PMER

(planning, monitoring, evaluation, reporting)

Pocket guide

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International Federation of Red Cross and Red Crescent Societies (IFRC)
www.ifrc.org/MandE

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1. Introduction

Purpose and audience

The purpose of this pocket guide is to provide a user-friendly summary of key PMER concepts and practices for good results-based management of IFRC projects, programmes, and services. **Results-based management (RBM)** is an approach to project/programme management based on clearly defined results, and the methodologies and tools to measure and achieve them.

Good PMER leads to quality RBM, allowing us to:

- ***Better implement our programmes and projects towards our shared mission***
- ***Promote organizational learning and knowledge sharing***
- ***Uphold accountability and compliance, not only to donors and partners, but the people we serve.***
- ***Provide opportunities for stakeholder feedback and participation, especially beneficiaries***
- ***Promote and celebrate our work by highlighting our accomplishments and achievements, building morale and contributing to resource mobilization.***

The intended audience of this pocket guide is people managing projects/programmes in National Red Cross and Red Crescent Societies and the IFRC secretariat. In addition, it has been designed to be understood by other users, including IFRC staff and volunteers, donors and partners.

PMER and ethical responsibility

The IFRC exists to improve the lives of vulnerable people by mobilizing the power of humanity. The way that we work, including PMER practices, should take seriously the ethical responsibilities that this implies. Project/programme planning should address people's real needs with equity, dignity, and meaningful participation. Monitoring, evaluation, and reporting involves collecting, analyzing, and communicating information about people – it is important it is conducted in an ethical and legal manner, with particular regard for the welfare of those involved in and affected by it. Therefore, PMER practices should:

- **Uphold the Red Cross Red Crescent *Fundamental Principles* and *Code of Conduct***
- **Respect the customs, culture, and dignity of human subjects**
- **Uphold the principle of "do no harm." (maximize the benefits and reduce any unnecessary harm)**
- **Foster meaningful participation and involvement**
- ***Ensure that stakeholders can provide comment and voice complaints.***

Key PMER resources and tools

The content of this pocket guide summarizes three key IFRC PMER resources and related tools, summarized below. *Therefore, remember that further detail on each topic can be obtained in the respective resource.* (Note, each title below is hyperlinked to access the publication online when reading in a .pdf format.).

Project/Programme Planning (PPP) Guidance Manual

- Stakeholder analysis
- SWOT analysis
- Problem tree analysis
- Logframe table

Project/Programme Monitoring and Evaluation (M&E) Guide

- M&E plan table
- Indicator tracking table
- Project/programme management report template
- Multiple other M&E templates

Framework for Evaluation

- Evaluation criteria
- Evaluation standards
- Evaluation processes
- Terms of reference

IFRC PMER resource websites

The above resources and other PMER resources can be accessed online at:

- **IFRC website**, **www.ifrc.org/mande**. This is accessible to anyone, and includes PMER resources.
- **FedNet, https://fednet.ifrc.org/en** (go to National Society Knowledge Development > Planning & Evaluation). This non-public website is accessible only to registered IFRC members and partners. It includes an extensive inventory of PMER resources, including PMER training resources.
- **IFRC's Community of Practice**, https://fednet.ifrc.org/en/communities/communities-of-practice/. Here you can find a variety of online forums on topics related to PMER, most notably the **PMER Community of Practice**, but also communities of practice on Complaints & Feedback Mechanisms, Project/Programme Management Systems. Type in "PMER" into the "Search here" space or just browse around.
- **IFRC Online Project/Programme Planning Course,** Available on the IFRC's learning platform, through **https://ifrc.csod.com/client/ifrc/default.aspx** (search for "PPP" or "PMER"). This free online course is made up of two 60-90 minute modules.

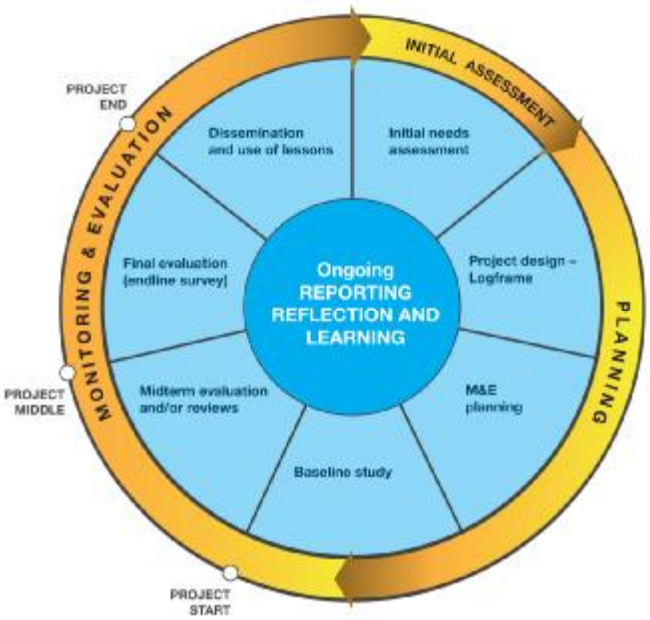
Pocket guide feedback

This pocket guide is a living draft and will be regularly reviewed, updated, and improved. The scale and scope of PMER at IFRC is such that tools and approaches are often revised or developed. Review and revision of this pocket guide will ensure it reflects current PMER approaches, resources, and tools. Feedback or questions can be directed to the IFRC planning and evaluation department, secretariat@ifrc.org, or P.O. Box 372, CH-1211 Geneva 19, Switzerland.

