and literature as well as mutual learning within the cohort (personal communication). Through RRU, the PI was invited to mentor an individual interested in the DSocSci program, who eventually became a successful candidate (Prac3, Res4, Res6). The PI and the mentee were connected by faculty in the DSocSci program who recognized the two shared common backgrounds working in development and in Africa (Prac3, Res4). The mentorship led to a friendship, which evolved into a professional working relationship whereby both work together in an organization founded by the mentee (Prac3, Res4). The PI also received an invitation to contribute to Pulla and Schissel's (2018) book about the DSocSci program, as someone in the preceding cohort declined last-minute (Res5). The book and its content ended up being an unexpected avenue to spread awareness of the research amongst researchers and students at RRU. Likewise, the PI's invitation to be a visiting research fellow at UVic's Centre for Global Studies was an unexpected opportunity to engage with other researchers and expand the PI's influence to the wider UVic student body through presentations and guest lectures (E-mail3, Res4). Through connections established at UVic, the PI was later invited to contribute a chapter to a book on philanthropy in Canada (Doc9, SWD). Unexpectedly, this chapter was shared by CAGP with Canadian senator, Ratna Omidvar, who was paying special attention to the non-profit sector (SWD).

Unexpected outcomes in the *organizational capacity and practice* pathway pertain to external interest in the project, participants' promotion of the PDAP and its findings, and sector accountability. During the fieldwork, multiple non-participating PDA organizations reached out to the PI to express their interest to participate in the project and get access to the findings (personal communication). This voluntary communication demonstrates the widespread awareness of the PI's presence and research across Moshi's PDA sector, which likely spread by word-of-mouth between participating and non-participating organizations. The offer of *pro bono* support is likely a driving factor. In addition, a couple of PDAP participants shared the report within their personal and professional networks (FP4, FP6). In one instance, a participant shared the findings with their new colleagues when they transitioned into a different organization. Some of the recommendations were used by the organization to inform decision-making (FP4). This independent sharing was unexpected. An unexpected outcome identified in the sense-making workshop was the project's stimulation of greater transparency in Moshi's PDA sector (SWD). By illuminating organizations' lack of accountability and other areas where they flounder, the PI's research became a "*positive disruption*" (SWD), placing a spotlight on the issues that motivated organizations to do better and in turn placed pressure on them to be more transparent and accountable. Regarding a higher-level outcome, one PDAP recommendation encouraged the creation of a PDA network or platform to facilitate interorganizational engagement, cooperation, and coordination (Doc7). Several organizations wanted the PI to support this endeavour (FP2, FP5, FP7, personal communication, SWD). While ultimately this networking process was not feasible for the PI to facilitate in Moshi, it demonstrates that some of the preceding changes in attitude needed to realize better coordination across Moshi's PDA sector were occurring much earlier in the change process than expected.

Under the *professional development* pathway, some opportunities where findings have been translated in the PI's consulting were unexpected. In one example, the PI was selected to co-facilitate a leadership workshop session at a highly "*competitive*" (Res6) conference with a colleague (Res4, Res6). This successful selection and an invitation to return the following year to present an extended session were unexpected (Res4). Moreover, the PI is now recognized for their expertise in leadership, an area in which the PI was not originally interested prior to the PDAP (FP4, Res4, Res6, Survey1). In another example, the PI joined the board of a 'floundering' philanthropic organization in Canada in an advisory role, which now operates like a 'thriving' organization as it is governed by strategic planning, has strong leadership and committed board members, and is once again fiscally stable (personal communication). The transfer of findings through a collaborator's networks is a final example.

The PI's involvement with TI presented many opportunities to integrate learning from the research into the organization (Prac2, Prac3, Prac4, Prac6, Res1, Res4, Res6). One informant shared evidence of how Tanzanian practitioners that did not participate in the PDAP still were influenced by its findings, as the PI has worked with one of TI's community transformation centres (CTC) based in Tanzania (Prac2).

Informants had the impression that there were no negative outcomes connected to or contributed by the PDAP (Prac2, Prac3, Res1). One informant pointed out that "*there could have been negative outcomes. The philanthropic organizations could have taken exception to what* [the PI] *said and did, and they did not. I think most of them recognised that this was a truthful representation, and it was their best selves. Many of them recognised that they should be going in the direction that* [the PI] *was pointing*" (Res1). While there was potential for negative reactions from participants and other PDA organizations in Moshi, it appears that the PI effectively managed expectations, had a respectful and ethical approach to the research, ensured accurate and fair representation of results, developed relationships, and found ways to share back to the community.

Could the outcomes have been realized in the absence of the project?

Evaluation informants were asked whether the outcomes could realistically have been realized had the PDAP not been conducted. Some informants believed there would be little to no change (FP3, FP5, Prac1, Res2). Two reasons were given. The first being the project's scope of influence being relatively small: "*it's very rare that one piece of work does that* [can influence major changes]. *As it goes with scientific work and research* […] *it is a contributing piece and to have that one piece missing it might be somewhat minor*" (FP5). The second related to the difficulty of translating research into actionable knowledge: "*My sense is that ninety percent of* [research] *probably goes into a JSTOR or into a desk and that is the end of it and maybe ten percent of it actually impacts practitioners*" (FP3). Other informants spoke to how little influence the PDAP had on outcomes in the *academic* impact pathway compared to the *organizational capacity and practice* impact pathway (Res1, Res3). Some informants felt the PDAP still made a crucial contribution to academic knowledge (FP6) and set a bar for how researchers should engage and seek perspectives from communities affected by their research (Prac4, SWD).

In the absence of the PDAP, most informants indicated that progress in the *organizational capacity and practice* pathway would not have occurred (FP1, FP2, FP4, FP7, FP8, FP9, Prac3, Prac4, Prac5, Res1, Res6, SWD). One informant clarified that the project and its findings likely had more influence on some PDA sectors (e.g., education, health, entrepreneurship) than others (e.g., agriculture) (FP1). In general, the research inserted conceptual and empirical substance into practitioner discussions in Moshi that were previously unproven or opinion-driven (Prac4), and provided recommendations and advice to guide decision-making (FP4). For participating organizations, their reflection on practices and what it means to be a 'thriving' organization would not have been stimulated (FP2, FP7, FP9, Prac4, SWD). The PDAP brought awareness to crucial implications of participating organizations' practices that affect their impact, such as unintended consequences (FP8). While these types of influence are more subtle to detect, informants conveyed these were crucial contributions to enhance the quality of their effectiveness. One practitioner explained that without the project, "*I'm not sure if* [anything] *would have triggered the age of renaissance in Moshi* […] *because of what was going on with the politics in Tanzania* […] *we would have been in much worse shape as an NGO sector, because* [the former president had] *just been able to cut NGOs and deregister them. And if we hadn't had the opportunity to kind of bolster ourselves internally, we would have been much more vulnerable*" (Prac5). The reflective social process contributions of the PDAP appear to have been of immense value for both organizational effectiveness and resilience. Informants also felt that the sponsor organization and TI would have gone down a different path without the PDAP's influence, losing out on useful knowledge and expertise the PI brought to each organization (Prac3, Res6). It is highly probable that the PI would never have built a relationship with TI if not for the doctoral program.

Without the research experience, several informants considered what would have happened to outcomes in the *professional development* pathway, concluding that the PI's own personal and professional growth as a scholar-practitioner would not have been on the same trajectory (FP4, Prac4, Prac6, Prac7, Res3, Res6). The PI gained new knowledge and skills through the doctoral process (Prac6), benefitting professionally from the credibility that a doctorate holds (FP4, Prac4, Prac7). One practitioner felt the PDAP enabled the PI to build on their existing

expertise (Prac6). Another practitioner contended that the PDAP would not have affected outcomes within this pathway because the PI is already highly experienced (Prac1). As one researcher explains: "*I think* [the PDAP] *probably had contributions that we just can't see because they're embedded in* [the PI's] *own approach to the professional work* [the PI] *does*" (Res3), making it difficult to discern what the PI would have been able to achieve professionally without the research experience (SWD).

Were the project assumptions sustained?

Assumptions are hypotheses that explain why a change is expected to happen. Eight of the thirteen assumptions were fully sustained, four were partially sustained, and one assumption was not sustained (Table 5). All theoretical assumptions (i.e., internal project factors and mechanisms that explain why a change is expected) were fully sustained, whereas some contextual assumptions (i.e., external factors and mechanisms of the context in which the project is operating that explain why a change is expected) were fully, partially, or not at all sustained. In the case of the PDAP, the assumption 'Shifts in Tanzania's governmental policy increase pressure on NGOs to legitimize their work' was affected by context-specific barriers and unpredictable changes in political leadership and state antagonism toward the sector. This helps contextualize why the HLO anticipating more 'thriving' PDA in Moshi had insufficient evidence of realization, as the needed governmental policy support for the sector to improve practice and be accountable was absent. The assumptions assessment demonstrates that the PDAP's intended contributions to existing academic, practitioner, and personal knowledge gaps held true and influenced changes in each impact pathway. Trust- and relationship-building were key social processes underpinning several assumptions, requiring trust in the PI and the findings. Situated Learning Theory (Lave & Wenger, 1991), Social Capital Theory (Putnam, 2000), and Community Organizing Theory (Biklen, 1983) help explain the assumptions and why expected changes did or did not occur in the case of the PDAP.

Table 5. PDAP assumptions assessment

Assumption	***Results***
The research effectively identified a gap and made an original contribution through an exploratory case study (theoretical) *Applicable pathways:* • Academic • Organizational capacity and practice • Professional development	**Sustained.** As substantial resources are being invested into PDA globally, academic research would offer credible accountability on PDA which is currently under-researched. The PI undertook the doctoral research to fill knowledge gaps they had encountered as a practitioner. Addressing knowledge gaps was a key mechanism employed by the PDAP to support outcome realization across each impact pathway. The PI identified the research entry points of existing academic and practitioner knowledge gaps, justifying the need and value of filling those gaps through an exploratory case study. The PDAP made original knowledge contributions to fill researcher, practitioner, and donor knowledge gaps about PDA and characteristics of 'thriving' versus 'floundering' organizations (see QAF assessments for the 'Contribution to knowledge' criterion in Table 9 in Appendix 7). ***Counter-evidence:*** No evidence.
Researchers already have an interest in the topic and seek out new and available information (contextual) *Applicable pathways:* • Academic	**Partially sustained.** Emergent research inquiries build on previous research and use existing data or findings to substantiate claims. In the case of the PDAP, one example is the researcher who contacted the PI for permission to use the research soon after the dissertation was published online. Open-source access to the PDAP and its results via an online repository and the PI's website increases the likelihood for researchers to find and use the research. There is only evidence of two researchers using the findings. ***Counter-evidence:*** Researchers who would find the research useful may not use appropriate search terms or have access to the right databases. Bibliometric and altmetric evidence demonstrate that researchers have not interacted with the dissertation (Google Scholar results show the sole citation is a self-citation). The PI did not pursue additional academic publications from the PDAP, limiting what researchers could find or use.
Being flexible and adaptable to accommodate opportunities would expand the PI's influence (theoretical) *Applicable pathways:* • Academic • Professional development	**Sustained.** The research design was flexible to expand PDAP reach and influence across Moshi's PDA community (e.g., broadening the initial study from twelve focal organizations to 33 projects) as well as adapt to and support emergent needs of participants and other stakeholders (e.g., open offer of *pro bono* consulting; accommodation of unexpected invitations to various events or meetings). These enabled the PI to engage with a greater number of organizations and end-use recipients and therefore exert wider influence. ***Counter-evidence:*** No evidence.

Commitment to ethics and commitment of resources and time would build trust (theoretical) *Applicable pathways:* • Organizational capacity and practice	**Sustained.** The PI adhered to RRU's standards of ethical research conduct and employed several strategies to build trust with individuals and organizations participating in the PDAP. The PI committed time, resources, and energy to interact with members of Moshi's community over ten months of fieldwork (supported by Mitacs funding). The interview style, which resembled more a conversation than an extractive process and maintenance of anonymity further solidified participants' trust. Sharing preliminary findings for participants' feedback was another successful trust-building strategy. Several informants believed the PI's personality and character formed the bases of their trust in the project. Informants commended the PI's openness, trustworthiness, good listening skills, relatability, and professionalism. ***Counter-evidence:*** No evidence.
Facilitating co-generation and mutual learning processes through the research generated benefits and reflection for all parties involved to improve practices (theoretical) *Applicable pathways:* • Organizational capacity and practice • Professional development	**Sustained.** The PI's interview approach (i.e., two rounds: one inquiry-based, one to discuss/validate preliminary findings) stimulated reflection in participants and facilitated mutual learning. This approach gave participants agency and ownership over the findings via an opportunity to interact with, validate, and provide feedback to preliminary findings, and supported the co-development of recommendations. Six out of nine former participants expressed that they benefited from this interview approach, explaining that this process prompted reflection on their organizational practice or aspects relevant to their work that had not previously been considered. This process was also beneficial to the PI to receive feedback and new insights to the preliminary findings, making the analyses and final set of recommendations richer. ***Counter-evidence:*** No evidence.
Project results were accessible, had diverse applications, and were sufficiently rigorous to be taken seriously (theoretical) *Applicable pathways:* • Organizational capacity and practice • Professional development	**Sustained.** The PDAP was designed as an exploratory study owing to the lack of credible research on PDA. The PDAP upheld scientific rigour in its methods. The findings were derived from empirical evidence, which increased the relevance and utility of the recommendations. Multiple media were used to communicate the findings to different target audiences and increase access. Informants commented on the accessible language and writing style of the outputs. Informants claimed that the PI generated useful evidence-based recommendations to inform practice. The findings have been transferred and applied in other contexts by the PI, participants, and practitioners. ***Counter-evidence:*** While the PI's approach to diversify both the types of knowledge products and means of dissemination appears to have had some reach, further evidence is needed to glean the full extent of researcher and practitioner awareness beyond the PI's direct sphere of influence.
Organizations were receptive to and developed an interest in applying the results (contextual) *Applicable pathways:* • Organizational capacity and practice	**Sustained.** The high number of projects (33 in total) and individuals (113 in total) willing to participate indicates there was receptivity to the PDAP from the start. The PI communicated to all prospective participants that the findings would be shared with them in return for their participation as a means to attract interest. Organizations generally want to do their work more effectively, and seek out new knowledge, ideas, and approaches to improve practice. The PI speculated that organizational openness was an innate quality of 'thriving' organizations, but also reflected that many 'floundering' organizations were open and incentivized to participate in order to learn. Informants, particularly former participants of the PDAP, expressed their receptivity to the findings and shared examples where they or their organization had made changes to their practices based on PDAP recommendations. ***Counter-evidence:*** There were instances where former participants had sufficient interest and intentions to apply the findings, but lacked capacities and resources (i.e., time, funding, human resources, software/hardware) to use them.
Shifts in Tanzania's governmental policy increase pressure on NGOs to legitimize their work (contextual) *Applicable pathways:* • Organizational capacity and practice	**Not sustained.** Tanzania's National NGO Policy (2001) and NGO Act (2002) provided individuals and organizations with a legal framework to register as an NGO (Ndumbaro & Kiondo, 2007). NGO-friendly governments in place under former president Kikwete (in office 2005-2015) and current president Suluhu Hassan (2021-present) (SWD). ***Counter-evidence:*** Prohibitive policy changes since 2015 negatively affected the NGO sector by limiting organizations' independence (e.g., ban on public meetings, governmental rights to deregister NGOs) (Cichecka, 2018). Former president Magufuli (in office 2015-2021) took an antagonistic position against foreigners and the international aid community, making it more difficult for non-Tanzanians to operate their programs for the 2018-2021 period (SWD).
As organizations share common goals and want to increase their impact, a facilitative	**Partially sustained.** Recommendations on how PDA organizations could improve coordination and synergy were part of the PI's findings, and widely known across informants. A few informants reflected on the value of the coordination-focused recommendations, and discussed

environment for management and coordination is created (contextual) *Applicable pathways:* • Organizational capacity and practice	the associated benefits for their organization, Moshi's PDA sector, or PDA organizations in general. Several informants wished the PDAP could have supported such a process. Moshi-based organizations are well-connected in networks relevant to their work, but it does not appear that many tap into the larger PDA network outside their sector (e.g., health, poverty, education, food security, etc.) or immediate partners. In Moshi, coordination is higher among organizations run by ex-patriates compared to organizations run by local Tanzanians. Some PDA organizations' approach is to convene other actors to share knowledge and coordinate activities. ***Counter-evidence:*** NGO coordination was an issue included in draft National NGO Policy, but did not appear in the final version approved by Cabinet (Makaramba, 2007). There have been efforts in Moshi to establish a platform for NGOs, but both were unsuccessful. Barriers for sector-wide coordination include constantly shifting donor-driven demands and priorities, competitiveness for funding, territoriality, hidden agendas, co-option, unequal operating spaces, free-ridership, limited resources (e.g., human capital, budget, time, knowledge, skillsets, etc.), inability to invest time and resources into supporting mechanisms, loss of momentum over time, and inability to recognize that organizations would be stronger together.
Monitoring, evaluation, and learning are important components to assess and improve impact, and donors genuinely want to see tangible impact (contextual) *Applicable pathways:* • Organizational capacity and practice	**Partially sustained.** Monitoring and evaluation are typical means for donors to become informed about the projects and programs they support. Donor values have shifted over time, moving from an emphasis on quantity to quality of impacts. This is seen as a positive shift, as learning can be gleaned from impact assessment and how changes arose as a result of the project or program. Some informants felt that donors' support for learning is happening to a degree and that donors' understanding of the value of learning, both in terms of how it can improve practices and be more cost-effective over time, is growing. Practitioner informants observed that more donors are earmarking funds for evaluation than in the past. ***Counter-evidence:*** While learning is an inherent component of monitoring and evaluation, donors tend to focus on demonstrating impact and return on investment. Some donors are still quantity-focused, and issues remain in terms of donor reporting requirements and potential to fall into "*attribution traps*" (Prac4).
A doctorate holds universal recognition of expertise (contextual) *Applicable pathways:* • Professional development	**Sustained.** Gaining applicable insights, skills, and universally-recognized credentials were explicit goals for the PI's doctoral experience and professional growth. The accumulation of knowledge and expertise from the doctoral experience provides the PI with an enhanced set of insights and skills for their future work in PDA, demand-driven development, and learning organizations. Acquiring a doctorate has provided the PI with perceived legitimacy, further opportunities to share knowledge, and continue learning. Informants suggested that the PI's experience, competencies, and expertise were recognized partly as a result of having undertaken the doctorate. ***Counter-evidence:*** Some informants believed the PI was already an expert based on years of extensive professional experience as a practitioner and consultant.
The PI was well-positioned to influence change (theoretical) *Applicable pathways:* • Professional development	**Sustained.** Influence across most pathways stemmed from the PI's reputation as an expert development practitioner. An individual's level of influence changes over time; as one learns and engages more in the sector and various system processes, influence tends to increase. This held true for the PI, as their engagement in Moshi's PDA sector over multiple visits and ten months of fieldwork positioned them well to build relationships with and influence individuals and organizations that participated in the research (e.g., follow-up interviews, *pro bono* consulting). The doctoral research experience also helped position the PI with knowledge and expertise to influence changes in PDA organizations in their consulting work following the PDAP. ***Counter-evidence:*** No evidence.
The lack of credible knowledge on PDA is inhibiting effective practice (contextual) *Applicable pathways:* • Organizational capacity and practice	**Partially sustained.** The dearth of credible knowledge on PDA was a motivating factor for the PI to undertake the research. While there is an abundance of grey literature available based on practitioners' personal experiences in the field, the quality and reliability of this knowledge are questionable as this information is often not peer-reviewed or externally evaluated. Most existing grey literature is self-commissioned and may contain biased or non-empirically derived conclusions. ***Counter-evidence:*** Knowledge gaps or limited access to existing information are not always constraining factors, as there is a plethora of information already available (e.g., grey literature, the Internet). How available information is used or practitioners' limited capacities (e.g., time, information literacy) to seek out, sift through, and process existing information may have greater bearing on practice decision-making than access.

Learning was an important part of the research process. For both the PI and former participants, knowledge gaps were filled through the interview activities as each party shared their experiences, perspectives, and insights on PDA. The second round of interviews in particular facilitated this exchange. Knowledge co-construction was also embedded in the PDAP's interview process, as participants could interact with preliminary findings and provide inputs to the recommendations. Situated Learning Theory (Lave & Wenger, 1991) explains how participants' active involvement in the research process built on their existing knowledge and contributed to their learning. According to Lave and Wenger (1991), learning is embedded within an activity, context, and culture, and is usually an undeliberate by-product of the interaction. In the PDAP, the objective of the interviews was to collect data, and the bi-directional learning that took place was unintentional. Situated Learning Theory also discusses the co-constructed nature of learning, which enabled former participants to both learn from and take ownership of the knowledge produced by the PDAP.

Relationship-building was also key to the PDAP's success, requiring the PI to foster social capital amongst participating and non-participating PDA organizations in Moshi. Social Capital Theory (Putnam, 2000) suggests that social relationships are a resource that can be leveraged to build and accumulate social capital, and benefit individuals and organizations beyond their original context of development. For individuals or organizations to benefit from social capital, they must be well-placed in the social network and there must be enough trust to enable interaction and exchange. The PI succeeded in building professional and personal relationships via research activities, *pro bono* consulting, sharing findings, practicing openness and transparency, and everyday interactions to build social capital within the community during the fieldwork period. Some of this social capital extended the PI's influence to reach new networks, as individuals and organizations introduced the PI to others in their network or the PI became well-known within Moshi's development sector for their social capital and reputation, such that organizations approached them to participate in the PDAP. Moreover, owing to the PI's social capital, individuals and organizations were more likely to trust the PI, their findings, and/or the consulting advice, and make changes to their practice as a result.

The lack of strong organizational collaboration and cooperation amongst Moshi's PDA sector can also be explained by Social Capital Theory. Social capital can also be "defined as a collective asset [comprised of] shared norms, values, beliefs, trust, networks, social relations, and institutions that facilitate cooperation and collective action for mutual benefits" (Bhandari & Yasunobu, 2009, p.480). In Moshi, sufficient social capital appears to exist between small groups and organizations that work closely together on a given issue, but wider sector collaboration faces barriers such as territoriality, distrust, diverging norms and values, unequal social relations, and broken networks that prevent social capital for a community of practice to form. The tenets of Community Organizing Theory (Biklen, 1983) may be a useful guide for Moshi's PDA sector to identify and pursue shared goals, address barriers to social capital, and agree to collaborate. Social change is only possible through collective action, as those operating in isolation hold little power to influence change. According to the theory, power is created through mutual action to achieve social change and requires building the capacity of those affected by the problem to address it themselves (Biklen, 1982; Stachowiak, 2013). Some of the PDAP's recommendations echo ideas discussed in Community Organizing Theory. The PDAP also provided useful knowledge and social process contributions to influence and encourage collective action within Moshi's PDA sector, such as increasing awareness, understanding, and sharing knowledge about the underlying reasons for 'floundering' practices, barriers to collective action, opportunities for cooperation, and stimulating organizations to think about how the sector could work in collaboration in the future.

Are the higher-level changes likely to be realized?

Half of the higher-level changes identified in the PDAP ToC have clear potential to be realized. At the time of the evaluation, there was evidence indicating that five out of eleven HLOs have begun to or are already realized (see Appendix 8 for more detailed results). Only two were assessed as not yet realized. For the remaining HLOs, several had insufficient evidence to make a reliable assessment; however, the realization of respective antecedent outcomes (i.e., intermediate and EoP outcomes) shows promise for future changes to manifest. Some HLOs will take longer to emerge as they are dependent on ongoing processes or factors beyond the scope of the PDAP, such as future action taken by PDA organizations.

The PDAP contributed to key antecedent outcomes that supported HLOs in the *academic* pathway, such as other researchers' exposure to and awareness of the PDAP, its findings, and the PI's research experience (Res1, Res3, Res4, Res6). One HLO in this pathway was assessed to have not been realized, as there was no evidence that other

researchers have taken up new research questions related to the specific research gaps identified in the dissertation (i.e., clusters of philanthropic activity, PDA accountability, nurturing PDA aspirations through soft skills, etc.). No one to date has cited the PI's findings with the intention to build on or improve PDA effectiveness. However, there are indications that the academic discussion on PDA has gained traction, as external researchers are discussing related topics (i.e., philanthropic tourism, voluntourism, cause-driven marketing of tourism, intended and unintended consequences of philanthropy). Evidence suggests external factors have also played a role in the realization of HLOs within this pathway. From the perspective of higher education institutions, post-graduate degrees on philanthropy have become more popular and available in recent years (Res3, Web5, Web6, Web7, Web8, Web9). This indicates that there is potential for continued advancement of PDA topics by future generations of researchers from these programs. Moreover, it is possible for future academic uptake of PDAP findings, as the research is available online and published open access.

The *organizational capacity and practice* pathway had a mix of partially realized, insufficiently evidenced, and unrealized outcomes. Two HLOs were partially realized with clear project contributions, in terms of increasing coordination between PDA organizations in Moshi and the shift towards more demand-driven and learning-oriented PDA more generally (FP1, FP3, FP4, FP5, FP8, Prac1, Prac2, Prac3, Prac6). Generally, PDA organizations appear to seek knowledge to improve their practices, as well as be open to sharing their knowledge and engage in collaboration. Many organizations tend to take a community- and learning-driven approach in order to be more effective in their decision-making and programming (FP1, FP2, FP7, FP8, Prac5). While coordination occurs to an extent, there are also areas for improvement. Moreover, each PDA organization is different, and donors can affect the values, direction, and approaches taken (FP1, Prac4). It is for these reasons the outcomes were assessed to be partially realized. Several HLOs in the *organizational capacity and practice* pathway were too under-evidenced to make a reliable assessment, through preliminary results indicated that the PDAP made contributions that have potential to support eventual partial outcome realization. For example, some PDAP findings informed the strategic planning and management practices of a few organizations (both those that participated in the project and those within the PI's network) (FP1, FP5, Prac3, Prac5, Prac6). A larger sample of non-participating PDA organizations would need to be conducted. In another example, there are cases where the PDAP engagement process and project findings have clearly influenced many PDA organizations in Moshi to build in greater potential to become and remain 'thriving' organizations, notably because of the PI's "*cross-pollination*" (SWD) and *pro bono* work, but also though the sharing of knowledge across participating organizations' networks. One HLO related to donor funding was assessed to have not been realized, as the evidence suggests that PDA donors tend to allocate monitoring and evaluation funding predominantly to hold accountability to their investments – instead of the learning value these practices hold (Prac3, Prac4, Res7). The top-most HLO in the causal chain, 'PDA projects have enhanced impacts in communities', had insufficient evidence to determine whether it was realized or not. The evidence suggests that many PDA organizations were already making a difference in the communities they served (FP1, FP2, FP4, FP9, Prac1, Prac4), though many also face significant barriers that impede their capacity to enhance or scale their operations to have greater impact. As smaller PDA organizations, many are excluded from or are unable to access funding from larger donor bodies (FP2, Prac4). Insufficient clout and access to key networks are other factors mentioned (FP2, FP8). Others reflected on the difficulty of supporting consistent impacts year to year: "*it seems like you are doing things effectively from an implementation point of view, but still not seeing the results* […] *what we have seen over the years is often big bumps in one year and they would fall back the next year, and then another bump*" (FP5). The sustainability of PDA organizations' outcomes and impacts is another factor (FP8, Prac4). Shorter project cycles – again, in part a limitation of funding – were thought to be insufficient to support continuity in context and the necessary behaviour change that would sustain impacts in the long-term (FP8). Several informants discussed political barriers affecting how PDA organizations operate in Tanzania and therefore also their capacity to have impact (FP1, FP2, FP8, Prac5, SWD). Over the course of 2018-2021, when the international aid community was disfavoured by Magufuli's administration, PDA organizations faced impediments that indirectly affected their ability to contribute to impacts within their target communities (SWD). Under President Suluhu Hassan's current

leadership, higher-level outcomes and impacts have a greater likelihood of being realized the future.

Within the *professional development* pathway, all higher-level outcomes were partially or fully realized. There is extensive evidence indicating that the doctoral experience prepared and equipped the PI to advance their career within the development field, continue to support PDA organizations, and join new collaborations as an expert consultant (Prac1, Prac3, Prac4, Prac5, Prac6, Prac7, Res3, Res4, Res6). The PI has been able to apply much of their learning and insights from the doctoral experience and the PDAP findings through a variety of networks and sectors across many countries (Prac2, Prac3, Prac4, Prac6, Res1, Res4, Res6, SWD).

The PDAP made crucial contributions to intermediate and EoP outcomes that supported positive higher-level changes in the PDA and wider development sector via influence in Moshi and the PI's own personal and professional development. The PDAP's influence on the academic arena was more indirect. While the future realization of many HLOs in each pathway is likely, there are several contextual barriers that remain – particularly for Moshi-based PDA organizations. Based on this assessment, higher-level changes in the *organizational capacity and practice* and *professional development* pathways have a strong likelihood of being realized in the future. However, this is dependent upon commitment from key stakeholders to continue to support the transformation of PDA towards demand-driven and learning-oriented practices that ultimately enhance PDA impacts in communities and empower the people these organizations serve.

Research Project Assessment

What elements of research design and implementation supported outcome realization, and how?

Belcher et al.'s (2016) QAF was used to assess the inter- and transdisciplinary characteristics employed by the PDAP that supported outcomes and elicit lessons for research design and implementation. Overall, the PDAP's design and implementation aligns with principles and criteria of relevant, credible, legitimate, and effective research that is well-positioned for use, and it produced knowledge that is useful and used (see Appendix 7 for detailed QAF results and justifications for the project assessment). Most QAF criteria were considered by the PI and satisfied to some degree (see Figure 4). Informants believed that the PDAP was implemented appropriately. Both the PI's expertise in the topic and the approach taken during the fieldwork positioned the project well to influence change. The PDAP was feasible and appropriately designed, producing useful insights into the PDA problem context. The recommendations were co-developed and evidence-based, making the findings useful to inform organizational practice in the eyes of informants. These characteristics supported the relevance, credibility, legitimacy, and effectiveness of the research process, the knowledge produced, and contributions to outcomes.

Relevance

Figure 5a presents the scores for criteria under *Relevance*. The PDAP satisfied most criteria under this principle. The PDAP identified and addressed a socially relevant research problem, clearly defining the socio-ecological problem and effectively engaging with the problem context to design and implement a relevant project. The least satisfied criterion was 'explicit theory of change'.

The PDAP provides a clear and full description of the problem context, identifying knowledge gaps at the broad global scale down to the local scale in Moshi's PDA sector that serve as research entry points. The PI combined their professional insights and past experiences in similar problem contexts in Africa to situate how the project would engage in the Tanzanian development sector. Backed by academic and grey

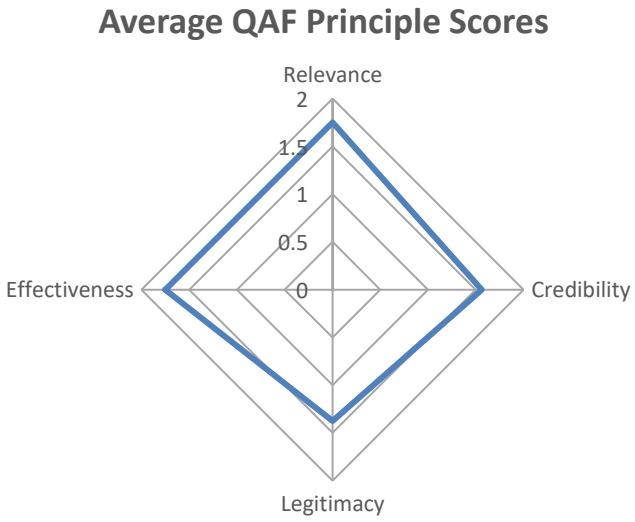

Figure 4. Summary of average QAF principle scores for the PDAP.

literature, the project was grounded in and aligned with the research problem. This positioned the PI well to engage in and exert influence in Moshi. The PI's expertise in international development and philanthropic giving sectors, passion for the subject, as well as the PI's engagement approach for interviews and fieldwork were noted as strengths of the PDAP and increased its relevance (FP1, FP2, FP4, FP5, FP6, FP8, Prac1, Prac4, Prac5, Prac6, Prac7, Res1, SWD). The PI designed and implemented a relevant and appropriate research project. The PDAP's extensive fieldwork supported deep engagement with the country and problem contexts, and informants found the second round of interviews to be an appropriate way to validate preliminary findings (FP4, FP5, FP6, FP8, Res1). The interview approach also stimulated reflection and facilitated mutual learning for PDAP participants and the PI, which supported the co-development of recommendations and ultimately increased the relevance of the findings for users. This is likely why many former participants reported that the findings reinforced what they were already doing. The PDAP was designed to influence change. Intended outcomes were documented, though the underlying causal logic, assumptions, and thinking regarding how the project would exert influence in Moshi were underdeveloped or implicit. A fully articulated ToC would have improved the strength of the dissertation through more strategic planning to realize outcomes. For these reasons, the PDAP scored lower on the 'explicit theory of change' criterion.

Credibility

Figure 5b presents the scores for criteria under the *Credibility* principle, which were variably satisfied. Broad preparation was undertaken, and the research was guided by a clearly defined research problem, set of research questions, and appropriate methods that upheld the credibility of the findings. The PDAP was feasible, and the PI had adequate competencies to undertake the research. The project's credibility could have been strengthened if it had clearer objectives, stronger methodological and epistemological integration, and a more complete presentation of the argument and limitations.

The PI conducted a comprehensive review of academic and grey literature, ranging from PDA, philanthropy, and grant-making to non-profit management and social venture/entrepreneurship to development evaluation. The PDAP identified key research questions that would address existing knowledge gaps, providing clear justification for the need to understand the problem from the perspective of PDA recipients. The PDAP's approach was logically designed to answer the research questions, well explained, and transparent, and the multiple rounds of fieldwork and methods employed were adaptable to the range of participants and their needs. For example, for participants that wished to interview as a group, the PI adjusted the sessions accordingly (FP6). The PI's fieldwork positioned them well to influence change, and the two-round interview approach – beginning with inquiry and followed up with discussion and validation of preliminary findings – was well-received by participants (FP1, FP2, FP4, FP5, FP6, FP8, Prac5). The design was feasible owing to adequate funding support from Mitacs, SSHRC, and IDRC, and was further supported by the PI's prior research and development experiences. The PI had extensive prior field experience in humanitarian and international development aid contexts in Africa, which provided them with the necessary know-how to design and approach the research (Res1, Res3, Res4). Together, these qualities ensured the PI had adequate knowledge, resources, and competencies to undertake and conduct the PDAP and generate findings that target audiences would find credible.

