

ETHICAL STANDARDS IN EVALUATION: GENDER AND CHILD INCLUSIVE



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2021

**Inter-Regional Initiative for Professionalization of Evaluation
(IRIPE)**



NATIONAL MONITORING
AND EVALUATION NETWORK
IN THE KYRGYZ REPUBLIC





Ethical Standards in Evaluation: Gender and Child Inclusive

This info-sheet including self-assessment tool is an **ADDENDUM** to the earlier developed knowledge product on ethical standards for evaluators and commissioners of evaluation, available at <https://www.asiapacificeval.org/iripe>



Gender Mainstreaming in Evaluation

Achieving Sustainable Development Goals (SDGs), leaving no one behind (LNOB) and emergency like situations, such as COVID pandemic and natural calamities, has made the need of Evaluation more relevant than ever before.

However, evaluation without gender mainstreaming is meaningless. Therefore, to support and influence decision making more effectively, gender mainstreaming in every phase of evaluation, right from conceptualization to dissemination of evaluation findings, is a must. An evaluation to be considered influential and **ethically appropriate & robust (EAR)**, gender inclusive approach should be practiced and the following concerns needs to be addressed effectively.



Some notions ...

Online survey leads to exclusion of women as they are less technology savvy...

Women participants in gender-mix group hesitate to share their views freely- health issues; sharing of household chores; domestic and sexual abuse...

Why to have men as a respondent group in evaluations of thematic areas like mother & child health?

Gender matching of evaluation team members and respondents is difficult to adhere to...

Resources are limited and women (or men) are not intended stakeholders...

Travelling to remote locations for all-female evaluation team is too risky!

Women and men of rural areas are naïve to understand the evaluation findings, so why to share?



To address the concerns and ensure EAR, the following measures are recommended.

Gender-sensitive ethical measures (GEM)

Evaluation protocol

- Describe how the proposed evaluation will affect gender equity
- Demonstrate that it will not increase inequities or inequalities between women and men
- Sample design be gender inclusive, with special emphasis on including, wherever possible, LGBTs, PwDs, tribal/ethnic groups

Evaluation design, techniques and tools

- Ensure nuances of gender perspective are captured appropriately.
- Evaluation techniques and tools be sensitive to ensure free participation and exchange of views and opinion.

Evaluation team

- Team should have both men and women evaluators at all levels, be at senior, middle and low
- Gender matching of evaluators and respondents, particularly while discussing sensitive issues



Gender-sensitive ethical measures (GEM)

Enabling environment

- Appropriate measures to address potential constraints such as use of technology, type of intervention or behaviour, which may lead to exclusion of a particular gender or social group

Engaging Stakeholders

- Should be gender sensitive ensuring equal participation
- Intended inclusion of female among stakeholders, such as respondent groups, users of evaluation findings
- Gender matching of evaluators and respondents be ensured

Dissemination of evaluation findings

- Report should discuss and analyse findings from gender perspective; gender-neutral is not an option.
- Should ensure reaching out with findings to both women and men
- Marginalized and vulnerable women, intended or unintended affected population of evaluation must be part of the dissemination plan

Ensure Safety and security

- Appropriate safety measures protocol, both for team members and respondent groups be framed before initiation of evaluation covering aspects like place of interaction; travel mode and time; lodging and boarding
- Confidentiality of participants' data and information is critical. e.g. adverse responses if revealed may cause harm at family and community levels for respondent/participant.



Child Inclusive Evaluation Practices

Be it poverty, natural calamities or any other emergency like situation, children and their welfare are the most adversely affected. Development initiatives undertaken are many a times ignorant of child rights or give least priority. Considering children as an exclusive stakeholder of development are limited to a few thematic areas like education. Other critical areas like health, sports, population growth, climate change or empowerment are taken as ones where adults matter and children can't have a say.

