



GUIDE & TEMPLATE FOR PREPARING AN ACTIVITY MONITORING, EVALUATION AND LEARNING PLAN

Introduction

Why an Activity MEL Plan?

- The Monitoring, Evaluation, and Learning Plan (MEL Plan) serves multiple purposes but primarily describes how the United States Agency for International Development (USAID) and the Implementing Partner (IP) will know whether an activity is making progress toward stated results. For USAID, it ensures adequate information is available for activity management and that data collection is consistent with data and learning needs of the Mission's Performance Management Plan (PMP), and the Mission's annual Performance Plan and Report (PPR). For the partner, the plan describes the process for monitoring, evaluating, and learning from implementation to adapt and achieve results. The MEL Plan ensures the generation of quality information and the opportunity for decision-making.

Why this guide?

- The purpose of the "Guide & template for preparing and Activity Monitoring, Evaluation, and Learning Plan" is to guide you through the preparation of your activity's MEL Plan indicating its content, and providing instructions on how to develop each section, according to Automated Directive System (ADS) 201 other USAID monitoring, evaluation, and learning guidelines, and best practices. Remember that activities must have an approved MEL Plan in place before major implementation actions begin.
- The guide provides guidelines, criteria, and standardized procedures, and links to external resources that allow deepening the contents, technical specifications necessary for its development and implementation. It also provides instructions for the development of each of the sections of the MEL Plan, and suggestions for the actions to be carried out before starting its elaboration.
- This guide is addressed to MEL Specialists who will lead the process.

MEL Plan content

- Even though there is no required format for an Activity MEL Plan, USAID/Peru strongly recommends using this template that comprises 9 sections as presented below. This template has been validated among USAID MEL Point of Contacts (PoCs), Contracting Officer Representatives (CORs), Agreement Officer Representative (AORs), and IPs.

Activity MEL Plan content



- MEL Plans are mandatory for all activities and highly recommended for buy-ins, except for Public International Organizations (PIOs) or bilateral donors; Development Finance Corporation (DFC) transaction agreements; program-assistance-type Government-to-Government (G2G) agreements; and activities exempted from activity-design requirements. These types of activities may opt to do a MEL Plan and should monitor the results of activities whether an Activity MEL Plan is required. (ADS 201.3.4.10). However, as said before, it is strongly recommended to use this template.

Before you start

- Review your award, and all planning documents available.
- Revise the Theory of Change (ToC) or development hypothesis ensuring their accuracy and clarifying how it relates to implementation and contributes to the achievement of the activity. If necessary, make any changes before developing the MEL Plan.
- Be aware of the budget assigned for MEL activities.
- Engage your leadership and colleagues in the importance of this tool. Explain to them the process and make sure they provide the needed information for the MEL Plan's development and assign time for discussion meetings and for reviewing your advances.
- Identify the language your MEL Plan must be written and presented. Coordinate with the COR/AOR/Activity Manager the best way to proceed if the activity needs the MEL Plan to be in Spanish for sharing with Peruvian stakeholders. If easier, present it in Spanish and when approved, translate it to English.

When writing the MEL Plan

- Please develop the MEL Plan in the template that accompanies this guide and write it, so it is a stand-alone document, and anyone can read it and understand it.
- Keep it simple having in mind your available resources for implementing the MEL Plan.
- Please respect the indicated narrative limits.
- Work closely with your COR/AOR/Activity Manager to refine and finalize the MEL Plan with mutually agreed indicators, since he/she will verify that the indicators are consistent with and meet the data collection needs of USAID's PMP and the PPR. It is the COR's/AOR's responsibility to provide input on any required elements, review the plan, collaborate on any necessary changes, and approve or concur with the MEL plan.
- It is recommended to seek prior review for comments to a draft version from the USAID MEL PoC, through your COR/AOR/Activity Manager.

When submitting the MEL Plan

- The MEL Plan must be submitted to your COR/AOR/Activity Manager within 90 days of an award or as specified in your award. (ADS 201).
- The MEL Plan submission will consist of two pieces: (1) a Word document for the narrative sections and (2) an Excel document with the Indicators Tracking Table. Please submit both, as attachments in one email, with the Word and Excel files named appropriately.

After the approval

- Immediately after approval, the COR/AOR/Activity Manager will upload the MEL Plan (and any subsequent updates) into the Agency Secure Image and Storage Tracking (ASIST) System, the Agency's official electronic repository for all Acquisition and Assistance (A&A) award documentation.
- Once approved, share the MEL Plan with all your colleagues, counterparts, and beneficiaries. Assign time with your colleagues to go over the MEL Plan and how it will be implemented.
- Revise the MEL Plan as needed in response to changes in the activity or context that occur during the life of the activity. It should be reviewed and validated annually, and revised when appropriate in consultation with the COR/AOR/Activity Manager.

This guide was prepared in April 2021.



[INSERT ACTIVITY NAME]

Monitoring, Evaluation, and Learning Plan

Approved Date: [e.g., April 1, 2021]

Award Number: [Insert award number]

Implementing Partner: [Insert the name of the prime implementing partner]

ACTIVITY SUMMARY

- Activity name: [Insert name]
- Period of implementation: [e.g., October 1, 2020 to September 30, 2025]
- Budget: [Insert budget]
- Subcontractors: [Insert the name of all subcontractors, if any. If not, indicate “Not applicable” (N/A)]
- Website: [Insert implementing partners website, if any. If not, indicate N/A]
- Activity Team:
 - [Insert name], Chief of Party [Insert email]
 - [Insert name], [MEL Specialist or similar position] [Insert email]
- USAID Management:
 - [Insert name], [COR/ AOR/Activity Manager, select the appropriate and delete the others] [Insert email], [Insert Office]
 - [Insert name], [Alternate COR/AOR/Activity Manager, select the appropriate and delete the others] [Insert email], [Insert Office]
 - [Insert name], [MEL PoC] [Insert email]

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ABBREVIATIONS AND ACRONYMS

List all abbreviations and acronyms used in the document to ensure its correct understanding.