Analysis of the *Credibility* criteria that scored lower in the PDAP highlights the importance of clear and well-structured objectives, arguments, and limitations. While objectives could be found in the dissertation – albeit dispersed across different sections – and they were logically connected to the problem context, better organization of the objectives would have aided the structure and clarity of the project. Likewise, while the PDAP presented a well-justified research approach for Moshi's specific problem context as well as rationale for the methods, discussion on the integration of disciplines, epistemologies, and methods and what they brought together was missing. PDAP analyses were comprehensive and logically connected to the conclusions and recommendations, though alternative explanations for the results were not adequately explored within the dissertation. Insufficient discussion was made on the limitations of the study; only a brief sentence acknowledges how the exploratory nature of the PDAP made the findings less generalizable. Better documentation of these elements would have strengthened the findings and better positioned the PDAP to contribute to outcomes in the academic pathway.

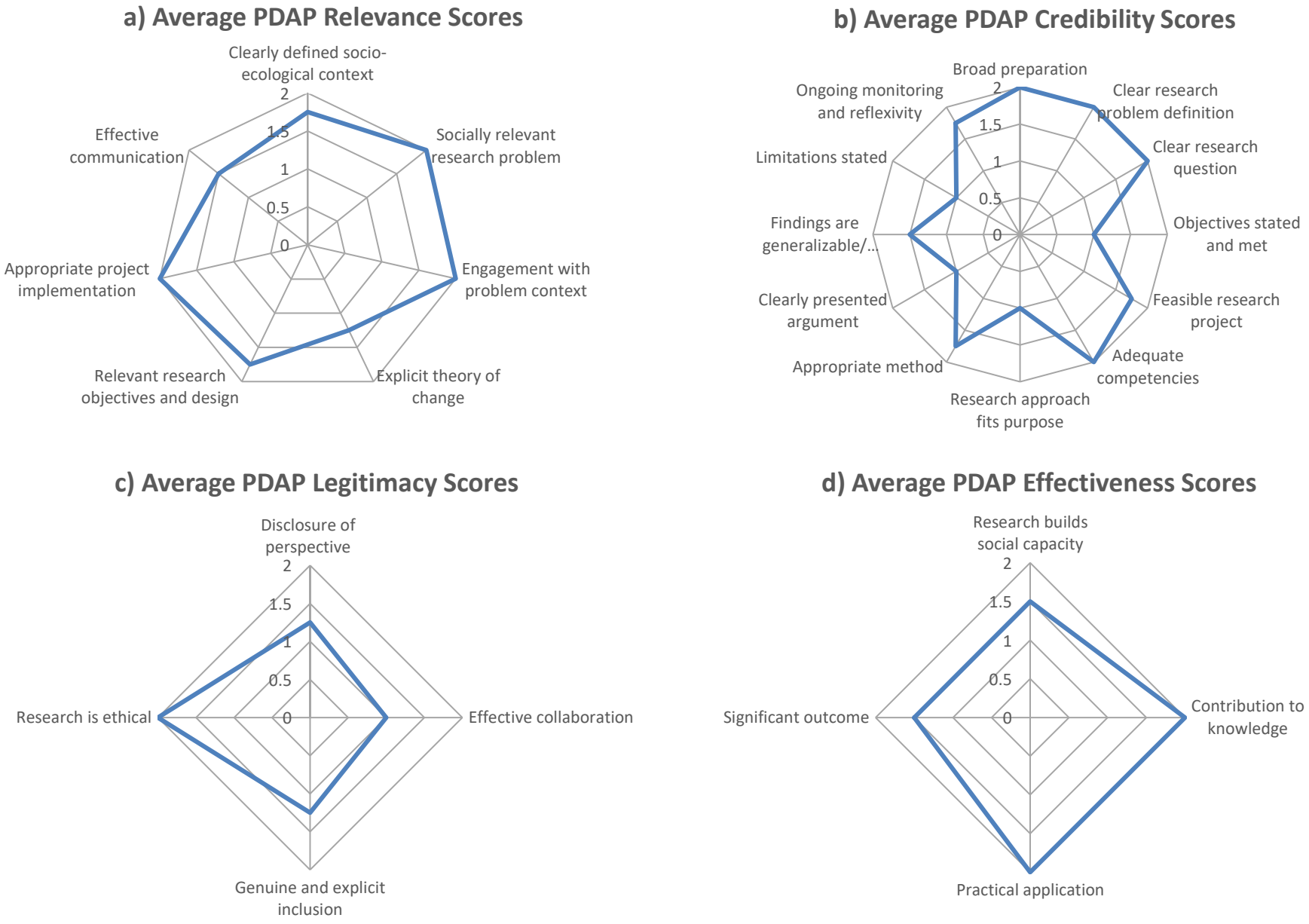

Figure 5. Scoring of the PDAP against QAF principles of *Relevance*, *Credibility*, *Legitimacy*, and *Effectiveness* (0 = the criterion was not satisfied; 1 = the criterion was partially satisfied; and 2 = the criterion was fully satisfied).

Legitimacy

Figure 5c presents the *Legitimacy* scores, most of which were partially satisfied. The PDAP took extensive steps to ensure the research was ethical. The PI's collaborative approach, investments in trust- and relationship-building, and inclusive engagement of a wide range of actors within Moshi's PDA community increased the trustworthiness of results. Yet, some aspects of the project's engagement and collaboration had potential to support intended outcomes, but were not pursued.

The PI prioritized ethical research practice on many fronts. The PDAP adhered to RRU's research ethics protocols, receiving approval from the RRU Research Ethics Board to carry out the fieldwork. The PI also sought approval from the Tanzanian Commission for Science and Technology to conduct in-country fieldwork (Doc7), making genuine effort to ensure the planned research process was legitimate and appropriate according to local standards. Moreover, the PI was diligent in obtaining consent and maintaining anonymity of participants (Doc2, Doc7, FP5, Prac5). The dissertation also includes reflection on some of the ethical challenges encountered and steps taken to solve them, ensuring that participants' comfort and well-being came before the data. Moreover, the care with which the PI engaged participants during the interviews and other activities over the fieldwork period built inter-personal trust. Trust-building played a crucial role between the PI, participants, and the wider PDA community in Moshi, as well as trust in the project and its findings. Synergy of the PI's personality, passion for the research topic, experience, and research approach enabled relationships with PDAP participants to develop (FP2, FP5, FP6, SWD), many of which remain strong post-project. The open invitations to participate in the PDAP or receive *pro bono* consulting enabled wider trust to be built within the community. This facilitated the inclusion of Tanzanian, ex-patriate, and foreign implementer perspectives from over twenty organizations in the findings, as well as end-use recipients whose voices are often excluded.

Other key aspects of *Legitimacy* were weaker. While the PI disclosed their positionality and reflected on potential biases, these were not discussed in terms of their effect on the findings. The second round of interviews were used to validate data and involve participants more actively in the results; for some, this supported co-generation, whereas for others this interview approach remained an extractive process. Similarly, many activities in the PDAP were inclusive and collaborative in design; however, there was unrealized potential to formally collaborate with participating organizations to build in activities that would mutually benefit both parties as well as identify and work towards shared objectives and outcomes. Understandably, the exploratory focus of the research would have been limited by collaborating with only one or a few organizations, but this was another direction the project could have taken to enhance outcomes in the *organizational capacity and practice* pathway.

Effectiveness

Figure 5d presents scores for criteria under the *Effectiveness* principle. This principle manifested clearly in the PDAP's contribution to knowledge and practical application of findings. The project also supported social capacity and contributed to significant outcomes. The PDAP generated evidence-based recommendations and strategically engaged PDA organizations in Moshi to position the research for use.

The PDAP uncovered and filled relevant academic and practice gaps, co-developing recommendations and lessons with the intent that practitioners and PDA organizations in Moshi and beyond could use the findings to inform practice. The PI made original contributions to the academic literature through the Moshi case study, bringing recipient perspectives and voices to the fore. Efforts were made to share these new knowledge contributions at academic and practitioner conferences. Publication of the PDAP's findings in peer-reviewed journals could have had a greater influence on outcomes within the *academic* pathway, but this opportunity was not possible for the PI to pursue (Res3, Res4). The PDAP's knowledge contributions were more influential in the *organizational capacity and practice* and *professional development* pathways. Informants found the findings useful and applicable to their work (FP1, FP2, FP4, FP5, FP6, Prac4). This is because the recommendations were intentionally designed with practical application for target audiences in mind. There is evidence that both participating organizations and practitioners not directly engaged in the project have applied PDAP learning in their work and shared through their networks (FP1, FP4, FP5, FP6, Prac2, Prac3, Prac4, Prac5, Prac6). The PDAP

was able to foster more 'thriving' organizational practice as a result. The research approach also enabled social process contributions by creating opportunities for reflective discussion and co-generation. Moreover, the *pro bono* consulting presented a unique opportunity for participating and non-participating organizations alike to build their capacities to enhance PDA effectiveness in the communities where they work. The PDAP supported crucial organizational changes through learning and capacity to better equip Moshi's PDA sector to contribute to sustainable societal change.

To what extent and how did the project engage effectively with relevant stakeholders?

Stakeholder engagement played a crucial role in the success of the PDAP. Engagement activities can be grouped into three stages: project, EoP, and post-project engagement. Informants commented positively about the PDAP's engagement approach, noting it as a strength of the project because of how it fostered trust and relationships, facilitated reflexive and mutual learning, built up capacities within the community, and co-generated the findings.

Engagement During the Project

The PDAP planned and implemented various activities to engage relevant actors at the start of and throughout the project. To be eligible for the Mitacs Accelerate Fellowship, the PI needed a private sector partner to be willing to co-sponsor the research (Prac4). The PI initially identified another organization as a sponsor, but this fell through last-minute (Prac4). The PI held personal connections to actors at Development Action Canada (DAC), which is a Canadian-based consulting firm for non-profit management and whose work was well-aligned with the PI's research interests (Doc7, Doc8). The PI approached DAC to become a co-sponsor, coming to agreement that the PI would join as an intern and PDAP findings would inform the organization's training material (Doc7, Doc8, Prac4, Res6). The PI continued to engage DAC to get feedback on the planned interview questions, share observations, discuss parallels and differences between Tanzania's and Canada's non-profit sector, and brainstorm ideas to mobilize the findings through DAC's work and network (Doc8, E-mail2, Prac4, Res6).

Ten months of fieldwork enabled the PI to engage deeply with the problem context, PDAP participants, and other relevant actors in the community. Informants commented on the PI's dedication to the project, praising how the PI took time off from their career to conduct the research (FP1, Res1, Res2, Res3). To identify which actors and organizations would be relevant to invite to participate in the research, the PI spent the early part of the fieldwork observing Moshi's PDA sector and networking. The PI compiled a list of 130 local privately funded aid groups that had potential for closer examination (Doc4). Through this exercise, the PI identified actors from 33 projects to engage and followed up with meetings and invitations to encourage participation in the PDAP. Informants believed the array of organizations and representatives from different stakeholder groups (i.e., end-use recipients, aid implementers, donors, partners, etc.) was appropriate (FP4, FP6, Prac5, Prac7, Res1). The predominant mode of engagement occurred via multiple rounds of interviews, involving a total of 113 people. Slight adjustments were made to the engagement approach to accommodate the needs of certain participants (e.g., group interviews, use of a recorder, etc.). Not all participants were re-engaged in the second round of interviews (FP6) – this is partially owing to data saturation and gatekeeping (Doc7). In addition, the PI hosted focus groups and strategic planning sessions to engage other PDA actors in Moshi. The PI planned to also engage participants using photo-voice, but discarded the method when realizing it was not culturally appropriate. As the research was conducted over multiple visits to Moshi for fieldwork, the PI built relationships while researching and engaging in the community (Doc4, Doc7, FP2, FP7, SWD). The PI remained in frequent contact with the advisory committee throughout the project to keep them apprised of progress (E-mail1, E-mail2, E-mail3). When not in the community, the PI maintained communications with participants (FP2, FP5, FP6, FP7). One informant appreciated how the PI shared reflections on their progress and the research process in this correspondence (FP6).

Overall, the PI successfully engaged Moshi's PDA community throughout the research process by making transparent the intent behind the research and clearly explaining the findings in a way that was appropriate for the target audience (FP4, FP6). Informants described their engagement in the PDAP as a positive experience, indicating that the research provided a mutual learning experience for participants to reflect on their operations and consider what changes they could make to emulate more 'thriving' practices (FP1, FP2, FP4, FP5, FP6, FP8,

Prac1, Prac4, Prac5, Prac6, Prac7, SWD). Informants also had the impression that end-use participants were given a voice in the process (Prac4, Res3). Informants commended the PI's engagement approach, as it maintained respect, enabled connection, and was socially valuable to participants (Prac5, Res1, SWD). One practitioner explained that the way the interviews were designed were "*automatically interpreted in a positive way as outreach and as interest in what people were doing*" (Prac5). It is evident that these engagement strategies enabled the PI to cross boundaries from an outside researcher to an accepted part of the community (FP1, FP2, FP5, FP6, Res1). Informants commented on the PI's ability to relate to participants, as they shared similar experiences working in an African context, as well as worldviews on development practice, realist perspectives, and values around commitment to community development (FP3, FP5).

End-of-project Engagement

Engagements nearing the end of the project were predominantly for dissemination purposes. The PI shared the final set of findings and recommendations with all individuals and organizations that participated in the PDAP (FP1, FP4, FP5, FP6, FP7, FP8, FP9, Res1, Res4). One former participant appreciated the reciprocity the PI showed in sharing the findings: "[the PI] *shared both* [the] *thesis and* […] *executive summary with us which I think is rather exceptional. I can count on one hand the number of people who have actually bothered to send me a copy, even though I would be spending time, at least once or twice a week, not just having an interview, but also following that up with sending people information* […] *It is very rare that people actually get back to you*" (FP1). Few informants could not recall whether they engaged directly with the PI when findings were disseminated. Ex-patriates working in Moshi's PDA sector often split their time between Tanzania and elsewhere, so it is possible some PDAP participants were not in the country when the PI re-engaged for dissemination (FP2). At project-end, the PI engaged practitioners within their network to share the findings (Prac1, Prac4, Res4, Res6).

The PI attended and presented at international conferences in 2014 (Con1) and 2015 – the penultimate year of the research (Con2, Con3, Con4, Con5, Con6). Participation in these conferences enabled the PI to engage and network with wider academic and practitioner audiences. Some of these presentations were by invitation (e.g., SSHRC Storyteller Showcase, Conference of Association for Nonprofit and Social Economy Research, East African Philanthropy Conference) (Doc6, Doc8, personal communication), indicating previous engagements and knowledge-sharing with relevant actors gained attention and were effective.

Post-project Engagement

The PI continued to engage in the topic post-project, by supporting the translation of the PDAP findings into practice. The PI maintained connections with DAC, collaborating on the facilitation of a couple conference sessions for the Canadian Association of Gift Planners (CAGP) (Doc8, Prac4, Res4, Res6, SWD). The PI also joined new organizations as a consultant or board member, including a PDA organization based in Moshi (Prac5, Res4), two Canadian philanthropy organizations (Prac1, Prac3, Prac4, Prac7, Res4, Res6), and the Canadian branch of an international NGO (E-mail5, Prac3, Prac4, Prac6, SWD, Web11). The PI maintained contact with many participants post-project, largely in part to the strong relationships and friendships built while conducting the research (FP2, FP5, FP6, FP7, SWD). The PI also intended to maintain academic engagement on the topic by producing peer-reviewed articles, but encountered obstacles to do so (Prac3, Res2, Res3, Res4, Survey1).

To what extent were the findings sufficiently relevant to achieve the stated objectives?

The PDAP's stated objectives were "to scrutinize the role of private funding as it is perceived and experienced by the recipient of private international development aid, and to compare recipient and donor expectations" (Doc2, p.9). Both objectives were met. QAF analysis and informants' comments give impressions of findings' relevance.

As indicated by the QAF assessment, the PDAP addressed a socially relevant research problem by giving voice to the PDA recipient experience. Prior to the PDAP, there was little to no focus given to the effectiveness of PDA from recipient perspectives (Doc7, Res3, Res4, Res6). By identifying and bridging PDA knowledge-practice gaps, the PDAP interwove academic and practitioner knowledge to co-develop findings and recommendations that had practical relevance. Informants had the impression that the PDAP's outputs were useful for practitioners

and organizations working in philanthropy and development to inform learning and improve practice (FP1, FP2, FP4, FP5, FP6, Res1). Informants valued the lessons and learning they could take from the research, valuing the practical application of the research more than the rigour of the methods used to derive the findings (Prac5). One practitioner agreed on the findings' relevance and utility, but doubted whether participating organizations in Moshi would use the recommendations to change practices (Prac4). As indicated by the PI's reflections on the findings' relevance for conference audiences, "[t]he most appreciative and attentive audience, perhaps predictably, was the East African Grantmakers Assembly in Arusha" (E-mail3) because the findings were grounded in the contextual sector dynamics of the region. Informants also reflected on the relevance and value of the study for Moshi's specific context (FP4, Prac1, Prac5, Res3), as well as transferability to other African or international contexts (FP4, FP6, Prac2, Prac4, Res1, Res2, Res3, SWD). While the dissertation considers the PDAP case study to be highly specific and not transferable (Doc7), many of the findings have since been transferred and applied in other contexts by the PI, PDAP participants, and practitioners. Informants found the findings transferable in two dimensions: 1) the PDA lens; and 2) the involvement of end-use recipients (Prac4, Res2, Res3, Res6). Moreover, the findings are principle-driven, and are therefore generalizable to broader contexts. In terms of academic relevance, informants believed the research made pertinent contributions to the literature (FP6, Prac4, Res1, Res3, Res6).

To what extent are target audiences aware of and using project outputs? How are they using them?

To spread awareness of the research, the PDAP's outputs were shared with target audiences via e-mail, conference presentations, book chapters and magazines articles, and are housed on the PI's website. Key outputs of knowledge produced include: an overview of PDA; the Moshi case study; connections between tourism and PDA; the role PDA plays in filling public sector gaps; PDA's niche in the development sector; recipient voices in PDA decision-making; and lessons and recommendations on 'thriving' and 'floundering' PDA practice. Key knowledge products include: the dissertation, a summary of findings, an article within the practitioner magazine *Gift Planning in Canada*, a chapter in Pulla and Schissel's (2018) book, a chapter in a book of conference proceedings, six conference presentations, the SSHRC Storytelling video, and the PI's website and blog. Informants found the outputs to be accessible, appreciating the clear style of writing used to convey the findings (FP1, FP6, FP8, Res1, Res3). Out of 24 informants, all but three were aware of PDAP outputs. There is evidence that people not directly engaged by the project are aware of and have used some of the PDAP findings, having spread through the networks of participating organizations or the PI (FP4, FP6, Prac4, Prac5, Prac6).

Awareness of Project Outputs

Eight out of ten former participants interviewed were aware of the findings, though some had not read them in-depth (FP3, FP7). Former participants reflected on the outputs that stood out to them, which included challenges specific to Moshi's PDA sector (FP1, FP4), recommendations for 'thriving' practice (FP1, FP4, FP5, FP8, FP9), and unintended consequences of development practice (FP8). Former participant informants made specific mention of the summary of findings the PI shared, which they found gave a useful overview of the knowledge produced by the PDAP (FP1, FP6, FP8).

Six out of seven practitioner informants were aware of the outputs, mentioning awareness of and learning about communities' perceptions of PDA (Prac7), characteristics of 'thriving' versus 'floundering' organizations (Prac3, Prac7), challenges encountered in PDA (Prac1, Prac4, Prac7), silos within Moshi's PDA community (Prac5), how PDA organizations ranked development values (Prac1), accountability (Prac4), monitoring PDA effectiveness and measuring impact (Prac4, Prac6), and how to create space for philanthropy in international development (Prac7). Some practitioners discussed specific outputs, such as the summary shared by the PI (Prac1, Prac7). Only one practitioner interviewed did not know about the findings in detail (Prac2).

All researcher informants were aware of the doctoral project and the final dissertation. Some researchers discussed specific pieces of knowledge, such as ethical decision-making in development (Res6), while most spoke more generally about the findings. Some researchers identified specific knowledge products, like the SSHRC Storytelling video (Res1, Res3, Res5, Res6) and the chapter in Pulla and Schissel (2018) (Res5). Awareness of

outputs by more general research audiences can be inferred from the PDAP's exposure through conferences and contributions made through other academic channels. The PI attended and presented at five academic-oriented conferences: 1) the 2014 Interdisciplinary Social Sciences conference held at the University of British Columbia in Vancouver (Con1, E-mail2, E-mail3); 2) the Top 25 SSHRC Storyteller Showcase in Ottawa (Con2, Doc8, E-mail3, Res1, Res3, Res4, Res5, Res6, Web1, Web3); 3) the 2015 Congress of Social Sciences and Humanities in Ottawa (Con3, Doc8, E-mail3, Res6); 4) the International Social Sciences conference in Croatia (Con4, E-mail3); and 5) the conference on Nonprofit and Philanthropic Studies in Chicago (Con6, E-mail3). Each conference attracted hundreds of researchers, allowing the PI to spread awareness of the problem context and research findings among other researchers and extend the reach of the research. As part of their conference presentation at the SSHRC Storyteller Showcase, the PI produced a short video summarizing the research (Doc8, Res1, Res3, Res4, Vid1, Vid2, Web3). At the time of the evaluation, the clip had been watched close to 1,600 times (Doc8, Vid1, Vid2), indicating fairly high awareness. It is evident that making the dissertation available online helped increase awareness of the research, as the PI received an immediate request from another researcher for permission to use the findings (personal communication). The PI's chapter in Pulla and Schissel's (2018) book, targeted to prospective students, researchers, and scholar-practitioners working in inter- and transdisciplinary contexts, offers graduate student experiences of doctoral research applied in practitioner settings (Res5). In addition to sharing researcher experiences, the book intended to support the knowledge mobilization efforts of DSocSci students' projects (Res4, Res5). The book is available in print and online through Google Scholar, Springer Online, and ResearchGate, making it widely accessible to other researchers. As of September 2019, the online version of the book was downloaded approximately 1,250 times and the PI's chapter was downloaded 132 times. The chapter was also shared twice on Twitter. These numbers reflect substantial awareness for doctoral research outputs. The PI's book chapter published by PhiLab (Doc9) has been cited twice.

To increase awareness, some informants felt the PI could have published more. Several informants felt the PI was well-positioned to write a book targeted to practitioner audiences to increase awareness of the findings within the sector (Prac4, Prac5). Others noted how publishing in peer-reviewed journals would have expanded researchers' awareness and the reach of the PDAP's findings in academic circles (Res2, Res3). Regarding additional research contributions, the PI faced considerable barriers to produce more academic-targeted outputs despite their willingness and interest to do so (Prac3, Res2, Res3, Res4, Survey1).

Use in Practice

In Moshi, most former participants have applied PDAP findings. For some, the findings catalyzed the reassessment of their organization's practices (FP1, FP5, SWD). One participating organization changed their proposal and reporting protocols, integrating a new section to consider unintended consequences (FP8). This change was directly influenced by the PDAP's outputs, supporting the organization to make better informed funding decisions and learn from unintended consequences encountered in past projects. This had onward effects on the practices of their partners who had to adhere to the changed protocols (FP8). In another example, the findings led the founders of one organization to plan for the future sustainability of the organization by identifying in-house candidates to take over leadership (FP9). PDAP findings were used to solidify existing strategic planning for monitoring and measuring impact (FP1). One former participant transferred the findings when they took up a new position in a different organization, using the findings to inform decision-making and planning for program activities (FP4). Another former participant believed the findings influenced changes in their practices in some way, but could not specify what those changes were (FP2).

Many practitioners within the PI's sphere of influence have also used the findings. DAC, which co-sponsored the PDAP and where the PI interned, took up the findings to design training materials as well as CAGP conference sessions (Doc8, Prac4, Res4, Res6). One organization applied PDAP lessons to inform board decision-making and management, adopting community engagement practices that seek community input, are responsive to communities' needs and context, and promote learning (Prac5, Res4). PDAP findings have also been integrated into TI's strategic planning and operations (Prac2, Prac3, Prac4, Prac6, Res1, Res4, Res6).

PDAP findings are most entrenched in the PI's own practice and consulting work: "[u]pon completion of my doctorate I resumed my consulting activity, using research findings to inform my work" (Doc8, p.194). Several informants attested to the PI's application of insights from the PDAP into their consulting with organizations in Tanzania, Canada, the United States, and beyond (Prac1, Prac3, Prac5, Prac6, Prac7, Res1, Res6, SWD).

Use in Academia

To date, the only documented use of the dissertation is a self-citation in the Pulla and Schissel (2018) book chapter (e.g., Doc8). While external researchers do not appear to be referencing the findings, there were two examples of researchers within the PI's sphere of influence who claim to have used PDAP findings. One researcher is interested in the results around children-focused philanthropy and funding mechanisms that take child agency into account (Res6). Results from the PDAP were used in a conference presentation and the researcher plans to draw on PDAP examples in a future book chapter (Doc11, Res6). Another doctoral student researching a similar topic in southeast Asia demonstrated interest to use the research once the dissertation was made available online (Res4). It is possible that there could be future academic uptake of the findings or pursuit of questions raised related to recipient voices in PDA, as the research is available online and published open access.

How does RRU support student success in research?

RRU has a mission to teach and generate research that contributes to transformation, both in its students and the world. RRU is well-situated to address real-world problems with its focus on interdisciplinarity, blending academic and professional experience, and solution-oriented research. RRU's unique Learning, Teaching and Research Model (LTRM) attracts diverse students wishing to do applied research that builds on their experience and contributes to social change in real-world contexts (Prac3, Res1, Res4, Res5). The DSocSci program is designed for mid-career professionals, marketed as an opportunity to develop oneself as a scholar-practitioner (Pulla & Schissel, 2018; Doc8, Res5). The program encourages students to embrace interdisciplinarity and transdisciplinarity in their thinking and research to equip them to engage with complex societal challenges (Doc8, Res5). As a blended program, students benefit from on-campus learning with a cohort and remote coursework that enables continuity in their career as they study and do research (Doc8, Prac3). Substantial evidence indicates the PI benefited from their doctoral journey and the support offered by RRU's LTRM to support outcomes in the *professional development* pathway (Doc8, Prac2, Prac5, Res2, Res6, Res7).

Many aspects attracted the PI to RRU and the DSocSci program. The program offers students the opportunity to investigate knowledge gaps encountered in the literature and/or in practice; both applied in the case of the PDAP (Doc8, Res4, Res5). The program also enables students to research topics they are passionate about (Doc8, Prac3, Res4). The PI's research interest required inter- and transdisciplinary perspectives, which the PI felt could not be supported by a traditional university (Doc8). Interdisciplinary training is gaining popularity in higher education institutions, but many interdisciplinary doctoral programs remain "*rigid*" (Res5). The interdisciplinarity of the DSocSci program provided the PI with a safe space for exploration and experimentation in an applied context, where learning-by-doing and failure were necessary parts of the learning and research process (Doc1, Doc8, Res1, Res5). Moreover, the PI felt the program would challenge them and their thinking, which was an attractive quality (Doc8). In addition, the reputations of RRU and the DSocSci program drew the PI's attention (Doc1, Doc8), as were the credentials and skills offered by the program such as applied research, communication, leadership, and intercultural competencies that would support the PI's professional development (Doc1, Doc8, Res7). The program's flexibility and blended model were appealing, as the PI could learn, complete coursework, and do research without interrupting their career (Doc1, Doc8, Prac3, Prac4). The benefits of the cohort were also enticing, as the PI felt they could gain additional learning and insights by "studying alongside other mid-career professionals" (Doc8, p.187). A couple informants described the PI as the ideal scholar-practitioner student, as someone who combined and balanced their practical experience with academic thinking and applied research (Res1, Res3), and the doctoral experience positioned the PI well to advance their career (Prac1, Res3). One partner had positive perceptions of RRU based on the PI's experience (Prac5). Not only did the PI benefit, but one researcher had the impression that the DSocSci program benefited from having a student like the PI (Res6).

Several key elements taught or supported by the DSocSci program can be linked with the PDAP's success. First, the practicality of the assignments was a facilitating factor. Assignments from each course fed into various chapters of the dissertation, which helped unburden and made efficient use of the PI's time (personal communication). For example, in one course, the professor suggested the PI utilize the assignment to apply for

grants (Doc8, Prac4, Res1, Res4). With ample time to prepare grant proposals for SSHRC, Mitacs, and IDRC, supported by the professor's feedback, all three grants were successfully awarded to the PI. Communication, dissemination, and knowledge mobilization comprise another skillset developed through the doctoral experience. The program encourages students to make their results widely available and accessible through traditional academic (e.g., peer-reviewed publications, conferences), social media (e.g., website, blogging, Instagram, etc.), and practitioner avenues (Res2). The PI applied what they learned in the program to communicate their findings and share their research experiences via their personal website (Res2, Web1), blog, YouTube (Vid1, Vid2), and professional magazines (Doc5). Professors further support students to mobilize their research, by encouraging them to make their findings useful for different target audiences and position it for uptake (Res1, Res5). Selecting members to form the advisory committee is key to student success, both in terms of the academic and interpersonal aspects of the advisory relationship (Res2, Res5). The relationship is not unilateral, as one informant explains that advisory committee members learn from their students as much as they teach and guide them (Res5). Informants commended the PI's selection of committee members for being well-rounded and how the PI interacted with them throughout their research process (Prac4, Res1, Res2, Res5). In particular, the supervisor played a highly engaged and supportive role in the PDAP. The supervisor was both an experienced academic and supervisor, who had sufficient experience and understanding of the African development content (Res2, Res6). Moreover, the supervisor spent a month in Moshi with the PI to get them settled in the community and begin their fieldwork (Doc10, Res1). The PI's compatibility with the supervisor was also a facilitating factor, as both were open to discuss challenges, issues, and disagreements in a constructive way (Res1, Res4). The cohort was another success factor. The blended model supports relationship- and community-building among the cohort, and counters the sense of isolation many doctoral students experience (Doc8). Students within a cohort receive support from one another, as they have access to a community that empathizes with their situation and can relate to the intensity of the program (Doc8, Res6). Each member of the cohort had strengths and insights that they brought to each course (Res4). With diverse positionalities, work and life experiences, and research interests, the PI was exposed to different perspectives and ways of knowing that reinforced the interdisciplinary and multi-dimensional tenets of the DSocSci program (Doc8). This is known as the Medici effect, as with the "intersection of fields, disciplines, or cultures, you can combine existing concepts into a large number of extraordinary ideas" (Johansson, 2004, as cited in Doc8). The cohort also acted as an additional source of feedback and advice for the PI, which shaped their thinking (Doc8, Res6). As a result of the relationships built with professors, advisory committee, and cohort during the program, the PI benefitted from an iterative process to refine different components of their research, each being "*honed and shaped by* [their] *peers*, […] *mentors, and anybody else*" (Res4). In addition to building cohesion amongst the cohort, RRU connects like-minded students together when the opportunity presents itself (Doc8). In this case, the PI was approached for a mentorship opportunity with a prospective DSocSci student (Res4, Res6), which supported unexpected outcomes in the *professional development* pathway and resulted in an ongoing professional and personal relationship.

While many aspects of the program set students up for success, some challenges remain. For example, one researcher reflected on RRU's culture of "*busy-ness*" (Res2) that may limit opportunities for intellectual discussions, collaboration, and collective scholarship within and outside of the RRU community. Time is also a limiting factor for the advisory committee to meet with each other, which can result in differing or contradictory demands placed on students (Res1, Res2, Res3, Res5). The advisory committee also includes external researchers, who may not be familiar with RRU's model or interdisciplinary research approaches. Some informants provided suggestions for improvements to the DSocSci program and how RRU can better support student success. The first time students apply different research methods is often during their fieldwork, where they learn what works and what does not, what needs to be adapted, and the appropriateness of a method for a particular context. In the PDAP, the PI abandoned their plans to use photo-voice as part of their interviews when they learned that it was culturally inappropriate in practice (Doc7). Despite extensive background reading and theoretical preparation, students may not always be well-equipped to enter the field. Methodology courses could offer more hands-on modules for students to test and apply various methods, which can help them better adapt or adjust methods to fit

the context or situation (Res2, Res7). One researcher suggested there was potential to integrate more alternative communications training across RRU programming to support students' dissemination (Res2). Building capacities in social media, for example, would be valuable to mature students who may not have extensive digital literacy to reach different audiences. Another suggestion regarding how RRU can support students' knowledge mobilization is by extending library access privileges to alumni. Presently, students lose access to library resources following the completion of their program, impeding their capacities to produce further outputs from their research (Prac3, Res2, Res4, Res5). If students wish to produce peer-reviewed publications, they are often limited by what scientific knowledge and primary sources are available open access, as much research lies behind paywalls and copyright restrictions. Some universities offer lifelong access (Res2), while others do not (Res3); RRU could consider offering this service and utilize it as a marketing strategy that meets their objective to support life-long learning to students and alumni. However, as a smaller institution, offering extended library access to alumni may be a financial challenge (Res2). In response, some professors have created opportunities for students to share more of their research experience (Res5). Two examples are the PI's chapter contribution in Pulla and Schissel (2018) and participation in the library showcase (Doc8, Web2). RRU could play a role in identifying and creating opportunities for students to collaborate with a professor or other researchers on an article (Res4). Such collaborations would be mutually beneficial for students, professors, and RRU.

What lessons about effective research practice can be learned from this case study?

