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CES Guidance for Ethical Evaluation Practice

January 9 2020

This document was prepared by the Ethics Task Force of the Canadian Evaluation Society (CES), taking into consideration two rounds of comments from a Reference Group with expertise in evaluation ethics. Information gathered from two consultations, one at the 2018 Annual Learning Event of the National Capital Chapter and the other in the form of a roundtable at the Calgary CES 2018 Conference, also informed the document. *This version has been approved for implementation by the CES National Board.*

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Task Force Members

Vanessa Anastasopoulos
Marthe Hurteau
Natalie Kishchuk (Chair)
Birgitta Larsson
Emilie Peter
Brenda Stead

Reference Group Members

Robert Czerny
Arnold Love
Wayne MacDonald
Jim McDavid
Sandra Sellick

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Context

CES's Ethics statement was first published in 1995. Since then, there has been considerable change in the policy and practice environment of program evaluation in Canada, including the publication of the CES's Competencies for Canadian Evaluation Practice (CES, 2010, 2018) and CES's adoption of the Standards and Statements of the Joint Committee on Standards for Educational Evaluation (JCSEE) in the Third Edition of the Program Evaluation Standards (Sage, 2011). In 2017, the CES National Board of Directors mandated an Ethics Task Force (ETF) to review the existing CES Ethics statement and propose revisions in line with current developments in the field and the needs of CES members. This document presents the overall orientations and specific ethical values proposed by the ETF and approved by the National Board.

1. Overall Orientations of the Ethics Guidance

1. The Ethics Guidance is founded on core professional values[1] that underpin the Standards[2] and Competencies.[3] The Program Evaluation Standards pertain to evaluations, whereas the Competencies for Canadian Evaluation Practice pertain to evaluators. Both rest upon underlying values that are endorsed by CES for its members and provide the foundation for CES's Ethical Guidance. (In this draft version of this Guidance, based on document review and consultation, it is proposed that:) These core CES values are: **(a) Rights and well-being of persons and peoples; (b) Truth-seeking, honesty and transparency; and (c) Responsibility to stakeholders and society.** Acceptance of these core professional values, and hence agreement to adhere to the Ethics Guidance, Evaluation Standards and CES Competencies, are required as conditions of initial and renewed membership in the CES.

2. The Ethics Guidance is to be applied purposefully and thoughtfully to all evaluation activities. CES's Ethical Guidance is to be applied throughout all aspects and all phases of all evaluation activity, from the preparatory steps leading up to initial engagement, through design, planning, execution, final reporting and utilization. In other words, ethical practice is not an add-on that occurs at certain points in evaluations and that applies only to the technical components of evaluations. Rather, all dimensions of evaluations have ethical implications and evaluators and evaluation teams express their values-based ethical analyses and deliberative ethical judgments through the decisions they make throughout all evaluation activities.

3. The Ethics Guidance asks evaluators to consider all values at play. Evaluators use the CES core professional values, as well as awareness of their personal values, those of stakeholders, and those underlying the evaluation objects, to be explicit in discussions and negotiations with colleagues, clients and stakeholders regarding these values and how they affect purposes, processes and judgements

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[1] *Principles, attributes, or qualities held to be intrinsically good, desirable, important, and of general worth*. Stufflebeam, Evaluation Values and Criteria Checklist, 2001

[2] *Principles commonly agreed to by experts in the conduct and use of evaluation, that when implemented will lead to greater evaluation quality.* The Program Evaluation Standards, 3rd ed.

[3] *The background, knowledge, skills, and dispositions program evaluators need to achieve standards that constitute sound evaluations*. https://evalutioncanada.ca/competencies-canadian-evaluators

throughout the evaluation. Under the CES Ethics Guidance, members are asked to explicitly identify all sets of values and to acknowledge that they may or may not be fully aligned with the CES core professional values, which have the special status of being essential to ethical evaluation practice. Acknowledging the different courses of action that may flow from a shared value and the tension among values are main parts of the evaluator's deliberative reflection.

4. The Ethics Guidance conveys CES's expectations about CES members' professional values and how they endeavour to apply them. CES's Ethics Guidance aims to facilitate evaluators' reflective thinking[4] and use of practical wisdom[5] to arrive at the most ethically sound decisions for a given situation and context. This means that there are no absolute right or wrong decisions: the implications of ethical values for evaluators' choices and practices are framed and determined by context.

