IFRC

REFLECTION and **DESIGN**

ACCOUNTABILITY and **LEARNING**

ADAPTATION and **TRANSFORMATION**

IFRC FRAMEWORK FOR EVALUATIONS 2024

ABOUT THE IFRC

The IFRC is the world's largest humanitarian network, comprising 191 National Red Cross and Red Crescent Societies working to save lives, build community resilience, strengthen localization and promote dignity around the world.

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1. INTRODUCTION

The purpose of this IFRC Framework for Evaluation (hereafter "evaluation framework") is to guide how evaluations are designed, planned, managed, conducted, and utilized by the Secretariat of the International Federation of Red Cross and Red Crescent Societies (hereafter "Secretariat") and its network. The framework is designed to promote useful, ethical and evidence informed and based evaluations that contribute to organizational learning, accountability, and our mission to best serve those in need. It upholds IFRC's commitment to transparency and accountability, providing a publicly accessible document to all stakeholders so that they may better understand and participate in the evaluation function. This framework also demonstrates IFRC's commitment to improving the importance and utility of evaluation, modelling credible and legitimate practices as a leading global network in the humanitarian field.

IFRC Secretariat evaluations serve four key purposes:

1. **Improve the quality and outcome of our work and ultimately our mission to help those in need.** Evaluation improves our performance through reliable and accurate assessment of success and failures. It informs management and decision-making processes, including strategic planning, policy and programme design, programming, budgeting, implementation and reporting. Evaluations help us improve the relevance and impact of results, optimizing the use of resources, and maximizing the satisfaction with, and impact of our work.

2. **Contribute to organizational learning.** Evaluations form a basis for learning to better manage and deliver our operations, programmes and services. They provide opportunities to reflect upon and share experience, learnings, and enhance collaboration so that we can gain the full benefit from what we do and how we do it, and build on our strengths as a leading actor in humanitarian relief.

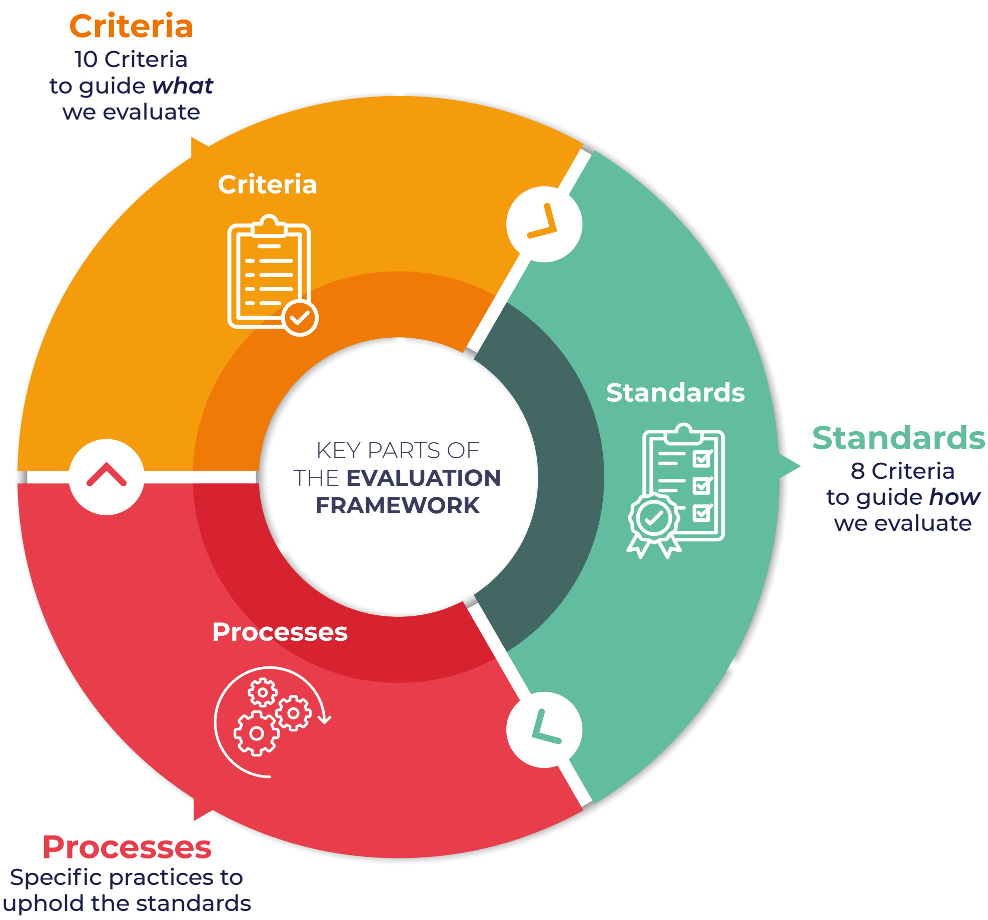
3. **Uphold accountability and transparency.** Timely and transparent evaluations model accountability to our stakeholders at multiple levels: the affected population, donors, National Societies, partner organizations and governments, as well as other key stakeholders in the humanitarian field. Evaluations help demonstrate whether or not work has been carried out as agreed and in compliance with established evaluation criteria and standards. They also provide opportunities for stakeholders, especially the affected population, to provide input into and perceptions of our work, modelling openness to criticism, and willingness to learn from experiences and to adapt to changing needs on the ground.

4. **Promote and celebrate our work.** Reliable evaluations can be used for resource mobilization, advocacy, and to recognize and celebrate our accomplishments. The promotion of a programme or policy through evaluation is not perceived as a pure marketing tactic because evaluations provide impartial and often independent assessments of our performance and results, lending credibility to our achievements. They help demonstrate the returns we get from the investment of resources and celebrate our hard effort.

The content of this framework is organized into four additional sections. Section 2 provides an overview of the concept and role of evaluation in the Secretariat. The next three sections discuss the parts of the evaluation framework as presented in Diagram 1: Section 3 identifies the evaluation criteria that inform ***what*** we evaluate; Section 4 identifies the evaluation standards that guide ***how*** we evaluate; and Section 5 expands upon the standards with specific practices to guide the evaluation process. While this framework seeks to provide some practical guidance to its implementation, it is beyond the scope of the framework to provide complete evaluation guidance. Instead, the framework identifies key evaluation practices, which can be complimented by additional guidance and/or tools listed in Annex 1: Resources.[1]

This framework is intended for two audiences. First, it is intended to guide people involved in commissioning, managing, or conducting evaluation/s. This includes those responsible for operations, programme and project management, policy development and review, strategic planning, evaluation capacity building and training, and the evaluator/s themselves. Second, this framework is intended to inform and assure other stakeholders in the evaluation process, i.e. donors and those individuals we are accountable to (e.g. affected population), of key practices and ethical commitments expected from an IFRC-led evaluation work.

Diagram 1: Key parts of the Evaluation Framework



1. Resource development and revision is ongoing and monitoring and evaluation resources will be regularly updated.

This framework is to be applied to all evaluation activities by or for the IFRC Secretariat. Evaluation activities are explained in more detail in Section 2 below, but can also include a range of data collection and assessment activities at multiple levels, including projects, programmes, strategic plans, multi-agency evaluations, meta-evaluations, real time evaluations or learnings, reviews, rapid insights, overall learnings etc. While the framework may be applicable to other types of assessments, such as audits, specific policy and procedures for such assessments take precedence.

This framework is meant to guide the theory, practice and use of evaluation amongst all National Societies. The IFRC is a membership organization established by and comprised of 191 National Societies (at the time of writing this framework), working in varying socio-political contexts, providing a diverse array of services. Therefore, it is acknowledged that many National Societies may already have or plan to develop their own evaluation policies and/or frameworks according to the specific evaluation functions appropriate to their particular context. This is encouraged, and this framework seeks to provide a foundation of key practices upon which Nationals Societies can build.

This framework draws upon the best practices from the international community, including the OECD/DAC evaluation criteria and principles, the norms and standards of the United Nations Evaluation Group and agencies within the United Nations system, national and international evaluation standards, and the evaluation guidance developed by the *Active Learning Network for Accountability and Performance* in Humanitarian Action (ALNAP).[2] Foremost, this framework upholds the Fundamental Principles, Code of Conduct, and Principles and Rules of the International Red Cross and Red Crescent Movement. It is also compliment to and consistent with other key IFRC Secretariat and network policies, commitments, principles, and guidelines, the Agenda for Renewal and Strategy 2030.

This framework was approved by the IFRC Secretariat on 18 April 2024. It was updated in September 2023 updated following a process of development and consultation led by the Strategic Planning Department in coordination with five regions (Africa, Americas, Asia Pacific, Europe and Middle East and North Africa) and under the guidance of an Advisory Committee made up of multiple stakeholders from the International Red Cross Red Crescent Movement. *It is understood that the evaluation standards and practices are not exhaustive for the broad and diverse geographic and thematic scope of the IFRC network's area of work.* This evaluation framework will continue to be periodically reviewed and updated to ensure that it remains relevant to evolving circumstances and continues to conform to the highest international standards, as well as more firmly supports the organization's commitment to a Federation-wide Results Based Management Approach.

2. The full titles of these and other resources referred to in this policy are listed in the Annex 1: Resources, along with the websites where they can be accessed.

2. EVALUATION AT IFRC

The IFRC Secretariat adopts the OECD/DAC definition of evaluation as, "an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation, and results. The aim is to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors."

