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► INTRODUCTION

The motivation to integrate participatory approaches into the work of the ILO is fundamentally tied to the organization’s unique tripartite structure and commitment to social dialogue. As part of these fundamental commitments, the ILO requires that employers’ organizations, workers’ organizations, and national governments be consulted on all work conducted by the Organization and to promote social dialogue as a mechanism to address issues related to decent work. [Guidance Note 3.2: Adapting evaluation methods to the ILO’s normative and tripartite mandate](#) provides a framework for how to incorporate these critical concepts in evaluations conducted at the ILO while [Guidance Note 4.5: Stakeholder Engagement](#) provides recommendations for ensuring stakeholder, particularly constituents, are fully engaged in the evaluations.

The use of participatory methods involving beneficiaries in evaluations has been highlighted as a priority in the [2023-25 ILO results-based evaluation strategy](#). Output 2.2.1 of the Strategy requires that “evaluations favour participatory approaches to improve ownership and accountability towards ultimate beneficiaries”¹. Additionally, the UN system has been moving towards the adoption of increased accountability to the individuals who are being served by programmes or interventions, known as ‘Accountability to Affected Populations (AAP)’. The achievement of these goals aligns with the ILO’s risk management and accountability frameworks as well as the SDG-mandated requirement to ‘leave no one behind’².

This note aims to provide recommendations on how to ensure that evaluations conducted at the ILO are participatory, in both a transformative and a practical sense, and how to incorporate the concept of Accountability to Affected Populations into

1 ILO results-based evaluation strategy 2023-2, p.13.
2 UN. Leaving no one behind. Leaving no one behind — SDG Indicators (un.org)

ILO’s evaluations. The note provides a brief **overview of the approaches³ followed by practical tips on how they can be implemented in the context of the ILO**. Through incorporating these tips, engagement and ownership of beneficiaries into both evaluations and interventions will increase allowing the ILO to become more responsive to those it serves.

 Participatory approaches are not about a “single” method but about a way of undertaking evaluation that are inclusive and meaningful to different stakeholders

► WHAT ARE PARTICIPATORY APPROACHES IN EVALUATION AND WHY ARE THEY IMPORTANT?

Participatory approaches in evaluation aim to ensure that all stakeholders are involved within the evaluation process. It can be thought of as when the “subjects” of the evaluation participate in the designing and doing of the evaluation⁴. Participation can occur at any stage of the evaluation, including the design, data collection, analysis and reporting. The participatory approach can be transformative as it empowers participants and develops capacity⁵ thereby aligning with the principles of inclusivity, empowerment, and accountability. The approach is based on the premise that those impacted by programmes and interventions possess invaluable insights and perspectives and that, through embracing participatory methods and techniques, evaluations can move away from traditional top-down approaches and become more collaborative with the co-creation of knowledge while also increasing ownership among diverse stakeholders⁶.

3 For the purpose of this guidance note, approaches refer to a suite of methods and processes.
4 American University. Participatory Evaluations. Participatory evaluations | Better Evaluation
5 USAID. Participatory Evaluation Guidance Note. Guidance Note: Participatory Evaluation - Locally Led Approaches to Evaluation (usaidlearninglab.org)
6 Edward T Jackson and Yusuf Kassam (1998). Knowledge Shared: Participatory Evaluation in Development Cooperation. <https://idl-bnc-idrc.dspacedirect.org/server/api/core/bitstreams/aeb7ff97-2670-4f87-b265-fc18ad71d35f/content>

There are many benefits to using participatory methods in an evaluation. Through consultation and engagement of stakeholders throughout the evaluation process, it is possible to ensure that relevant questions and concerns are focused on. This improves the accuracy and utility of the final evaluation reports, with the added benefit of findings and recommendations becoming more useful to the program staff and leading to an increase in the impact of the interventions studied. In addition, participants become more empowered, with greater a sense of ownership in the evaluation as well as the interventions, ultimately leading to more effective initiatives^{7,8}.

Box 1: Benefits to using participatory approaches in evaluations

- It reduces stakeholders’ distrust and fear of evaluation (e.g., the evaluation is bad and assesses my performance).
- Increases stakeholder awareness of and commitment to the evaluation process (they know what to expect)
- Increases the likelihood that stakeholders will support the evaluation, defend its findings and adhere to subsequent recommendations.
- Increases the credibility of the evaluation results.
- Increases the likelihood that the evaluation results will be used (their voices have been heard).

