

**Standards for private sector organizations to meaningfully engage youth in evaluation**

**Comments from EnCompass**

In our context, we do not engage "youth," but rather young and emerging evaluators and trainers.

Prior to filling this table, read the standards for the private sector for detailed guidance and instructions. The publication is available at [eval4action](#)

**1 Leadership and accountability**

| Minimum requirement  | Approaching minimum requirement   | Meeting minimum requirement   | Exceeding minimum requirement  | Total points |
|--|---|---|--|--------------|
| 1.1 Organization expresses commitment to youth in evaluation   | 1.1.1 The organization declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto | 1.1.2 The organization takes action to deliver on the commitment            | 1.1.3 The organization reviews the commitment and report on its progress   |              |
|  |   | 1   | 2  | 3            |
| 1.2 Inclusion of youth in evaluation in organization's mandate | 1.2.1 The organization includes youth in evaluation in its vision and mission   | 1.2.2 Youth in evaluation is reflected in the organization's strategic plan | 1.2.3 Key performance indicators for youth in evaluation are identified and monitored as part of the organization's strategic plan |              |
|  |   |   | 2  | 2            |
| <b>Total points for leadership and accountability</b>          |   |   |  | <b>8</b>     |

Commitment to younger staff at earlier career points is incorporated in Executive Team planning. Accountability in our private sector company is only to the Executive Team.

Staff learning and growth is one of our top corporate priorities. It is reflected in the healthy company triangle that guides our strategic planning, and is clearly reflected in our strategic plan.

**2 Practice**

| Minimum requirement   | Approaching minimum requirement  | Meeting minimum requirement  | Exceeding minimum requirement   | Total points |
|---|--|--|---|--------------|
| 2.1 Youth involved in evaluations conducted by the organization           | 2.1.1 Evaluations conducted by the organization include a substantive role for youth, including as evaluation team members, key informants and users         | 2.1.2 Youth are involved in all phases of the evaluation, including evaluation design, data collection, stakeholder engagement, reporting, and dissemination and use of the evaluation | 2.1.3 Youth take responsibility in all phases of the evaluation and participate in joint decision-making with the seniors |              |
|   |  | 1  | 2   | 3            |
| 2.2 Youth from diverse groups are considered for evaluation opportunities | 2.2.1 Evaluation designs consider diversity in youth engagement  | 2.2.2 Youth from diverse groups participate in evaluations as informants   | 2.2.3 Youth from diverse groups have the opportunity to be evaluation team members  |              |
|   |  |  | 2   | 2            |
| 2.3 Youth included in evaluation proposals submitted by the organization  | 2.3.1 Business proposals for evaluations from the private sector include engagement of youth, including as evaluation team members, key informants and users | 2.3.2 Budgets of business proposals from the private sector include payment for young evaluators   | 2.3.3 A percentage of evaluations conducted by the private sector include at least one young evaluator                    |              |
|   |  |  | 2   | 3            |
| <b>Total points for practice</b>  |  |  |   | <b>13</b>    |

Our commitment is not to "youth," but to engage younger staff at earlier points of their career in stretch assignments, and give them opportunities to contribute and grow. And our work is not just evaluation. In evaluation, no matter the role of younger staff, they are equally engaged in strategic discussions about the evaluation including being a full participant in data analysis and report writing.

Additionally, in 2019, we established a Staff Council elected by the staff to provide an opportunity for younger staff to participate in company decision making and communication. Staff Council members participate in some senior meetings, and has been instrumental in addressing employee

Diversity is a key consideration in our work. It is brought in evaluation both internally (for our staff) and externally in stakeholder engagement. In addition, we have a Diversity Advisory Group that advises us on diversity issues that arise.

Regarding our evaluations, we are seeking out youth as informants when they are beneficiaries and/or projects impact them directly or if there is an EQ around youth. The IRB serves as a resource to ensure that youth voices are being heard.

In most of our proposals, it does not make sense to include young and emerging evaluators in our proposals. We do, however, include YEE staff in our evaluations. It is both cost effective and a good thing to do. 2.3.1 is not consistent but depends on the evaluation. We are not in control of these decisions but work with our country offices that work with their evaluation vendors in countries, and we also work with our clients. When YEE are engaged, we pay them consistently with older evaluators. For 2.3.3, it is "yes" when it comes to our staff YEE, but not consistently when it comes to working with vendors.