The first time using a word that requires an abbreviation or an acronym, write the complete word and put the abbreviation or the acronym in parentheses. Then, use only the abbreviation or the acronym.

Use *italic* when writing a word in a different language.

A&A	Acquisition and Assistance
ADS	Automated Directive System
AOR	Agreement Officer Representative
ASIST	Agency Secure Image and Storage Tracking System
CDCS	Country Development Cooperation Strategy
CLA	Collaborating, Learning, and Adapting
COR	Contracting Officer Representative
DDL	Development Data Library
DEC	Development Experience Clearinghouse
DFC	Development Finance Corporation
DIS	Development Information Solution
DQA	Data Quality Assessment
G2G	Government to Government
IP	Implementing Partner
LQ	Learning Question
MEL	Monitoring, Evaluation and Learning
OU	Operating Unit
PIOs	Public International Organizations
PIRS	Performance Indicator Reference Sheet
PMP	Performance Monitoring Plan
PoC	Point of Contact
PPR	Performance Plan and Report
ToC	Theory of Change
USAID	United States Agency for International Development
USG	United States Government

I. INTRODUCTION

This section presents information regarding the MEL Plan, its objectives and content, who will use the information generated from its implementation, and how it was developed.

I.1. MEL PLAN'S OBJECTIVES

Provide a brief explanation of the MEL Plan's objectives since they will lay the foundation for the MEL Plan, the MEL system and will guide its development. MEL Plan's objectives are related to users' information requirements, to accountability requirements regarding the achievement of results and the generation of knowledge, among others linked to its nature.

For establishing the objectives, remember that:

- the MEL Plan must be capable of tracking and documenting progress against activity's results and is a critical tool for planning, managing, documenting, and evaluating performance. For that, you must include performance and context indicators.
- the MEL Plan must describe the process for monitoring, evaluating, and learning from implementation to adapt and achieve results.
- the information generated by the MEL Plan should be used to influence decision making and resource allocation, to inform changes during activity implementation, as needed, and adapt the activity accordingly.
- the MEL Plan should allow knowledge generation.
- the MEL Plan should integrate cross-cutting themes (gender, social inclusion, environment, capacity building) if any.
- The MEL Plan must assure the collection of data for any future evaluation.



Example:

General objective: The MEL Plan will facilitate the fulfillment of the activity's goals through the data collection, processing, and periodic analysis of key information that allows timely decision-making, ensuring the achievement of the expected results.

Specific objectives:

- Assure the collection of data quality information by establishing clear data collection procedures and data quality mechanisms
- Identify the activity's lessons learned

I.2. MEL PLAN'S USERS

Include a narrative presenting the intended use of the MEL Plan, and present the people or institutions that will use the information generated through it. Based on the identified users, a matrix will be developed in the "Communication Plan" section distinguishing for each of the users the required information, the periodicity, the format, among others. Data and evidence gathered through the MEL Plan will be used by communication staff, beneficiaries, among others.

I.3. DEVELOPMENT PROCESS

Provide a brief description of the undertaken process to prepare the MEL Plan, what guidelines were followed, who participated in the process, how the process was implemented (technical meetings for example), who led the process, and other linked information.

Remember to work closely with the COR/AOR/Activity Manager and the USAID MEL PoC to refine and finalize the MEL Plan. This will ensure that the activity's indicators are consistent with

and meet the data collection needs of the PMP if and once available, are aligned to the PMP indicators and will be reported in the Development Information Solution (DIS).

Mention here when the MEL Plan will be updated. It is suggested that it would be reviewed and validated annually, or in response to changes in the activity or context, you can quote for example *Updates to this plan will be provided to COR/AOR/Activity Manager for review and approval on a [quarterly/semi-annual/annual basis] or whenever revisions to the plan are proposed.*



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- Buy-ins
- G2G



1 – 1.5 pages

2. LOGIC MODEL AND ITS ASSOCIATED THEORY OF CHANGE

This section will allow the MEL Plan’s users to understand the activity’s ToC or development hypothesis, the context in which the activity influences, the cause and effect chains, assumptions, and potential risks.

The MEL Plan is anchored in assessing the desired changes as a result of the implementation of the activity.

2.1. ACTIVITY THEORY OF CHANGE

Include a summary description of the activity ToC or development hypothesis, that describes how results will lead to a high-level outcome and the purpose in a given context.

The narrative should describe:

- the problem to be solved
- the causal logic and the relationships between results (vertical logic or “if-then” statement).
- the context in which the activity is situated and seeks for changes, key assumptions, and potential risks that might affect this hypothesis.
- Include a brief reference of how the ToC was established and the evidence that supports it, if any.



Assumptions are defined as “stated conditions, behaviors, and/or critical events outside the control of the (activity) that must be in place achieve results”, and a risk is described as the effect of uncertainty on objectives. It refers to an uncertain event or circumstance that -if it occurred- would affect an ability to achieve intended results, positively or negative. ([ADS 201](#)).

2.2. ACTIVITY LOGIC MODEL

Present graphically the activity’s ToC or development hypothesis described previously, illustrating the connection between what the activity will do and what it hopes to achieve.

Choose one logic model for depicting the ToC. The variety of logic models from which you can select, includes the logical framework, results framework, results chain, causal loop diagrams, objective tree, among others.