7 University of Kansas. Participatory Evaluation. Chapter 36. Introduction to Evaluation | Section 6. Participatory Evaluation | Main Section | Community Tool Box (ku.edu)
8 ILO. Decent Work Results and Effectiveness of ILO Operations: an ex-post meta-analysis of development cooperation evaluations (2022), p.41

While participatory methods offer numerous advantages, they also come with certain drawbacks and challenges. The financial feasibility and time availability will determine the extent of stakeholder engagement in the evaluation. Compromises will need to be made. A clear identification of stakeholders through a stakeholders mapping⁹ will support this task. Additionally, prioritizing the engagement of different stakeholders at various stages of the evaluation will be useful too. As is typical with an increase in consultation, it may become necessary to include the cost of translators or local evaluators to be able to engage with beneficiaries in a meaningful manner. Thus, it will be important to strike a balance between ensuring engagement with the level of resources and time available for the evaluation. Another challenge may be related to ensuring that the participation and consultation is useful and not just conducted to “check a box”. To accomplish this, it is important to ensure that the participation’s purpose is aligned with the evaluation design and conducted to answer specific questions. In addition, it is important that participation is organized in an effective and culturally and contextually sensitive manner. More on how to balance these challenges will be discussed below.

► KEY CONCEPTS RELATING TO PARTICIPATORY EVALUATION

1. STAKEHOLDER ENGAGEMENT

Stakeholder engagement can be defined as “the participation of stakeholders in one or more components of the evaluation process [where] involvement implies a role beyond providing information or responding to data-gathering instruments”¹⁰. Stakeholder engagement at the ILO is a broad concept that encompasses the overall strategy or approach that will be used to involve or interact with individuals or groups who have an interest or stake in the intervention. It involves identifying and prioritizing stakeholders, understanding their needs and interests, and establishing communication channels and relationships. While stakeholder engagement can include beneficiaries, or rights holders, it often focuses on institutional stakeholders such as project staff, constituents, other partner organizations, and decision makers.

More about stakeholder engagement can be found within EVAL’s [Guidance Note 4.5: Stakeholder Engagement](#).

2. ACCOUNTABILITY TO AFFECTED POPULATIONS:

Accountability to Affected Populations (AAP) is a commitment to ethical and responsible use of power and resources in aid and development work. The UN, and the ILO with it, are embracing AAP as a proactive, consistent, and strategic approach with the goal of placing the needs and interests of affected populations at the heart of decision-making processes. In practical terms, AAP means actively engaging communities in planning, implementing, monitoring, and evaluating programs, ensuring that individuals have a say in decisions affecting their lives¹¹. The approach, while originally rooted in the humanitarian context, is relevant to the work conducted by the ILO, is part of ILOs accountability architecture and is aligned with the 2030 Agenda for Sustainable Development and its emphasis on representative decision-making.

AAP is therefore a rights-based approach that recognizes the people being served as rights holders and the organizations that serve them as duty-bearers. This means viewing affected populations not as passive recipients, but as rights-holders with fundamental rights to participate in decision-making, receive necessary information, voice concerns, and be informed about activities in their communities¹². This approach can help to reduce vulnerability, increase resilience, and strengthen social cohesion, creating a “virtuous circle of improvement”¹³.

In the context of evaluation, AAP is of the utmost importance as evaluation provides an opportunity to gauge the impact of actions on different groups within affected populations. The evaluations conducted at the ILO must therefore reach out to marginalized groups, protect individual’s sensitive information, and establish referral systems for trauma, if required. By actively involving affected populations in evaluation, the ILO can contribute to a continuous cycle of learning, adapting, and improving, reinforcing commitment to AAP principles and social justice¹⁴.

⁹ See [Guidance Note 4.5: Stakeholder Engagement for additional information](#)

¹⁰ UNEG. *Compendium of Evaluation Methods Reviewed – Volume II* (2022), p.16

¹¹ UNICEF. *Accountability to Affected Populations* course via Agora. [Summary of Accountability to Affected Populations \(unicef.org\)](#)

¹² ALNAP. *The State of the Humanitarian System* (2018).

