Evaluating World Vision's urban program

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World Vision's Urban Pilots

World Vision

1. India

2. Bolivia

3. Indonesia

4. Lebanon

5. Cambodia

6. South Africa

Evaluation questions

- What are the characteristics of the diverse urban communities World Vision works with?

- What development strengths and challenges do these diverse urban community contexts pose?

- What are the implications of these strengths and challenges for World Vision's approach to programming?

- How effective, efficient, relevant and sustainable are the approaches taken by the six pilot programs?

- How can we adapt our approaches to suit the specific urban context?

Complexity of urban issues

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Participatory Action Research

- Focuses on ongoing action learning

- Brings together a team of people who learn together about urban development

- Each pilot establishes an action research team that brings together urban development practitioners with an interest in learning about good urban development practices

Who does what in the meta-evaluation?

World Vision

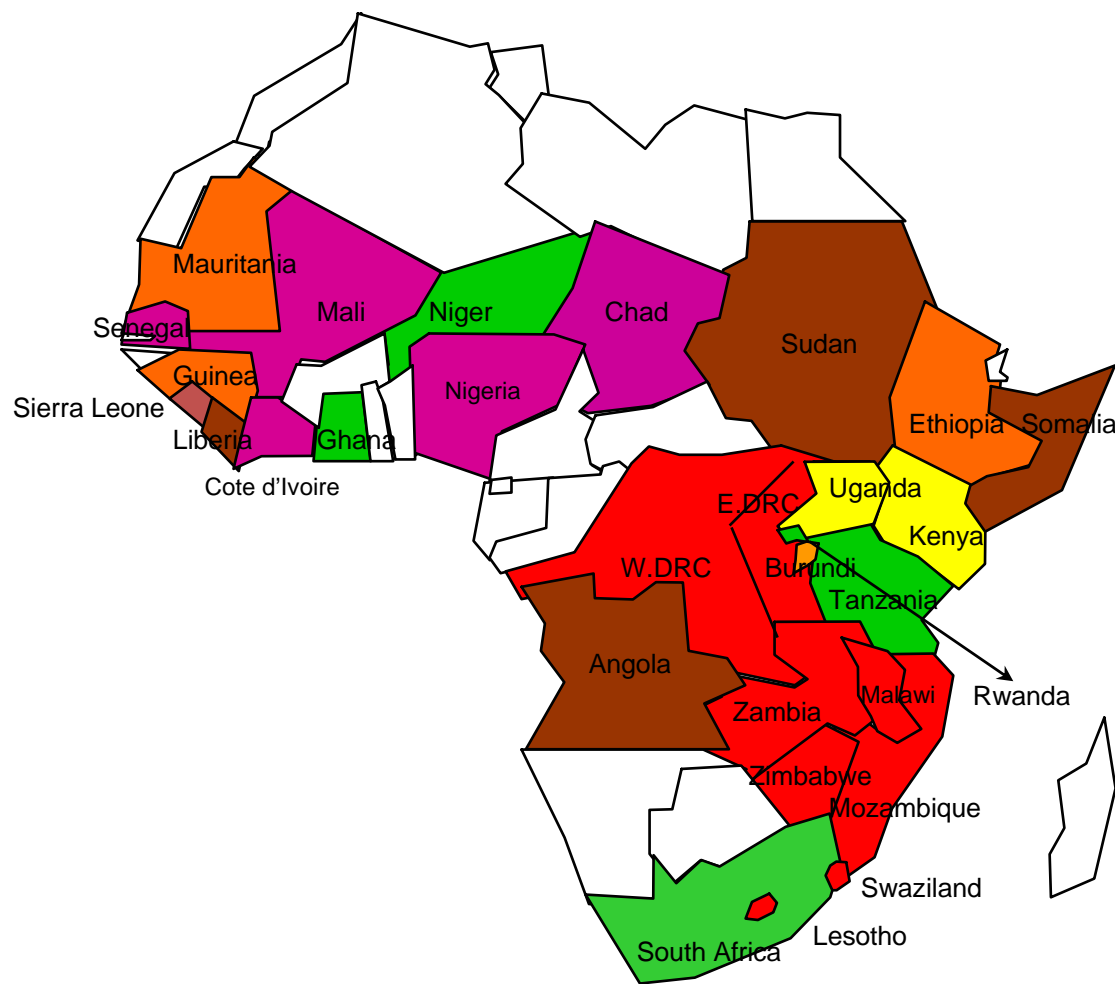| Group	Members of group	Role of group
World Vision Australia's Urban Working Group	■Program leader ■Evaluation advisor ■Country Program staff ■Technical Support Staff ■Graduates ■Marketing staff ■Staff from relief, advocacy and development	■Coordinate meta-evaluation activities across six pilots ■In-country support ■Cross-case analysis
Project based action research teams in each country	■urban program managers in country ■urban program/project staff ■urban specialists ■program stakeholders, eg. local partners, community ■sectoral specialists with interest in urban ■Global World Vision stakeholders	■identify urban evaluation questions ■develop a monitoring and evaluation plan. ■Participate in project design, interim and end of project evaluation and reflect on evaluation findings