The logic model is not an exact or complete representation of the activity’s theory of change, but a simplified approximation to be used for purposes of planning, implementation, performance monitoring, and communication. It provides a high-level representation of the activity’s ToC.

If the activity does not have a logic model that illustrates the theory of change, it will be necessary to design one. This guide proposes using a results framework.

For guidelines on how to create a logic model, results chain, and examples, please revise:



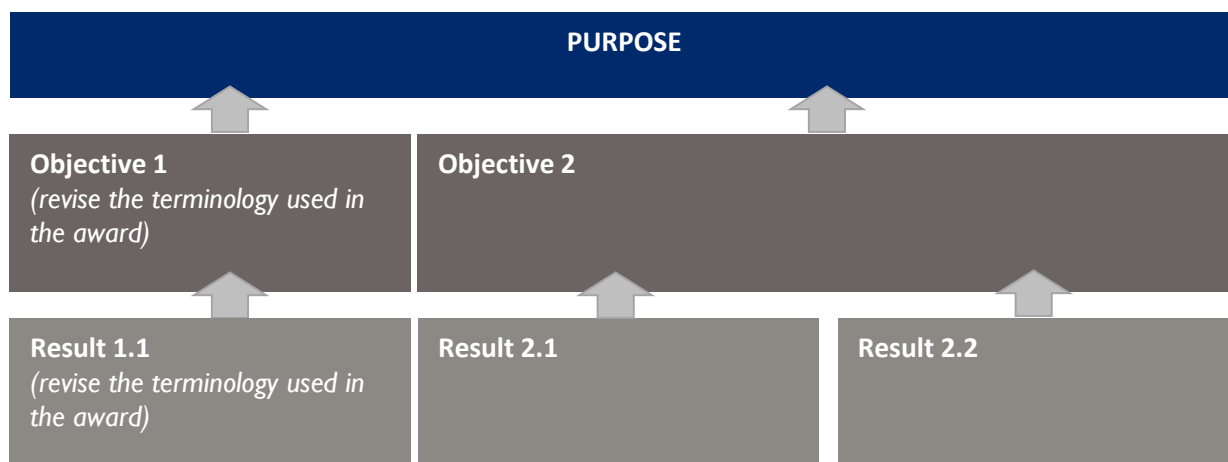
- How-to Note: Developing a Project Logic Model (and its Associated Theory of Change)
- Technical Note: Developing Results Framework
- How to guide 1: Developing situation models in USAID biodiversity programming (Summary [here](#))
- How to guide 2: Using results chain to depict theories of change in USAID biodiversity programming (Summary [here](#))
- How to guide 3: Defining outcomes & indicators for MEL in USAID Biodiversity programming (Summary [here](#))

Remember to integrate cross-cutting themes (gender, social inclusion, environment, capacity building) in both theory of change and the logic model. These are going to be reported in the progress reports.

In the selected logic model, use the terms (purpose, objective, result, outcome, intermediate result, and others) as stated in your award.


For planning and management, the team might find it useful to use a results chain which is a detailed ToC that will facilitate the identification of indicators, assumptions, and knowledge gaps. For reference on how to create a results chain, please review the examples listed in the text box. If you and your team develop a results chain or other more detailed ToC, please place it as an annex indicating when it will be revised and updated.


Exhibit 1. Activity logic model (e.g., Results Framework)



2.3. LINKAGE WITH USAID’S RESULTS FRAMEWORK

All USAID-funded activities contribute to a development objective as stated in the Country Development Cooperation Strategy (CDCS). Refer, in narrative or graphically, where the activity fits in the USAID/Peru results framework. Indicating to what development objective, intermediate and sub-intermediate results the activity is contributing to. Ask your COR/AOR/Activity Manager and/or the USAID MEL PoC.


 **Revise the Peru – CDCS 2020 - 2025**

 This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements

And optional, but highly recommended, for:

- Buy-ins
- G2G

 **2 - 3 pages**

3. MONITORING PLAN

This section provides information on how the activity will monitor its performance and contextual factors that may affect the activity's performance and the achievement of expected outputs and outcomes. This section will also present the criteria for selecting the indicators, the disaggregate, and a brief description of each.



For guidelines on monitoring, please visit:

- USAID Monitoring toolkit

At this point you might have found out that a MEL Plan involves many concepts and terms, it is suggested to include as Annex I a glossary of all MEL-related terms used in the MEL Plan so everyone understands the concepts in the same way.

3.1. MONITORING APPROACHES

Briefly describe the monitoring approaches to be implemented by the activity and how they will be useful for adaptive management.

For USAID, the term “monitoring approaches” refers to performance monitoring, context monitoring, and complementary monitoring. The MEL Plan must include the first two and suggest including the third one if the activity intervenes in a very dynamic context. Find below their definitions.

- Performance monitoring is defined as the “ongoing and systematic collection of performance indicator data and other quantitative or qualitative information to oversee the implementation and understand progress toward measurable results.” It includes monitoring the quantity, quality, and timeliness of activity outputs within the control of the activity, as well as the monitoring of outcomes that are expected to result from the combination of these outputs and other factors. (ADS 201)
- Context monitoring is defined as “the systematic collection of information about conditions and external factors relevant to the implementation and performance of activities. This includes information about local conditions that may directly affect implementation and performance or external factors that may indirectly affect implementation and performance (such as macro-economic, social, or political conditions).” It also should be used to monitor assumptions and risks identified in the activity logic model.” (ADS 201)
- Complementary monitoring complements performance and context monitoring and may be used in situations where results are difficult to predict due to dynamic contexts or unclear cause-and-effect relationships, or where traditional monitoring methods may not suffice.