¹³ UNICEF. *Accountability To Affected Populations: A handbook for UNICEF and partners* (2020), p.33. [Accountability to Affected Populations Handbook \(unicef.org\)](#)

¹⁴ UNICEF. *Accountability To Affected Populations: A handbook for UNICEF and partners* (2020). [Accountability to Affected Populations Handbook \(unicef.org\)](#)

To learn more about this topic, a good resource is UNICEF's [Accountability to Affected Populations: A Handbook for UNICEF and Partners](#).

3. ULTIMATE BENEFICIARIES/RIGHTS HOLDERS

The term “rights holders” is used in the context of Accountability to Affected Populations. A rights holder is an individual or group who possesses legally recognized rights, particularly in relation to humanitarian aid or development initiatives. These can include rights to access basic services, rights to livelihoods, rights to shelter, and protection from harm. They are also sometimes called “ultimate beneficiaries”.

In the context of the ILO, rights holders or ultimate beneficiaries encompasses all workers, entrepreneurs, and employers as the ILO aims to achieve decent work for everyone, globally. Although there is no fully elaborated definition of ultimate beneficiaries, the ILO’s work impacts all people regardless of gender, age, or social status. It includes not only individuals such as male or female farmers, but also workers, micro-entrepreneurs, labour migrants, refugees, employees and employers.

► HOW TO INCORPORATE PARTICIPATORY APPROACHES THROUGHOUT THE EVALUATION PROCESS

1. BUILD PARTICIPATION INTO THE PLANNING AND PREPARATION FOR AN EVALUATION

Participatory methods should be incorporated from the very beginning of the evaluation process. When the Evaluation Manager develops the Terms of Reference (TOR), key stakeholders should be engaged to ensure that the

perspectives of programme staff, management, constituents and, ideally, rights holders, are included. Through this, the evaluation will be more likely to address questions and topics of interest and value to a variety of stakeholders. In addition, the TOR should reflect the requirement for participation and engaging stakeholders throughout the entire evaluation.

Highly recommended:

- Clearly outline the participatory approach that will be used within the objective and methodology sections of the TOR. This may include focus group discussions (FGDs), workshops, outcome mapping, collaborative outcome reporting, etc. More about these methods will be discussed below.
- Ensure the TOR requests the conduct of a stakeholder mapping, including an [intersectional analysis](#), at the inception phase of the evaluation.
- Ensure that the TOR provides a feasible timeline and sufficient workdays to include substantive and meaningful participation throughout the evaluation process.
- Include a requirement for the consultants to have experience and knowledge of participatory methods and skills and knowledge regarding the local culture.
- Outline upfront the requirement of the Evaluation Manager to ensure proper stakeholder involvement

When time and resources allow:

- Invite feedback to the draft evaluation scope including organizing a workshop with ILO staff, local partners, constituents and potentially rights holders to discuss and brainstorm the evaluation’s goals and/or key questions.
- Consider formalizing participation through establishing a reference group.

Box 2. Include questions addressing Accountability to Affected Populations

Evaluation questions that consider the AAP framework can serve as a powerful tool to gauge the effectiveness, relevance, and impact of interventions from the perspective of those most affected. By prioritizing the input of rights holders, these questions enable a holistic understanding of the challenges faced, the needs that must be addressed, and the outcomes that matter to the community.

Example evaluation questions relating to AAP¹⁵:

- How well suited is the activity to the priorities and policies of the target group(s), recipients and donors? (RELEVANCE)
- Were affected communities consulted on needs assessments and the selection of a target population? (RELEVANCE)
- What mechanisms were in place for the affected population(s) to report on wrong doing to the ILO? (RELEVANCE)
- Did the affected communities take part in the decisions that affected them? (EFFECTIVENESS)
- Did the intervention maximize opportunities to empower communities and individuals? (IMPACT AND SUSTAINABILITY)
- Did the intervention reproduce power relations that kept those most in need unassisted? (IMPACT)

ILO-specific example questions (taken from the PROSPECTS evaluation¹⁶):

