ECID Research Ethics and Integrity Framework

Contents

Research Ethics and Integrity Framework

The data ethics and integrity framework sets out the ECID programme's minimum (and ideal) standards for practice relating to all research activity (defined as including any purposeful commissioning, collection, analysis, adaptation/representation and communication of data). This focus on research sets specific parameters for ethics and quality assurance in relation to purposeful data mobilization activity, with consideration that our own values and desires influence our choice, from the data we choose to collect to the questions we ask. The frameworks should be revisited and guide planning for each new research activity. This framework is situated within the broader ethics, safeguarding and data protection policy and procedures of the ECID programme (for example the GESI strategy) and Christian Aid as programme lead.

Definitions:

Ethics: Do no harm and ensure a beneficial contribution to knowledge and practice

- How did this research/programme come about? Whose interests does it respond to and serve? Have all conflicts of interest been disclosed?
- Does the research/programme make a beneficial contribution to society's knowledge and practice?
- How should we treat the people involved in the research/programme activities (both as research subjects, co-researchers and analysts)?
- Are there activities in which we should – or should not – engage in our relations with those people?

Research integrity: a commitment to integrity means ensuring that the research/programme is needed, that the research/programme design is appropriate, avoids being extractive, and that it adheres to professional standards

- Is there a real need for this research which can't be met by secondary analysis of existing research?
- Is the research design appropriate to address the problem or research questions?
- Is the research transparent and will the methodology, findings (including negative results) and data be shared in a way that promotes fairness, social justice and enables others to use it?

Core Principles for Ethical Research: [1]

1. Research should aim to maximise benefit for individuals and society and minimise risk and harm.
2. The rights and dignity of individuals and groups should be respected.
3. Wherever possible, participation should be voluntary and appropriately informed.
4. Research should be conducted with integrity and transparency.
5. Lines of responsibility and accountability should be clearly defined.
6. Independence of research should be maintained and where conflicts of interest cannot be avoided they should be made explicit.
7. Research should align with gender equality and social inclusion (GESI) principles.[2]

Sensitive topics and high-risk research: These include:

i. Research with children and young people under 18.
ii. Research with vulnerable adults (defined as people who are 18+ and who are at greater risk of significant harm due to the intersection of factors including gender, age, disabilities (including psychological and learning difficulties), poverty, illness, ethnicity, or experience of crisis.). This needs to be further defined at contextually appropriate levels in line with programme framings of marginalised groups.
iii. Research in contexts where there is ongoing violent conflict.
iv. Research on sensitive issues in contexts where the rule of law is weak or can pose a risk to the researchers and participants.
v. Research that could attract allegations of wrongdoing e.g. research on terrorism and/or terrorist groups, where a researcher needs to view pornography, details of child abuse and other crimes, research that may be seen as political and/or includes questions about political settlement, and research on land.
vi. Research on inequality and exclusion that may challenge the status quo (including gender)
vii. **Topics likely to cause distress:** e.g. experiences of child abuse, gender-based violence, domestic abuse, conflict, or life-threatening situations, drivers of exclusion (stigma, attitudes towards certain groups).

Three levels of ethical risk: High / Medium / Low [3]

1. **High ethical risks**:

Does your research involve one or more of the following?

- ☐ Children (and people under 18 years) or vulnerable adults
- ☐ Significant concerns around personal safety or physical discomfort beyond normal experience, for the participants or researchers
- ☐ Sensitive topics such as trauma, bereavement, drug-use etc
- ☐ Data which comes under the Official Secrets Act[4]

- **If YES, your project needs to go through a formal ethical review process.**

2. **Medium ethical risks:**

Does your research involve any one or more of the following?

- ☐ Non-vulnerable adults
- ☐ Personal data referring to a living individual
- ☐ Secondary data not in the public domain
- ☐ Environmental issues
- ☐ Commercially sensitive information.

