

Evaluation as an Ecosystem: Cultivating Equity in the Garden of Transformation

CHEW Charity Evaluation
Working Group



Contents

Executive Summary	4
I. Introduction	6
A. Planting the Seeds: The Importance of Equity in Evaluation	8
1. The Purpose and Scope of Our Exploration.....	8
2. Who are the Gardeners?.....	9
3. Methodology.....	10
II. Context	12
A. The Pillars of the Evaluation Ecosystem: Fundamental Elements	13
1. Transparency and Accountability.....	14
2. Inclusivity in Evaluation.....	14
3. Equity in Evaluation.....	16
4. Holistic Approach.....	17
III. Obstacles	19
A. Weeds of the Past: Recognising Challenges and Damage	20
1. Trauma and Wellbeing.....	21
2. The Marginalisation of Minorities.....	26
B. Challenges in the Gardener’s Path: Practising Equitable Evaluation	27
1. Unfair Compensation.....	28
2. Cultural Insensitivity.....	30
3. Power Dynamics in Evaluation.....	31
4. Evaluation Bias.....	32
IV. Conclusions	35
A: The Future of Equitable Evaluation in the UK	37
1. Embody equity in evaluation.....	37
2. Adopting equitable practices in evaluation.....	38
3. Evaluation in service of social justice.....	39
B: Garden Care Tips	40
V. References: The Gardener’s Almanac	41

Acknowledgements

The Equitable Evaluation Collective would like to express its sincere gratitude to everyone who participated in and supported this journey.

We want to extend a special thank you to Paul Hamlyn Foundation for funding this work. We also want to acknowledge the involvement of NPC at the early stage of the research and some initial seed funding from Power to Change. We are particularly thankful to all those who generously shared their views and insights during the Equitable Evaluation interviews conducted between January and March 2024. Thank you to the individuals and organisations that contributed to this research and also those that have not been named.

- M.M and Yousra Mshms
- Rozia Hussain – Director, Think Impact Ltd
- Tacey Gyateng – Social Researcher
- Emma Roberts – SocialQual
- Tania de St Croix – King’s College University
- Maya Reggav – London Youth
- Jo Haffenden – Masonic Charitable Foundation
- Jacob Diggle – UK Youth
- Bethia McNeil – CEO YMCA George Williams
- JRNY Consulting

NPC, the Centre for Youth Impact (now part of YMCA George Williams College), the Charity Evaluation Working Group (ChEW), and the Social Investment Consultancy (TSIC) jointly launched the EEC back in April 2022. Our aim is to advance thinking and practice on more equitable evaluative practice in the UK social sector. Although ChEW and TSIC continue to actively lead the EEC’s activities, we’d like to recognise the important contributions that the Centre for Youth Impact and NPC made in helping us establish the collective.



Executive Summary

Executive Summary

This report examines the current state of evaluation practices in the UK charity sector, focusing on equity and using the metaphor of a garden to represent the complex and constantly changing evaluation ecosystem.

This report examines the current state of evaluation practices in the UK charity sector, focusing on equity and using the metaphor of a garden to represent the complex and constantly changing evaluation ecosystem. The research was conducted by The Social Investment Consultancy (TSIC) and the Charity Evaluation Working Group (ChEW). The study involved reviewing 21 globally recognised key documents. It also included interviews with leading experts in the UK social sector. Additionally, insights were gathered from the Fair Working Group (FWG), which comprised six people from minoritised backgrounds with lived experience of inequitable evaluation.

The report identifies the key principles of equitable evaluation – transparency, inclusivity, equity, and a holistic approach – as the essential elements that support a healthy evaluation ecosystem, like the essential elements of the garden (air, water, earth, and sunlight) that nourish a garden. However, it also highlights major challenges and barriers, such as the weeds of trauma, exclusion, and marginalisation; the pests of unfair compensation, cultural insensitivity, and lack of trauma awareness; the diseases of invasive power dynamics and evaluation bias; poor soil quality due to lack of accessibility and engagement; and environmental stresses like the harsh winds of marginalisation against minorities and lack of empowerment.

Interviews with evaluation practitioners, funders, people with lived experience,

and other stakeholders revealed concerns about the historical dominance of Western perspectives, existing power structures, and the slow adoption of decolonial approaches in the UK evaluation sector. Participants also pointed out the limitations of current evaluation methods and practices, such as a lack of trauma awareness, cultural insensitivity, accessibility barriers, and power imbalances between funders, evaluators, and communities.

The report emphasises the need to fully integrate equity as the core purpose and process of evaluation rather than treating it as an optional extra. It calls for a transformative shift in evaluation practices involving radical changes in power dynamics, community involvement, and the roles of evaluators. Recommendations include putting equity at the heart of all evaluation stages, building strong community partnerships, valuing diverse knowledge, promoting continuous learning, and advocating for change.

Also, it concludes by imagining a future where evaluation serves as a tool for social justice, empowerment, and accountability, supporting the communities most affected by oppression and marginalisation. It calls on evaluators, funders, and commissioners to take action towards cultivating a fairer, more inclusive, and enriching field of evaluation for all communities involved, like gardeners tending to a flourishing and equitable evaluation ecosystem.

Introduction



I. Introduction

Evaluation as an Ecosystem: Cultivating Equity in the Garden of Transformation

Through the metaphor of a garden, we can present evaluation as a complex and constantly changing ecosystem. In this garden, we would understand that:

- Equity can be represented as seeds that must be planted, nurtured and cultivated with care.
- Fundamental principles of equitable evaluation are represented by the core elements of life that support this ecosystem in the following way:
 - Transparency would be air, allowing growth through openness.
 - Inclusivity would be the biodiversity found in the garden nourished by the waters of participation.
 - Equity would be the fertile earth. The grounding from which everything emerges.
 - A holistic approach is the sunlight, providing transformations.

However, this garden has problems and challenges, such as:

- **The weeds of the past:** Trauma, exclusion and marginalisation which threaten to choke growth.
- **Pests:** Unfair compensation, cultural insensitivity, and lack of trauma awareness as insects which feed on the plants of equity.
- **Diseases:** The invasive shadow of power dynamics and bias in evaluation are infections which weaken the garden.

- **Poor soil quality:** Lack of accessibility and engagement creates nutrient-deficient conditions inhibiting growth.
- **Environmental stresses:** The harsh winds of marginalisation against marginalised communities and lack of empowerment prevent flowers from blooming.

We acknowledge the power of language in shaping how we understand marginalised communities. While our report utilises established terms like “minoritised,” we recognise the ongoing discussions and growing preference for terms like “Global Majority” which emphasise the strength and knowledge of these communities. This report further recognises that achieving equity goes beyond the evaluation sector. It is intrinsically linked to broader issues of oppression, which exist in various forms within society.

But with care and dedication, this garden can flourish. A future where equity thrives throughout the evaluation ecosystem can be cultivated through reflection on lessons learned, as recycled material, and an inspiring vision of evaluation’s potential as a force for social justice.

The recommendations will offer practical guidance for tending this garden, from strengthening the institutional roots of commitment to equity to pruning the weeds of power dynamics and constantly watering with inclusivity and reflexivity.

A. Planting the Seeds: The Importance of Equity in Evaluation

1. The Purpose and Scope of Our Exploration

Imagine a garden where unique ideas about truth, knowledge, and evidence are challenged and where multiple perspectives are accepted. This is the garden envisioned by the Equitable Evaluation Collective (EEC), a transformative paradigm that puts evaluation at the service of equity.

As the “Reflections on Applying Principles of Equitable Evaluation” (WestEd Justice and Prevention Research Center, 2019) indicates, this approach recognises that each person knows best their challenges and strengths. “The evaluator is the facilitator, the translator, and the organiser.”

In this garden, communities affected by structural inequalities shape the measures by which social progress is judged, making excluded voices central.

This garden represents a significant shift in mindset, challenging the preconceived notions often leading to inequality, as highlighted in the Equitable Evaluation Framework (EEF, 2023). In this garden, evaluation is no longer a tool for external judgement but instead becomes a means for initiating change from the ground up. The role of an evaluator shifts from extraction to nurturing.

We aim to explore this new terrain and map its paths towards a fairer, more inclusive evaluative practice for all communities involved.



2. Who are the Gardeners?

In this project, The Social Investment Consultancy (TSIC) and the Charity Evaluation Working Group (ChEW) took on the role of “Lead Gardeners,” applying their expertise in equitable evaluation and their commitment to social justice.