**3 Advocacy and capacity development**

| Minimum requirement | Approaching minimum requirement | Meeting minimum requirement | Exceeding minimum requirement | Total points |
|---------------------|---------------------------------|-----------------------------|-------------------------------|--------------|
|---------------------|---------------------------------|-----------------------------|-------------------------------|--------------|

|  |  |   |   |   |   |
|--|--|---|---|---|---|
| 3.1 Multistakeholder partnership for advocacy                                  | 3.1.1 The organization identifies partners from various sectors, including VOPEs, civil society organizations (CSOs) and youth networks, that can enhance youth engagement in evaluation | 3.1.2 The organization together with partners and stakeholders raises awareness of the need for and advocates for young evaluators in public institutions | 3.1.3 The organization signs a memorandum of understanding (MOU) with partner/s to enhance youth engagement in evaluation |   | Our organization is a visible advocate for YEE. We have supportive relationships with EvalYouth, our country offices are supportive of their local EvalYouth members, and we participate in sessions that aim to build awareness of the importance of YEE engagement in evaluation. Examples: we are part of a fishbowl proposal for EES on YEE and veteran evaluator perspectives on Evaluation Capacity Building; we will be hosting a presentation and discussion on this topic in Senegal in mid-May sponsored by our country office. We have also submitted the same proposal to the AEA conference. |
|  |  | 1   | 2   | 3 | 6   |
| 3.2 Undertaking capacity-building of youth in evaluation                       | 3.2.1 The organization identifies the capacitybuilding needs of youth in evaluation  | 3.2.2 The organization designs courses (virtual or onsite) for youth in evaluation  | 3.2.3 The organization reports increasing youth registration for and participation in evaluation courses                  |   | We continue to offer free spots on ELC course for EvalYouth-selected members. We make ourselves available to be interviewed by evaluation students working on their Ph.D. or Master's theses. We participate in evaluation courses as guests on different evaluation topics and career development. We have participated as speakers in EvalYouth-sponsored presentations.  |
|  | 1  | 2   |   |   | 3   |
| 3.3 Undertaking career development in monitoring and evaluation (M&E) for YEEs | 3.3.1 The organization collaborates with VOPEs and CSOs in designing M&E career development opportunities for YEEs   | 3.3.2 The organization provides M&E career development opportunities for YEEs   | 3.3.3 The organization sets aside a budget each year for M&E career development for YEEs                                  |   | EnCompass has a well-defined and loved orientation process precisely to support the welcoming inclusion of YEE and other young professionals. We invest in competent and engage supervision aimed at supporting growth and development of staff, especially younger staff. Our annual appreciative performance dialogue focuses on reflection and career development.   |
|  |  | 1   | 2   | 3 | 6   |
| <b>Total points for advocacy and capacity development</b>                      |  |   |   |   | <b>15</b>   |

#### 4 Knowledge management and communication

| Minimum requirement  | Approaching minimum requirement  | Meeting minimum requirement  | Exceeding minimum requirement  | Total points |   |
|--|--|--|--|--------------|---|
| 4.1 Offer learning opportunities for youth                     | 4.1.1 Organize and host events on the importance of engaging youth in evaluation   | 4.1.2 Youth are made aware of events and apply to participate  | 4.1.3 Youth actively participate in learning events  |              | See response to 3.2 and 2.1. Always youth = YEE for us  |
|  |  | 1  | 2  | 3            | 6   |
| 4.2 Encourage the sharing of experience and evaluation results | 4.2.1 Youth are consulted and have the opportunity to review evaluation reports and share findings                                       | 4.2.2 Dissemination of evaluation findings is conducted with the involvement of youth  | 4.2.3 Youth take the lead in sharing evaluation results in stakeholder consultations in various fora |              | See response to 3.2 and 2.1. Plus, we frequently sponsor YEE to attend conferences and present evaluation results and lessons learned.  |
|  | 1  | 2  | 3  |              | 6   |
| 4.3 Support a community of practice platform                   | 4.3.1 The organization sponsors a community of practice platform for youth evaluators to share experiences and learn from best practices | 4.3.2 The organization supports the active moderation of the community of practice platform and the active engagement of youth on the platform | 4.3.3 Youth actively engage in the community of practice platform and share experiences              |              | YEE are equally included in the internal evaluation learning platform of the evaluation practice. Similarly, we hold a monthly Design Forum that is open to all staff. YEE frequently lead, facilitate or produce these sessions. |
|  |  | 1  | 2  | 3            | 6   |
| <b>Total points for knowledge management and communication</b> |  |  |  |              | <b>18</b>   |