In this section, present how it is planned to monitor performance. This includes monitoring the quantity, quality, and timelines of outputs and outcomes. Present what types of indicators, and data collection techniques will be used. Based on this description you will develop the following sections.

Present also the efforts to be undertaken for monitoring the conditions and external factors that are relevant for the activity implementation.

Also, mention how the MEL Plan will integrate crosscutting approaches as gender and social inclusion, assuring their measurement.



For guidelines on how to integrate gender, please visit:

- ADS Chapter 205 – Integrating Gender Equality and Female Empowerment in USAID’s Program cycle

3.2. INDICATORS

Once the monitoring approaches are defined, you will need to select the indicators for tracking results and changes in the context. In this section, you must establish two types of indicators: performance and context indicators.

Present in this section the indicators (performance and context) that will be used for monitoring, the criteria used for selecting them, how baseline and targets have been determined (or will be), and finally present an indicator summary matrix displaying this information. Below you will find more information regarding each of these components that will guide you when selecting indicators and establishing baselines and targets.

Performance Indicators

Performance indicators will allow you to determine the progress in achieving outputs and outcomes, and by operationalizing them, you will be able to define the needed effort for implementing the MEL system.

Activity MEL Plans must include at least one relevant performance indicator for each activity-level outcome.

All selected performance indicators must have a baseline, targets, be disaggregated by sex when measuring person-level data, be disaggregated by geography location when field-level indicators, have a Performance Indicator Reference Sheet (PIRS), be stored in an indicator tracking table and DIS, and have data quality assessments. Work closely with the COR/AOR and MEL PoC to be aware of the disaggregation you should include in the MEL Plan and the guidelines you should follow.

Types of performance indicators are:

- Output (measure what is produced as a direct result of inputs) and outcomes (measure any higher result than an output)
- Quantitative (are based on underlying numerical data. For example, “the number of teachers trained”) and qualitative (are quantifiable, but are based on subjective criteria, such as beneficiary perceptions or expert review.)
- Custom (developed by the activity) and standard (are defined by Washington Bureaus to collect data from multiple Operating Units (OU) by using common methods and definitions that allow them aggregating and comparing results across OUs)



For more information regarding performance indicators, guidelines on how to select and disaggregate them, and geographic location, please visit:

- Selecting performance indicators
- Indicator criteria checklist
- Disaggregating monitoring indicators
- Data disaggregation by geographic location
- Country example: analyzing geographic monitoring data
- Geographic disaggregation checklist

At the end of the process of selecting individual performance indicators, consider the entire set of indicators as a whole and how they relate to each other. Ultimately, this process should result in a set of indicators, each of which is necessary, and (together with other monitoring, evaluation, and

learning efforts), are sufficient for managing the activity effectively. The final set of indicators should also meet all reporting requirements and ideally include a mix of both standard and custom indicators.

Context Indicators

The MEL Plan intends also to track assumptions, context, risks, and opportunities to recognize trends and shift in external factors that might affect the activity's performance. For that, identify one to three context indicators and present them in the table below.

Context indicators measure factors outside the control of your activity and have the potential to affect the achievement of expected results. Context indicators may be used to track country/regional context; programmatic assumptions and risks; and operational context. For example, key risk indicators that were identified during the activity design process to monitor external factors and uncertainties that could affect the activity.



Context indicators are mandatory for:

- Contracts

And optional, but highly recommended, for:

- Grants
- Cooperative Agreements
- Buy-ins
- G2G

Selection Criteria

For selecting indicators, you should:

- Review the ToC and identify the most important outputs and outcomes that will require monitoring to document progress and build evidence that the theory of change is working
- Be aware of the information needed for management decision-making and reporting needs
- Identify where are the weak points in the ToC that may need attention
- Be aware of the resources you have for collecting data
- Contemplate the availability of high-quality, verifiable primary or secondary data
- Consider selecting or adapting indicators rather than developing from scratch
- Identify the USAID/Peru's results your activity is contributing to. Ask your COR/AOR and/or MEL PoC to be aware if your activity needs

For getting the list of USAID standard indicators and their reference sheets, please visit:

- 
- FY 2020 - Foreign Assistance Master Indicator List
 - USAID standard indicator reference sheets:
 - Cross cutting indicators
 - Peace and Security
 - Democracy and Governance
 - Health
 - Education and Social Services
 - Economic Growth
 - Humanitarian Assistance

to include any indicator considered in USAID/Peru PMP and/or any indicator to be reported in the USAID PPR.

- Review the list of USAID Standard Foreign Assistance Indicators.

In this section, briefly present the criteria used for establishing the indicators, both performance, and context, along all the results chain. Criteria may include utility, validity, reliability, timeliness, precision, integrity, cost, and feasible disaggregation.

Consider that the MEL Plan will generate information for accountability purposes with USAID, but mainly will generate information for managing the activity, so be sure to include key indicators for all levels (output and outcome) and, if necessary, a mix of quantitative and qualitative indicators.

As said, you may use USAID Standard Foreign Assistance Indicators and/or customized ones.

Again, work closely with the USAID COR/AOR/Activity Manager and the USAID MEL PoC to identify what USAID's indicators you will have to include in the MEL Plan and report, and to know the definition you might adopt. Remember that the MEL Plan will contribute to the USAID's PMP.

Include in this section how it is planned to revisit and revise the indicators and change them if needed.

Baseline

As stated in ADS 201, the indicator baseline is the value of a performance indicator immediately prior to the start of the intervention or interventions expected to lead to a result (output or outcome) measured by that performance indicator. In this section please provide information on the plan for collecting baselines.



