

# Race Equity in Evaluations

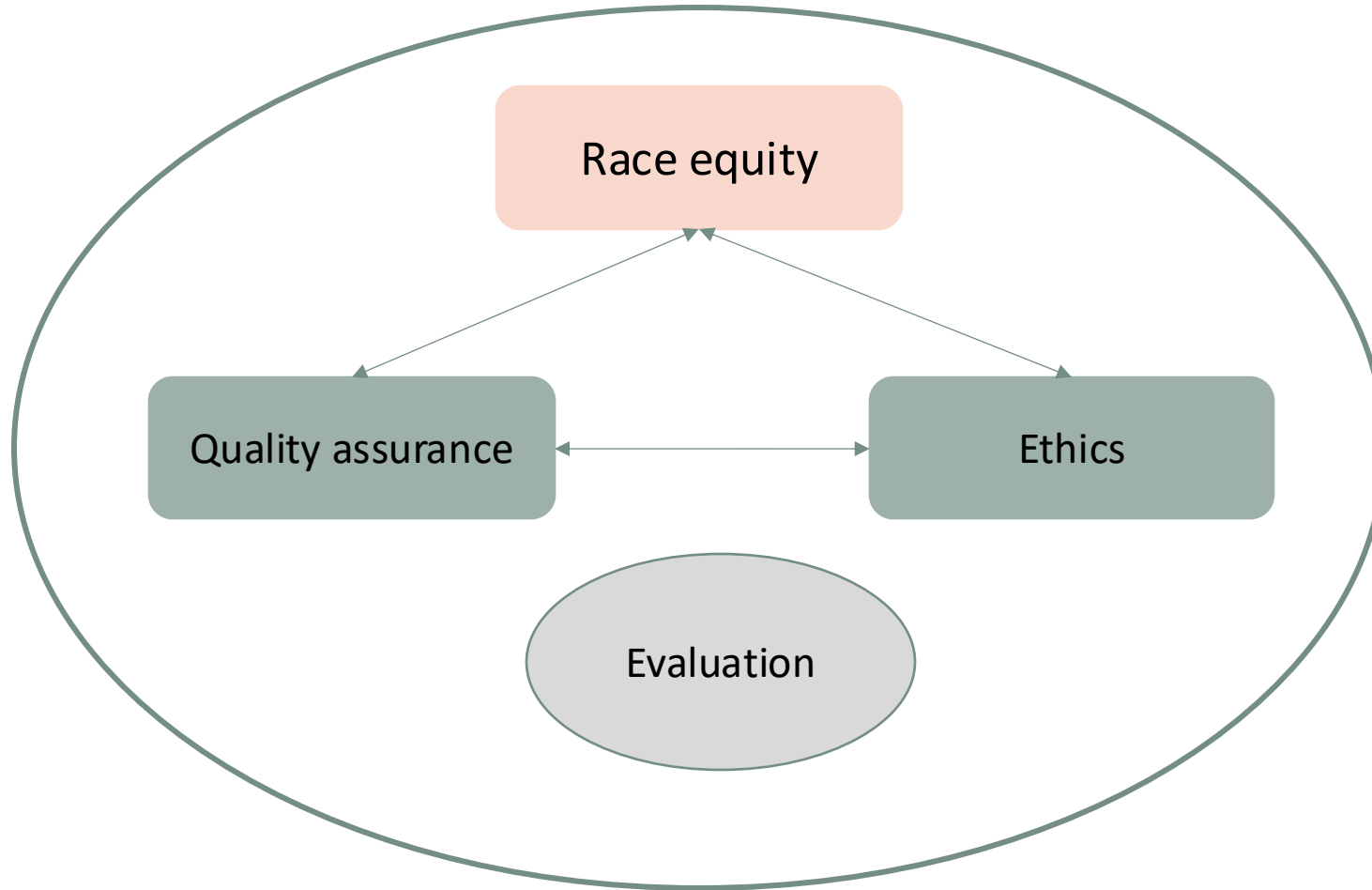
Good practice & common challenges

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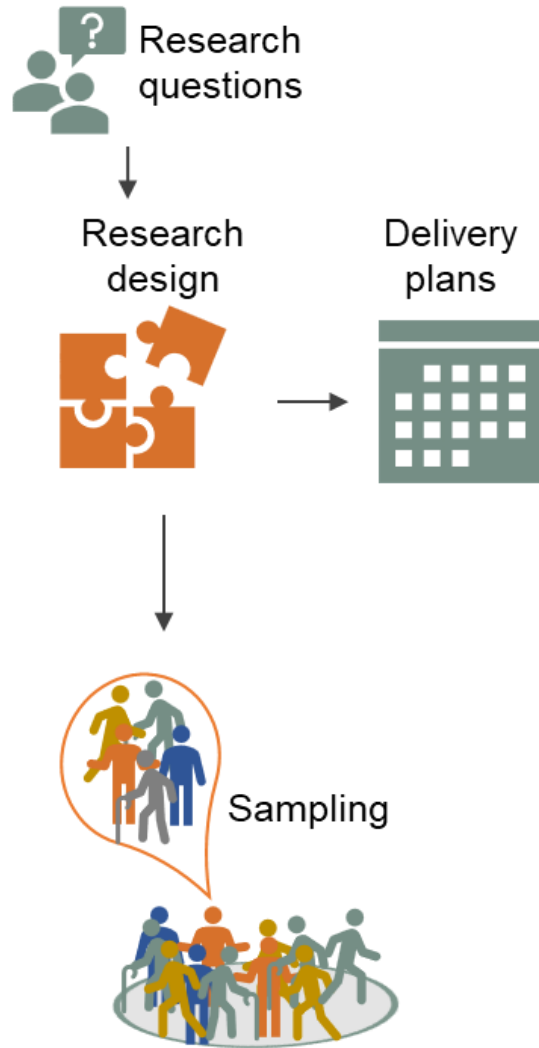
## Key approach

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# Design, sampling, and planning

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Who wrote the proposal?