¹⁵ Adapted from questions in UNICEF. ACCOUNTABILITY TO AFFECTED POPULATIONS: A handbook for UNICEF and partners (2020). [Accountability to Affected Populations Handbook \(unicef.org\)](#)

¹⁶ ILO (2023). “[Partnership for Improving Prospects for Forcibly Displaced Persons and Host Communities \(ILO/PROSPECTS\)](#)”

- Have PROSPECTS interventions at country and global levels been designed and implemented in a consultative process, in accordance with the needs and capacities of constituents, taking the different country contexts into account? (RELEVANCE)
- Do the interventions objectives and design respond to the real and emerging needs of ultimate beneficiaries? How were intersecting dimensions such as national status (refugees, IDPs, HC members), gender, religion, race and identity, and disability addressed? (RELEVANCE)
- What are the components of PROSPECTS that have higher/lower relevance to different stakeholder groups (e.g. government representatives, social partners, FDPs, and HCs)? What have been the most effective approaches to increase relevance for stakeholders? (RELEVANCE)
- How and to what extent has ILO/PROSPECTS contributed to new or revised policy and legal initiatives to enhance the socio-economic integration of FDPs into HCs? Have advocacy efforts led to changes at the policy level? Has the programme increased the voice and representation of vulnerable groups (e.g. women, youth and persons with disabilities) in targeted communities? (EFFECTIVENESS)
- What are the key factors that influence the ability of stakeholders to sustain ILO/PROSPECTS results? Is there evidence of ownership by constituents and target stakeholders, or changes in their behaviours and practices? (SUSTAINABILITY)
- To what extent have country interventions been successful in reaching end-beneficiaries? Have all beneficiary groups benefited equally from ILO/PROSPECTS interventions? Have certain groups been left out, and why? (SUSTAINABILITY)

2. OPERATIONALIZE INCLUSIVITY AND REPRESENTATION OF DIVERSE VOICES AT THE INCEPTION STAGE OF THE EVALUATION

A particularly important practice when conducting participatory evaluations is ensuring the inclusion of a wide range of voices and perspectives, including of marginalized groups and individuals. As communities are not homogenous units, the approach used should be tailored to specific groups and individuals to ensure that the engagement of disadvantaged groups is included.

Highly recommended:

- Conduct a stakeholder mapping, including the mapping of affected population to identify marginalized groups, social and power dynamics, local capacities and constraints on engagement. It is important when conducting a contextual analysis to engage directly with stakeholders of all types (e.g. constituents, partners, various types of rights holder groups) to gain a thorough understanding of the unique cultural, social, economic and political nuances.
- Disaggregate data by age, gender, disability, sexual orientation, and other relevant factors.
- Ensure that the level of commitment required for participating in the evaluation is clearly outlined, including time length and hours.

When time and resources allow:

- Identify barriers to engagement that may be faced by marginalized groups and implement solutions to overcome these barriers. Table 1 below discusses some common barriers to participation and possible solutions that can be used to overcome these challenges.
- Explain to ultimate beneficiaries what they gain through participation and ask them to recruit others to participate.

Table 1: Potential barriers to participation with possible solutions

Potential Barrier	Example	Possible Solution
Time and resource constraints	Marginalized individuals or groups may face competing priorities such as work, caregiving responsibilities, or lack of transportation, making it difficult to participate in FGDs or interviews.	Establish convenient times for interviews/FGDs for each group based on communication with potential participants. Be flexible and contact individuals outside of working hours, if necessary.
Limited access to information	Marginalized individuals or groups may lack the necessary information on the evaluation purpose and how to participate.	Provide communication to participants and stakeholders on the importance of participation as well as the details on the evaluation. Consider getting community leaders on board so they may encourage others to engage.

