

HEA

Learning and Evaluation Criteria

WVI HEA has agreed to a set of learning and evaluation criteria that **MUST** be used for every RTE and end of program evaluation.

Effectiveness¹

Measures the extent to which the objectives of the response are achieved or are expected to be achieved, or whether this can be expected taking into account their relative importance (OECD/DAC, 2002)

Possible questions for RTE:

1. What are the strengths of our response strategy that we can build on and the strategy weaknesses that must be addressed?
2. How well are we doing and can we improve how information from assessments, monitoring and community feedback mechanisms inform the strategy?
3. How timely was our response in meeting the needs of the affected people, especially children?
4. How timely was WV's relative to other actors responding to the emergency?
5. How did the timeliness of the response help reduce the impact of the disaster for the affected people, particularly children?
6. What internal and external factors affected the speed of our response at ADP level, country level and global level?
7. How prepared were we to respond in ADPs and non ADP areas?
8. If there is another emergency what can we do NOW to be better prepared/ positioned to respond?

Possible questions for End of Program Evaluations:²

9. To what extent did the program meet the objectives as defined in the indicators in the logframe
10. What information was coming out of the accountability team and how did it make the response more effective?
11. How effective was the DRR component of the response
12. What were the intended and not intended positive and negative effects at the household level?
13. To what extent has our response enabled people to be better able to mitigate future responses?

1. Effectiveness includes *Timeliness*. For end of program evaluation the extent to which the response has been accountable to affected people and how this has informed the response is included under effectiveness.

2. End of Program Evaluations include DRR into Effectiveness

Management Effectiveness/Efficiency²

The degree to which the organizational structure provided sufficient, effective and timely support for program implementation?

Possible questions for RTE:

1. What are the strengths of the management structure and internal communication processes in this response and can they be improved?
2. How well did HEAs operational standards and NO/RO strategies enable us to respond to the Crisis?
3. To what extent has advocacy been strategically timed and positioned to influence relevant international and in-country actors about child specific advocacy issues that need to be addressed in this response?
4. What organizational systems strengths can we build on and weaknesses need to be addressed immediately (HR- staff care, IT, Supply chain, Finance, Admin, and security)? *(Standard 13, PE self assessment)*
5. How well are the M&E and learning processes used in the response working and can they be improved? *(Standard 11, PE self review)*
6. How well are partnership response mechanisms working to support this response (DDG, ARG, Comms, and the executive) and do they need to be improved?
7. How well have we equipped the response staff and local staff to respond to the needs of the response *(standard 8-1 IPE, self assessment)*
8. How well have EMS principles been implemented?

Possible questions for End of Program Evaluations:

1. To what extent did the program meet the objectives as defined in the indicators in the logfram
2. What information was coming out of the accountability team and how did it make the response more effective?
3. How effective was the DRR component of the response

Appropriateness/relevance³

Is concerned with assessing whether the response is in line with local needs and priorities

Possible questions for RTE:

1. How well did WV's response meet the needs of affected people, especially children?
2. How were assessments carried out and were decisions on how to respond based on assessment findings?
3. How are the communities in disaster affected areas involved in the assessment, planning, implementation, and monitoring of the emergency response and how are their views informing decisions about the activities that are implemented and how they are done?
4. What was WV's contribution to reducing the negative impact of the disaster on children and families?
5. Were the interventions relevant and when context changed did we remain relevant?
6. How well did the project ensure alignment with international humanitarian standards including HAP, Sphere and the Red Cross Code of conduct?
7. How well did the project ensure intentional community/beneficiary consultation, information sharing, participation and ensure use and response to feedback and complaints mechanism (apply the program accountability framework –PAF)? *(Standard 2, PE self assessment)*
8. Are there any activities that are creating conflict or doing harm to people and communities that need to be changed immediately?
9. How well are we protecting affected children and their families from risks?

Possible questions for End of Program Evaluations:

10. What did the communities articulate were the priority needs and how did our program align with that?
11. What were secondary sources saying the issues were and how did our program align to that?

² What WV defines as Management effectiveness or Efficiency is usually found under "Effectiveness" by many externals. WV has decided to separate this to allow for better attention.

³ For RTEs we are including the accountability and protection dimension under appropriateness and relevance.

The following learning and evaluation criteria are optional and can be selected in discussion with the particular response:

Connectedness and Sustainability

Refers to the need to ensure that activities of a short term emergency nature are carried out in a context that takes longer term and interconnectedness into account

Possible questions for RTE:

1. To what extent does the response link to longer term programs and DRR?
2. How is the response building on local capacities and reinforcing positive coping mechanisms?
3. What evidence is there that communities and children were consulted about their longer term needs and how these can be addressed?
4. How can the next phase meet immediate needs and be strongly link to existing development or DRR programs?
5. How are we adapting the program overtime to meet the changing needs of children and their families during this response?

Possible questions for End of Program Evaluations:

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How does this response link to longer term programming?

To what extend will the program effects continue after the program?

Coverage⁴

Which groups are included in/excluded from a programme, and the differential impact on those included and excluded. Related concepts include equity (including gender equity and disability) and social exclusion

Possible questions for RTE:

1. Who and how many people are we reaching?
2. How well has the program targeted the most vulnerable people and children? (*Standard 1 and 2, PE self assessment*)
3. What particular good practices or challenges have arisen in working with vulnerable groups of people particular children?
4. To what extend was our response in the geographical area with highest need
5. How well has the program addressed the differing needs of men, women, boys, girls, elderly and the disabled?

Possible questions for End of Program Evaluations:

6. How well has the program targeted the most vulnerable people and children? (*Standard 1 and 2, PE self assessment*)
7. What particular good practices or challenges have arisen in working with vulnerable groups of people particular children?
8. To what extend was our response in the geographical area with highest need
9. How well has the program addressed the differing needs of men, women, boys, girls, elderly and the disabled?

Coordination⁵

Evaluating coordination includes assessing both harmonization with other aid agencies and alignment with country priorities and systems.

Possible questions for RTE:

1. How strong are the relationships that we have with government, other agencies, CBO and clusters in this response and can they be improved (in terms of partnering, collaboration, networking and donor relations)?
2. How strong are the external communication about this response and can they be improved? (*Standard 6 and 7 PE self assessment*)

Possible questions for End of Program Evaluations:

1. How strong are the relationships that we have with government, other agencies, CBO and clusters in this response and can they be improved (in terms of partnering, collaboration, networking and donor relations)?

⁴. Under coverage WV includes *targeting* and *gender*.

⁵. Under Coordination, WV includes *partnering*