Any questions?

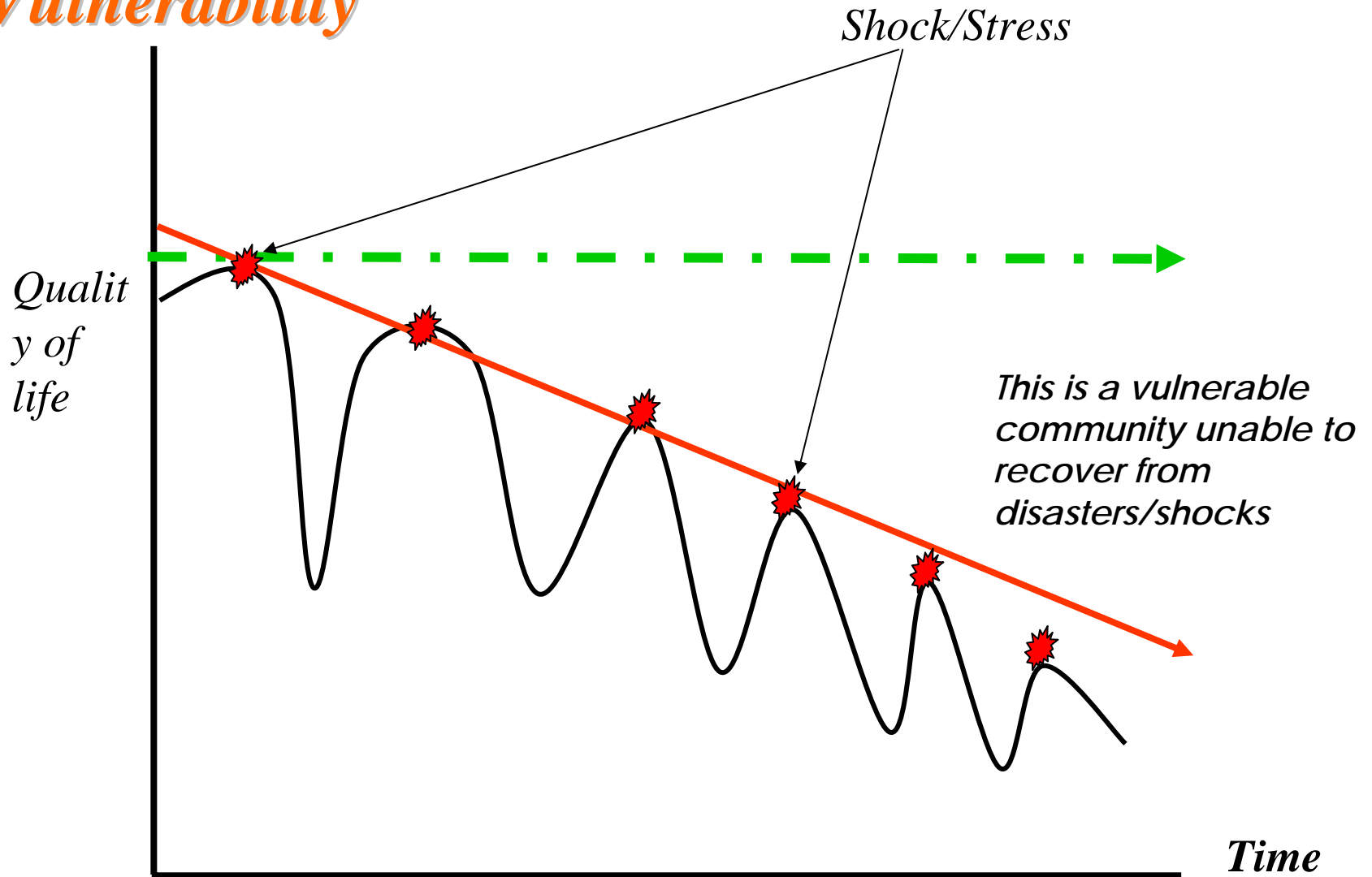# Evaluating World Vision's