[1] These principles have been adapted from the Economic and Social Research Council (ESRC) principles for ethical research.
[2] This principle is not included in the ESRC principles for ethical research.
[3] Adapted from Research Ethics and Governance Handbook, Northumbria University, Newcastle.
[4] The Official Secrets Act refers to legislation that provides for the protection of state secrets and official information, mainly related to national security. See: https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7422

viii. **Topics with stigmatised populations**: e.g. sex workers, people living with HIV/Aids, lesbian, gay, bisexual, transgender, queer (LGBTQ+) or third gender people. ix. **Sensitive information** includes: a. research on e.g. webpages relating to pornography or illegal terrorist groups (called "proscribed organisations"), gambling, hate speech/crime and other illegal activities (as defined by country in which the research is located). b. Under the General Data Protection Regulation (GDPR), sensitive information includes information on racial or ethnic origin, political beliefs, religious or philosophical beliefs, trade union membership, health and sexual orientation. c. Other sensitive issues could include asking people questions on sexual behaviour, drug-use, shoplifting, marital status, income, age, political background, land, community identity etc. However, all these areas are locally and culturally defined.	• **If YES, your project needs to go through a programme level ethical review process.** **3. Low ethical risks:** Does your research involve any of the following? ☐ the analysis of secondary data which has been previously published ☐ desk or lab-based research which does not involve collecting data from people (other than pilot data collected solely within the research team). • **If YES, your project needs to go through a task force level review that involves an external person to act as a 'critical friend'.**

ETHICAL GUIDANCE:

1. Research Design		
Core questions	**Guidance**	**Tools / suggested actions**
Why are you doing the research? (organisational and/or individual rationales)	Our work should lead to clear social development benefits in people's lives and contribute to the three ECID programmatic aims: i) mobilising voices of the marginalised; ii) strengthening civil society; and iii) advocating to duty bearers.	i. How do the objectives and research question(s) contribute to the programme aims? ii. How does the research align with the GESI Strategy and principles?
What are the evidence needs from the research? What is the contribution or value-added of this research beyond what already exists? (Has existing evidence of a similar nature been reviewed? How will the proposed research interact with this existing evidence?)	i. Only activities that aim to fill a clear gap/need should be taken forward. ii. We will only say that something is our own work when it truly is: we will not plagiarise, infringe copyright or otherwise take advantage of work that was done by somebody else without permission (whether for direct, indirect, or no immediate gain). This applies to completed research, research proposals, research ideas, or any other intellectual property.	i. Review the existing literature to identify any previous or relevant evaluations, research or similar projects. ii. Consult potential target groups and stakeholders during the activity planning phase.

What does this mean for the type of data that is needed? (E.g. persuasive/authoritative/robust data that is generalisable and could be used to complement/supplement/contend official administrative or scientific data v more contextually-specific exploratory or explanatory data that provides in-depth insight into a particular issue, group or location but is not likely to be generalisable?)	As well as identification of evidence needs, we should be clear about how that evidence will be used and what purpose it will serve before considering the relevant audiences and most appropriate methods for data collection, analysis and communication.	A starting point is to establish whether the data is to be used to: i) Make a persuasive advocacy case (in which case data must be rigorous enough to hold up against other administrative or scientific evidence) ii) Support programmatic work by helping to explore or explain an issue, group or context in order to inform solutions (in which case data can be less robust if the approach is framed by action research, but methods and decisions around e.g. sampling should still be accounted for) iii) Inform learning programme-level or organisational (as above – account for methods and maximise representation in the sample size) iv) Develop, test or evaluate a method or tool (experimental data must be robust enough to provide measures of success)
How do these data types interact with the data preferences of key audiences?	The data preferences of our different audiences whether duty bearers or community-based organisations might influence the types of methods selected for data collection and analysis (and will certainly influence how that data is represented and disseminated). It's helpful to understand what types of data our target audiences usually draw on. Is it written and if so, in which languages? Is there a preference for graphs, charts or maps? Is there a preference for photographs, drawings, video or audio recordings? What types of formats are generally used? Word docs, pdfs or PowerPoint, jpeg images or hard copies? Accessibility to persons with disabilities (visible and invisible) should be reviewed.	Questions to ask our target audiences could include: • Where do you go to get information? • What does that information look like? • What challenges have you experienced accessing that information?
How are you going to collect data, from who, and with what methods? How will the data be analysed and presented?	i. What methods/data collection tools will you use to carry out your research / programme of work? ii. How will these contribute to answering your research questions and achieving your objectives? iii. Identify opportunities for research to be empowering/transformative in its use of methods (not just sensitive to risks and different groups).	i. Identify your aims. What is the purpose of the data collection activity (see above) and your objectives (what will you do to answer that question) ii. Now select the methods that will help you meet those objectives. Think about any ethical or safeguarding risk around those methods and what other risks might prevent you from generating the data you need and how the proposed method captures a diverse range or perspectives and voices (in line with our GESI strategy). Make sure the process is not simply extractive.

