

Equity Principles (EP) in research and learning

World Vision is committed to promoting equity in evaluation, research and learning and encourages our learning partners to do the same. To the extent possible, we will invite learning partners (academics, research institutes, independent evaluators, and others) to jointly practice these four key equity principles (EP1-4).



Equity in the inclusion of researchers/evaluators (EP1): Ensure that lead and junior researchers/evaluators, and all staff reflect the diversity of the contexts to the extent possible. We will strive that 50% of researchers/evaluators and/or interns, graduate and post-doc students involved in our learning exercises originate from the countries where the research is based and that 50% of overall learning partners are women.

Equity in defining research/evaluation questions (EP2): Learning questions are reflective of regional and country challenges. We will ensure that there is diverse representation in co-designing research/evaluation questions and methods, including community-level participation and engagement with youth and faith leaders, and that questions address systemic injustices and spiritual issues, not just symptoms.

Equity in selected metrics and outcomes (EP3): We will ensure that research/evaluation metrics co-designed during the start-up phase capture disaggregated data on standard indicators as well as a broader understanding of the diversity of experiences of children/youth and adults in their lives from their own perspectives. We will ensure that adaptations to existing tools or creation of new tools address equity more broadly.

Equity in dissemination of results (EP4): We will ensure that the balance of authorship, attribution, and presentation opportunities are pro-equity and that there is data sharing among researchers, evaluators, practitioners, and decision-makers. Interpretation and eventual dissemination of findings will involve the participation of all stakeholders, and especially community members (including those with low levels of literacy or physical disabilities).