Guiding principles to make sure that evaluation "Leaves no-one behind"

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How these principles were developed 1:

- 28 people from all over the world attended a workshop held at UNDP's NEC Conference in Hurghada convened by CLEAR-Anglophone Africa.
- The workshop drew on UNDP materials to identify who gets left behind in development (and evaluation) processes and why. This is usually a result of
  - Discrimination
  - Shocks and fragility
  - Governance issues
  - Socio Economic status
  - Geography
- We considered how to ensure no-one gets left behind:
  - Examine,
  - Empower,
  - Enact

How these principles were developed 2:

- We used the BetterEvaluation.org rainbow framework to reflect on how equity and inclusion can be addressed when
  - defining the intervention;
  - framing the evaluation;
  - describing results;
  - understanding causality;
  - synthesizing data from various sources;
  - reporting and supporting use and
  - managing evaluations.
- The workshop also reviewed three case studies to identify what could be done differently in each to ensure "no one is left behind".
- That analysis was used to propose 6 principles for ensuring no one is left behind, using Patton's GUIDE framework which call for principles to:
  - Guide
  - Be useful
  - Inspire
  - Be developmental and
  - Be evaluable

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Overarching issues for consideration in proposing principles for global use:

- Context matters: how principles get applied will vary from country to country depending on culture and custom

- Principles need to be specific and allow for compliance with them to assessed

- Principles are a statement of how values are operationalized (or enacted): when there is no alignment of values, principles will not work as a guide for behavior

- Developing principles can serve as a mechanism for reconciliation and consensus building
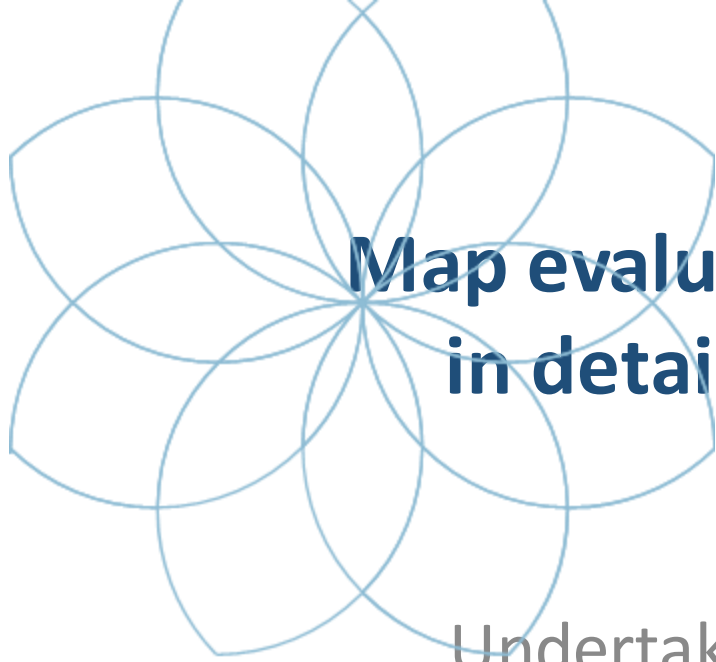
Principle 1:
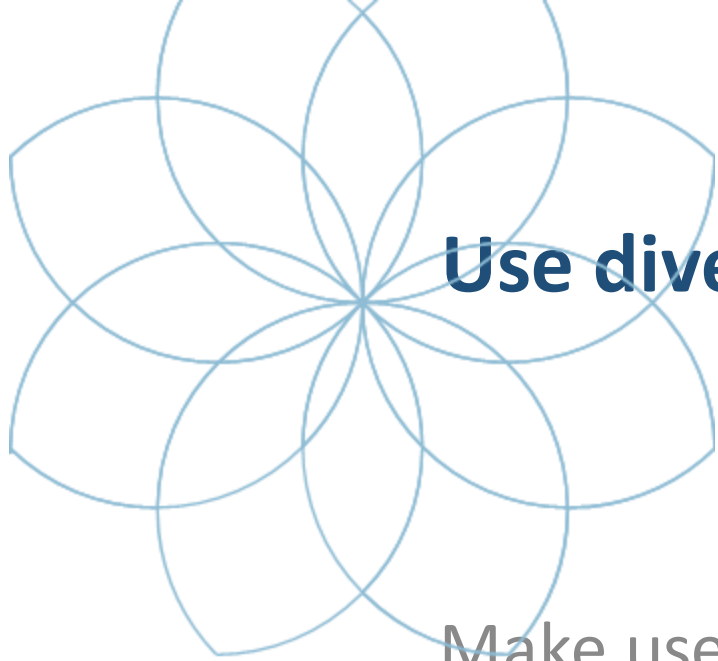# Map evaluation stakeholders thoroughly and in detail at the outset of the evaluation

Undertake detailed and thorough stakeholder mapping processes at the outset of every evaluation, taking care to examine who may be being left behind, in order to facilitate public participation and engagement. This will lead to better evaluation results, greater credibility of findings and more ownership by the publics

Principle 2:
Sustain stakeholder engagements throughout evaluation processes

Ensure regular engagement of diverse groups throughout evaluation processes so that they have an opportunity to have their voices heard and provide space for them to contribute in respectful and enabling environments.

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Principle 3:
Use diverse and appropriate evaluation methods

Make use of diverse, appropriate and inclusive evaluation methods that are tailored to the needs of the evaluation participants, especially the users of the evaluation, and which take account of the possibility of people being left behind, in order to produce accurate, evidence-based and actionable findings and recommendations.

Principle 4:
Always consider and be sensitive to the context

Carefully consider the socio-economic, political and legal context throughout the evaluation process in order to achieve validity, ensure appropriateness and take account of who may be being left behind.

Principle 5:
Disseminate evaluation findings

Disseminate comprehensive evaluation results transparently and equitably, taking care to reach people who may be left behind, in order to contribute to an inclusive culture of evidence-based decision making.

Principle 6: Be particularly vigilant about leaving no-one behind in conflict-affected and fragile contexts and in humanitarian crises

In fragile contexts and in situations of humanitarian crisis, the principles that seek to ensure evaluation leaves no one behind should be applied even more rigorously and conscientiously since the risks are higher and the possible consequences of exclusion are potentially even more damaging.

Conclusion:
Adopting and using these principles

These principles are intended as a conversation starter.

In this Conference session we want feedback on these principles:

1. Which principles are unnecessary?

2. What have we left out? (e.g. What about building people's capacity to participate?)

3. How do we promote and encourage the application of these principles?

The End