How will the consistency and quality of the data generation be controlled and documented (e.g. through processes of calibration, repeat samples standardised data capture or recording, data entry validation, peer review of data)?	i. When using secondary data, researchers should review the quality checks employed at the time of collection to ensure that the data is accurate. ii. When using multiple researchers to collect primary data to a common framework you should check across the data for inconsistencies in approach.	For secondary data, think carefully about where the data has come from. Do you have access to the raw data and do you know when and how it was collected? If the data has already been processed, how has this been done, by whom and for what purposes? Also think about the compatibility between the dataset and other sources you might be looking at.
Will highly personal, intimate, or other private or confidential information be sought? Is this information necessary and related to the outcomes of the project?	Only data / personal information that is necessary for our work will be collected.	Make it clear to all those involved in data collection that they should not request any personal data beyond that which has been specified through the data collection instrument.
How will the information you obtain from participants be used?	Consider how you will maximise the use of your data. Will the data only be used for publication outputs? Will these be made available through open-access? Will the data be shared with other national bodies with similar responsibilities?	
How will you ensure the information that is obtained does not directly or indirectly adversely affect the participants?	Develop a data management plan which specifies how the data will be collected, processed, analysed and disaggregated, represented, stored and shared; who will have responsibilities for the data management and access to the data; any risk around data security etc.	**See:** Managing Data Responsibly
How will you keep the data (electronic and hard copies) you collect confidential, and anonymous?	Personal information is treated confidentially, and the privacy and anonymity of participants is preserved, unless there is a legal obligation on us to share information or otherwise agree during the informed consent procedures.	i. Avoid confidential information being gathered or handled by staff, partners or interpreters who know the person to whom the information relates. ii. Names, addresses or other identifying details should be removed from all documents where their inclusion has the potential to cause harm. iii. Due consideration given to the traceability to data sets to ensure we can track back to individuals should they wish to retract their consent at a later point in time.
How long you keep the data and how will you destroy the data you collect (electronic and hard copies) at the end of the process?	We shall take reasonable steps to ensure that the destruction of data is adequate for the confidentiality of the data being destroyed. (For example, any personal data must be destroyed in a manner which safeguards confidentiality.)	See CA Data Retention Policy:

How will you keep sensitive data secure against loss, misuse, unauthorised disclosure or unlawful processing?	We shall take reasonable steps to ensure that all hard copy and electronic files containing personal data are held, transferred and processed securely in accordance with the relevant data retention policies obligations.	i. Electronic files should be encrypted. ii. Hard copies should be locked in a secure location. iii. Do not use personal emails to transfer data. iv. In the event of a breach in data privacy follow the directions outlined in Christian Aid's Data Protection policy. **See:** Managing Data Responsibly See Guidance on GDPR
Have you developed systems for handling risks and built 'Do No Harm' principles into each stage of your activity or event.	Think about: i. Ethical risk (see p.1) ii. Safeguarding risks iii. Methodological risk (what might prevent your chosen methods from working?) iv. Programmatic risk (how might issues with the programme affect the research?) v. Tools to analyse power.	See: Introduction to Power Analysis
Are your research / programme processes inclusive of marginalised groups including women, people with disabilities etc. How will participants be involved in the research design, data collection and data analysis?	i. How will you ensure that women and other marginalised groups are given the opportunity and feel safe to participate in the research at a local level? ii. Consider the impact of your analytical frameworks, coding schemes and the labels you use for different groups and the ways that these groups are represented and ensure that participants themselves own these descriptions.	i. Screen for cultural sensitivity and attitudes towards e.g. gender, ethnicity or sexuality, child protection, and issues around confidentiality or criminal behaviour where appropriate. ii. Ensure that researchers have been trained on safeguarding and ethics and know what reporting mechanism are in place to voice / share concerns. iii. Referral cards should be made available to all research participants when engaging with marginalised or vulnerable groups or sensitive topics like GBV (these include a list of available support services in their community/district). iv. Consider participatory methodologies and tools to make it accessible for those with low literacy or disabilities. v. Ensure activities are accessible – find out peoples' accessibility requirements, assess accessibility requirements of venues and transport and make necessary arrangements. vi. Allocating resources and plan for inclusion in all activities (e.g. disability (both visible and Invisible, reimbursement of child care costs, transport costs, interpretation, people accompanying for support, costs to meet any other accessibility requirements).