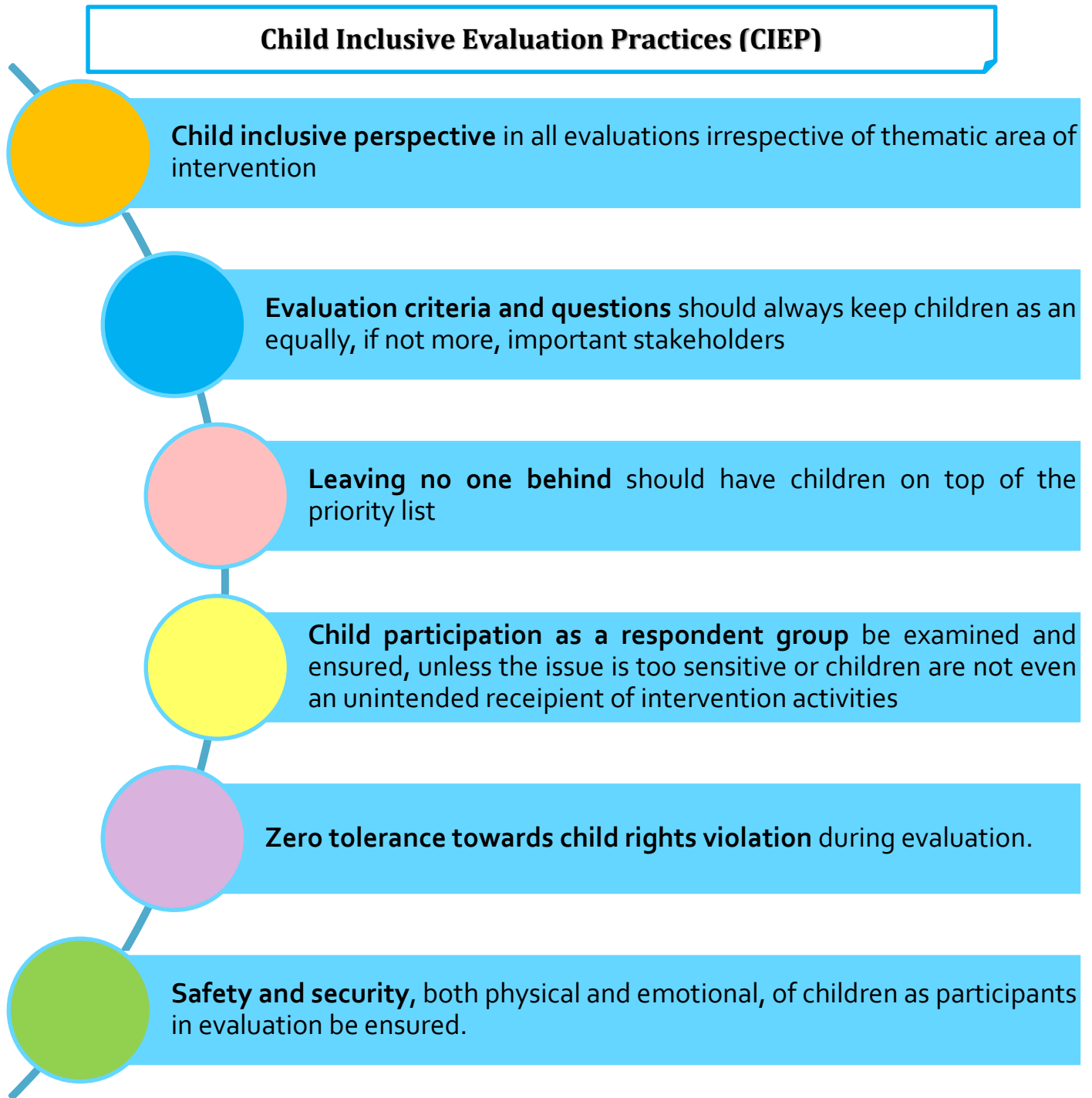
Evaluation is no exception and children are most of the time passive recipient of evaluation exercise and its outcomes. Even in evaluations undertaken for education, health or nutrition based interventions, children are engaged merely to assess and measure change in them. For these participation too their assent and consent is not given priority.



In all phases of evaluation, irrespective of subject domain of policy, program or project interventions, the evaluation steps need to be looked from the child rights lens. Children being considered an important stakeholder for all interventions as well as evaluations need to be firmly placed and practiced.