Evaluations do not take place in a vacuum. An evaluation process is embedded within an organization, they shape and are shaped by organizational norms, processes, and behaviour, as well as field contexts. **IFRC Secretariat evaluations can be conducted in a variety of ways.** Ultimately, the approach and method is determined by the audience, the purpose of the evaluation, and the context on the ground.

Evaluations can be carried out in the following ways:

1. **Who conducts the evaluation.** ***Internal or self-evaluations*** are conducted by those responsible for implementing a programme or policy and can help build ownership and staff capacity.

   External or independent evaluations are conducted by evaluator/s outside of the implementing team, lending it a degree of objectivity, and often technical expertise. At times, hybrid evaluation teams are formed with staff from the IFRC network to build capacity. ***Joint evaluations*** are conducted collaboratively by more than one implementing partner, and can help build consensus at different levels, credibility, and joint support. ***Participatory evaluations*** are conducted with the affected population and other key stakeholders, and can be empowering, building their capacity, ownership and support. It is important to remember that ***these categories of evaluation are not mutually exclusive***. For instance, an external evaluation can use participatory approaches.

2. **The timing of the evaluation.** Formative evaluations occur during implementation to improve performance, and ***summative evaluations*** occur at the end of implementation to assess effectiveness and impact. Further distinctions in timing include ***ex-ante evaluations*** conducted before implementation to inform feasibility and potential benefits; ***midterm evaluations*** are formative in purpose and occur mid-way through implementation; ***final evaluations*** are summative in purpose and are conducted (often externally) at the completion of implementation; and ***ex-post evaluations*** are conducted sometime after implementation to assess long-term impact and sustainability.

3. **The technicality or methodology of the evaluation**. This category of evaluations is determined by the specific technical focus of the evaluation and the methods needed for such assessment. It is a diverse category, and examples include ***process evaluations, outcome evaluations, impact evaluations, meta-evaluations, thematic evaluations, strategic evaluations, sector evaluations, real-time evaluations, cluster evaluations, empowerment evaluations***, and many others.[3]

3. For brevity, this discussion is limited to key evaluation categories and types. A more complete discussion can be accessed in supplemental IFRC monitoring and evaluation guidelines.

It is worth noting that there are other forms of assessment at the IFRC secretariat that are distinct from evaluation but can overlap in scope and purpose. Such assessments include, but are not limited to: Audits are assessments to verify compliance with established rules, regulations, procedures or mandates; ***Baseline study*** is an analysis or a study detecting the initial conditions before the start of a project/programme for comparison at a later date whilst an ***Endline Study*** is carried out at the end of a project/programme to compare with the baseline conditions and assess change; ***Inspections*** are general examinations to identify and correct shortcomings and malfunctions; ***Investigations*** are examinations to collect evidence for prosecution or corrective action in response to a claim or wrongdoing or misconduct; ***Monitoring*** is the routine collection and analysis of information in order to examine progress, track compliance and make informed decisions for project management; ***Reviews*** are periodic assessments of performance, emphasizing operational issues.

3. EVALUATION CRITERIA

This chapter explains the purpose, definitions, and use of the Evaluation Criteria. It also explains the role of evaluation stakeholders in informing evaluation design and content and how the criteria should be applied thoughtfully to improve both the design and delivery of evaluations.

A criterion is a basis of judgement used in evaluation. The current framework bases itself on ALNAP's guidance on Evaluating Humanitarian Action using the OECD DAC criteria[4] – relevance/appropriateness, coherence, connectedness, coverage, effectiveness, efficiency, impact and sustainability, extended to include equity and protection and safety. Each of the criteria is summarised by a broad question, which illustrates its overall meaning. Each one represents an important element for consideration:

- ***Relevance & Appropriateness:*** Is the intervention responding to the needs and priorities of the affected people and intended stakeholders?
- ***Coherence:*** How well do the different policies of relevant actors in the intervention interplay and uphold humanitarian and human rights considerations?
- ***Connectedness:*** Are short-term emergency activities being implemented in a way that take into account longer-term and interconnected factors?
- ***Coverage:*** To what extent are population groups included in or excluded from an intervention?
- ***Effectiveness:*** To what extent is the intervention achieving its objectives?
- ***Efficiency:*** How well are resources being used?
- ***Impact:*** What difference does the intervention make?
- ***Sustainability:*** Will the benefits last?
- ***Equity:*** To what extent does the distribution of resources and benefits respond to and reduce the disparities as well as address inequalities?
- ***Protection and safety:*** How adequately does the action safeguard the well being, rights, and physical or emotional safety of individuals or communities concerned?

4. https://alnap.cdn.ngo/media/documents/ALNAP_OECD_DAC_eha-2006.pdf

Further to the 10 evaluation criteria highlighted below, IFRC work should uphold IFRC secretariat and network principles, policies, commitments and guidelines. Foremost, this includes the (1) Fundamental Principles of the Red Cross and Red Crescent Movement, the (2) Code of Conduct for International Red Cross and Red Crescent Movement and NGOs in Disaster Relief, (3) Principles and Rules for Red Cross and Red Crescent Humanitarian Assistance and (4) the IFRC Strategy 2030 adopted in December 2019 by the 22nd Session of the General Assembly.[5]

Fig 2: Evaluation criteria

The following 10 evaluation criteria endorsed by the IFRC Secretariat guide *what* we evaluate in our work. They are key measures used to determine the factors for success in our work. They differ from the evaluation standards and process (discussed in Sections 4 and 5) in that the criteria inform *what* we evaluate, (the focus of inquiry), whereas the standards and process guide *how* we conduct the evaluation. The evaluation criteria are complementary, and together they seek to provide a comprehensive evaluation of IFRC's work. Acknowledging the broad geographic and thematic scope of IFRC's work, all of the criteria may not be relevant in its evaluation. Therefore, if a particular criterion is not applicable to an evaluation context, this should be explained in the evaluation report, as can be any additional criteria applied.

3.1 Relevance & Appropriateness

Relevance and appropriateness are complementary criteria used to evaluate an intervention's objectives and wider goal. *Relevance* focuses on the extent to which an intervention is suited to the priorities of the target group, (i.e. local population and partners). It also considers other approaches that may have been better suited to address the identified needs.

5. Complete citations of these two documents can be found Annex 1: Resources, as well as the IFRC webpage for Principles and Values (https://www.ifrc.org/who-we-are/international-red-cross-and-red-crescent-movement/fundamental-principles), which provides additional resources and links.

The ***validity of design*** is an important element of relevance. This refers to the logic and coherence of the design of the intervention, (i.e. project or programme), and that its planned (or modified) objectives remain valid and appropriate to the overall goal/s. ***Appropriateness*** focuses on the extent to which an intervention is tailored to local needs and context, and compliments other interventions from other actors. It includes how well the intervention takes into account the economic, social, political and environmental context, thus contributing to ownership, accountability, and cost-effectiveness. When applicable, it is particularly important that the evaluation function supports a community's own problem-solving and effective decision-making to address local needs and build community capacity to do so in the future.

3.2 Efficiency

Efficiency measures the extent to which results have been delivered in the least costly manner possible. It is directly related to ***cost-effectiveness*** – how well inputs, (i.e. funds, people, material, and time), are used to undertake activities and are converted to results. It is typically based upon an intervention's stated objectives and the processes by which they were pursued, analyzing the outputs in relation to the inputs and their respective indicators. It includes whether the results or benefits justify the cost and can compare alternative approaches to achieving the same results to determine whether the most efficient processes have been adopted. It is closely related to effectiveness and the measurement of performance.

3.3 Effectiveness

Effectiveness measures the extent to which an intervention has or is likely to achieve its intended, immediate results. It is based upon an intervention's objectives and related indicators, typically stated in a logical framework. However, the assessment of effectiveness should not be limited to whether an intervention has achieved its objectives, but also to identify the major reasons and key lessons to inform further implementation or future interventions. When relevant, this should include a comparison with alternative approaches to achieving the same results. Key elements of effectiveness include:

- ***Timeliness***. Evaluations should assess to what extent services and items were delivered in a timely manner, and to what degree service provision was adequately supported to achieve objectives on schedule.
- ***Coordination***. This refers to how well various parts of an intervention, often involving multiple actors, were managed in a cohesive and effective manner. This is particularly relevant in the work of IFRC, where disaster response or longer-term development initiatives often involve multiple National Societies, local and national governments and institutions, and other partners.
- ***Trade-offs***. Evaluations should assess the effect of decisions made during the intervention that may alter the goals or priorities in acknowledged or unacknowledged ways.
- ***Stakeholder perspectives.*** The viewpoint of stakeholders can help identify factors related to the performance of an intervention, such as who participated, why and satisfaction of those targeted in the intervention, as well as the influence of the local context.

3.4 Coverage

Coverage refers to the extent population groups are included in or excluded from an intervention, and the differential impact on these groups. Evaluation of coverage involves determining who was supported by humanitarian action, and why. It is a particularly important criterion for emergency response, where there is an imperative to reach major population groups facing life-threatening risk wherever they are. Coverage is linked closely to effectiveness (discussed above), but it has been included here as a separate criterion as it is especially relevant for the work of IFRC and its commitment to provide aid on the basis of need alone (see Box below). Key elements of coverage include:

- ***Proportionality***. Evaluations should examine whether aid has been provided proportionate to need and includes key questions of equity and the degree of inclusion and exclusion bias. ***Inclusion bias*** is the extent that certain groups receive support that should not, and ***exclusion bias*** is the extent that certain groups that should receive support do not.