Interview informants discussed a variety of themes and qualities that support effective research practice. It was thought that both theoretical and applied research make valuable contributions to the literature (Res2, Res7). Research should make an original contribution (Res2, Res3), and provide a deep, holistic, and nuanced understanding of the context (FP1, FP9, Prac6). There was high consensus across informants that effective research fills a relevant knowledge gap to a real-world problem (FP1, FP2, FP3, FP4, FP5, FP6, Prac5, Prac7, Res2, Res3). Informants valued problem-driven research (FP1, FP3, Prac4) that was co-identified or informed by the community (FP1, Prac4, Prac7, Res1). To some, effective research situates the current state of the problem within the larger picture (FP2, Prac3). The incorporation of different ways of knowing was thought to support effectiveness (Res1). For many, research must be appropriately designed and uphold methodological rigour in order to be effective (FP6, FP7, FP8, Res1, Res2, Res3, Res6, Res7). Interestingly, practitioner informants were less concerned about traditional academic standards of credibility (Prac4, Prac5). One practitioner did value mixed methods, where the combination of quantitative and qualitative data "*work in tandem*" (Prac1). A researcher explained how flexible and adaptable research design can be more effective to accommodate changing circumstances or as new information is learned during the research process (Res1). Ethical research practice was also valued as effective, such that researchers obtain community permission and/or support to conduct the research (Prac7, Res7). Other informants discussed how meaningful processes support effectiveness (FP2, FP6, FP9, Prac4, Prac5, Res1, Res6), such as knowledge co-generation. Good community interaction (FP9, Prac4) and collaborative engagement (Res1) also fall into this category. Informants felt a reciprocal process characterized effective research (Prac7, Res5, Res6), as often research is extractive. Moreover, the research process and findings should be accountable to the community, fostering a sense of co-ownership (FP1, Prac7, Res5). In addition, effective research prompts learning, reflection, introspection, and dialogue (FP1, FP7, Res1, Res5, Res6) and supports capacity-building (Res1). Research findings were considered more effective if they were data-driven and had empirical grounding (FP2, FP6, Prac1, Res1, Res3), which revolved around "*analytic data transparency*" (Res3), the "*integrity of the information*" (Prac1), statistical significance (Prac1), or how "*truthful*" (FP9) outputs were. Effective research strengthens knowledge and practice (FP9), generates context-sensitive and context-appropriate solutions (Prac6), contributes to evidence-based policy- or decision-making (FP3, Res2, Res7), provides useful recommendations and guidance (FP2), and has actionable and practical application (FP3, FP5, FP8, FP9, Prac2, Prac7, Res1, Res6, Res7). In essence, effective research should be useful and used, such that it does not end up on a shelf (FP1, FP3); doing "*research for research's sake* […] *I don't think it is particularly effective*" (Res6). Instead, informants valued research that benefits communities (FP4, FP6, Prac4, Prac5, Res1) and considers legacy post-project (Res1). It was thought that having community partners, interested parties,

champions, and/or allies who will make use of the findings increases the effectiveness of research (FP8, Prac7, Res6). At its core, effective research "*needs to make change or be a platform whereby we can make change based on it*" (Res6). The effectiveness of research was also thought to be affected by how findings are shared and mobilized. Informants discussed the importance of diverse and accessible dissemination (FP1, FP5, FP6, FP8, Res1, Res2, Res3). Research findings need to be appropriately translated for target audiences to mobilize and use the information (FP1, FP3, FP8, Prac2, Res1), which can be quickly and easily distilled (Prac2) and does not need to be deciphered (FP8). One researcher notes how "*as academics* […] *we have to be better at mobilizing our research for policy and professional practice. And that means that we both need to get it into the research literature and into the practice literature*" (Res3). Another researcher suggested using "*modern way*[s] *to communicate* […] *results*" (Res2) via social media during and after the research process to enhance effectiveness.

Project Lessons

The PDAP contributed to the realization of outcomes across multiple impact pathways. The project used the same mechanisms to support different results in each pathway (i.e., filling a knowledge gap, co-producing knowledge, improving capacities, leveraging and enhancing the PI's reputation). This demonstrated that one mechanism can support a variety of outcomes in different ways and under diverse conditions. Outcomes were also realized in part owing to the PI's extensive and thorough engagements with the problem context, a well-defined set of research questions, appropriately paired methods and approach, practical and applicable findings, and the PI's efforts to share the research widely with relevant target audiences at the end of and following the project. Together, the PDAP's research process and resulting outputs were perceived to be relevant, credible, legitimate, and well-positioned for use.

- **Leveraging the PI's professional reputation and fostering social capital with the community were effective strategies to collect and validate data, as well as support uptake of the findings.** The PI's experience and expertise in development and philanthropic giving sectors in African contexts positioned the PI well to engage in the topic, gain access to Moshi's PDA network, and encourage participation in the PDAP. The PI also dedicated time and resources to build relationships and trust with the community to foster the necessary social capital to support data collection, re-engage participants for secondary interviews, and encourage uptake and use of the findings.
- **Building in social processes within and outside of the research process supported organizational change.** The reflexive processes built into the interviews and capacity-building offered to participants were important social process contributions made by the PDAP. Parallel to the PDAP, the PI identified a valuable opportunity to support capacity-building for Moshi's PDA community through the *pro bono* consulting. As the evidence indicates, both strategies contributed to organizational change. The PI recognized how their context-specific insights of Moshi's PDA sector and extensive time spent in the field could feed back into the research approach and foster engagements with the wider community to take advantage of the long fieldwork periods to support social processes and mutually beneficial outcomes.
- **Practical findings enable the implementation of knowledge-into-practice for effective decision-making and practice change.** Addressing the PDA sector's knowledge-practice gaps was a core aim of the PDAP. The PI intentionally set out to produce findings that were useful to inform practice and generate actionable recommendations that target audiences could apply. According to one researcher, it is imperative that the practical application of findings be considered and built in when designing the research (Res1). The PI also considered how diverse audiences would use the findings, translating the findings accordingly.

Contextual Lessons

The PDAP was well-situated within Tanzania's specific problem context and appropriately framed to speak to broader PDA contexts. Entry points were drawn from literature gaps as well as the PI's professional experiences and insights working in development fields in other African countries. These factors played a key role in the accomplishments of the PDAP and offer important contextual lessons for conducting research in Tanzania and research-for-development contexts like PDA.

- Following the research in 2018, prohibitive policy change and state antagonism towards the international aid community emerged in Tanzania (Cichecka, 2018; SWD). These systemic barriers likely affected the realization of the PDAP's intended outcomes within the *organizational capacity and practice* impact pathway. Future research on PDA or related development sectors in Tanzania must take political context into consideration. Future research could build in engagements to foster governmental understanding, support, cooperation, and constructive policy change into the project in order to enhance PDA practice. As of March 2021, this seems possible as Tanzania is governed by a NGO-friendly administration.
- Despite their expertise in development and philanthropy as well as familiarity with other African contexts, the PI was still an outsider. In recognition of their position, the PI dedicated much energy over ten months of fieldwork to build relationships within Moshi's community and with participants that would support trust in the project and its findings. Other strategies would be to partner with local researchers or organizations that could support access as well as the negotiation of insider-outsider relations.
- The specialized topic of PDA effectiveness meant that no previous academic research had explored the issue from the perspective of recipients and existing grey literature was unreliable (i.e., conducted with conflicts of interest); thus, the PDAP filled a clear knowledge gap that had substantial implications for PDA practice. However, the dearth of credible literature on the topic made it important that the PDAP was grounded in and triangulated across diverse literature, stakeholder perspectives, and empirical analyses to support the rigour of the research. Future research in this topic would benefit from the interweaving of literature and theory with participatory methods that elicit diverse stakeholder perspectives to ground findings and recommendations for practical application.

Evaluation Lessons

One informant raised an important reflection regarding the lack of a universal definition of effectiveness: "*it is a very big word and it needs to be used with caution and it needs to be qualified, you need to know scale, you need to know what does effectiveness actually mean within this context and who's defining it? Is it me, is it the school, the student, or someone else? They are going to come up with different concepts, so who's right?*" (Prac4). Some may argue that effective research equates to efficient use of resources or produces information that gives users a comparative advantage, while others contend that effective research is that which contributes to positive societal change (Prac4). Measuring research effectiveness and impact are therefore challenging. Moreover, there is a tendency to favour quantitative bibliometric measures which can exclude new and unconventional forms of research like TDR (Belcher et al., 2021; Res5). Also, when working in research-for-development contexts, it is important to question whose social change agenda is driving the research. There is much to uncover in terms of power, politics, and barriers to systemic change (Res5).

The following evaluation lessons and limitations should be considered with regards to the Outcome Evaluation approach, data, and results.

Limitations of the analytical framework: Retrospective documentation of a ToC can make the distinction between intended and unintended outcomes unclear. In the case of the PDAP, some outcomes identified during the ToC workshop were not expected at project inception (e.g., *Transform International collaboration*).

Limitations of the data and results: Assessments using the Outcome Evaluation approach rely on informant perspectives. Interviews were conducted a few years after the project concluded, making recall of project details and processes difficult for informants. In addition, having the PI identify informants to test the outcomes can also increase the risk of introducing bias into data collection as informants may be selected for their likelihood to reflect positively on the project's results and outcomes. Furthermore, protecting the anonymity of former PDAP participants required the PI to liaise with informants to invite them to participate in the evaluation. It is possible that informants willing to interview may predominantly come from 'thriving' organizations (creating a possibility for sampling bias as informants from the former participant group self-selected to participate); information regarding the type of organization that the informant came from was not disclosed to the evaluators. To address these limitations, snowballing for additional perspectives and sources of information was undertaken. Bibliometrics and altmetrics are time-dependent; therefore, these indicators of research impact will change over time. PDAP research metrics were collected in January 2018; citation counts, abstract views, downloads, reads, etc. generally increase as time progresses.

The evaluation is a snapshot in a continual process; the full research and practice-based contributions of the PDAP will take time to manifest, and will be subject to the influence of external contextual factors. Moreover, it is possible that further changes have or will occur following the publication of this evaluation. For example, outcomes assessed to be partially realized at the time the evaluation was written may later become fully realized as processes advance and changes materialize. This evaluation captures evidence of PDAP influence prior to July 2019.

Recommendations

The PDAP exemplified characteristics of an effective transdisciplinary project by focusing on a socially relevant research problem and identifying crucial knowledge-practice gaps; engaging effectively with the problem context, stakeholders, and target audiences; designing and implementing a research approach that was grounded in both literature and experience; adhering to ethical standards of research conduct; and developing relevant and practical outputs. These elements of project design and implementation helped realized substantial positive outcomes. The project incorporated many elements of TDR into its design and implementation, which contributed to its effectiveness. There were also elements of the project that could be strengthened. The evaluation concludes with the following recommendations for future research processes, which can apply to other RRU graduate student research projects or research more broadly:

1. **Use a ToC to inform strategy and monitor progress.** This includes developing explicit, realistic, and logical assumptions and theories about how and why a research project is expected to contribute to a change process. Developing a ToC with project stakeholders at project inception can help to guide activities and outputs to meet the needs of the community and deliberately plan for mutually beneficial outcomes. This was an opportunity overlooked by the PDAP. A ToC can be used to co-design research around mutual interests and objectives, foster collaboration, and enable shared ownership of the research process and results among partners and key stakeholders. With a fully developed ToC, researchers can monitor progress and inform strategic adaptive management by identifying whether unexpected opportunities that arise during the research process align with the planned outcomes and can be leveraged. Although the PDAP identified implicit statements of intended changes, fully articulating assumptions underlying why change is expected would have improved the strength of the dissertation and allowed for more strategic planning to realize intended outcomes. Understanding the underlying causes of expected change can also facilitate learning to support the effectiveness of future research as each research project will test hypotheses (Weiss, 1997).
2. **Develop research objectives that clarify the structure and purpose of the project.** Objectives should be specific in terms of what knowledge is needed and how the project will produce that knowledge. A set of clearly defined objectives provide a clear direction and scope of the research, which can help target audiences to understand the purpose of the research project.
3. **Utilize transdisciplinary and participatory methods to support co-generation and mutual learning.** As demonstrated in the PDAP, the research process involved participants in the validation of preliminary findings, leading to mutual learning and further discussion to co-produce the recommendations. These processes helped ensure target audiences could relate to the information and enhanced the practicality of the academic findings, particularly where no previous research on the topic had been explored. This increased the likelihood for uptake and use of the PDAP's outputs by practitioner audiences within Moshi and beyond.
4. **Recognize the opportunity to benefit participants and wider system actors in the research process.** The PDAP was driven by the PI's desire to make the research beneficial for a range of stakeholders (e.g., end-use recipients, PDA organizations, donors). Opportunities to benefit Moshi's PDA community were part of and also done parallel to the research process. The PI intentionally designed the interviews to allow for reflective discussion, mutual learning, and co-generation, with the aim to develop useful findings. The PI observed a capacity gap within the community, and recognized they could address this by offering their consulting services *pro bono* to share valuable knowledge, skills, and experiences with the wider community, regardless of whether they participated in the PDAP or not.

Appendix 1. Evidence Sources

Code	Class	Author(s)	Reference	Date
Con1	Conference presentation	Funk	Funk, C. (2014, June 11). *Recipient Perspectives of Private Aid in Tanzania*. Presented at 9th International Conference on Interdisciplinary Social Sciences, Vancouver, British Columbia, Canada.	2014
Con2	Conference presentation	Funk	Funk, C. (2015, June 1). *The Voice of the Recipient*. Presented at Top 25 SSHRC Storyteller Showcase, Congress of the Social Sciences and the Humanities, Ottawa, Ontario, Canada.	2015
Con3	Conference presentation	Funk	Funk, C. (2015, June 4). *Recipient Perspectives of Privately Funded Development Aid*. Presented at 8th Annual Conference of Association for Nonprofit and Social Economy Research, Congress of the Social Sciences and the Humanities, Ottawa, Ontario, Canada.	2015
Con4	Conference presentation	Funk	Funk, C. (2015, June 14). *Theory of Change and the Recipient Experience of Privately Funded Development Aid: A Case Study of Moshi, Tanzania*. Presented at 10th International Conference on International Social Sciences, Split, Croatia.	2015
Con5	Conference presentation	Funk	Funk, C. (2015, June 30). *The Recipient Voice in Philanthropy*. East African Philanthropy Conference, Arusha, Tanzania.	2015
Con6	Conference presentation	Funk	Funk, C. (2015, July 15). *Nonprofitness from the Recipient Perspective: Moshi, Tanzania*. Presented at Conference on Nonprofit and Philanthropic Studies: The Meaning of Nonprofitness, Chicago, Illinois, USA.	2015
Doc1	Research proposal	Funk	The role of private giving in development aid (admissions proposal).	n.d.
Doc2	Research proposal	Funk	Recipient perspectives of private aid in Tanzania (final research proposal).	2013
Doc3	Essay	Funk	Recipient perspectives of privately funded aid (Global Development Network essay competition submission).	2014
Doc4	Book chapter	Funk & King	Funk, C., & King, L. (2014, February). *Recipient Perspectives of Private Aid in Tanzania*. In Mweka 50th Anniversary Conference Book. Mweka, Tanzania: College of African Wildlife Management.	2014
Doc5	Magazine article	Funk	Funk, C. (2014, October). International philanthropic development aid: Tanzania, Africa. *Gift Planning in Canada*, *19*(10): 5-6.	2014
Doc6	Conference report	East Africa Association of Grantmakers	East Africa Association of Grantmakers. (2015, June 30). *Building Strong Philanthropy Networks*. Paper presented at East African Philanthropy Conference (pp.19-20). Arusha, Tanzania. Retrieved from http://www.eaphilanthropynetwork.org/Final_2015_Conference_Report.pdf	2015
Doc7	Dissertation	Funk	Funk, F. (2016). Recipient perspectives of privately funded aid in Tanzania. (Doctoral dissertation, Royal Roads University, Victoria, Canada). Retrieved from https://viurrspace.ca/handle/10170/889	2016

Doc8	Book chapter	Funk	Funk, C. (2018). Where philanthropy intersects international development aid. In S. Pulla & B. Schissel (Eds.), *Applied Interdisciplinarity in Scholar Practitioner Programs: Narratives of Social Change* (pp.179-201). Cham, Switzerland: Palgrave Macmillan. https://link.springer.com/chapter/10.1007/978-3-319-64453-0_9	2018
Doc9	Book chapter	Funk	Funk, C. (2020). Donor-advised funds and charitable foundations in Canada. In P. E. Elson, S. A. Lefèvre, & J.-M. Fontan (Eds.), *Philanthropic Foundations in Canada: Landscapes, Indigenous Perspectives and Pathways to Change* (pp.83-107). Montreal, QC: Canadian Philanthropy Partnership Research Network. https://philab.uqam.ca/wp-content/uploads/2020/05/Philanthropic-Foundations-in-Canada-Landscapes-Indigenous-perspectives-and-pathways-to-change-1.pdf#page=83	2020
Doc10	Conference programme	College of African Wildlife Management, Mweka	College of African Wildlife Management, Mweka. (2013, October 29-31). Wildlife Management and Wildlife Tourism in the Changing World: Fifty Years of Wildlife Management and Tourism Training in Africa. 50th Anniversary Conference. Moshi, Tanzania. Retrieved from http://www.abcg.org/document_details?document_id=573	2013
Doc11	Conference programme	International Conference on Childhood and Adolescence	International Conference on Childhood and Adolescence (2018, January 25-27). Proceedings of the 2nd International Conference on Childhood and Adolescence. Lisbon, Portugal. Retrieved from https://eu-central-1.linodeobjects.com/evt4-media/documents/ATA_ICCA_2018.pdf	2018
E-mail1	E-mail correspondence	PI	PI (January 13, 2014). Research update. [e-mail correspondence].	2014
E-mail2	E-mail correspondence	PI	PI (August 25, 2014). Progress report to advisory committee. [e-mail correspondence].	2014
E-mail3	E-mail correspondence	PI	PI (September 2015). Sept 2015 report to committee. [e-mail correspondence].	2015
E-mail4	E-mail correspondence	PI	PI (May 18, 2018). Re: Follow up from last week's workshop. [e-mail correspondence].	2018
E-mail5	E-mail correspondence	PI	PI (December 8, 2018). Re: RRU Research – Follow up on Theory of Change. [e-mail correspondence].	2018
E-mail6	E-mail correspondence	FP6	FP6. (February 7, 2019). Re: Will you help another researcher? Based on [PI]'s research project completed 2016. [e-mail correspondence].	2019
FP1	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP2	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP3	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP4	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP5	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP6	Interview	Former participant informant	Unpublished case study interview transcript.	2019

FP7	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP8	Interview	Former participant informant	Unpublished case study interview transcript.	2019
FP9	Interview	Former participant informant	Unpublished case study interview transcript.	2019
Prac1	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac2	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac3	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac4	Interview	Practitioner informant	Unpublished case study interview transcript.	2018
Prac5	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac6	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Prac7	Interview	Practitioner informant	Unpublished case study interview transcript.	2019
Res1	Interview	Researcher informant	Unpublished case study interview transcript.	2019
Res2	Interview	Researcher informant	Unpublished case study interview transcript.	2019
Res3	Interview	Researcher informant	Unpublished case study interview transcript.	2019
Res4	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res5	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res6	Interview	Researcher informant	Unpublished case study interview transcript.	2018
Res7	Interview	Researcher informant	Unpublished case study interview transcript.	2019
Survey1	Survey	PI	Unpublished survey response.	2018
SWD	Sense-making workshop	Various informants	Unpublished sense-making workshop discussion notes.	2022
Vid1	Video	Royal Roads University Media Support Services	MediaSupportServices. (2015, January 21). Voice of the Recipient – Carla Funk [Video file]. Retrieved from https://www.youtube.com/watch?v=NJqU6tSCfXo	2015
Vid2	Video	SSHRC-CRSH	SSHRC-CRSH. (2015, April 1). The voice of the recipient | Carla Funk [Video file]. Retrieved from https://youtu.be/XAfWFtYhOMM	2015
Web1	Website	Funk	Carla Funk: Research. Nonprofit Management. Philanthropy. [Website]. (n.d.). Retrieved from http://carlafunk.ca	n.d.
Web2	Exhibit repository	Royal Roads University	Funk, C. (2019, May 4). Where philanthropy intersects international development [exhibit display]. Photograph by D. Anthon. Retrieved from http://hdl.handle.net/10613/12228	2019
Web3	Member profile	Centre for Global Studies	Centre for Global Studies. (n.d.). Carla Funk – Visiting Research Fellow. Retrieved from https://www.uvic.ca/research/centres/globalstudies/people/alumni/funk-carla.php	n.d.
Web4	Website	Centre for Global Studies	Centre for Global Studies. (n.d.). CFGS Fellowship Program. Retrieved from https://www.uvic.ca/research/centres/globalstudies/fellowship/index.php	n.d.

Web5	Website	Carleton University	Carleton University. (2019). Philanthropy and Nonprofit Leadership. Retrieved from https://graduate.carleton.ca/cu-programs/philanthropy-nonprofit-leadership/	2019
Web6	Website	City, University of London	City, University of London. (2019). Grantmaking, Philanthropy and Social Investment MSc. Retrieved from https://www.cass.city.ac.uk/study/masters/courses/grantmaking-philanthropy-and-social-investment	2019
Web7	Website	University of Kent	University of Kent. (n.d.). Philanthropic Studies (Distance Learning) – PCert, PDip, MA. Retrieved from https://www.kent.ac.uk/courses/postgraduate/769/philanthropic-studies	n.d.
Web8	Website	University of Northern Iowa	University of Northern Iowa. (n.d.). Philanthropy and Nonprofit Development (MA). Retrieved from https://continuinged.uni.edu/distance/philanthropy	n.d.
Web9	Website	Indiana University	Indiana University. (n.d.). M.A. in Philanthropic Studies. Retrieved from https://philanthropy.iupui.edu/academics/ma/index.html	n.d.
Web10	Research repository	Royal Roads University	Funk, C. (2016). Recipient perspectives of privately funded aid in Tanzania. Retrieved from https://viurrspace.ca/handle/10170/889	2016
Web11	Website	Transform International	Transform International. [Website] (n.d.). Retrieved from http://transforminternational.org/	n.d.
	Peer-reviewed article	Agyemang et al.	Agyemang, G., O'Dwyer, B., Unerman, J., & Awumbila, M. (2017). Seeking "conservations for accountability": Mediating the impact of non-governmental organization (NGO) upward accountability processes. *Accounting, Auditing & Accountability Journal, 30*(5): 982-1007.	2017
	Peer-reviewed article	Agyemang, O'Dwyer, & Unerman	Agyemang, G., O'Dwyer, B., & Underman, J. (2019). NGO accountability: Retrospective and prospective academic contributions. *Accounting, Auditing & Accountability Journal, 32*(8): 2353-2366. https://doi.org/10.1108/AAAJ-06-2018-3507	2019
	Peer-reviewed article	Anderson, Kim, & Larios	Anderson, S. E., Kim, R., & Larios, K. (2017). Voluntourism: The economic benefit and societal costs of short-term mission trips. *International Journal of Health and Economic Development, 3*(2): 28-37.	2017
	Peer-reviewed article	Banki & Schonell	Banki, S., & Schonell, R. (2017). Voluntourism and the contract corrective. *Third World Quarterly, 39*(8): 1475-1490.	2017
	Peer-reviewed article	Bornstein	Bornstein, L. (2006). Systems of accountability, webs of deceit? Monitoring and evaluation in South African NGOs. *Development, 49*: 52-61.	2006
	Peer-reviewed article	Butcher	Butcher, J. (2017). Citizenship, global citizenship and volunteer tourism: A critical analysis. *Tourism Recreation Research, 42*(2): 129-139.	2017
	Peer-reviewed article	Chatterjee & Rai	Chatterjee, A., & Rai, A. (2018). Strategic philanthropy and its challenges in India: A multiple case study of grantmaking organizations. *Nonprofit Management and Leadership, 28*(3): 399-411.	2018
	Peer-reviewed article	Chu & Luke	Chu, V., & Luke, B. (2018). NGO accountability to beneficiaries: Examining participation in microenterprise development programs. *Third Sector Review, 24*(2): 77-104.	2018
	Peer-reviewed article	Christou, Hadjielias, & Farmaki	Christou, P., Hadjielias, E., & Farmaki, A. (2019). Reconnaissance of philanthropy. *Annals of Tourism Research, 78*: 1-12. https://doi.org/10.1016/j.annals.2019.102749	2019

	Peer-reviewed article	Desai & Kharas	Desai, R. M., & Kharas, H. (2018). What motivates private foreign aid? Evidence from Internet-based microlending. *International Studies Quarterly, 62*(3): 505-519.	2018
	Peer-reviewed article	Fechter	Fechter, A.-M. (2019). Development and the search for connection. *Third World Quarterly,40*(10): 1816-1831.	2019
	Peer-reviewed article	Fenwick	Fenwick, M. (2005). Extending international human resource management research and pedagogy to the non-profit multinational. *The International Journal of Human Resource Management, 16*(4): 497-512.	2005
	Peer-reviewed article	Flórez	Flórez, M. (1997). Non-governmental organisations and philanthropy: The Colombian case. *Voluntas: International Journal of Voluntary and Nonprofit Organizations, 8*: 386-400.	1997
	Peer-reviewed article	Freidus	Freidus, A. L. (2016). Unanticipated outcomes of voluntourism among Malawi's orphans. *Journal of Sustainable Tourism, 25*(9): 1306-1321. https://doi.org/10.1080/09669582.2016.1263308	2016
	Peer-reviewed article	Harrow & Jung	Harrow, T., & Jung, T. (2016). Philanthropy and community development: The vital signs of community foundation?. *Community Development Journal, 51*(1): 132-152.	2016
	Peer-reviewed article	Hodgson	Hodgson, J. (2020). Disrupting and democratising development: Community philanthropy as theory and practice. *Gender & Development, 28*(1): 99-116.	2020
	Peer-reviewed article	Hyland, Russell, & Hebb	Hyland, S. E., Russell, A., & Hebb, F. (1990). Realigning corporate giving: Problemsin the nonprofit sector for community development. *Nonprofit and Voluntary Quarterly, 19*(2): 111-119.	1990
	Peer-reviewed article	Kim, Lethem, & Lee	Kim, H., Lethem, F. J., & Lee, C. W. (2017). The ethical issue of contemporary philanthropy: Unintended negative consequences of philanthropy. *Management Review: An International Journal, 12*(1): 4-25.	2017
	Peer-reviewed article	Kipp & Hawkins	Kipp, A., & Hawkins, R. (2018). The responsibilization of "development consumers" through cause-related marketing campaigns. *Consumption Markets & Culture, 22*(1): 1-16.	2018
	Peer-reviewed article	Lengieza, Swim, & Hunt	Lengieza, M. L., Swim, J. K., & Hunt, C. A. (2019). Effects of post-trip eudaimonic reflections on affect, self-transcendence and philanthropy. *The Services Industries Journal*.	2019
	Peer-reviewed article	Lewis	Lewis, D. (2003). Theorizing the organization and management of non-governmental development organizations: Towards a composite approach. *Public Management Review, 5*(3): 325-344.	2003
	Peer-reviewed article	Novelli et al.	Novelli, M., Morgan, N., Mitchell, G., & Ivanov, K. (2016). Travel philanthropy and sustainable development: The case of the Plymouth-Banjul Challenge. *Journal of Sustainable Tourism, 24*(6): 824-845.	2016
	Peer-reviewed article	Ponte & Richey	Ponte, S., & Richey, L. A. (2014). Buying into development? Brand Aid forms of cause-related marketing. *Third World Quarterly, 35*(1): 65-87.	2014

	Peer-reviewed article	Sgalitzer et al.	Sgalitzer, H. A., Brownlee, M. T. J., Zajchowski, C., Bricker, K. S., & Powell, R. B. (2016). Modelling travellers' philanthropy: Tourists' motivations to donate at Sweetwater Chimpanzee Sanctuary. *Journal of Ecotourism, 15*(1): 1-20.	2016
	Peer-reviewed article	Yin	Yin, J. S. (1998). The community development industry system: A case study of politics and institutions in Cleveland, 1967-1997. *Journal of Urban Affairs, 20*(2): 137-157.	1998
	Book chapter	Pulla & Schissel	Pulla, S., & Schissel, B. (2018). Introduction: Doctoral education in transition. In S. Pulla & B. Schissel (Eds.), *Applied Interdisciplinarity in Scholar Practitioner Programs: Narratives of Social Change* (pp.179-201). Cham, Switzerland: Palgrave Macmillan.	2018
	Book chapter	Scarth & Novelli	Scarth, A., & Novelli, M. (2019). Travel philanthropy and development. In R. Sharpley & D. Harrison (Eds.), *A Research Agenda for Tourism and Development* (pp.88-108). Gloucestershire, UK: Edward Edgar Publishing.	2019
	Book chapter	Sharpley & Harrison	Sharpley, R., & Harrison, D. (2019). Introduction: Tourism and development – Towards a research agenda. In R. Sharpley & D. Harrison (Eds.), *A Research Agenda for Tourism and Development* (pp.1-34). Gloucestershire, UK: Edward Edgar Publishing.	2019
	Conference paper	Ebrahim & Rangan	Ebrahim, A., & Rangan, V. K. (2010, August 6). *Putting the brakes on impact: A contingency framework for measuring social performance*. Paper presented at Academy of Management 2010 Annual Meeting - Dare to Care: Passion and Compassion in Management Practice and Research. Montreal, Canada.	2010
	Student project report	Boehm et al.	Boehm, A. M., Stanton, G. W., Cain, J. M., & Cotter, T. (2019). Promoting Sustainability through Traveler's Philanthropy. Retrieved from https://digitalcommons.wpi.edu/iqp-all/5360	2019
	Chapter	Ndumbaro & Kiondo	Ndumbaro, L., & Kiondo, A. (2007). Defining the Non-Profit Sector in Tanzania. In *The Third Sector in Tanzania: Learning More About Civil Society Organisations, Their Capabilities and Challenges* (pp.11-23). Retrieved from https://www.issuelab.org/resources/20312/20312.pdf	2007
	Chapter	Makaramba	Makaramba, R. (2007). The Legal Context for the Non-Profit Sector in Tanzania. In *The Third Sector in Tanzania: Learning More About Civil Society Organisations, Their Capabilities and Challenges* (pp.40-95). Retrieved from https://www.issuelab.org/resources/20312/20312.pdf	2007
	Magazine article	Cichecka	Cichecka, A. (2018). NGO sector relations to political situation in Tanzania. *Rocznik Bezpieczeństwa Międzynarodowego, 12*(1): 164-172. Retrieved from https://www.researchgate.net/publication/336287866_NGO_sector_in_relations_to_political_situation_in_Tanzania	2018

Appendix 2. Correlation of Outcomes from the Simplified and Detailed Theories of Change

Table 6. Relationship of outcomes from the executive summary's simplified Theory of Change and more detailed Theory of Change in the main body of the report

Simplified Outcome Statement (illustrated in Figure 1)	Detailed Outcome Statement (illustrated in Figure 2)
RRU and UVic students learn from the PI's research experiences	RRU and UVic students learn from the PI's research experiences
Other researchers and students use findings and take up new questions on PDA	Other researchers become aware of the research
	Other researchers and students use findings and take up new questions on PDA and how to make PDA more effective
Academic discussion on PDA gains traction	Academic discussion on PDA gains traction
Accumulation of knowledge influences the practice of organizations	N/A
Moshi organizations learn from the student and the PDAP	Moshi organizations learn from the student and the PDAP
	The PI built trust with participating organizations
	The PI built relationships with participating organizations
Participating organizations change their approach based on preliminary findings, lessons, and/or recommendations	Participating organizations change their approach based on preliminary findings/lessons
	PDA organizations integrate ToC/guiding principles in strategic planning
	More 'thriving' PDA in Moshi
PDA organizations become better managed	PDA organizations become better managed (develop mechanisms to support capacity-building, diversity, board governance, organizational learning)
PDA organizations become better coordinated and share knowledge with other organizations	PDA organizations become better coordinated as a result of knowledge sharing, networks, and cooperation between PDA organizations
Donors put $ into learning	Donors put $ into learning
PDA becomes demand-driven and learning-oriented (via donor attitude change)	PDA becomes demand-driven and learning-oriented (via donor attitude change)
The PI applies findings and proposal writing skills in consultancy work	The PI has enhanced personal knowledge/insights on PDA and proposal writing skills to apply in consulting work
The PI gains professional capacity and recognition as a PDA expert	The PI gains professional capacity and recognition as a PDA expert
The PI joins new professional collaborations as a consultant	DSocSci students benefit from PI's mentorship
	Transform International collaboration
	The PI joins new professional collaborations as a consultant
The PI's findings and consulting influence the practice of organizations	Research influences/reinforces TI documents and direction as a learning and knowledge-sharing organization
PDA projects have enhanced impacts in communities	PDA projects have enhanced impacts in communities

Appendix 3. Invitation to Participate in Evaluation

Dear Participant,

I am writing to you with regards to my doctoral research, “Recipient Perspectives of Privately Funded Aid in Tanzania”. My research was selected as a case study for a Royal Roads University research project focusing on the contribution of the University’s graduate student research projects to change processes.

Given your participation within my research and your insight into privately funded aid in Tanzania, the Sustainability Research Effectiveness team based at Royal Roads University would like to invite you to take part in their study as an informant who can share their experience and perceptions about my research and its contributions. More information on the study can be found in the attached invitation letter.

However, as I guaranteed your anonymity in my own research project, I would like to ask if you are interested and willing to extend your anonymity contract to include the Sustainability Research Effectiveness team. With your consent to participate in the study, I will forward your contact information to the Sustainability Research Effectiveness team so they can liaise with you directly to arrange an interview. Participation is voluntary; you do not have to participate if you do not wish. If you do not wish to participate, none of your information will be shared with the Sustainability Research Effectiveness team. Further information regarding Royal Roads University’s ethical guidelines can be found in the attached invitation form, which also includes a consent form.

Contact information for the Sustainability Research Effectiveness team is also available in the attached invitation letter should you wish to contact them directly to answer any questions regarding this research or would like additional information to assist you in reaching a decision about your participation. These questions can also be directed to me should you wish to remain anonymous before you reach a decision.

Please respond to let me know if you would be interested and willing to participate, or to raise any questions or concerns that you may have.

Yours sincerely,

Principal Investigator

Appendix 4. Semi-structured Interview Guide

A) General questions about the respondent, their expertise on the topic, & recent/significant changes in topic (purpose to build rapport & clarify the context)

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
1. What is your role within [organization]?	• How is your work related to [private development aid]? • How long have you been doing this kind of work?	***Understanding the respondent's job/organization and the relevance of the topic to their work.*** Finding out the expertise of the respondent and their professional connection to the topic, as well as their influence on the topic of focus.
2. What role does [organization] play in private development aid?	• How long has your organization been involved in work related to private development aid?	
3. What are the main challenges related to private development aid?	• What is the reasoning for these challenges?	***Personal expertise & perceptions on the topic of focus.*** Interviewee's knowledge level, understanding, and perceptions on the problems & issues relevant to the focus of the project – what do they think the problems are and how they frame the problems. QAF: Rel1, Rel2, Rel3, Rel5
4. What have been the most important developments related to private development aid in the last five years?	• In the discussions, events, ideas, institutions, policy, and/or practice?[57] • What are the implications of these developments? • Why do you think these are important?	***Understanding people's perceptions of the situation and identifying possible changes in policy & practice.*** Getting an idea of the way in which the issues in question are perceived by interviewees, and get a range of various perspectives/understandings of the developments, causalities & people's values in relation to issues. QAF: Rel1, Rel2, Rel3
5. Who are the key players in the discussion, policy, or practice of private development aid?	• What role do government/academic/NGO /international/ private sector/communities play[6] ? • In what ways have they (each) been influential?	***Understanding people's perceptions of who is who in changing policy & practice.*** Getting an overview of who people consider as key actors in the process. This question will also provide insights about the power dynamics between the stakeholders (e.g. who's got power over whom). QAF: Rel1, Rel3
6. What information/knowledge has been the most influential in related to private development aid [in Tanzania]?	• Who is promoting the information/knowledge or event in question? • In your opinion, has the information [what they mentioned] influenced policy and practice? How? Probe for examples.	***Understanding what kind of knowledge is used in decision-making in general.*** Getting a better picture of what kind of knowledge & other factors are influencing private development aid, and from where the ideas are coming. More detailed information about possible changes in policy & practice because of new information/scientific knowledge. QAF: Rel1, Rel2, Rel3

[5] All terminology should be adjusted & verbally explained so it is appropriate to each interviewee (please record any adaptations in the post-interview notes).