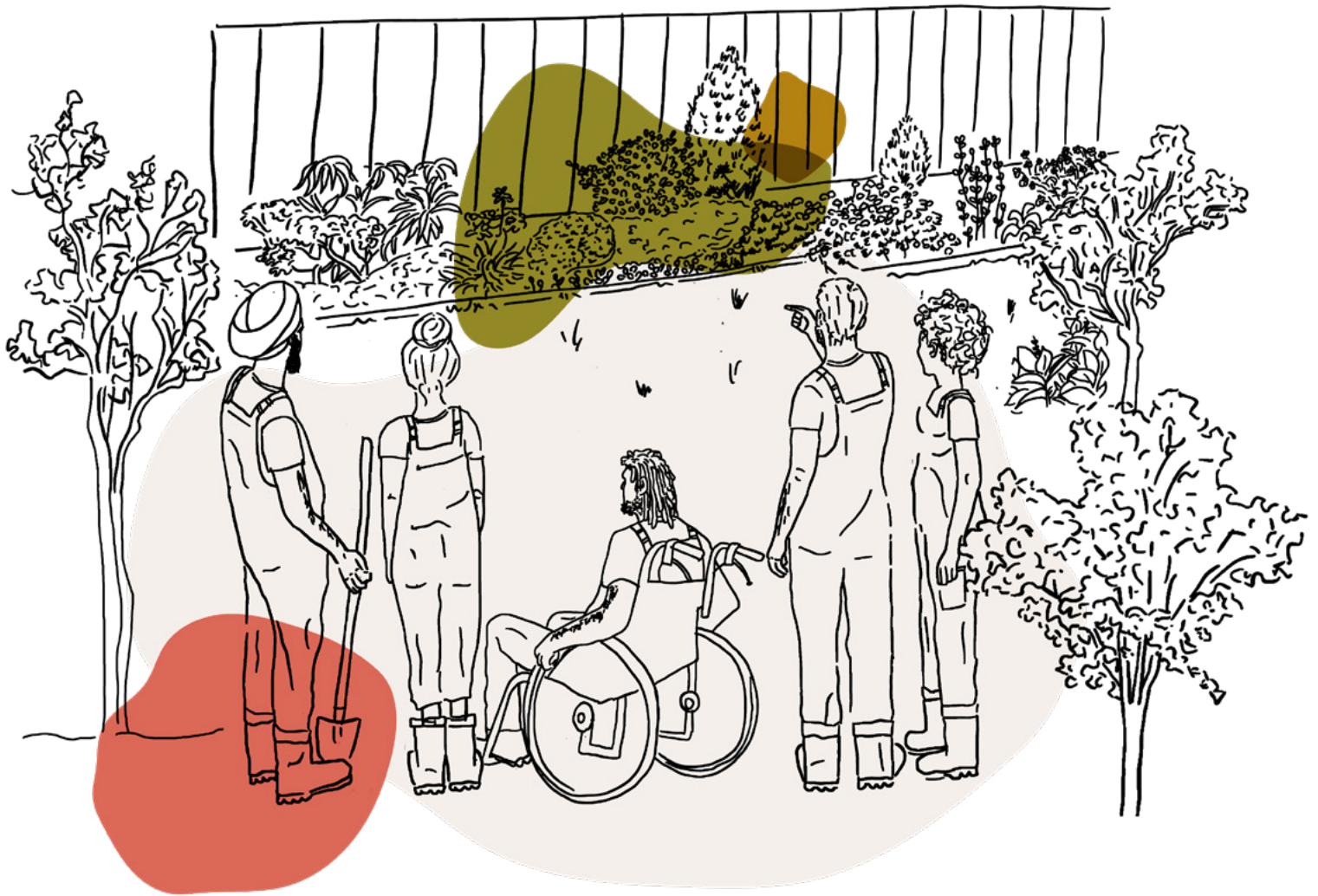
As dedicated gardeners, they carefully examined the evaluation landscape, seeking examples of promising practices and gaps as well as opportunities for growth, through an equity lens. The research and report are conducted by Claudia Useche (TSIC) and Milka Fisiha (ChEW) with support from Jami Dixon (ChEW), Karen Scanlon (ChEW) and Yu-Shan Chiu (TSIC).

To further nurture this garden of equitable evaluation, the Fair Evaluation Working Group (FWG) is being set up by the Equitable Evaluation Collective (EEC). This group aims to co-create a plan for making evaluation in the UK fairer and more inclusive, complementing the work of the Lead Gardeners. The plan focuses on the lived experiences of people who have participated in evaluation activities, particularly those who have been negatively impacted by such practices. The Fair Working Group members include Tobey Ahamed-Barke, Alex Kegie, Sabrina Jones, Chris Sims, and Ramona Zadissa.

These Community Gardeners bring invaluable knowledge and fresh, authentic perspectives from the ground, thanks to their lived experiences, professional experience and strong community ties, fostering a genuine interest in creating equitable evaluation.

As a diverse team of gardeners, we have strived to take great care of this space. Through the process, we have begun to dig up the weeds, fertilise the ground with our varied approaches, and water the seeds of equity. Our goal is not simply to extract insights and lessons learned from the evaluation process but also to cultivate a flourishing, equitable evaluation garden for all communities involved. As gardeners, our job is to nurture and thrive in this space, not to allow more weeds to grow.

From January to March 2024, we spoke with 13 people online. Each conversation lasted about an hour. We talked to five (5) people who carry out evaluations, four (4) people who provide funding, two (2) people with first-hand experience of being evaluated, one (1) person who manages programmes, and one (1) person who works in support services for charities.



3. Methodology

Throughout our exploration of equitable evaluation in the garden of social impact, we utilised a methodology which combines various sources of information:

- Thoroughly reviewed 21 globally recognised key documents related to this topic.
- Interviewed leading experts in the UK social sector to gain their insights.
- Welcomed the valuable contributions of the Fair Working Group (FWG), which comprised 6 people from minoritised backgrounds and with lived experience participating in inequitable evaluation.
- Analysed the information we collected during the application process for the FWG.

Our intention is to embed the metaphor of a garden to provide a richer understanding of the method and findings of this research. Imagine we set out on a journey to explore a vast garden. This garden represents how organisations are checked on their work.

We wanted to understand how to make this garden fair and welcoming for everyone.

First, we gathered our tools. We picked up 21 key documents from around the world. These were like maps, showing us what others had already discovered about fair garden-tending.

Introduction

A. Planting the Seeds: The Importance of Equity in Evaluation

Next, we talked to the expert gardeners – people who know a lot about charity work in the UK. They shared their wisdom and experiences, pointing out the flourishing areas and the patches that needed more care.