2. The project cycle and PMER planning

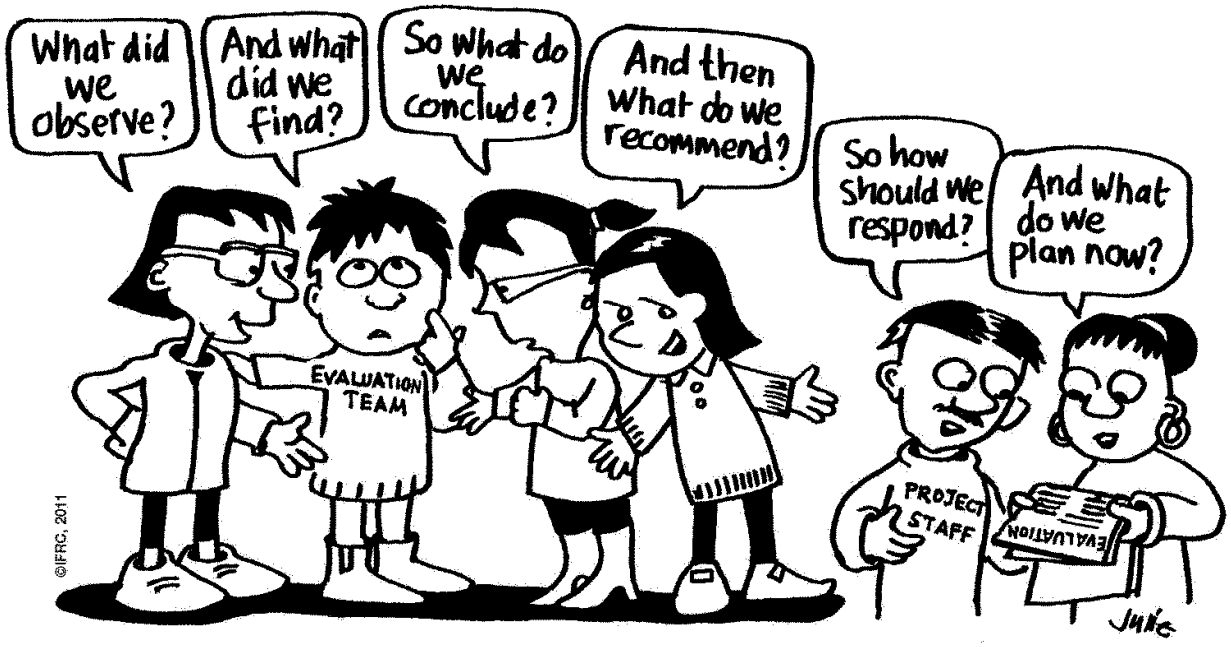
The project cycle

The project cycle diagram summarizes some of the major PMER activities that often occur during the project cycle. Note that reporting, learning and reflection can occur at any point in the project lifecycle. These activities are further discussed in this and other IFRC PMER guides, but following is a brief summary:



1. ***Initial assessment*** – done to determine whether a project/programme is needed, and if so to inform its planning.
2. ***Logframe*** – involves the operational design of the project/programme and its objectives, indicators, means of verification, and assumptions.
3. ***M&E planning*** – practical planning to monitor and evaluate the logframe's objectives and indicators.
4. ***Baseline study*** – the measurement of the initial conditions before the start of a project/programme.
5. ***Midterm evaluation and/or reviews*** – conducted to assess and inform ongoing implementation.
6. ***Final evaluation*** – conducted at project/programme end to assess how well it achieved its intended objectives.
7. ***Dissemination and use of lessons*** – informs ongoing programming modification and improvement.

Note: the generic project cycle is useful to represent common PMER activities, but it is important to acknowledge that each project (and programme) ultimately varies according to the local context and need. For example, in emergency operations, actual project start-up may occur before assessment and planning.



3. Initial assessment

The initial assessment is done to identify needs/problems, and inform if and what intervention (e.g. project/programme) should be planned.[1] The initial assessments can be conducted in many ways, according to programme context and focus. For instance, IFRC uses Vulnerability Capacity Assessment (VCA), Guidelines for Assessment in Emergencies, while some sectors also have specifically tailored guidelines, such as the Global Food Security Assessment Guidelines. Following are three approaches for initial assessment commonly used at IFRC, each discussed in more detail in the IFRC Project/Programme Planning Guidance Manual.

Remember, whichever approach is used for initial assessment, it is important to meaningfully involve local stakeholders during the assessment process…

A) Stakeholder analysis

A stakeholder analysis examines different groups of people with an interest in what is being done. It helps to best align an intervention with people's needs, capacities, motivations and commitment. The example table below illustrates one format to examine the main considerations for different stakeholder groups.

Example stakeholder analysis table

	Community leaders	Women's groups	Schoolchildren	National Society volunteers	Local authorities
Problems	Have some responsibility to ensure the safety of the community	Do not have enough information to prepare for disaster	Vulnerable to disaster and health risks	Need better links with community to reduce disaster risk	Have to ensure safety of the community
Interests	Want to ensure safer community	Want to get a better understanding of disaster risk	Want to be better protected from risk	Want to be able to work well with the community	Want to demonstrate improvements in community safety
Potential	Knowledge of the local situation and power relations	In-depth knowledge of the community (weather and harvest patterns)	Keen to learn and pass on messages	Committed and skilled facilitators and community motivators	Cooperation and support greatly facilitate project
Interaction	Through monthly local committee meetings	Through monthly women's group meetings	Arrange school visits through teachers who are linked to the National Society	Through National Society branch structures	Through National Society branch structures
Others' action	Also work with the INGO "Disaster Relief Action" and several church groups	Some groups have relations with church groups	Many children attend church group activities	Good relations between other NGOs and church groups	Generally good relations
Red Cross Red Crescent action	The National Society (Xland Red Cross) has been working for many years across the country with community leaders Currently no active work on disaster management	Xland Red Cross has agreements in place with main groups Zland Red Cross (partner National Society) supporting mothers' clubs	No ongoing projects, good relations with all Red Cross Red Crescent actors	Good regular relations with the ICRC and IFRC through Xland Red Cross	ICRC and Xland Red Cross have carried out dissemination campaign recently