		vii. Take into account the extra time it might require for some people to travel to place of activity. viii. Consider time of activity to allow for as safe and convenient travel arrangements as possible). ix. Account for interpretation with linguistic minorities and individuals with sensory impairments/loss (e.g. hard of hearing or deaf, vision-impaired individuals; those with psychological disabilities). x. Refer to Washington Group Questions . Note: if using the short set of questions use the enhanced short set so that mental health is included.
Does your research / programme recognise and take account of differences in culture, local behaviour and norms, religious beliefs and practices, sexual orientation, gender roles, disability, age and ethnicity and other social differences such as class?	This might mean ensuring activities happen at a certain time of day/month (e.g. working around daily chore schedules or farming cycles), in certain locations (e.g. accessible to people with disabilities (PWDs) or remote populations) or spaces (e.g. 'neutral' spaces, where participants are on an equal footing), with certain notice periods, or using particular facilitators (e.g. female facilitators may be more appropriate for female-only activities, while a facilitator with a disability may have more credibility working with a group of PWDs). It is also important to understand important local concepts related to being ethical, e.g. 'harm', 'safety', 'protection' and 'respect'. The researcher should also make sure that the participant knows they do not have to answer all the questions and can leave at any time should they feel uncomfortable.	Ensure that the research team understand the local context and potential sensitives – this could be done by sharing the latest GIPP analyses. Ensure all researchers have received ECID's language guide to ensure appropriate and sensitive use of language when engaging with different groups e.g. PWD. Review the country level GESI strategy and glossary of terms to understand how different concepts are understood in that context e.g. inclusion, equality. Each country will develop a key words document translating some of these different concepts into local dialects if needed.

Is the language you are using in your data collection processes, reports, and communications inclusive, rights-based (if appropriate) and contextually relevant?	i. When engaging interpreters/ local enumerators and people in a similar capacity, language/terminology should be discussed before any activities, making sure that everyone is aware and confident to use the preferred terminology which has been defined together with the people/ groups in question. ii. During the event or activity, use a language/dialect that participants are most comfortable speaking. Ensure that participants who are not comfortable expressing themselves in this language can participate through translation.	i. A good practice is to ask marginalised groups about their preferred words/terms for describing / defining themselves (in English/ national / local language as applicable). e.g. people living with disabilities/ (sensory) impairments etc. rather than 'disabled people' or 'the disabled' and pronouns (he/she/they)
What are the existing power relations (race, ethnicity, gender, language, class, health status) in the research context and among the researchers and participants?	i. ECID has developed a range of tools to understand power both in marginalised groups and the broader national contexts. Draw on both the GIPP analysis and GESI framework to ensure you are aware of these dynamics. ii. Think about your own positionality: who is the researcher to the researched? What will that mean for the way they engage with your methods? iii. Think about the methods themselves. Are respondents likely to have had experiences with similar methods before and how might that influence their assumptions about what we're trying to do? iv. Think about power dynamics in group interviews or workshops and who or what is being silenced as a result?	See: Safeguarding in International Development Research.
Have you considered what bias you or the other researchers may bring to the research? How will you manage this?	Reflect on potential biases within the team to ensure all activities are done with care.	Try to include 2 researchers in data collection activities and especially group interviews, with a gender balance if appropriate.
Will participants be compensated for the involvement in the research / programme activities in locally appropriate ways which do not put them at risk of harm?	If we provide incentives to take part in research, we will take care to make these appropriate. This includes choosing incentives that will not bias participants' views of Christian Aid or of the research programme, for example through giving them an overly-positive view or a sense of obligation to provide positive feedback.	Think about costs needed to allow people to participate, particularly for persons with disability or nursing mothers Consideration should be given to payment of transport costs, child care and provision of food or subsistence, to support some participants for whom the costs of participation may be significant, e.g. very poor people or individuals with disabilities.