- Within this approach, CES Ethics Guidance is not a prescriptive, rules-based code of conduct. Some organizations provide members with detailed rules prescribing how they must or must not behave.
    - In contrast, the CES Ethics Guidance requires reflection and judgement from evaluators in order to decide upon, define and document the best behaviour to adopt in specific situations. The Ethics Guidance directs CES members to undertake reasoned reflection for the sake of acting in best accordance with the core CES values, in different situations. While not prescribing or prohibiting specific behaviours, the Ethics Guidance does nonetheless convey CES's expectations about the core professional values that its members should strive to embody in their reflections and judgements about the ethical dimensions of situations and contexts.
- Ethics in evaluation practice is closely related to professional integrity. The core ethics values apply to how evaluators conduct themselves both professionally and may guide also guide their personal behaviour. In this sense, the CES Ethics Guidance is similar to the principles-focused approach to evaluation practice.[6] .

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[4] Reflective Practice competencies focus on the evaluator's knowledge of evaluation theory and practice; application of evaluation standards, guidelines, and ethics; and awareness of self, including reflection on one's practice and the need for continuous learning and professional growth. Competency 1.3 is: *Integrates the Canadian Evaluation Society's stated ethics in professional practice and ensures that ethical oversight is maintained throughout the evaluation.* See also Stame, N. (2018).

[5] "Practical wisdom consists of doing the right thing in the special circumstances of performing the job." House R. The Practical Wisdom of Evaluators, 2017.
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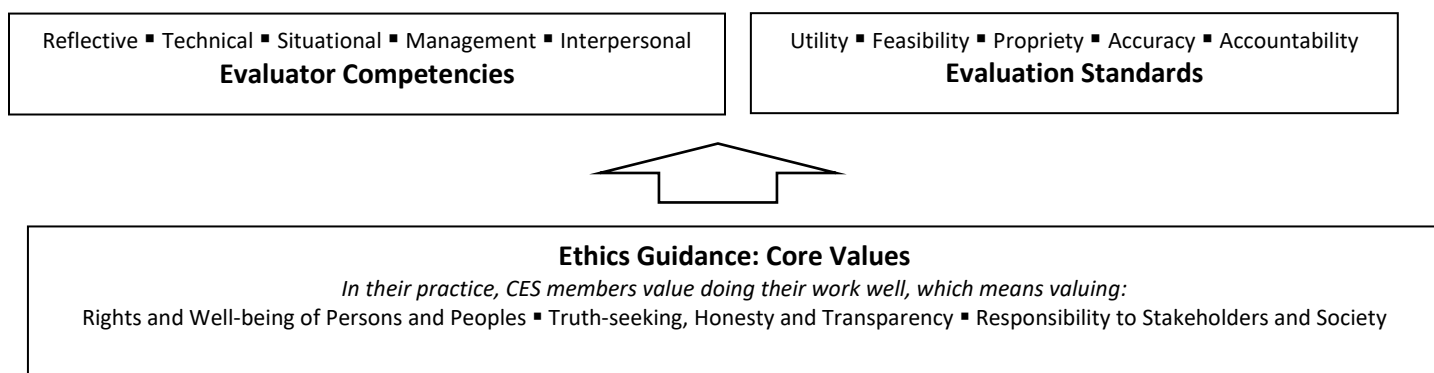
II. Core Values of the Ethics Guidance

CES's Ethics Guidance starts from certainty that, above all, evaluators value doing their work well.[7] It is then anchored on the three foundational, core values that CES's elected Board believes it members share, and enjoins them to uphold and enact in order to do their work well:

1. Rights and well-being of persons and peoples: [8] In line with the Canadian Charter of Rights and Freedoms,[9] CES members value the protection and promotion of the fundamental rights and freedoms including legal rights such as the right to life, liberty, security and equality, as well as rights pertaining to the well-being of persons and peoples and their rights to improve their situations. This includes notions of respect, privacy, confidentiality, protection from harm, disclosure of risks, beneficence, social justice, inclusion, reducing inequity, and fairness.