- ***Demographical analysis***. The assessment of coverage typically requires a breakdown of demographic data (disaggregation) by geographic location and relevant socioeconomic categories, such as gender, age, race, religion, ability, socioeconomic status, and marginalized populations (i.e. internally displaced persons – IDPs, refugees, person with disability, and others).

- ***Levels of coverage***. Coverage can usually be assessed on three levels: 1) International, to determine whether and why support provided in one intervention, or response, is adequate in comparison to another; 2) National or regional, to determine whether and why support was provided according to need in different areas; and 3) Local or community, to determine who received support and why.

- ***Cultural/political factors***. Coverage is often culturally determined. What constitutes “need,” and therefore who is assisted, often requires an analysis of socio-political and economic factors and related power structures.

RED CROSS/RED CRESCENT CODE OF CONDUCT AND COVERAGE

Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind.

Aid priorities are calculated on the basis of need alone. Wherever possible, we will base the provision of relief aid upon a thorough assessment of the needs of the disaster victims and the local capacities already in place to meet those needs. Within the entirety of our programmes, we will reflect considerations of proportionality. Human suffering must be alleviated whenever it is found; life is as precious in one part of a country as another. Thus, our provision of aid will reflect the degree of suffering it seeks to alleviate.

Principle 2 *of the Code of Conduct for International Red Cross and Red Crescent Movement and NGOs in Disaster Relief*

Principle 1 *of the Principles and Rules for Red Cross and Red Crescent Humanitarian Assistance*

3.5 Impact

Impact examines the long-term positive and negative changes from an intervention, directly or indirectly, intended or unintended. It attempts to measure how much difference we make.

Whereas effectiveness focuses on whether immediate results have been achieved according to the intervention design, the assessment of impact expands the focus to the longer-term and wider-reaching consequences of achieving or not achieving intended objectives. Its scope includes the wider effects of an intervention, including the social, economic, technical, and environmental effect on individuals, groups, communities, and institutions. Key elements of impact include:

- ***Attribution.*** A critical aspect in assessing impact is the degree to which observed changes are due to the evaluated intervention versus some other factor. In other words, how much credit (or causal link) for the measured changes can be attributed to the intervention? Two broad approaches are used to determine attribution. Comparative approaches attempt to establish what would have happened without a particular intervention, and theory-based methods examine a particular case in depth to explain how an intervention could be responsible for specific changes. Both these approaches may involve the use of qualitative and quantitative methods and tools and are often used in combination. What is most important is that the approach and method fit the specific circumstances of an impact assessment – its purpose, the nature of the intervention being assessed, questions, indicators, level of existing knowledge, and resources available.

- ***Methodological constraints.*** The measurement of impact has considerable methodological constraints and is widely debated. Of the evaluation criteria, it is typically the most difficult and costly to measure, due to the level of sophistication needed. As it focuses on longer-term changes, it may take months or years for such changes to become apparent. Thus, ***a comprehensive assessment of impact is not always possible or practical*** for an evaluation. If efforts are made to plan/budget from the beginning, it could be feasible, but a thorough reliable and credible assessment of impact should be first carried out.

3.6 Coherence

Coherence refers to policy coherence, ensuring that relevant policies (i.e. humanitarian, security, trade, military, and development) are consistent, and take adequate account of humanitarian and human-rights considerations. While it is closely related to coordination, coherence focuses on the extent to which policies of different concerned actors in the intervention context were complementary or contradictory, whereas coordination focuses more on operational issues. Given that IFRC interventions are often implemented through various partnerships with governments, other international organizations and agencies, and within the Movement itself, coherence is an important criterion to consider separately, especially for upholding the Fundamental Principles of Impartiality, Neutrality, Independence, and Unity.

Key considerations in the assessment of coherence include:

- ***Multiple actors***. Evaluating coherence is of particular importance when there are multiple actors involved in an intervention with conflicting mandates and interests, such as military and civilian actors in a conflict setting, or multiple agencies during an emergency response to a disaster.

- ***Political repercussions***. The assessment and reporting of coherence can have political consequences, given its focus on wider policy issues. Therefore, careful consideration should be given to the objective credibility in measurement, and the manner in which findings are reported.

- ***Methodologically challenging***. Similar to impact, coherence is measured in relation to higher level, longer-term objectives, and can be difficult for the evaluator/s, depending on their capacity and resources to conduct policy analysis.

3.7 Sustainability

Sustainability is concerned about whether the benefits of an intervention are likely to continue once donor input has been withdrawn and/or initial resources are no longer available. It includes community, environmental, institutional, and financial sustainability. It is especially appropriate for longer-term interventions that seek to build local capacity and ownership so management can continue without donor funding, i.e. livelihoods programmes. However, with interventions that respond to complex emergencies or natural disasters, acute and immediate needs take precedence over longer-term objectives.

3.8 Connectedness

Connectedness refers to the need to ensure that activities of a short-term emergency are implemented in a way that takes longer-term and interconnected factors into account. It focuses on intermediate objectives that assist longer-term objectives, such as the establishment of key linkages between the relief and recovery (i.e. a sound exit strategy handing over responsibilities to appropriate stakeholders, allocating adequate resources for post-response, etc.)

3.9 Equity

Equity assesses how equitably resources are distributed, accessed, and practiced before, during and after emergencies as well as regular programming; and the degree to which fairness and justice is ensured for the affected population. Inclusive structures and mechanisms should be implemented in all humanitarian work, providing equitable opportunities for people of all gender identities, backgrounds, physical appearances and disabilities.

3.10 Protection and safety

Protection and safety ensures that the intervention does not expose the affected population, staff and volunteers to additional risks through actions taken. That the humanitarian work carried out allows for the dignity, access, participation and safety for all people affected by disaster and crisis, respecting the principle of “do no harm.”

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4. EVALUATION STANDARDS

The following eight evaluation standards summarize key principles that guide *how* evaluation is conducted by the IFRC Secretariat. Whereas the above criteria guide *what* is evaluated, the standards guide *how* the evaluation should be planned, managed, conducted, and utilized. In some instances, the standards may be mutually supportive – i.e., impartiality and independence contribute to accuracy. However, in other instances the evaluation standards may impose conflicting demands on an organization that must be negotiated. For instance, independence in an evaluation can be in opposition to utility; when an evaluation is externally conducted, it may not have the same degree of ownership and follow-up as an internal or participatory evaluation conducted by stakeholders themselves.

Fig 3: Evaluation standards

In Section 5, the evaluation process expands upon the standards with key practices for their practical implementation. Collectively, the evaluation standards and practices contribute to the credibility and legitimacy of the IFRC evaluation process. Both evaluation standards and practices have been compiled taking into account IFRC network and internationally recognized practices for evaluation in humanitarian relief and development.[6]

6. Key resources included AES 2002, AJCSEE 1994, OECD-DAC 1991 & 2006. Additional resources included DFID 2009, GEF 2006, UNEG 2005 & 2005b, UNICEF 2007, UNDP 2006.

4.1 Utility Standard

Evaluations must be useful and used. Evaluations are useful if they are done at the right time, serving the specific information needs of intended users. A utilization-focus requires that the needs of stakeholders are identified during the planning stage and addressed throughout the evaluation. It also requires that evaluations are conducted in a credible manner so that findings are accepted and can inform decision making and organizational learning. There should be clear indication of how the evaluation findings will be used and follow up should be specific in the response and in the investment of time and resources.

4.2 Feasibility Standard

Evaluations must be realistic, respectful and managed in a sensible, cost-effective manner. The Secretariat commits to allocating adequate resources for evaluation, which should be managed cost-effectively to maximize the benefits while minimizing the use of resources and unnecessary time demands on stakeholders. In the context of complex, resource-strained and multi-stakeholder settings, evaluations need to be carefully selected, designed, planned, and conducted ensuring the close coordination and cooperation to reflect the interest and concerns of relevant stakeholders towards the utilization of the findings. Practical and appropriate methods and procedures should be used that minimize disruption to ongoing programming, as well as the socio- economic and political context.

4.3 Ethics & Legality Standard

Evaluations must be conducted in an ethical and legal manner, with particular regard for the welfare of those involved in and affected by the evaluation. Evaluations should abide by professional ethics, standards and regulations to minimize risks, harms and burdens to evaluation participants – this includes careful consideration as to whether an evaluation or certain procedures should be foregone because of potential risks or harms. Evaluator/s should respect the customs, culture, and dignity of the study population, (consistent with the fifth and tenth Principles of Conduct). This includes differences due to religion, gender, disability, age, sexual orientation, and ethnicity. Particular attention should be given to address issues of discrimination and gender inequality, (in accordance with the United Nations Universal Declaration of Human Rights). IFRC endorses the principle of "Do No Harm." Processes and protocols (below) should be clearly defined to inform evaluation participants, obtain the consent, and ensure confidentiality of respondents, and handle illegal or harmful activity.

4.4 Impartiality & Independence Standard

Evaluations should be impartial, providing a comprehensive and unbiased assessment that takes into account the views of all stakeholders. Often referred to as objectivity, impartiality implies freedom from political influence and organizational pressure. It improves evaluation accuracy and credibility and reduces the potential for conflict of interest. The requirement of impartiality exists at all stages of the evaluation, including transparent processes and protocol for competitive bidding and awarding of evaluation contracts, and mitigating competing interests and differing opinions. **Independence refers to external evaluations, for which evaluator/s should not be involved or have a vested interest in the intervention being evaluated.** Independence further reduces bias and the potential for conflict of interest because the evaluator/s conducting the evaluation are not evaluating their own activities. Independence and impartiality are closely related, but impartiality applies to all evaluations, including non-independent evaluations, (i.e., internal or self-evaluations). Both standards are in accordance with the Fundamental Principles of Impartiality and Neutrality and uphold the fourth and tenth Principles of Conduct to not further a particular political or religious standpoint, to not act as instruments of government foreign policy, and to portray an objective image of disaster situations.