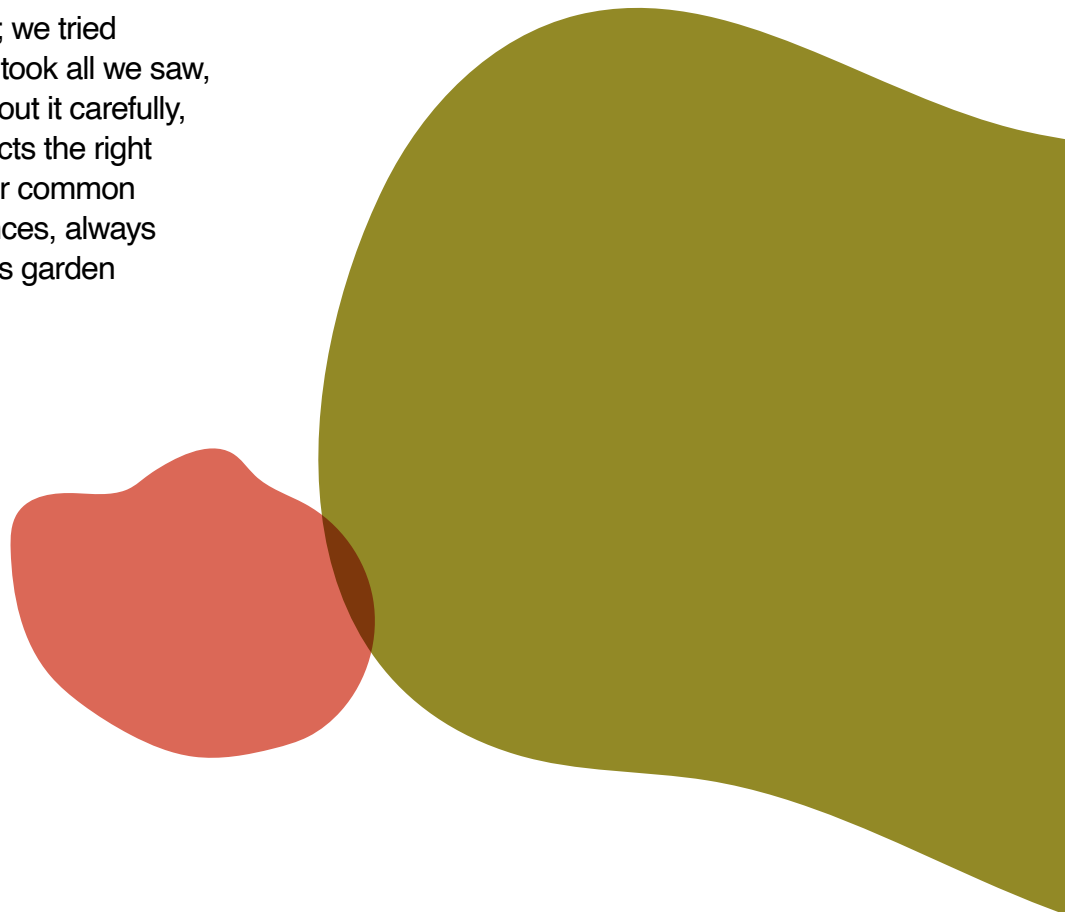
But we knew the most important voices were those of the plants themselves. So, we invited a special group of six people – the Fair Working Group. These individuals had felt the sting of unfair treatment in previous evaluations. Their stories were like the whispers of leaves, telling us what it really feels like on the ground.

We kept our eyes and ears open as we walked through this garden. We noticed patterns – which plants were thriving, and which were struggling. We saw how different parts of the garden affected each other, just like in a real ecosystem.

We didn't just want to observe; we tried to understand deeply. So, we took all we saw, heard, and felt and thought about it carefully, similar to how a gardener selects the right seeds and tools. We looked for common themes and surprising differences, always asking, "How can we make this garden better for everyone?"

By combining these diverse sources, from international literature to UK-based experts and Fair Working Group experiences, we sought to understand the challenges and opportunities on the path to more equitable and inclusive evaluations. Our journey wasn't just about seeing the garden as it is. It was about imagining what it could be – a place where every plant can grow strong and tall, where the soil of fairness nourishes all equally.

This report is the story of our journey, lessons learned, and vision for a fairer, more inclusive garden of charity evaluation.





Context



II. Context

A. The Pillars of the Evaluation Ecosystem: Fundamental Elements

Imagine that the evaluation is like a garden.

For this garden to grow healthy and strong, it needs four essential elements:

- 1. Transparency:** Having clean air is like being transparent and open about how the evaluation is done. It helps everyone breathe easily and trust the process.
- 2. Inclusivity:** Valuing and including different viewpoints are like water nourishing all plants equally.
- 3. Equity:** Questioning old ideas about what counts as evidence and who is an expert is like having fertile soil. It allows new ideas and ways of looking at things to thrive in the garden.
- 4. Holistic Approach:** Seeing the big picture – the culture, the context, the systems, and the root causes of injustice – is like seeing sunlight that shows us everything is connected.

When these four elements work together, they create an evaluation process that is fair, inclusive, and focused on promoting equity. In this way, the garden of evaluation can flourish and bear good fruit for all.

1. Transparency and Accountability

Like fresh air is necessary for a garden to thrive, transparency is crucial for a healthy evaluation process. The “Guidelines for Good Practices in Evaluation” (UK Evaluation Society, 2019) emphasise that the evaluation’s principles, approach, ethical practices, limitations, and uses should be clearly explained to everyone involved. This transparency is essential to prevent power imbalances that could negatively impact the evaluation process.

Our stakeholder interviews emphasised the importance of transparency and accountability in evaluation. This means making the evaluation process clear and accessible to everyone involved. Participants highlighted practices such as:

- Sharing results widely with all stakeholders including the communities they are working with,
- Involving stakeholders throughout the process,
- Ensuring the voices of those impacted are heard.

These practices help ensure everyone feels informed and valued.

Multiple participants highlighted that transparency and accountability are crucial for fair and inclusive evaluations:

“

Those of us playing roles in research, advocacy and knowledge management – potentially we are trusted by people who share their personal experience with us, and we have an obligation to ensure they are fairly represented and heard. ...Ultimately, we are gatherers and interpreters and sometimes we must represent the people who speak to us.

– Programme Manager

“

Before, it used to be evaluation was done to people now it’s moving towards evaluation being done with people.

– Evaluator 4

2. Inclusivity in Evaluation

The variety of plants in a garden flourishes when it receives the necessary nutrients and resources.

Similarly, evaluation processes are richer and more valuable when they include different viewpoints and perspectives. The “Guidelines for Good Practices in Evaluation” (UK Evaluation Society, 2019) state that cultural, gender and age differences should be respected,

and all relevant points of view should be included. In addition, the “Equitable Evaluation Framework” (EEF, 2023) recommends exploring how different identities and life experiences shape worldviews; this should be considered in the evaluation. This inclusion is not just a symbolic gesture but involves transferring power and decision-making to those who are most affected.

Context

A. The Pillars of the Evaluation Ecosystem: Fundamental Elements

Ensuring All Voices are Heard in

Evaluations: Our interviews highlighted that evaluators do not always represent the communities they are working with, and the views of white, middle-class people are usually centred in evaluation practice. This means the voices of marginalised communities – the people most affected by programmes and policies – are often left out. It is important to include these communities, such as those who use the services and those with lived experience, in the design and process of evaluations.

In addition, restricted funding, rigid methodologies, and an overemphasis on “value for money” evaluations exclude diverse voices. The lack of flexibility to shape evaluation methods and to tailor to different people’s needs and experiences can result in people disengaging and being excluded. To dismantle these barriers and ensure equitable practice, evaluations must value all forms of knowledge from diverse communities to foster a more inclusive evaluation ecosystem.



““

If you feel like you are with someone you relate with, it really helps you to open up...

– Lived Experience
Member 1

””

““

If you have that open mindset, you can... raise less recognised identities...and give a voice to those who might have a different approach and different view.

– Funder 3

””

3. Equity in Evaluation

As fertile soil is critical for growing plants, equity must be the foundation for evaluation processes.

The “Equitable Evaluation Framework” (EEF, 2023) expands current definitions of validity, objectivity and rigour while championing complexity. The EEF challenges limited notions of evidence that ignore the realities and experiences of marginalised communities. Evaluation work must be designed and implemented in a manner consistent with the values that underpin equity work, and ultimately be in service of equity.

Our interviews reference the purpose of evaluation as a means to engage participants as equal collaborators rather than just sources of data through methods like participatory action research. Evaluation allows organisations to understand their impact, make data-driven decisions, and be responsible to communities they serve. Evaluations need to move beyond just proving something “worked” from a scientific perspective; they should come from an understanding of societal inequities and how evaluation practices can perpetuate or dismantle those inequities.

““

When I think about equity, in evaluation, I'm thinking about evaluations that have a clear purpose which benefit of the people who are participating.

– Funder 2

””

““

Some methodology itself is kind of rooted in really problematic... white supremacist kind of culture...I'm always trying to put it into the bigger picture with contextual history, and I suppose within that is where the power is and where the inequity is.

– Funder 4

””

““

I have always seen equity in the work I do...applying the principle of equity and inclusion in every stage of the evaluation process.

– Evaluator 2

””

Even seemingly neutral evaluation methods can carry implicit biases based on their historical origins as highlighted in the interviews.

4. Holistic Approach

A holistic approach to evaluation can help us understand the various historical, cultural, political, and economic factors that shape people's lives. To achieve this, the “How to Design and Manage Equity-focused Evaluation” guide (UNICEF, 2012) recommends analysing the culture, context, systems, and underlying drivers of inequality when interpreting results. The EEF (2023) suggests that evaluations should be comprehensive and address critical questions about the impact of a strategy on different populations and the root causes of inequality.