[6] It is not necessary to ask all questions to every informant – the list merely illustrates what kind of information we are trying to find out.

B) Understanding links between knowledge sharing & decision-making processes (purpose to assess important sources of influence on policy & practice)

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
7. When doing work related to private development aid, where do you (or your organization) get the information you need to do your work?	• What kinds of information? • How does that information help guide decisions around what your organization does?	***Understanding what kind of knowledge is used in decision-making in general.*** Getting a better picture of what kind of information is seen as important and/or used in decision-making (scientific or non-scientific). QAF: Rel7, Eff2
8. Do you use scientific information in your work in relation to private development aid?	• How has it influenced or contributed to your work? • Where did you get that information? (Any specific events, publication, meetings, etc.) • What are the main barriers to using scientific information?	***Understanding what the role of science is in decision-making.*** Getting a better picture of the ways in which scientific knowledge is used by organisations, how they get the science they use, and what prevents them from basing their decision-making on scientific research findings. QAF: Rel7, Eff2, Eff3
9. Which factors are influence your (personal and/or organization) decision-making around issues related to private development aid?	• Political factors • Individual or organizational advocates • Scientific information/ research • Political factors • Public opinion • Precedent in other jurisdictions • Global pressures/ influences • Are there any additional factors?	***Understanding what other aspects influence decision-making.*** Understanding how people see decision-making situations, which aspects matter most in making changes in policy & practice, and how research findings matter in relation to other factors.

C) Determine respondent's awareness of and/or involvement in the principal investigator's project

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
10. Have you heard about [the principal investigator]'s research on private development aid in Tanzania? *if they do not recognize the PI's name, prompt with details about the project	[to non-partners] • What do you know about the research project? • How did you hear about it? • How would you describe your interactions with the project or the principal investigator? (e.g., presentations, workshops, etc.) [to partners] • How did you get involved in the project? • What was your role in the project? • What was your contribution to the project? (e.g., meetings, provide information, connect people, make recommendations, etc.) • Do you think that your input was taken into account?	***Understanding awareness, role, & length of engagement with relevant actors and/or project partners.*** Finding out informant's awareness & opinions about the project. Finding out to what extent the degree & length of engagement in the project may be associated with changes in policy & practice. QAF: Rel3, Rel7, Cre7, Cre8, Leg1, Leg2, Leg3, Leg4, Eff2
[Ask 11 ONLY to participants & those who said they know the principal investigator and the project]		

11. How would you describe your participation/collaboration experience in the project?	• How would you characterize your opportunity to participate and engage in the research? (i.e., rigid/ restricted by student, open/facilitated by the PI/ participatory) • Do you have any suggestions regarding how engagement/participation could have been made more meaningful for you? • Do you think any key stakeholders were excluded from the research? • Any examples of positive experiences/what was done well? Any promising practices? • How could the participation/collaboration work even better in the future?	***Understanding personal experience and feedback.*** Further details of the influence of the project on the personal level, possible additional aspects (re: knowledge translation). Potential for improvement. QAF: Leg2, Leg3

<u>D) Perceptions on design and implementation elements and how the programming at Royal Roads University supports student success (ask only to members of the research advisory committee)</u>

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
12. How do you think the DSocSci program helps to support effective student research?	• How is research taught in the program? • How is the applied research focus reflected in the program? • How do you think [the principal investigator]'s project was influenced by the program (positively, negatively)?	***Understanding program influence on effective research practice.*** QAF: Cre1, Cre5, Cre6, Cre8
13. How was [the principal investigator]'s project assessed?	• What criteria were used? • What would you say are some of the challenges of assessing research of this kind?	***Understanding how student research is assessed, and how advisory committee members conceptualizes research effectiveness.***
14. How would you characterize the design and implementation of [the principal investigator]'s project?	• Did [the principal investigator] demonstrate a comprehensive understanding of the context and elements relevant to the research problem? • How would you describe the application of the methods? • Was the execution suitable to the research objectives? • Was the execution suitable to the context? • Do you think resources were sufficiently and effectively allocated? • Were there any issues with the design that you can recall? How were these addressed? • Do you think any important stakeholders were excluded?	***Perspectives about project design and implementation.*** QAF: Rel3, Rel5, Rel6, Cre1, Cre4, Cre7, Cre8

E) Research outcomes assessment (ask only if they are aware of the project) (purpose to determine extent of outcome achievement and research influence on knowledge or social process contributions around private development aid in Tanzania and beyond)

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
15. What contributions do you think [the principal investigator]'s project has made to private development aid in Tanzania?	• Changes in knowledge/understanding? • Changes in attitudes? • Changes in skills? • Changes in relationships? • Changes in behaviour? • At what level do these changes mostly occur? (i.e., organizational, individual, governmental, policy, practice) • When did these changes occur? (during, post-project) • What are the implications of these changes? • Were there any negative outcomes of this project? If yes, please describe. • Probe for specific outcomes the principal investigator thought the informant could speak to. • What do you think the principal investigator did well to achieve these results? • How accessible did you find the results and communication during the process? • Do you think the research can be transferred to other contexts?	***Understanding the respondent's opinion about the contributions of the research.*** Finding out the respondent's opinion on the student's research contributions (without leading to specific outcomes). Can give an indication of the utility of the research. Finding out how the student's research is/was perceived and conceptualized by interviewees to get an overall characterization of the change process. This will help us construct narratives about alternative and/or supplementary theories of change. Finding out about the explicit outcomes/impacts of the project in question **anywhere** (in the world) of which the informant is aware, not just within their own work/organization. QAF: Rel6, Rel7, Cre7, Cre8, Cre10, Leg3, Eff1, Eff2, Eff3, Eff4
16. Has the research contributed to or influenced your work on the topic?	• What were the most important things you learned? • Have there been any positive or negative impacts on knowledge, awareness, policy, capacity, or practice? • In what ways? [ask for examples] • [If respondent mentions knowledge, ask about what knowledge product it came from]	***Understanding how the student's research has influenced their work (re: the topic of focus).*** Finding out about linkages between project and informant's work on the topic of focus*, and whether the research has contributed to changes in policy & practice, the debate, awareness in the topic, knowledge, capacity, or any other type of contributions. Getting a sense whether the change is perceived as positive or negative. QAF: Rel5, Eff1, Eff2, Eff3, Eff4
17. If there was more time and resources available, what do you think [the principal investigator] could have done differently to produce more useful findings and/or change?	• Why do you think these would be useful? [ask for examples] • How do you think [the principal investigator] could have integrated these into their project? • Why do you think this [suggestion] was not done? • Do you think resources were efficiently and appropriately allocated?	***Understanding alternative ToCs and perspectives of the research potential beyond what it did achieve/intended to, and other opportunities.*** Hold to the end of the interview – if the interviewee starts talking about it at the beginning, please lead them back to any of the questions above and ask to return to the question. This question allows participants to give feedback to the project and helps identify gaps/challenges, but we know many of the problems

		already and do not want to let this dominate/ mislead the main focus of the interview. Use this opportunity to increase the depth of any previous answers by probing and relating this question to any other points informants raise – if/when appropriate. QAF: Rel3, Rel5, Rel5, Rel7, Cre1, Leg3
18. What would have happened in the topic of private development aid in Tanzania and beyond if this research had not been conducted?	• Probe to clarify if needed (the role of the project in improving collaboration, social networks, participation, engagement, etc.)	***Testing "zero hypothesis".*** Using a different angle to understand the true influence of ICRAF by asking what would be different had ICRAF not done its work. QAF: Eff4

F) Closing Questions

Main Question	Probes	Intent: What we are trying to find out Do NOT ask these directly.
19. What does effective research mean to you?	• What does effective research look like?	***Understanding opinions on research effectiveness.***
20. Do you have any additional remarks with regard to the role of [the principal investigator]'s project, or research in general, in change processes?	• Is there anything else you would like to add that has not been discussed that will be useful for our evaluation?	***Closing*** Last remarks, things they might want to add that were not addressed, and closure.

Appendix 5. Codebooks

Table 7. Outcomes Codebook

Code	*Description*	*Comment*
Alternative explanation(s)	Factors, actors, or processes external to the project that contributed to outcome realization.	Aligned with questions from interview guide on other developments, factors, and challenges.
Application	Any reference to possible practical applications resulting from the research (or any other related research in the region/topic). Include comments of whether participants have used or applied knowledge from the project (or another project/training) in their work, and how it changed practices. Include any indication of future intentions to apply or use knowledge in academic, policy, or practice contexts.	• Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Barriers	Comments related to factors that obstructed the research process and its contributions.	• Evaluation Research Question 2f: *What lessons about effective research practice can be learned from this case study?*
Changes in attitude	Evidence of changes in attitudes.	• Evaluation Research Question 1a: *To what extent and how were the intended outcomes realized?*
Changes in behaviour	Evidence of changes in behaviour.	• Evaluation Research Question 1a: *To what extent and how were the intended outcomes realized?*
Changes in knowledge	Evidence of changes in knowledge.	• Evaluation Research Question 1a: *To what extent and how were the intended outcomes realized?*
Changes in relationships	Evidence of changes in relationships.	• Evaluation Research Question 1a: *To what extent and how were the intended outcomes realized?*
Changes in skills	Evidence of changes in skills.	• Evaluation Research Question 1a: *To what extent and how were the intended outcomes realized?*
Characteristics of project design & implementation	Comments relating to perceptions of the design and implementation of the project.	• Evaluation Research Question 2a: *What elements of project design and implementation supported outcome realizations, and how?*
Characteristics of researcher	Comments relating to perceptions of the PI, how they conducted themselves, their personality, and their soft skills, etc.	
Decision-making	Any data pertaining to decision-making done during the project, or influences on stakeholder decision-making.	Aligns with questions in the interview guide pertaining to decision-making and knowledge.
Dissemination & knowledge sharing	Information on how, where, and with whom the research was shared (planned or unexpected opportunities).	Code aspects of 'knowledge translation' and 'brokering'. • Evaluation Research Question 2a: *What elements of project design and implementation supported outcome realizations, and how?* • Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Facilitating factors	Comments related to factors that facilitated/supported the research process and its contributions.	• Evaluation Research Question 2f: *What lessons about effective research practice can be learned from this case study?*

Knowledge sources	Comments of where people get their knowledge and how they use it in their work. Comments of what type of knowledge/research people perceive to be credible or useful.	• Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Perceptions on research effectiveness	Informants' ideas on what constitutes effective research. Discussion of effective research qualities.	• Evaluation Research Question 2f: *What lessons about effective research practice can be learned from this case study*?
Power	Any aspects related with power and power dynamics.	
Relevant actors	Identification and information pertaining to actors relevant to the context, whether they be direct participants in the research, actors within the context, actors working on issues/topics within the context/system, or boundary partners.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
RRU-related information	Any comments related to RRU, its programs, pedagogy, decisions to attend, benefits gained, critiques, etc.	• Evaluation Research Question 2e: *How does RRU support student success in research?* • Evaluation Research Question 2f: *What lessons about effective research practice can be learned from this case study?*
Social networks	Any reference to networks and connections between people or organizations that go beyond knowing about the other's existence.	
Trust	Comments related to relationships and trust. Also trust of researcher, findings, organizations, or other actors in the system.	
Unexpected outcomes	Comments of other changes in knowledge, attitudes, skills, relationships, and/or behaviour resulting fully or in part from the research that were not identified by the PI.	• Evaluation Research Question 1b: *Were there any positive or negative unexpected outcomes from this project?*
Zero hypothesis	A different angle to understand the true influence of the research by asking what would be different had the student not done their research.	• Evaluation Research Question 1c: *Could the outcomes have been realized in the absence of the project?*
Case-specific Outcomes Outcomes identified in the ToC workshop and reflected in the ToC model.		
Other researchers become aware of the research	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
RRU & UVic students learn from the PI's research experiences	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
Other researchers/students use research & take up new questions on PDA & how to make PDA more effective	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
Academic discussion on PDA gains traction	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
Moshi organizations learn from the student and the PDAP	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
The PI built trust with participating organizations	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
The PI built relationships with participating organizations	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*

Participating organizations change approach based on preliminary findings/lessons from the research	End-of-project outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?* • Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
PDA organizations integrate ToC/guiding principles in strategic planning	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
PDA organizations become better managed (develop mechanisms to support capacity-building, diversity, board governance, structural organizational learning)	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
More 'thriving' PDA in Moshi	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
PDA organizations become better coordinated as a result of knowledge sharing, networks, & cooperation between PDA organizations	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
Donors put $ into learning	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
PDA becomes demand-driven & learning-oriented (via donor attitude change)	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
PDA projects have enhanced impacts in communities	Impact.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
The PI has enhanced personal knowledge/insights on PDA & proposal writing skills to apply in consulting work	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
DSocSci students benefit from PI's mentorship	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
Transform International collaboration	Intermediate outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
The PI gains professional capacity & recognition as PDA expert	End-of-project outcome.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?* • Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
Research influences/reinforces TI documents & direction as a learning & knowledge-sharing organization	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
The PI joins new professional collaborations as a consultant	High-level outcome.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*

Table 8. QAF Codebook

Code	*Description*	*Comment*
Alternative explanations are explored	An indicator for the 'Clearly presented argument' criterion. Part of the Credibility Principle.	• Evaluation Research Question 1c: *Could the outcomes have been realized in the absence of the project?*
Analyses and interpretations are adequately explained (clearly described terminology and logic leading to conclusions)	An indicator for the 'Clearly presented argument' criterion. Part of the Credibility Principle.	
Any changes to research project as a result of reflection are described and justified	An indicator for the 'Ongoing monitoring and reflexivity' criterion. Part of the Credibility Principle.	
Approach is justified in reference to the context	An indicator for the 'Research approach fits purpose' criterion. Part of the Credibility Principle.	
Bias is identified (researchers' positions, sources of support, financing, collaborations, partnerships, research mandate, assumptions, goals and bounds placed on commissioned research	An indicator for the 'Disclosure of perspective' criterion. Part of the Legitimacy Principle.	
Biases and limitations are recognized	An indicator for the 'Adequate competencies' criterion. Part of the Credibility Principle.	
Collaboration process is discussed	An indicator for the 'Effective collaboration' criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
Considering full range of stakeholders explicitly identifies ethical challenges and how they were resolved	An indicator for the 'Research is ethical' criterion. Part of the Legitimacy Principle.	
Context is analyzed sufficiently to identify research entry points	An indicator for the 'Clearly defined socio-ecological context' criterion. Part of the Relevance Principle.	
Context is defined and described	An indicator for the 'Clearly defined socio-ecological context' criterion. Part of the Relevance Principle.	
Demonstration that opportunities and process for collaboration are appropriate to the context and actors involved (e.g. clear and explicit roles and responsibilities agreed upon, transparent and appropriate decision-making structures)	An indicator for the 'Effective collaboration' criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
Ethical review process followed is described	An indicator for the 'Research is ethical' criterion. Part of the Legitimacy Principle.	
Evidence is provided that necessary skills, knowledge and expertise are represented in the research team in the right measure to address the problem	An indicator for the 'Adequate competencies' criterion. Part of the Credibility Principle.	
Evidence of changes in behavior among participants or stakeholders	An indicator for the 'Research builds social capacity' criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*
Evidence of changes in knowledge and understanding among participants (stakeholders)	An indicator for the 'Research builds social capacity' criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?*

		• Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Evidence of changes of perspectives among participants or stakeholders	An indicator for the 'Research builds social capacity' criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?* • Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Evidence that innovations developed through the research or the research process have been (or will be applied) in the real world	An indicator for the 'Practical application' criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?* • Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Evidence that knowledge generated by the research has contributed understanding of the research topic and related issues among target audiences	An indicator for the 'Contribution to knowledge' criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1a: *To what extent and how were outcomes realized?* • Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Evidence that the research has contributed to positive change in the problem context or innovations that have positive social or environmental impacts	An indicator for the 'Significant outcome' criterion. Part of the Effectiveness Principle.	• Evaluation Research Question 1e: *Are the higher-level outcomes likely to be realized?*
Explains roles and contributions of all participants in the research process	An indicator for the 'Genuine and explicit inclusion' criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
Integration of an appropriate breadth and depth of literature and theory from across disciplines relevant to the context and the context itself	An indicator for the 'Broad preparation' criterion. Part of the Credibility Principle.	
Knowledge skills and expertise needed to carry out research are identified	An indicator for the 'Adequate competencies' criterion. Part of the Credibility Principle.	
Limitations are accounted for on an ongoing basis	An indicator for the 'Limitations stated' criterion. Part of the Credibility Principle.	
Limitations are stated	An indicator for the 'Limitations stated' criterion. Part of the Credibility Principle.	
Methods are clearly described	An indicator for the 'Appropriate methods' criterion. Part of the Credibility Principle.	
Methods are fit to purpose	An indicator for the 'Appropriate methods' criterion. Part of the Credibility Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
Methods are systematic yet adaptable	An indicator for the 'Appropriate methods' criterion. Part of the Credibility Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
Methods are transparent	An indicator for the 'Appropriate methods' criterion. Part of the Credibility Principle.	

Novel methods or adaptations are justified and explained (including why they were used and how they maintain scientific rigour)	An indicator for the 'Appropriate methods' criterion. Part of the Credibility Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
Objectives are achieved	An indicator for the 'Objectives stated and met' criterion. Part of the Credibility Principle.	• Evaluation Research Question 2c: *To what extent were the research findings sufficiently relevant to achieve the stated objectives?*
Objectives clearly stated	An indicator for the 'Objectives stated and met' criterion. Part of the Credibility Principle.	
Objectives logically and appropriately related to the context	An indicator for the 'Objectives stated and met' criterion. Part of the Credibility Principle.	
Problem defined to show relevance to the context	An indicator for the 'Socially relevant research problem' criterion. Part of the Relevance Principle.	
Process of integration (including how paradoxes and conflicts were managed) is discussed	An indicator for the 'Research approach fits purpose' criterion. Part of the Credibility Principle.	
Processes of reflection (individually and as a research team) are clearly documented throughout the process	An indicator for the 'Ongoing monitoring and reflexivity' criterion. Part of the Credibility Principle.	
Rationale for inclusion and integration of different epistemologies, disciplines, methodologies is explicitly stated	An indicator for the 'Research approach fits purpose' criterion. Part of the Credibility Principle.	
Research articulates what the achievement of the outcomes implies for higher level impacts	An indicator for the 'Explicit Theory of Change' criterion. Part of the Relevance Principle.	• Evaluation Research Question 1e: *Are the higher-level changes likely to be realized?*
Research design and resources are appropriate and sufficient to meet the objectives	An indicator for the 'Feasible research project' criterion. Part of the Credibility Principle.	
Research design and resources are sufficiently resilient to adapt to unexpected opportunities and challenges throughout the research process	An indicator for the 'Feasible research project' criterion. Part of the Credibility Principle.	
Research execution is suitable to objectives	An indicator for the 'Appropriate project implementation' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
Research execution is suitable to the problem context	An indicator for the 'Appropriate project implementation' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
Research explicitly identifies how the outcomes are intended and expected to be realized	An indicator for the 'Explicit Theory of Change' criterion. Part of the Relevance Principle.	
Research explicitly identifies its main intended outcomes	An indicator for the 'Explicit Theory of Change' criterion. Part of the Relevance Principle.	
Research identified necessary actors	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	
Research problem is clearly stated and defined	An indicator for the 'Clear research problem definition' criterion. Part of the Credibility Principle.	
Research problem is grounded in the academic literature and problem context	An indicator for the 'Clear research problem definition' criterion. Part of the Credibility Principle.	

Research problem is researchable	An indicator for the 'Clear research problem definition' criterion. Part of the Credibility Principle.	
Research project communicated with all necessary actors	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
Research project planned appropriate communications	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	
Research question is clearly stated and defined	An indicator for the 'Clear research question' criterion. Part of the Credibility Principle.	
Research question is grounded in the academic literature and problem context	An indicator for the 'Clear research question' criterion. Part of the Credibility Principle.	
Research question is justified	An indicator for the 'Clear research question' criterion. Part of the Credibility Principle.	
Researcher interacted sufficiently with problem context	An indicator for the 'Engagement with the problem context' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
Researcher(s) interacted appropriately with problem context	An indicator for the 'Engagement with the problem context' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
Researcher(s) is well positioned to influence change process	An indicator for the 'Engagement with the problem context' criterion. Part of the Relevance Principle.	
Results are clearly presented	An indicator for the 'Clearly presented argument' criterion. Part of the Credibility Principle.	
Stakeholders are engaged appropriately throughout the process	An indicator for the 'Appropriate project implementation' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
Statement about the practical application of research activities	An indicator for the 'Socially relevant research problem' criterion. Part of the Relevance Principle.	
Statement about the practical application of research outcomes	An indicator for the 'Socially relevant research problem' criterion. Part of the Relevance Principle.	
Steps taken to ensure respectful inclusion of diverse actors and views are explicit	An indicator for the 'Genuine and explicit inclusion' criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
The documentation explains the range of participants (cultural backgrounds and perspectives)	An indicator for the 'Genuine and explicit inclusion' criterion. Part of the Legitimacy Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
The research achieved appropriate communications	An indicator for the 'Effective Communication' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
The research design considers stakeholder needs and values	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2b: *To what extent and how did the project engage effectively with relevant stakeholders?*
The research design is appropriate to the problem context	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
The research design is relevant	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*

The research design is timely	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	• Evaluation Research Question 2a: *What elements of research design and implementation supported outcome realization, and how?*
The research objectives are appropriate to the problem context	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	
The research objectives are relevant	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	
The research objectives consider stakeholder needs and values	An indicator for the 'Relevant research objectives and design' criterion. Part of the Relevance Principle.	
Transferability of research findings is explained	An indicator for the 'Transferability and generalizability of research findings' criterion. Part of the Credibility Principle.	• Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Transferability of research process is explained	An indicator for the 'Transferability and generalizability of research findings' criterion. Part of the Credibility Principle.	• Evaluation Research Question 2d: *To what extent are target audiences aware of and using project outputs? How are they using them?*
Understanding an appropriate breadth and depth of literature and theory from across disciplines of the context	An indicator for the 'Broad preparation' criterion. Part of the Credibility Principle.	
Understanding an appropriate breadth and depth of literature and theory from across disciplines relevant to the context	An indicator for the 'Broad preparation' criterion. Part of the Credibility Principle.	

Appendix 6. Quality Assessment Framework

Research Quality Assessment Framework (adapted from Belcher et al., 2016)

Relevance: The importance, significance, and usefulness of the research problem(s), objectives, processes, and findings to the problem context.

Criteria	*Definition*	*Rubric Statement*
Clearly defined socio-ecological context	The context is well defined, described, and analyzed sufficiently to identify research entry points.	The context is well defined, described, and analyzed sufficiently to identify research entry points.
Socially relevant research problem[7]	Research problem is relevant to the problem context[8] and current academic discourse.	The research problem is defined and framed in a way that clearly shows its relevance to the context and demonstrates that consideration has been given to the practical application of the new knowledge generated.
Engagement with problem context	Researchers demonstrate appropriate[9] breadth and depth of understanding of and sufficient interaction with the problem context.	The documentation demonstrates that the research team has interacted appropriately and sufficiently with the problem context to understand it and have potential to influence it (e.g., through site visits, meeting participation, discussion with stakeholders, document review, etc.) and new knowledge is considered and incorporated appropriately as it becomes known.
Explicit theory of change	The research explicitly identifies its main intended outcomes and how they are intended or expected to be realized and how they will contribute to longer-term outcomes and/or impacts.	The research explicitly identifies its main intended outcomes and how they are intended or expected to be realized and how they will contribute to longer-term outcomes and/or impacts.
Relevant research objectives and design	The research objectives and design are relevant and appropriate to the problem context; the research is timely, useful, and appropriate to the societal problem[10]; research design is specific to important context characteristics (includes stakeholder needs and values).[12]	The documentation clearly demonstrates, through sufficient analysis of key factors, needs, and complexity within the context, that the research objectives and design are relevant and appropriate.

[7] **Research problems** are the particular topic, area of concern, question to be addressed, challenge, opportunity, or focus of the research activity. Research problems are related to the societal problem but take on a specific focus, or framing, within a societal problem.

[8] **Problem context** refers to the social and environmental setting(s) that gives rise to the research problem, including aspects of: location; culture; scale in time and space; social, political, economic, and ecological/environmental conditions; resources and societal capacity available; uncertainty, complexity and novelty associated with the societal problem; and the extent of agency that is held by stakeholders (Carew & Wickson, 2010).

[9] Words such as '**appropriate**', '**suitable**', and '**adequate**' are used deliberately to allow for quality criteria to be flexible and specific enough to the needs of individual research projects (Oberg, 2008).

[10] **Societal problem** is 'an area in which the need for knowledge related to empirical and practice-oriented questions arises within society due to an uncertain knowledge base and diffuse as well as controversial perceptions of problems' (Pohl et al., 2007).

Appropriate project implementation	Research execution is suitable to the problem context and the socially relevant research objectives.	The documentation reflects effective project implementation that is appropriate to the context, including ongoing engagement with stakeholders, incorporation of new knowledge, and reflection and adaptation as needed.
Effective communication	Communication during and after the research process[11] is appropriate to the context and accessible to stakeholders, users, and other intended audiences.	The documentation indicates that the research project planned and achieved appropriate communications with all necessary actors during the research process.

Credibility: The research findings are robust and the sources of knowledge are dependable. This includes clear demonstration of the adequacy of the data and the methods used to procure the data, including clearly presented and logical interpretation of findings.

Criteria	*Definition*	*Rubric Statement*
Broad preparation	The research is based on a strong integrated theoretical and empirical foundation that is relevant to the context.	The documentation demonstrates critical understanding and integration of an appropriate breadth and depth of literature and theory from across disciplines relevant to the context, and of the context itself.
Clear research problem definition	The research problem is clearly defined, researchable, and grounded in the academic literature and the problem context.	The research problem is clearly stated and defined, researchable, and grounded in the academic literature and the problem context.
Clear research question	The research question is clearly stated and defined, researchable, and appropriate to address the research problem.	The research question is clearly stated and defined, researchable, and justified as an appropriate way to address the research problem.
Objectives stated and met	Research objectives are clearly stated and met.	The research objectives are clearly stated, logically and appropriately related to the context and the research problem, and achieved, with any necessary adaptation explained.
Feasible research project	The research design and resources are appropriate and sufficient to meet the objectives as stated, and sufficiently resilient to adapt to unexpected opportunities and challenges throughout the research process.	The research design and resources are appropriate and sufficient to meet the objectives as stated, and sufficiently resilient to adapt to unexpected opportunities and challenges throughout the research process.
Adequate competencies	The skills and competencies of the researcher(s), team, or collaboration (including academic and societal actors) are sufficient and in appropriate balance (without unnecessary complexity) to succeed.	The documentation recognizes the limitations and biases of individuals' knowledge and identifies the knowledge, skills, and expertise needed to carry out the research and provides evidence that they are represented in the research team in the appropriate measure to address the problem.

[11] **Research process** refers to the series of decisions and actions taken throughout the entire duration of the research project and encompassing all aspects of the research project.

Research approach fits purpose	Disciplines, perspectives, epistemologies, approaches, and theories are combined appropriately to create an approach that is appropriate to the research problem and is able to meet stated objectives.	The documentation explicitly states the rationale for the inclusion and integration of different epistemologies, disciplines, and methodologies, justifies the approach taken in reference to the context, and discusses the process of integration, including how paradoxes and conflicts were managed.
Appropriate methods	Methods are fit to purpose and well suited to answering the research questions and achieving stated objectives.	Methods are clearly described and documentation demonstrates that the methods are fit to purpose, systematic yet adaptable, and transparent. Novel (unproven) methods or adaptations are justified and explained, including why they were used and how they maintain rigor.
Clearly presented argument	The movement from analysis through interpretation to conclusions is transparently and logically described. Sufficient evidence is provided to clearly demonstrate the relationship between evidence and conclusions.	Results are clearly presented. Analyses and interpretations are adequately explained, with clearly described terminology and full exposition of the logic leading to conclusions, including exploration of possible alternate explanations.
Transferability and/or generalizability of research findings	Appropriate and rigorous methods ensure the study's findings are externally valid (generalizable). In some cases, findings may be too context specific to be generalizable in which case research would be judged on its ability to act as a model for future research.	Document clearly explains how the research findings are transferable to other contexts, OR in cases that are too context-specific to be generalizable, discusses aspects of the research process or findings that may be transferable to other contexts and/or used as learning cases.
Limitations stated	Researchers engage in on-going individual and collective reflection in order to explicitly acknowledge and address limitations.	Limitations are clearly stated and adequately accounted for on an ongoing basis through the research project.
Ongoing monitoring and reflexivity[12]	Researchers engage in ongoing reflection and adaptation of the research process, making changes as new obstacles, opportunities, circumstances, and/or knowledge surface.	Processes of reflection, individually and as a research team, are clearly documented throughout the research process along with clear descriptions and justifications for any changes to the research process made as a result of reflection.

Legitimacy: The research process is perceived as fair and ethical. This encompasses the ethical and fair representation of all involved and the appropriate and genuine inclusion and consideration of diverse participants, values, interests, and perspectives.

Criteria	*Definition*	*Rubric Statement*
Disclosure of perspective	Actual, perceived, and potential bias is clearly stated and accounted for. This includes aspects of: researchers' position, sources of support, financing, collaborations, partnerships, research mandate, assumptions, goals, and bounds placed on commissioned research.	The documentation identifies potential or actual bias, including aspects of researchers' positions, sources of support, financing, collaborations, partnerships, research mandate, assumptions, goals, and bounds placed on commissioned research.

[12] **Reflexivity** refers to an iterative process of formative, critical reflection on the important interactions and relationships between a research project's process, context, and product(s).

Effective collaboration	Appropriate processes are in place to ensure effective collaboration (e.g., clear and explicit roles and responsibilities agreed upon, transparent and appropriate decision-making structures).	The documentation explicitly discusses the collaboration process, with adequate demonstration that the opportunities and process for collaboration are appropriate to the context and the actors involved (e.g., clear and explicit roles and responsibilities agreed upon, transparent and appropriate decision-making structures).
Genuine and explicit inclusion	Inclusion of diverse actors in the research process is clearly defined. Representation of actors' perspectives, values, and unique contexts is ensured through adequate planning, explicit agreements, communal reflection, and reflexivity.	The documentation explains the range of participants and perspectives/cultural backgrounds involved, clearly describes what steps were taken to ensure the respectful and inclusion of diverse actors/views, and explains the roles and contributions of all participants in the research process.
Research is ethical	Research adheres to standards of ethical conduct.	The documentation describes the ethical review process followed and, considering the full range of stakeholders, explicitly identifies any ethical challenges and how they were resolved.

Effectiveness: The research generates knowledge and stimulates actions that address the problem and contribute to solutions and innovations.

Criteria	*Definition*	*Rubric Statement*
Research builds social capacity	Change takes place in individuals, groups, and at the institutional level through shared learning. This can manifest as a change in knowledge, understanding, and/or perspective of participants in the research project.	There is evidence of[13] observed changes in knowledge, behaviour, understanding, and/or perspectives of research participants and/or stakeholders as a result of the research process and/or findings.
Contribution to knowledge	Research contributes to knowledge and understanding in academic and social realms in a timely, relevant, and significant way.	There is evidence that knowledge generated by the research has contributed to the understanding of the research topic and related issues[10] among target audiences.
Practical application	Research has a practical application. The findings, process, and/or products of research are used.	There is evidence that innovations developed through the research and/or the research process have been (or will be applied) in the real world.
Significant outcome	Research contributes to the solution of the targeted problem or provides unexpected solutions to other problems. This can include a variety of outcomes: building societal capacity, learning, use of research products, and/or changes in behaviours.	There is evidence that the research has contributed to positive change in the problem context and/or innovations that have positive social or environmental impacts.

[13] In an *ex ante* evaluation, 'evidence of' would be replaced with 'potential for'.