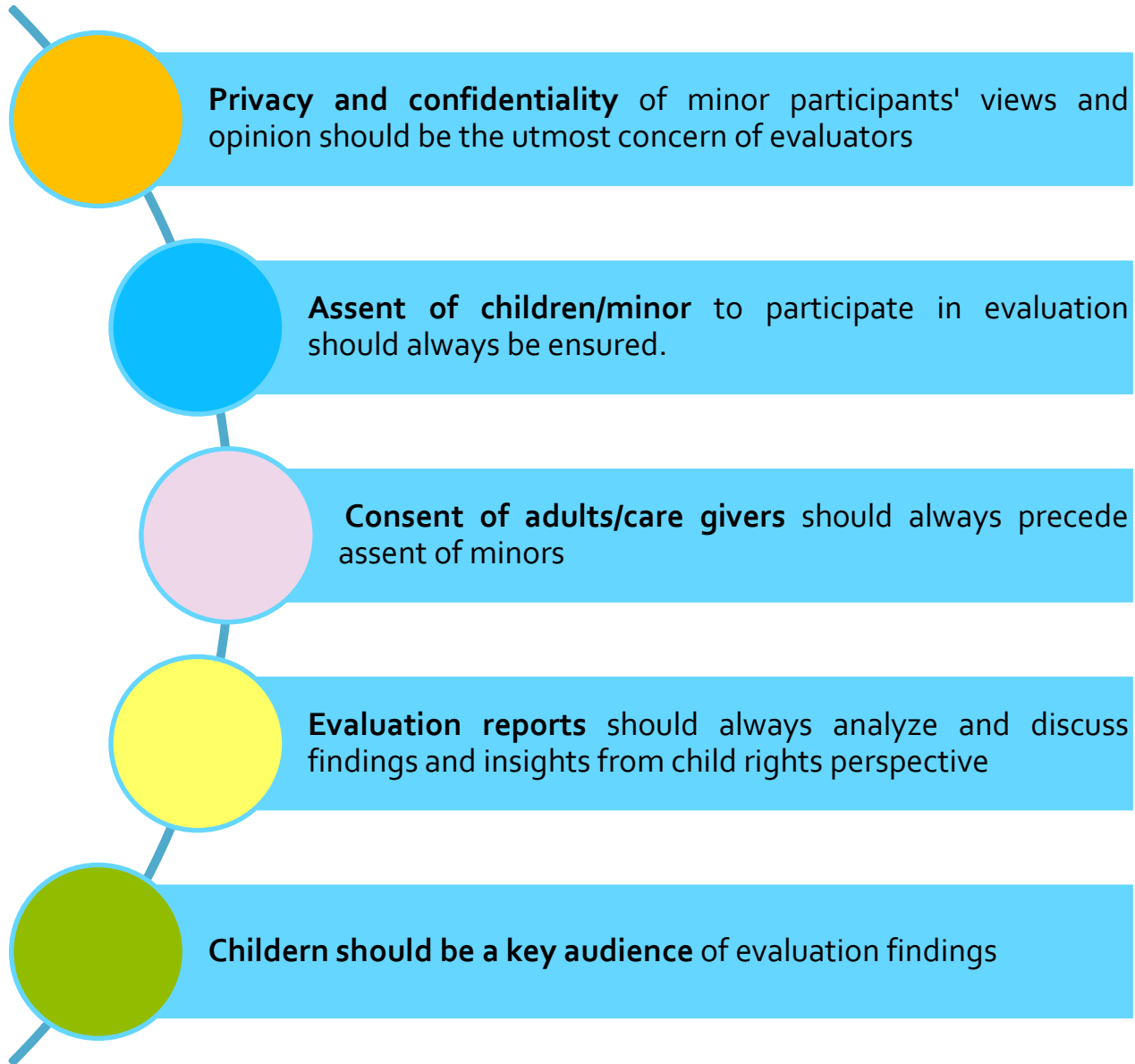


Child inclusive evaluation practices (CIEP) listed below will be critical for sustainable development as well as providing the much needed recognition of children as not only recipient but key stakeholder of development process.