However, as highlighted in “Launching the Anti-Colonial Research Library” (Lenette, 2023), Western, English-language perspectives and resources still dominate, reflecting unequal access to research infrastructure. This makes it challenging to incorporate non-Western, decolonial approaches. The “Windows on Evaluation Matters” (UK Evaluation Society, 2022) also points out existing power imbalances, such as evaluators of colour being paid significantly less than their counterparts from developed Western countries.

Context

A. The Pillars of the Evaluation Ecosystem: Fundamental Elements

4. Holistic Approach

Such a comprehensive and equitable approach to evaluation is essential to create an assessment system that acknowledges and addresses these systemic inequities, historical legacies of oppression, and unfair power dynamics.

Our interviews highlighted the UK evaluation sector has been impacted by the historical prominence of Eurocentric perspectives, existing power structures, and the slow movements of incorporating decolonial approaches. Notably, discussions explored the ongoing impact of colonialism on evaluation practices. Participants pointed out how methodologies themselves can be rooted in problematic historical contexts, even if the original intent may have been positive.

“

I think that collectively as a group of evaluators, we pretend that evaluation is completely neutral and objective, but it's not.

”

– Infrastructure Representative

“

How do we decide who can call themselves an evaluator? Again, a bit of nonsense really because we all have the potential to be evaluators. We all have the potential to reflect, to learn.

”

– Evaluator 1



Obstacles

III. Obstacles

A. Weeds of the Past: Recognising Challenges and Damage

This section discusses the importance of trauma awareness, emotional sensitivity, accessibility, and inclusion in evaluation practices.

It examines how unacknowledged trauma contexts and lack of emotional intelligence can hinder fair evaluations and cause further harm. The need to prioritise participant wellbeing and use trauma-informed approaches is emphasised.

Additionally, it critiques traditional evaluation methods for excluding marginalised groups and minimising social impact. The section calls for empowering practices that meaningfully engage diverse communities, amplify minoritised voices, and address accessibility barriers throughout the evaluation process. Overall, it underscores developing evaluation frameworks centred on preventing re-traumatization, maximising inclusion, and avoiding the perpetuation of inequities.



1. Trauma and Wellbeing

Just as deep roots can prevent new plants from growing, unacknowledged trauma can prevent achieving fair evaluation.

The guide “How to Design and Manage Equity-focused Evaluation” (UNICEF, 2012) warns against using language or images that may cause distress, rather it recommends prioritising participants’ emotional safety and well-being. When evaluators fail to recognise or respond appropriately to contexts of trauma, they risk causing further harm. Addressing these deep-rooted issues will require a willingness to confront uncomfortable truths and engage in necessary self-reflection.

Documents such as “In Conversation: Two Community Foundations in Dialogue About The Evaluation” (Brandt et al., 2023) and “A Teams Journey Toward More Equitable Philanthropic Research” (Spring et al., 2023) also highlight the trauma experienced by communities that have long worked with foundations and the need for greater awareness and sensitivity around this issue in evaluation relationships.

Just as the cold wind can harm plants and prevent them from growing, a lack of awareness of trauma and emotions can hinder the potential of assessment to bring about change. The guide “How to Design and Manage Equity-Centered Assessments” (UNICEF, 2012) emphasises this as a significant obstacle to achieving fair assessments. When we overlook the emotional aspects, we are less prepared to adapt and react when challenging situations inevitably arise. To navigate this terrain, evaluators must develop better emotional understanding and be willing to display vulnerability.

The “In Conversation: Two Community Foundations in Dialogue About The Evaluation” (Brandt et al., 2023) discussion among community foundation evaluators also addresses the emotional aspects of implementing equitable evaluation. Participants expressed feelings of vulnerability and burnout. They highlighted the need to take care of themselves and be kind to deal with these challenging dimensions.

“

As important as evaluation procedures are, they can often, through bad practice or lack of experience, be invasive or even triggering/traumatising.

”

– FWG,
applicant 27

Our interviews revealed that evaluators and organisations in the UK have historically neglected trauma awareness and emotions in evaluation design and implementation, but there is growing recognition of the importance of these factors. Simple word choices in surveys or interview questions have the potential to cause distress or re-traumatization if not carefully considered.

Obstacles

A. Weeds of the Past: Recognising Challenges and Damage

1. Trauma and Wellbeing

Interviewees highlight limitations in accommodating diverse emotional needs and language accessibility in current evaluation practices in the UK. There are calls for more trauma informed training for evaluators and a greater focus on emotions, language accessibility, and cultural/contextual factors in evaluation practices.

“

I think we're getting better with the trauma awareness. I do think the trauma-informed practice gets banded about a bit. There's a bit of a risk that evaluators and practitioners describe their practice as Trauma informed Willy-nilly...but they've not actually done much work to operationalise that and really think that through.

– Evaluator 3

”

Trauma awareness and wellbeing are important considerations in evaluation practices, particularly when working with vulnerable or marginalised groups.

“

There's a bit of cognitive dissonance between that and the reality of the practice. We haven't developed a more trauma-informed practice around evaluation.

– Funder 1

”

“

...we go in, we do an interview or a focus group or a whatever, even a survey...it might surface a lot of emotion for somebody, and then we go...we're not psychologists, we're not trained and able to... but we have a responsibility to recognise that and support that even if we can't fix it.

– Evaluator 1

”

Obstacles

A. Weeds of the Past: Recognising Challenges and Damage

1. Trauma and Wellbeing

“

...when you do the interview, you have to be very sensitive, and if something doesn't work out, you stop the interview and make sure that this person has been cared for...I'm not sure if people recognise [the importance of being] trauma informed...but there's also just microaggressions and the triggers.

– Funder 1

”

“

...we've got to be really, really careful that when we interact with people, when you ask questions... we potentially have the power to trigger all sorts of feelings and emotions.

– Evaluator 3

”

Lack of Accessibility and Exclusion

Communities excluded from properly participating in evaluation processes are weakened, just as flowers wilt if they don't get enough light and nutrients. However, by empowering these communities and including them in the evaluation processes, we can see them bloom and thrive. Traditional approaches to evaluation often focus on evaluating the design, putting it into practice, and the outcomes of interventions, using a generic approach. This minimises the social value of the evaluated intervention. The “Social Equity Assessment Tool (SEAT) for Evaluation” (Better Evaluation, 2021) highlights this fundamental shortcoming in the way many assessments have historically been conceptualised and conducted. Committing to practices prioritising inclusion and empowerment is essential to address this issue, which will help revive these faded flowers.

Documents such as “Reflections on Applying Principles of Equitable Evaluation” (WestEd Justice and Prevention Research Center, 2019) emphasise engaging community members on the evaluation team and co-developing evaluation questions with local stakeholders to ensure participant perspectives drive decision-making. The “Equity-Centered Evaluation of International Cooperation Efforts” (Global Change Center, 2023) advocates for centring equity by including overlooked voices from the Global South in the evaluation process.

The “Equitable Evaluation Framework” (EEF, 2023) suggests that evaluations should use participatory and empowerment processes to ensure that the worst-off groups are involved and co-leading the evaluation from the design phase. This aligns with the “Guidelines for Good Practices in Evaluation” (UK Evaluation Society, 2019), which calls for ensuring accessible communication

Obstacles

A. Weeds of the Past: Recognising Challenges and Damage

1. Trauma and Wellbeing

of results and providing opportunities for participants to discuss their representation.

Building on this concept of inclusion, interviews emphasised the importance of ensuring evaluations are accessible and culturally sensitive. Concerns were raised about using standardised trauma-related questions with vulnerable

populations, potentially triggering negative emotional responses.

Participants highlighted the need for evaluations that prioritise participant well-being, consider cultural context, and use appropriate data collection tools which everyone can understand.

“

I think in terms of accessibility, I would absolutely say that the language that's grown up around evaluation is quite exclusive...will have very nuanced meanings in the context of this...unless you worked in this space.

– Funder 1

”

“

...so much work that needs to happen for feasibilities for people with disabilities, because we speak about a very broad range of disabilities that don't seem as included, and also about refugees and marginalised communities and the legal process of including them and making sure they have the infrastructure to come.

– Lived Experience Member 2

”

Imagine a lush garden surrounded by a high wall with only one closed door. As beautiful as it looks, if it's not accessible to people, your ability to inspire and impact will be severely limited. This is also the case with evaluation, where processes are often inaccessible, using complicated language which acts as a closed door. “Integrating the Transformative Equity Assessment” (Better Evaluation, 2023) highlights the

critical need to adopt approaches that make commitments truly responsive and inclusive for all. Opening these doors will require a fundamental relationship shift with the different groups involved.