How will the research be responsibly shared and made publicly accessible?	i. Develop contextually appropriate communications strategy to protect participants and maximise the benefits. ii. Ensure that research is reported in a transparent and accessible way that will allow others to use the data/findings and/or replicate the research with a clear understanding of the methodology. iii. We are committed to sharing and validating the outputs of our research as much as possible with research participants in ways which are meaningful to them, respect local dynamics and consider the risks of dissemination.	i. Where possible within the scope of the work, we will hold feedback and validation workshops and ensure the format of feedback is meaningful and accessible to participants, e.g. through presentations in local languages, held in local spaces, using written material that is jargon-free. ii. Identify if and how feedback to participants will be possible. Participants should be informed on how their views have been interpreted and used and what the next steps are. Acknowledge the time they have given to the activity or event and ask them if they have any feedback. iii. Comply with the communication policies e.g. about language, use of photos etc. iv. See: ECID Communications strategy v. See Christian Aid Consent Guidance vi. See: Consent for photographs, videos and interview

2. Risks and Referrals

Core questions	Guidance	Tools / suggested actions
Have you conducted a risk assessment?	i. Risk assessments and responding mitigation strategies should underpin all activities, particularly relating to vulnerable adults and children. ii. Engagement should be made with the representative organisations about the risk of engagement, before the beginning of working with vulnerable people and ensure that risks are properly registered in the country level risk register.	i. Review the GIPP analyses documents to better understand the power imbalances and drivers or marginalisation that may pose risks to your research and the participants involved. ii. Identify all vulnerable adults and children involved in the research. iii. What are the risks to your data and data security? **See:** Managing Data Responsibly
Will there be any harm, discomfort, physical, or psychological risks (to the participants, community)?	i. Assess the physical, social, and psychological risks that could potentially arise from the work. ii. What mitigation strategies can you implement to mitigate the risk?	Examples include: **Illness**: Find a clean water supply, being aware of any local outbreaks of infectious disease, ensure there are handwashing facilities available. **Creating an environment where people are shamed**: Make sure researchers are trained, set ground rules for group discussion, consider working with individuals rather than groups if it's a risk.

