

Harnessing the power of
evaluation in humanitarian
action

ALNAP
SELF-ASSESSMENT
QUESTIONNAIRE

Version 1 - June 2011

Introduction

This questionnaire is designed to explore issues that may influence the impact and utilisation of evaluations within your organisation. The aim is that this questionnaire becomes a useful tool for highlighting where changes can then be made. In its current form, the questionnaire is very much a draft. It was first used prior to the ALNAP workshop on Strengthening Organisational Capacities for Evaluation of Humanitarian Action which was held in London on September 28th 2010. Aggregated questionnaire responses of the participants was presented and discussed. Some found the questionnaire very useful, and asked for it to be further developed as a self-assessment tool.

The current version is a slimmed-down and more focused version of the first questionnaire. A series of mini-workshops will be held over the summer and autumn of 2011 to continue the work started at the September workshop. These mini workshops will further discuss the usefulness of the questionnaire, and how it can be improved as both a tool for self-assessment and for peer assessment of other agencies.

When filling out this questionnaire in advance of the mini workshops, we would be grateful if you could also think about how it can be improved and bring these thoughts to the workshop. Was the exercise useful? Who should be filling it out: evaluators or others in the organisation? You may indeed like to ask programme and field staff to also complete it to assess whether their perceptions match your own. It may help provide material for an in-house discussion about evaluation.



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Capacity Area 1- **Leadership, culture and structure**Q. 1: **Evaluation is positively regarded within my organisation**a) **at senior management level?**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

b) **in the field?**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 2: **Evaluations start with an analysis of who the intended users are to be**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 3: **The evaluation process includes asking intended users what they need to know from the evaluation in order for them to make decisions about the programme**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 4: **The position of the evaluation unit within my organisation influences whether evaluations are done predominantly for accountability or learning**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

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Capacity Area 2- **Evaluation purpose & policy**Q. 1: **My organisation recognises the tensions between accountability and learning**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 2: **Accountability and learning processes are separated in my organisation**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 3: **Within my organisation, there is a clear policy for the evaluation of humanitarian aid**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 4: **This policy is made available to programme staff and evaluators**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 5: **The evaluation policy makes explicit reference to promoting utilisation of evaluations**

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 6: Evaluations are specifically planned and timed so that learning from an evaluation can be fed into programme decision cycle

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Capacity Area 3- **Evaluation processes & systems**

Q. 1: Please rank the following factors in terms of importance in determining which programmes are evaluated within your organisation

Factors	Rank
<ul style="list-style-type: none"> level of expenditure 	
<ul style="list-style-type: none"> how long it has been since the programme was last evaluated 	
<ul style="list-style-type: none"> knowledge needs of the organisation 	
<ul style="list-style-type: none"> donor/external demands 	

Q. 2: There is a mechanism for involving key stakeholders throughout the evaluation process

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q.3: Evaluation approaches differ depending upon the context and the need of stakeholders

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 4: Insiders participate in evaluation teams

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 5: My organisation has a dissemination strategy for evaluation findings

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 6: As well as standard evaluation reports, different products are tailored for different audiences

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 7: There is a formal system within my organisation in which managers respond to evaluations findings and recommendations

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)



Q. 8: There is follow-up of this response over time to see whether progress in implementing recommendations has been made

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 9: Meta evaluations are carried out within my organisation

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Capacity Area 4 – **Supporting processes & mechanisms**

Q. 1: Our monitoring systems are effective in providing the information required for evaluation

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 2: Working within the evaluation department is seen as positive and prestigious and enhances career opportunities

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 3: Evidence and analysis contributes to decision-making within the programme and policy cycles

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 4: Assigning resources to evaluation within my organisation is done in a systematic and structured way

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 5: Our evaluators are linked to broader evaluation networks and use these to discuss evaluation policy and practice

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 6: There is pressure within my organisation to keep critical reports out of the public domain

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 7: The anticipated media response affects the evaluation culture in my organisation

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)

Q. 8: Donor demands are one the key factors influencing evaluation practice within my organisation

Strongly Agree (1)	(2)	(3)	(4)	(5)	Strongly Disagree (6)



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Additional factors

Are there any other factors not mentioned above that influence your organisation's ability to make effective use of evaluations? Please list below:

1. _____
2. _____
3. _____

Next steps

Having completed the questionnaire, and reflected upon it, what steps can be made to improve the impact and use of evaluation in your organisation?

List these in order of ease of implementation rather than importance (i.e. where quick gains can be found):

Step 1: _____

Step 2: _____

Step 3: _____

What more fundamental change is needed?

How can these be achieved?

What key challenges would you like to discuss with your peers in other organisations?

Finally, was the questionnaire useful?

Designed by Alistair Hallam on behalf of ALNAP



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