“Principles of Equitable Storytelling” (Community Foundations of Canada, 2019) and “A Journey into Equitable Practice: Doing More, Doing Differently” (Bode et al.,

Obstacles

A. Weeds of the Past: Recognising Challenges and Damage

1. Trauma and Wellbeing

2023) highlight strategies to make evaluation processes more accessible and inclusive, such as adapting content to diverse cultural contexts, using multiple communication channels, and creating opportunities for engagement beyond written formats. These approaches help ensure that evaluations reach and resonate with a wider audience, giving voice to those who might otherwise be overlooked. By implementing these strategies, evaluators can create a more equitable and participatory process that captures a fuller, more nuanced picture of impact and fosters greater understanding and collaboration among all stakeholders.

Accessibility emerged as a key theme in the interviews. This included ensuring evaluations are shared in clear and understandable language, along with addressing digital accessibility for those with limited internet or computer access.

The interviews highlighted the importance of making the evaluation process inclusive and accessible for everyone to participate in. One interviewee highlighted the role of evaluators in embedding equity into evaluation practice to ensure different voices are included in the evaluation process and most marginalised voices are not overlooked.

““

So, I'm helping my charity partners to learn to reflect. I think that a lot of power potentially rests with an evaluator. And I don't think that's quite right because everybody has a collective responsibility to learn and reflect, and that can include the communities you're trying to serve too.

””

– Evaluator 1

““

I think that in the evaluation process...we consider the most of disability, and mainly from an access perspective. I think that the questions around how you do evaluation, equitable perspective or other protected characteristics, I think is a discussion that's still at a pretty early stage.

””

– Programme
Manager

2. The Marginalisation of Minorities

In the most forgotten corners, we find doubly marginalised communities, such as ethnic and racially minoritised communities, whose unique struggles and experiences are often lost in the overall findings.

The guide “How to Design and Manage Equity-Centered Assessments” (UNICEF, 2012) highlights the importance of “being aware of the diversity of the groups involved as a critical factor in any equity-sensitive process.” However, these crucial distinctions are blurred or ignored in many traditional evaluations. Actively acknowledging and honouring the experiences of the most

marginalised groups will be key to cultivating a genuinely inclusive garden.

Issues around digital access, data ethics and AI biases disproportionately affect marginalised groups. Across a few conversations, recruitment and data analysis practices may unintentionally exclude marginalised perspectives due to researchers’ own cultural backgrounds and biases. This points to the need for diversity in research teams. Poor follow-up practices by evaluators lead to frustration and disengagement in marginalised communities, thus damaging trust and relationships.

“

The labour of being the ‘minority’ voice in a space can be an exhausting experience when this perspective is not something evaluations are designed to account for.

– FWG, applicant 1

”

“

If they have taken part in that project, then they need to be involved in the evaluation process as well and have a say in that.

– Evaluator 4

”

“

...when you look at the types of evaluations that are funded by the ESRC, there’s been a number of conversations around how very few Black principal interest investigators – not just Black, but anyone from various protected characteristics – are actually the leads in some of these research evaluations... that’s a flag.

– Funder 2

”

The importance of addressing digital access barriers to ensure participation in evaluations was emphasised. The need to redefine traditional notions of rigour, quality, and the use of jargon and inaccessible language was also discussed, with a focus on prioritising inclusivity in the evaluation design process. Overall, there is an emphasis on the need for more participatory, equitable, and inclusive

evaluation and research practices within the UK context. However, there was a recognition that progress is slow and faces systemic barriers. The good news is that we can make our evaluation practices more inclusive by listening to people with different intersecting identities, experiences, and needs and ensuring they all get a chance to contribute. It might take time, but if we all work together, we can create an evaluation system where everyone feels valued and heard.

B. Challenges in the Gardener's Path: Practising Equitable Evaluation

Achieving equitable evaluation involves addressing several key issues.

This section discusses the challenges of unfair compensation practices where unequal payments reinforce power imbalances between evaluators, the lack of cultural sensitivity in evaluations, which can perpetuate harmful assumptions about different groups, as well as the lack of trauma awareness and failure to consider the emotional realities of participants. It also covers accessibility barriers which prevent full participation in evaluation processes and the pervasive issue of power dynamics that evaluators need to scrutinise and mitigate. Finally, it addresses evaluation biases and the need to question preconceived notions that reinforce inequities in the evaluation field.

To cultivate a truly inclusive garden, we must identify and address these obstacles actively and consciously.

While well-intended evaluations aim to be helpful, they can be hindered by methodologies, time pressure and inflexible tools, making collaboration difficult. The dominance of Western knowledge systems continues to be problematic. It devalues indigenous and non-Western perspectives, methodologies, and cultural contexts. This hegemony can lead to a one-size-fits-all approach to evaluation that fails to account for the diverse ways in which different communities understand and measure success, impact, and value.

Consequently, evaluations based solely on Western paradigms may miss crucial cultural nuances, leading to incomplete or biased findings.

Furthermore, the imposition of Western frameworks can perpetuate power imbalances, undermining the agency and autonomy of local communities to define and assess their own development and progress. Embracing a more inclusive, pluralistic approach to evaluation is essential for creating more accurate, equitable, and culturally relevant assessments. The historical context of evaluation can influence today's practice, for example, one of the interviewees emphasised that youth work has had roots in both radical social movements and coercive systems, influencing how it's evaluated today. Therefore, an overall understanding of the past and present is essential when considering equitable evaluation practice.

Interviewees offered solutions such as flexible approaches, co-designing questions with participants, and prioritising equity throughout the evaluation process. However, limited resources and tensions between funder expectations and participant needs and lack of human-centred approaches create obstacles for inclusive practices. Often, the obstacles are seen by the Global Majority evaluators and evaluators with different intersecting identities in the sector as they too experience the inequality within the sector.

““

I have seen a lot of discrimination in a service user and from the care provider and so all this thing for me to, evaluate, you have to be human.

””

– Lived Experience
Member 2

““

As a Person of Colour myself, I definitely think there's a lack of equitable values in our evaluation practices here in the UK.

””

– Evaluator 3

1. Unfair Compensation

When individuals within a community are not compensated fairly for their time and expertise, it can be compared to attempting to grow a garden in soil that lacks nutrients and moisture.

This insufficient compensation can further reinforce existing power imbalances and restrict the potential for equal participation, leading to preferential treatment for dominant groups. A joint endeavour to redistribute resources more equitably is necessary to achieve an inclusive evaluation ecosystem.

The conversation “Windows on Evaluation Issues: Evaluators from the Global South Reflect” (UK Evaluation Society, 2022) addresses the huge lack of remuneration for evaluators of colour compared to their counterparts in the developed Global North, highlighting entrenched pay disparities that can hinder equitable participation in evaluation.

““

I have experienced multiple unfair and potentially harmful evaluation processes... Co-evaluators with lived experience being paid less than co-evaluators with professional and/or academic experience – or people simply being asked to participate out of the goodness of their hearts to benefit some imagined future population.

””

– FWG, Applicant 3

Obstacles

B. Challenges in the Gardener's Path: Practising Equitable Evaluation

Interviews also identified concerns about unfair compensation for evaluators. Firstly, there's a disparity in evaluator pay based solely on global location i.e. in the West in comparison to Global South. Secondly, government bodies and funders can exert significant influence, often prioritising certain types of evidence, which can marginalise specific research perspectives.

For example, prioritising quantitative data and evidence-based tools which may not place qualitative data at the same level of validity. Limited research funding and restrictive methodologies further disadvantage particular communities. Finally, a lack of career development support restricts the progression of marginalised researchers, such as peer reviewers, within the field.

“

But I do think money is important...if I want people to be engaged in this research...and I know that these communities are really busy with all the different kinds of jobs. And I'm sure they want to participate. Yes, but then how can I enable them to participate?

”

– Funder 2

“

The emphasis is on proving something to a funder, or external figure, and that's bad from a research integrity point of view. It creates a more transactional relationship, can reduce trust in the provider, [and result in] pressure to perform as opposed to what the programme is designed to do, i.e. standing shoulder to shoulder with them, rather than above them.