What are the risks of the research / programme to the researchers and enumerators?	Consider the safety of your team. This must take precedence over the activity and staff must be instructed to terminate fieldwork if they feel their safety is at risk.	Staff should carry mobile phones with the contact details of other team members and key numbers, such as local police. Think about the timing of activities to allow researchers to get home at a safe time (e.g. female researchers should not travel home in the dark if possible) and encourage research in pairs.
How will you report on any adverse events or incidents (including safeguarding and protection incidents)?	Recognise that in some instances engaging with vulnerable or marginalised groups might put them at increased risk and that protection issues may arise during the research process (e.g. a participant discloses information about a person, incident or risk)	If a participant reports any adverse effect as a result of participating – such as losing their job or being physically abused – this must be reported to the appropriate person. A feedback mechanism should be included from the beginning of the project.
Have you undertaken a referrals mapping so that those showing discomfort or highlighting issues of concern can be given information of available services in the area?	i. Referral mechanisms should be appropriate for different groups that the programme is working with and ensure they are both safe and accessible. ii. A mapping of referral services, globally and in country, would preferably involve organisations working with marginalised groups that need special considerations in relation to referrals, e.g. DPOs and LGBTIQ+ organisations and work out a plan for how to handle situations that may arise, especially if services are not deemed accessible/ safe. iii. Need to consider legal environment as well as social norms/ attitudes.	Map the referral/reporting context and identify responsibility for acting on reports.
Have you carried out a quality review of the referral organisations?	i. When referring different groups to services consider accessibility of services for people from marginalised groups (e.g. women, people with disabilities, LGBTQ+, people living with HIV etc) both in terms of transport & infrastructure being accessible, but also communication and attitudes of service providers. ii. If services are found to not be accessible in mapping, how will staff deal with referrals?	Accessibility includes: transport, infrastructure, forms of communication, attitudes and safety.
How will you provide referral information to participants, or researchers showing distress or reporting issues of concerns?	When you provide information, or make a referral to a person, HOW this information is given is particularly sensitive e.g. GBV information shouldn't be given in a standalone document, but as part of a list of all services so that it doesn't highlight the issue the individual is facing (if someone witnesses the exchange).	Prepare a referral card with a complete list of services

How will you ensure that participants can provide feedback or make a complaint?	Considers how participants will be able to contact the researchers, either directly, indirectly (taking note of power dynamics) or through local partners.	Ensure effective and accessible complaints/feedback mechanisms are in place at country level.
How will you ensure that your researchers/staff/consultants have suitable knowledge and capacity of: handling sensitive issues, knowing how to respond when a participant is distressed during e.g. an interview/FGD, safeguarding procedures and how make appropriate referrals when needed or when an incident of violence is disclosed.	All staff, researchers, consultants should be aware of existing referral mechanisms and know how to handle conflict during the research process/ activity.	i. Provide appropriate training in research. research ethics, and safeguarding. ii. Researchers/consultants/enumerators should sign relevant code of conducts, child protection policies and safeguarding policies before going into the field.

3. Legal Obligations and Standards

Core questions	Guidance	Suggested tools / Actions
Does your research adhere to national and local ethical approval processes within the country(ies) you are working?	Local/national ethics approval requirements should be routinely considered, and any decision not to seek ethics approval from national or local ethics committees/bodies in-country justified?	

Does your research / programme adhere to local and national legal guidelines?	We will take care to abide by legal guidelines if we carry out any research or work that involves children or vulnerable groups.	iii. Where appropriate or feasible, we will ask those people who volunteer to take part in our research/programme to provide their date of birth before they provide other personal information, to help us to identify individuals who may be under the age of 16 and take appropriate steps. iv. Appropriate consent should be gained when working with anyone under 18. When working with children of any age, efforts should be made to gain their assent, that is, non-legal agreement, in addition to the consent of their parent or guardian. Make sure to ask for consent on the day of the activity / event as well and tell participants they can retract this consent at any time. v. If, during the course of our research, someone who is taking part asks us to provide feedback (including complaints) or information to Christian Aid, either in relation to the research or to some other aspect of Christian Aid's operation, we will pass on the information exactly as they ask. vi. We will not use this information for any other purpose than that which they asked, unless we have a legal responsibility to do so.
Does your research / programme comply with the following guidelines and frameworks:	All staff/researchers/consultants/partners should have been trained on relevant policies and procedures including: 1. General Data Protection Regulation (GDPR) 2. Safeguarding policies 3. Duty of Care and Child Protection policies 4. Responsible Data Management 5. ECID's GESI Strategy	i. Researchers/consultants/enumerators should sign relevant code of conducts, child protection policies and safeguarding policies before going into the field. ii. Safeguarding training: At a minimum, this should cover awareness of what safeguarding is, common risks and vulnerabilities, expectations on responding, and knowing where to find further guidance and advice.
Does the research programme align with the GESI strategy and principles?	Is your research / programme locally owned, sensitive, accessible, transformative (not just sensitive to different groups but should be empowering and transformative where possible – peer led methodologies, getting marginalised groups to lead some of the research etc).	All research and learning products will be reviewed during the annual GESI scans to check that all research has given sufficient attention to gender and inclusion in approach and analysis.
Does your research / programme operate in accordance with international human rights	This includes the Gender Equality Act (GEA, 2010) and applies to all DFID policies and programmes.	Your research / programme should be GESI sensitive in all political, economic and social spheres.

conventions and covenants to which the UK is a signatory.		