4.5 Transparency Standard

Evaluations should be conducted in an open and transparent manner, in accordance with the ninth Principle of Conduct. Specific procedures and protocol should be developed to ensure transparency and accountability in the evaluation design, data collection, the development and dissemination of evaluation products, and handling competing interests, differences of opinion, and disputes. Terms of Reference and evaluation products, including the report, **should be** made public. It is important to note that transparency may be compromised if it threatens the rights and security of individuals, or where sharing of information violates personal data or breaches confidentiality under freedom of information rules and/or data protection standards within the IFRC network. (Consistent with Standard 4.3 for ethics and legality).

4.6 Accuracy Standard

Evaluations should be technically accurate, providing sufficient information about the data collection, analysis, and interpretation methods so that its worth or merit can be determined. Evaluator/s should possess the necessary education, expertise, and experience to conduct systematic assessments that uphold the highest methodological rigor, technical standards, professional integrity, and best practices promulgated by professional evaluation associations and agencies.[7] In the case of internal evaluations, participants should have adequate experience and expertise, which may necessitate capacity development as part of the evaluation process.

4.7 Participation Standard

Stakeholders should be consulted and meaningfully involved in the evaluation process when feasible and appropriate. Key stakeholder groups include the affected population, programme staff, donor/s, Movement partners, with bilateral organizations, and between international, national, and civil society organizations. Particular attention should be given to include any marginalized or vulnerable groups. Stakeholder participation in data collection, analysis, reporting, and utilization increases legitimacy and utility of evaluations, as well as overall collaboration, support, and ownership for the process. It also helps to ensure the evaluation adheres to any donor requirements, and (in accordance with the fifth Principle of Conduct), local laws, regulations, and customs. Local involvement is also consistent with the sixth and seventh Principles of Conduct, to find ways to involve the affected population and build local capacities.

4.8 Accountability Standard

Evaluations should be conducted upholding accountability standards by adequately documenting the evaluation process and products, aligning evaluation practice with an equity approach, and with the development of recommendations that are detailed and actionable. Evaluations should be fully documented with their negotiated purposes and implemented designs, procedures, data, and outcomes. Evaluations should also be used as a tool to advance equity whereby evaluator/s become partners who bring cross-sector perspectives and multi-disciplinary expertise which allows them to capture evidence through a different lens, furthering organizational accountability to the affected population. Evaluator/s and other stakeholders should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected and outcomes. A proper management response plan, with a clear timeline and responsible person, should be developed to utilize the evaluation findings and recommendations in an accountable manner. Transparent information sharing through platforms such as the IFRC Evaluation and Research Databank, Host and Partner National Society Learning Platforms and organizational public sharing events learning should also be encouraged.

7. A list of key evaluation associations, agencies and resources can be found at "MandE" (listed Annex 1, Resources).

5. EVALUATION PROCESS

The following section details how evaluation standards are applied in the evaluation process.

Fig 4: Evaluation process

1	Why do I need to evaluate?	Identify evaluation purpose Identify evaluation audience
2	What do I need to find out?	Identify evaluation questions Select evaluation design
3	What will I measure?	Select outcomes and outputs for measurement Identify indicators
4	How will I measure it?	Select data collection methods Ensure data is good quality
5	Who will I collect data from?	Determine sample Consider ethics
6	When will I collect data?	Develop timeline
7	What will I do with the data?	Data analysis Evaluation write-up Dissemination

5.1 Planning for an Evaluation

5.1.1 Programme M&E plan

At the programme/project level, evaluations should be included as part of an overall monitoring and evaluation (M&E) plan and properly resourced with funding and technical resources. An M&E plan helps to ensure that M&E events are complimentary and mutually supportive, conducted in a timely manner to be useful, and that adequate resources are allocated for evaluations. Recognizing the dynamic context in which IFRC operates, the rationale and timing of evaluations should be periodically reviewed, and un-envisaged changes to the evaluation timeframe should be explained to stakeholders. Depending upon where the evaluations take place, it is recommended that they be planned and registered with the IFRC Global Evaluation Focal Point or Regional Evaluation Focal Point in order to allow for better coordination and to avoid the duplication of resources within the IFRC network on evaluations.

5.1.2 Utility and Donor Compliance

Evaluations should be planned in accordance with the utility standard (4.1 above), and any additional requirements from external donors. Primary stakeholders and specific rationale for an evaluation should be clearly understood and agreed beforehand. If there is a conflict between the provisions of this framework and that of external donors, this should be addressed through mutual consent between IFRC and the donor.

5.1.3 IFRC Evaluation and Research Databank[8]

This inventory of evaluation reports can be used to inform policy and strategy, global and country plans, large and small emergency operations, as well as long-term programmes. It can be used towards the coordination and coherence of evaluations with Movement and external partners, to avoid unnecessary data collection efforts in the field, to provide the required technical assistance and resources to best support the evaluation/s, as well as to assist in providing the support needed to ensure adherence to this evaluation framework.

5.1.4 Required Evaluations

The specific evaluation type will ultimately depend on the specific need/context. Following are specific types of evaluations that are required and should be planned for accordingly for Secretariat programmes:

Type	Description	Criteria
Baseline and Endline Study	Data collection and analysis exercise to determine the baseline and endline conditions (indicators).	All Secretariat programmes/projects should have some form of measurement of the initial status of appropriate indicators prior to programme/project implementation, as well as at the end. This benchmark data is used for comparison at latter points in the intervention to help assess impact.
Final Evaluation	A summative evaluation conducted (often externally) at the completion of project/programme implementation to assess how well the project/programme achieved its intended objectives.	All Secretariat programmes/projects should have some form of final assessment, whether it is internal or external. If the programme is ongoing, then an assessment schedule should be determined appropriate to the intervention.

8. https://www.ifrc.org/evaluations

Type	Description	Criteria
Independent Final Evaluation	Conducted by evaluator(s) outside of the implementing project/programme team, lending it a degree of objectivity and often technical expertise at the end of the project/programme.	It is recommended to carry out an independent final evaluation at the end of a programme/project, by considering the totality of the following criteria: • The expenditures by the IFRC secretariat over the lifetime of the project or programme • exceeds CHF 5,000,000. • The intervention takes place in a complex and/or high-risk environment. • The evaluation requires an external evaluator to guarantee independence. • Evaluation expertise is not available within the IFRC network. • No similar evaluation done in the same year. It is recommended that these independent final evaluations be reviewed by an independent quality assurance mechanism approved in consultation with PMER.
Mid-term Evaluation or Review	A formative evaluation that occurs midway through implementation.	For programmes/projects over 24 months in length, some type of mid-term assessment, evaluation, or review should be conducted. Typically, this does not need to be independent or external, but may be according to specific assessment needs
Real Time Evaluation	These are undertaken during operations and/or project/programme implementation, typically during an emergency operation, to provide immediate feedback for modifications to improve ongoing implementation.	Shall be initiated within the first three months of an emergency operation under one or a combination of the following conditions: • The emergency operation is over nine months in length. • Greater than 100,000 people are planned to be reached by the emergency operation. • The emergency appeal budget is greater than 10,000,000 Swiss francs. • Greater than ten National Societies are operational with staff in the field.

5.1.5 Joint Evaluations

Joint evaluations should be considered where multiple organizations and agencies are involved in an intervention. This can help provide insights and feedback that might not be possible through a stand-alone evaluation, while pooling resources, and reducing the duplication of services and procedures and the related burden on recipients.

5.1.6 Meta-evaluations[9]

Meta-evaluations of the Secretariat evaluation process should be periodically conducted to: take inventory of evaluations and synthesize evaluation results; examine evaluation methodologies; check compliance with and consider revision of the evaluation framework; inform corporate policy and strategy in the selection of evaluation exercises; and improve dissemination and utilization of lessons learned from evaluations. The Strategic Planning Department will lead this practice in coordination with Operations.

9. A meta-evaluation is the evaluation of an evaluation, evaluation system or evaluation device.
12. UNICEF 2007: p. 8; USAID 2007: p. 9.

5.1.7 Evaluation Resourcing and Budget

Evaluation budgets should be planned for, along with other major M&E events, during the design phase of Secretariat policies, projects, and programmes. A dedicated budget between 3 to 5 per cent (depending on the size (funding/duration) of the project) should be included for the monitoring and evaluation of interventions above 200,000 Swiss francs. This approach is consistent with best international practice[12]. For interventions below this, a rule of thumb is that the evaluation budget should not be so small as to compromise the accuracy and credibility of results, but neither should it divert project resources to the extent that programming is impaired. Programmes should also consider available resources, balanced with the burden of data collection. Some data collection methods will make more sense when human and financial resources are limited, or programmes are limited in size.