Source: IFRC Project/Programme Planning Guidance Manual, page 18

[1] During the initial assessment, the decision whether or not to design and implement an intervention has not been made, whereas during analysis in the planning phase, we already know we are going to carry out the intervention.

B) SWOT analysis

Another common tool used to analyze a situation before designing an intervention is a strengths, weakness, opportunities, and threats (SWOT) analysis. A SWOT can be conducted of a situation, an organization/stakeholder, a partnership, etc.

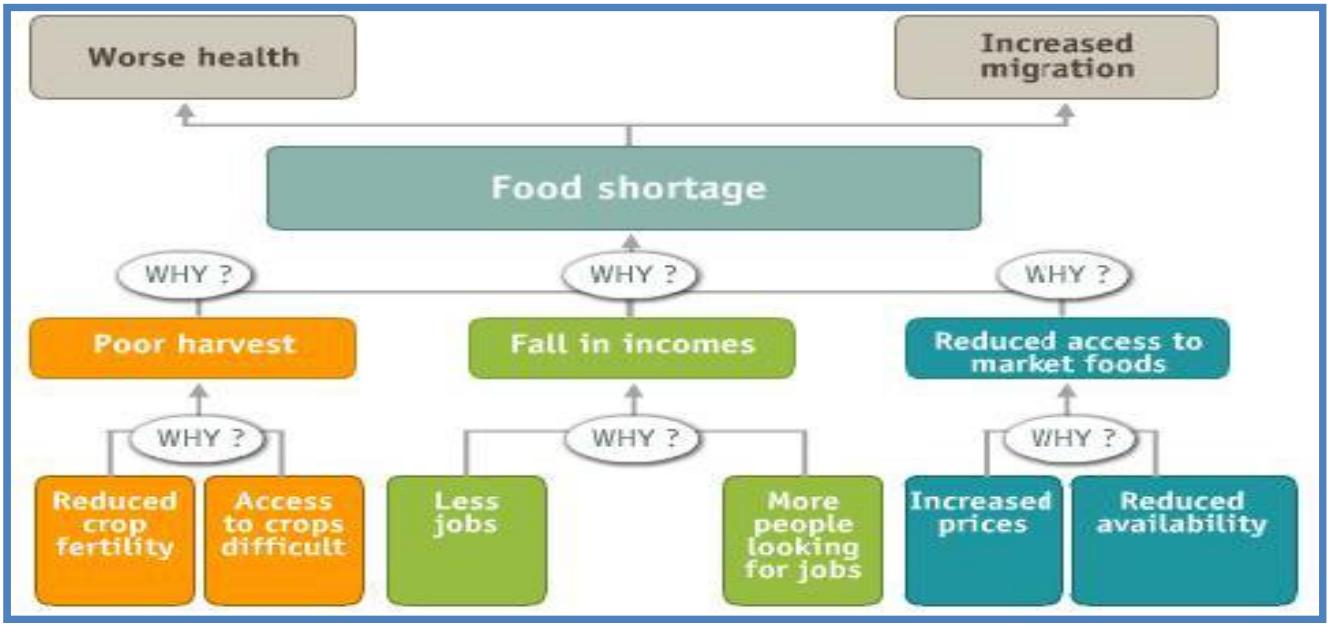
Example SWOT analysis of a National Society	
STRENGTHS • Good knowledge of the community • Good experience in disaster response and preparedness in other parts of the country • Understanding of issues of disaster risk reduction • Good links with the IFRC and other National Societies.	**WEAKNESSES** • Little influence over local government structures • No experience in training other institutions.
OPPORTUNITIES • Good links with schools through Red Cross Youth clubs • Funding and technical assistance are available from the IFRC and other National Societies.	**THREATS** • Government structures may not be able to support the work • Communities may not be interested/willing to engage on disaster risk.

Source: IFRC Project/Programme Planning Guidance Manual, page 20

C) Problem analysis

Problem analysis examines one or more problems to identify their causes and decide whether and how to address them. A variety of tools can be used for problem analysis. One commonly-used tool is the "problem tree," which can be carried out in three steps:

1. Discuss in a group the various issues that have been identified in the assessment
2. Identify and agree on the core problem(s) to be addressed
3. Identify and analyze the causes and effects of the core problem(s).