For more information regarding baselines and considerations for setting them, please visit:

- Performance indicator baselines

All performance indicators are required to have baseline data and they should be collected before the start of the intervention measured by that indicator. If that is not possible, you must establish here when it is going to be measured and provide full detail in each indicator's PIRS.

Remember that baselines are key references for establishing realistic targets and they enable the tracking of changes and for measuring change over time.

Baselines should be measured using the same data collection source and method that will be used to collect data for that indicator throughout the life of the activity. Each disaggregate of a performance indicator must also have a baseline.

Baselines will be stored in each PIRS, the results tracking table, and DIS. In DIS you will be requested to indicate when baselines are going to be collected and when collected, you will be asked to enter the values.

Some output indicators' baselines may be zero, this is mainly common for indicators of innovative products or services, however, a zero baseline does not imply that similar products have not been produced before, only that the activity by intervening generates new products or services that

previously did not exist as such, and **the justification of this situation is required**. The justification is not required to be a long one. Baselines should be accompanied by a brief report (1 page) explaining the methodology and results obtained.

Two examples:

- For the indicator “*Number of people trained in agricultural practices as a result of United States Government (USG) assistance*”, you should estimate how many of your beneficiaries have been trained in agricultural practices provided by other USAID activity or other organizations before your activity started.
- For the indicator “*Amount of private investment mobilized (in United States Dollars) for preventing and reducing environmental crimes as a result of USG assistance*”, you should interview key actors for identifying why this investment did not occur before.

While not mandatory, it is highly recommended to establish baselines for all context indicators.

Targets

A target is a specific, planned level of a result to be achieved within a specific timeframe with a given level of resources, and they help determine whether progress is being made according to what was planned or not (ADS 201). All performance indicators are required to have targets and they should be established prior to reporting actual data.



For more information regarding targets and good practices for setting and adjusting them, please visit:

- Performance indicator targets

Explain here how targets have been established and provide full detail in each indicator’s PIRS. Also, if there are still performance indicators with no specified targets, you must indicate here why and when they are going to be established.

Targets should be achievable, and resources and baseline values must be considered for establishing them.

Targets will be stored in each PIRS, the results tracking table, and DIS. In DIS you will be requested to indicate when targets are going to be determined and when so, you will be asked to enter the values.

As said before, baselines and targets are a must. If the deviation between the target and the actual result is +/-10%, you must provide in the progress reports and DIS, a brief justification indicating the reasons for this deviation.

Targets are not required for context indicators, but you may identify their triggers.

INDICATOR SUMMARY

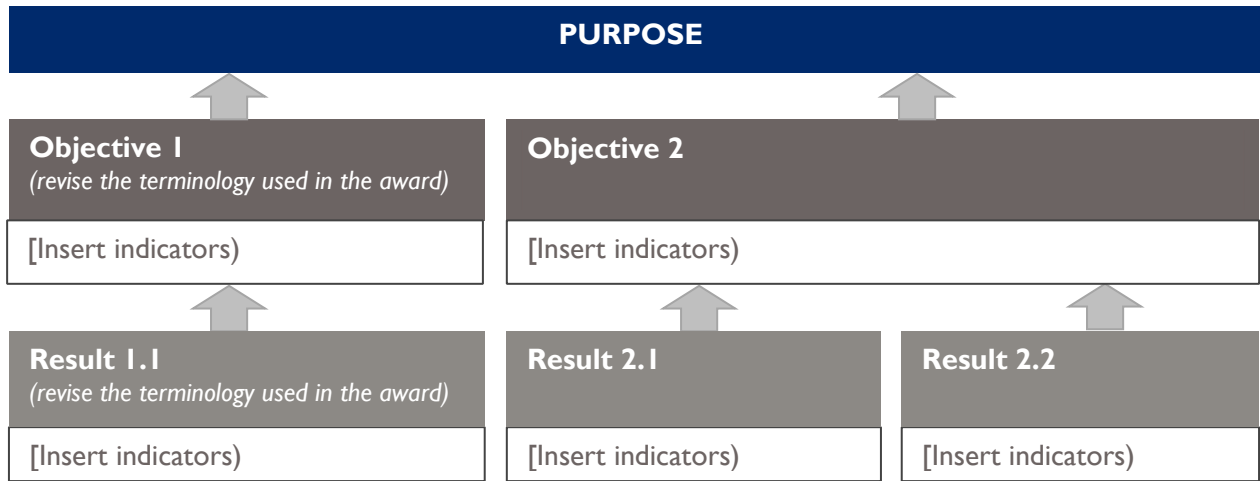
All selected performance indicators will have a baseline, targets, disaggregation, and a fully detailed PIRS, but it might be useful to have a summary table here. This table includes both performance and context indicators. Indicate that a complete indicator tracking table with all related information is presented as Annex 2 and PIRS as Annex 3.

Exhibit 2. Indicators summary table

CODE	INDICATOR	ALIGNMENT TO USAID	DEFINITION	BASELINE AND SOURCE	TARGET
PURPOSE: [Insert the activity's purpose]					
[Insert the indicator code assigned by the activity]	[Insert the indicator and if it is a standard indicator, indicate its code]	[Indicate if the indicator is included in USAID PMP and/or it is going to be reported in the PPR. Place: PMP, PPR as appropriate]	[Insert a brief definition. No more than 50 words.]	[Insert the baseline value and source. If it has not been calculated yet, indicate when it will be done and the source.]	[Insert the target expected at the end of the award.]
<i>1.2.1</i>	<i>Number of hectares of biologically significant areas under improved natural resource management as a result of USG assistance. [EG. 1.0.2-2]</i>	<i>PMP, PPR</i>		<i>0</i> <i>Indigenous communities' producers.</i>	<i>1500 by the end of 2025</i>
[INSERT THE OBJECTIVE, OUTCOME, RESULT, INTERMEDIATE RESULT, AND OTHERS AS STATED IN YOUR AWARD]					
Add rows as needed					
CONTEXT INDICATORS					
					[Targets are not applicable for context indicators]
<i>C.1</i>	<i>Number of hectares deforested in the activity's intervention area in San Martin, Huánuco and Ucayali, Madre de Dios</i>	<i>PPR</i>		<i>500</i> <i>Based on GEOBOSQUES reports</i>	<i>Not applicable</i>
Add rows as needed					

Optional: You may also want to include the selected logic model with the indicators and present it here.