Appendix 7. QAF Scores and Justifications

Table 9. Individual evaluator and average scores for all QAF criteria, with justifications for the score allocated

Principle	Criteria	E1	E2	E3	E4	Avg.	Justification/Comments
Relevance	Clearly defined socio-ecological context	2	2	2	1	1.75	Proposal and dissertation provide clear and full description of the problem context from a global to local level (Moshi); dissertation outlines the Tanzanian private development aid context; clear identification of entry points (literature/knowledge gap); the decision-making context of the organizations investigated and how recipients perceive them were missing (justification for why the research is needed in the socio-ecological context).
	Socially relevant research problem	2	2	2	2	2	Research problem is well-aligned with the Tanzanian private aid context; informants reflect on relevance and value of study; dissertation identifies the value of the findings to diverse audiences (e.g., academics, policy-makers, non-profit practitioners, philanthropists/donors) to make better informed funding decisions.
	Engagement with problem context	2	2	2	2	2	Researcher interacted substantially with the problem context (via personal experience, engagement with literature, and in fieldwork during the research process); researcher's engagement was appropriate to objectives of the research; researcher was well-positioned to define the research problem and influence the context (extensive international experience within the development and philanthropic-giving sector, interned during research with DAC, collaborations and consulting work aligned with research interests, access to extensive networks).
	Explicit theory of change	1	2	1	1	1.25	Dissertation identifies the main intended outcomes and how they would be realized, though brief and not actor-specific; supervisor notes that change was intended and built into the research (had a ToC, but this document was not shared); other informants remarked on their recognition of the intentionality behind the PI's project.
	Relevant research objective and design	2	2	1	2	1.75	Objectives are relevant and stakeholder needs/values are considered; decisions around research design are relevant, appropriate, and transparent; informants reflected positively on the design of the study; informants discussed the relevance of the research and its design.
	Appropriate project implementation	2	2	2	2	2	Informants (participants, advisory committee, and practitioners) noted relevance of study's focus on private aid in Moshi, Tanzania; extensive fieldwork supported deep engagement with the country and problem context; second round of interviews was regarded positively by participants and advisory committee; informants believed the array of organizations was appropriate, as was the extent of stakeholders representative of those organizations (e.g., end-use recipients, aid implementers, donors, partners, etc.); reflection and adaptation are noted transparently; adaptations made to project implementation to accommodate context.
	Effective communication	1	2	1	2	1.5	Researcher planned and achieved extensive communication during (multiple interview sessions, frequent e-mail correspondence) and post-project (sharing findings with participants, dissemination and presentation of findings); researcher maintained contact with participants post-project (achieved more than typical); some informants noted communication on topic could have been clearer or done with more background/notice (one instance depends on a gatekeeper, however); multiple media were used to communicate the findings (dissertation, summary of findings, e-mails, conferences, practitioner magazine, book chapter, website/blog, SSHRC Storytelling video, etc.); several informants appreciated the clear and

							accessible writing style of the dissertation/outputs; some informants believed the PI should have written academic articles or a book targeted to practitioners.
Credibility	Broad preparation	2	2	2	2	2	Researcher conducted comprehensive literature review (private development aid, philanthropy, grant-making, non-profit management, social venture/entrepreneurship, outcomes based and impact giving, development evaluation, etc.); dissertation demonstrates integration of disciplines and academic and grey literature.
	Clear research problem definition	2	2	2	2	2	Research problem is stated in the dissertation, and value of understanding the problem from recipient perspectives is justified and grounded within the literature and Tanzanian context.
	Clear research question	2	2	2	2	2	Research questions are clearly stated in the dissertation; justification and relevance of research questions to context are provided.
	Objectives stated and met	1	1	1	1	1	Objectives are scattered throughout the research proposal and final dissertation, and are logically connected to the problem context identified; more explicit and clear documentation of objectives would have aided the structure and clarity of the project; objectives appear to have been met.
	Feasible research project	2	2	2	1	1.75	Project supported by sufficient funding (SSHRC Fellowship, Mitacs [Accelerate Fellowship], IDRC), which enabled extended time for fieldwork and second round of interviews; advisory committee felt funds were appropriately allocated; does not explain how the sub-question on theory of change will be addressed or answered; research design was flexible and enabled adaptation (expanded from 12 focal organizations to 33 projects, accommodating group interviews, discarding of photo-voice method, appropriate use of a recorder); some informants noted researcher accommodated unexpected invitations to various events or meetings to meet stakeholders/end-use recipients; most informants did not have suggestions for what could have been done differently – only suggested more time in the field or facilitating a forum to bring organizations together, which are outside the bounds of a doctoral project.
	Adequate competencies	2	2	2	2	2	Researcher had extensive prior experience in the international development and philanthropic sector; dissertation reflects on methods' implications for bias and researcher's position as an 'outsider'; translators were hired to support data collection from end-use recipients; research proposal, dissertation, and researcher interview briefly reflected on bias/implications of translators' involvement (e.g., withholding information, political agenda).
	Research approach fits purpose	1	1	1	1	1	Approach is justified in relation to the context and research objectives (e.g., case study approach, second round of interviews); rationale for different methods is explicit, though lacking in terms of discussion on disciplines and epistemologies (researcher interview conveyed appreciation of diverse perspectives gained through the DSocSci cohort) and interrogation of methods and what they brought together was insufficient; discussion on conflicts (but reflecting more on adaptation) is brief.
	Appropriate method	2	2	2	1	1.75	Methods are fit to purpose, clearly described, and transparent; methods were systematic yet adaptable to meet the needs of participants or accommodate cultural sensitivity; methods and adaptations, including reflections on the implications of each, are transparent (e.g., abandonment of photo-voice, group interviews); informants reflected positively on the methods and their rigour.

	Clearly presented argument	1	1	1	1	1	Results are clearly presented; analyses are comprehensive and logically connected to the conclusions and recommendations; alternative explanations are not explored.
	Transferability and generalizability of the findings	1	2	2	1	1.5	A statement is included in the dissertation recognizing the possible limit to generalizability of the findings of a single case study; transferability is not discussed in sufficient detail (what, how, and extent of transferability); transferability of findings to other contexts is evident from various outputs of the research; findings have been transferred and applied in other contexts by the PI, participants, and practitioners; informants believed the findings to be widely transferable.
	Limitations stated	1	1	1	1	1	The limitations section in the dissertation is underdeveloped (one sentence is given to exploratory nature of the project and how findings are not generalizable, but this could have been explained in more detail); strengths and disadvantages (shortcomings) of methods selected are discussed in the methodology section; the research proposal includes brief reflection on limitations.
	Ongoing reflexivity and monitoring	2	2	1	2	1.75	Researcher self-reflection is mentioned as part of the research process, but not discussed in detail in the dissertation (some indications from various e-mail correspondence to the advisory committee and mention of how interviews stimulated additional literature review); changes and adaptations made to methods/approach are transparent and justified (e.g., photo-voice method).
Legitimacy	Disclosure of perspective	2	1	1	1	1.25	Potential bias is briefly mentioned in the dissertation, but the PI is clearly aware of their positionality based on other documentation (admissions proposal, research proposal, book chapter); sources of support (funding, collaboration with DAC) are noted; however, bias and positionality are not discussed in terms of the effect on the project results (only in terms of how funding supported deeper inquiry).
	Effective collaboration	1	1	1	1	1	Interviews conveyed that the internship with DAC for the Mitacs funding and collaboration to funnel/apply findings to the organization was appropriate and clearly agreed upon (however, this was not documented within available project documentation); researcher interview relayed collaborative efforts with participating organizations to provide *pro bono* services/support; there was potential for more intentional collaboration with participating organizations that would have mutual benefits, but this was not capitalized based on the exploratory nature of the project; collaboration between the PI and the advisory committee was discussed positively.
	Genuine and explicit inclusion	1	2	1	1	1.25	Project involved multiple participants from 33 projects, representing over 20 organizations in Moshi – dissertation describes the different characteristics of these organizations (donor country of origin, project focus, size, age); project's focus on voice of recipients of private development aid clearly distinguishes between end-use recipients and aid implementers; dissertation also distinguishes between the cultural background of local Tanzanian, ex-patriate, and foreign implementers; project also collected data from private donors; second round of interviews functioned to validate accurate representation of the findings; roles of advisory committee, translators, and other support (e.g., transcription, draft editors, editing for SSHRC Storytelling video) are briefly mentioned in the acknowledgements; interview approach had greater emphasis on collecting information than co-generation of knowledge.
	Research is ethical	2	2	2	2	2	Project received ethical approval by RRU Research Ethics Board; project sought and received approval from the Tanzanian Commission for Science and Technology to conduct the research; dissertation outlines in detail the steps taken to obtain consent and ensure anonymity of participants; informants reflected on the PI's commitment to confidentiality and anonymity, which is maintained during this evaluation; dissertation

							outlines instances of ethical challenges and how they were solved (e.g., use of a recorder, redacted information/turned off the recorder, group interviews, photo-voice method, multinational merger, cultural appropriateness, etc.).
Effectiveness	Research builds social capacity	2	2	1	1	1.5	Some participants noted they learned from the interview discussions and findings (e.g., unintended consequences), while others did not; several informants noted that the findings confirmed/reinforced that they were on the right path; practitioner noted that the research "opened up a dialogue within the NGO world in the organization of accountability"; capacity-building was not explicitly built into the project design, though there is potential that *pro bono* services supported organizational capacity-building; participant, advisory committee, and practitioner informants believed the doctoral experience and project supported the PI's knowledge and capacity-building in the sector; some participants/organizations have changed their practices as a result of the research findings.
	Contribution to knowledge	2	2	2	2	2	Informants noted that the research uncovered relevant practice gaps they were facing and contributed to the academic literature; some participants noted they learned from the interview discussions and findings (e.g., unintended consequences), while others did not; participants, advisory committee, and practitioners described the findings as "useful" and "lessons to be learned"; researcher disseminated findings to both academic and practitioner target audiences (via conferences, magazine publications, website, SSHRC video, researcher's consulting, etc.); participants and practitioners shared the findings through their networks.
	Practical application	2	2	2	2	2	Intentionality for practical application is discussed by informants; findings have been applied by some participants/organizations (e.g., boards have adjusted the focus of their discussions, added question on unintended consequences into project proposal and monitoring processes); researcher has applied findings in own work and consultancies; findings applied by practitioners.
	Significant outcome	1	2	1	2	1.5	All ten EoP outcomes were fully or partially realized with clear project contributions; some organizations have changed their practices as a result of the research (with intent to become more effective); organizational changes are likely to support positive social changes through their work.

Appendix 8. Evidence of Outcome Realization

Legend: Outcome Realization

	Green = realized		Orange = not realized
	Light green = partially realized		Grey = insufficient evidence

Table 10. Extent of outcome realizations, supporting evidence, degree of project contribution, and evidence rating for intermediate, end-of-project, and high-level outcomes

Expected Outcome	Summary of Results Achieved	Evidence Supporting Results' Realization	Evidence Rating: Low (L), Medium (M), High (H) Justification
Other researchers become aware of the research [intermediate outcome]	Since the start of the project, the PI had strong intentions to reach both academic and practitioner audiences with their research (Doc2). The PI took advantage of several opportunities to share and disseminate the research to academic audiences, such making the dissertation available online (Web1), presenting at relevant conferences (Con1, Con2, Con3, Con4, Con6), contributing to a book chapter on the DSocSci program (Doc8), and keeping a blog (Web1). The dissertation is accessible online, made available both through the RRU library repository for research (viurrspace.ca, Web10) and the PI's professional website (Web1). Students and researchers are encouraged to publish their work open access to make it easier for others to use and learn from their research, to the point that open access has become an expectation (Res3, Res4). It is evident that making the dissertation available online helped increase the awareness and reach of the PDAP, as the PI received an immediate request from another researcher for permission to use the findings (personal communication). The PI attended and presented at five academic-oriented conferences: 1) the 2014 Interdisciplinary Social Sciences conference held at the University of British Columbia in Vancouver (Con1, E-mail2, E-mail3); 2) the Top 25 SSHRC Storyteller Showcase in Ottawa (Con2, Doc8, E-mail3, Res1, Res3, Res4, Res5, Res6, Web1, Web3); 3) the 2015 Congress of Social Sciences and Humanities in Ottawa (Con3, Doc8, E-mail3, Res6); 4) the International Social Sciences conference in Croatia (Con4, E-mail3); and 5) the conference on Nonprofit and Philanthropic Studies in Chicago (Con6, E-mail3). As a presenter, the PI was able to network and spread awareness of the problem context and research findings among other researchers. In addition, these conferences were held in three countries – Canada, the United States, and Croatia – and were targeted to international academic audiences,	"Writing journal articles and presenting at academic conferences will cause my ideas and findings to be more widely distributed to academic circles" (Doc2) "*I made sure that I did open publishing, and within 12 hours of open publishing, I got an e-mail from somebody saying* […] *'Is this done? Can I actually refer to your work?'* […] [they] *had a Google search out, and was getting the same roadblocks I was*" (personal communication) "June of this year I presented at and attended the 9th International Conference on Interdisciplinary Social Sciences held in Vancouver. There was interest in my research and the presentation generated many questions from the audience (of about 25 people). The interdisciplinary nature of the conference meant that it was a diverse group of researchers conducting unique research; I found it both exciting and inspiring to take part in the program." (E-mail2) Funk, C. (2014, June 11). *Recipient Perspectives of Private Aid in Tanzania*. Presented at 9th International Conference on Interdisciplinary Social Sciences, Vancouver, British Columbia, Canada. Funk, C. (2015, June 1). *The Voice of the Recipient*. Presented at Top 25 SSHRC Storyteller Showcase, Congress of the Social Sciences and the Humanities, Ottawa, Ontario, Canada. Funk, C. (2015, June 4). *Recipient Perspectives of Privately Funded Development Aid*. Presented at 8th Annual Conference of Association for Nonprofit and Social Economy Research, Congress of the Social Sciences and the Humanities, Ottawa, Ontario, Canada. Funk, C. (2015, June 14). *Theory of Change and the Recipient Experience of Privately Funded Development Aid: A Case*	H Realized, clear project contribution Clear evidence of awareness is limited to the researchers within the PI's sphere of influence.

	enabling further reach of the research. The PI was invited to the SSHRC Storyteller Showcase and the IISS conference in Croatia to receive awards for the research (i.e., SSHRC Top 25 Storytellers Award, IISS Graduate Scholar Award), which likely drew academic prestige and attention to the PDAP (E-mail3). The SSHRC Storyteller Showcase also had a unique output, as the PI was required to produce a short video summarizing the research which could facilitate further awareness-building of the research (Doc8, Res1, Res3, Res4, Vid1, Vid2, Web3). At the time of the evaluation, the clip had been watched close to 1,600 times (Doc8, Vid1, Vid2). Most conference participation occurred in the space of a month and a half, from June 2015 to July 2015 in the PI's penultimate year of the DSocSci (E-mail3). This gave the PI opportunities to get comments, questions, and feedback on preliminary findings prior to completing the dissertation. The PI reflected on the positive feedback received at these conferences and conveyed surprise at the extent of academic interest in the PDAP (E-mail2, personal communication, Survey1). Only one attendee of a conference was interviewed (Res6). The PI contributed a chapter to Pulla and Schissel's (2018) book, which is targeted to prospective students, other researchers, and scholar-practitioners working in inter- and transdisciplinary contexts. The book offers graduate student experiences of doctoral research applied in practitioner settings (Pulla & Schissel, 2018; Res5). In addition to sharing researcher experiences, the book intended to support the knowledge mobilization efforts of DSocSci students' projects (Res4, Res5). The book is available in print and online through Google Scholar, Springer Online, and ResearchGate, making the book widely accessible. As of September 2019, the online version of the book was downloaded approximately 1250 times and the PI's chapter was downloaded 132 times. The chapter was also shared twice on Twitter. For the PI, the invitation to contribute to the book was an unexpected opportunity, as someone in the preceding cohort declined last-minute (Res5). The PI took the opportunity by being responsive and meeting deadlines (Res4, Res5). Promotion of the book was another avenue to spread awareness of the PDAP. The RRU library hosted an event and showcase exhibit for the book launch, which was promoted through RRU's social media (Res4, Web2). While on display, the showcase was accessible to students and other researchers at RRU. A virtual tour of the exhibit is available online (Web2). The PI kept a blog on their website to share information about the PDAP research experience and findings (Res3, Web1). A website and blog would enable the reach of a wide and diverse audience, including academics, practitioners, and the public (Doc2). Blogging and other	*Study of Moshi, Tanzania*. Presented at 10th International Conference on International Social Sciences, Split, Croatia. Funk, C. (2015, July 15). *Nonprofitness from the Recipient Perspective: Moshi, Tanzania*. Presented at Conference on Nonprofit and Philanthropic Studies: The Meaning of Nonprofitness, Chicago, Illinois, USA. "My research also found a national audience through the Social Sciences and Humanities Research Council of Canada (SSHRC) when a three minute video I produced about my work was awarded a "Top 25 Storyteller" prize (SSHRC-CRSH 2015). This video has been viewed over one thousand times on You Tube, and I was invited to present a short synopsis of my research to a large audience at a national social sciences and humanities conference. When I first considered entering the contest I was motivated by the expectation that the final product would be a comprehensible synopsis of my work for the layperson. The video has proved useful in describing my research in a unique and accessible manner, and has been helpful in reducing the complexity of the research into a bite-sized three minutes of comic viewing" (Doc4) "*the whole idea of the book, when that first group of* [DSocSci] *students convocated,* [was to] *put together an edited volume and publish their experiences*" (Res5) "*It was pretty easy because at that point we had only had a handful of graduates from the* [DSocSci] *program and we wanted to take that first cohort and show case their work. And then* [the PI] *came in at the last minute because we had someone who didn't follow through, so I was like, 'Well, what about* [the PI]*?' because* [they] *had just finished and I love* [their] *work,* [their] *work is awesome* […] *Yeah, so* [the PI] *came in at the last minute and really did a stellar job in meeting our timelines and stuff and [they were] fantastic to work with*" (Res5) "while I was bit surprised to find greater interest in my research from academia than I had expected, I have not been particularly good at following up on these avenues of interest" (Survey1) "*so actually how it is delivered matters more sometimes than what is delivered, so that's problematic as well*" (Res6)	

	forms of social media are increasingly encouraged by professors and research advisory committees to promote research (Res2). Online access and conference presentations appear to be the most influential avenues used by the PI to share with academic audiences. However, the PI admitted that they did not leverage as many potential dissemination opportunities as they could have, such as peer-reviewed publications (personal communication, Survey1). It is an expectation that doctoral students publish widely from their doctoral work, as the dissertation is a starting point (Res3). There are several barriers faced by students around knowledge mobilization in general, such as research accessibility, language, and access to resources. One researcher noted the paradox of increasing research access through online repositories making it more difficult to find relevant research because there is so much research through which to sift (Res6). Language barriers also exist between disciplines – which are further confounded by interdisciplinary research – in addition to that between academics and the public (Res4, Res6). The PI aimed to bridge potential language barriers through a more informal writing style, to appease academic, practitioner, and public audiences, which was commended by informants (FP1, FP7, FP8, Prac1, Res1, Res3). The extent of broader researcher awareness is difficult to discern. Researchers and academics within the PI's sphere of influence were clearly knowledgeable of the doctoral project and its findings (Res1, Res2, Res3, Res5, Res6, Res7). One informant reflected on general reasons affecting wider awareness of research, which may explain why researchers outside the PI's sphere of influence may be less aware of the findings. Researchers who would find the research useful may not use the appropriate search terms or have access to the right databases (Res6). There is an increasing preference for easily consumable knowledge, so greater importance is placed on how it is delivered over what is delivered. This is particularly evident in younger researchers – while more tech savvy – are less patient when it comes to searching, reading, sifting, and understanding research (Res6). While the PI's approach to diversify the types of knowledge products and how they were disseminated appears to have had some reach, further evidence is needed to glean the full extent of researcher awareness.		
RRU & UVic students learn from the PI's research experiences	The research experience can be mutually beneficial for the PI and other students, particularly if opportunities to share learning from research experiences are leveraged. This can constitute the "cross-fertilization of ideas" (Pulla & Schissel, 2018, p.5) and learning within the cohort (Doc8, Res4, Res6), or learning shared to future students of the academic institutions where a researcher works (Res6, Res7). The PI	"*I think it's exciting that the university had the opportunity to have* [the PI] *do* [their] *doctoral work with us, so I think it is a two-way street. I think the community gave something to* [them] *and I think* [they] *definitely gave something back to the university*" (Res6)	L Partially realized, clear project contribution Indications that students learned,

[intermediate outcome]	had several different opportunities to contribute to student learning, such as through guest lectures (Prac4, Res4, Res6, Res7), an invitation to be a visiting research fellow (E-mail3, Res4, Web3), and the chapter contribution to the DSocSci book (Pulla & Schissel, 2018). The PI guest lectured at RRU (Prac4, Res6, Res7) and UVic (Prac4, Res4). The PI was invited by professors within their pre-existing network, established either from a personal or working relationship (Res4, Res6, Res7, SWD). In one case, the PI was invited to transfer experiential learning to students and fill a professor's teaching gap with applied examples of qualitative research (Res7). Learning objectives such as the international perspective of field work, practical application of qualitative research, insights on the development sector (e.g., decision-making, ethical issues, what constitutes 'good' development), social ventures, governance, and leadership were viewed to be within the PI's realm of expertise (Res4, Res6, Res7). Unintentionally, the PI's experience in Africa helped filled a gap and gave variety in the wider program for a course the PI lectured – the program as a whole had a predominant focus on case studies from China and little elsewhere in the world (Res7). Informants had the impression that the students enjoyed learning from someone's research experience first-hand, and noted students gave positive feedback about the guest lectures (Res6, Res7). Informants also noted that the PI gained from the guest lectures, particularly in developing their communication and presentation skills (Res4, Res6). The PI was invited to apply to be a visiting research fellow at UVic's Centre for Global Studies for nine months starting in September 2015 (E-mail3, Res4, SWD, Web3). This was an unexpected opportunity. Guest lecturing is part of the fellowship and granted the PI the opportunity to present at and engage in the Centre's activities (E-mail3, Prac4, Res4, Web4). This fellowship likely helped expand the PI's network of influence to the wider UVic student body. Later, the PI became associate faculty in the business program at RRU. There, the PI taught a course for a semester, sharing learning and insights from the doctoral experience with students (SWD). The PI's chapter contribution to the DSocSci book may have transferred learning to student readers, as it contained reflections of the PI's research experience (Pulla & Schissel, 2018; Res4, Res5). Students at RRU would have had greater access and exposure to this resource, as the book was promoted through RRU social media, at the Showcase event (Res4), and likely the editors who teach in the DSocSci program. However, obtaining evidence of what students learned from the book and its promotion is difficult.	"*I know* [they] *did also do a few teaching stints which is also great, I think that probably helped* […] [the PI] *is already a really great communicator but it really sort of honed some of those skills*" (Res6) "*I invited* [the PI] *as a guest lecturer for a course that I was teaching, because I knew of some of the work that* [they] *had been doing in Tanzania, and I thought my students would find it interesting*" (Res7) "*I have had* [the PI] *come into my classes. I teach a class in international law and I've had* [them] *come in to speak to our students,* […] *they find it really intriguing*" (Res6) "*I'm primarily a quantitative researcher. I can do some qualitative, but what I was primarily looking for was for someone to come into guest lecture who could come in and show the practical nature of qualitative research. So, because* […] *I teach both, I teach qualitative and quantitative, and coming up with practical examples of quantitative research is very easy* […] *but when it came to trying to find examples of qualitative research that I thought the students would find interesting, that was tougher*" (Res7) "*So last time* [the PI] *came into the class* [they] *particularly focused on work leading up to Transform International, so focused really on how do you make decisions? If you are given a particular set of problems and in this case, if you were offered a great deal of money to fix some issues in international context what would you actually do? What are the ethical issues involved in that and what is good development work, that being a good formula for good development work*" (Res6) "Last week I was invited to the Centre for Global Studies at University of Victoria […] as a visiting scholar until June 2016 […] Each week there are presentations; I will be expected to also make presentations here and around campus as a visiting scholar" (E-mail3) "*I know that they did enjoy it and they found it very interesting. The fact that it was international, the fact that it was Africa-based, which is a region that isn't discussed a lot. People don't know a lot about it. Coincidentally at the time – and I only found out about this afterwards – there were actually complaints in the department because fifty percent or more of the students were from China, and with the exception of me, all the faculty teaching the program either had no international experience or their international experience was 99.9 percent China*" (Res7)	but unclear and under-evidenced as to whether students' behaviour changed as a result. Most of the evidence is based on impressions or speculations. Not all informants who could speak to this outcome could be reached.

	Informants based their impressions on course evaluations and conversations with former students. Student course evaluations are not reliable indicators, as they are not scientifically rigorous (i.e., meet minimum response rate requirements) (Res7). One researcher acknowledged the difficulty in knowing the effects stimulated by the guest lecture; for example, influence on student interest in working in the international field could be inherent to the student, or be inspired by the professor, guest lecturers, or external factors (Res7).	"*some of them* [the students] *are interested in doing international field work, whether that's a result of me or* [the PI] *or they were always interested in it, I have no idea*" (Res7) "[course evaluations are] *not scientifically rigorous at all.* […] *for example,* [with] *thirty students in a class* […] *and maybe three will respond. So, that's a big issue that all universities in Canada should be dealing with and they're not. Those course evaluations aren't scientific from a research point of view. Occasionally someone will write something in the evaluation, a suggestion, and you go 'Oh, that's a good idea', and then you can use it, but otherwise it's really not helpful at all*" (Res7) "*So* [the students] *are very interested, but whether they are pursuing it or not, I don't know of anybody who is actively pursuing that line of work.* […] *There are a few who say they want to go do some work with the United Nations, and it never really seems to happen*" (Res7)	
Other researchers/ students use research & take up new questions on PDA & how to make PDA more effective [high-level outcome]	The PI identified several remaining gaps and questions for future research to pursue in the dissertation (Doc7). Assessing literature such as articles, books, and reports produced since the publication of the dissertation shows relatively little engagement on the specific topics and questions raised by the PI. No one appears to be discussing clusters of philanthropic activity. There is recent discussion on connections between philanthropy and tourism: Christou, Hadjielias, and Farmaki (2019) discuss the emerging role of travel in philanthropic activity; Lengieza, Swim, and Hunt (2019) examine post-travel eudaimonic transformation through philanthropy; Novelli et al. (2016) bridge connections between travel-based philanthropy and development; Fetchter (2019) builds on this connection, looking at how growth in the development sector comes from the search for connection; Sgalitzer et al. (2016) assess tourist motivations for philanthropy; Butcher (2017) critiques the emergence of ethical travel and tourists' roles as global citizens; and Sharpley and Harrison (2019) outline the tourism and development research agenda. However, philanthropic tourism literature still does not discuss or include the voice of end-users. Few researchers have pursued investigation of cause-related marketing of tourism (Kipp & Hawkins, 2019) and voluntourism in the context of private aid (Anderson, Kim, & Larios, 2017; Banki & Schonell, 2018; Freidus, 2017). The accountability of PDA is mostly framed in terms of NGO accountability (Agyemang et al., 2017; Agyemang, O'Dwyer, & Unerman, 2019; Bornstein, 2006; Chu & Luke, 2018). No one appears to be investigating how to nurture PDA aspirations through soft skills to improve PDA efforts. The dearth on	"Suggestions for Future Research Are clusters of philanthropic activity found elsewhere in Tanzania? Is it typical to find philanthropic clustering elsewhere globally? And if so, what causes the clustering to occur? […] The connection between philanthropy and tourism suggests that philanthropic clustering may in part be influenced by the connections individuals make to people and places as they travel outside their own country. I suggest that research is needed regarding tourism and development aid that includes the voice of the end-use recipient […] The economic effect of tourism on the region through the sustained influx of philanthropic funding is identified as a topic of interest for further research, as are a deeper investigation of cause-related marketing and voluntourism in the context of privately funded aid. Accountability of privately funded agents in development aid is one area that clearly lacks critical examination despite the preponderance of aid of this nature and the importance of accountability in ensuring that these organizations uphold their promise to serve the public good. Further research is suggested to investigate the notion that nurturing aspirations through "soft skills" training could have significant effects on privately funded development efforts, particularly in the context of aid dependency […] Further research is suggested to provide an in-depth assessment of what is meant by the process of development, and what process is conducive to create development projects perceived as thriving by the recipient community. For example: How are focus,	L Not realized There is no evidence that questions raised in the dissertation influenced other researchers to take up new questions. Researchers are discussing aspects or similar topics independent of the project, and little is oriented around improving the effectiveness of PDA.

	literature of end-use recipient involvement in private development processes remains. There is some investigation from the NGO or philanthropic perspective on intended and unintended consequences (Freidus, 2017; Kim, Lethem, & Lee, 2017; Scarth & Novelli, 2019), though there does not appear to be much discussion on donors' role in this. None of these scholars cite or appear to use the PI's findings. While researchers in general do not appear to be using the findings, some researchers within the PI's sphere of influence are. One researcher is interested in the results around children-focused philanthropy and funding mechanisms that take child agency into account (Res6). The informant conveyed that they had used some of the results in a conference presentation and plans to draw on project examples in a future book chapter (Doc11, Res6). Another doctoral student researching a similar topic in southeast Asia demonstrated interest to use the research once the dissertation was made available online (personal communication). To date, the only use of the dissertation is a self-citation (Doc8), and the target audience of the book is not predominantly academics. While it appears the research has not influenced other researchers to take up new questions, these are certainly valid areas of inquiry as evident by some academic discussion on related topics and indications of interest to use the research. One practitioner had the impression that the research may or has influenced other researchers' thinking with regard to the engagement of recipients – both end-use and implementing organizations – in research practice (Prac4). It is possible that there could be future academic uptake of the findings or pursuit of questions raised related to recipient voices in private development aid, as the research is available online and published open access.	alignment, clarity and strategic intent most effectively fostered in organizations and projects? What leadership skills are required to best steer privately funded organizations and projects through the complexities they are guaranteed to encounter; how can these skills be learned and shared? […] Research is required to better understand how best to reach the donor before decisions are made, to encourage a deeper understanding of the consequences of decisions made, both intended and unintended, and to encourage dialogue that embraces the diversity of stakeholder perspective and insight" (Doc7) "*I made sure that I did open publishing, and within 12 hours of open publishing, I got an e-mail from somebody saying* […] *'Is this done? Can I actually refer to your work?'. And I'm like, 'Yeah, it's finished. I'm all done.' And* [they] *had a Google search out, and was getting the same roadblocks I was doing* [their] *PhD research in Thailand on something similar*" (personal communication) "*Like I said, I have really been interested in* [the PDAP] *results around children. I think just generally looking at funding, where funding comes from, I definitely have an interest generally in international development, but more specifically working with children and how it might inform more thoughtful funding mechanisms that take children's agency into account and understand their space and their context and not kind of drop on western values into contexts where it doesn't make sense , and that has been quite useful and I have actually been able to use it in a presentation*" (Res6) "*I am currently working on a chapter and I am hoping to draw on the case example from* [the PI's] *work* […] *The chapter is about particularly working with children, but drawing on the idea of lessons learnt in a context when you don't do that. It is somewhat peripheral to the work that* [the PI] *was doing, but I think really useful lesson in a different space*" (Res6)	
Academic discussion on PDA gains traction [high-level outcome]	Prior to the start of the research project, there was a noticeable lack of academic literature on PDA (Doc1, Doc2, Doc5, Doc7, FP6, Res4). The PI reflects that the lack of academic interest may be owing to academia's focus on 'real' development aid (Doc5). The results of a Scopus search (total of 47 documents matching the search query) illustrate that this topic has low academic traction, but is gradually becoming of more academic interest in recent years. The earliest academic discussion appears in the 1990s, but remains low and sporadic until 2013 with more consistent (albeit low) engagement	"*There is a lack of credible research. It needs to be published*" (Res4) "It was interesting to note a general lack of academic interest on the role and actions of private donors in development aid. One researcher suggests that this is because academics are devoted to "real" development aid, referring to government support of aid financed by citizens as taxpayers" (Doc5) "*until now, I have not seen anyone do such a research like that, maybe there are others; I've not heard of any. So by* [the PI]	L Partially realized, clear project contribution Discussion on PDA is gaining traction independent of the project, likely

	(high of eight publications in 2018). To characterize the discussion, scholars have focused on the evolving role of philanthropy in community and international development (Flórez, 1997; Harrow & Jung, 2016; Hodgson, 2020); corporate philanthropy contributions to community development (with greater emphasis in the Global North) (Hyland, Russell, & Hebb, 1990; Yin, 1998); corporate branding of development (Ponte & Richey, 2014); NGO management (Lewis, 2003; Fenwick, 2005; Chatterjee & Rai, 2018); philanthropic accountability, evaluation, and social impact (Bornstein, 2006; Ebrahim & Rangam, 2010); and motivations for philanthropy (Desai & Kharas, 2018). The PI's dissertation does not appear in the Scopus results, as Scopus' database is limited to peer-reviewed articles. Informants believed the research made relevant contributions to the literature (FP6, Prac4, Res1, Res3, Res6). Informants found the findings transferable in two dimensions: 1) PDA lens; and 2) involvement of end-use recipients (Prac4, Res6). Two researchers within the PI's sphere of influence found the findings relevant in making connections between their research foci and PDA (Res1, Res6). For example, the findings helped bridge one researcher's interest in international development work around children with the PDA context (Res6). Another researcher noted they would consider connecting to the PDA discussion with their own research in Africa (Res1). One practitioner believed the PDAP engaged a diversity of topics, opened avenues for other researchers to pursue, and would influence how academics engage end-use recipients in research processes (Prac4). A former participant believed the study was a leader on the PDA topic (FP6). The project contributed to the advancement of academic discussions on PDA in several ways, including availability of the dissertation online and presenting at academic conferences. The PI intended to contribute more to academia through further publications, but was unable (personal communication, Survey1). One researcher believed that the PI missed an important opportunity to engage academic audiences by not publishing any journal articles, and had less influence in the academic discussion as a result (Res3). There were several barriers affecting the PI's ability to further contribute to the academic discussion, such as time and access to literature and resources (Doc8, Res3, Res4). One particular frustration was the loss of library access following completion of the program (personal communication). There is potential that the PI will re-engage with academic discussions centred on PDA in the future, as the PI has considered pursing a post-doctorate (personal communication, Prac1).	*conducting this research, it has really helped very much. It has really helped very much*" (FP6) "*I think the ideas that* [the PI] *animated* [with*] the dissertation and that are so central to it were the funder-recipient relationship, the questions of whether band aids* [support] *significant change*" (Res3) "*I think I am more aware of the philanthropic sector, the utterly philanthropic sector as opposed to the aid sector. Obviously, I know a lot more about it now, so I am more apt to consider it in my work*" (Res1) "*The storytelling piece* [the PI] *did for SSHRC was great. That's a really clever and informative in a three-minute piece, and it kind of whets the appetite to know more about it. And it would have been great to have that as an amuse bouche to then have a substantial piece that you could go to*" (Res3) "*I had nine papers sort of mapped out out of my work*" (personal communication) "Less immediately available is the capacity to continue research in the vein of my doctoral findings. My work in Tanzania unearthed a series of questions that warrant further research that I am eager to pursue. Finding a way to further the scholarly research focus of my doctorate is a challenge I have not yet solved" (Doc8) "while I was bit surprised to find greater interest in my research from academia than I had expected, I have not been particularly good at following up on these avenues of interest" (Survey1) "*I think it was a big shortcoming,* [the PI's] *mobilization. As far as I can tell,* […] [the PI] *didn't actually publish anything for the academic literature out of that […] and I think that was a big loss. So* [they] *spent all this time writing a dissertation, but* […] *didn't get it out into the research literature. I could find the dissertation itself online, but in terms of an article,* [they*] didn't publish from it, and that was a big shortcoming. And we would expect most doctoral students to do that*" (Res3) "*The dissertation is actually just your jumping off point, it's not your end point. It* […] *gets drilled into every doctoral student I've ever had* […] *this is an important project. It should spin off work, pieces that make a contribution to the literature, that circulate more widely than a dissertation does*" (Res3) "*I think the other benefits that have come out of it are really setting a pretty high bar for future researchers to actually go out*	owing to the growth of post-graduate degrees on philanthropy offered by universities. Informant perceptions that the findings have potential to influence the discussion, but have not been leveraged to the fullest degree.