2. Truth-seeking, honesty and transparency: CES members value the seeking of accurate, complete, and valid evidence, as these are defined in context. They also value self-honesty and authenticity, including about their own competencies and conflicting values, as well as transparency towards all others in their evaluation relationships. This means that members have a duty to consider and declare real, potential or potentially-perceived conflicts of interest in their evaluation work.

3. Responsibility to stakeholders and society: Considering their role in service to evaluation stakeholders (including their direct clients) and their commitment to evaluation as a contributor to a better world, CES members value professionalism in their conduct, grounded in principles of independence of thought and integrity of behaviour. They value accountability, responsible resource management and stewardship.

III. Relationship of Values to Standards and Competencies

The diagram below illustrates the relationships between the Evaluation Standards, Evaluator Competencies and Ethics Guidance. A complete crosswalk is provided in the Appendix.

Reflective ▪ Technical ▪ Situational ▪ Management ▪ Interpersonal **Evaluator Competencies**	Utility ▪ Feasibility ▪ Propriety ▪ Accuracy ▪ Accountability **Evaluation Standards**

Ethics Guidance: Core Values
In their practice, CES members value doing their work well, which means valuing:
Rights and Well-being of Persons and Peoples ▪ Truth-seeking, Honesty and Transparency ▪ Responsibility to Stakeholders and Society

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[7] Based on Love, A., 2018, Practical Wisdom for Evaluators: What It Is and How to Achieve It.
[8] This formulation was inspired by the statement in the Canadian Psychological Association CPA Code of Ethics, 2017.
[9] https://laws-lois.justice.gc.ca/eng/const/page-15.html

IV. Questions for values-based ethical reflection

Throughout all evaluation activity, in initial engagement, design, planning, execution, final reporting and utilization, these three core CES values can be used as the basis of decisions about ethical considerations. To help guide, reflect on, discuss, develop and document the rationale for their values-based ethics decisions, evaluators should consider the following questions:

1. How is each of the core CES values at play at this point in the evaluation?
   a. What is their importance in this context?
   b. What contextual factors affect their importance?
2. What other values – the evaluators', those of stakeholders, and those underlying the program or project being evaluated, are also at play?
   a. How are these aligned or not with the CES core values?
3. What are the possible values-based decisions that emerge from application of the CES cores values in this particular context and evaluation phase?
   a. What are the alternative decisions that emerge from alternate interpretations of the values in this context?
   b. What are the potential consequences of these alternate decisions: on persons, on structures, on communities, on cultures, on programs, on environments, on clients, on organizations, for reputations, on politics, for the evaluation field, and/or for knowledge gain?
   c. Who is affected by these decisions, with what challenges, risks and benefits?
4. What are the most ethically sound decisions for this situation and context?
5. 5. Should I seek advice in the evaluation community or discuss with evaluation stakeholders to answer any of the above questions?

In practice, making ethically sound decisions will require balancing conflicting/alternate interpretations of the CES core professional values (and their links to Standards and Competencies) in light of the particulars of the context.[10] In cases where others' values conflict with CES core values, members are invited to reflect on the reasons for the conflicts and on the impacts of privileging CES core values on their practice, and on evaluation stakeholders, on the evaluation community and the credibility of the profession, and on society.

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[10] House, p. 3, citing Schwartz and Sharpe, *in Practical wisdom, the right way to do the right thing*.

EXAMPLE OF VALUES-BASED ETHICAL REFLECTION

The pressure to misrepresent evaluation findings is the most frequently reported ethical dilemma faced by evaluators[11,12,13,14,15]. In the fictitious scenario that follows, we illustrate how evaluators followed CES's Ethics Guidance to address a request from their client to change findings in the evaluation report.