Exhibit 3. Activity logic model and indicators



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- G2G

And optional, but highly recommended, for:

- Buy-ins



4 - 5 pages

4. EVALUATION PLAN

4.1. EVALUATIONS

The purpose of evaluations is twofold: to ensure accountability to stakeholders and to learn to improve outcomes. USAID categorizes evaluations as impact or performance. These evaluations might be designed, conducted, and funded by USAID (external evaluations) or by the activity (internal evaluations)

- Impact evaluations measure changes in development outcomes that are attributable to a defined intervention, program, policy, or organization. Impact evaluations use models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for observed changes. (ADS 201)
- Performance evaluations encompass a broad range of evaluation methods. They often incorporate before-and-after comparisons, but generally lack a rigorously defined counterfactual. Performance evaluations can address descriptive, normative, and/or cause-and-effect questions. As performance evaluations do not contain a rigorously defined counterfactual, they should not answer questions about the amount of change attributable to an intervention, where other factors are likely to have influenced the variable in question. (ADS 201)



For guidelines on evaluation, please visit:

- USAID Evaluation Policy
- USAID Evaluation Toolkit
- TIPS for developing good evaluation questions (for performance evaluations)
- How to note on Evaluation Statement of Work (SOW)
- Evaluation SOW template
- Evaluation SOW checklist

This section will provide information about all evaluations (internal/external, performance/impact) to be implemented during the life of the activity.

If USAID is planning an activity's external evaluation, this section will also explain how the implementing partner will interact with the evaluation team. Work closely with the USAID COR/AOR/Activity Manager and the USAID MEL Specialist to know if USAID has planned to evaluate your activity. If so, ask for the information you need to complete the table below.

Implementing partners are not required to conduct an internal evaluation unless it is stipulated in their award. If the activity is planning to perform an internal evaluation (performance or impact) as agreed with the COR/AOR/Activity Manager, include here the type, purpose, and expected use, possible evaluation questions, and planned and end dates. Also clarify the expected USAID involvement, if any, during the design and implementation. The resources listed in the text boxes will guide you.



If you are planning on conducting an internal evaluation, these resources will be helpful:

- The road to results (World Bank)
- Real World Evaluation – A condensed summary overview (Michael Bamberger)

List all evaluations planned and present key information in this section.

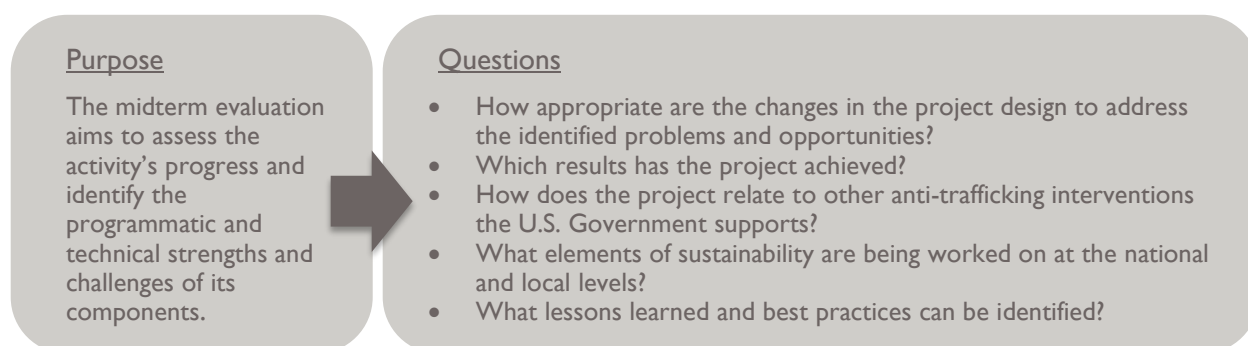
Exhibit 4. Activity's evaluation plan

N°	EVALUATION	TYPE	PURPOSE AND EXPECTED USE	POSSIBLE EVALUATION QUESTIONS	PLANNED START AND END DATES
INTERNAL EVALUATIONS					
	[Insert name of the evaluation]	[Insert performance]	[Insert here what is the intended use of the evaluation. No more than 50 words]	[Insert the possible questions the evaluation might answer]	[Insert estimated dates]
EXTERNAL EVALUATIONS					
	[Insert name of the evaluation]	[Insert performance or impact]	[Insert here what is the intended use of the evaluation. No more than 50 words]	[Insert the possible questions the evaluation might answer]	

Insert rows as needed

Facilitate meetings with your technical team for establishing the evaluation questions.

Examples of an evaluation purpose and evaluations questions:



Source: USAID. 2020. Mid-Term Evaluation of "Human Trafficking in the Peruvian Amazon" https://pdf.usaid.gov/pdf_docs/PA00X1N9.pdf

4.2. COLLABORATING WITH EXTERNAL EVALUATORS

If there will be an external evaluation, explain here how the implementing partner and subcontractors, if any, will collaborate with the evaluation team. Coordinate with USAID COR/AOR/Activity Manager and the USAID MEL PoC for completing this section.