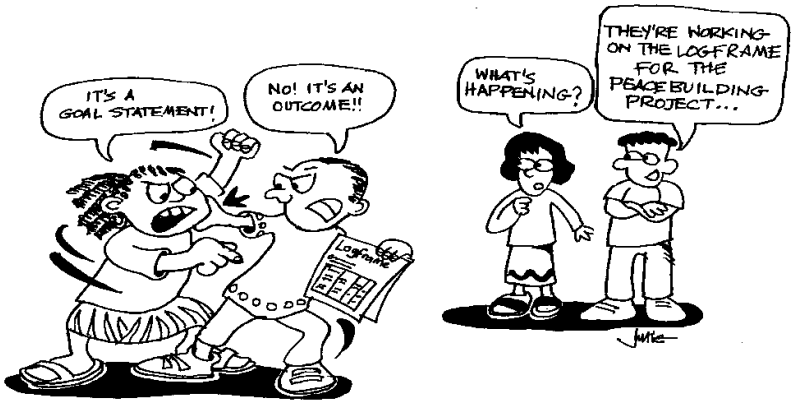
4. Planning – project/programme design

Logframe design

The IFRC adopts the logical framework approach to design projects, programmes, and other initiatives. We use a **logframe** table to summarize a project's operational design, including the intended results, how to measure them, and key assumptions to monitor. **The table below illustrates the format and defines the logframe terminology as we use at IFRC.** A logframe template in MS Word can be accessed on FedNet or at http://www.ifrc.org/mande.

IFRC logframe format and definition of terms			
Objectives (Intended results)	**Indicators** (To measure the results)	**Means of verification** (How to measure indicators)	**Assumptions** (What else to monitor)
Goal Long-term results that an intervention seeks to achieve, which may be larger than the intervention itself.	**Impact indicators** Quantitative and/or qualitative criteria to reliably measure achievement or changes towards the goal.	The source and method by which the indicator will be measured.	External conditions necessary for the achievement of the objective, but beyond the control of the project/programme team.
Outcomes[2] Primary result(s) that an intervention seeks to achieve, most commonly in terms of changes in knowledge, attitudes or practices of the target group.	**Outcome indicators** As above, connected to the stated outcome.	As above	As above
Outputs The tangible products, goods and services and other immediate results that lead to the achievement of outcomes.	**Output indicators** As above, connected to the stated outputs.	As above	As above
Activities[3] The collection of tasks to be carried out in order to achieve the outputs.	**Process indicators** As above, connected to the stated activities.	As above	As above

Source: IFRC Project/Programme Planning Guidance Manual, page 28



Beware of logframe semantic battles

Different organizations often use different terms for the logframe hierarchy. Don't get caught up in arguments about semantics. However the results in the left column are stated, the most important things is that there is a clear logic to the sequence of results.

[2] When there is more than one outcome in a project, the preferred IFRC format is to list the outputs under each outcome.
[3] Activities may often be included in separate document (e.g. activity schedule / GANTT chart) for practical purposes.

The table below provides a simple example logframe with objectives for disaster management. Note that this is a simplified example, and a more complete logframe will typically have more objectives and indicators.

Abbreviated example logframe – community disaster preparedness			
Objectives (Intended results)	**Indicators** (To measure the results)	**Means of verification** (How to measure indicators)	**Assumptions** (What else to monitor)
Example goal Improve disaster management capacity in XXX country by year 2015.	**G1.** Percentage of communities that meet the minimum disaster preparedness criteria of the National Disaster Management Agency.	**1.** Secondary data collected and reported on by the National Disaster Management Agency.	National civil unrest does not prevent programme implementation in target communities.
Example outcome 1 Build the capacity of target communities to prepare for, respond to, and mitigate disasters.	**1.a.** Percentage of target communities that successfully conduct a minimum of one disaster drill per year.	**1**. Direct observation of community performance recorded in disaster drill checklist. **2**. Community focus group discussion every six months.	No regional epidemics or disasters prevent community participation in the programme.
Example Output 1.1 Community Disaster Management Plan developed by the Community Disaster Management Committee.	**1.1a.** Percentage of communities with developed or improved Community Disaster Management Plan from the Community Disaster Management Committee.	**1.** Inventory of Community Disaster Management Plan. **2.** Community Disaster Management Committee meeting minutes.	NA (not applicable)
Activities 1.1.1 Weekly Community Disaster Management Committee meetings.	**1.1.1a** Number of Community Disaster Management Committee meetings.	**1.** Community Disaster Management Committee meeting minutes.	NA

It may be preferable to leave activities out of the logframe, and instead provide such detail in a separate activity planning document; the abbreviated table below illustrates an example format with column headings that can be changed accordingly.

Abbreviated example format for an activity planning table							
Activity	**Timing**	**Output**	**Red Cross role**	**Partner**	**Inputs**	**Budget**	**Comment**
Output X							
Activity 1.1.1							
Output Y							
Activity 1.2.1							
Etc.....							

Indicator reminders

Indicators are critical to assess our progress towards objective; therefore should be careful selected. At IFRC, we often use the acronym "**SMART**" as a reminder to keep indicators specific, measurable, achievable, relevant, and targeted. (SMART can also be used in the development of objective statements). Below is a summary of some other key indicator reminders.

- **Be sure to use standard indicators when appropriate**. There is no need to spend the time designing indicators if it has already been done by the sector (programme area) experts. Also, standardized indicators allow comparison across programmes.
- **Be careful not to have too many indicators**, which can strain capacity. Only measure what is necessary and sufficient to inform programme management and assessment. 1–3 indicators per objective statement are usually sufficient.
- **Keep the indicator specific and precise**. For example, it is better to ask how many children have a weight/height ratio above malnourished levels than to enquire generally whether the household suffers from malnourishment.
- **Be sure you have the capacity or resources to measure the indicator – or a secondary source**. It can cost a lot of money to measure complex indicators. However, it may be possible to use a complex indicator already measured by a government ministry, international agency, etc.
- **Don't just have "counts" but also measure change**. Do not over-concentrate on low-level, easy to measure indicators (activities and outputs). These are important for programme management, but it is also important to have indicators to measure higher level changes, such as in knowledge, attitudes, and behaviour.