FICTITIOUS SCENARIO - Local Food Smarts Evaluation
Daphné, Lily and Salim, (a team of evaluation consultants with 7 years of experience each) were commissioned by a community organization in a low-income neighbourhood to evaluate their "Local Food Smarts" pilot project. At the time of the evaluation, this pilot project was in the final year of a three-year grant geared toward innovative solutions for alleviating food insecurity at the local community level, co-funded by a philanthropic foundation and a federal department. Knowing that additional funding from the foundation would be required to sustain delivery of Local Food Smarts permanently, the evaluators' primary client Amal, Manager of Local Food Smarts, identified demonstrating the pilot project's effectiveness as the main purpose of the evaluation. Over the course of 6 months, the trio planned and carried out the evaluation, with a focus on the extent to which the pilot project had achieved its expected results. When they submitted the evaluation report to Amal, she expressed overall satisfaction with it and said that she was pleased with findings that the project provides demonstrable benefits to most of its target populations. However, Amal questioned one of the evaluation's key findings, which identified a lack of awareness and use of Local Food Smarts services among recent immigrant populations in the community. She asked the evaluators to remove this finding from the evaluation report because it did not reflect her observations (i.e., she witnessed 3 recent immigrant families making use of Local Food Smarts services in the past month).

[11] Buchanan, H., Babcock, K., & MacDonald, W. (2011). Ethical challenges in evaluation: 2010 Canadian survey. Ottawa, ON: Canadian Evaluation Society.

[12] Morris, M. (2011). The Good, the Bad, and the Evaluator: 25 Years of AJE Ethics. *American Journal of Evaluation*, *32*(1), 134–151. https://doi.org/10.1177/1098214010388267

[13] Morris, M. (2015). Research on evaluation ethics: reflections and an agenda. In Paul R. Brandon (Ed.), *Research on evaluation. New Directions for Evaluation, 148,* 31–42.

[14] Morris, M., & Cohn, R. (1993). Program Evaluators and Ethical Challenges: A National Survey. *Evaluation Review*, *17*(6), 621–642. https://doi.org/10.1177/0193841X9301700603

[15] Perrin, B. (2018) How to Manage Pressure to Change Reports: Should Evaluators Be Above Criticism? *American Journal of Evaluation,* 40(3), 354-375 ·

POSSIBLE VALUES-BASED ETHICAL REFLECTIONS

1. **How is each of the core CES values at play in this scenario?**

1. Rights and well-being of persons and peoples: Above all, Daphné, Lily and Salim place value on the reduction of inequities and the promotion of well-being across all the Local Food Smarts target populations. Their literature review showed that recent immigrants are among the populations with the lowest household incomes in this community, thereby placing them at high risk of food insecurity and in need of Local Food Smarts services. Despite this need, the evaluation showed that recent immigrants have inequitable access to Local Food Smarts services. The evaluators were therefore concerned that the pilot project is not effectively improving the well-being of one of the most vulnerable target populations.

2. Truth-seeking, honesty and transparency: Providing accurate and complete findings in a forthright manner is important to all three evaluators. They had originally included the finding about recent immigrants in the evaluation report with completeness and transparency in mind. Following Amal's request to remove this finding from the evaluation report, they reviewed their data analyses and confirmed that the finding was indeed based upon valid evidence.

3. Responsibility to stakeholders and society: Given their commitment to the principles of professionalism, independence of thought, and integrity of behaviour, the three evaluators knew that they needed to anticipate and take ownership of the outcomes for whichever decision they would eventually make about how best to address Amal's request to remove the evaluation finding. This decision would need to uphold their responsibility to provide Amal with an evaluation report that she will deem credible and useful. Their decision would also need to uphold their responsibility to represent the interests of the program stakeholders, the most vulnerable of which were currently being under-serviced by the pilot project.

2. **What other values are at play?**

• The team was not sure what was driving Amal's request to remove the finding about recent immigrants from the evaluation report, so they asked her to explain her motivations. Through this discussion, they learned that, in line with the core CES values, Amal prioritizes promoting the wellbeing of vulnerable populations in an equitable manner. She therefore wants to ensure that the Local Food Smarts project receives the funding that is needed to continue providing services that alleviate food insecurity and she is concerned that the evaluation finding about recent immigrants' inequitable access will jeopardize the organization's chances of obtaining further project funding. Amal also values honesty and the need to be transparent in the evaluation report, but values more the need to obtain funding to sustain the project.

• Social justice is one of the foundational principles upheld by the philanthropic foundation that co-funded the Local Food Smarts pilot project and that Amal hoped would soon provide additional ongoing funding. This foundation is unlikely to fund a food security initiative that provides

inequitable access to its services. However, the foundation also values continuous learning and improvement processes, as well as honesty and transparency. Amal believes that over time and with the capacity to hire long-term staff with expertise in the immigrants' culture and communities, Local Food Smarts will overcome this inequity.