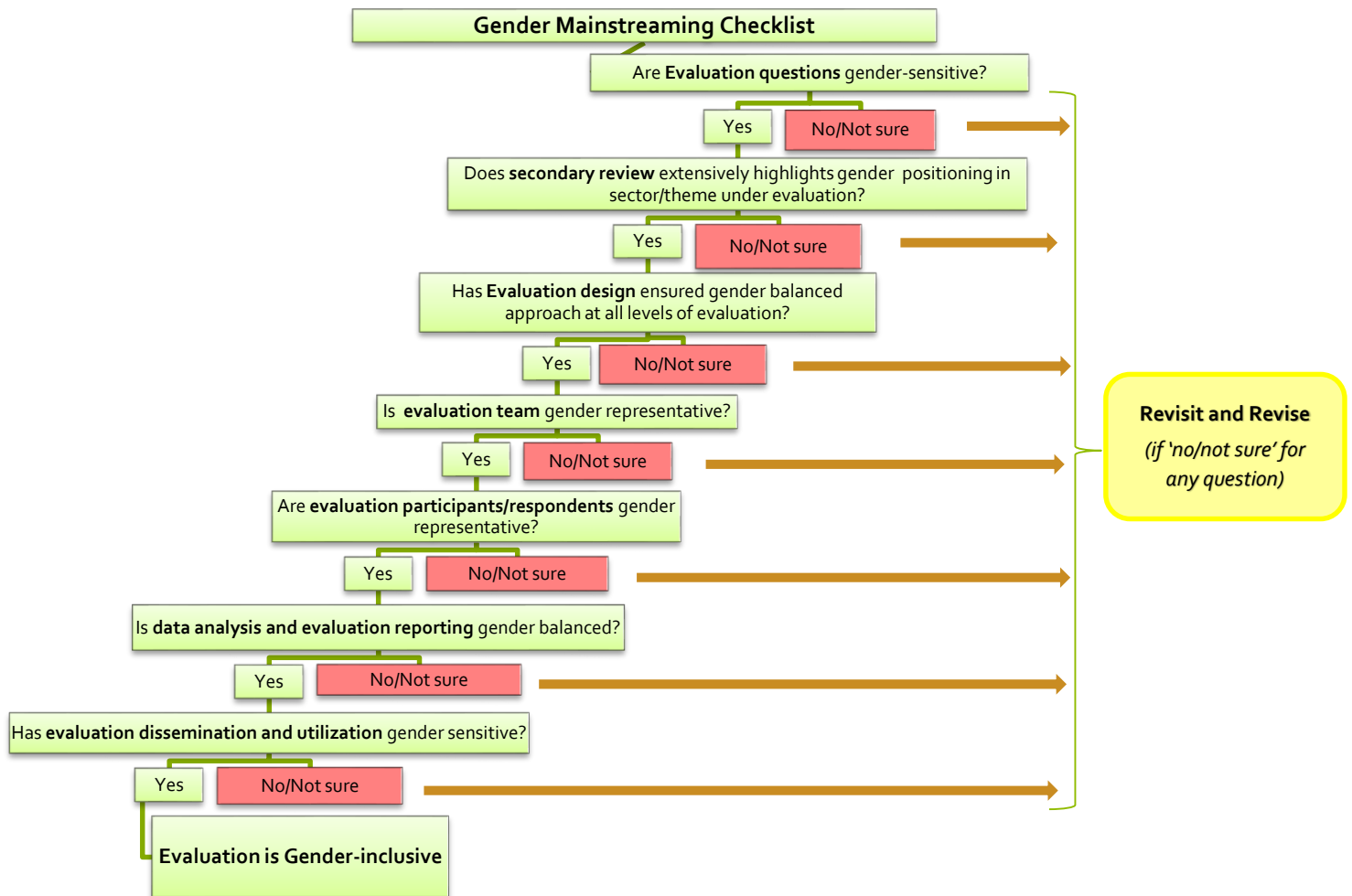
Child Inclusive Evaluation Practices (CIEP)