5. Baselines

A "baseline" refers to measurements of key conditions (indicators) before a project begins, from which change and progress can be assessed. Without baseline data, it can be very difficult to plan, monitor and evaluate future performance. Typically, ***baseline values should be determined prior to a project/programme start*** so that they truly reflect pre-project conditions for later comparison to determine what difference the project has made. Sometimes a baseline study is require well before a project start to inform project development/proposal, e.g. as part of donor requirements to inform investment decisions. But typically, the baseline study is conducted after the project needs assessment and the project design identifies the specific indictors to be measured for baseline conditions.

Sometimes baseline data is available, while other times a ***baseline study*** is needed to determine baseline conditions. There is no one way to do a baseline study, and it will depend on a variety of project-specific factors, ranging from specific indicators to time and budget. The IFRC guide, Baseline Basics, provides more detailed information about determining how baseline data can be obtained, and key references to additional resources. Following are four common scenarios encountered for obtaining baseline data that are described further in the Baseline Basics guide.

1. **No baseline study needed**. Sometimes baseline data is already known. For example, with an indicator for a disaster preparedness project, "# of communities that have conducted a vulnerability capacity assessment," it may already be known that no communities has conducted a VCA, and therefore the value is "0." Sometimes baseline data is already available from secondary data, such as the project needs assessment or other reliable external resources.
2. **"Light" baseline study needed**. Sometimes the number of baseline indicators and the methods to measure them is not excessive in time, capacity, and resources. For example: secondary data may be available; less costly qualitative methods such as individual/group interviews may be adequate; relatively easy and low-cost surveys, such as online surveys.
3. **"Heavy" baseline study needed**. Sometimes it is necessary to have a more rigorous baseline study. For example, the indicator for a water/sanitation project, "% children in target communities under 3 years of age with diarrhea in the last two weeks," may require a household survey along with other baseline indicators, which could involve developing a questionnaire, determining the sample method, training enumerators, and statistically analyzing the data.
4. **Reconstructing Baseline Data**. Sometimes a baseline study is needed, but it was not conducted prior or near to project start. This may occur for a variety of reasons, but there are some methods to reconstruct the baseline measurements. The IFRC guide, Baseline Basics, reviews the methods, which include the use of reliable secondary data, recall, and qualitative interview methods.

6. Monitoring & evaluation (M&E)

Comparing monitoring, evaluation, reviews, and audits

The table below summarizes the key differences at IFRC between monitoring and evaluation, as well as audits and reviews. However, there is important overlap in these activities; Monitoring provides data for evaluation, and evaluation can occur when monitoring. For example, monitoring may tell us that 200 community facilitators were trained (what happened), but it may also include post-training tests to assess (judge) how well they were trained.

	Monitoring and reviews	Evaluations	Audits
Why?	Check progress, inform decisions and remedial action, update project plans, support accountability.	Assess progress and worth, uphold accountability, and identify lessons for organizational learning and continued programming.	Ensure compliance and provide assurance and accountability.
When?	Ongoing during project/programme.	Periodic and after project/programme.	According to (donor) requirement.
Who?	Internal, involving project/programme implementers.	Can be internal or external to organization.	Typically external to project/programme, but internal or external to organization.

Source: IFRC Project/Programme M&E Guide, page 20

Six steps to M&E planning

The IFRC Project/Programme Monitoring and Evaluation Guide outlines six steps to plan for and manage an overall PMER system. Annex 4 in this guide (page 90) provides a detailed checklist of each for each of these steps:

1. ***Identify the purpose and scope of the M&E system***
2. ***Plan for data collection and management***
3. ***Plan for data analysis***
4. ***Plan for information reporting and utilization***
5. ***Plan for M&E human resources and capacity building***
6. ***Prepare the M&E budget.***

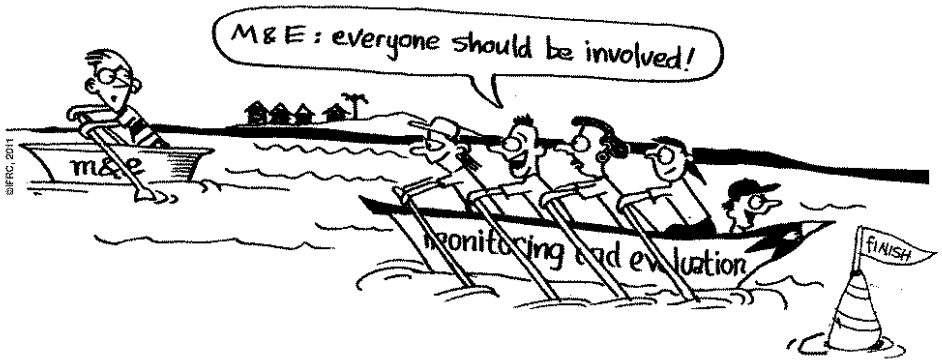
The M&E plan

M&E plans are sometimes called different names by different users, such as an "indicator planning table" or "data collection plan." While the names (and formats) may vary, the overall function remains the same – ***to detail the requirements for the measurement of each indicator and assumption.*** The M&E Plan not only helps to realistically measure the indicators and assumptions; this, in turn, ***helps to realistically plan for programme implementation***.

The table below is an example of the IFRC recommended M&E Plan format, with definitions of each column, and an example of an indicator and assumption. An M&E Plan template and instructions are available at http://www.ifrc.org/mande.