5.2 Commissioning an Evaluation

5.2.1 Decision to Commission an Evaluation

Evaluations need to be planned in advance and the process started on time. With an aim to strengthen coordination on evaluations and avoiding the duplication of resources, it can also be submitted for record to the respective IFRC Global Evaluation Focal Point or the relevant Regional Evaluation Focal Point. It is to be commissioned by a person or department in accordance with the evaluation standards, practices, and contextual needs, as presented in this framework. This typically involves the programme senior management, or for evaluations involving multiple programme areas it may require the involvement of Secretariat senior management and/or members from the RCRC Movement. A good evaluation can take up to 3 to 6 months, from designing a TOR, to the hiring of a consultant, and to then finalising the report.

5.2.2 Evaluation TOR

A terms of reference (TOR) or briefing document should be prepared and publicized. For Secretariat evaluations it should be shared with the respective IFRC Global or Regional Evaluation Focal Point. The TOR should clearly state the overall purpose and scope of the evaluation, the criteria (Section 3 above) to be addressed, and related key questions, any preferred approaches and issues to be considered, the expected competencies and skills of the evaluator/s, and the intended audience and use of the evaluation findings. Other important elements of the TOR include a proposed timeline and specific deliverables. This Evaluation Framework should also be referred to in the TOR, including the internet link where this framework can be accessed, or the framework can also be annexed to the TOR itself. (An example TOR format is provided in Annex 2).

5.2.3 Initial Dissemination List

An initial list of intended recipients of the evaluation report should be prepared and expressed in the TOR (audience), communicated during stakeholder consultation (Practice 5.12), and then followed upon during the evaluation dissemination (discussed below).

5.2.4 Evaluation Manager or Management Team

An evaluation manager or management team should be designated and communicated for each evaluation, regardless of the actual evaluator/s conducting the evaluation. The Evaluation Manager or Management Team (EMT) is responsible for overseeing the logistical and contractual arrangements of the evaluation in coordination with field focal points, managing any external consultants, delegating responsibilities, securing approval of key deliverables according to the evaluation contract/timeframe up to the final evaluation report, and ensuring adequate quality control throughout the evaluation process. In order to uphold legitimacy, it is expected that EMT members not have a vested interest in the IFRC operation being reviewed by the evaluation.

5.2.5 Stakeholder Assessment and Consultation

Stakeholder groups should be identified and meaningfully consulted in the evaluation design. A stakeholder analysis should identify key groups, including different groups from the affected population, programme staff, donor/s, Movement partners, local and national governments, bilateral organizations, and international, national, and civil society organizations. Stakeholder participation can take many forms, from commenting on the TOR, to establishing a small task force of key stakeholders, to assist in preparing the TOR and in supporting the evaluation mission.

5.2.6 Identification and Disclosure of Risk

Potential risks or harms to evaluation stakeholders, (clients, target groups, programme staff, etc.), should be anticipated and discussed during the initial negotiation of the evaluation. Stakeholders affected by the evaluation should have an opportunity to identify ways to reduce potential risks, and if necessary, an evaluation or certain procedures should be foregone if potential risks or harms are too high.

5.2.7 Independent Consultants

For independent evaluations or studies, engaged consultants should not be involved or have a vested interest in the intervention being evaluated.

5.2.8 Partner/donor Collaboration

Evaluation TORs and plans should be systematically exchanged within the RCRC Movement Evaluation network, Movement partners in country, and with other partners/donors and coordinating bodies,[10] such as the Active Learning Network for Accountability and Performance (ALNAP) ahead of actual implementation. They can assist with the identification of opportunities for collaboration i.e. the sharing of secondary data, resources for data collection, funding and/or an occasion to carry out a joint evaluation.

5.2.9 Recruitment

Evaluator/s, whether internal or external, should be recruited in a fair and transparent process, based on evaluator skills and merit. External evaluations should be awarded through a transparent process with competitive bidding based on the skills, knowledge and experience required to answer the evaluation questions. The evaluator/s should possess and be able to reliably represent their professional experience, competence, ethics, and integrity for the given evaluation. In responding to an evaluation TOR, evaluator/s should conduct themselves in a professional and honourable manner and disclose any of their roles or relationships that may result in the potential conflict of interest in the conduct of the evaluation. Likewise, the evaluator should be encouraged to identify any shortcoming and strengths in the proposed evaluation, especially methodological or ethical limitations and their potential effect upon stakeholders and the credibility of the evaluation. At times, in view of context and in support of strengthening the evaluation capacity within the IFRC network, a hybrid team may also be recruited with an external team leader and volunteer team members from the IFRC network. It is expected that team members also not have a vested interest in the IFRC operation being reviewed by the evaluation.

5.2.10 Contractual Arrangement

An external evaluation should have a written contractual arrangement between the Commissioners and the evaluator/s. It should refer to the evaluation TOR, as well as this evaluation framework, and specify the agreed conditions of engagement, services to be rendered, any fees to be paid, resources available, deliverables and their timeframe, ownership of materials and intellectual properties, protection of privileged communication, storage and disposal of all information collected, procedures for dealing with disputes, any editorial role of the Commissioner, the publication and release of evaluation report(s), and

10. The Strategic Planning Department at the IFRC Secretariat can be contacted for relevant coordinating bodies.

any subsequent use of evaluation materials. While both parties have the right to expect that the contractual arrangements will be followed, each party has the responsibility to advise the other about any changes or unforeseen conditions/circumstances and should be prepared to renegotiate accordingly.

5.3 Design, Data Collection & Analysis

5.3.1 Inception Report

An inception report is recommended for larger evaluations, to demonstrate a clear understanding and realistic plan of work for the evaluation, checking that the evaluation plan is in agreement with the TOR as well as the Evaluation Management Team, Commissioners and other stakeholders. For lighter reviews, an evaluation work plan will suffice. The inception report interprets the key questions from the TOR by the evaluator/s and explains what methodologies and data collection will be used to answer these. It also elaborates a reporting plan with identified deliverables, draft data collection tools such as interview guides, the allocation of roles and responsibilities within the evaluation team, and travel and logistical arrangements for the evaluation.

5.3.2 Free Access to Information

As much as possible, evaluator/s should have cooperation and access to all relevant information during data collection, without interference or pressure. Evaluator/s should report any restrictions to their access to data and relevant parties, including marginalized or vulnerable groups. Evaluator/s should be able to impartially conduct their work and express their opinion without personal or professional threat. The Evaluation Management Team, Commissioners and/or Project teams can support the evaluator/s in this free access to information.

5.3.3 Rigor and Evidence Based

The evaluation should be rigorous in design, sampling, data collection and analysis to the extent required by the intended use of the evaluation. Data collection methods and procedures should be clearly identified, documented, systematic and replicable when possible, ensuring that information is valid, reliable, defensible, and upholds impartiality. Evaluations should triangulate (combine) quantitative and qualitative methods accordingly to assess an intervention's working hypothesis, results change, and the relevance of objectives as stated in the logical framework/theory of change, and in relation to the evaluation criteria.

5.3.4 Stakeholder Engagement

The evaluation methodology must include clear criteria for stakeholder selection and explain any related limitations to selection. Relevant stakeholders should be involved in the applicable stages of the evaluation to identify issues and provide input on the various deliverables. Special attention should be given to adequate representation of the affected population, particularly any marginalized or vulnerable groups.

5.3.5 Implications of Equality, Equity, and Diversity

Attention should be given to the potential effects of differences and inequalities in society related to race, age, gender, sexual orientation, physical or intellectual ability, religion, and socioeconomic or ethnic background. Particular regard should be given to any rights, protocols, treaties or legal guidelines which apply, including the policies for assurance of dignity, access, participation and safety for all people affected by disasters and crises within the operation and/or in long-term programmes. Data collection tools should be tested to ensure that they take into consideration language and literacy of those to be surveyed.

5.3.6 Participation

When feasible and appropriate, the affected population should be involved in the data collection and analysis, enhancing support and ownership for the evaluation. Training and capacity building should ensure that participants have the understanding and skills to reliably collect and analyse data.

5.3.7 Quality Control

The reliability and accuracy of data should be promoted through the triangulation (use of different sources and/or methods) in its collection and analysis. If possible, a mixed method approach should be applied. Systems should be employed to verify data accuracy and completeness, such as cross-checking figures with other data sources, or computer double entry and post-data entry verification when possible. Stakeholders should have the opportunity to review evaluation products for accuracy, especially informants for which any statements are attributed. Inaccuracies and discrepancies should be addressed in the revision of the evaluation report and other products prior to the release of the final report or product.

5.3.8 Informed Consent

The informed consent of those directly providing information for an evaluation should be obtained, preferably in writing. Evaluator/s should identify themselves, the Evaluation Commissioners, purpose, intended audience and use of findings, the degree of confidentiality of provided information, and any potential risks and benefits arising from participation in the evaluation. Potential participants must be competent to make a decision about their participation, and free from coercion or undue inducement. In the case of minors and other dependents, informed consent should also be sought from parents or guardians. Consent arrangements may include provision for release of information for purposes of formative evaluation, or the validation of evaluation findings.

5.3.9 Confidentiality

During the evaluation, the results and other findings should be held as confidential until released by the Commissioner, and in accordance with any consent arrangements agreed with contributors. The anonymity and confidentiality of all evaluation participants should be protected when requested and/or as required by law. If evidence of wrongdoing is expected or uncovered, confidentiality may be compromised, (Practice 5.2.5).

