





Guiding Principles for Multicultural Evaluation

Inclusion in design and implementation

- Multicultural evaluation is not imposed on diverse communities; communities understand and support the rationale for the research and agree with the methods used to answer key evaluation questions.
- Diverse beneficiary stakeholders are actively involved in all phases of the evaluation, including problem definition, development of research questions, methods chosen, data collection, analysis and reporting.
- To the extent possible, multicultural evaluation empowers diverse communities to do self-evaluation through intentional capacity building in evaluation.

Acknowledgment/infusion of multiple world views

- Evaluators in multicultural evaluations have a genuine respect for communities being studied and seek deep understanding of different cultural contexts, practices and paradigms of thinking.
- "Expert" knowledge does not exclusively reside with the evaluator; the grantee and/or community being studied is assumed to know best their issues, strengths and challenges.
- The diversity of communities studied are represented in multicultural evaluation staffing and expertise whenever possible.

Appropriate measures of success

- Measures of success in multicultural evaluations are discussed and/or collaboratively developed with those being evaluated.
- Data collection instruments and outcome measures are tested for multicultural validity across populations that may be non-English speaking, less literate, or from a different culture.
- Multicultural evaluation data collection methods and instruments accommodate different cultural contexts and consider alternative or nontraditional ways of collecting data.

Cultural and systems analysis

- Multicultural evaluations take into account how historical and current social systems, institutions and societal norms contribute to power and outcome disparities across different racial and ethnic communities.
- Multicultural evaluations incorporate and trace impacts of factors related to racial, cultural, gender, religious, economic and other differences.
- Multicultural evaluation questions take a multi-level approach to understanding root causes and impact at the individual, interpersonal, institutional, cultural, system and policy level, rather than focusing the analysis solely on individual behavior.

Relevance to diverse communities

- Multicultural evaluations inform community decision-making and program design.
- Findings from multicultural evaluations are co-owned with diverse communities and shared in culturally appropriate ways.

** Excerpt from Yu, Hanh Cao and Traci Endo Inouye (2005). *Commissioning Multicultural Evaluation: A Foundation Resource Guide*. The California Endowment. <http://calendow.org/evaluation/reports.stm>

Exhibit I-5. Continuum of Multicultural Evaluation (MCE)

MCE Principles	Cultural Incompetence	Cultural Blindness	Cultural Sensitivity	Cultural Proficiency
Inclusive Design and Implementation	Evaluation designed to be accountable to the board; community largely unaware evaluation is happening and is uninvolved in any aspect of the evaluation.	Communities may be involved in evaluation, but no consideration for representation of multiple and diverse community voices.	Recognizing different cultural contexts, evaluation gathers input from diverse communities, typically through one-time requests for feedback. Community members may feel that their input is tokenized.	Diverse communities are involved in meaningful ways from start to finish. Evaluation is accountable to <i>multiple</i> stakeholders, including grantees & community beneficiaries.
Acknowledgment and Infusion of Multiple World Views	Funder assumptions and beliefs drive the evaluation; different perspectives and world views not acknowledged.	Mainstream values, beliefs, perspectives drive evaluation; these are presumed to apply to diverse communities being studied.	Culturally competent evaluation strategies in place (i.e., translation of survey instruments; evaluators that reflect the diversity of community being studied; co-interpretation of findings). Evaluator still holds primary expertise.	Culturally competent evaluation strategies in place; evaluator approaches study with an intentional sense of humility; and “expert” knowledge is equally shared by evaluator and community being studied.
Cultural and Systems Analysis	Cultural and systemic power differences are not realized.	Cultural and systemic power differences are ignored.	Cultural and systemic power differences are acknowledged, but not analyzed.	In-depth analysis of cultural and systemic power influences on a community is incorporated into findings.
Appropriate Measures of Success	Evaluation does not consider the diversity of data sources nor the relevance of methodology or measures.	Diversity may be acknowledged, but grantees and/or community success still judged using traditional methods and measures (often for the sake of “technical rigor”).	While traditional evaluation measures may still be used, additional strategies are in place to strengthen multicultural validity of findings (i.e., multi-method data collection, diversity considerations incorporated in analysis).	Validity of frameworks, tools, measures tested across <i>multiple</i> cultural groups, languages, and contexts; they are accordingly modified and/or new measures developed.
Relevance and Utility to Diverse Community	Funder and/or evaluator priorities drive evaluation; results kept from communities because there is no recognition of their value to community or because it is assumed that they won’t understand.	Results might be shared back, but with no consideration of how they might be interpreted or used. Results are not useful because they are not rooted in multicultural analysis.	Results consider cultural context and are shared with community, but community may not feel ownership of results and dissemination because of their limited role in the evaluation.	Because of joint development, results are culturally relevant and used constructively for program improvement for diverse communities. There is consideration of how to share findings in culturally appropriate ways.