#### 5 Human resources

| Minimum requirement                         | Approaching minimum requirement   | Meeting minimum requirement  | Exceeding minimum requirement  | Total points |  |
|---|---|--|--|--------------|--|
| 5.1 Hire young professionals for evaluation | 5.1.1 Job descriptions for recruitment of young professionals are prepared and available        | 5.1.2 Young professionals recruited for evaluation opportunities                     | 5.1.3 Youth participate in evaluations as evaluation team members                              |              | We offer ample opportunities to YEE, as we have jobs at all levels. See earlier note on our orientation process under 3.3. We also have a guidance document on our career progression. |
|   |   | 1  | 2  | 3            | 6  |
| 5.2 Offer internship opportunities to youth | 5.2.1 The organization introduces an internship programme for youth to work on evaluation tasks | 5.2.2 Youth interns supported with learning opportunities and mentored on evaluation | 5.2.3 Youth provided with networking opportunities to increase job opportunities in evaluation |              | Externally, we have been a host organization for GEDIs -- Graduate Evaluation Diversity Initiative, and also MacArthur fellows.  |

|  | 1   | 2   | 3   | 6            |
|--|---|---|---|--------------|
| Total points for human resources   |   |   |   |              |
| <b>6 Financial resources</b>   |   |   |   |              |
| Minimum requirement  | Approaching minimum requirement   | Meeting minimum requirement   | Exceeding minimum requirement   | Total points |
| 6.1 Annual budget allocation for recruitment of young evaluators   | 6.1.1 The organization allocates sufficient budget for youth in evaluation activities           | 6.1.2 The organization has an annual budget allocation for recruitment of young evaluators                                  | 6.1.3 The youth recruited in evaluation teams are sufficiently remunerated                                    | 6            |
| There is no differentiation in funds allocated for different level positions, so yes, YEEs are recruited for positions at the right levels, and they are paid fairly. The company undertakes a salary market review every five years, and a salary equity review annually or every two years, and that includes age, gender and race based on staff self reporting. Both of these were undertaken by an outside company this year (in 2023). |   |   |   |              |
| 6.2 Annual budget allocation for capacity-building   | 6.2.1 The organization allocates sufficient budget for capacity-building of youth in evaluation | 6.2.2 The organization provides sponsorships for young professionals to attend capacitybuilding opportunities in evaluation | 6.2.3 The organization has an annual budget allocation for capacitybuilding of youth in evaluation            | 6            |
| Young evaluators are treated equally with veteran evaluators. Every staff member has the same allocation of development funds annually.  |   |   |   |              |
| 6.3 Provide financial resources to VOPEs and evaluation networks   | 6.3.1 The organization collaborates with VOPEs and evaluation networks on joint initiatives     | 6.3.2 The organization provides financial resources to VOPEs and evaluation networks  | 6.3.3 The organization allocates a percentage of annual resources to supporting VOPEs and evaluation networks | 6            |
| The company supports participation in professional associations and conference attendance according to internally published guidelines.  |   |   |   |              |
| Total points for financial resources   |   |   |   |              |

**Total rating** 79

**Overall performance of the private sector organization based on the total rating**

- Overall rating 0 to 24 – missing minimum requirement
- Overall rating 25 to 48 – approaching minimum requirement
- Overall rating from 49 to 72 – meeting minimum requirement
- Overall rating from 73 to 96 – exceeding minimum requirement

**Rating for each indicator**

- Missing minimum requirement 0
- Approaching minimum requiremen 1
- Meeting minimum requirement 2
- Exceeding minimum requirement 3