4. Information Sheets and Consent Forms

Core questions	Guidance	Suggested tools / Actions
How will you ensure participants understand and are appropriately informed about the project?	i. We will ensure that anyone who takes part in our research has a full and complete understanding of what will be required of them and the context for the work, so that they are in an appropriate position to give their voluntary informed consent. ii. We will make it clear that any participant is free to withdraw from the research at any time, for any reason and without having to justify their withdrawal. iii. If the research is to take part in several stages, and we intend to re-contact all or some individuals for a second stage, we will let them know about this intention at the outset of the research.	Information should be provided on: the purpose of the research; what is involved in participating and why certain people are being asked to participate; benefits and risks; voluntary participation and the right to withdraw at any point; how the data will be processed and used; how the data will be kept confidential; and any further details of the research (funder, contact details, and how to file a complaint). See 8 steps for Managing Data Responsibly.
How will you ensure that participants freely agree and consent (with no coercion or undue pressure) to take part in the research / programme?	i. We will not carry out research with anyone who has not given their informed consent to take part. ii. When obtaining informed consent online, we will be open with participants about any risks to the confidentiality of their information.	See Christian Aid Consent Guidance See: Consent for photographs, videos and interview See: example of checklist.
Is the process of obtaining informed consent accessible to marginalised and vulnerable groups?	i. Are the participants able to give informed consent or will participants be involved whose ability to give informed voluntary consent may be limited? ii. Consideration needs to be given to issues of privacy/ confidentiality when engaging with people with disabilities or others who may require someone to accompany them for communication purposes/ interpreting.	See draft guidelines for how to administer consent forms when engaging with people with different disabilities and people with different levels of literacy.
Will participants be informed about how any personal data will be collected, stored and processed?	Under GDPR all researchers undertaking research involving personal data must provide information to participants about the collection and processing of their data.	See Guidance on GDPR

Will audio recorders be used?	Have participants given their consent to the use of audio recorders?	Generally, interviews and focus group discussions will not be recorded. However, for further guidance on using mobile recording devices see guidelines for Managing Data Responsibly.
5. Training Requirements		
Core questions	**Guidance**	**Suggested tools / Actions**
Do the project team have the appropriate skills and experience to carry out the research, data collection and analysis in a safe and ethical way?	Conduct a capacity audit, source local research expertise where possible and provide appropriate training in research/data ethics and methods to those involved in the research / data collection and analysis.	Provide training in: 1. Research ethics and data integrity 2. Basic research methods 3. Safeguarding 4. GESI
Have enumerators been trained in consent, it's importance, how to explain it and how to collect it?	Field office staff are transparent and informative. All participants must be provided with accessible, age-appropriate information on the activity or event. This includes fully explaining purpose and format (including expected duration, what is required etc.). This is to ensure participants are clear about the aims of activity or event and what involvement means in terms of risks and benefits, which might affect their willingness to participate. When observers will be present in an activity, we will be honest with participants about the identity of those observers and their role in the research.	Do the enumerators understand the evidence that needs to be collected and how it is framed within the programme?
Have your team undergone mandatory training in safeguarding and GDPR?		

6. Independence of Research		
Core questions	**Guidance**	**Suggested tools / Actions**
Is the study funded? Is the research compromised by the source of funding?		
When working with external organisations, we will take reasonable steps to make sure an appropriate contract covering rights and responsibilities of the parties is in place before work begins.	Develop and agree a Terms of Reference The TOR will also be explicit about the GESI objectives of the programme and include criteria for selection to ensure that the researcher / consultant has some relevant experience.	See template for Research and evaluation ToRs: a one-page guide.
Have data agreements been signed between those you will be sharing the data with?		