Potential Barrier	Example	Possible Solution
Lack of trust	Marginalized individuals or groups may distrust external evaluators due to historical issues.	Develop trust with the community and individuals through being transparent, communicative, and sharing relevant information on the evaluation goals and process. Make sure to 'close the loop' to show the results of participation.
Power dynamics	Marginalized individuals or groups may feel disempowered or marginalized within the community and/or institution. There may be cultural or other barriers preventing their participation.	Attempt to create a safe space by asking individuals what they need to feel safe in participating. Consider separated FGDs based on demographics such as gender or social status to engage all voices.
Language and literacy barriers	Low levels of literacy or participants that speak a different language than the evaluators can cause barriers to participation.	Provide alternative means of communication (e.g., discussion groups, storytelling, drawings, mapping). Ensure that there is either a national consultant with appropriate language skills or hire an interpreter.
Accessibility issues	Some individuals/groups may face physical challenges in getting to and accessing locations where FGDs and workshops take place	Provide reasonable accommodation (budget to be estimated and included in the evaluation budget) so participants with disabilities can travel to and access the workshop/FGD premises

3. USE PARTICIPATORY METHODS DURING DATA COLLECTION

Engaging participants within the data collection process is a critical component of the participatory process. To accomplish this, there are a number of potential approaches that can be used, some of which are outlined below.

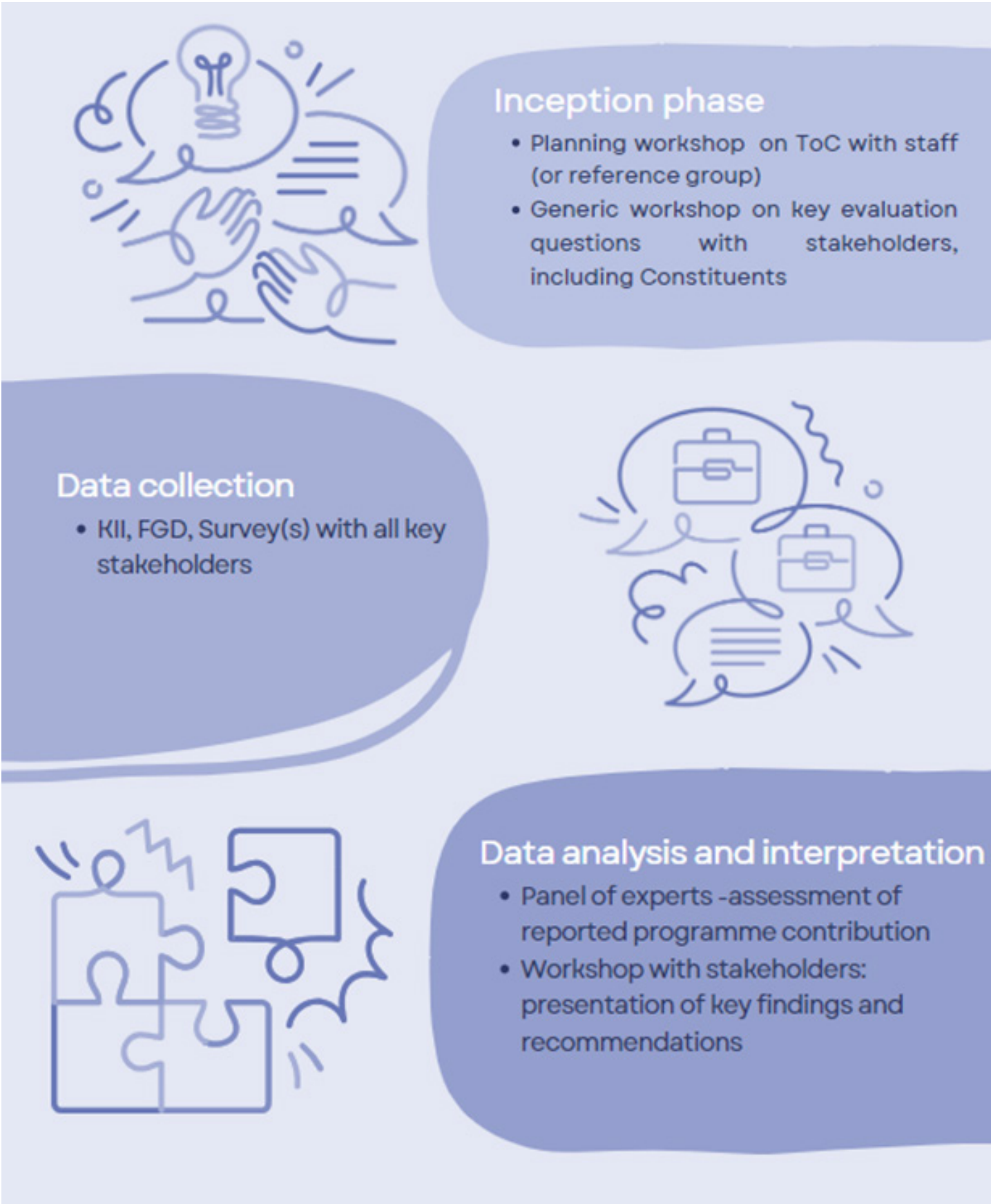
Highly recommended:

- To ensure inclusive engagement, mixed-methods approaches should include a variety of participatory methods, such as surveys, FGDs and interviews.
- When designing data collection approaches, make sure to build on a locally informed understanding gained through the contextual analysis and consider issues such as language and literacy barriers as well as specific cultural sensitivities that may exist in the intervention setting.
- Pilot data collection tools with a small sample to help identify potential issues and refine instruments.

The following tools can be considered as a means for participatory data collection, depending on the needs of the evaluation and the context on where it is being conduct.

- **Most Significant Change:** Solicit stakeholders' perspectives on programme impact through semi-structured interviews and focus group discussions. This method prioritizes participant stories of change to determine the most significant outcomes. To learn more about this approach, a good resource is [The 'Most Significant Change' \(MSC\) Technique](#). An independent evaluation at the ILO that used this method is [2021 Mid-Term Cluster Evaluation of Better Factories Cambodia, Better Work](#).
- **Collaborative outcome reporting:** engage with stakeholders (technical experts and intervention stakeholders) to produce, review and validate a performance story on how an intervention contributes to outcomes. This is in synch with contribution analysis and multiple lines and levels of evidence (see figure 1 below)
- **Storytelling:** Leverage narratives to capture individual experiences related to social norms, attitudes, and changes in awareness or beliefs on topics relating to the intervention. Semi or unstructured interviews can be employed. To learn more about using storytelling in evaluation, a good resource is [Story Guide: Building bridges using narrative techniques – Story-telling aid](#).
- **Participatory Social Mapping:** Engage stakeholders in visualizing and mapping social structures, relationships, and community resources, in order to foster collective understanding. To learn more about this technique, a good resource is [Better Evaluation's Social Mapping](#).
- **Outcome Mapping:** Employ techniques to map the intended and actual outcomes of a program, which can thereby facilitate discussion and understanding of progress. To learn more about Outcome Mapping, a good resource is the [Outcome Mapping Practitioner Guide](#).

Figure 1. How collaborative outcome reporting works in practice



Source: ILO Evaluation Office

4. ENHANCE PARTICIPATION DURING DATA ANALYSIS AND REPORTING

Beyond incorporating participants thoroughly in the data collection stage, it is considered good practice to engage these stakeholders in the data analysis and reporting stages of the evaluation.

Highly recommended:

- Hold collaborative sense-making workshops and/or validation sessions to ensure that diverse perspectives are considered when analyzing data. When organizing these sessions, it is recommended to extend participation beyond traditional stakeholders (e.g., project staff, constituents, and management) and to involve community members and rights holders, when possible.

When time and resources allow:

- When coding data, stakeholders may be included to help ensure accuracy and promote a nuanced understanding of the data during the coding process. They can also help identify potential codes that could be used (inductive coding) while also validating and contextualize coding once completed (deductive coding)¹⁷.
- When incorporating rights holders in this data analysis, it may be useful to use visual aids and storytelling techniques to convey complex data in a comprehensible manner. Rights holders may be engaged by crafting narratives that resonate with their experiences, making the findings more accessible, and empowering the participants.

5. CLOSE THE FEEDBACK LOOP: DISSEMINATION OF RESULTS

A key concept in participatory approaches for evaluation is to complete the feedback loop. This means communicating with stakeholders, including affected populations that were consulted in the data collection stage, on the actions taken in response to their views and concerns¹⁸. Although the evaluation team can be engaged in ensuring that this occurs, it is also the responsibility of the project or intervention's management and team that should ensure the implementation of the recommendations.