community resilience project, Africa
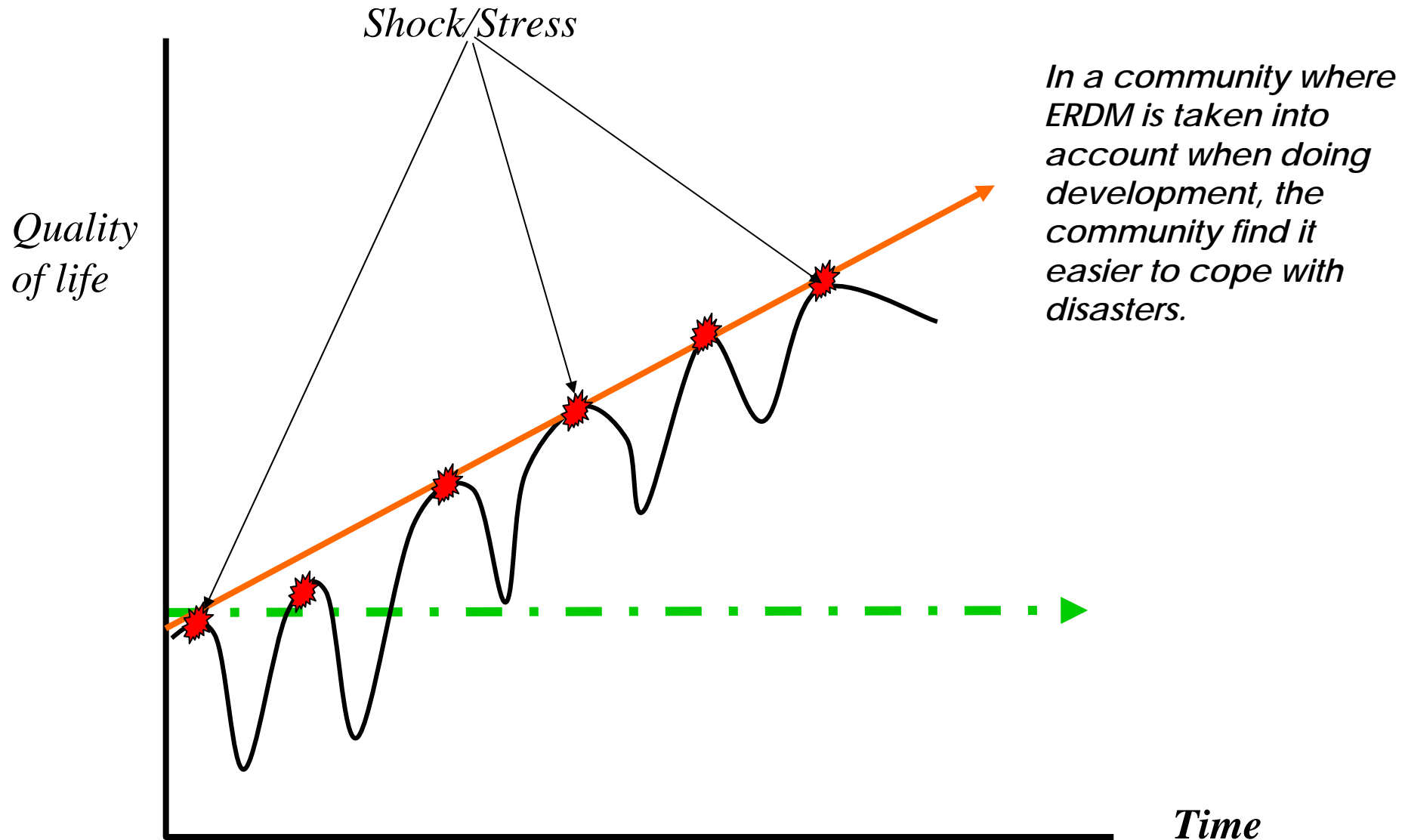
Emma Pritchard