	There are many other researchers and actors working on similar and related topics external to the project, such as the doctoral student researching in southeast Asia (personal communication) and other scholars previously mentioned (e.g., Agyemang et al., 2017; Agyemang, O'Dwyer, & Unerman, 2019; Anderson, Kim, & Larios, 2017; Banki & Schonell, 2018; Bornstein, 2006; Butcher, 2017; Chatterjee & Rai, 2018; Christou, Hadjielias, & Farmaki, 2019; Chu & Luke, 2018; Desai & Kharas, 2018; Ebrahim & Rangam, 2010; Fechter, 2019; Fenwick, 2005; Flórez, 1997; Freidus, 2017; Harrow & Jung, 2016; Hodgson, 2020; Hyland, Russell, & Hebb., 1990; Kim, Lethem, & Lee, 2017; Kipp & Hawkins, 2019; Lengieza, Swim, & Hunt, 2019; Lewis, 2003; Novelli et al., 2016; Ponte & Richey, 2014; Scarth & Novelli, 2019; Sgalitzer et al., 2016; Sharpley & Harrison, 2019; Yin, 1998). However, academics' inclusion and engagement of communities and end-use recipients is still nascent in research processes (Prac4). One informant felt the PI was a leader by demonstration in their incorporation of recipient voice, believing this to be the PI's greatest potential influence in the academic discussion (Prac4). In addition to traction gained in the literature, universities in Canada (Web5), the United States (Web8, Web9), and the United Kingdom (Web6, Web7) are offering graduate programs focused on philanthropy (Res3). These programs are an indication of other students and academics working in this field and likely making contributions to advance the academic discussion.	*and not talk to the people who intrinsically have power, but talk to the communities that feel the impact. And I think a lot of good research tries to do that, and I think what* [the PI] *has done is really excel at that and get that done, so all of that wouldn't have happened*" (Prac4) "[the PI] *isn't unique by any means in working on those that* […] *they became an important issue in that field. And that's where I think if* [they] *published sooner from* [their] *dissertation,* [they] *would be much more active in that discussion than* [they] *ended up being*" (Res3) "*I've talked a lot about the academic side. I really believe as academics that we have to be better at mobilizing our research for policy and professional practice. And that means that we both need to get it into the research literature and into the practice literature*" (Res3) "*I'm aware of the conference and* [the PI] *was talking about doing another post-doc,* […] [the PI] *is the epitome of continuing adult learning*" (Prac1)	
Moshi organizations learn from the student and the PDAP [intermediate outcome]	Supporting organizations in Moshi, particularly those that participated in the project, was one of the PI's own personal and project objectives (Doc7, E-mail2, FP1, personal communication, Res1). Activities such as sharing the findings were planned and carried out, in addition to offering consulting services *pro bono*, to fulfill this objective. Sharing of the research findings was widely discussed (FP1, FP2, FP4, FP6, FP7, FP8, Prac4, Res4). This was done in two ways at two different stages of the project: one during the second phase of data collection, and one at project end. When the PI returned to Tanzania for the second round of interviews (57 interviews), a significant portion of the interview discussion was allocated to sharing preliminary findings to get feedback and validation by participants as well as a second layer of data (Doc7, E-mail2, E-mail3, FP1, FP4, FP7, FP9, Res1, Res2, Res4). This supported the "*thickness and richness of the data*" (Res2). The PI's ability to conduct a second round of fieldwork in-country over three months was facilitated by IDRC and Mitacs funding (E-mail2, Res2) – something to which "*a lot of students don't have access*" (Res2). Fieldwork is arduous, especially	"[The PI] *did the research right from the beginning thinking that* [they were] *going to try to help these organizations improve, and that was the level that* [they] *pitched* [their] *work at and* [they were] *very successful*" (Res1) "*I shared* [the research findings] *with everybody that I interviewed. And I shared it with any organization*" (personal communication) "*I thought* [the PI] *was helpful. I don't know what really more* [they] *could have done to help me*" (FP9) "I have been fortunate enough to receive IDRC (International Development Research Centre) support for a follow-up data collection trip this coming January until the end of March. This will allow me to fill in gaps identified during the analysis process, address some of the changes that have come as a result of shifting sands in this complex social environment, and allow the recipient interviewees the opportunity to comment on my research findings. It also enables me to share findings with research participants" (E-mail2)	M Realized, clear project contribution Former participants corroborated and praised support given via sharing of the research findings; there was less evidence of the *pro bono* work owing to maintenance of anonymity and interest of former participants/recipi

	at the scale conducted by the PI (i.e., two rounds of fieldwork, totalling 140 interviews over ten months). The second round of interviews was well-received (E-mail3). Former participants appreciated the discussion style (FP1, FP4) and the opportunity to gain insights from the PI's experience (FP9). Learning occurred for younger organizations, experienced organizations, and those in a state of flux (SWD). As sharing of the findings was communicated to participants (i.e., planned reciprocity), word spread throughout the NGO community in Moshi such that the PI was approached by several individuals and organizations wanting to participate to get access to the findings: "[t]*hey wanted to know what I was going to find. They thought that they were going to get the inner scoop on you know, how to create a thriving organization in their city, and everybody else was going to be ten steps ahead of them […] I just kept a list of anybody that wanted my preliminary results, and I sat down with anybody that wanted to hear about it*" (personal communication). Learning also "*leaked*" (SWD) over to organizations working in Arusha. The PI shared copies of the final dissertation and a summary document with all interviewees and organizations that participated in the PDAP (FP1, FP2, FP3, FP4, FP6, FP7, FP8, FP9, personal communication, Prac4). Former participants found the combination of discussion-like interviews and outputs helpful in guiding their work (FP7, FP9). Sense-making workshop participants indicated both formal and informal conversations with the PI supported their learning and prompted crucial reflection on organizational functioning (SWD). As part of the *pro bono* work, the PI organized focus groups, facilitated strategic planning sessions, and offered other services (personal communication). None of the former participants directly mentioned receiving *pro bono* consulting, apart from more informal conversations with the PI (FP2, FP9). Most former participants interviewed exhibited characteristics of 'thriving' organizations; assumedly most of the *pro bono* support would have been sought by 'floundering' organizations, but this information was not privy to the evaluators. Former participants were asked by the evaluators whether they had suggestions for ways in which the PI could have supported their needs through the research. Several informants felt they were adequately supported and did not have suggestions (FP1, FP2, FP4, FP8, FP9). Two informants suggested the idea of bringing organizations working on similar topics or goals together (FP5, FP7), which was one of the recommendations of the findings (Doc7). These informants, however, reflected that this may not have been feasible because of constraints associated with anonymity (FP5) and time (FP7).	"In second-round interviews with research participants, when I shared preliminary research findings" (Doc7) "[The PI] *shared both* [their] *thesis and* [their] *executive summary with us which I think is rather exceptional, I can count on one hand the number of people who have actually bothered to send me a copy, even though I would be spending time, at least once or twice a week, not just having an interview, but also following that up with sending people information or whatever. It is very rare that people actually get back to you*" (FP1) "*I have been remaining in contact with* [the PI] *since, and* [they have] *been very* [helpful] *in our work. While* [they] *shared back something about* [the research], *and* [they] *came out with* [their spouse] *for other parts of* [the] *research* [they] *could use, so it's been – it's the right aspects*" (FP7) "*when I was in Tanzania, I offered my services* pro bono *to any organization that wanted me. So I* […] *helped organize a focus group* [for an organization] *looking at cook stoves and how much women would want to pay for cook stoves* […] *I did a strategic planning session for one group, you know, I did a bunch of sections for people*" (personal communication) "*it would have been very interesting to bring a number of the groups that* [the PI] *had spoken with together, separate from* [their] *research, but really using the chance that* [they] *had spoken to a bunch of organizations,* [they] *would be presumably able to judge that here is three or four or five organizations that are equally serious about what they are doing and are probably aligned, they may be able to learn from each other about how to deal with this tension between foreign donors, local operations which is what I have always understood it as the big crux of* [their] *work. It's a very real part of what local organizations have to deal with* […] *but I also don't know if* [the PI] *actually could have in terms of the ethics of* [their] *work, but theoretically, it would have been an interesting idea*" (FP5) "[The PI] *could have gone back afterward to bring other organizations together*" (FP7)	ents of *pro bono* support to participate in the evaluation.

The PI built trust with participating organizations [intermediate outcome]	Building trust is discussed as a highly important quality of TDR and knowledge translation processes in the literature (Bowen, Martens, & Crockett, 2005; Costley & Pizzolato, 2017). The PI employed several strategies to build trust with individuals and organizations participating in the project. The PI's commitment to maintaining anonymity quickly built trust with project participants; this commitment was explicit in documentation (Doc2, Doc7) and carried out through project activities (FP5, Prac5). The dutifulness in which the PI held anonymity was also maintained during the evaluation; former participants were contacted by the PI to get consent to participate in the evaluation where anonymity from the original project would be extended. Sharing findings was another successful trust-building strategy used by the PI. Sharing findings with participants was planned in two stages: i) sharing preliminary findings during the second round of interviews, and ii) sharing final results via a summary document and dissertation (Doc7, E-mail2, FP1, FP4, FP5, FP6, FP7, FP8, Prac5, Res1, Res4). In particular, the approach to share preliminary findings was well-received by participants (FP1, FP2, FP4, FP5, FP7, FP8). One researcher commented that this approach gave participants agency and ownership over the findings through their validation and feedback (Res1). The interview style also created trust between the PI and participants, as the interviews emulated discussions opposed to interrogations or impersonal data extraction (FP1, FP2, FP4, FP6, FP7). Overall, informants believed the PI took the right approach to build trust and conduct the research (FP1, FP4, FP5, FP6, FP8, Res1). Organizations' openness and the PI's character were two factors identified that facilitated trust-building with participants. As an external factor, organizations' openness and willingness to participate in the research enabled trust to form. Organizational openness was speculated by the PI to be an innate quality of 'thriving' organizations, as there is clarity to the work and an orientation toward learning that would incentivize participation (personal communication). However, the PI did reflect that many of the 'floundering' organizations were open to and trusting of the project in order to learn (personal communication). Several informants believed the PI's personality and character formed the bases of their trust in the project. The PI was noted to project a similar openness and sense of trustworthiness, with good listening skills, relatability, and professionalism (FP2, FP5, FP6). The PI was thought to be both personable (FP6) and "*inspiring to talk to*" (FP2). The PI's personality, experience, and research approach made for a synergistic and successful combination (SWD).	"Protecting the anonymity of interviewees was, for the most, part a critical factor encouraging interviewees to speak with candor, free of concern for possible personal implications of openly expressing their thoughts. Also helpful in establishing a relationship of trust and encouraging candor was the fact that they knew I would return to the region with preliminary results to share with research participants" (Doc7) "*There is always this thing that* [the PI] *was very rightly clear about that all of it would be anonymous*" (FP5) "[The PI] *was really good about keeping which organizations* [they were] *working with and who* [they were] *talking to completely anonymous*" (Prac5) "*It's a very important thing of getting to know your contacts, getting to know the people. If you just do something once, how can you possibly have the confidence in that interaction. Once you have done it a few times you are starting to be a little more confident. Once you've asked people 'is this right, did I get this right?' it's very important, and that's respecting your informants. It's respecting their ideas, if you are asking them 'did I get this right?*' […] *Too often, all the power belongs to the white researcher*" (Res1) "*we enjoyed having* [those] *discussions, although there was a lot of to-and-fro. When you've been here a fair amount of time, you can become a bit cynical about* […] *'baby-huggers', people that just come in to get involved a bit with poor Tanzanians*" (FP2) "*some organizations, it was just a natural fit. Other organizations where I wanted to dig deeper – because I could sense that I was learning more from the organization* – […] *were open to it, so it was more the ones that were thriving* […] *Some of the ones that were absolutely floundering were very open to me also, because they wanted to learn* […] *They really wanted to know more about what they were doing, and told me after* […] *the preliminary results* […]*: 'We've learned so much just from doing this research with you'*" (personal communication) "*I think* [the PI] *is stellar in* [their] *openness,* [they] *truly* [are] *a researcher who wants to listen, so I think, from what I have observed,* [they] *can draw people out and really take on and capture their opinions. I think a lot of that comes down to the fact that* [the PI] *instils quickly a level of trust and comfort, professionalism that make all of that possible*" (FP5)	M Achieved, clear project contribution Informants' reflections on aspects of the research approach and characteristics of the PI that helped build trust. Former participants' willingness to take part in the evaluation is an indication of trust and relationships built with the PI.

The PI built relationships with participating organizations [intermediate outcome]	The PI was conscious of being an outsider, so networking and relationship-building were identified as important strategies to access organizations for data collection (Doc2, Doc7). The PI's relationship-building strategies align closely with and stem from the trust-building strategies. Gaining trust by protecting participant anonymity and sharing findings enabled the PI to form relationships with individual participants and participating organizations (Doc7, FP1, FP2, FP4, FP5, FP6, FP8). The interview approach fostered relationship-building in several ways. First, the PI replaced an interview question that would be useful for the participants; the information collected from this question was not used to inform findings, but was shared with all participants (personal communication). Secondly, the interviews were held face-to-face in an open and unpressured setting, which former participants appreciated and felt nurtured discussions with the PI (FP4, FP5, FP6). One former participant who participated in a group interview had the impression that they and other participants felt comfortable and the PI's approach worked well in a group setting (FP6). One practitioner reflected the two rounds of interviews likely helped convey the PI's interest in participants' work (Prac5). Another way the PI built relationships was through the offer of *pro bono* services, building relationships through a professional angle (personal communication). None of the former participants commented on the *pro bono* work. As the research was conducted over several months and through multiple visits to Moshi for fieldwork, the PI had time and opportunity to build relationships while researching in the community (Doc4, Doc7, FP2, FP7). Not all participants were re-engaged in the second round of interviews (FP6) – this is partially owing to data saturation and gatekeeping (Doc7). While not in the community, the PI maintained periodic contact and communication with individuals and participating organizations mid-project, at project end, and post-project (FP2, FP5, FP6, FP7). The tone of this communication was less formal and more personal, which may be indicative of the how the PI's relationships with participants developed from a researcher-informant dynamic to that of friendship (E-mail6). Bowen, Martens, and Crockett (2005) discuss the importance of the quality of in-person contact and how "[a]ttention must be paid to the personal factor (not simply activities, process and structure)" (p.206). One informant appreciated how the PI shared reflections on their progress and research process in this correspondence, which made the PI come across as humble, relatable, and approachable (FP6). Having established trust and relationships, many PDAP participants felt they had the rapport to reach out to the PI for follow-up discussions and advice regarding their organization (SWD). Non-participant informants commended the PI's	"Since I am an obvious outsider, identifying and developing relationships with good facilitators will be key to gaining an overview of "informed thoughts, feelings, insights, opinions and facts about a topic" (The SAGE Encyclopedia of Qualitative Research Methods, 2008, p. 431)" (Doc2) "*I felt that question instead* [was more useful] *and made the promise that I would give anybody my research, you know, at any time. Any stage you want to read this, you can just e-mail me* […] *I was able to identify* [one question] *as a barrier and chuck it out and replace it with something that was much more valuable to them. It wasn't valuable to my research at all, that last question, except that it attracted people and made them feel like I was giving them something valuable*" (personal communication) "[The PI] *was really friendly and* [they were] *like 'You could answer the question that came, but the question that you don't want to answer you can just not do* [it]*'. So* [the PI] […] *gave us the freedom, so it was easy to make friends and get used to* [them]" (FP6) "*I think the method* [the PI] *used was the best method because we had a long discussion. We had one-to-one discussion* […] *it's different when you interview someone, you know, it's different like when we are talking now* [over the phone/Skype] […] *With questionnaire,* […] *you just answer. There is no discussion and there is no elaboration, so I think* [the PI had] *the right – I mean,* [they] *decided to use one-to-one method which was very appropriate*" (FP4) "*a face-to-face interview is a very great thing to collect information from different people. If* [the PI] *just call*[ed] *someone and ask the question, it wouldn't be the same*" (FP6) "*the interview system to collect* […] *data, that was automatically interpreted in a positive way as outreach and as interest in what people were doing, and so that just translated into a social value of the whole activity within the community*" (Prac5) "*when I was in Tanzania, I offered my services* pro bono *to any organization that wanted me*" (personal communication) "By physically travelling to Moshi to ask questions, and by developing relationships with effective facilitators, I was more effectively able to compile a solid list of potential projects to examine more closely which included a total of 130 groups engaged in privately funded aid in the area" (Doc4)	H Realized, clear project contribution Evidence demonstrates identification and development of relationships were strategically built into the project and maintained following project end. Successful trust-building clearly played a close role in the realization of this outcome.

	approach, as it maintained respect, enabled connection, and was socially valuable to participants (Prac5, Res1). It is clear that these strategies enabled the PI to cross boundaries from an outside researcher to a friend (FP1, FP2, FP5, FP6, Res1) and that the PI put effort into building relationships (FP1, FP2, FP5, FP6). Factors such as the PI's character and pre-existing relationships also played a role in how relationships were built. Former participants described the PI as personable and friendly (FP5, FP6). Others commented on the PI's ability to relate to participants, as they shared similar experiences working in an African context, as well as worldviews on development practice, realist perspectives, and values around commitment to community development (FP3, FP5). Despite the potential for contentious discussions or questioning that could incite negative reactions, it does not appear that this happened; one informant attributed this to the PI's character (Res1). Some participants got connected with the PI through mutual friends or other pre-existing relationships, which may have instilled an automatic sense of trust between the PI and participants (FP3).	"*I think* [they were] *very effective. I mean,* [the PI] *became a friend and visited us a number of times*" (FP2) "[The PI] *and I are actually still in touch* […] *so in the months and years afterwards we have often talked about it*" (FP5) "*the good thing with* [the PI] *is* [that they] *took our e-mail addresses and* [the PI] *updates us with* [their] *research,* [they] *tells us where* [they have] *reached.* [The PI] *even sent us a summary of* [their] *dissertation, showing how successful and the problems* [they] *met when* [they were] *doing* [their] *research, which was really nice and it was easy to remember* [them] *rather than if* [they] *had just asked some questions*" (FP6) "*I think we had some similar experiences* […] *we had shared mutual friends* […] *and so I have a positive connection with* [the PI] *as a person*" (FP3) "*I think we are in the sense kindred spirits when it comes to our views on development. I think we both have a healthy dose of cynicism, certainly towards fads and trends, but I think we are both committed to doing our part, so I think we are quite aligned in our thinking around what development should look like*" (FP5) "*There could have been negative reactions certainly from the people* [the PI] *interacted with* [and] *interviewed, but* [the PI] *shows charm and respect and was very well received*" (Res1)	
Participating organizations change approach based on preliminary findings/lessons [EoP outcome]	Overall, informants perceived the findings and recommendations to be useful to inform organizational practice (FP1, FP2, FP4, FP5, FP6, Prac4, Res1). For many former participants, the research process and findings prompted reflective practice on their organization's approach (FP1, FP2, FP5, FP9, SWD) or aspects relevant to their work that had not previously been considered (FP9). Informants noted that the findings affirmed several of the challenges they encounter in practice (FP2, FP5, FP8, Prac5) and acted as a form of encouragement that the challenges they experienced were normal (FP9). One sense-making workshop participant indicated that the PI helped their organization confirm the importance of a known issue and actively confront it (SWD). The reflections initiated by conversations with the PI, preliminary findings, or the final report led some organizations to reassess current practices (FP1, FP5). As part of individual and organization-wide reflections, most former participants felt that the findings encouraged actions already taken by their organization, concluding that current practices were effective (FP1, FP2, FP4, FP5, FP7, FP8, FP9). While some participating organizations found the findings useful, informants noted the findings did not catalyze many major changes to their approach (FP1, FP9), mostly "*fine-tuning*"	"*The philanthropic organizations could have taken exception to what* [the PI] *said and did, and they did not. I think most of them recognized that this was a truthful representation, and it was their best selves. Many of them recognized that they should be going in the direction that* [the PI] *was pointing*" (Res1) "*in a process like that, it forces you to evaluate what you're doing and for someone to look at your organization with a little bit of an outside eye. It's also a very helpful reflective process, definitely*" (FP1) "*I certainly hope that* [the] *conversations and certainly* [the] *report or thesis has led to self-reflection at least amongst the folks that were part of the research, it certainly has for me*" (FP5) "*the whole issue that somebody actually wants to know what we're doing from a professional point of view was very encouraging, because then you start thinking about what you are doing and maybe what you can improve. So maybe some of the improvements we have done has been an effect of* [the PI's] *talk with us, part of our conversation through the interview, but also outside* [of the formal interview]" (FP2)	H Partially realized, clear project contribution Evidence demonstrates changes in knowledge and awareness via participation in the research process and findings, which has led to changes in organizational approaches (predominantly reflection). However, some

	(FP9) in small or subtle ways, or did not have the opportunity to actively make changes (FP2). For two participating organizations, the research did not influence any direct changes in practice (FP3, FP7). One practitioner believed the research had a greater influence on participating organizations falling under the 'recipient' role compared to a donor role (Prac3). More tangible changes were realized as a result of the findings. The PDAP exposed and equipped organizations with a broader lexicon that they continue to employ in their practice (SWD). For one participating organization, the findings brought the concept of 'unintended consequences' to their attention (FP8). As a result, the organization changed their project proposal and reporting protocol to include a section dedicated to answer the potential or encountered unintended consequences of the project (FP8). The informant felt that this change added value to their organization's decision-making processes on which projects to fund as well as learning. Moreover, the informant observed changes in the awareness and reflections of their partners as a result of the change in protocol (FP8), which could have positive implications for the practices of those partner organizations and how they carry out their projects. In another participating organization, conversations with the PI and preliminary findings prompted reflection on the founders' roles in the organization, as well as recognition of the need to plan for the sustainability of the organization and its future leadership (FP9). As a result of their involvement in the project, the founders began to identify candidates in-house with potential to take over leadership within the organization, which they may not have considered otherwise (FP9). One former participant believed that the findings contributed to changes in their practice in some way, but could not specify what those changes were (FP2). Other informants were unsure if their organization had changed their practices (FP4, FP6). In one case, while it was unclear whether the organization had used the findings, one individual who had participated in the project took up and transferred the findings when they got a new position in a different organization (FP4). Most of the changes made by participating organizations, whether internalized or actionable changes, were connected to the discussions with the PI, the sharing of preliminary findings in the follow-up interview, or the final report shared with participants (FP1, FP2, FP3, FP5, FP6, FP8, FP9). The ideas raised in discussions with the PI were described as "*inspiring*" (FP2). One former participant reflected that they normally do not get much out of interview requests, but found this experience helpful to engage on issues around organizational learning and planning for outcomes (FP1). In addition to the research process	"[interview] *requests was a very common feature of my working life, definitely on a weekly basis if not more.* […] *I didn't have high expectations that this was going to change my working practice, but I certainly found the interviews I had very helpful, particularly as I explained through the whole issue of learning and outcomes and how that could be shaped*" (FP1) "*I think talking with* [the PI] *made us think of some things that, you know, we hadn't really talked through before. So, in that sense, I think it was very helpful to us*" (FP9) "*I think* [the PI's] *feedback was both to the point and certainly largely positive for us and that a lot of what we had at least tried to do seemed to be endorsed by* [the PI's] *findings*" (FP5) "*some of that learning I would agree with whole-heartedly* […] *but I wouldn't say personally that they resonated as key issues for the organization ourselves to take up. That doesn't detract from the value of them, certainly from being involved in lots of different environments, I would whole heartedly agree with* [the] *findings*" (FP1) "*Certainly, when* [the PDAP] *report came back, we did really look at it.* […] *a lot of what* [the PI] *saw as challenges were issues that we were already trying to address*" (FP1) "*So it was like a feedback to me that we are doing, we are on the right track, and most of the people appreciate what we do*" (FP4) "*I certainly got the sense from* [the PI] *that* [they] *liked what we were doing and* [they] *thought we were making an impact on people. So yeah, it helped us feel like we're making a positive difference*" (FP9) "*it changed our way* […] *with our other projects in the rest of the world, to be more aware of the unintended consequences, so we try now to have with every project, we ask* […] *in our review of our projects* [and] *reports from our partners for projects* […] *we will always ask 'What were the unintended consequences?' So that did change* […] *we are now more aware of it and we make that a normal – in our process – a question to ask for. For that, and we now because we ask the partners to think about it, and we have noticed that most of our partners are not expecting unintended consequences. Because we are asking them more constantly, they are more aware of that as well and that makes them, I hope, better in making the next project proposal*" (FP8) "[the PI] *has created more awareness in ourselves and also within this organization*" (FP9)	informants were unsure as to whether changes had happened within their organization and others were certain no changes had resulted from their involvement in the project.

	and findings, changes were linked with the connections and relationships made between the PI and participants (FP2, FP5, FP6, FP7). Many former participants noted conversations continued with the PI following data collection, and still remain in contact with the PI after the project concluded (FP2, FP3, FP4, FP5, FP6, FP7). Whether informants were from 'thriving' or 'floundering' organizations would likely influence whether changes were necessary for their organization, or the degree and types of changes that would be observable. For example, 'thriving' organizations would logically have little to change or have a pre-existing orientation toward reflexivity; hence, the predominance of responses indicating the findings affirmed organizations' current practices. One informant acknowledged that there are other factors influencing decision-making around organizational practice change, and the research is "*a contributing piece*" (FP5). For example, changes that result from conversations and reflections on practice happen naturally within and between organizations, particularly as they learn from successes and failures (FP2). In addition, it can be difficult for people to recognize connections or catalysts of change. It is especially challenging to attribute subtle changes to processes like brainstorming and discussions which happen on a day-to-day basis. Such changes often get internalized, and the project mimicked this is the conversational style of the initial and follow-up interviews. Moreover, ongoing conversations between the PI and former participants after the project may have obfuscated changes in organizational practice (FP5). Furthermore, several years have passed since the conclusion of the project, so time lag may affect informant recall.	"*I'm sure* [the PI] *has contributed to our development of our programs* […] *in my reflection, I can just remember that a lot of the things* [the PI] *was talking about* […] *had an influence on me at that time. So I think there has been a long-term effect on* […] *the ideas* [the PI] *gave us that we have actually used*" (FP2) "*I think realistically, you have to say that the impact might be somewhat limited locally*" (FP5) "*Well there are two sides; there's the donor side and the recipient side. I would say so far, my sense of the research is that it has had a much greater impact on the recipient side*" (Prac3) "*I have taken some. I have read it and* […] *I shared the report with my new team*" (FP4) "*To be honest, I just don't remember. I remember that we did it, but I do not remember any of the content which is a poor reflection on me rather than* [the PI], *and there may have been some content in there that was very useful that I may have somehow assimilated without remembering how*" (FP2)	
PDA organizations integrate ToC/guiding principles in strategic planning [high-level outcome]	Evidence of changes in PDA organizations' strategic planning is limited to the sphere of influence of both the PI and the participants (Prac3). In one participating organization, there is an indication that learning from the research process and findings was used to solidify their existing strategic planning regarding how they measure impact; the organization's exploration and integration of an outcome mapping process was already underway at the time of the project (FP1). For a younger organization, the PI's lessons and support to operationalize ToC positioned them well to weather the political transition that saw the exodus of many foreign-led NGOs over 2018-2021 (SWD). In another case, it is unclear as to whether the project influenced changes in the participating organization, but uptake happened at the individual level where a participant shared the findings with their new team to inform decision-making and planning for program activities when they transferred to another organization (FP4). In terms of PDA	"*the whole concept of learning as a way of measuring impact, particularly as a way of engaging stakeholders, particularly for the multi-stakeholder processes that I have described – your usual log of output and indicators really don't tell you very much about progress. So, we talked quite a lot about learning, and at that stage we were just starting to use a methodology called outcome mapping* […] *We were exploring using that* […] *as a way to also not just measure impact for ourselves, but to show stakeholders that progress was being made* […] *that's something that came out of the discussions that I had with* [the PI] *and around what* [they] *had experienced, not just with us, but also with a lot of the less formally organized private sector organisations that* [the PI] *had come across in Moshi*" (FP1) "*Certainly, when* [the PDAP] *report came back, we did really look at it. But, to be honest without being very self-*	L Insufficient evidence, preliminary results indicate partial realization with some project contributions. There is some indication that project findings contributed to a few organizations' (both participating

	organizations within the PI's professional networks, two organizations used the findings for strategic planning around marketing their value proposition, community engagement, (Prac5, Res4, Web11) and operations (Prac3, Prac6). While there are indications of project contributions, strategic planning is often influenced by many other factors. Informants discussed the influence of global trends on organizational strategic planning. For example, sustainability has emerged from the global agenda as a predominant guiding principle for organizations (FP1, FP5). In particular, financial sustainability was noted to hold particular sway in consideration of private giving (FP1, FP5). In addition, donors increasingly look to support "*self-sustaining*" (FP5) organizations, which may direct organizations' strategic planning in terms of interventions and partnerships around 'low-hanging fruit' or 'band-aid' work. Other influences on strategic planning include governmental or corporate interests (FP1). PDA organizations also seek external expertise or consult other sources to inform strategic planning (FP2). One informant noted that there is a desire and interest among PDA organizations in Tanzania to improve strategic planning, but they are often faced with significant resource barriers (FP5).	*congratulatory, we felt because we had a mix of funding, a lot of what* [the PI] *saw as challenges were issues that we were already trying to address.* […] *I have used the example of outcome mapping, we were able to do that because a bilateral donor was able to support that*" (FP1) "*I have read it* [the findings] *and* […] *I shared the report with my new team. And I remember there was a time we discussed some of the ideas and* […] *there are a lot of things which are very similar that we thought they could add value to our program* […] *some of them we have made decisions of incorporating them to our activities. And the activities* […] *are still going on*" (FP4) "[the PI's] *research findings, we had used, I have used in a lot of the very fundamental development and approach that our organization uses, when we approach the community*" (Prac5) "*you're always learning, it's always changing, so I think that given the critical part of the kind of stuff that* [the PI] *is doing is making you ask yourself, you know, 'why we are doing this?' and 'why is it not working as well as it might?' and 'what could we do and what should we do differently?' and 'why don't we do something differently?*' […] *So in that process, yes, integration is taking place*" (Prac6) "*we have taken advantage of what* [the PI] *learned through that process* […] *we would do things like strategic planned check-ins and fundraising 101 and leadership in turbulent times, and those kinds of sessions/workshops with our members* – [the PI] *would lead those particular ones*" (Prac3) "*In big trends, I think in Tanzania as well as many other places, for the last decade, aid practitioners seem to be very taken by approaches that have a sustainability component. That's not necessarily an environmental sustainability angle,* […] *but very much financial sustainability which has been this attack on pure philanthropy which is based on giving*" (FP5) "*there was certainly the desire to implement frameworks and verbalise visions for development frameworks. Tanzania has always struggled on the implementation side, put the resources against the nice plans and the big visions which is obviously an issue around resources*" (FP5)	and those within the PI's network) strategic planning. A wider base of non-participating PDA organizations would need to be sampled.
PDA organizations become better managed	Overall, there appears to be an opportunity to improve PDA management across organizations, whether they are based in Moshi or elsewhere in the world. One former participant noted that a shift is needed in discussions from the focus on one-off innovations to how	"*On a more global level around the whole issue of private aid, there needs to be a lot more discussion around how private aid supports strengthening systems and processes and not just the exciting innovation*" (FP1)	L Insufficient evidence, preliminary

(develop mechanisms to support capacity-building, diversity, board governance, organizational learning) [high-level outcome]	private aid as a whole can address systemic issues and strengthen the systems and contexts in which they are situated (FP1). A common belief regarding principles for good PDA management were noted (Prac4), and informants discussed elements of importance for management; however, few connections were made to their own management practice or the influence of the project. For example, informants noted trends toward greater agency of PDA organizations (FP5, Res2). A former participant shared reflections on how organizational agency is happening in their context as they shift away from formerly donor-led models to community-led or community-informed approaches and decision-making (FP5). This also functions as a diversity mechanism. Informants also discussed the importance of board governance (FP9, Prac1, Prac5). In one participating organization, semi-regular meetings of the board for updates, information-sharing, and reviews of financial health were seen as key components for their organization's governance (FP9). One practitioner noted how their board seeks information – be it research, expert insight, or applied experience –to inform decision-making and management (Prac5). This organization's board had also used the PI's research and found it useful to guide management decisions (Prac5). Yet, while boards play an important role, the fact of having a board does not equate to effective governance. Two informants reflected on the unequal distribution of responsibility across their respective boards and how that presented challenges (FP9, Prac1). For one of these organizations, the makeup of the board added a layer of difficulty as board members were also personal friends, which could lead to tension or damage relationships if conflict were to arise. Other principles discussed by informants included organizational learning, whereby lessons are taken from successes and failures of their interventions to improve management (FP5). Accountability mechanisms were also identified for their importance to improve PDA management (Prac4, Prac5). One practitioner had the impression that there was greater interest to demonstrate greater accountability amongst PDA organizations in Moshi following the PI's project (Prac5). Sense-making workshop participants agreed with this idea, discussing how the PI's research illuminated the lack of accountability within the sector and effectively served to bring greater transparency to the sector (SWD). Through the PI's research, organizations learned what others were doing, which acted as a motivator to do their own work better (SWD). Sense-making workshop participants described this as a "*positive disruption*" (SWD). While informants recognized trends towards better PDA management, there are corresponding barriers and growing pains experienced by	"*I think there is more agency now being felt by non-government*[al] *organizations*" (Res2) "*what constitutes good community interaction, what constitutes good project planning, it doesn't matter where you are, they are interchangeable*" (Prac4) "[the research] *has proven to be quite timely in that we have spent a lot of time both forcibly so looking at what is, or what should be the relationship between a parent funder or parent organization in the West* […] *and the operations in Tanzania. I think that emphasizes the importance of* [the PI's] *work and therefore the need to better understand that*" (FP5) "[the head of the board] *is very insistent on keeping everyone informed and having board meetings when* [they feel] *something should be discussed with the board members*" (FP9) "*our board uses* [the PI's] *research* […] *We were able to figure out our mission, how to achieve it, and now how to measure it on a regular basis*" (Prac5) "*when we had discussions, meetings, off-sites, or e-mails, and we're doing reviews of programs and mission alignment,* [the PI] *has been very useful in saying 'For this particular topic, there is this research available, and this has been found', and then* [they] *will attach it, and then the board will be review it and we take it into consideration. And then I would say the majority of times and it sways the thinking or the board follows the data that* [the PI] *provides. So it's very compelling*" (Prac5) "*I do have a board of directors, obviously, and a society and a registered charity. But it's much more an advisory board, so a lot of it falls back on my shoulders*" (Prac1) "*I remember talking about with* [the PI about this] *frustration. My* [spouse] *and I are very active, but we have board members who don't do anything* […] *Unfortunately, they're friends* […] *so you kind of have to accept it's the way it is. So that actually, I put that under the heading of challenges*" (FP9) "*I think that there was just more of a tone of accountability, and that was the positive footprint that* [the PI's] *research* […] *left behind*" (Prac5) "*We are full of big ideas, but it is difficult to implement them*" (FP7) "*it is even more acute just because there is no professional development, there's no mechanism to actually share information back and forth and they may also still be working with* […] *a very*	results indicate partial realization with some project contributions. There is some indication that project findings informed management practice of PDA organizations within the PI's network. A wider base of PDA organizations would need to be sampled.