”

– Programme Manager

2. Cultural Insensitivity

Cultural insensitivity can sometimes become problematic in evaluation spaces, hindering fair and equal growth.

The guide “How to Design and Manage Equity-Focused Assessments” (UNICEF, 2012) warns that many factors which cause vulnerability and social exclusion are social or political in nature. When evaluators are unaware of the complex contexts in which communities exist, they risk perpetuating harmful misconceptions. To overcome this challenge, adopting a cultural humility mindset is essential.

Various sources, such as “How are Research for Development Programmes Implementing and Evaluating Equitable Partnerships to Address Power Asymmetries?” (Snijder et al., 2023) and “Integrating a Transformative Equity Criterion into Evaluations for Promoting Transformative Systemic Change” Better Evaluation, 2023) highlight the importance of evaluators gaining a deep understanding of the cultural contexts and power dynamics present in the communities with which they work. Culturally sensitive approaches are seen as key to promoting equitable evaluation.

Interviewees also shared that cultural sensitivity is not always considered in evaluation as evaluators are not always taking into consideration the needs of the populations they are working with; this can be in the forms of the evaluators’ design, missing groups of people and not representing communities when sharing findings.

“

Are we capturing some demographic data? And are we going to do intersectionality analysis? Are you ready to develop the programme to be more targeted, because impact does not happen to everyone in the same way.

”

– Funder 3

“

Equality, diversity, and inclusion are not put at the heart of evaluation, and sometimes cultural sensitivity is lacking, and fairness is not embedded in evaluation.

”

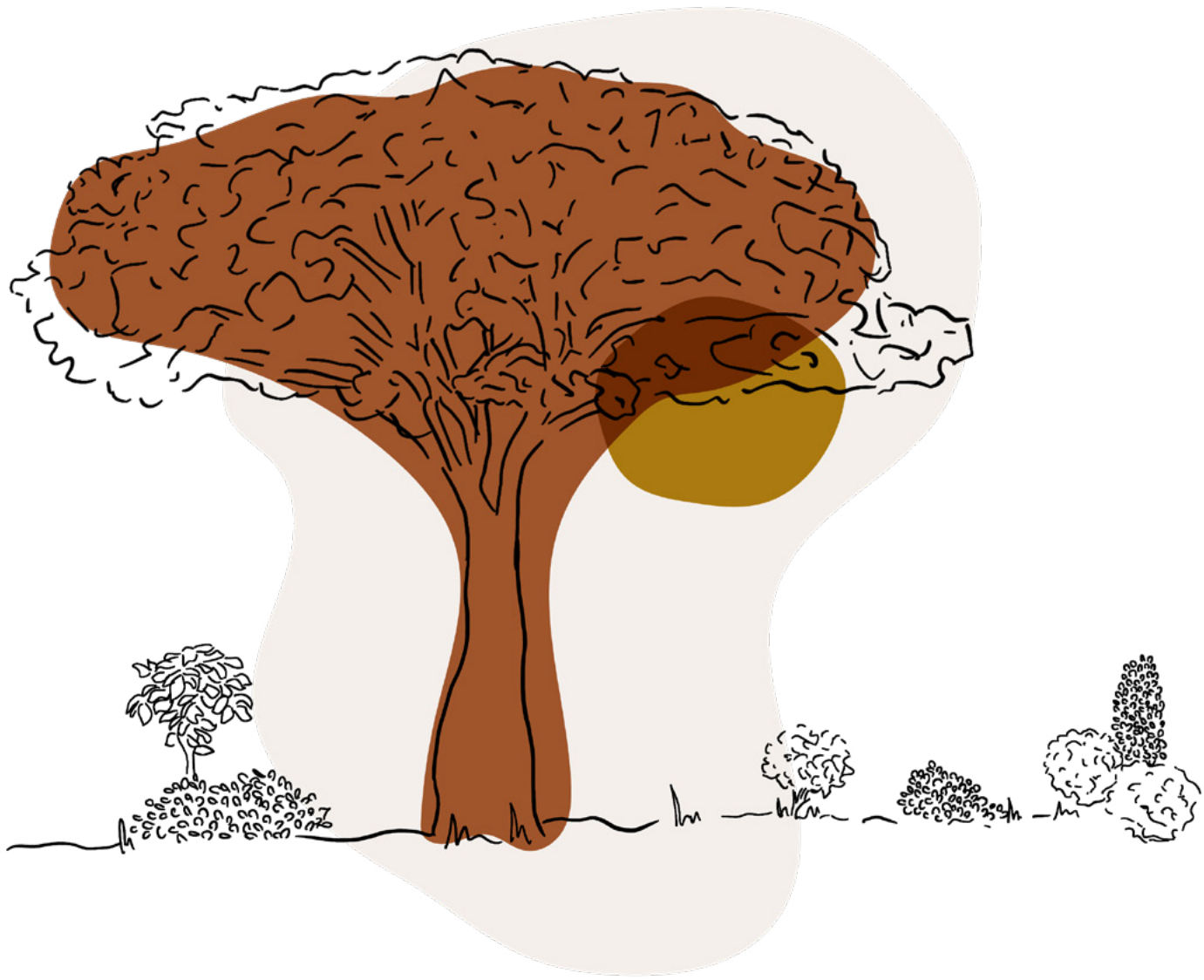
– FWG, applicant 7

“

As an evaluator, I’m not the expert, I’ve got expertise in my field of evaluation, but then there’s people who are experts in either in lived experience or experts within an organisation.

”

– Evaluator 2



3. Power Dynamics in Evaluation

Just as invasive ivy can sneak into a garden, power imbalances can permeate evaluation spaces, slowly stifling equity.

“Integrating A Transformative Equity Criterion” (Better Evaluation, 2023) examines the need for evaluators to recognise and mitigate these dynamics actively, noting how the mere presence of evaluators and funders can exert a subtle but formative influence on what is shared and emphasised. Bringing these shadows to light will require a nuanced awareness of how power operates and a willingness to take concrete steps to counter it.

Many research papers have highlighted the unequal power dynamics between funders, evaluators, and communities in traditional philanthropic and evaluation relationships.

Whether it is “The Practice of the Equitable Evaluation Framework: Context and Introduction to the Special Issue” (Coné et al., 2023) or “A Team’s Journey to More Equitable Philanthropic Research” (Spring et al., 2023), these sources emphasise the importance of openly acknowledging and addressing these power imbalances to enable more equitable practices.

“

Evaluation practices are shaped by whom has power and access to resources in the charity sector.”

– FWG, applicant 20

Interviewees pointed out power dynamics are present in many evaluations, where commissioners or funders may have significant influence over the process and findings. Involving more diverse voices, including people with lived experience, in the evaluation design and process can help mitigate this.

“

But there are some institutionalised power aspects there, that they can't pretend they're not there.... if someone says can you do this for me? Because I really need to keep my job or can you do this for us because otherwise we might get shut down or even if it's put in a positive way, can you do this to help us get our funding...

– Evaluator 2

”

“

I mean, sometimes, a lot of good stuff happens in a community where they're never recognised or being supported it is always from the top...the bottom...don't get recognised, and they don't get the support.

– Lived Experience Member 2

”

4. Evaluation Bias

Biases in evaluation can cloud our judgement and perpetuate injustices, just as fog can blur our vision.

These biases can be unconscious assumptions or preconceptions that privilege certain forms of knowledge, resulting in the sidelining of important voices and perspectives.

The Equitable Evaluation Framework (EEF, 2023) challenges the tendency to prioritise rigour over fairness, reflecting biases about valid evidence. The framework also highlights biases towards the perspective of the “outside expert,” which can detract from community knowledge. Approaches that are considered “objective” can conceal biases, such as associating objectivity with a white/Western gaze.

Confronting and examining our internalised biases is vital to enabling equitable evaluation to take root in a truly inclusive environment. Dispelling this fog requires constant critical self-reflection.

Some sources point to and openly question traditional notions of objectivity, expertise, and validity in evaluation, which can perpetuate biases. In “A Teams Journey Toward More Equitable Philanthropic Research” (Spring et al., 2023), the team reflects on their own assumptions and biases as funders and evaluators and learns to question conventional ideas of experience. “The Practice of the Equitable Evaluation Framework: Context and Introduction to the Special Issue” (Coné et al., 2023) papers urge practitioners to unlearn old methods and adopt updated definitions that accommodate multiple forms of knowledge.