IFRC M&E plan format and definitions of terms					
Indicators (and assumptions)	**Indicator definition (and unit of measurement)**	**Data collection methods/sources**	**Frequency and schedule**	**Person/s responsible**	**Information use/audience**
This column lists indicators, which can be quantitative (numeric) or qualitative (descriptive observations) and are typically taken directly from the logframe.	*This column defines key terms in the indicator for precise measurement and explains how the indictor will be calculated, i.e., the numerator and denominator of a percent measure. It also should note any disaggregation, i.e., by sex, age, or ethnicity.*	*This column identifies information sources and data collection methods/tools. It should indicate whether data collection tools (surveys, checklists) exist or need to be developed.*	*This column identifies the frequency data will be collected, i.e., monthly, quarterly, or annually. It also identifies anything to schedule, such as deadlines to develop tools.*	*This column identifies people responsible and accountable for indicator measurements. People's name and title should be listed to encourage accountability.*	*This column identifies the intended audience and use of data, i.e., monitoring, evaluation, or reporting to policy makers or donors. When necessary, it should state ways the findings will be formatted (i.e. reports or presentations) and disseminated.*

Source: IFRC Project/Programme M&E Guide, page 32



The table below provides an example <u>indictor and assumption for an M&E plan</u>. An actual M&E plan would be much longer, containing all project indicators and assumptions from the logframe.

M&E Plan Examples					
Indicators (and assumptions)	**Indicator definition (and unit of measurement)**	**Data collection methods/sources**	**Frequency and schedule**	**Person/s responsible**	**Information use/audience**
<u>Example Indicator</u> Percentage target communities successfully conducting a minimum of one disaster drill per year.	1. ***Community*** refers to geographic locations recognized by the local government municipality and census. 2. ***Success*** determined by unannounced drill through early warning system; response time under 20 minutes; community members report to designated area per the Community Disaster Management Plan; community disaster response team assembles and is properly equipped. 3. ***Numerator***: # of schools with successful scenario per quarter 4. ***Denominator***: total # of targeted schools	1. Pre-arranged site visits to observe disaster drill and complete disaster drill checklist. (Checklist needs to be developed.) 2. Community focus group discussion every six months. (Focus group questionnaire needs to be developed.)	1. Disaster drill checklist data collected quarterly. 2. Focus group discussion every six months. 3. Begin data collection on [date] 4. Disaster drill checklist and focus group questionnaire completed by [date]	School Field Officer: Shantha Warnera	1. Project monitoring and learning with target communities. 2. Quarterly management reports for strategic planning to headquarters. 3. Impact evaluation to justify intervention to Ministry of Disaster Relief, donors, etc. 4. Accountability to donors and public through community meetings, website posting, and local newspaper reports.
<u>Example Indicator</u> Percentage children in target communities under 3 years of age with diarrhea in the last two weeks.	**Diarrhoea:** passage of three or more loose or liquid stools per day (WHO). **Numerator**: # children under 5 years of age with diarrhea in the last two weeks. **Denominator**: Total # of targeted children in resettlement communities	1. Data collected through KAP household survey administered through random sample and entered into KAP analysis database. [Data to be compared with Ministry of Health / WHO statistics for region.]	1. KAP survey on April 2005, as part of baseline, prior to program implementation. 2. KAP survey at program end, as part of endline survey. 3. Development and pilot of KAP survey by March 2005.	1. KAP survey developed by WatSan team under direction of program coordinator (Susan Smith). 2. KAP survey administered as part of baseline/endline by external consultancy with team management.	**Baseline KAP**: WatSan program planning team for target setting and later impact assessment. **Endline**: included in final evaluation report to assess impact.. To inform project management SLRC, and IFRC and accountability to donors.
<u>Example Assumption</u> National civil unrest does not prevent programme implementation in target communities.	Civil unrest refers to the previous history of "faction A" fighting with "faction B."	1. Field monitoring by programme team with community partners. 2. ICRC daily reports. 3. Media monitoring of national newspapers and TV/radio broadcasting.	Ongoing monitoring during duration of programme.	Field monitoring: programme team. ICRC and media monitoring: programme manager, Jessica Leder	Monitor risks for informed implementation and achievement of the project objective/s.

Source: IFRC Project/Programme M&E Guide, Annex 8

The indicator tracking table (ITT)

An indicator tracking table (ITT) is used to monitor actual indicator performance. While the M&E plan prepares to realistically measure the indicators, the ITT is where the ongoing indicator measurements are recorded. Therefore, the ITT is an important tool for evidence-based reporting.

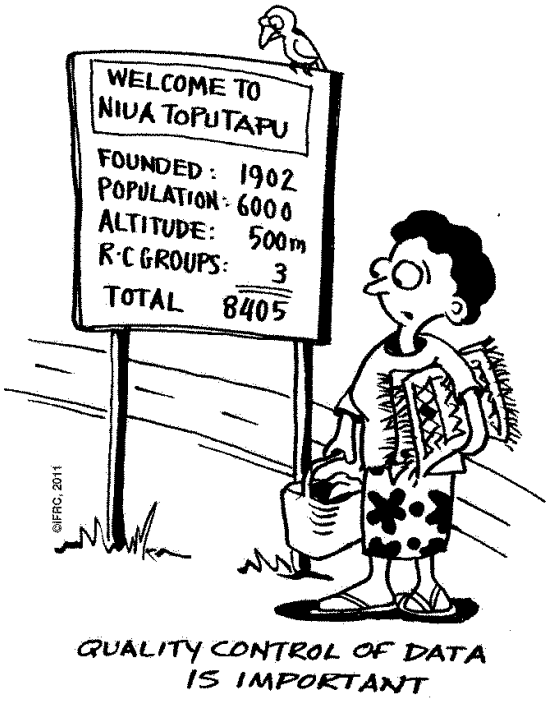
The table below provides an example indictor and assumption for an ITT. An actual ITT would be much longer, containing all project indicators and assumptions from the logframe. An ITT template with examples and instructions (in MS Excel) can be accessed on FedNet or at http://www.ifrc.org/mande.