	organizations, regardless of their size or experience (Prac4). The lack of mechanisms to share information between organizations was noted as a significant obstacle (FP1, Prac4). This may result from competitive mindsets or territoriality (Prac4). In contrast, organizations may not struggle with information-sharing or idea development, but instead with the capacities or resources to implement these ideas for better management (FP7). Capacity-building was noted as a particular element with which organizations struggled (Prac1, Prac4). Organizations are also faced with the dilemma between demonstrating accountability to the commitments they promise and the feasibility of delivering on those promises (Prac4, Prac5). Lastly, issues of program unsustainability are all connected to management issues, be it financial or resource management, commitment, and leadership (FP1, FP5, FP9, Prac1, Prac4).	*competitive mindset which is also kind of anti-development, it's not conducive and who knows what they have told their supporters and what the supporters are actually expecting that organization to be able to do. These are all growing pains that a lot of organizations, especially ones that work off-shore in international development or even local community development groups can run into these challenges* […] *the basic question of by whose right do you have to come into this place and do this stuff? Were you asked or did you just show up? Let alone to what degree are you actually undertaking capacity-building* […] *The money is going to run out, you are going to lose interest and you are going to move somewhere else. So how are you making sure that this is actually sustainable within that community? And those are all skills that I think unless you are actually forced to think about them, you don't think about them beforehand*" (Prac4) "*the challenges moving forward* […] *have been around capacity-building and sustainability of the organization*" (Prac1)	
More 'thriving' PDA in Moshi [high-level outcome]	Moshi is a hub for PDA organizations, with lots of potential to grow into 'thriving' organizations (Doc7, FP8, Res4). Informants had the impression that the PI provided helpful inputs into Moshi's PDA sector to improve practices (FP4, FP6, Prac5, SWD), as the project findings "*set a standard*" (Prac5) and acted as a "*wake-up call*" (Prac5). One practitioner believed that PDA organizations exhibit more 'thriving' qualities as a result, both participating organizations and others working in Moshi (Prac5). The diffusion of influence over to non-participating organizations is likely connected to the PI's *pro bono* work and sharing of findings with anybody that approached the PI during the project (personal communication, SWD). Evidence of other Moshi-based organizations being influenced by the research is connected to either the networks of participating organizations (FP4) or the PI (personal communication, Prac5). A former participant explained how they shared the PI's findings with new colleagues when they transferred to a different organization in Moshi, and how that knowledge has influenced the organization's work (FP4). There is potential that this has or will lead to the organization emulating 'thriving' characteristics. Another Moshi-based organization that was not part of the project has used the PI's findings and exhibits characteristics of a 'thriving' organization (Prac5). Some of the lessons they have applied include seeking community input, responsiveness to communities' needs and context, and learning (Prac5, Res4). The PI shared how this organization has balanced community inputs with upholding core organizational values	"*there are thousands of NGOs in Moshi* […] *There are so many different NGOs over there, but they are mostly all doing something else. They are specialized, for example, in health or in only educatio*n […] *very specialized*" (FP8) "[the research] *is also adding value to the country, because there are things which the – which* [the PI] *was able to research and provide a recommendation and advice on that*" (FP4) "*I've seen* [the findings] *can apply in Arusha, can apply in African and Asian countries because there are some countries that resemble Tanzania, so it can be used worldwide*" (FP6) "*On the Moshi level, it set a standard* […] *up to that point in that particular city and community, there is a lot of loosey-goosey organizations that aren't performing, I would say, to professional standards. When* [the PI] *came and did* [their] *research* […] *it* [gave] *everybody a wake-up call to say, 'Look, we need to actually be doing what we say we're doing'*" (Prac5) "*the role of the private sector has been pushed back in that time because of further public sector regulation. So, that balance and where stakeholders feel they fit is now quite uncertain, so that also is a good reminder to us all that these processes are so long-term and institutions are so weak, even in a country where you would look at Tanzania and you would say that's a country that in comparison to some of it's neighbours it's very peaceful, it's got a good track record in terms of DDP growth and other sort of externally set indicators, but it doesn't take much of a change*	L Insufficient evidence, preliminary results indicate partial realization with clear project contributions. There is some indication that project findings have influenced PDA organizations in Moshi. A wider base of Moshi-based PDA organizations would need to be sampled.

	and commitments, as they have learned to not be swayed or manipulated by the communities they wish to support (personal communication). One practitioner was unsure as to whether there was more 'thriving' organizations in Moshi following the project, but could speak to evidence more broadly in Tanzania (Prac3). Several informants discussed political barriers which could affect how PDA organizations operate. Policy changes since 2015 negatively affected the sector (e.g., ban on public meetings, governmental rights to deregister NGOs) (Cichecka, 2018). Tanzania's former political leadership under Magufuli took an antagonistic position against the international aid community, which included PDA organizations (FP1, FP2, FP8, Prac5, SWD). This led to prohibitive changes in regulations, making it more difficult for non-Tanzanians to operate their programs, particularly smaller PDA organizations (FP1). Such regulatory barriers negatively affected 'thriving' and 'floundering' PDA organizations alike. As of March 2021, the new presidency under Suluhu Hassan holds a friendly stance toward NGOs, offering a more positive outlook for PDA organizations (SWD).	*of policy to set things into this sort of uncertain scenarios that actors then, they don't go back to square one, but it makes that multi-stakeholder dynamic just a little bit more risky because no one really knows where the boundaries are*" (FP1) "*the political climate of the country is changed, and it's making our work a lot harder. The* [former] *president in Tanzania is a benign dictator, he's on year three of his presidency, and he's actively trying to prohibit international aid in the country* […] *anyone who is in the country right now who is not Tanzanian, who is working in the aid or working in the NGO sector, is being actively encouraged to leave the country*" (Prac5) "*I think in Tanzania, there is a big difference in political change. The* [former] *president is turning himself into a dictator, so is making life very challenging for many people*" (FP8)	
PDA organizations become better coordinated as a result of knowledge sharing, networks, & cooperation between PDA organizations [high-level outcome]	Recommendations on how PDA organizations could improve coordination and synergy were part of the PI's findings, and widely known across informants (Doc7, FP2, FP4, FP5, FP6, FP8, Prac1, Prac4). A few informants reflected on the value of the coordination-focused recommendations and discussed the associated benefits for their organization or PDA organizations in general (FP2, FP4, Res6). At one point in time, NGO coordination was an issue included in draft National NGO Policy; however, this aspect was later omitted in the final version approved by Cabinet (Makaramba, 2007). Knowledge-sharing and exchange were focal components in the recommendations for improving coordination (Doc7). Evidence demonstrates that several participating organizations (FP1, FP3, FP5, FP8) and non-participating PDA organizations (FP4, Prac1, Prac2, Prac3, Prac6) do share knowledge, albeit in different ways, as part of their practices. For some organizations, they share information by request (FP1), while others seek it out from others (Prac1). For most, however, sharing knowledge is an integral function of their activities and working relationships with communities and partners (FP3, FP5, FP8, Prac1, Prac3, Prac6). Establishing and strengthening networks are also important for coordination (Doc7). It appears that individual PDA organizations predominantly form networks within their sector of focus (FP1, FP3, FP4, FP7, FP8), such as education, health, or agriculture, for example. Others network based on pre-existing personal relationships, and use informal interactions as a means of	"*we were linked into a network nationally and also within the organization within East Africa, and then linked into a global* […] *network*" (FP1) "*I had a very strong collaboration and network with other organizations, so I was learning successes in different parts of, around Tanzania, and see how these other organizations have been doing. And we tried* […] *to copy or to adjust some of the things that were done by other organizations*" (FP4) "[There are] *other directors from family foundations with whom we exchange knowledge actively*" (FP8) "*I do a lot of work with other NGOs. So I'm constantly reaching out* […] *meeting with new* […] *or like-minded organizations, to look for opportunities for collaboration*" (Prac1) "*Some of the organizations, the leaders were my friends. But we also had a network of NGOs which are doing activities. So through the networks, we were able to learn a lot of things happening there in the other areas*" (FP4) "*in Moshi at the moment, we don't have like an NGO forum where NGOs are meeting. I think that the government has set up an NGO forum where they want NGOs to meet, but it is not like in the interests of NGOs. So we do not have a chance to meet with other NGOs that works like us. But we know a lot of them personally*" (FP2)	H Partially realized, clear project contribution PDA organizations in Moshi and beyond are becoming better coordinated, both through their own efforts to share or seek out knowledge, and collaborate. Evidence suggests the project made a contribution, but how organizations operate also plays a role. While coordination is happening to an extent, there are

	sharing knowledge (FP2, FP4). One informant noted that they were also connected to organizations working across Tanzania, and not only those within the immediate region around Moshi (FP4). Others are also linked to international networks (FP3, FP5, FP8, Prac2, Prac3, Prac4, Prac6). While PDA organizations are well-connected in networks relevant to their work, it does not appear that many tap into the larger PDA network outside their sector or immediate partners, whether that be in Moshi or beyond (FP3, FP4, FP7, Prac1, Prac5, Prac7). However, some PDA organizations' approach is to convene other actors and coordinate activities, acting as a boundary partner that bridges organizations within their community (FP1, FP5, FP8). This can be either the objective of the organization or a result of how the organization is structured. Both donors (FP8) and recipient organizations (FP1, FP5) can play this role. For example, one organization provides a platform for their target audiences and end-users to convene interests, share knowledge and lessons, and support practice (FP1). The creation of a platform for PDA organizations in Moshi or Tanzania to engage with each other was a specific recommendation of the findings (Doc7). One informant was unsure if a PDA platform had been created (FP1). Efforts had been made to create one in Moshi, however. At one time, the government created a platform for NGOs, but it was explained that the government had their own agenda behind the platform, so it was unsuccessful (FP2). In another instance, an attempt was made by NGOs to create a platform for themselves, but driven by the interests of a few, the platform became more like a shared office building and greater coordination did not arise from that endeavour (FP2). Some informants had the impression that coordination between PDA organizations exists to an extent in Moshi (FP8, Prac1). One practitioner shared that coordination is higher among organizations run by ex-patriates compared to organizations run by local Tanzanians (Prac1). In general, informants felt that the project contributed to organizations' awareness of the lack of coordination within the PDA sector (FP6, FP8, Prac5). By conducting the research and prompting reflection on how PDA organizations are structured and operate, there is now greater recognition of the siloization of the sector (Prac5). The PI was described as a "*pollinator*" (SWD) for sharing insights, findings, and information across the sector that normally would not be shared. One informant felt that this has initiated dialogue amongst organizations that did and did not directly participate in the project (Prac5). One end-use recipient had the impression that the project connected previously disconnected PDA organizations (FP6). A couple informants saw the potential in influence that the project brought to motivate organizations	"*I think that the biggest* [challenge] *that we have is that as our partners are establishing behavioural change to reach their goals, we notice that in some cases, they don't have the knowledge themselves, you know, the local partners to do what's best, what's necessary. We try to connect them or show them how things can go*" (FP8) "*In those communities there were very rarely organizations present when we started. Part of our approach was very much focused on bringing in other organizations to do what they do. Be it again, small business training or health care services for children with disabilities, microfinancing, etc. So we would very proactively crowd-in other organizations and in that sense try to be the opposite of competitive*" (FP5) "*what* [one of our partner organizations tries] *to do is try to connect all the different NGOs that are already active over there to combine them for the communities so that they can work in the communities where* [our partner] *is working, so that power could be combined* […] *So that's, I think, a very important role that* [our partner] *plays in lower Moshi*" (FP8) "*the NGO I was working for and the independent consulting that I am doing* […] *The core basis of the work was to establish multi-stakeholder platforms that convene the various interests together to try and find local solutions* […] *So, we had eight stakeholder platforms* […] *and one national platform* […] *And the real aim of it was to bring more coherence generally to the sector, but also to really look at these issues through the lens of a smallholder farmer and to make sure that what ever was being decided be it around support for price, support for training, we were doing that with smallholder interests at heart*" (FP1) "*a cooperation is there* [in Moshi], *but it can also be, of course, very much improved*" (FP8) "[The PI's] *report reflects partner development and collaboration as sort of key, and it is among expats. Within local NGOs, it's not prevalent.* […] *they're open to relationships with people coming in from other countries, with the assumption that the partner coming in is going to pay all the money.* […] *Beyond that, they're not quite as open and receptive to partnerships, and that's just part of the culture. They're very territorial about what they do and how they do it*" (Prac1) "*as far as I am aware none of us have taken the lead in terms of thinking it would be really good if we could get together around*	also areas for significant improvement within Moshi and across PDA more broadly.

	to address existing coordination issues within the PDA sector, specifically around siloization (FP8, Prac5, SWD). While some contributions could be connected to the project, some informants wished the project could have more actively supported the sector to address coordination issues. In particular, informants thought the project could have brought PDA organizations together as part of the project, such as holding focus group discussions (FP1, FP2, FP5). One informant recognized that this may not have been feasible because of resources or the PI's ethical constraints in maintaining confidentiality of participation, but noted the value it could have brought (FP5). Another informant suggested the project could have supported an opportunity for follow-up, holding sessions on how to cooperate or help create a PDA platform for organizations to engage with one another (FP8). Despite appetite for a structured network or PDA platform, sense-making workshop participants reflected on the difficulty to bring such a polarized group together (SWD). PDA coordination in Moshi appears to occur to a degree, but there are several barriers facing the PDA sector. The rapid growth of Moshi's PDA sector has contributed to its fragmentation (FP5). The high influx of foreign philanthropists and volunteers is seen as problematic in terms of keeping abreast of opportunities for cooperation and sustainability. This has also contributed to the siloization of Moshi's PDA sector (FP1, FP2, FP8, Prac5, Res6, SWD), but development work has become more siloed and isolated in general (Prac5, Res6). Furthermore, challenges around coordination and communication are not confined to small PDA organizations, but occur amongst large-scale development organizations as well (Prac4). Political barriers also present a problem, as Tanzania's former president targeted foreigners in recent years whereby connections and partnerships were severed when PDA organizations or individuals were forced to leave the country (Prac5). Some informants spoke about the territoriality amongst PDA organizations as a contributor to working in isolation, which may be ego-based or a cultural barrier (FP8, Prac1, Prac4). Informants also spoke about the challenges they face in terms of determining whether Tanzanian partners genuinely wish to collaborate around an issue, particularly when funding is at stake (FP8, Prac1). Challenges pertaining to the coordination and sustainability of a platform are largely logistical; organizations are busy with their activities, and a productive platform would require significant time inputs and face-to-face interaction (FP3). Ensuring that the platform upholds equal interests requires strong and fair leadership, commitment, as well as trust amongst platform actors. Donors can also play a role in the success or failure of an organization's efforts to	*discussing some of those issues. I am not aware of it, but that doesn't mean that it is not happening*" (FP1) "*there was an attempt to make a NGO forum, and we had all hoped that that would* […] *help us to get more help from each other. But unfortunately it ended up* [run] *by a small group of NGOs making a building where they are now having a lot of offices, and so it didn't* [work]" (FP2) "[The research] *became a conversation, it opened up a dialogue within the NGO world of the organization of accountability, which was really good.* […] *it made us aware of each other more* […] *there's a lot of silos* […] *even in a teeny town of Moshi. NGOs had overlap when there was possibility to be working together, and they had never even met each other, and they were literally only a few blocks away. So there wasn't a mechanism for a lot of organizations* […] [the PDAP] *increased motivation to get to know each other, to work outside the silos*" (Prac5) "[There] *could be a follow-up like how to cooperate, how to make a platform, how to make it useful to work together*" (FP8) "*many of us are in our little bubbles, in our organization, and we don't get together, and we don't share things with other organizations. We thought that was going to be developing, but then it sort of collapsed*" (FP2) "*because of what was going on with the politics in Tanzania,* […] *and the* [former] *president, I think we would have been in much worse shape as an NGO sector, because he's just been able to cut NGOs and deregister them. And if we hadn't had the opportunity to kind of bolster ourselves internally, we would have been much more vulnerable*" (Prac5) "*I think the biggest challenge you will face* [in creating a PDA platform in Moshi] *is logistics, I don't think you can do that very easily over a Skype call, it takes face to face, organizing those kinds of things can be difficult, but it's not impossible*" (FP3) "*I think that's more or less what* [the PI's] *findings were, issues around knowledge transfer, communication, accountability and accountability to who which is always a huge problem with any development project, community involvement, overselling, not being able to do what you said you were going to do, all of those things. It's maybe not endemic to those organizations that are on that fringe working privately as private philanthropic groups, those are the same problems that would even be felt by some of the really big players*" (Prac4)	

	coordinate with others. One informant noted that donors can have their own agenda or dictate how they want their funds to be spent, which can isolate the activities carried out by the recipient organization (FP8). For many of these issues, the quality of connections an organization has plays an important role (FP8).	"*I think that's a mistake lots of people make; they all start their own foundations or they believe that they want to do their own thing and that they are unique, but* […] *many other people have done the same or almost the same*" (FP8) "*it is even more acute just because there is no professional development, there's no mechanism to actually share information back and forth and they may also still be working with say a very competitive mindset which is also kind of anti-development, it's not conducive and who knows what they have told their supporters and what the supporters are actually expecting that organization to be able to do. These are all growing pains that a lot of organizations, especially ones that work off-shore in international development or even local community development groups can run into these challenges*" (Prac4) "*family foundations are unique in a way that they* […] *all have their own thing to do. They have funders, families who are pretty stubborn, they have their own views of the world* […] *everybody wants to keep to his own goal and own work, and that's a pity because working together makes us all stronger*" (FP8)	
Donors put $ into learning [high-level outcome]	A pre-requisite for donors to financially support learning is to have informed donors (Prac4, Prac6). Monitoring and evaluation are typical means for donors to become informed about the projects and programs they support. While learning is a component of monitoring and evaluation, donors tend to focus on demonstrating impact (FP1, FP3, Prac3, Prac4, Prac6, Res7). Donor values have shifted over time, moving from an emphasis on quantity to quality of impacts (Prac6). This is seen as a positive shift, as learning can be gleaned from an investigation of the impacts and how they arose as a result of the project or programme. Yet, some donors are still quantity-focused (Prac4, Prac6, Res7). Issues remain in terms of donor reporting requirements, and high potential to fall into "*attribution traps*" (Prac4). Informants noted that different types of donors will have different values, which they support with their funding dollars. For example, public sector donors support capacity-building, while private donors are more interested in a return on investment (FP1, FP3, Prac3, Res7). Values are also driven by donor size, structure, and decision-making power. Moreover, the donor make-up is changing globally; donors no longer solely come from the West, so values are also changing as a result of this dynamic (FP8). Some informants felt that donors' support for learning is happening to a degree, and hoped that donors become increasingly interested in learning (FP1, Prac4, Prac6). Donors' understanding of the value of	"*the dialogue that's going on* […] *is* [focused on] *getting people to look at things more holistically,* [on a] *more long-term basis, and with that comes a better-informed donor group*" (Prac6) "*Early on, it was all 'How many wells did you drill? How many people did you serve? How many schools did you support?', not did you do a good job of it*" (Prac6) "*when it comes to monitoring and evaluation, trying to make sure that you don't get caught up in these attribution traps where it's like all of a sudden you have said that people are going to be seventy-five percent better because of the work that you do. How can you prove that?* […] *But the funders love that kind of crap because oh, its got a number in there, we can measure against it and nobody thinks of how are you going to measure and report against this*" (Prac4) "*the question is 'where is my return of investment?'* […]*, that's the question that their shareholders are asking them. So, there is a lot of pressure on privately funded activities*" (FP1) "*it took some initial investors to take a risk and focus on being catalytic and having impact and not necessarily looking at the returns primarily*" (FP3)	M Not realized While some donors emphasize learning-based practices such as monitoring and evaluation, these are typically not driven by the learning value, but instead are used for accountability of investments. It does not appear that donors allocate funding for learning at this point in time, but it is possible that this will change over time.

	learning, both in terms of how it can improve practices and be more cost-effective over time, is growing (FP1). Informants referred to specific organizations where learning is an inherent part of the core values and approach, such as the Bill and Melinda Gates Foundation, Rotary International, Lundin Foundations, and Cordaid Foundation, among others (FP2, FP3, FP5, Prac6). Informants had the perception that donors are less interested in learning from academic research, and instead rely upon studies or reports produced by big entity players like the World Bank or the Bill and Melinda Gates Foundation as their sources of learning (FP5, Prac5). As recognition of the value of evaluation and impact assessment for planning and learning grows, and as organizations become better at communicating this information, donors are likely to increasingly support these types of practices and improve reporting standards for learning (Prac4, Prac5, Prac6). Organizations can also play an active role in informing and supporting the learning of their donors apart from typical reporting mechanisms (FP3, FP8, Prac4). One informant thought that more could be done collectively by organizations to educate donors and encourage learning (Prac4). One researcher had the impression that donors are not interested in learning (Res7). One practitioner shared an example of seeing donors regress in terms of the valuing of learning (Prac4). No connections to project contributions were made by informants regarding changes in donors. Overall, PDA organizations face significant funding challenges, such as access to and competition for funding, let alone funding that is earmarked for learning (FP2, Prac3). Based on informants' comments, donor decision-making around funding is at times haphazard (FP2), rigid, or prescriptive (Prac4), and is not learning-oriented. In addition, funding decisions may be driven by power, clout, networks (FP2), or competition for recognition (Prac5). Moreover, private donors may not be knowledgeable of or experienced in development, so they are unable to recognize when the organizations they fund require learning, what type of learning is needed, how to acquire or source that learning, and how to execute it (Prac3). This is further confounded as donors and funding structures change. For a period, "*disruptive technologies*" (Res3), such as GoFundMe and other online fundraising websites, changed the dynamics of PDA funding. Mechanisms for evaluation and learning do not feature under these structures and many websites are under regulatory investigation. Having peaked in 2019, such platforms no longer appear to compete with traditional PDA funding as of November 2022 (SWD). In addition, Tanzania does not have a large established donor base in-country (FP2), so donors predominantly come from the Global North who may or may not be	"*a shift in how donors are supporting organizations* […] *I think it is happening to a degree.* […] *the Bill Gates Foundation* [is] *heavily involved in* […] *thinktanks' kind of approach*" (Prac6) "*a lot of donors, their opinions are informed by this larger scale reporting and studies funded by World Bank or Gates*" (FP5) "*Rotary* [International] *as an example, they're doing a much better job of what they call 'community assessments'* […]*to do a better job for pre-planning, follow-up planning, and then communicate that back to the* […] *donors*" (Prac6) "*switched-on foundations like Lundin Foundation or KNER or HRSV Holland,* […] *Cordaid – those guys who know it's hard to do work here, know it's going to involve a variety of mis-steps, it is never going to be a straight line, but knowing that it's the only way to see if something is possible*" (FP3) "*the funders, and this is regional in Silicon Valley. They tend to be pretty savvy, trend-setting* […] *they can be wonderful in that there are resources here, privately for funding, but there are also competition, and they're pretty savvy about what they are expecting in return* […] *A lot of reporting, a lot of transparency, a lot of accountability for results, which is good, it just takes manpower to both deliver on one hand the motion in Tanzania. It takes resources just to do the service that we want to be doing to our community, and then its another manpower to report back to the funder on the service that we're delivering*" (Prac5) "*There* [are] *more questions about to what degree have you involved the local community and monitoring and evaluation, or what are your capacity-building plans with the community prior to even starting the project. How are you going to ensure sustainability of your project, post-project, how is it going to end? All of those things good donors are focused on*" (Prac4) "*there has been an increased level of awareness among* [donors] *around the benefits* […] *I think we've had a hand in that and being able to create an awareness of what's possible*" (FP3) "*I am not so familiar with what impact* [the PDAP] *might have had on the donors*" (Prac3) "*I have certainly seen good donors go backwards too*" (Prac4) "[some donor structures] *don't create transparency* [or] *accountability* […] *it just wants you to* [fit the] *cookie cutter. They want to have a board, and ED* [executive director] *and staff, they want that three tier model in various forms, complexity and that's what is recognised as legitimate*" (Prac4)	

	familiar with the Tanzanian context. There are implications for contextual learning that Tanzanian donors might pre-empt or know inherently. Also, communication is a noted challenge between donors that come from the Global North and recipient organizations based in the Global South, as cultural differences and expectations are not always aligned, making learning more difficult for both parties (FP8).	"*my sense is that there is less public money available and it's harder to get* […] *Private money has its pros and cons*" (Prac3) "*If you're sitting in Tanzania and you don't have access to people, let's say in the UK and other countries* […] *I've done several business plans and reports relating to expanding the work to different regions, but it never gets anywhere*" (FP2) "*from my experience anyway, private philanthropists aren't as knowledgeable about development as one might hope. So they might have a pet project or an approach or something that they are passionate about, but you have to be really careful with passion when it comes to development because you can end up doing things that aren't going to be sustainable and effective for the beneficiaries because you think that it is a good thing to do rather than as a professional understanding what kinds of approaches actually makes sense in the long term*" (Prac3) "*disruptive technologies* […] *GoFundMe, Blockchain, all of the ways in which both the delivery of services, the engagements of members, the ability to fundraise, are changing that ways in which charities and philanthropic institutions work* […] *before the online technology was feasible, people would be writing cheques and mailing them in, probably not nearly at the same kind of magnitude of being able to give online*" (Res3) "*Tanzania doesn't have these people like Bill Gates and other very wealthy foundations to support the work we do*" (FP2)	
PDA becomes demand-driven & learning-oriented (via donor attitude change) [high-level outcome]	Demand-driven approaches, both from the top-down and bottom-up, were central to the PI's recommendations for PDA organizations (Doc7, personal communication). According to one researcher, demand-driven and learning-based approaches are being taken up by organizations to a degree, but not all organizations follow this ideology (Res1). Within the PI's sphere of influence, however, there were clear examples of organizations practicing demand-driven approaches (FP1, FP2, FP5, FP7, FP8, Prac5, Res4). Several informants noted that they seek input from or involve communities in their decision-making (FP1, FP2, FP7, FP8, Prac5). In one case, the organization has taken an active role to "*establish multi-stakeholder platforms that convene the various interests together and try to find local solutions*" (FP1) as part of their approach to being demand-driven in their activities. One informant, whose organization is within the PI's sphere of influence, shared how the PI's findings and professional consulting informed the development of a demand-driven culture and process within the organization (Prac5). Another information felt their organization's deep and long-standing integration within the community enabled the	"*one of the findings from my research was* […] *'The best management style must be demand-driven', and people said 'You actually need a mix'. So top-down, we need some bottom-up, because otherwise we're very isolated. We don't get ideas and knowledge and funding, etcetera, from overseas or from exterior global place. Then we're kind of lost, too. So we need this wonderful, iterative mix*" (personal communication) "*I think there is a certain degree of learning taking place that it has to be a partnership and not imposed,* […] *although there are some places where it is still not done. Some of the biggest aid agencies, USAID, they merely talk the talk, but they do not walk the walk. When it comes down to it, they are imposing their idea of development, but I think the learning has taken place through many failed development projects* […] *but whether we are actually implementing what we have learned, and that was really at the heart of* [the PI's] *thesis*" (Res1)	H Partially realized; clear project contribution It is evident that PDA is becoming increasingly more demand-driven and learning-oriented, though the extent and role of donor attitude change is case-dependent. In order to be more effective in their decision-making,

	organization to become more demand-driven and aware of community needs (FP8). Organizations' orientation toward learning was another key recommendation (Doc7, FP1). One former participant believed that learning was a more effective way to measure organizational impact than traditional outputs and indicators (FP1). In a similar vein, one practitioner felt that learning via evaluation was becoming a more common input to PDA decision-making (Prac5). Fewer organizations indicated that learning had been integrated into how they do their work compared with being demand-driven, but there was still evidence that this was occurring amongst former participants' organizations (FP1, FP5). In one example, the organization transfers learning from the local level to other sites or scales up learning to the national level (FP1). A former participant believed their organization had established a culture of openness to learning, which was in part owing to the longevity and continuity of their staff in the communities in which they worked (FP5). One informant conveyed how learning was not yet fully integrated into their approach, but described steps taken in trying to make learning from experience part of their decision-making process for partners and suppliers (FP3). Organizations' orientations to demand-driven and learning are partially influenced by donor attitudes. For example, organizations' investment in learning requires donor support, both in terms of what donors value (i.e., community-driven development versus donor-driven development) and where they put their donor dollars (FP1, Prac4). One practitioner had the impression that there is a desire and interest among donors and organizations to do development better (Prac4). In one example, a former participant described their donors' alignment with demand-driven approaches, but felt that this may be an exception as their PDA organization had a mixed donor base of both public and private donors (FP1). In their experience, public or bilateral donors are more supportive of demand-driven approaches than private donors (FP1). One informant who held a donor role believed the timeliness of the research prompted their organization's reflection on their role as a donor and a need to better understand their stance on issues such as learning and being demand-driven (FP5). A practitioner had the impression that donors are improving, but it is a slow process for changes in donor thinking to translate to changes in values and donor policy (Prac4). In the PI's own professional experience, they shared instances where they encountered donors who do not 'get' what it means to be demand-driven, and are too focused on measurable rather than meaningful impact (personal communication).	"*the basic approach was a six year partnership with a village* […] [In] *the first year, year 0, we would introduce ourselves to the community, to the village leadership, we would have meetings around what our organization did and try to understand if the community would like to partner with us, try to understand what they see and saw as main obstacles to overcoming poverty as a community or for certain individual members in the community* […] *and we would also ask the village leadership in parallel to develop their own plan* […] *If we then came to a point where we want to embark on this together we would ask the community to create a project committee* […] *we would try to not make any decisions without sitting with* [the] *committee so that they could have their say.* […] *it wasn't necessarily* [for] *their approval, that ultimately would have to come from the village leadership, but they would manage that interaction and would be a forum for input and guidance as well*" (FP5) "*making decisions with the community at the centre of the decisions* […] *important to listen to what communities want and think, and truly take that into account*" (FP7) "*what makes us different is that we are very specific to a community, so we don't do just one thing. We do whatever it is that the community is needing to achieve the ultimate goals of poverty alleviation in the next generation. So that means we do nutrition, we do health, we do education, we do leadership,* […] *we're very integrated*" (Prac5) "*an anecdote is for example that* [the organization] *very well know*[s] *what the local communities need, and that's very clear, very obvious because they live there, they know them, they are working* [there], *they mostly come out of those regions themselves. But we also want them to lead the organizations, so we actually want them to be totally in charge themselves*" (FP8) "*I would whole heartedly agree with* [the PI's] *findings, but the main one for us was around learning and evaluation and how we could do that in a more fluid, flexible sort of way*" (FP1) "*the increase in a measurement tool used to guide decision-making, and the data-driven element about that. I think that's hugely positive, but* […] *it's just hard to keep up. I think we're expected to do more than in the past,* and I'm glad we're expected more, *but the problem is we're already* […] *stretched*" (Prac5) "*One of the great things about* [the organization] *is its continuity and longevity in its staffing and the people involved, and that*	it appears that many organizations tend toward being community- and learning-driven in their approach.