Who signed-off the sampling approach?

Use of terminology (ONS, Government, .....

How suitable are the proposed standardised tools?

Research burden

How detailed is the workplan?

- religious holidays
- school holidays
- prayer times
- inset days
- time spent with developers
- time for interpretation

# Research tools and data collection



- Reading age
- Clarity
- Information overload

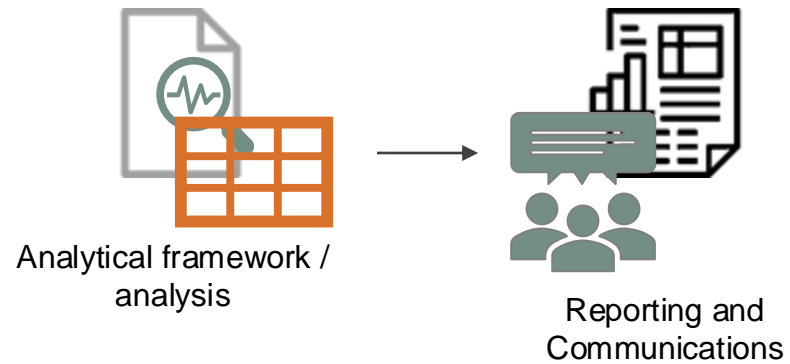
- Suitability of questions
- Standardised tools
- Time burden

- Who is recruiting?
- How are they recruiting

- Spoken language skills
- Interpretation
- Translation

# Analysis and reporting

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## Analysis

- Use of analytical frameworks
- Who is involved
- Who can access the findings

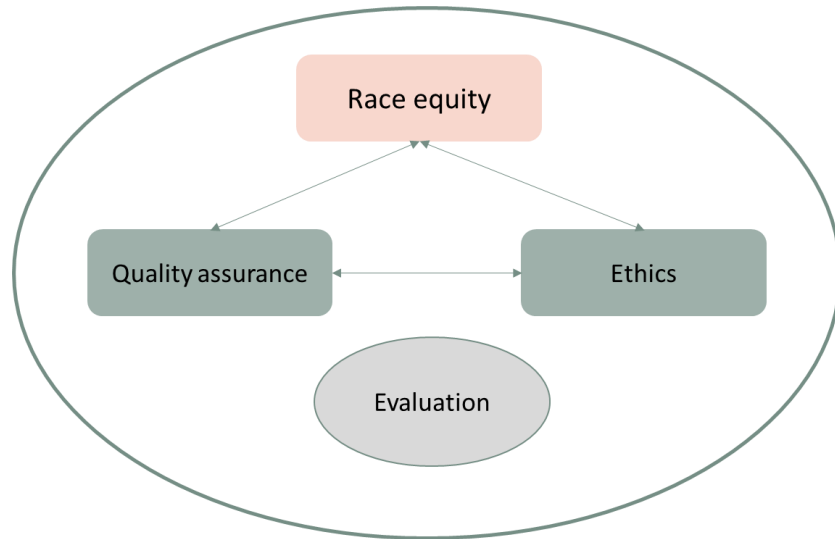
## Reporting

- Who helps to identify recommendations
- Who can access the findings

# Suggestions 1: Funders and Evaluators

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- **Look around you:** Look at the professional world you inhabit.
- **Listen to how you talk:** think about what you say and how you say it
- **Look at how you** move around in public and professional spaces

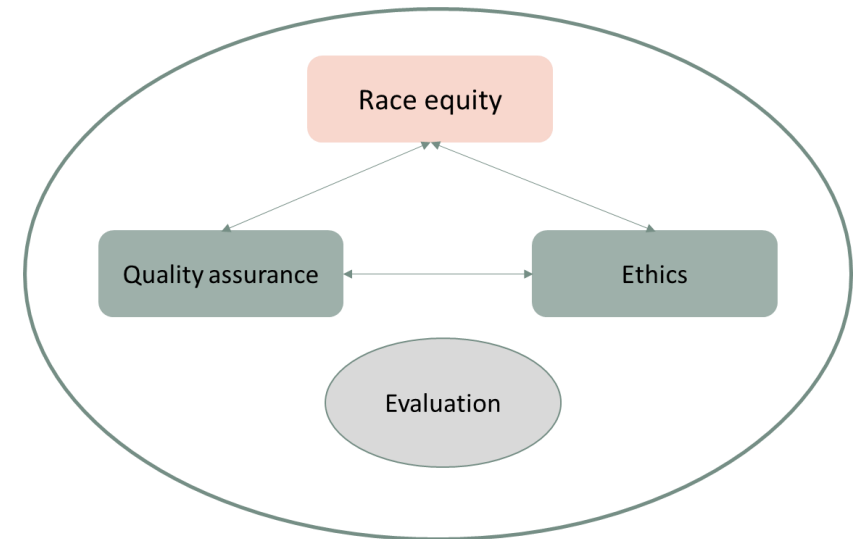


- What is the root cause of the problem you are studying?
- How have those who have been counted and researched derived any benefits from being researched?
- Do you trust social workers, teachers, the police?

## Suggestions 2: Funders and Evaluators

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- Consistency in the use of terminology
- Commitment via continuous contextualisation
- Accountability (no excuses)
- Management and governance
- Funding of interventions and evaluations



Don't allow “ ... [your] critical discourse to be betrayed by a lack of coherence between [the] denouncement of oppressive conditions and [your] accommodation to dominant structures that created these oppressive structures in the first place.” Donald Macedo in his introduction to Paulo Freire’s *Pedagogy of the Oppressed*

Thank you