Africa Emergencies Map
November 2002

Legend:
- Non-WV Countries
- No emergency
- Early Warning Transition
- Small scale
- Medium scale
- Large scale
- Chronic humanitarian emergency

Vulnerability

Shock/Stress

Qualit y of life
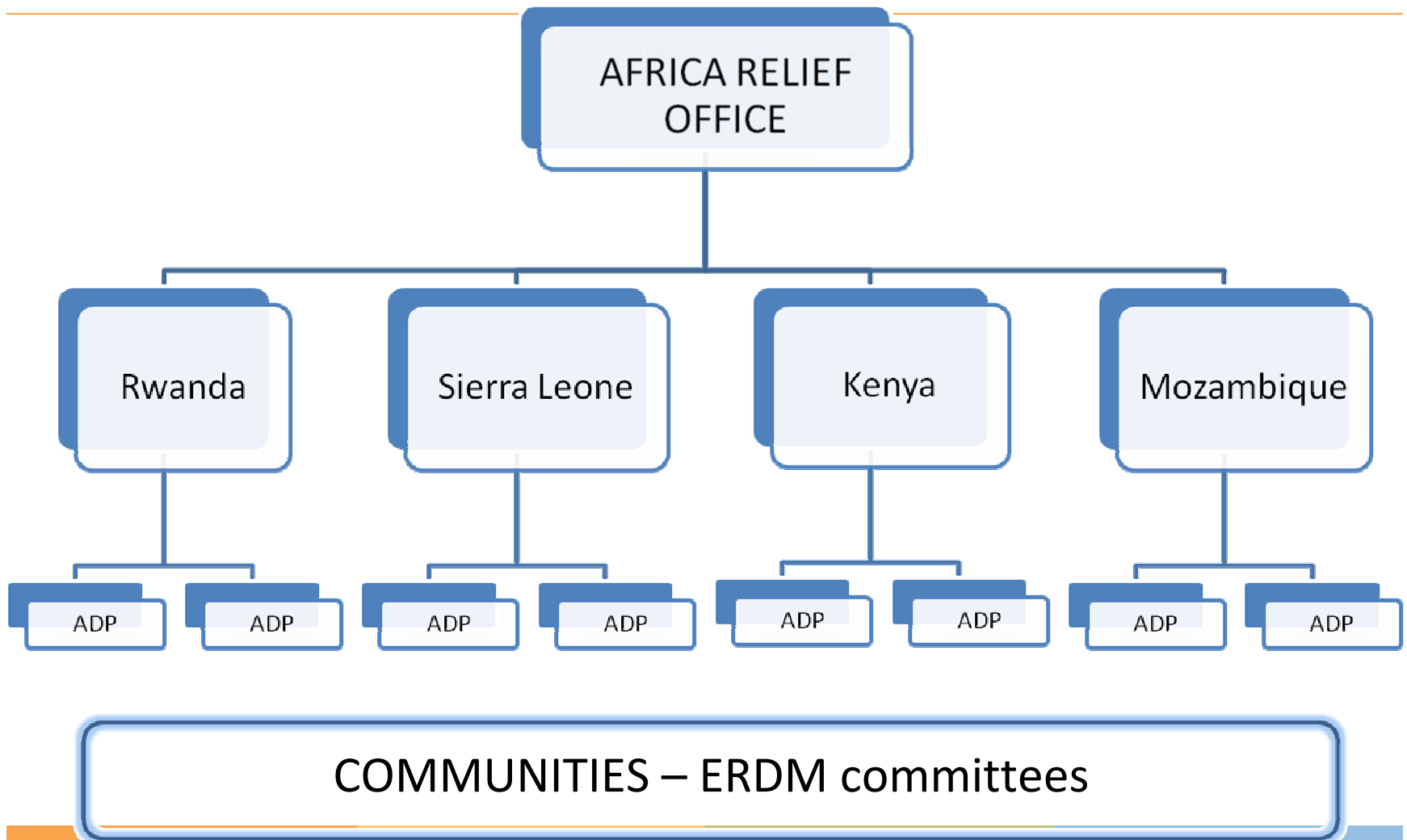
This is a vulnerable community unable to recover from disasters/shocks