	While it is evident that changes in organizations' orientation toward demand-driven and learning are occurring, and examples can be connected back to the PDAP, these changes are influenced by many external factors and processes. In recent years, international development has experienced a shift in focus around impact, with greater interest in project sustainability, capacity-building, and local participation – all of which are connected to the emphasis of demand-driven approaches and learning (Prac4). Moreover, the concepts of a 'learning organization' or 'organizational learning' have circulated both the academic and practitioner realm over the last thirty years (Prac4; Senge, 1993). In addition, there are many ways in which organizations learn, some being more or less intentional than others. For example, informants noted that learning from mistakes, trial and error, and experimentation are common (FP1, FP3, FP8, Prac4, Prac5, Res1). Again, this type of learning occurs on a spectrum, as experimentation can be an active form of learning while the *ad hoc* learning that takes place when things go wrong is less purposeful. One researcher felt that learning from mistakes is not leveraged as much or as systematically as it could be, noting how this was an issue that the PI's research aimed to uncover (Res1). An organization's learning is also sourced from its staff's professional experience gained over time, or may be sought out for local or regional expertise (FP5). While these processes are underway, there are many barriers facing donors and PDA organizations. Donor conditionality and the inflexibility of donor requirements placed on organizations were seen as significant barriers (FP1, Prac4). Furthermore, one researcher gave the impression that accountability to donors for impact has become a higher priority over accountability to recipients and end-users, particularly in how accountability for learning is less discussed (Res7). It is also not unheard of to have donors regress in their values for demand-driven approaches and learning; one practitioner shared an example where changes in the political climate led to expulsion of a government proponent for demand-driven and learning-oriented development practice (Prac4). From the practitioner side, how to implement a demand-driven or learning approach can be difficult (FP5, Prac4). One practitioner has observed a lag in the implementation of such approaches, despite the fact that these ideas have been a part of theoretical thinking for some time (Prac4). One suggestion is that barriers exist in how decisions or organizational values percolate down from decision-makers to the implementers (Prac4). Organizations following a demand-driven approach also face difficulty in keeping up with the changing dynamics of their communities and end-users. One practitioner gave an example where the community's needs changed	*really helps* […] *to be able to learn and therefore* […] *adjust when needed. Of course, people have to be open to that*" (FP5) "*So most of our learning has come from making mistakes and trying not to make them again to be honest*" (FP3) "*also how it gets translated to donors, and donors being a vehicle for both professional development and pushing ideas which might push organizations out of their comfort zone. That is another area where I would like to see more happen, whether the donors themselves become more savvy and I think they are getting better*" (Prac4) "*I think an advantage of having multiple donors* […] *as a small organization* […] *was that bilateral donors are always more prepared to support you in strengthening your organization and they are far more realistic on what needs to be spent on overheads on what is a very human resource heavy activity. So, that really helped us a lot in terms of getting systems in place,* […] *supporting the capacity-building of our team which was really one hundred percent covered by the public sector donors. Private sector donors just weren't so interested in supporting things like that*" (FP1) "*I think a lot of the concepts* […] *tie back like Peter Senge's concepts around a learning organization, I think concepts of that have percolated widely* […] *it is telling that there aren't many organizations that you can point at that are success stories and that to me it is interesting of what then are the barriers within the organization if we are putting this really great theory into practice, there is obviously something going on there*" (Prac4) "[accountability is] *one hundred percent to the donors. So it's frustrating*" (Res7) "*a lot of* [learning] *is embedded in the experience of the people within the organization, accepting that we have discussed our interaction with communities where we are trying to do this on the basis from what we are seeing and learning from them, but then on the other side you have the organization with people within it who have expertise, and that expertise was really two-fold. The mix of development experts* […] *with experience in multiple African communities and countries working over many years* […] [and] *local staff*" (FP5) "*I think the question is not just for the private sector in Tanzania,* […] *the same way as the private sector are looking for creative, innovative, exciting projects to fund, there also needs to be some investment in the learning processes around them. Without that,*	

	from year to year as issues facing the community were addressed by the organization (Prac5). This type of demand-driven responsiveness requires flexibility, diverse capacities, and resources, with which not all organizations are equipped. Moreover, this responsiveness also expands the responsibilities placed on organizations and practitioners, who already have to balance their activities and resources (Prac5). Turnover and the loss of institutional memory were also noted as significant barriers, particularly for learning (FP5).	*what determines an organization's behaviour? A lot of the time, whether we like it or not, it is still the donor conditionality*" (FP1) "*the biggest hurdle, obstacle would be honestly keeping up with what the community needs on a dynamic regular basis* […] *In year one of our organization's evolvement, the work in the community was very much about nutrition and about feeding the children* […] *then the issue became educating the parents about the importance of sending them to school and educating them* […] *Working with the teachers, that became the issue in year three because all of a sudden attendance of school became an issue that there was this huge influx of students and they were not prepared, so we had to build more classrooms, educate, and work with the teachers directly on their skillset. And then year four was more about integrating the parents with the school and the community to get them in infrastructure* […] *now is now giving the economic stimulus into the community*" (Prac5) "*especially with the international development focus, a big kind of impact coming out of the 1970s and 80s* […] *the desire to have sustainability of projects, desire to capacity build and through that using local participation as a mechanism* […] *the idea of the nice white person parachuting in, doing the project and digging the well for two weeks and then evaporating is not considered good practice anymore yet* […] *it still happens. So there is this curious lag between what the thinkers notice and what the communities also say too if anyone is listening. How that gets translated to both project planning*" (Prac4) "*the concept of being a learning organization is a very popular thing to say, but I think it is ultimately very hard for an organization to learn if there is a lot of turnover, because passing on learning from one individual to another is very difficult*" (FP5)	
The PI has enhanced personal knowledge/ insights on PDA & proposal writing skills to apply in consulting work [intermediate outcome]	Gaining applicable insight and skills were explicit goals for the PI in terms of their professional growth since they began their doctoral experience, and this was explicitly documented in their proposal and dissertation (Doc2, Doc8, Survey1). Several informants shared the impression that the doctoral experience supported the PI's skill development (Prac1, Prac3, Prac6, Prac7, Res3, Res6). Not only was the interview process described as beneficial to participants (FP1, FP2, FP4, FP7, FP9), but the PI gave examples indicating that these conversations also uncovered new realizations and insights into PDA for them. The doctoral experience also gave opportunity for a "*cultural learning process*" (personal communication) that the PI is now much more conscious of in their consulting work, recognizing the need to	"I thought the research would better inform my consulting, where I offered services to help nonprofits deal with issues of governance, strategic planning, and collaborative partnerships" (Survey1) "Upon completion of my doctorate I resumed my consulting activity, using research findings to inform my work […] I am finding ways to include research projects on Canadian philanthropy with business implications for practitioners in the charitable sector, into my consulting practice […] One advantage to being a practitioner-scholar is that relevant research findings can be quickly applied to my workplace; as a practitioner	H Realized, clear project contribution The doctoral experience equipped the PI with expert knowledge and insights on PDA which they apply to their

	understand the contexts and cultures in which projects are situated. A couple practitioners believed that NGOs would benefit from the PI's insights and research findings in consultation, as this knowledge is grounded in evidence (Prac4, Prac6). Many informants believed that the PI already applies their insights from the doctoral experience into their consulting (Prac1, Prac3, Prac6, Res1, Res6) or shares them at conferences (Prac2, Prac4, Res3, Res6). One researcher had observed the PI support Canadian PDA dialogue with their insights (Res6). In personal communication with the PI, there was an indication that the PI actively includes research in general and new experiential learning as sources that inform their consulting work. Examples from six organizations emerged in the interviews and document review whereby the PI has applied their enhanced PDA knowledge, insights, and proposal writing into their consulting work with organizations in Tanzania, Canada, the United States, and beyond. During the doctoral period, the PI translated learning and insights to DAC, the organization with which they interned (Doc7, Doc8, Prac4, Res4, Res6, SWD, Web11). Through DAC, the PI also consulted with other organizations, including the board of a Canadian philanthropy organization (Res6). In a third example, the PI supported the development of an organization in terms of governance, leadership, and decision-making as a Learning Advisor the board and its member centers (E-mail5, Prac2, Prac3, Prac6, Res1, Res4, Web11). At a fourth organization, the PI advises the board, shares research, and provides consultation to the organization's mission alignment and program reviews (Prac5). The PI also transferred knowledge and findings to a Canadian philanthropic association, which shares research to many organizations that comprise its membership (Prac3, Prac4). The PI co-facilitated workshops for two consecutive years through the association (Prac4, Res4). In a final example, the PI won a proposal bid to facilitate and consult for a Canadian organization (Prac1, Prac7). Informants described or identified specific insights or skills they believed the PI to now possess and use in their consulting work. For example, several informants attested to the PI's facilitation and communication skills (Prac2, Prac6, Prac7, Res3, Res6), and felt these were in particular honed by the doctoral experience (Prac6). One practitioner noted that the PI brings more diverse perspectives in PDA to their work, and is able to understand and bring multiple viewpoints to their consulting (Prac7). Furthermore, the PI's academic insights, analytical thinking, and critical lens were also discussed by informants as a direct benefit of the doctoral experience, as the PI's ability to source and apply pertinent research to their consulting work (Doc8, Prac6, Prac7, Res3). One informant explained how this academic	consultant I have managed to utilize findings within my immediate sphere" (Doc8) "*I think doing this research and spending the time where* [the PI] *did really focused for* [them] *on how critical it was that organizations have certain kinds of skills*. [The PI] *could really see who was thriving and who wasn't and understand why. So that gave* [them] *a unique perspective* [to] *then build on*" (Prac3) "*So* [the PI is] *probably using it a great deal – because it would have been very informative in* [their] *practice, and that probably has very useful and impactful consequences*" (Res3) "[the PI's] *research probably is both reinforcing and modifying* [their] *belief in how things could or should be done*" (Prac6) "*When you ask what influences it has had or what contributions, you can really see that through the work that* [the PI's] *doing now.* [The PI] *has built on it and made sure that the knowledge is getting out there into those communities and it is a brilliant example of using research to influence practice*" (Res1) "[The PI's insight] *is really helpful in terms of the dialogue across Canada, in working with philanthropic organizations and ensuring those lessons of how can you get a little bit better, more systematic with how you are spending your money. As you are looking at a theory of change,* […] *what are you working towards, how could you do it better, how could you communicate it across different organizations and the community, how can you work with the community on what they want to see changed? How can you shift beyond a rescue model? So I actually think it has been quite useful dialogue within the Canadian context*" (Res6) "[The PI] *was on the conference circuit for a while,* […] *another really great place* […] *to hone some of those communication skills and really distilling the key findings*" (Res6) "[the PI] *was a facilitator two years ago in Atlanta, Georgia, at a conference of* [our organization]. *I was impressed by* [the PI's] *facilitation, and kind of got to know* [them] *personally*" (Prac2) "[The PI has] *influence in being a speaker* […] *and being engaged into conversations in the field,* […] *you absorb both the content, the substance and the rigour that it takes to do a dissertation and it gets applied in a whole variety of ways*" (Res3) "What has shifted considerably is my own consulting practice, my focus and how I help other organizations shape their management. Through my work, as influenced by my research, I	professional consulting work.

	orientation complemented the perspectives and skills of their board members (Prac6). Others noted the PI's enhanced knowledge and capacities in terms of organizational governance and management (Prac3, Res6). Cultural and contextual learning was also identified as a transferable skill, as the PI is able to bring both in-country and in-context experience and insights to a topic or situation, and is able to distill learning from case to case (Prac4, Res4). The PI is now well-versed in organization-based lessons for leadership, and insights on leadership as a learnable and teachable skill (personal communication, Prac3, Survey1). The PI also felt they have improved insights on monitoring and evaluation for organization (Survey1). Bringing all of these skills and together, one informant described the PI as a "*quasi-public intellectual*" (Res3) who can communicate to and engage with diverse actors. Hence, informants who collaborate with the PI described them as a valuable asset to their respective organizations and professional networks (Prac5, Res6). The PI's role as a professional consultant to PDA organizations enables the PI to apply and transfer their personal knowledge and enhanced skills to their consulting and the organizations they work with and through (Res3). The PI identified the openness of participating organizations as an important factor that supported the enhancement of their knowledge and insights on PDA (personal communication). The PI's pre-doctoral consulting experiences and insights may have already equipped the PI to hold enhanced PDA knowledge, which may have only been complemented and not driven by the PI's doctoral research (SWD). The PI holds an intrinsic orientation to continuous and lifelong learning, such that they will build on and apply their knowledge from every experience they have; "[the PI] *is the epitome of adult learning*" (Prac1).	am helping to shape local, national and international nonprofit efforts" (Survey1) "*It has been helpful for Development Action;* [the PI] *has spurred on a number of discussions within Development Action on ways to translate research findings to a different audience, which has been great*" (Res6) "*I know that* [a practitioner] *and* [the PI] *have done a couple of sessions together with an organization focused on philanthropy and it's been well-received*" (Res6) "[The PI] *has had things that have come out of* [their] *research like the project* [they] *did for CAGP* […] *the Gift Planners Association that* [the PI's] *been on the board of.* [The PI] *did research for them that I think has been really important and is now part of a book chapter and is making people think*" (Prac3) "*last year and actually the year before too,* [we took] *elements of* [the PI's] *research* [to] *the CAGP, the Canadian Association of Gift Planners. We spoke at* […] *their annual conference which brings together people who are at the edge of philanthropic donations, these are the people who are acting as that middle person between the person with the money, they are like a broker* […] *So trying to influence them around some of the main findings that* [the PI's] *research came out and not just talking about it in a sense of this is what happens in Tanzania, its more these are the lessons that actually transfer right into your organizations based here in Canada,* […] *These are the things that you maybe need to ask your clients.* […] *I would be happy to do just about any kind of work with* [the PI]" (Prac4) "*We had actually recruited* [the PI] *to facilitate a strategic planning session for us*" (Prac1) "*our* [organization's] *first retreat, we wanted a facilitator* […] [the PI] *put forward a wonderful proposal on how* [they] *would help* […] *facilitate this day where we were essentially trying to bring focus and build our team because of the factions that we had* […] *due to our uneasy creation*" (Prac7) "*we have taken advantage of what* [the PI] *learned* […] *and the skills that* [they] *developed because of* [their] *research and for other reasons. So,* [the PI] *has been the person within the organization that has really focused on leadership and governance and this whole concept of what makes some organizations on the ground thrive and others not, what are the*	

		differences and how do we foster those skills in our member centres" (Prac3) "Prior to the research I struggled with the 'how to measure' and 'what to measure' questions for monitoring and evaluation of a project's progress, and to fulfil donor/funding reporting […] I am so much more adequately equipped to tackle these complex questions, to engage with multiple stakeholders, and to defend a focus of measurement that is based on learning, on priorizing [*sic*] true impact, and on moving the dial forward for recipients rather than measuring in a pre-conceived and non-contextualized way" (Survey1) "*We are extremely lucky,* […] *because we have this relationship with* [the PI] *and* [they have] *been generously donating and giving* [their] *time as an advisor and a director.* […] *I feel as though that gives us an edge over other organizations*" (Prac5) "*I value* [the PI's] *insight in a number of different areas, so it's great to have* [them] *within my network as well*" (Res6)	
DSocSci students benefit from PI's mentorship [intermediate outcome]	Relatively fewer informants were aware of the PI's mentoring of DSocSci students (Prac3, Res1, Res4, Res6). One researcher believed the PI made a positive contribution to the DSocSci program as a whole (Res6). One in particular was highlighted, where the PI took on a mentorship role with an individual interested in the DSocSci program and who eventually became a successful candidate (personal communication, SWD). The PI and the mentee were connected by faculty in the DSocSci program who recognized the two individuals shared common backgrounds of working in development and Africa (Prac3, personal communication). Both the PI and the mentee met periodically throughout their programs, and continued their connection afterward (Prac3). The PI gave advice related to the DSocSci program application process, coursework, and selecting an advisory committee (Prac3, personal communication). The mentee conveyed that they found the PI's support helpful (Prac3). The mentorship led to a friendship, which evolved into a professional working relationship whereby they both work together in an organization founded by the mentee (personal communication, Prac3).	"[the PI] *has done a whole lot of advocacy and mentoring of students* […] *so I imagine that the work* [the PI] *has done has also fed into the doctoral program itself, but also the students that came after*" (Res6) "[The mentee] *and I shared an advisor. Basically, Royal Roads called me to say 'Somebody is thinking of the program', so* [we] *spoke. I mentored* [them] *through the application process,* […] *how to get through the courses,* […] *how to pick an advisor*" (personal communication) "*when I was thinking about going into the program I reached out to* [the PI] *and we got together for coffee and then we continued to do that periodically over the course of the program.* [The PI] *was a year ahead of me* […] *It was just enormously useful for me and helpful.* [The PI] *was a great guide for stick-handling my way through the* [doctoral] *process*" (Prac3) "*we also discovered our common love for development in other parts of the world, so as* [my organization] *was developing, I remember one particular time meeting* [the PI] *for coffee and talking about* [the organization] *and what we were trying to do and getting quite animated about it* […] *That was I think when* [the PI] *realized that this was something that* [they] *really wanted to get involved with*" (Prac3)	M Realized, indirect project contribution The opportunity to mentor another DSocSci student was by chance, but nurtured into a serendipitous professional partnership between the mentor and mentee.

Transform International collaboration [intermediate outcome]	Collaborating with TI was an unexpected outcome of the PDAP. Several informants were aware of the PI's collaboration with TI (FP2, Prac4, Prac6, Res1, Res6). The PI's professional collaboration with TI emerged from the relationship initiated by the DSocSci mentorship. Between discussions of their research and common interests in development, the PI and mentee uncovered parallels between their respective doctoral work and TI's objectives (personal communication, Prac3). While the PI officially joined the organization after the end of the project, the foundations of the collaboration were built during the doctoral period (Prac3). The PI's contributions to the collaboration were initially *pro bono*, but the PI has since become a permanent member of staff as chief executive officer (CEO) of TI Canada (E-mail5, FP2, personal communication, Prac2, Prac6, Web11). One informant did not believe that the collaboration would have manifested if the PI had not done their research (Prac3). Practitioners from TI commented on the teamwork between the PI and other TI staff, which indicated a strong and healthy collaboration (Prac2, Prac3, Prac6). Informants also discussed the complementarity of skills each member brings to the TI collaboration, highlighting the PI's knowledge on organizational management, fundraising skills, and extended professional networks (Prac2, Prac3, Prac6, Res4). Many practitioner and researcher informants discussed how the PI has applied their knowledge (Prac2, Prac3, Prac4, Prac6, Res1, Res4, Res6) and approach (Prac2, Prac6) from their doctoral research into the TI collaboration. Anecdotes were given as to how the PI has applied knowledge and insights from their doctoral experience to help guide TI's work as an organization (Prac2, Prac3, Prac6). One informant even referred to the 'floundering' terminology used in the PI's dissertation when explaining the benefits of the PI's guidance in TI (Prac2), which is indicative of the level of familiarity of the PI's findings among TI practitioners. There are several factors which have facilitated the PI's involvement in and collaboration with TI. Collaboration is at the core of TI's mission and operating structure (Prac2, Prac3, Prac6, Res4, Web11). TI's mission is to "bring together skills and knowledge to build a network of strong in-country development transformation centres that grow to become self-sustaining" (Web11). Within TI's network, collaborations are developed with community transformation centres (CTCs) to exchange knowledge and resources to support CTCs' work (Prac2, Prac6, Web11). As a collaboration-oriented organization, it is evident that TI and its staff value cooperation and partnership. Conversations with informants uncovered other shared values, such as	"*I was telling* [the mentee] *about my findings, and* [they] *realized my organizational management focus, leadership focus, and just understanding this out of this global philanthropy conversation would have huge value for the organization that* [they were] *creating. Another 501c3, working mostly with frustrated Rotarians, frustrated engineers, who were seeing that their projects that they were putting in place were failing consistently* […] *Consistently failing such that there was a social aspect to what they had to do. They weren't understanding what was it, and* [the mentee] *seemed to be picking up from me that I was hooking into what were some of the other things they could put in place to make sure that* [the organization] *didn't have these consistent failures*" (personal communication) "*Last September,* [the PI, another individual] *and I formed a three-person team for TI that visited several different NGOs in five countries in East Africa. To really get to know them better and test out our model more, and to do on-the-spot assessment and training based on their* […] *that was a great experience. They all loved it, and it has cemented our relationship with them very nicely. And the new program opportunities and the funding opportunities, so I view* [the PI and us] *as a great three-person team working together in TI in multiple ways*" (Prac2) "*I think the fact that* [the PI] *was a part of our team that went to Africa last fall,* […] *it enabled* [the PI] *to apply* [their] *knowledge and* [their] *style and* [their] *approach alongside of two other people who have slightly different style and approach, so it became a team effort, and I think everybody gains from that* […] *I know what* [the PI] *is attempting to achieve and what* [the PI] *is sharing, you know, then the knowledge gets transferred much more effectively from both of us*" (Prac6) "[The PI] *has connections with private funders, with people who know private funders, with programs in agriculture and WASH, so those connections have been useful. For instance, as an example, there is a* [person] *in Moshi, Tanzania, who is very involved in agriculture and cash crops, and* [who] *has been given to me as a resource to help with the* [CTC in] *Tanzania that is one of our members*. The PI's] *connections and* […] *understanding of things is helpful*" (Prac2) "*We saw that* [the PI joined TI] *on Facebook*" (FP2) "*Transform International who* [the PI] *is involved with now looks awesome* […] *I know that* [the PI] *is very excited to be doing that and* [they're] *really busy with it, too*" (Prac4)	H Realized, clear project contribution The PI's professional collaboration with TI emerged as a result of the relationship built from the DSocSci mentorship. The PI now leads the Canadian branch of the organization, and the collaboration is one of many channels through which the PI applies their research findings.

	passion for development, appreciation of learning, and high regard for each others' skills (Prac3, Prac6), which they have in common with the PI.	"*I think it* [the research] *has been pretty fundamental for the work that* [the PI] *has been doing for Transform International*" (Res6) "[the PI's] *contributions,* […] *ideas, and so on in TI, I think that it provides a good general understanding about private giving, foundation giving, what people are looking for to make their funding impactful and how they can connect to NGOs*" (Prac2) "*I think* [the PI] *has very mindfully gone and involved* [themselves] *with an organization where* [they] *can actually actualise the stuff that* [they] *researched, which is great*" (Prac4) "*I can only speak about my experience with* [the PI] *and* [their] *knowledge within TI and our network. I would say yes, it has had impacts both in knowledge and behaviour*" (Prac3) "*Certainly with* [the PI] *being the* [CEO], [their] *knowledge base and* […] *inclusive ideas guide the organization, and so I felt like I have a firm foundation on which to work* […] [the PI's experience and findings] *helps guide the organization and set the tone for all the people that are involved*" (Prac2)	
Research influences/ reinforces TI documents & direction as a learning & knowledge-sharing organization [high-level outcome]	TI is a knowledge exchange and learning network (Web11). The premise of the organization is to foster collaborations that enable stakeholders to create connections across communities (e.g., in-country stakeholders, out-of-country expertise) and organizations to learn and share information to improve development practice. Informants' descriptions of TI characterize it as a learning organization. Much of the learning initially comes from their staff's expertise, and additional information is sought through staff members' existing professional networks (Prac3, Prac6). TI seeks learning from external information and studies to inform organizational practice as well as the knowledge that they share with their CTCs, such as new technologies and innovations (Prac2, Prac3, Prac6). Learning from experience is another source used by TI, as successes and failures can both elicit useful insights to their work and the contexts in which they and their partners are situated (Prac3, Prac6). The organization also learns from on-the-ground partners (Prac6). Informants described that this learning is on-going, and vital to the objectives of the organization (personal communication, Prac3, Prac6). Informants' descriptions also illustrate TI's role as a knowledge-sharing organization. Knowledge-sharing appears to occur at several levels within the organization. Knowledge-sharing occurs between the board of directors and the advisory team, bringing insights and expertise from their professional experiences to inform decision-making, discussions, and project development. Through TI's	"*Where do we source information to do our work? Well, we have both the core team and a broader group of volunteers who can provide expertise* […] *we network looking for funding opportunities, looking for innovation in the sector. We have a knowledge management system that we use amongst the network to share ideas and information. We have a WhatsApp group ourselves for just general discussions. I think that I certainly, and others on my team, are plugged into lots of knowledge groups so I get a pretty steady stream in my inbox of information*" (Prac3) "*looking at studies, academic studies and practical things like World Bank studies and WHO, etcetera, to try to gather as much knowledge as we can*" (Prac3) "*we have a model that we created where we share what's working, what's not working,* […] *we've been the hub, if you will. Transform International, our operations which are mainly based monthly by Skype, Zoom, and we exchange suggestions in this one-hour meeting and* […] *everybody gives their various CTC country reports and talk about some of the challenges, the successes, and so on. So that's step one, and to our network of the CTCs themselves*" (Prac6) "*we're trying very much to be a learning organization, so trying to put into practice the discipline of being open to new ideas and examining them, and trying them out and gathering the*	M Partially realized, clear project contribution It is evident that some learning and insights from the PI's doctoral research experience have been transferred and reinforce aspects of TI's principles, approach, and orientation as a learning and knowledge-sharing organization. However, these contributions have largely occurred as a result of the

	"*knowledge management system*" (Prac3), technology and knowledge are shared within TI's network of CTCs to support partners' work (Prac2, Prac3, Prac6). Sometimes knowledge from CTCs are fed back to TI's leadership to disseminate to other CTCs (Prac6). One of TI's aims is for the CTCs to begin sharing information with each other directly, without reliance upon TI (Prac2, Prac6). Informants believed that knowledge from the PI's research has been integrated into TI (Prac2, Prac3, Prac4, Prac6, Res1, Res4, Res6). Several commented that the PI is actively applying their doctoral findings into the organization (Prac3, Prac4, Prac6, Res4), but one observed that the PI applies any learning or new knowledge they acquire into TI's work (Prac6). Informants explained how insights from the PI's findings have been discussed amongst TI staff, but particular findings have not been pulled directly from the dissertation (Prac2, Prac3). The PI's insights and knowledge on thriving organizations have reinforced TI's principles, objectives, and approach (personal communication, Prac3). For example, the PI's recommendation on becoming a learning organization has translated as one of TI's main principles: "[the PI] *certainly underlines how critical it is to be a learning organization and what does that mean, strategic alignment, those kinds of issues, what will make us better as an organization*" (Prac3). Transmission of the PI's knowledge and insights has also occurred through brainstorming and discussions proposal development, use of tools, and training workshops for CTC partners (Prac2, Prac3, Prac6). One informant believed that the PI has had influence on individuals' thinking and perspectives within TI, which have then indirectly led to organizational change as a result (Prac3). Informants viewed the PI's doctoral contributions favourably, and thought they were valuable: "[without the PI] *I think we would have* [gone down a different route]*, because I don't think we have anyone else on the team that has the particular perspective that* [the PI] *has and the skillset* [they have. The PI] *has really contributed to what we are trying to do and I think our members have really benefited as a result*" (Prac3). TI was founded as a learning and knowledge-sharing organization, so it is likely that the PI's contributions have served to reinforce these principles rather than generate them. Other factors that have influenced TI's role as a learning and knowledge-sharing organization relate to the development and accessibility of communications technology to support development work and knowledge-sharing to remote communities (Prac6).	*experiences and sharing those so that other people aren't repeating mistakes*" (Prac3) "*Transform International identifies regional NGOs in developing countries that are doing pretty well but want to grow or expand or improve, and then we assess them. If they fit our model, we invite them to join a network of similar NGOs and then try to bring them the planning, the resources, the advice that they need to make that growth happen and make them stronger, better equipped to serve the region. And then we try and connect the various networks to each other so that they can share, learn what they're good at, their practices and so on*" (Prac2) "*it's that kind of sharing process that our model is really helpful, and what we're now trying to figure out a way on how to do more efficiently and effectively link the various CTCs together so they're starting to talk to each other, so they won't need us* […] *and finding ways that we can virtually put information on, you know, knowledge sharing network*" (Prac6) "*The other direct translation is, well you are looking at Tanzania so let's just keep it there, is with Transform International. So I think being able to take directly whatever it is that* [the PI] *found from* [their] *studies and inject that right into Transform International, I think is one of the reasons why* [the PI] *is so interested in working with them and the role that* [the PI's] *got, it's senior enough that* [the PI] *is able to really mould and shape that stuff and put it into practice which is good. So hopefully that will translate into work on the ground*" (Prac4) "[TI] have been actively applying my research findings and the 'experience' findings of seasoned development workers in shaping this 501 C3 charitable USA organization" (E-mail5) "[The PI] *has brought some ideas through our operations team meetings or to, you know, e-mail groups and so on within TI. So I'm impressed with what* [the PI] *brings*" (Prac2) "*As* [the PI] *gains new knowledge,* [they are] *testing it in the field. So we benefit from that, because* […] [the PI is] *applying* [their] *thinking to our situation* […] *I can tell when* [the PI has] *kind of got a concept that* [they] *want to test out, and then we become* [the PI's] *guinea pigs*" (Prac6) "*We haven't used the research in quotes* […] [but it] *has reinforced the principles that we base TI on*" (Prac3)	PI's knowledge-sharing through discussions and application to their work with TI.

The PI gains professional capacity & recognition as PDA expert [EoP outcome]	The accreditation of a doctorate is a widely recognized indicator of expertise and was one of the PI's aims in pursuing their research (Doc1, Doc8, FP4). The PI also intended to expand their consulting expertise to include research, as the DSocSci experience would build their research capacities (Survey1). Several informants referred to the doctorate when asked about the PI's expertise (Prac1, Prac4, Prac6, Prac7). Other forms of recognition of the PI's expertise include the awarding of prestigious scholarships (e.g., Mitacs Fellowship, SSHRC Fellowship) and academic awards (e.g., Top 25 Finalist Storytellers Award, Graduate Scholar Award). The PI also received several invitations to contribute to a book chapter (E-mail2) and a professional magazine (E-mail2, Prac3, Res4), become a visiting scholar at UVic (E-mail2, Res4, SWD, Web3), guest lecture at UVic and RRU (Res4, Res6, Res7, SWD), and facilitate at conferences (Doc8, Prac1, Prac2, Res3, Res6, SWD). For one of these conferences, which was highly competitive, the PI and a colleague received a request to return to facilitate the following year in an extended session (Doc8, Res4). The PI was also invited to be an editor for the *Journal of Nonprofit Education and Leadership*, being another piece of evidence for the PI's perceived academic expertise in related topics (personal correspondence). The PI's proposal to facilitate a session for a Canadian NGO was selected (Prac1, Prac7), "*because* [the PI] *is qualified and experienced in those areas.* [The PI is] *a skilled facilitator, and a skilled strategic planning moderator"* (Prac1). Joining new collaborations and attaining leadership positions indicate recognition of the PI's professional expertise. In one example, the PI joined the board of a Canadian floundering organization to lend their skills and insights from their research, which has now become a thriving organization (Prac3, Res4). The PI, however, does note that the change in that organization was not achieved by them alone (personal communication). The PI also joined the board of a Moshi-based NGO for their knowledge and experience in the Moshi context, which one practitioner from the organization believes gives them an "*edge*" (Prac5) over other organizations. The PI also holds a leadership position for the Canadian branch of an international NGO (E-mail5, Prac3, Prac6, Web11). A practitioner from this organization conveyed that the PI fills an expertise gap in the organization and brings capacities that complement the skills of the larger team (Prac3). Informants described the PI as a "*bridge*" (Prac7) between scholars and practitioners who applies both their academic and professional expertise in their work (Prac3, Prac7, Res6, SWD). A few practitioners view the PI as an effective partner who brings valuable perspectives, skills, and contributions to their working partnership (Prac2, Prac3,	"Successfully completing the dissertation will provide me with the academic credentials to speak with some authority on my chosen topic" (Doc1) "submitting to the rigor of the doctoral program I would emerge with credentials that would add weight and heft to subsequent presentations and written material that I produced" (Doc8) "[a doctorate] *brings a certain level of credibility when you have that achievement behind you. So I really applaud* [the PI] *for, you know, taking what* [they] *learned and what* [they] *experienced and deepening it by doing that research and then bringing it forward so that* [the PI] *can really inform, you know, people that are doing similar work so that they can ensure that they do it in a good way as well*" (Prac7) "*I think anybody doing a doctoral enhances their professional standing*" (Prac1) "[the research] *has translated into this leadership workshop that we launched* […] *the reason we jumped from 90 minutes to a full day was that we had a room full of leaders* […] *tax lawyers, tax accountants, estate planning lawyers, portfolio managers, wealth managers, and executives of charities* […] [who told us] *'we want a full day'*" (Res4) "*I don't come from a scholarly background, but I get the opportunity to spend time with scholars,* […] *it's intimidating sometimes because we don't always have the same language* […] [the PI is] *kind of like a bridge now,* [as they are] *able to bring the local-global, scholarly-grassroots perspectives together in a really productive and respectful way"* (Prac7) "*It's been great to watch* [the PI] *journey as* [they have] *gone through the process* […] *to see the journey of someone else work through what is the relevance of research, academia, if you aren't translating it into practice and I think* [the PI] *brings that voice forward* […] [the PI] *has a bit of a better insight into how it functions and how it can make change, so I think* [the PI] *is in a good position to continue that dialogue* […] *to draw on the work that* [they have] *done so far*" (Res6) "*I think* [the PI is] *quite distinctively situated to bring* [their] *knowledge,* […] *experience, and the more rigorous analytical thinking that* [they] *attained through the very tough exercise of doing a PhD. So I think it helped* [the PI] *in* [their] *practice work,* […] *consulting work, in* [their] *ability to communicate and engage important discussions*" (Res3)	H Realized, clear project contribution Informants reflected on the PI's expertise, both academically and professionally as a PDA expert. Several informants made connections between the research and the PI's enhanced capacity, while some contested that the PI already had significant expertise as a longstanding practitioner.

	Prac6, Prac7). One practitioner expressed interest in collaborating with the PI on any project (Prac4). Another spoke to the PI's capacity to work with organizations, communities, and academics in transformative ways, describing the PI as a "*global weaver*" (SWD). Several practitioners and researchers had the impression that the PI expanded their expertise as a result of the research (Prac3, Res3, Res6), and gained recognition amongst organizations in Moshi during the research process (Prac5). Some informants contested that the PI already had years of extensive professional experience as a practitioner, and thus was already considered a PDA expert prior to pursuing their doctorate (Prac1, Prac4, SWD).	"[the PI] *was very, is very well respected in the NGO space in Kilimanjaro and Moshi because of how* [the PI] *was doing* [the research]" (Prac5) "[the PI] *always had authority* […] *based on* [their] *long experience going back to the 80s of development work.* […] [You took them] *seriously when* [they] *talked. Now you really take* [them] *seriously, I think that's what a PhD does*" (Prac4) "[The PI] *is a very smart, intelligent* [person]. [They] *got a ton of international, global development experience, so yeah, from a personal and professional perspective, I don't think anything would have changed*" (Prac1)	
The PI joins new professional collaborations as a consultant [high-level outcome]	A couple informants had the impression that the research experience opened many doors of opportunity for the PI professionally (Res3, Res6). The evidence demonstrates that the PI has indeed joined new professional collaborations. With colleagues from an organization at which the PI interned, the PI collaborated on the facilitation of a conference session two years in a row (Doc8, Prac4, Res4, Res6). Several informants mentioned the PI's involvement as a board member of a Canadian philanthropy organization which the PI joined during the period of the doctoral research, and helped guide the organization in a thriving direction (personal communication, Prac3, Prac4, Res6). The PI also joined a Moshi-based organization (personal communication, Prac5). The founder of the organization and the PI were introduced through a mutual connection who was a participant in the PI's research, and the founder recognized the value of the PI's knowledge and insights on the Moshi context that would be useful to their organization (Prac5). The PI is now a permanent member of their board and supports strategic planning (Prac5, Res4). Following the conclusion of the PDAP, the PI supported the direction and principles of a new international NGO *pro bono* (Prac3, Res4). Since then, the PI has joined as a permanent member of staff, and serves as the head of the Canadian branch and as a learning advisor (E-mail5, Prac3, Prac6, Web11). The PI has also collaborated with the steering committee of a Canadian philanthropy organization. The PI submitted a proposal to facilitate two strategic planning sessions for the organization, and won the consultancy (Prac1, Prac7). One practitioner from the organization appreciated what the PI brought to the collaboration, and felt that the PI provided constructive facilitation and guidance for their steering committee during a period of uncertainty (Prac7).	"*I think it* [the research experience] *has launched* [the PI] *into all kinds of different and interesting places*" (Res6) "*The organization* […] *asked me to be on the board* […] *it was a floundering organization. So when I started* […] *they had been in the red for eight years. They had just got rid of their ED. Their conferences were lowest ever attendance.* […] *what I learned in the PhD overseas looking at non-profit management and what causes an organization to thrive versus to flounder has translated into how I've helped and shaped this national organization* […] *our conference was a second year in a row sold out* […] *We've been out of the red for three years* […] *I would not just suddenly say that it's just me, I would say the group of a wonderful mix of an ED with a vision, and the strategic planning that happened with this board that we're now ready to literally roll up their sleeves and work*" (personal communication) "*the work that* [the PI] *does as a board member and also a presenter with the Gift Planners. That's been another direct injection*" (Prac4) "[the PI] *had a lot to offer an organization like ours* […] *since we were starting up at that time frame* […] *we could benefit a lot by what* [they] *found because we wanted to just start off with the culture* […] [the PI] *was really generous with setting us on the right path, because* [they] *had seen so many things within Moshi and the broader area that we were working, and so* [the PI] *kind of knew the pitfalls, and that was super, super helpful* […] *it's made us more effective as an organization*" (Prac5) "*in that facilitation space,* [the PI is] *able to bring in different viewpoints in a really respectful way and to counter when necessary* […] *bringing people together and also to challenge us* […] [the PI] *helped to kind of steer us*" (Prac7)	H Achieved, clear project contribution The doctoral experience positioned the PI well to join new collaborations as a consultant, and whether the PI could apply their learning. The evidence demonstrates that the PI has joined several professional collaborations as a consultant or permanent staff member.

Appendix 9. References

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