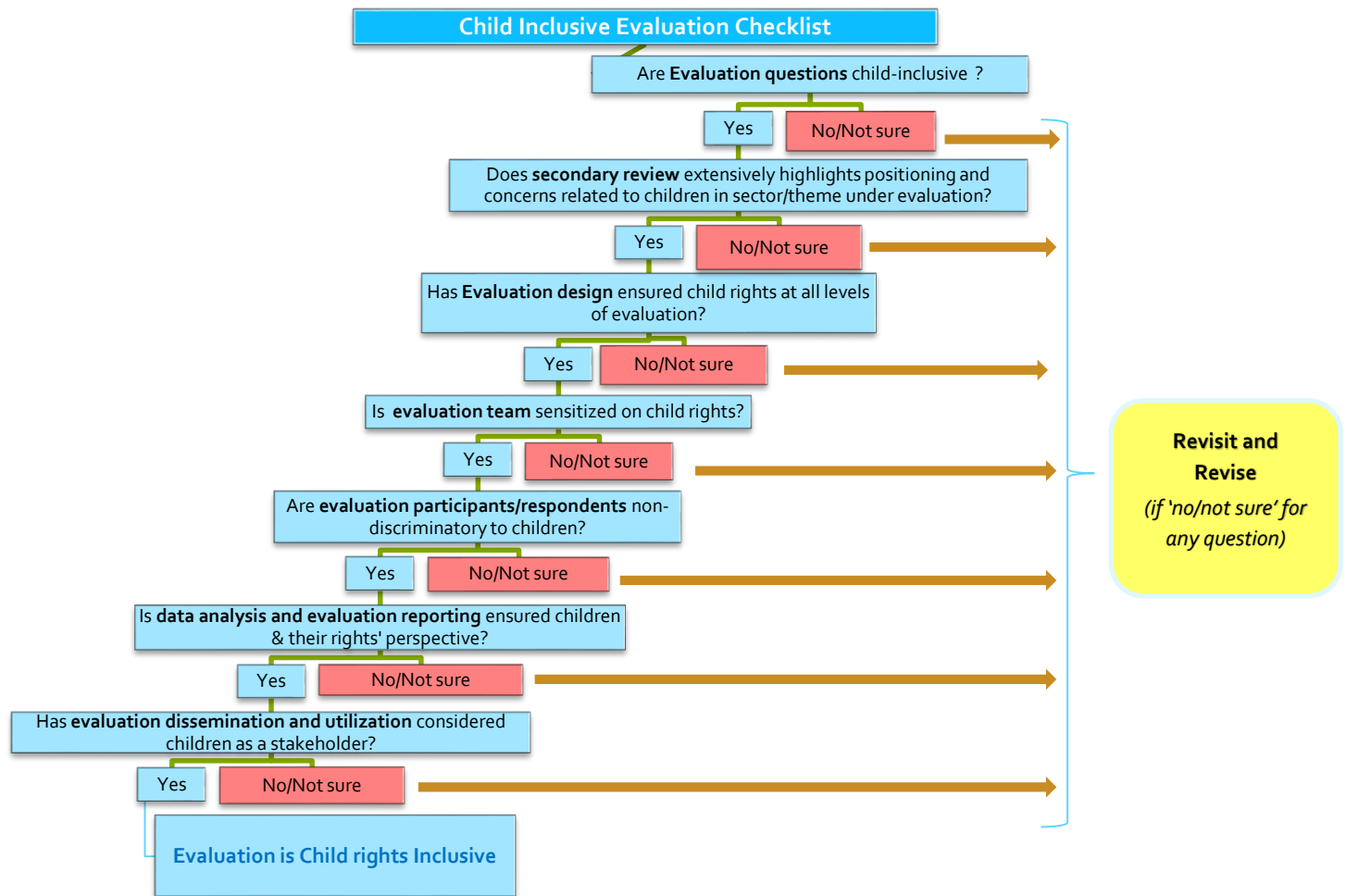




Self-Assessment Tool

The two self- assessment tools for gender and child inclusive evaluation practices is expected to improve not only the entire evaluation process but provide insights for policy and programs to be gender and child sensitive.





For any feedback, please feel free to write at iripe.info@gmail.com or cms.alok@gmail.com