If any external evaluation is planned, your collaboration may be centered around the following tasks:

- revise and provide feedback to the following documents: concept notes, evaluation design, statement of work, preliminary finding report, draft, and final report, dissemination materials
- participate in kick-off activities
- participate in meetings for presenting progress and findings
- participate in a co-creation of recommendations meeting

- provide any information requested by the evaluation team. The implementing partner must facilitate full, transparent, and timely access to data, documentation, personnel, and key stakeholders as appropriate for the completion of an evaluation.



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- G2G

And optional, but highly recommended, for:

- Buy-ins



1 – 1.5 pages

5. LEARNING PLAN

The purpose of this section is to ensure that the activity learns and generates knowledge from implementation and adapts accordingly.

As stated in ADS 201, an intentional, systematic, and resourced approach to Collaborating, Learning, and Adapting (CLA) includes:

- Generating, capturing, sharing, analyzing, and applying information and knowledge, including performance monitoring data, findings from evaluations and research, and knowledge gained from experience and other sources.
- Understanding the theory of change behind programming, identifying potential gaps in technical knowledge, and developing plans to fill them.
- Learning from a variety of sources, including information and data from monitoring, research, evaluations, analyses conducted by the activity or third parties, and knowledge gained from experience.
- Engaging with key stakeholders, including beneficiaries, local partners, and other key actors to understand the context, and keep abreast of changes.
- Pausing periodically to reflect on new learning and knowledge and adapting accordingly.

For guidelines on CLA:

- USAID CLA Toolkit
- Establishing a Learning Agenda
- Tips for creating a Learning Agenda
- Learning questions checklist
- Drafting a CLA Plan



This section includes the planning of processes related to CLA which will help you improve the activity's effectiveness.

Use these guiding questions for identifying CLA priorities and plan the activities to be described in this section:

- **Collaborating:** Who are the right partners we should collaborate with? What is the right way for it? How are we supposed to be collaborating internally? Which relationships or networks need attention?
- **Learning:** What are the most important questions we need to ask and find answers that are relevant to decision making? What processes and activities will encourage learning? What sort of questions we should ask to fill knowledge gaps and make informed decisions? How will we use and learn from our monitoring data and evaluations? How will we learn from the activity implementation? How will we share what we will learn internally and with stakeholders?
- **Adapting:** How we will use the information that we will gather through collaboration and learning activities to make better decisions and adjust as necessary? How will we regularly reflect on our activity and the context in which we work? How will we use what we will learn from collaboration and learning activities to make decisions and adjustments? What processes and activities will encourage adaptation?
- **Enabling conditions:** Are we working in an organizational environment that supports our CLA efforts? What changes in the organizational culture or processes would make the biggest difference?

5.1. KNOWLEDGE GAPS AND LEARNING QUESTIONS

Start by identifying the activity's knowledge gap that will limit the possibility to make informed decisions. These knowledge gaps will turn into learning questions (LQ) which will have to be addressed by MEL and CLA activities. The activity will need to generate knowledge around some learning priorities (activity's own and USAID's knowledge gaps) necessary to achieve the expected results. One of the most effective ways to address knowledge gaps is by using them to articulate concrete learning questions, which can then inform better planning of MEL and CLA activities. Forming and answering LQ based on knowledge gaps is an exercise that enhances understanding of conditions and context that affect performance and impact. Answering these LQ will also generate the information required to improve initiatives directly.

Get the technical team together for identifying what are their knowledge gaps and facilitate the creation of LQ. Remember that LQ are linked to programming, relate to the theory of change, address a knowledge gap, or test assumptions and/or risks. Revise the ToC and the selected logic model for this exercise and analyze each link and assumption in it identifying the knowledge gaps.

Present in this section the knowledge gaps and LQ the activity has identified as key and feasible to be answered.

Work closely with the USAID COR/AOR/Activity Manager and the USAID MEL PoC to know if your activity is requested to generate knowledge around a specific theme or LQ, and for jointly determining them. You need to know that your activity's LQ and knowledge gaps must be aligned to those stated in the USAID/Peru Learning Plan in their PMP.

Describe here the identified knowledge gaps and the learning questions and present them in the Learning Plan Matrix.

5.2. BENEFICIARY FEEDBACK

Activities are requested to establish effective procedures for collecting and responding to feedback from beneficiaries. All activities must include in their MEL Plans how they plan to regularly collect and respond to such feedback, including guidelines for the reporting on actions taken in response to the feedback received.

Feedback is referred to the beneficiaries' reactions or perceptions, regarding the assistance received and its quality, and how it is likely to be improving their situation, the extent to which the programming of the assistance is locally owned, how likely the assistance will be sustained beyond the end of the activity, among others.

The feedback may be provided verbally, in writing, or electronically, and it must be obtained directly from the beneficiaries. For example, if you are working with farmers and associations, you should collect feedback from both, but the feedback from farmers should not be collected through the associations.

A summary of the feedback received, how many beneficiaries you consulted, how you obtained the feedback, and the actions that were taken based on it (including how you returned the information to the beneficiaries) will be reported to USAID in the progress reports (mainly in



Beneficiary is “the person or group who is receiving a service, or who is considered the recipient of a given result or output from USAID assistance.” (ADS Glossary)



For guidelines on data collection visit:

- Data collection methods and tools for performance monitoring

annual reports). Guidance for reporting will be provided in the document “Guide & template for preparing an activity annual progress report”.

It is important to mention that feedback goes in both ways, that means that your activity will obtain the feedback from your beneficiaries, and your beneficiaries must obtain feedback from the progress made, and results obtained by the activity; as well as the actions taken regarding their feedback.