Time

"Sustainable development is not possible without capacity in emergency response and disaster mitigation (ERDM)"

Resilience

Shock/Stress

Quality
of life

In a community where
ERDM is taken into
account when doing
development, the
community find it
easier to cope with
disasters.

Time

Building emergency response and disaster mitigation capacity – project approach

World Vision

Building emergency response and disaster mitigation capacity – Tracks initiative

World Vision

- Track II
  - Capacity to respond to small and medium emergencies
    - Training on ERDM topics
    - National Disaster Preparedness plans
    - Document local community early warning systems
    - Build community capacity / Track I delivery

- Track I
  - Capacity to respond to small emergencies
    - Capacity and vulnerability assessments
    - Community Disaster Preparedness Plans
    - Disaster mitigation activities

Evaluation questions

The purpose of the review was to identify *promising practices* and *significant* learnings.

The objectives of the review were to:

1. Identify how activities of the project contributed to strengthened disaster management (DM) capacity of National Offices (NO), Area Development Programs (ADP) and communities

2. Identify strategies and minimum investments that enhanced sustainability of DM strengthening activities at ADP, NO and regional levels

3. Document notable examples of improved DM in ADPs and communities

Evaluation design

Case study design

- Two model countries: Kenya and Rwanda

- One non-model country, post disaster: Uganda

Rwanda - the land of a thousand hills
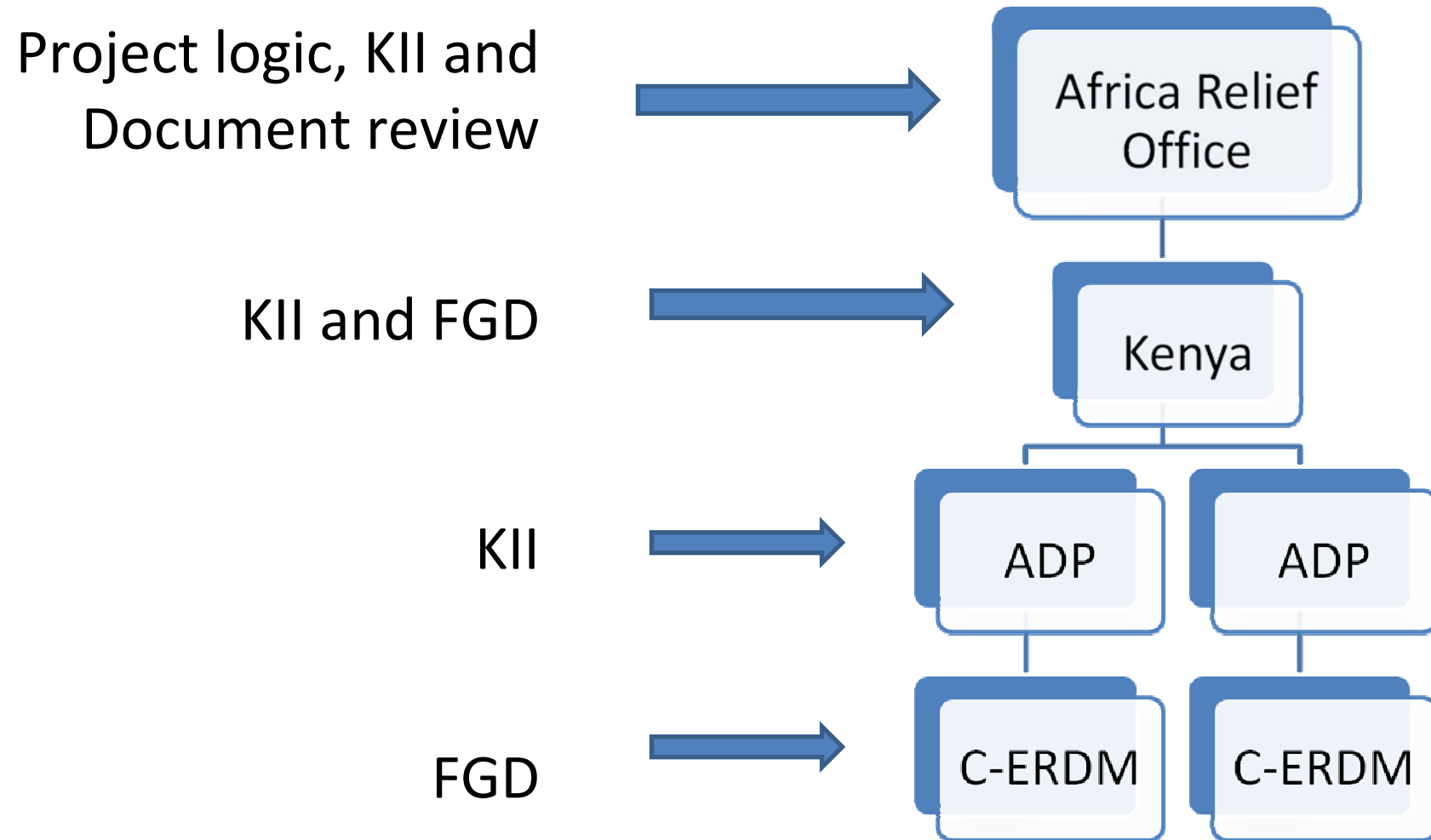
Kenya - Masai land

