

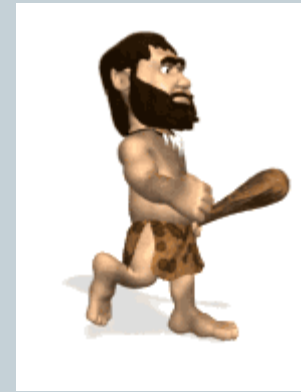
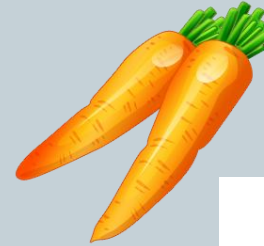
# Guidelines for Responsible Ethical Evaluation



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# Guidelines? Standards? Principles?

"guidelines are carrots,  
standards are sticks and  
principles are sermons"



(Bemelmans-Videc, Rist and Vedung1998).

# History of Standards/Guidelines



- the Joint Committee Standards for Educational Evaluation in 1994 (JCS, 1994).
- The American Evaluation Association (AEA) published principles in 1995;
- the Canadian Evaluation Society (CES) published guidelines in 1995;
- The Australasia Evaluation Society (AES) guidelines appeared in 1997;
- the Swiss Evaluation Society (SEVAL) produced their standards in 2000;
- the United Kingdom Evaluation Society (UKES) guidelines came out in 2003.

# Benefits of Guidelines



- increase in the quality of the practice and use of evaluation,
- greater understanding of the practice and use of evaluation on the part of evaluation commissioners and consumers,
- promotion of the professionalization of evaluation,
- and last but not least, improved programs as a result of better evaluation practice and use.

# Disadvantages



- "stifling of creative development,
- limits to individual freedoms
- and higher actual costs of evaluation diverting funds from programs to evaluation" (p.9).
- "standards should be internal within individuals and implicit in their work" \*
- We did not want an external set of rules to take the place of the individual evaluator's own reflection on practice.
- Stake (1981)

# Rationale



- switch from individual thinking to community thinking
- a recognized set of guidelines can **strengthen** rather than weaken evaluation's position as a profession.
- " guidelines are used to distinguish between a profession and a mere occupation"\*

\*Picciotto, 2005

# Process of Developing the guidelines



- Survey of existing guidelines
- Adaptations to the Israeli context
- Publication of the guidelines
- Translation into Arabic and English
- Upload on the website

# The IAPE Evaluation Guidelines



Three aspects of evaluation:

- the evaluation itself,
- the commissioners of the evaluation and
- the stakeholders in the process of the evaluation.

Frequently these obligations overlap.



# The Evaluation



- Training: Training provides the professional foundation for evaluators and those practicing evaluation.
- Systematic inquiry: Evaluators conduct systematic inquiry based on data collection.
- Responsibility: Evaluators must consider social diversity and a variety of public interests and values.
- Fairness: Evaluators must ensure fairness and honesty of the entire process of the evaluation.

# Commissioners



- Fairness: Evaluators must ensure fairness and honesty of the entire process of the evaluation.
- Responsibility: Evaluators are responsible for their evaluation activities and products.

# Participants



- Evaluators have obligations towards the participants in the process of evaluation.

# Use



- Begin each negotiation with a discussion of the guidelines
- Distribute the guidelines to all stakeholders
- Adhere to the guidelines throughout the evaluation