5.3.10 Misconduct and Unlawful Behaviour

Evaluator/s have the ethical and legal responsibility to be prepared for and to respond to any evidence encountered of criminal or harmful activity of wrong- doing (i.e., alleged child sexual abuse). The evaluator/s should seek to avoid or reduce any further harm to victims of wrongdoing, and to fulfil obligations under law or their professional codes of conduct. This may include reporting cases to the appropriate authority. In the case that this may conflict with confidentiality agreements, evaluator/s should anticipate the risk of such discoveries as best as possible and develop or follow protocols for identifying and reporting them and refer to the protocols when obtaining informed consent (Practice 5.2.6).

5.3.11 Anticipated and Unanticipated Problems & Limitations

Methodological limitations, such as the measurement of impact and attribution amidst confounding factors, should be identified and best addressed in the evaluation methodology. Where the evaluator/s confronts circumstances beyond their competence, or evidence of significant problems of the intervention being evaluated, this should be declared immediately to the Evaluation Manager/Commissioner, unless this constitutes a breach of rights for those concerned.

5.3.12 Conflicts of Interest and Differences of Opinion

Conflicts of interest and differences of opinion or interpretation should be dealt with in a transparent manner, so as not to compromise the evaluation process or results. Differing views and opinions among stakeholders should be reflected in the evaluation analysis and reporting. In the case of disagreements within an evaluation team, members should have the opportunity to dissociate themselves from particular judgements and recommendations, and differences of opinion should be acknowledged in the evaluation report.

5.3.13 Accounting Practices
Proper accounting practices should also be used during the data collection, analysis, and reporting to ensure that the allocation and expenditure of resources during the evaluation is prudent and ethically responsible.

5.4 Evaluation Reporting

5.4.1 Report Content and Coherency
The content of the written report should be coherently structured with a logical flow. Data and information should be presented, analysed, and interpreted systematically, with a clear line of evidence supporting the conclusions and recommendations. Specific report content will vary according to the evaluation, but at a minimum it should include an executive summary, a profile (background) of the intervention evaluated, a description of the evaluation methods and limitations, findings, conclusions, lessons learned, and recommendations. The report should also have appropriate appendixes, including a copy of the TOR, data collection instruments, and full citations for any cited resources.[11]

5.4.2 Executive Summary
An executive summary should provide a snapshot of your evaluation report aimed at key decision makers. It should provide vital information on the evaluation, including the purpose, methods, and an overview of the key findings, recommendations and lessons learned.

5.4.3 Methodology and Limitations
Evaluation reporting should adequately explain the methods and techniques used for data collection, management, and analysis. Methodological limitations, assumptions, concerns, and any constraints encountered should be acknowledged, including their impact on the validity (attribution), reliability, and independence of the evaluation.

5.4.4 Recommendations
Recommendations should be specific and implementable within the local and global strategic and principles frameworks and resource limitations of IFRC. Preferably, recommendations will also be prioritized, specific and *monitorable* (capable of being monitored so their follow-up can be tracked and reported upon).

5.4.5 Lessons Learned
Evaluations can influence thinking and deepen understanding by increasing knowledge to the key questions set out in the ToR. Using this knowledge, it can highlight strengths and weaknesses in preparation, design, and implementation that affect performance and outcome in an operation and/or programme/project, which can also be applicable and useful in other similar contexts.

5.4.6 Comprehensible
Evaluation reporting should be as clear and simple as accuracy allows to easily understand the evaluation process and results. Reporting to stakeholders should be translated to the appropriate language in a culturally appropriate format, (i.e. summary form, verbal or written). Excessively technical jargon, especially when reporting to communities, should be avoided.

5.4.7 Fair and Complete
Oral and written evaluation reports should be direct, complete and honest in the disclosure of findings and the limitations of the evaluation. Reports should interpret and present evidence and conclusions in a fair manner, fully disclosing the findings and conclusions, unless this constitutes a breach of rights for those concerned. Evaluation reports should address all the information needs identified in the scope of the evaluation, explaining if and why this was not possible.

11. Specific guidelines for report writing IFRC evaluation reports can be found in the Annex 1: Resources.

5.4.8 Sources and Acknowledgments

Evaluation reporting should clearly identify the sources of information used (secondary and primary) and evaluative judgement (evaluator or other stakeholder) so that the adequacy of the information can be assessed. Acknowledgment should be given to those who contributed significantly to the evaluation, and interviewees and documents consulted should be listed to the extent that this does not breach the privacy and confidentiality of those concerned.

5.4.9 Review and Revision

Stakeholders should have the opportunity to review evaluation products for accuracy and to provide feedback. However, the Evaluation Commissioners have a responsibility not to breach the integrity of the reports, which should accurately reflect the findings and conclusions determined by the evaluator/s and should not be revised without the evaluator's consent. Evaluator/s should consider feedback and verify and address any inaccuracies and discrepancies in the revision of the evaluation report and other products (Practice 5.2.5). Conflict of interests and differing opinions within the evaluation team should be clearly noted in the evaluation reporting (Practice 5.3.12). With regards to differences of opinion expressed by an evaluation participant or stakeholder, it is left to the discretion of the evaluator/s as to whether and how to address in any revision of the report. If an evaluator/s decides not to address a difference of opinion expressed by stakeholder/participant, then the Management Response Team (5.5.4) can consider whether to address the differing opinion in its Management Response action plan.

5.5 Evaluation Dissemination & Follow-Up

5.5.1 Transparent and Complete Dissemination

Evaluation results should be placed in public domain and widely disseminated through the IFRC Evaluation and Research Databank, ensuring that information is readily accessible to all stakeholders. An initial ***dissemination list*** (Practice 5.2.3) should be employed to ensure the evaluation report or summary reaches its intended audience (per the TOR). Any changes and the rationale for such changes to the initial dissemination list should be communicated to relevant stakeholders.

5.5.2 Appropriate Dissemination

Related to comprehensibility (Practice 5.3.4), the dissemination of the evaluation report may take a variety of forms that are appropriate to the specific audience. The formats for evaluation dissemination and the dissemination list can be pre-identified with the Evaluation Management Team, Commissioners and/or relevant stakeholders. Types of dissemination can include posting of reports or excerpts/summaries on a community notice board or on the internet, and presentations at planning meetings, community meetings, and industry conferences. Such considerations are especially important when sharing reports with communities.

5.5.3 Internal and External Dissemination

In order to maximize public access to and sharing of evaluation reports, if it is not possible to publish the entire report, an external version of the report may be prepared and disseminated. This may be done for multiple reasons: 1) with sensitive issues that should remain internal, 2) to protect the identity and avoid or reduce any harm to evaluation subjects (Standard 4.3), and 3) to improve the comprehensibility (Practice 5.3.4) of the report in a summary or simplified form for external audiences.

5.5.4 Evaluation and Research Databank

In follow-up to Practice 5.2, all evaluation reports commissioned and/or managed/jointly managed by the IFRC secretariat should be submitted for record and published. Registration and publication is also recommended for evaluation reports being developed within the IFRC network. IFRC's Global/Sector Evaluation Focal Point or the relevant Regional Evaluation Focal Point can post these reports on this Databank.

5.5.5 Management Response

Evaluations require an explicit response to recommendations by the Evaluation Commissioner/s and should not be conducted as an ex-post exercise. In order to ensure the utility and follow-up of the evaluation, a **Management Response Team (MRT)** should be identified with the responsibility to formulate a management response and action plan to be disclosed jointly with the evaluation as an annex. The management response and action plan should be completed in a timely manner as to not retard the dissemination and follow-up of the evaluation. It should respond to each specific recommendation. It should clearly state how the recommendation will be addressed and by whom, for those recommendations that will be acted upon, and why any recommendation will not be addressed. The management response and action plan shall clearly define the timeframe, responsibilities and accountabilities attributed to evaluation recommendations. Follow up should be systematic and monitored and reported on in a reliable, timely, and transparent manner.

5.5.6 Fostering Learning and Feedback

Both internal and external stakeholder discussion and feedback on evaluation results is critical for building understanding and ownership and informing the appropriate follow-up to recommendation. A feedback mechanism involving key stakeholders is recommended to ensure that evaluation results are utilized in future policy and programme development. This process can begin during the review and revision of the evaluation report (Practice 5.37) and could include an initial task force or committee formed during the evaluation planning stage, seminars and workshops, web-based forums, teleconferences, and/or organizational reporting and follow-up procedures.

8 May is World Red Cross and Red Crescent Day—Argentine Red Cross celebrates the uniqueness and unity of our International Red Cross and Red Crescent Movement.

6. ANNEXES

ANNEX 1: Resources

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ANNEX 2: Example Terms of Reference (TOR)

Evaluation Terms of Reference[12]

1. Summary

This section provides a quick overview of the key information elements for an evaluation.

1.1 **Purpose:** Include the overall purpose of the evaluation.

Example: *The purpose of this evaluation is to assess the progress made towards operational and strategic goals of the IFRC-wide response in country X, and to formulate recommendations to inform future programming in those countries and the wider response.*

1.2 **Target Audience:** State in a succinct sentence how the results will be used and by whom.

1.3 **Commissioners:** State who is commissioning the evaluation, i.e. "This evaluation is being commissioned by XX, Regional Director, XX region."

1.4 **Reports to:** Identify who the evaluator/s or consultant will directly report to (i.e. the Evaluation Manager).

1.5 **Duration:** List the number of working days for the consultant/s, (including briefings, desktop review, inception report, field work, findings presentation, report writing, and final presentation etc).

1.6 **Timeframe:** List the timeframe for the consultancy, i.e. "XX month 20XX – XX month 20XX."