Abbreviated example – indicator tracking table (ITT)

Indicator	Life of project target	Life of project to date	% of Life of project target to date	Annual project target	Year to date	% of Annual target to date	Project baseline		Q1 reporting period			Insert additional columns as needed
							Date	Value	Target	Actual	% Target	
1a: # participating communities conducting a vulnerability and capacity assessment quarterly.	50	6	8%	20	6	33%	May 2011	0	10	6	40%	

Source: IFRC Project/Programme M&E Guide, page 46

An important function of the ITT is that it helps to determine variance - the difference between identified targets and actual results, (percentage of target reached). For instance, in the example above, ten communities were targeted to conduct a VCA during the first reporting quarter. However, the actual communities conducting a VCA were only five. Therefore, the percentage of target is 40 per cent, and the variance (difference between identified targets and actual) is 50 per cent.



Quality control is essential

Remember, the data analysis and decisions that it informs is only as good as the data is reliable. In addition to careful measurement, we should be careful to properly record and manage data as part of our overall information management system.

7. Reporting

Reporting is the most visible part of the PMER system, where collected and analyzed data is presented as information for stakeholders to use. The following points summarize key elements of good reporting:

- ***Identify reporting needs/audience***. Reports should be prepared for a specific purpose/audience. This informs the appropriate content, format and timing for the report.
- ***Determine reporting frequency***. It is critical to identify when the information is needed, and to set realistic reporting deadlines in relation to the time, resources and capacity needed to produce and distribute reports.
- ***Roles and responsibilities***. It is important to specifically identify the people who will be responsible for each type of report.
- ***Appropriate format***. Reporting formats should be appropriate for the intended user(s).
- ***Complete***: Reporting should provide a sufficient amount of information for its intended use, and it is especially important to follow any reporting requirements.
- ***Consistent***. Reporting should adopt units and formats that allow comparison over time, enabling progress to be tracked against indicators, targets and other agreed-upon milestones.
- ***Simple and user friendly***. The language and reporting format used should be clear, concise and easy to understand.

The following table summarizes the main elements of the recommended IFRC project/programme management report. A complete template with guidance in MS Word can be accessed on FedNet or at http://www.ifrc.org/mande.

IFRC project/programme report outline[4]	
1.	***Project/programme information***. Summary of key project/programme information, e.g. name, dates, manager, codes, etc.
2.	***Executive summary***. Overall summary of the report, capturing the project status and highlighting key accomplishments, challenges, and planned actions. Also includes relevant Federation-Wide Reporting System (FWRS) indicators.
3.	***Financial status.*** Concise overview of the project/programme's financial status based on the project/programme's monthly finance reports for the reporting quarter.
4.	***Situation/context analysis – (positive and negative factors)***. Identify and discuss any factors that affect the project/programme's operating context and implementation (e.g. change in security or a Government policy, etc), as well as related actions to be taken.
5.	***Analysis of implementation***. Critical section of analysis based on based on the objectives as stated in the project/programme's logframe and data recorded in the project/programme indicator tracking table (ITT).
6.	***Stakeholder participation and complaints***. Summary of stakeholder participation and any complaints that have been filed.
7.	***Partnership agreements and accountability***. Lists any project/programme partners and agreements (e.g. project/programme agreement, MoU), and any related comments.
8.	***Cross-cutting themes***. Summary of activities undertaken or results achieved that relate to any cross-cutting themes (gender equality, environmental sustainability etc.).
9.	***Exit/sustainability strategy***. Update on the progress on the sustainability strategy to ensure the project/programme objectives will be able to continue after handover to local stakeholders.
10.	***PMER status***. Concise update of the project/programme's key planning, monitoring, evaluation, and reporting activities.
11.	***Key lessons***. Highlights key lessons and how they can be applied to this or other similar projects/programmes in future.
12.	***Annex***: Project/programme's indicator tracking table and any other supplementary information.

Source: IFRC Project/Programme M&E Guide, Annex 19

[4] Other reporting templates are also used for different purposes in the IFRC; However, the primary content and structure typically follows this generic outline.

8. Evaluation

The IFRC Framework for Evaluation (www.ifrc.come/mande) provides more detailed guidance for how evaluations are planned, managed, conducted, and utilized in the IFRC secretariat. The framework is designed to promote reliable, useful, ethical evaluations that contribute to organizational learning, accountability, and our mission to best serve those in need.

As the table below summarizes, the Framework for Evaluation identifies the eight ***criteria*** that guide what we evaluate in our work, and eight ***standards*** that guide how we evaluate our work.

