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| How to design and implement SIA sensitive assessments, monitoring and evaluation activitiesJune, 2024 |

# Introduction

Assessments, Monitoring, and Evaluation (M&E) activities can increase risks to children, vulnerable adults and communities if not conducted properly and without thorough risk assessments. However, when executed effectively, these activities support PIN's efforts to protect both children, adolescent, youth and adults, ensure equitable and inclusive approaches, and reduce the risk of harm**.**

For all Assessments and M&E activities, consultation with the Safeguarding (SG), Conflict Sensitivity (CS) and Protection and GESI (ProGESI) advisors **is recommended.**

# Preparation and organization of Assessments, M&E activities

[ ]  Ensure that all staff involved in assessments, M&E activities anticipate and mitigate risks, ensuring the safety of all participants, including direct and indirect beneficiaries, those carrying out the assessments, M&E activities themselves, and in particular the safety of children, adolescents, youth involved in the project and/or the M&E process.

[ ]  Ensure that even when staff are rapidly recruited, either internally or externally, the position's context and potential risks and collusion are checked, clear selection criteria are prepared, background checks are done, self-declaration signed, and they complete the necessary training esp. on PIN CoC and PIN Key policies, as well as on M&E requirements.

[ ]  Ensure that all staff involved in assessments, M&E activities are trained on Safeguarding (SG), Protection (ProM) and Child Protection (CP), Gender Equality and Social Inclusion (GESI), Conflict Sensitivity (CS) including on their obligation to report any concern, how to report concerns, how to recognize signs of potential concerns in reports received through feedback and reporting channels, and how to handle these reports in line with PIN’s procedures, appropriately, timely and respectfully.

[ ]  Ensure that all staff involved in assessments, M&E activities are trained in identifying and flagging any concerns raised by vulnerable adults and children, adolescent and youth in their responses to questions during assessments, M&E activities.

[ ]  Ensure that all staff involved in assessments, M&E activities are trained in referral and reporting procedures to facilitate timely and appropriate referrals of safeguarding, protection and safe programming concerns to relevant focal points.

[ ]  Ensure that all staff involved in assessments, M&E activities are trained on informed consent[[1]](#footnote-2)/assent[[2]](#footnote-3) principles and ensure informed consent/assent is obtained prior to data collection with adults and children/adolescent/youth.

[ ]  Ensure that even when staff are rapidly recruited, they are trained on psychological first aid if they are to ask questions that may be sensitive (e.g child protection, PSS, …)

[ ]  Ensure all staff involved in assessments, M&E activities always consist of male and female members to ensure female participants can speak to female members of staff and male participants can speak to male members of staff.

[ ]  Ensure all staff involved in assessments, M&E activities are aware of data protection policies and only collect personal data if absolutely necessary for programme/response and that data protection measures are in place.

[ ]  Ensure all staff involved in assessments, M&E activities are aware of safeguarding practices in relation to taking pictures of children, adolescent, youth and people participating in assessments, M&E activities.

[ ]  Translate all documents into the various local languages and ensure that language, literacy and other possible barriers (e.g. impairments and disability-related) are considered and addressed when developing assessment tools.

# Data collection phase

[ ]  Ensure that all staff involved in assessments, M&E activities clearly communicate and emphasize that declining to participate, or participants answers will not influence their eligibility to receive support.

[ ]  Ensure that assessments and M&E activities happen in safe and comfortable locations that can be easily and safely reached by all population groups (consider mobility constraints and accessibility of locations, locations that can be reached safely and without risks and unsafe areas along the routes) at times that are most convenient and safe for women and girls (considering their gendered responsibilities and daily routines), minimizing as much as possible the distance women and girls need to travel. Ensure that clear information on the location and timing is provided. Create safe spaces for participants, especially women and marginalized groups, to share their views without fear of reprisal or retaliation.

[ ]  Ensure that all staff involved in assessments, M&E activities use inclusive and non-discriminatory language and adopt non-discriminatory and respectful behavior in all assessment tools and communications.

[ ]  Ensure that all staff involved in assessments, M&E activities wear PIN visibility (as appropriate/safe) and display photo ID when working.

[ ]  Ensure that all staff involved in assessments, M&E activities are adequately supervised during data collection e.g. never left alone with a child, are always visible when collecting data one to one.

[ ]  Ensure that during each briefing and debriefing all staff involved in assessments, M&E activities are reminded to report any SG, CS and/or protection concerns.

[ ]  Ensure that all staff involved in assessments, M&E activities in assessments, M&E activities are aware of the various feedback and reporting channels available, and further disseminate information about them. The information provided should be clear, comprehensive, and accessible to ensure that all different community members understand how to use them effectively. Ensure that the information provided includes: what the feedback and reporting channels are; the purpose of the feedback mechanisms and reporting channels; their importance; how they work and the channels available; confidentiality. Refer to PIN’s [CFRM policy](https://elo.pinf.cz/ix-CZE/plugin/de.elo.ix.plugin.proxy/web/?useSSO=true#/archive/(5D2F378E-CAF2-6E0B-806B-B5FF07181A28)/) and chapter 3.2.3 of PIN’s [MEAL Manual](https://elo.pinf.cz/ix-CZE/plugin/de.elo.ix.plugin.proxy/web/?guid=(F01467A6-E606-DD63-AB65-6408C4DDA85E)&user=macema01#/archive/(F988B086-118D-F783-BCD1-5E2CE8A673E6)/).

[ ]  Ensure that children, adolescent, youth and communities receive clear and accessible information on a regular basis about PIN and our mandate, the behavior expected from PIN Staff (CoC and KP) and all people collaborating with PIN, that we welcome feedback, and how feedback and concerns can be shared with PIN through channels that allow anonymous sharing of feedback.

[ ]  Ensure that children, adolescent, youth and adults in communities are aware of feedback and reporting channels and that they can report concerns confidentially.

# Data collection analysis phase

[ ]  When sharing analysis and findings, ensure that children, adolescent, youth and adults cannot be identified from their story and other data;

[ ]  Do not share personal or sensitive data with third parties unless you have a data sharing agreement that follows data protection principles and regulations;

[ ]  Ensure all staff involved in handling data (even if only involved in data entry or analysis) are aware of how to identify safeguarding and protection concerns and how to refer them;

[ ]  Promote a shared responsibility for the information sharing and welcoming feedback among programme Staff and M&E Staff.

[ ]  Analyse the data with an intersectional lens to understand how different factors (gender, age, disability, etc.) intersect and impact individuals’ experiences.

[ ] Develop recommendations that address the specific needs and challenges identified for different groups.

[ ] Ensure that the information gathered through assessments and the developed recommendations inform project design and implementation.

1. Consent refers to the voluntary, informed agreement of an individual who has the legal capacity to make decisions. It is a formal process in which a person fully understands the risks, benefits, and implications of a particular action or procedure and agrees to it without coercion. Consent is given by individuals who are legally considered capable of making decisions, typically adults or those who have reached the age of majority (usually 18 years or older, depending on the legal jurisdiction). [↑](#footnote-ref-2)
2. Assent is the agreement of an individual who may not have the full legal capacity to give consent, but whose wishes and willingness to participate in an activity are still considered important. Assent is typically sought from individuals who are not legally authorized to provide consent, such as children or individuals with limited decision-making capacity. [↑](#footnote-ref-3)