“

Some evaluations felt disempowering and exploitative, especially when they ignored my specific perspectives as a person of colour whilst using my identity to improve the visuals and credentials of their evaluative work.

”

– FWG, applicant 21

Decisions by governments, educational institutions, and funding bodies often rely on research conducted in the UK, US, and Europe. As one interviewee emphasised, these choices can be swayed by “research on statistics of this fair or unfair research” done in these regions, potentially impacting countries around the globe. An example provided in one of the interviews was the current statistics of women in universities, known to be high in Jordan. However, this does not reflect the reality because the research may have failed to account for women in rural areas and outside of main cities. Thus, this highlights how data and statistics from research conducted by the West can impact funding and initiatives in communities across the world.

International Best Practices:

Interviewees referenced organisations like Pause and Effect (Canada), which specialises in Decolonial research, and Equitable Evaluation Initiative (USA). These examples demonstrate how other countries are approaching equitable evaluation. By learning from these international best practices and key themes, the UK can move towards more equitable and inclusive evaluation practices.

“

Over the last few years, there have been some beautiful examples of much more inclusive, narrative approaches to evaluation, but we haven't worked out how to embed them into evaluations.

”

– Infrastructure Representative

“

Inequity in the evaluation process...people who are receiving support, intervention, rarely get asked to define the questions or outcomes that are important to them....and often that decision sits with a funder, or a policy maker, or a service delivery organisation or an evaluator...then that becomes a more extractive process.

”

– Programme Manager

“

If trustee boards are not diverse in their makeup, then their approach to evaluation will likely reflect their own biases.

”

– Funder 1

4.1 The Role of Funding in Evaluation Bias

The role of funding was highlighted through the influence of funders on evaluations. Participants pointed out that unclear funding requirements and hidden agendas from funders could introduce bias into evaluation methods.

Both funders and evaluators need to be more transparent. Funders should clearly explain their expectations so organisations can make informed choices about participating in evaluations. Evaluators, on the other hand, need to be critical of any potential biases that might stem from their funding sources and take steps to minimise them.

A funder highlighted limitations in charity evaluation regarding fairness and inclusion. Traditional methods fall short in capturing the impact of programmes on marginalised groups, and evaluations often miss the perspectives of those directly served.

The funder further identified concerns with the scope of diversity and potential bias:

- **Limited intersectional approach:** Evaluations need to consider factors beyond disability, including race and sexuality.
- **Challenges for smaller organisations:** The evaluation system itself might unintentionally disadvantage smaller organisations.

“

In terms of evaluation practices, that funders insisting on their own bespoke evaluation in their own very specific ways is inherently unfair and unnecessary. And it has both business and emotional cost, in terms of people having to do the work.

– Funder 1

”

“

I think if funders have the capacity to improve their practice, it has a massive ripple effect so definitely...I think it's really important for us as funders to be learning and create a space for us to talk about learning.

– Funder 3

”

“

Some of the funding that either comes from charitable foundations or government.....so many of them are based on an unequal system, whether that's neoliberalism, white supremacy, ableist assumptions, discrimination against trans young people or denial of their existence, all these different aspects, is going to seep into the evaluation.

– Evaluator 2

”



Conclusions



IV. Conclusions

As we conclude our journey through the evaluation garden, we recognise that cultivating fair and just assessments requires constant care and attention. This is a call to all who strive for equitable evaluations: let's unite to create a thriving ecosystem where fairness blooms everywhere.

We face the exciting challenge of charting new paths where every voice can flourish, no matter how small. Our evaluation methods can be tools for measurement and fostering freedom, healing, and social equity.

This journey may be challenging, requiring us to uproot old practices and face resistance. However, with patience and persistence, we can nurture a garden of evaluators that are truly fair in their

practice which will support the flourishing of the evaluation ecosystem. As we conduct equitable evaluations, we're not just planting seeds of change, we're sowing the potential for a better world. By nurturing these seeds with care and commitment to fairness, we're growing not just better evaluations, but a more just and equitable society for all – one where every voice counts, and our collective efforts yield transformative results.

A. The Future of Equitable Evaluation in the UK

This section emphasises the need to fully embed equity as the core purpose and process of evaluation, not just an add-on. The reviewed documents provide a call to action to adopt genuinely equitable evaluation practices in a comprehensive way.

This includes ensuring equal representation and decision-making power for partners from low and middle-income countries, centring the voices and lived experiences of marginalised communities impacted by the issues, and envisioning evaluation as a collaborative tool to support social justice and empower oppressed groups rather than upholding existing power structures. It also involves evaluators acting as partners with communities, not impartial judges.

This section addresses two key tensions: firstly, between funders' interests and prioritising equity-promoting methods, and secondly, the potential role of social movements in advocating for stakeholder participation and accountability to marginalised populations. The central aim is to make equity the driving force behind all aspects of evaluation, from research methods to the fundamental purpose. This approach seeks to dismantle inequalities rather than perpetuate them. Realising this transformative vision requires transformative changes in power dynamics, community involvement, and evaluator roles. The interviews emphasised the influence of resources, funding, and government bodies on achieving equitable evaluation. To ensure effective implementation, engaging funders throughout the change process is crucial.

1. Embody equity in evaluation

As our tour of the evaluation garden comes to an end, the lessons learned, and the seeds planted along the way become clear.

The reviewed papers offer an in-depth look at what it means to cultivate an evaluation ecosystem rooted in equity principles. These documents highlight key elements of a transformative practice while acknowledging the challenges hindering even the noblest efforts.

A central lesson is the need to centre equity not as an additional step but as the fundamental purpose and process of evaluation. As the Equitable Evaluation Framework (EEF, 2023) states:

“Truly transformative evaluation will require ‘rethinking evaluation’ through a holistic

application of the EEF framework and its principles. It can't be a half-hearted effort; it must permeate every aspect of our work.”

If we courageously confront challenges and engage in critical thinking to question established assumptions, we can imagine a future where evaluation takes a radically different shape. The UNICEF guide, “Integrating a Transformative Equity Approach into Evaluations” (2012), also emphasises the need for action in this direction.

“The purpose of this guidance is to support assessment commissioners and evaluators to incorporate a new criterion and assessment lens on transformative equity into the process of all assessments, regardless of the objectives of the intervention or the type of assessment.”

2. Adopting equitable practices in evaluation

For those of us committed to achieving a genuinely equitable evaluation vision, the papers give us a clear call to action.

For example, the document “How are Research for Development Programmes Implementing and Evaluating Equitable Partnerships to Address Power Asymmetries?” (Snijder et al., 2023) points out that achieving equitable partnerships requires a participatory approach where all partners, especially from low- and middle-income countries, have “equal representation in decision-making spaces”.

It cannot be a partial or top-down effort. As “Equity-centered evaluation of international cooperation efforts” (Global Change Center, 2023) underscores, equity must be at the heart of the evaluation, which requires listening to diverse perspectives, particularly those historically marginalised.

When we ignore these voices and perpetuate inequities in the field of evaluation, we become complicit in exclusion. That is why this call to action is so urgent.

“Windows on Evaluation Matters: Evaluators from the Global South Reflect” (UK Evaluation Society, 2022) emphasises the need to address systemic power imbalances within the evaluation. As John T. Njovu states, “Evaluation then becomes political, and we cannot escape that if we have a conscience and good values.”

This call challenges us to risk what is necessary to achieve fairer and more inclusive evaluation.

Interviews highlighted the importance of collaborating with communities and people with Lived Experience:

“

...the design and the conducting is quite a small group of people that's usually program manager, evaluation manager, maybe an external evaluation who should it be...People who use services or have used services, people with lived experience of the issue that you're trying to evaluate.”

– Evaluator 1



3. Evaluation in Service of Social Justice

What could the future hold? In this new evaluation era, we imagine a world where the primary goal is to support and empower communities most impacted by oppression and marginalisation. This reality would involve evaluation inquiries and techniques firmly based on these communities' concerns and firsthand experiences.

As "Reflections on Applying Principles of Equitable Evaluation" (WestEd Justice and Prevention Research Center, 2019) points out, this new approach recognises the valuable knowledge that community members and stakeholders bring to the table:

"These stakeholders can provide input on evaluation design, participate in its implementation, provide critical context and background for the study, validate or challenge the researchers' findings, and ensure that those findings are meaningfully shared and applied to future practice and policy."