Uganda – Soroti

Evaluation methodology

Qualitative methods

- Focus group discussions

- Key informant interviews

- Document review

- Project logic

Evaluation methodology

Project logic, KII and Document review → **Africa Relief Office**

KII and FGD → **Kenya**

KII → **ADP** | **ADP**

FGD → **C-ERDM** | **C-ERDM**

Community disaster mitigation activities, Rwanda

Community disaster mitigation activities, Rwanda

Focus group discussion, Kenya

Adding value – for whom?

- Primarily for the ARO and NO
  - Project design
  - Challenges
  - Enabling factors
  - Re-design of Tracks Initiative

- Communities
  - Structure of ERDM committees

Value for…

- The evaluator – me!
  - Time required for case study
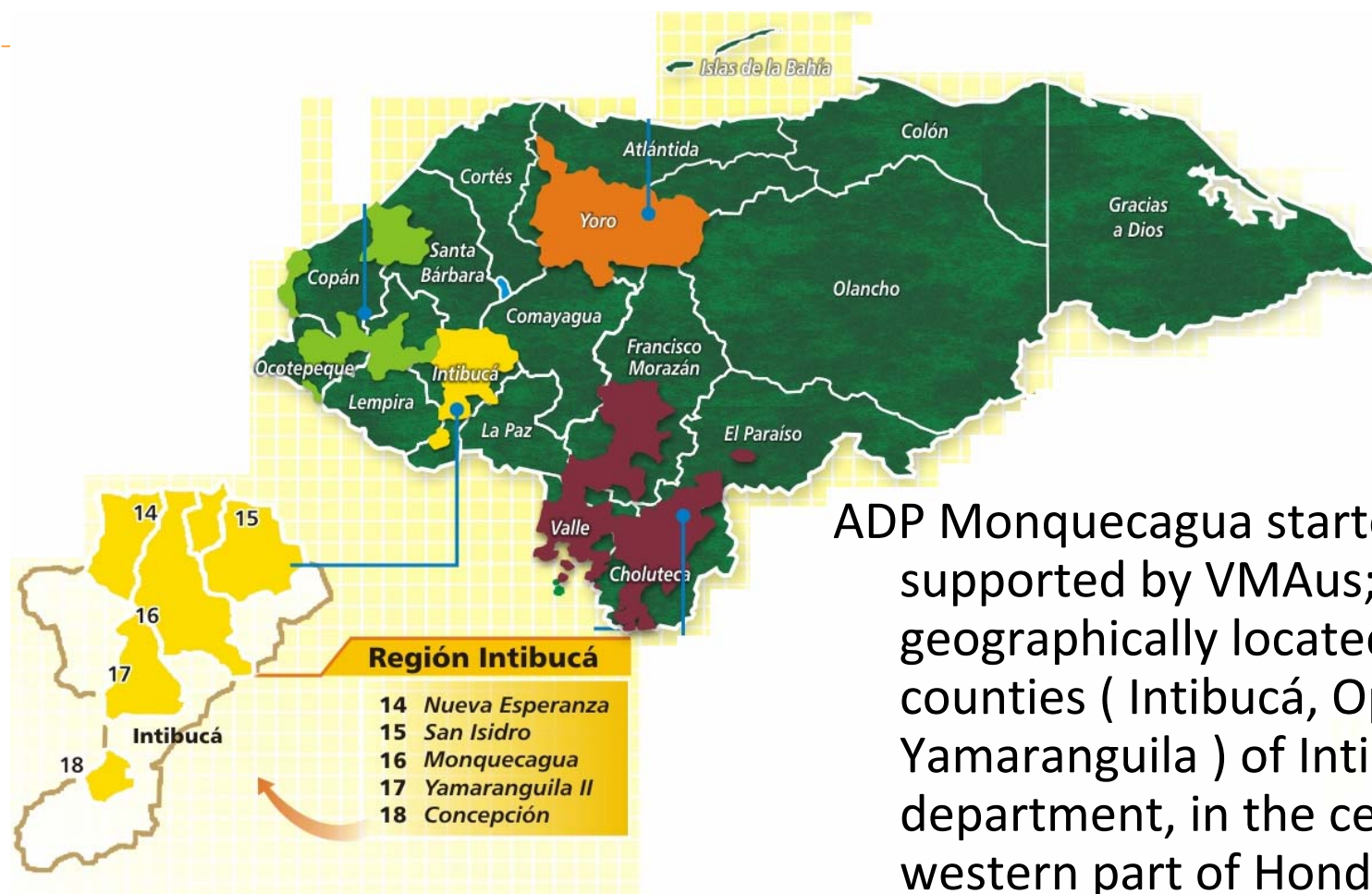 - Preparation and planning
  - "Chinese whispers"

Questions…

Fostering New Partnership in Design Monitoring and Evaluation– the example of Monquecagua in Honduras

WV Areas of intervention in Honduras

ADP Monquecagua started in 1995, supported by VMAus; It is geographically located in three counties (Intibucá, Opalaca, and Yamaranguila) of Intibucá department, in the central western part of Honduras.

World Vision Emphasis on Community Participation

- Not always practiced especially when it comes to DM&E functions

- there is a disconnect between the DM&E functions and the communities they seek to serve

- there was a lack of engagement and power sharing with the community in evaluation activities which constrains their ability to influence design and future directions of their programs.

Evaluating the Monquecagua ADP

- The aim was to foster stronger partnerships between the community and World Vision and to bring the community to the forefront of evaluation and development activities

Engaging the Country office DM&E Staff

- Bringing the DM&E functions closer to the community and establishing a real and functioning partnership, at least in DM&E, between NGO and community-based organizations (CBOs) as well as program beneficiaries

Context

- a tendency to evaluate programs and projects using a cookie cutting approach,

- Terms of reference for the evaluation are written at the National Office

- key evaluation questions are predetermined at national office level, with very little consultation or input from program staff let alone the community

- Provincial and ADP staff are informed of what is going to happen, and their role is to mobilize the community and organize meetings

Challenges

- Pressure of accountability to donors
- Anxiety over letting the community be too involved in setting the agenda
- Consulting was time consuming
- Evaluation is a professional function and should be left to professionals.
- DM&E staff are worried that community involvement may jeopardize the evaluation outcome