3. **What are the possible values-based decisions that emerge from application of the CES cores values in this particular context? What are the potential consequences of the decisions?**

   a) In keeping with the value that all three evaluators place on honesty, accuracy, and transparency, one possible approach would be for them to leave the evaluation report intact and to instead meet with Amal to explain the evaluation finding and its supporting evidence, with the aim of clearing up any possible misunderstandings about the evaluation finding. By not abiding by Amal's request to remove the evaluation finding, the evaluators would be ensuring that the evaluation report addresses, in a forthcoming and evidence-based manner, the recent immigrants' inequitable access to Local Food Smarts services. However, this approach could also result in less buy-in from Amal with regard to the evaluation report, which may diminish the likelihood that she would take actions to address the inequitable access experienced by recent immigrants. Furthermore, this first option does not address Amal's concern that the evaluation finding about recent immigrants could jeopardize the chances of obtaining additional funding to sustain delivery of the project.

   b) A second approach would be for the evaluators to meet with Amal in order to gain a better understanding of her concerns regarding the finding. They could then draw upon the information shared by Amal during this discussion to identify details that could be added to the evaluation report in order to better communicate and contextualize the finding. To address Amal's observation that some immigrant families had used the program in the past month, the evaluators could also modify the wording of the evaluation finding to clarify that the evaluation data showed less (not a lack of) awareness and use of the project's services among recent immigrants, relative to that of other target populations.

   By modifying the report in response to Amal's concerns, this second approach would serve to simultaneously bolster the credibility of the report from her perspective and uphold the importance that the evaluators place on providing complete and accurate findings that shed light on the need to address an inequity. Another advantage of this approach is that it could be used to demonstrate to the philanthropic foundation the use of a continuous learning and improvement process. To this end, the team could suggest to Amal that, when she applies for additional funding, she should include a description of what steps will be taken to redress the inequity that was identified in the evaluation report. However, the team was not sure whether this second approach might adversely affect the chances of obtaining future funding to support the ongoing delivery of Local Food Smarts services.

   c) A third possible approach would be for the evaluators to abide by Amal's request and remove the evaluation finding about inequitable access for recent immigrants. If Amal convincingly demonstrated that she understood the finding and that she was taking steps to redress this inequity, then the high value that the evaluators place on promoting well-being would be preserved regardless of whether the finding

	was included in the evaluation report. This third approach would also minimize the risk that the evaluation finding would jeopardize the project's chances of obtaining future funding. However, this approach would not align well with the importance that the evaluators place on honesty and transparency.

4. What are the most ethically sound decisions for this situation and context?

The three evaluators agree with each other on the answers to questions 1, 2, and 3. They also believe that there has to be one best, most ethically sound decision for this context: not all of the above approaches can be the best. They disagree on which is the best:

Daphné believes the most ethically sound decision is to leave the report as written, but to meet with Amal to ensure she understands the evidence.	**Lily** believes the most ethically sound decision is to modify the report without removing the finding, adding additional information to contextualize it.	**Salim** believes the most ethically sound decision is to remove the finding from the report. He is certain that, in the longer run, future funding will ensure equitable access.

What do you think? Is one of these evaluators right? Wrong? and if so who? Are there other solutions?

Examples of common ethical dilemmas

While the above example illustrates a prevalent ethical dilemma for Canadian evaluators, ethical dilemmas can take many other forms during the course of an evaluation. Below are other examples of situations that could lead to such dilemmas. This list is non-exhaustive.

Risks in relation to the fair inclusion of "voices'
- Multiple competing requests obliging the evaluator to make choices about responding to different stakeholders' interests and needs
- Challenges involving some vulnerable groups in the evaluation (e.g. due to a lack of communication, training, access, etc.)
- Incentives from the client to include a specific group of respondents and therefore to de facto exclude others

…

Risks in relation to respondents' and other stakeholders' protection
- Requests by some stakeholders to access confidential and / or nominative information about participants in the evaluation (transcripts of interviews, lists of interviewees or survey respondents, etc.), or to be present during interviews
- Security/professional risks due to the participation of certain respondents in the evaluation or to the public sharing of the evaluation report

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Risks in relation to results dissemination and use
- Request that the evaluation results are kept confidential, although they are requested by external groups or could benefit the public interest
- Current or future manipulation of results by certain stakeholders for their interests at the expense of others'

…

V. Acquiring and Maintaining Capacity for Ethical Decision-Making: CES's Responsibilities

The Ethics Task Force recognizes that this renewed approach to ethical guidance is a significant departure from the previous CES Ethics statement and that ensuring its full implementation will take time and resources.