In the future, evaluation findings will not be used to uphold current power structures but rather to actively reform them in the quest for increased accountability and social justice. Evaluators will not serve as impartial judges but as collaborators, using their tools and resources to support the grassroots visions.

This represents a radically different vision of evaluation, one that would realise its potential as a vehicle for emancipation and justice, in line with the Equitable Evaluation Framework (EEF, 2023) that challenges "preconceptions" that can reinforce inequities.

Interviews identified a key tension between funders' interests and achieving equitable evaluations. Concerns emerged that evaluations prioritise metrics and outcomes that satisfy funders, potentially sacrificing

practices and methods that will be equitable. This focus on "proving" success, as described by participants, can create a transactional relationship with those being evaluated, undermining trust and accountability from services. Social movements can play a crucial role in driving equitable evaluation practices by advocating for greater stakeholder participation and holding funders accountable for supporting evaluations that prioritise social justice and evaluators from Global Majority communities and intersectional identities.

“

...the UK, but England particularly... hasn't got scale that the US has got, to carry a big enough movement of things, you know, so a collection of large rally foundations in the US can meaningfully change the direction of a thing and we don't have the scale to do that in England.

”

– Infrastructure Representative

“

...it needs to be approached from an understanding of we do not currently live in an equitable, equal, inclusive world. If the planning and carrying out of evaluation does not take that into account, then it's very likely to be adding to the problem is very likely to further oppress groups and individuals that are already experiencing oppression, even if that was in no way the intention of the people who are managing it.

”

– Evaluator3

B. Garden Care Tips

Just as a garden needs constant care, it is also necessary to dedicate efforts to cultivate a truly equitable evaluation ecosystem. Drawing on the insights from research and interviews, the following provides key considerations for creating equity in evaluation:

Let equity be the cornerstone of your evaluation work. This means:

- **Building Strong Community Partnerships:** Forge genuine partnerships with the communities you evaluate. These partnerships must go beyond symbolic gestures and actively foster genuine inclusion.
- **Investing in Capacity Building:** Equip communities with the skills and resources necessary to fully participate in the evaluation process.
- **Ensuring Fair Compensation:** Provide fair compensation for the time and expertise communities contribute to the evaluation.

Advocate for Equitable Practices:

- **Lead in Equitable Evaluation:** Advocate for greater recognition and resources for equitable evaluation approaches.

- **Raise Awareness:** Shine a light on inequitable practices and be mindful of potential trauma and emotions that may arise during the evaluation process.
- **Develop Practical Guidance:** Create a clear and practical guide for evaluators conducting evaluations in the U.K.

Foster Collaboration and Accessibility:

- **Embrace Cultural Sensitivity:** Adopt clear cultural sensitivity and participatory practices to ensure genuine inclusion.
- **Make Evaluations Accessible:** Utilise creative mediums and multilingual reports to make evaluations inclusive for all stakeholders.
- **Encourage Funder Collaboration:** Promote collaboration among funders to share resources and advance the field of evaluation.

With every step and seed planted, we move forward together towards a fairer, more fertile and enriching field of evaluation for all the communities involved.



References



V. References: The Gardener's Almanac

1. Better Evaluation. (2021). *Social Equity Assessment Tool (SEAT) for Evaluation*. Retrieved from <https://www.betterevaluation.org/tools-resources/social-equity-assessment-tool-seat-for-evaluation>.
2. Better Evaluation. (2023). *Integrating a Transformative Equity Criterion into Evaluations for Promoting Transformative Systemic Change*. Retrieved from <https://www.betterevaluation.org/tools-resources/integrating-transformative-equity-criterion-evaluations-for-promoting-transformative-systemic-change>.
3. Bode, B., Panken, S., Murphy, A., Scott, M. (2023). *A Journey Into Equitable Practice: Doing More, Doing Differently*. *The Foundation Review*, 15:3. Retrieved from <https://doi.org/10.9707/1944-5660.1668>.
4. Brandt, M., Casey, K., Callan, J., Hicks-Rivera, J., Leonard, K., Nguyen, M., Tamanas Ragusa, E., Stancil, C., Salmond, K., Seel, B., Szczerbacki, K. (2023). *In Conversation: Two Community Foundations in Dialogue About Their Equitable Evaluation Framework Practice*. *The Foundation Review*, 15:3. Retrieved from <https://doi.org/10.9707/1944-5660.1665>.
5. Community Foundations of Canada. (2019). *Equity Principles for Storytelling*. Retrieved from <https://communityfoundations.ca/wp-content/uploads/2019/04/Equity-Principles-for-Storytelling-EN.pdf>.
6. Coné, Marcia A., Dean-Coffrey, Jara. *The Foundation Review*. (2023). *The Practice of the Equitable Evaluation Framework: Context and Introduction to the Special Issue*. Retrieved from <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1663&context=tfr>.
7. Donnelly, John. (2014). *Why is Equity so Important in Evaluation?* Retrieved from <https://www.betterevaluation.org/blog/week-37-why-equity-so-important-evaluation>.
8. EEF. (2023). *Equitable Evaluation Framework*.
9. Global Change Center. (2023). *Equity-Centered Evaluation of International Cooperation Efforts: The Urgent Need to Shift Unfair Power Dynamics*. Retrieved from <https://globalchange.center/en/2023/08/30/equity-oriented-evaluation-to-transform-the-international-cooperation-industry/>.
10. Lenette, Caroline. SRA. (2023). *Launching the Anti-Colonial Research Library*. Retrieved from <https://the-sra.org.uk/SRA/Blog/LaunchingtheAntiColonialResearchLibrary.aspx>.
11. Masvaure, S., Chirau, T. J., Fish, T., Morkel, C. (Eds.). (2023). *Equitable Evaluation: Voices from the Global South*. African Perspectives Book Series, vol. 1, AOSIS Books, Cape Town.
12. Palència, Laia, Malmusi, Davide, Borrell, Carme. (2014). *Incorporating Intersectionality in Evaluation of Policy Impacts on Health Equity*. Retrieved from <https://www.betterevaluation.org/tools-resources/incorporating-intersectionality-evaluation-policy-impacts-health-equity>.

13. Roncaglione, V., Brown, C., James, J., Huff, C. (2023). *Learning Circles as a Tool for Participant-Owned Evaluation*. *The Foundation Review*, 15:3. Retrieved from <https://doi.org/10.9707/1944-5660.1664>.
14. Snijder, M., Steege, R., Callander, M. et al. *The European Journal of Development Research*. (2023). *How are Research for Development Programmes Implementing and Evaluating Equitable Partnerships to Address Power Asymmetries?* 35:351–379. Retrieved from <https://doi.org/10.1057/s41287-023-00578-w>.
15. Spring, K. A., Fernanda Mata, M., Poirier, J., Holmes, A., Francois, A. (2023). *A Teams Journey Toward More Equitable Philanthropic Research*. *The Foundation Review*, 15:3. Retrieved from <https://doi.org/10.9707/1944-5660.1667>.
16. UK Evaluation Society. (2019). *Guidelines for Good Practice in Evaluation*. Retrieved from <https://www.evaluation.org.uk/app/uploads/2019/04/UK-Evaluation-Society-Guidelines-for-Good-Practice-in-Evaluation.pdf>.
17. UK Evaluation Society. (2022). *Windows on Evaluation Matters: Evaluators from the Global South Reflect*. Retrieved from <https://www.evaluation.org.uk/2022/01/windows-on-evaluation-matters-evaluators-from-the-global-south-reflects/>.
18. UNEG. (2020). *Ethical Guidelines for Evaluation*.
19. UNICEF. (2012). *How to Design and Manage Equity-Focused Evaluation*. Retrieved from <https://www.betterevaluation.org/tools-resources/how-design-manage-equity-focused-evaluations>.
20. Vaca, S. (2019). *My “Home-Made” Evaluation Tools to Avoid Gender (and Equity) Blindness*. Retrieved from <https://www.betterevaluation.org/tools-resources/my-home-made-evaluation-tools-avoid-gender-equity-blindness-sara-vaca>.
21. WestEd Justice and Prevention Research Center. (2019). *Reflections on Applying Principles of Equitable Evaluation*. Retrieved from <https://www.wested.org/wp-content/uploads/2019/07/resource-reflections-on-applying-principles-of-equitable-evaluation.pdf>.

CHEW Charity Evaluation
Working Group