1.7 **Location:** List any locations where the consultancy will take place, i.e. "The evaluation will take place in the following three districts in Country X: District A, District B, District C." Remote approaches may also be considered depending upon the evolution of the context.

2. Background

This section provides background history as well as the current status of the programme being evaluated. Some of this information can come from the initial proposal, project documents, Emergency Appeal etc, but it need only include relevant information to inform the proposed assessment. It is important that this section is not just a "cut and paste" of the background information from prior documents/proposal, but should build on the information learnt thus far in the implementation to identify key contextual factors that impede or support achievement of expected results, and affect its assessment.

Key content to for this section includes:

- ✓ **The purpose and timeframe for the program being examined –** when and why the programme began, and when and why the programme will end.
- ✓ **The programme budget, and include the funding source**.
- ✓ **Summarize the demographic and geographic scope of the programme** by identifying the stakeholders, including the number and location of the target population (individuals,households, and communities), implementing partners (Movement, governmental, international, local, etc), and any other key stakeholders. You may want to summarize any stakeholder analysis that has been conducted for the project.

12. This ToR has been developed mainly for evaluations, but it can also be useful for other evaluative initiatives (including reviews, learnings etc).

- ✓ **The specific objectives (intended results) of the programme,** as well as any other priorities, i.e. integrated or participatory approach. If there is a **logical framework**, it may be best to paste the key results (objectives) here, and/or include it in the Appendix with reference here.

- ✓ **Further detail about the programme context** – including key cultural, political, economic, demographic, geographic, and institutional factors, *both internal and external to the programme*. Be concise, and relate narrative to how and why the programme was designed, produced the results it has thus far (positive and negative), and the sustainability of the results.

- ✓ **Identify any factor that may affect the accuracy, impartiality and credibility of the evaluation.** This can inform how best to design and conduct the evaluation to ensure the impartiality, credibility and usefulness of evaluation results.

Guiding questions for context: [13]

- ✓ *What is the operating environment around the project programme?*

- ✓ *How might factors such as history, geography, politics, social and economic conditions, secular trends and efforts of related or competing organizations affect implementation of the initiative strategy, its outputs or outcomes?*

- ✓ *How might the context within which the evaluation is being conducted (for example, cultural language, institutional setting, community perceptions, etc.) affect the evaluation?*

- ✓ *How does the project or programme collaborate and coordinate with other initiatives and those of other organizations?*

- ✓ *How is the programme funded? Is the funding adequate? Does the project or programme have finances secured for the future?*

- ✓ *What is the surrounding policy and political environment in which the project or programme operates? How might current and emerging policy alternatives influence initiative outputs and outcomes?*

3. Evaluation Purpose and Scope

This section presents the overall aim and parameters of the evaluation.

3.1 **Purpose (overall objective)**. State why the evaluation is necessary, how the information will be used, and by whom (the audience). The ***audience*** of the evaluation should identify the key stakeholders using the information, such as the IFRC secretariat, specific National Societies, key implementing partners (government ministries), target communities, contributing donors, and the larger humanitarian response community. The purpose of an evaluation generally includes one or a combination of the following:

- ***Management:*** inform management decision making for ongoing or future work.
- ***Learning:*** identify lessons (positive and negative) for improved programming, and to inform strategic policy and planning.
- ***Accountability:*** determine whether work has achieved desired results (objectives), and/or has been conducted in compliance with agreed rules, standards, or expectations.

13. UNDP, 2009. *Handbook on Planning, Monitoring and Evaluating for Development Results.* United Nations Development Programme. New York.

3.2 Scope. The evaluation scope focuses the evaluation by setting the boundaries for what will and will not be included in the evaluation. Key consideration for the scope include: [14]

- ***The unit of analysis to be assessed*** – i.e. a single programme involving a cluster of projects, a single project, polices or strategies, or a subcomponent or process within a project.
- ***The time period*** or phase(s) of the programme to be evaluated.
- ***The funds*** actually expended at the time of the evaluation versus the total amount allocated.
- ***The geographical coverage*** of the evaluation.
- ***The target groups or individuals*** to be included in the evaluation.

4. Evaluation Criteria – Objectives – Questions

This section specifies what the evaluation will assess. It details the evaluation purpose with specific areas of inquiry and questions to be answered. It is a critical part of the TOR, and ***usually the most challenging to prepare.***

There are many ways to prepare this section, and therefore different titles may be given. Areas of inquiry can be organized by criteria or objectives, or the criteria can be combined and reflected in objective statement. Key questions are very helpful, and can be listed under criteria and/or objectives.

Evaluation criteria are key internationally recognized measures endorsed by IFRC for evaluation of its work and should adhere to the Fundamental Principles and Code of Conduct. They specify the key areas (criteria) by which assessment will be made. ***IFRC criteria are presented in the IFRC Framework for Evaluation, which should be referred to when preparing this section.*** IFRC criteria include: 1) relevance and appropriateness, 2) efficiency, 3) effectiveness, 4) coverage, 5) impact, 6) coherence, 7) sustainability 8) connectedness, 9) equity and 10) protection and safety.

1) **Relevance & Appropriateness**
2) **Efficiency**
3) **Effectiveness**
4) **Coverage**
5) **Impact**
6) **Coherence**
7) **Sustainability**
8) **Connectedness**
9) **Equity**
10) **Protection and Safety**

14. Ibid.

Evaluation objectives specifically state what will be assessed to fulfil the purpose of the evaluation. There may be one or multiple objectives. The important point is that the objectives focus the evaluation according to its intended purpose (use).

Tip: Whether key areas of inquiry are organized by objectives, criteria, or both, it is very useful to elaborate upon them with specific questions to be answered. In fact, sometimes it is best to begin considering this important section of the ToR by simply identifying the key questions to be answered first, and then organizing them into objectives and/or criteria. Remember, that the key questions to answer in the evaluation are not necessarily the same actual questions used in the data collection tools (questionnaires) that will be asked of evaluation stakeholders.

5. Evaluation Methodology

This section outlines the key data sources, and methods of data collection and analysis. The sources and methods will largely depend on the purpose and specific objectives and criteria of the evaluation, but also other factors, such as budget and timeframe. Generally, evaluation methods should be selected for their empirical rigor to address the evaluation objectives and criteria.

Oftentimes, the methodology will be detailed with the assistance of the evaluator once commissioned, e.g. with an inception report, but it is important to provide overview of primary methodological approaches here. If an evaluation will rely heavily on an external consultant to determine the methodology, that can also be stated, and one of the application requirements could be that the consultant submit a technical proposal for the evaluation, detailing a proposed methodology.

Some key reminders for the methodology section include:

- ***Triangulation.*** An evaluation typically uses a variety of data sources, as well as data collection and analysis methods. The use of multiple data sources/methods increases the rigor of the evaluation.
- ***Quantitative & qualitative methods.*** Quantitative (numerical) and qualitative (categorical i.e. attitudes, knowledge, and views) approaches to data collection and analysis is a most basic distinction in evaluation methods. Each have their advantages and disadvantages, and for this reason mix-methods are often employed using a combination of both (reinforcing the practice of triangulation).
- ***Identify any existing "secondary data."*** Primary data is information collected and analyzed by the evaluator/s themselves, whereas secondary data is when the data was obtained elsewhere. The use of secondary data can be very useful as well as cost effective, but it is critical to ensure the data is both reliable and credible.
- ***Identify existing M&E data.*** It is important to include in the methodology section any key M&E data provided by the programme/project being evaluated. You do not need to list everything, but key items, such as baseline study, midterm evaluations, regular monitoring reports, etc.
- ***Who is involved.*** It is usually most coherent to discuss the evaluation team composition and qualifications in a separate section of the TOR (as illustrated in Section 9 below). However, it is important in this section to specify who is responsible for the data collection and analysis. This includes any involvement of stakeholders, i.e. internal versus external evaluation, participatory evaluation, joint evaluations, etc.

Following are some additional questions to help guide the selection of evaluation methods: [15]

- What evidence is needed to address the evaluation questions/objectives?
- What data collection method(s) will be used to address the evaluation criteria and questions? Why were these methods selected? Are allocated resources sufficient?
- Who will collect the data?
- What is the framework for sampling? What is the rationale for the framework?
- How will programme participants and other stakeholders be involved?
- What data management systems will be used? That is, what are the planned logistics, including the procedures, timing, and physical infrastructure that will be used for gathering and handling data?
- How will the information collected be analyzed and the findings interpreted and reported?
- What methodological issues need to be considered to ensure quality?

6. Deliverables (or Outputs)

This section identifies the key deliverables or outputs from the evaluation. If there are different parties responsible for different deliverables, it is recommended to identify the responsible party for each deliverable. It is also recommended to identify specific dates for the deliverables; sometimes, it is useful to combine this information in the timeline section (see below). Specific deliverables will vary according to the evaluation, but below are some considerations:

- ***Inception report.*** An inception report is recommended for larger evaluations, to demonstrate a clear understanding and realistic plan of work for the evaluation, checking that the evaluation plan is in agreement with the TOR as well as the Evaluation Management Team, Commissioners and other stakeholders. For lighter reviews, an evaluation work plan will suffice. The inception report interprets the key questions from the TOR by the evaluator/s and explains what methodologies and data collection will be used to answer these. It also elaborates a reporting plan with identified deliverables, draft data collection tools such as interview guides, the allocation of roles and responsibilities within the evaluation team, and travel and logistical arrangements for the evaluation. (Parts of a well-prepared inception report can be adapted for the final evaluation report). Include page numbers and the preferred language for the report should it be relevant.
- ***Data collection plan.*** If an inception report is not required, then a data collection plan is recommended that summarizes key data collection events and related logistics.
- ***Debriefings – workshops.*** Oftentimes it is useful to schedule formal presentations for the evaluator/s to update stakeholders on the assessment progress and findings. This helps to check accuracy of data, confirm findings, and provide additional input and impressions to include in the final assessment. Furthermore, it keeps stakeholders informed, reinforcing transparency and building ownership. For example, consider having a ***Findings Workshop*** to present the initial findings, conclusions, and recommendations from the draft report before revision and final approval of the final report.