To support capacity development and maintenance among its members, CES has two key responsibilities. The first is ensuring awareness of and intended adherence to the Ethics Guidance. This will require visible commitment to and organizational investment in Ethics as a pillar of CES, among its National Board, Chapters and their Boards, CES members and Credentialed Evaluators, and partner organizations such as the Consortium for University Education in Evaluation. A companion document provides the Task Force's recommendations to CES for in support of this responsibility.

The practical wisdom required to apply the core values in ethical decision-making comes with experience; less experienced evaluators will acquire this wisdom over time (in the same way that they acquire competency over time, through practice). However, the practical wisdom involved in ethical practice also require training and professional development.[16] In other words, while ethical practice develops with experience, it is also important to acknowledge that experience does not necessarily result in ethical practice. CES also has a responsibility to support members while they gain knowledge/practical wisdom in ethical practice. Its second important role is to provide opportunities for all and especially newer evaluators to develop their ethics–related reflections. Mechanisms for acquiring and maintaining ethics capacity are suggested in the companion document: these, along with an initial version of a form of supporting checklist that evaluators could use to structure their ethics reflections, will be subject to consultation and development.

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Appendix: Crosswalk of linkages between CES Values, Competencies and Standards

Foundational Values	Behavioural principles/ orientations	Consequent CES Competencies (C) and Standards (S) *NB: some competencies and standards reflect multiple values*
1. Rights and well-being of persons and peoples	Protecting and promoting the fundamental rights and freedoms including legal rights such as the right to life, liberty and security and equality rights and well-being of persons and peoples	**Competencies** C-1.4 Considers the well-being of human and natural systems in evaluation practice. C-3.1 Examines and responds to the multiple human and natural contexts within which the program is embedded. C-3.2 Identifies stakeholders' needs and their capacity to participate, while recognizing, respecting, and responding to aspects of diversity. C-3.3 Respects all stakeholders and strives to build and maintain trusting relationships. C-3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples. C-5.1. Uses communication strategies appropriate to the cultural, linguistic, social, and political context. C-5.2 Demonstrates effective and appropriate written and visual communication skills. C-5.3 Demonstrates effective, appropriate, and respectful verbal and non-verbal communication skills. C-5.4 Uses a variety of processes that result in mutually negotiated agreements, shared understandings and consensus building. C-5.5 Builds partnerships within the evaluation context. **Standards** S-U2 Attention to Stakeholders. Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation. S-U3 Negotiated Purposes. Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders. S-U5 Relevant Information. Evaluation information should serve the identified and emergent needs of stakeholders S-U8 Concern for Consequences and Influence. Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse. S-F3 Contextual Viability. Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups. S-P1 Responsive and Inclusive Orientation. Evaluations should be responsive to stakeholders and their communities. S-P2 Formal Agreements. Evaluation agreements should be negotiated to make obligations explicit and take into account the needs, expectations, and cultural contexts of clients and other stakeholders. S-P3 Human Rights and Respect. Evaluations should be designed and conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.
2. Truth-seeking, honesty and transparency	Seeking truth as defined in context; being honest with self and others, including resisting threats to accuracy,	**Competencies** C-1.1 Knows evaluation theories, models, methods and tools and stays informed about new thinking and best practices. C-1.5 Provides an independent and balanced perspective in all aspects of the evaluation. C-1.6 Is committed to transparency in all aspects of the evaluation. C-1.7 Uses self-awareness and reflective thinking to continually improve practice. C-2.1 Clarifies the purpose and scope of the evaluation. C-2.2 Assesses program evaluability.