Highly recommended:

- Planning for dissemination should be included at the start of the evaluation and incorporated within the TOR. Resources should be provided for ensuring that the evaluation results are communicated to all stakeholders and accessible to all stakeholders. This may include adding a participation workshop in the country affected or ensuring that funds are provided to translate evaluation materials into the local language. A good example of this being done in the context of the ILO was, in the evaluation of the PROSPECTS programme, the TOR asked for "an evaluation summary and fact sheet to be developed, along with infographics, and translated into Arabic"¹⁹.
- A brief summary of the evaluation findings and recommendations should be created and distributed through various communication channels. The summary document should be tailored to each stakeholder's needs.

¹⁷ USAID. Guidance Note: Participatory Evaluation ([Guidance Note: Participatory Evaluation - Locally Led Approaches to Evaluation \(usaidlearninglab.org\)](#))

¹⁸ UNICEF. ACCOUNTABILITY TO AFFECTED POPULATIONS: A handbook for UNICEF and partners (2020). [Accountability to Affected Populations Handbook \(unicef.org\)](#)

¹⁹ ILO (2023). Partnership for Improving Prospects for Forcibly Displaced Persons and Host Communities (ILO/PROSPECTS) ILO DC Symbol: GLO/19/18/NL, [i-eval Discovery \(ilo.org\)](#)

- It is important to ensure that all rights holders solicited for their views during the data collection stage can learn about the evaluation results and how their participation was included.
- Use plain relevant local language and remember to put the message where the audience is.

When time and resources allow:

- Employ creative dissemination strategies to ensure that evaluation findings are accessible to all stakeholders. This may include briefs, summary documents, presentations, infographics, videos, and community events.
- Collaborate with the management and/or coordinators of the intervention to draft a plan for dissemination including the management response, as appropriate.

For more information on good practices for disseminating evaluation findings, see [EVAL's Guidance note 5.1 on enhancing the use and dissemination of evaluation information](#).

6. ENSURE A FOCUS ON ETHICAL STANDARDS THROUGHOUT THE EVALUATION PROCESS

When employing participatory methods within an evaluation, it is critical to maintain a high ethical standard at all times. The process of including disadvantaged voices can have associated risks relating to confidentiality, trust, unintended harm, and other challenges that must be recognized when conducting an evaluation using participatory methods.

Highly recommended:

- Consider how to protect individuals who disclose sensitive information, which may have the potential to cause harm to themselves or others. For example, ensure that safe spaces

are provided, and confidentiality is maintained at all times during individual interviews.

- Ensure that there are systems in place in case of threats to well-being of participants is identified. This may include referral mechanisms or access to remedial services²⁰.
- Assess potential risks to rights holders when they are involved in data collection. This may include weighing consequences and ensuring that their involvement does not expose them to any danger²¹.
- Always have free, informed and ongoing consent for all participation.
- The principles of 'do no harm', as well as 'tackling bad' and 'doing good', should be considered throughout the evaluation²².
- In instances where sensitive issues surface during the evaluation process, a commitment to handling each case individually is essential. This involves maintaining a strict adherence to confidentiality principles and prioritizing the safety of those involved²³.

By ensuring that these ethical considerations are included in a participatory evaluation, it is possible to safeguard the well-being of participants while also cultivating an atmosphere of trust and respect, ultimately enhancing the integrity and effectiveness of the evaluation process.

More information on ethical standards can be found in EVAL's [Code of Conduct](#) and UNEG's [Ethical Guidelines for Evaluation](#).

²⁰ UNICEF. ACCOUNTABILITY TO AFFECTED POPULATIONS: A handbook for UNICEF and partners (2020). [Accountability to Affected Populations Handbook \(unicef.org\)](#)

²¹ UNEG. Ethical Guidelines for Evaluation.

²² van den Berg, R.D., Hawkins, P., & Stame, N. (Eds.). (2021). Ethics for Evaluation: Beyond "doing no harm" to "tackling bad" and "doing good" (1st ed.). Routledge. <https://doi.org/10.4324/9781003247234>

²³ UNEG. Ethical Guidelines for Evaluation.

