**Key Elements that Can Support Shifting
Funder-Grantee Power Dynamics**

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| Elements | In order for it to work… |
| Developmental evaluation | The emergence and need for adaptation inherent both in innovative initiatives and developmental evaluation create (or build in) conditions enabling evaluators to share anticipated and unanticipated themes in data with funders and grantees. Both the process and rapid feedback elements of developmental evaluation serve as a platform to support equity of voice and perspective. |
| Evaluator competency | A developmental evaluator who facilitates change in funder-grantee power dynamics must be well-versed in principles and practices of equity and inclusion, and must draw upon this knowledge during the evaluation. For example, this evaluator must identify and minimize their implicit biases, facilitate conversations in an inclusive and open way, and be curious about the whole story, paying close attention to the findings on the margins—not solely looking for what the funder may want to hear. |
| Funder with a learning stance | Funders must be genuinely ready, willing, and able to learn, not only about information that will serve them, but about what will benefit grantees and their stakeholders. It helps when funders are open to participating in the process as an evaluand in the same manner as grantees, willing to identify and share their own blind spots and weaknesses. Funders should be open to the possibility of changing their criteria for grantee success if evaluation findings indicate their original criteria aren’t realistically achievable. Grantees are thus not alone in facing the consequences of failed efforts. Such participation and openness to change helps frame data collection and analysis in an equitable way—everyone contributes to and learns from success and failure alike. |
| Participatory approaches in evaluation design and data collection | Engaging all constituents (funders, grantees, and other stakeholders) in the evaluation design process ensures that each constituent group’s work—not only the questions funders ask about that work—drives the change and builds collective inquiry and strategic learning. Participatory approaches help meet the needs of grantees and ensure that what is measured (including the “who” and “how”) informs their work, rather than serving solely as an accountability mechanism for the funders. Thus, both funders and grantees can learn and benefit from the process. Participatory approaches to data collection can prevent any one voice from dominating the conversation and create space for everyone to be heard. |
| Transparency and communication | Developmental evaluations can support equity interventions as long as the resulting learning ultimately returns to the people who supplied the data. Emphasizing transparency and the importance of sharing findings ensures that funders are not solely learning from grantees for their own benefit, but are learning with grantees to deepen understanding and take actions beneficial to the group as a whole.  |