Foundational Values	Behavioural principles/ orientations	Consequent CES Competencies (C) and Standards (S) *NB: some competencies and standards reflect multiple values*
	completeness and transparency	C-2.3 Clarifies the program theory. C-2.4 Frames evaluation topics and questions. C-2.5 Develops evaluation designs. C-2.6 Uses appropriate evaluation methods. C-2.7 Identifies data requirements, sources, sampling, and data collection tools. C-2.8 Collects, analyzes and interprets data using appropriate methods. C-2.9 Uses findings to answer evaluation questions and, where appropriate, to develop recommendations. C-2.10 Produces complete and balanced evaluation reporting to support decision-making and learning. C-3.1 Examines and responds to the multiple human and natural contexts within which the program is embedded. C-5.4 Uses a variety of processes that result in mutually negotiated agreements, shared understandings and consensus building. **Standards** S-U4 Explicit Values. Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments. S-P4 Clarity and Fairness. Evaluations should be understandable and fair in addressing stakeholder needs and purposes. S-P5 Transparency and Disclosure. Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations. S-P6 Conflicts of Interests. Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation S-A1 Justified Conclusions and Decisions. Evaluation conclusions and decisions should be explicitly justified in the cultures and contexts where they have consequences. S-A2 Valid Information. Evaluation information should serve the intended purposes and support valid interpretations. S-A3 Reliable Information. Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses. S-A4 Explicit Program and Context Descriptions. Evaluations should document programs and their contexts with appropriate detail and scope for the evaluation purposes. S-A5 Information Management. Evaluations should employ systematic information collection, review, verification, and storage methods. S-A6 Sound Designs and Analyses. Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes. S-A7 Explicit Evaluation Reasoning. Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented. S-A8 Communication and Reporting. Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors. S-E1 Evaluation Documentation. Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.

Foundational Values	Behavioural principles/ orientations	Consequent CES Competencies (C) and Standards (S) NB: some competencies and standards reflect multiple values
3. Responsibility to stakeholders and society	Taking responsibility for consequences of the evaluation and how it is conducted	**Competencies** C-1.4 Considers the well-being of human and natural systems in evaluation practice. C-1.8 Engages in professional networks and activities and contributes to the evaluation profession and its community of practice. C-2.10 Produces complete and balanced evaluation reporting to support decision-making and learning. C-3.1 Examines and responds to the multiple human and natural contexts within which the program is embedded. C-3.3 Respects all stakeholders and strives to build and maintain trusting relationships. C-5.4 Uses a variety of processes that result in mutually negotiated agreements, shared understandings and consensus building. C-5.5 Builds partnerships within the evaluation context. C-3.4 Promotes and facilitates usefulness of the evaluation process and results. C-3.5. Monitors and responds to organizational changes and changes in the program environment during the course of the evaluation. C-3.6 Engages in reciprocal processes in which evaluation knowledge and expertise are shared between the evaluator and stakeholders to enhance evaluation capacity for all. C-3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples. C-4.1 Provides leadership to the evaluation project. C-4.2 Defines work parameters, plans and agreements for the evaluation. C-4.3 Identifies and effectively uses required human, financial, and technical resources. C-4.4 Coordinates the work of other team members. C-4.5 Uses group management and facilitation skills. C-4.6 Communicates project progress to all concerned. **Standards** S-U1 Evaluator Credibility. Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context. S-U6 Meaningful Processes and Products. Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviours. S-U7 Timely and Appropriate Communicating and Reporting. Evaluations should attend to the continuing information needs of their multiple audiences. S-U8 Concern for Consequences and Influence. Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse. S-F1 Project Management. Evaluations should use effective project management strategies. S-F2 Practical Procedures. Evaluation procedures should be practical and responsive to the way the program operates. S-F4 Resource Use. Evaluations should use resources effectively and efficiently. S-P7 Fiscal Responsibility. Evaluations should account for all expended resources and comply with sound fiscal procedures and processes. S-A5 Information Management. Evaluations should employ systematic information collection, review, verification, and storage methods.

Foundational Values	Behavioural principles/ orientations	Consequent CES Competencies (C) and Standards (S) *NB: some competencies and standards reflect multiple values*
		S-E1 Evaluation Documentation. Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes. S-E2 Internal Metaevaluation. Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes. S-E3 External Metaevaluation. Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external metaevaluations using these and other applicable standards.