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15. UNDP, 2009. *Handbook on Planning, Monitoring and Evaluating for Development Results.* United Nations Development Programme. New York.

- ***Draft report/s.*** It is recommended to schedule a deadline for the draft report/s, with adequate time for review/revision for the final report. As a minimum, the draft report should include an executive summary, a profile (background) of the intervention evaluated, a description of the evaluation methods and limitations, findings, conclusions, lessons learned, and recommendations.

- ***Final report.*** Identify any specific requirements for the final report, including the expected deadline, language/s, length, and content. Specific report content will vary according to the evaluation, but at a minimum it should include an executive summary, background of the intervention evaluated, a description of the evaluation methods and limitations, findings, conclusions, lessons learned, recommendations, as well as appropriate appendixes, including a copy of the TOR, data collection instruments, and full citations for any cited resources. A report outline can be presented in the TOR Appendix.[16]

- ***Any additional deliverables.*** Identify any other outputs expected from the evaluation. This may be written or oral, such as case studies, photographic records, videos, presentations at conferences, etc.

7. Proposed Timeline

This section summarizes the timing of key evaluation events. It can be presented in different manners, including a Gantt Chart, or the example table below. "Proposed" is used in the section title so it is understood that the schedule will likely change as the evaluation progresses. However, it is important to initially think through and communicate the key stages of the evaluation at the TOR stage.

The detail of the timeline will often depend on how well the methodology and related requirements are known at the TOR stage (i.e. prior to consultation with the evaluator/s hired for the assignment). Typically, a more detailed timeline (or data collection and analysis plan) will be prepared by the Evaluation Manager with addition information not necessary for public dissemination in the TOR.

It may be best to combine this section with the deliverable section (Section 6 above). The following table illustrates some key activities to consider for a timeline, and how they can be presented with related deliverables.

Time Schedule	Activities	Deliverables
Week 1 and 2	1. Desktop study: review intervention documentation, and related primary/secondary resources for the evaluation. 2. Initial briefings 3. Development of detailed inception report, or data collection/analysis plan and schedule, draft methodology, and data collection tools.	• Inception report, data collection/analysis plan and schedule, draft methodology, and data collection tools.
Week 3, 4 and 5	1. Preparation and pilot of data collection tools. 2. Data collection in target communities according to data collection schedule. 3. Present Findings Workshop of initial findings and potential recommendations before draft report.	• Piloted data collection instruments • Data collection • Findings Workshop/s

16. Specific guidelines for report writing IFRC evaluation reports are forthcoming. Meanwhile, an useful resource is the Evaluation Report Checklist, developed by Western Michigan University, http://www.wmich.edu/evalctr/checklists/evaluation-checklists/

Time Schedule	Activities	Deliverables
Week 6	Prepare draft evaluation report.	• Draft version of evaluation report.
Week 7	Revise and submit final evaluation report.	• Final draft of evaluation report.
Week 9	Final virtual presentation/s	• Final virtual presentation/s

8. Evaluation Quality and Ethical Standards

The following wording is recommended to uphold IFRC Framework for Evaluation standards:

The evaluator/s should take all reasonable steps to ensure that the evaluation is designed and conducted to respect and protect the rights and welfare of people and the communities of which they are members, and to ensure that the evaluation is technically accurate, reliable, and legitimate, conducted in a transparent and impartial manner, and contributes to organizational learning and accountability. Therefore, the evaluation team should adhere to the evaluation standards and specific, applicable process outlined in the IFRC Framework for Evaluation. The ***IFRC Evaluation Standards*** *are:*

1) ***Utility:*** *Evaluations must be useful and used.*

2) ***Feasibility:*** *Evaluations must be realistic, diplomatic, and managed in a sensible, cost effective manner.*

3) ***Ethics & Legality:*** *Evaluations must be conducted in an ethical and legal manner, with particular regard for the welfare of those involved in and affected by the evaluation.*

4) ***Impartiality & Independence:*** *Evaluations should be impartial, providing a comprehensive and unbiased assessment that takes into account the views of all stakeholders.*

5) ***Transparency:*** *Evaluation activities should reflect an attitude of openness and transparency.*

6) ***Accuracy:*** *Evaluations should be technically accurate, providing sufficient information about the data collection, analysis, and interpretation methods so that its worth or merit can be determined.*

7) ***Participation:*** *Stakeholders should be consulted and meaningfully involved in the evaluation process when feasible and appropriate.*

8) ***Accountability:*** *Evaluations should be conducted ensuring the accountability by adequately documenting the evaluation process and products, aligning evaluation practice with an equity approach, and implementing the recommendations into actions.*

It is also expected that the evaluation will respect the seven ***Fundamental Principles of the Red Cross and Red Crescent:*** *1) humanity, 2) impartiality, 3) neutrality, 4) independence, 5) voluntary service, 6) unity, and 7) universality. Further information can be obtained about these principles at: https://www.ifrc.org/who-we-are/international-red-cross-and-red-crescent-movement/fundamental-principles"*

9. Evaluator/s Profiles Needed

This section summarizes the composition and technical qualifications of the evaluator or evaluation team. Sometimes called "Evaluation Team Profile," depending on the evaluation it can include external consultants, partners, or internal staff. It is important to specify any ***involvement of key stakeholders*** in the evaluation process. This includes internal staff, targeted stakeholders, programme partners, donors, and other stakeholders. Even if it is an external evaluation, it is always a good idea to have some of the project and local National Society staff involved in the evaluation.

Stakeholder involvement (including the drafting of the TOR) increases understanding, ownership, and ultimately utilization of the evaluation.

Qualifications will largely depend on the specific evaluation. When a whole team is involved, sometimes they are written as the minimum requirements for the evaluation team leader (lead consultant). Although not exhaustive some examples of different qualifications include:

- *Minimum qualification of a PhD in XXX (i.e. health sciences, sociology/demography and/or economics), or a Masters with equivalent combination of education and relevant work experience.*
- *Demonstrated experience planning and implementing final project evaluations required.*
- *Minimum of 7 to 10 years of monitoring and evaluation experience required.*
- *University degrees at the post-graduate level in relevant field of study.*
- *Demonstrated competence in managing quantitative data and carrying out inferential statistics required.*
- *Proven track record of conducting qualitative research including the development of interview schedules and qualitative data analysis required.*
- *At least five years of direct full-time experience in the monitoring and evaluation field with at least three years experience designing and implementing household surveys.*
- *Experience in all aspects of household survey management to include: training and management of enumerators, instrument design, validity testing, pilot testing, quantitative analysis, etc.*
- *Experience in qualitative data collection and data analysis techniques (especially in the design of coding schemes).*
- *Excellent written and spoken English skills required or Excellent analytical, writing and presentation skills.*
- *Experience training local staff to serve as data collection agents required.*
- *Strong computer skills in spreadsheet, word processing, database management (MS Access) and statistical analysis software familiarity (SPSS, Stata, SaaS), and presentation software required.*
- *Strong interpersonal and organizational skills required.*
- *Working knowledge of XXXX language strongly preferred.*
- *Experience working in the XXXX strongly preferred.*

- *Knowledge and experience working with the Red Cross Red Crescent Movement preferred.*
- *Familiarity with trends and developments in international XXXX (i.e. shelter construction) support preferred.*
- *Demonstrated capacity to work both independently and as part of a team.*
- *Strong interpersonal and communication skills.*

10. Application Procedures

This section should clearly state specific procedures, materials, and deadlines for potential applicants to submit their application. This is a critical section of the TOR that can save you much time in the recruitment process, and help you determine relatively quickly qualifications and who to shortlist for the next stage in the application process. Following is an example of this section with submission materials:

Interested candidates should submit their application material by XdateX to: (list name and address, or email). Application materials should include.[17]

1. ***Curricula Vitae** (CV) for all members of the team applying for consideration.*
2. ***Cover letter** clearly summarizing your experience as it pertains to this assignment, your daily rate, and three professional references.*
3. ***Technical proposal** (when appropriate) not exceeding five pages expressing an understanding and interpretation of the TOR, the proposed methodology, a time and activity schedule, and itemizing estimated costs for services.*
4. *At least one example of an **evaluation report** most similar to that described in the TOR.*

Application materials are non-returnable, and we thank you in advance for understanding that only short-listed candidates will be contacted for the next step in the application process.

11. Appendices

The Appendix provides additional information relevant to the TOR. Depending on the evaluation and TOR, contents for the Appendix can include:

- Bibliography of documents (secondary sources) to be reviewed.
- Maps of project & intervention location(s).
- List of persons/organizations to be interviewed.
- Interview questions used for KIIs and/or focus group discussions, as well as survey questions (if a survey is used as a data collection method).
- Evaluation plan (if felt more appropriate to present here rather than the section above).
- Suggested report outline (see example above).
- Etc.

17. *Note evaluations do not always require each of these items – this is only a list of examples to consider*

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