The ***processes*** provide a list of 43 specific best practices to uphold the standards and guide the evaluation process, organized according to:

1. **Planning for an evaluation**
2. **Commissioning an evaluation**
3. **Data collection and analysis**
4. **Evaluation reporting**
5. **Evaluation dissemination and follow-up.**

IFRC Framework for Evaluation

Evaluation criteria (Guide *what* we evaluate in our work.)	Evaluation standards (Guide *how* we evaluate our work.)
1. **IFRC standards and policies**. The extent that IFRC work upholds the policies and guidelines of the International Red Cross and Red Crescent Movement.	1. **Utility**. Evaluations must be useful and used.
2. **Relevance and appropriateness**. The extent that IFRC work is suited to the needs and priorities of the target group, and compliments work from other actors.	2. **Feasibility**. Evaluations must be realistic, diplomatic, and managed in a sensible, cost effective manner.
3. **Efficiency**. The extent that IFRC work is cost-effectiveness and timely.	3. **Ethics and 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. **Effectiveness**. The extent that IFRC work has or is likely to achieve its intended, immediate results.	4. **Impartiality and independence**. Evaluations should provide a comprehensive and unbiased assessment that takes into account the views of all stakeholders. With external evaluations, evaluators should not be involved or have a vested interest in the intervention being evaluated.
5. **Coverage**. The extent that IFRC work includes (or excludes) population groups, and the differential impact on these groups.	5. **Transparency**. Evaluation activities should reflect an attitude of openness and transparency.
6. **Impact**. The extent IFRC work affects positive and negative changes on stakeholders, directly or indirectly, intended or unintended.	6. **Accuracy**. Evaluations should be technical accurate, providing sufficient information about the data collection, analysis, and interpretation methods so that its worth or merit can be determined.
7. **Coherence**. The extent IFRC work is consistent with relevant policies (e.g. humanitarian, security, trade, military and development), and take adequate account of humanitarian and human rights considerations.	7. **Participation**. Stakeholders should be consulted and meaningfully involved in the evaluation process when feasible and appropriate.
8. **Sustainability and connectedness**. The extent the benefits of IFRC work are likely to continue once IFRC's role is completed.	8. **Collaboration**. Collaboration between operating partners in the evaluation process improves the legitimacy and utility of the evaluation.

Source: IFRC Framework for Evaluation, 2011

The Fundamental Principles
of the International Red Cross and Red Crescent Movement

1. **Humanity**
   The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples
2. **Impartiality**
   It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.
3. **Neutrality**
   In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.
4. **Independence**
   The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.
5. **Voluntary service**
   It is a voluntary relief movement not prompted in any manner by desire for gain.
6. **Unity**
   There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.
7. **Universality**
   The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

The Code of Conduct
of the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief

1. The humanitarian imperative comes first.

2. 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.

3. Aid will not be used to further a particular political or religious standpoint.

4. We shall endeavour not to act as instruments of government foreign policy.

5. We shall respect culture and custom.

6. We shall attempt to build disaster response on local capacities.

7. Ways shall be found to involve programme beneficiaries in the management of relief aid.

8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.

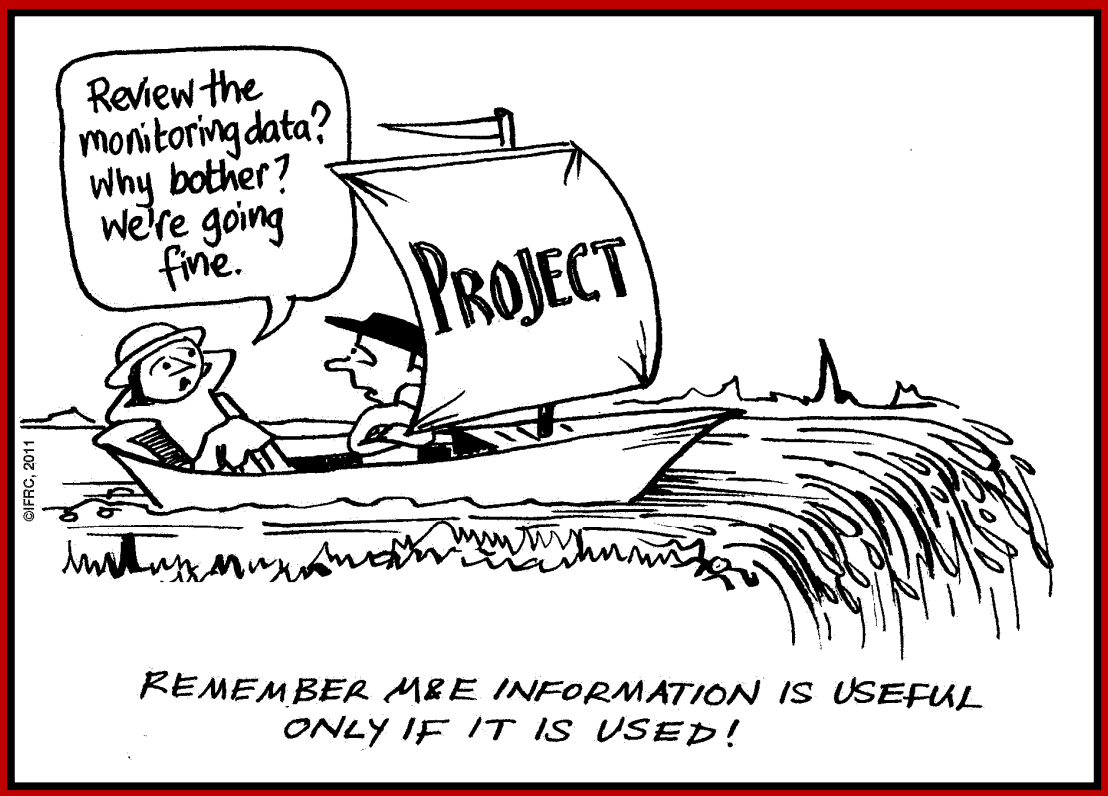
9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.

10. In our information, publicity and advertizing activities, we shall recognize disaster victims as dignified human beings, not hopeless objects.

PMER

(planning, monitoring, evaluation, reporting)

Pocket guide



"Don't leave home without it!"