APPENDIX A: CHECKLIST FOR INCLUSION OF PARTICIPATORY METHODS

Highly recommended:

- ☐ Clearly outline the participatory approach that will be used within the objective and methodology sections of the TOR.
- ☐ Conduct a stakeholder mapping
- ☐ Ensure that the TOR provides a feasible timeline and sufficient workdays to include substantive and meaningful participation throughout the evaluation process.
- ☐ Include a requirement for the consultants to have experience and knowledge of participatory methods.
- ☐ Outline upfront the requirement of the Evaluation Manager to ensure proper stakeholder involvement
- ☐ Incorporate evaluation questions ensuring participatory approaches, including relevant questions to Accountability to Affected Populations
- ☐ Conduct mapping of affected population to identify marginalized groups, social and power dynamics, local capacities and constraints on engagement.
- ☐ Disaggregate data by age, gender, disability, sexual orientation, and other relevant factors.
- ☐ Ensure that the level of commitment required for participating in the evaluation is clearly outlined, including time length and hours.

- ☐ To ensure inclusive engagement, mixed-methods approaches should include a variety of participatory methods, such as surveys, FGDs and interviews.
- ☐ When designing data collection approaches, build on a locally informed understanding gained through the contextual analysis and consider issues such as language and literacy barriers as well as specific cultural sensitivities that may exist in the intervention setting.
- ☐ Pilot data collection tools with a small sample to help identify potential issues and refine instruments.
- ☐ Hold collaborative sense-making workshops and/or validation sessions to ensure that diverse perspectives are considered when analyzing data.
- ☐ Planning for the dissemination strategy should be included at the start of the evaluation and incorporated within the TOR. Resources should be provided for ensuring that the evaluation results are communicated to all stakeholders. This may include adding a participation workshop in the country affected or ensuring that funds are set aside to translate evaluation materials into the local language.
- ☐ Use plain relevant local language is used and remember to put the message where the audience is in an accessible way.
- ☐ A brief summary of the evaluation findings and recommendations should be created and distributed through various communication channels. The summary document should be tailored to each stakeholder's needs.
- ☐ Provide all rights holders who participated in the evaluation an opportunity to learn about the results and how their participation was incorporated.

- ☐ Consider how to protect individuals who disclose sensitive information, which may have the potential to cause harm to themselves or others. For example, ensure that safe spaces are provided, and confidentiality is maintained at all times during individual interviews.
- ☐ Assess potential risks to rights holders when they are involved in data collection. This may include weighing consequences and ensuring that stakeholder involvement does not expose them to any danger.
- ☐ Always have free, informed and ongoing consent for all participation.
- ☐ Ensure that there are systems in place in case of threats to well-being of participants is identified. This may include referral mechanisms or access to remedial services.
- ☐ The principles of 'do no harm', as well as 'tackling bad' and 'doing good', should be considered throughout the evaluation.
- ☐ In instances where sensitive issues surface during the evaluation process, a commitment to handling each case individually is essential. This involves maintaining a strict adherence to confidentiality principles and prioritizing the safety of those involved.

When time and resources allow:

- ☐ Invite feedback into the draft evaluation scope including organizing a workshop with ILO staff, local partners, constituents and potentially rights holders to discuss and brainstorm the evaluation's goals and/or key questions.
- ☐ Consider formalizing participation through establishing a reference group.
- ☐ Identify barriers to engagement that may be faced by marginalized groups and implement solutions to overcome these barriers. Table 1 discusses some common barriers to participation and possible solutions that can be considered to overcome these challenges.
- ☐ Explain to ultimate beneficiaries what they gain through participation and ask them to recruit others to participate.
- ☐ Consider using participatory approaches for data collection such as storytelling, outcome mapping or most significant change.
- ☐ When coding data, stakeholders may be included to help ensure accuracy and promote a nuanced understanding of the data during the coding process. They can also help identify potential codes that could be used (inductive coding) while also validating and contextualize coding once completed (deductive coding).
- ☐ When incorporating rights holders in this data analysis, it may be useful to use visual aids and storytelling techniques to convey complex data in a comprehensible manner. Rights holders may be engaged by crafting narratives that resonate with their experiences, making the findings more accessible, and empowering the participants.
- ☐ Employ creative dissemination strategies to ensure that evaluation findings are accessible to all stakeholders including participants with disabilities. This may include briefs, summary documents, presentations, infographics, videos, and community events.
- ☐ Collaborate with the management and/or coordinators of the intervention to draft a plan for dissemination including the management response, as appropriate.