Bringing about a shift in mindset

- the ability to make the DM&E staff see things a new way and that community participation is crucial to the success of community interventions

- Community buy-in at evaluation phase is as crucial as at implementation phase in order to ensure the sustainability

- community needs to be well equipped and be able to take over the program from a position of strength

- Be clear about what WVA wants out of this evaluation and what they will do with the findings: more about learning and downward accountability

Steps Taken to Engage the Community to do the evaluation

- Re-assuring the community that they are evaluating and not being evaluated

- Training them on basic evaluation steps

Defining evaluation questions

Developing the ADP Program Logic Model

Data Collection

Preliminary Data Analysis

Outcome of the Approach

- This new process led to an increase of mutual understanding between WVHonduras and the target community.

- As a result, not only has the Monquecagua community embraced program logic and expressed the need to use program theory for all community-based organizations activities but

- WVH has adopted community-based participatory evaluation approache as their preferred evaluation approach and are now working on integrating program logic into all their community intervention activities

- So far this approach has been used in evaluating other World Vision programs such as the Reberro Enhanced Food Security project in Rwanda; the Makuyu Food Security project in Kenya; the Monquecagua Agriculture Diversification project in Honduras; the El Porvenir ADP in Colombia; and LaGonave ADPs in Haiti.

- The experience in these countries has led us to understand that community participation and community-based evaluation are idealistic notions in theory, but in practice there are difficult to implement.

- The biggest hurdle has always been bringing the DM&E and to lesser extend the program staff to see things differently, and break away with the old ways of interacting with the community.

- However, the example of the Monquecagua Program evaluation shows that it can be done, provided the office sponsoring the evaluation (in our case World Vision Australia) is unambiguous about the purpose of the evaluation, and is upfront with how they plan to use the findings; also staff and community concerns are properly addressed.

- Staff are more open and willing to embrace the partnership approach when organization learning was the primary focus of the evaluation rather than just accountability to donors.
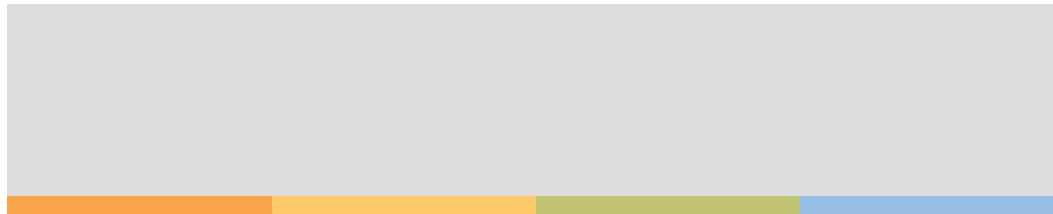
Questions…

Companion Modelling – an Innovative Way of Facilitating Participatory and Interdisciplinary Project Design and Evaluation

How to happily marry complexity and participation?

"Complexities of the urban setting"

"Different stakeholders"

"Different, conflicting world views"

"Complex inter-relationships of cause and effect"

"Cinderella slippers"

"Ownership of the knowledge"

"Time..."

"System in motion"

- Comprehensive representation of the system in motion: evaluation of the impact of your action on the whole system – explore cause and effect.

- Put yourselves in someone else's shoes: understand the rationalities of the other player.

- Explore sensitive themes in a conducive environment.

- Create a new platform for reflection and interaction where everyone feels in the "right size shoes".

Reflections on the Game

-"This is my life!!"

-"We experienced the crisis in our community in a deep visceral sense"; "Touched the truths by leaving judgement and thoughts aside";

-"Some of the gross absurdities of the system at play become blatant"; "Deep learning happened in just one day"; "Some sensitive issues can be explored in a non threatening manner".

-"Eye opener for me: outside of this game, I would never make those decisions".

-"I felt in my Noongar skin – We never felt bored in this game"

-"I felt a real sense of achievement".

-"We understood the real gems of the system, the ones we need to treasure".

Issues touched on, shared, explored...

- Spiritual and emotional health
- Having a baby
- Going to jail
- Feuding
- Community
- Culture
- Relationships with Government
- Etc....

Questions…