It is a good practice to inform your beneficiaries of the actions you take with their feedback.

Describe here the approach the activity will use to obtain the beneficiary feedback and key techniques for data collection. The activities will be scheduled and presented in section 8. MEL Plan Implementation.



Some techniques for obtaining the beneficiaries feedback are:

- Informal conversations during site visits
- Formal in-depth interviews
- Structured surveys
- Focus groups
- Videos
- Text messaging, among others

5.3. CLA ACTIVITIES AND PRODUCTS

Based on the identified knowledge gaps and LQ, and following the guiding questions presented above, provide a summary regarding how the activity plans to:

- address these knowledge gaps and answer the LQ regarding its theory of change, learning priorities, or to test assumptions and/or risks (studies, evaluations, systematizations, pause and reflect sessions, among others).
- generate, capture, share, analyze, and apply information and knowledge generated by the monitoring and evaluation system, the evaluation findings, the evidence generated through other studies and research, practice, and experience
- collaborate with other stakeholders (other USAID’s activities, public and private institutions, academia, non-governmental organizations, among others) for knowledge generation, learning and share efforts. This collaboration will allow the activity to identify common interests, avoid duplicity in efforts and to learn together, and to understand the context and inform the activity’s design
- describe how the activity plans to make a pause and reflect on knowledge generated and adapt accordingly. Ask your COR/AOR/Activity Manager if any current USAID/Peru supporting platform may guide you in conducting the pause and reflect.
- present how it is planned to systematize the generated knowledge (reports, infographics, two-pager, policy briefs, summaries, videos, etc.) and how it will be shared among the team, USAID, and other stakeholders (learning events, learning exchange events, among others).
- describe how your activity will coordinate with USAID Development Outreach Communication Specialist for disseminating learning.



For guidelines on learning activities visit:

- Learning Activities Grid



Learning activities are:

- Pause and reflect sessions
- After-action review
- Communities of practice
- Learning events
- Learning network
- Systematization
- Team meetings
- Studies and evaluations, among others

These activities will be scheduled and presented in section 8. MEL Plan Implementation.

Exhibit 5. Learning plan matrix

KNOWLEDGE GAP	LEARNING QUESTION	DESCRIPTION	TIMING	USER	INTENDED USE	LEARNING ACTIVITY	LEARNING PRODUCT
[Insert identified knowledge gap]	[Insert the learning question]	[Insert a brief operationalization of the learning question]	[Insert the time when the activity needs the answer to the learning question]	[Insert who will use this]	[Insert what action will be taken based on this information]	[Insert the planned activity for answering this learning question.]	[Insert the product for disseminating the generated knowledge.]
<p>Example 1:</p> <p>Government agencies' behavioral change is central to the activity's initiatives. There is a gap regarding the conditions that could favor change and promote maintaining that change.</p>	Under what conditions is behavioral change better achieved and maintained?	Behavioral change refers exclusively to government agencies, both as individuals and as institutions in the light of the Journey to self-reliance. Maintained refers to being sustainable and scaling beyond the activity's intervention. Conditions may be very broad and include measures of capacities and performance at all levels as well as the commitment to those changes.	Year 3	Component I technical team, Organizations X and Y.	Knowing the key conditions for achieving and maintain behavioral change, will allow the technical team to adapt and modify its strategies.	A study looking at this question. Annual pause and Reflect sessions. Learning events	Two-pagers
<p>Example 2:</p> <p>The application of the beneficiaries' improved capacities is key for improving performance and achieving self-reliance. There is a gap regarding what factors facilitate accomplishing it.</p>	Under what conditions are improved capacities most likely to be applied?	Improved capacities are referred to as those that are increased as a result of the capacity strengthening strategies delivered by the activity. Conditions are referred to organizational and individual factors that may facilitate the application of the improved capacities in the organization.	Year 1, Year 2, Year 4	Capacity building specialist and technical team	To adapt the interventions addressing the factors identified.	Pause and Reflect sessions with the beneficiaries. Follow-up survey, six months after completing each training program.	Report Report



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- G2G

And optional, but highly recommended, for:

- Buy-ins



3 - 4 pages

6. DATA MANAGEMENT PLAN

This section explains how data will be managed at all stages, from collection to reporting.

This section will include topics as data collection methods planned, data quality assurance activities, data storage, and analysis.

6.1. DATA COLLECTION

Identify and present the sources of your information, who will be responsible for collecting data, the methods, and tools you will need. PIRS will provide more detail on each indicator, but it is recommended to have an overview here. In this section, you should also point out your needed disaggregation.



For guidelines on data collection, please visit:

- [Data Collection Methods and Tools for Performance Monitoring](#)

6.2. DATA QUALITY

For decision-making, it is important to have quality data. To conduct a Data Quality Assessment (DQA) is even more relevant when data is collected, registered, and processed by many people, therefore the risk for having quality-related issues is higher. And these issues may be regarding bias, errors when entering or calculating data, reliability, precision, timeliness, integrity, among others.

In this section, please explain how you will assess and assure the quality of the collected and registered data.



For guidelines on data quality, please visit:

- [How-To Note: Conduct a Data Quality Assessment](#)
- [USAID Recommended Data Quality Assessment checklist](#)

Coordinate with USAID COR/AOR/Activity Manager to identify what indicators are reported by USAID in the PPR and mandatory require a DQA using the USAID DQA checklist.

6.3. DATA STORAGE

Detail here where data will be held and shared with your team, subcontractors, and COR/AOR/Activity Manager, and the process to follow. In this section, you may mention what types of documents to use for storage (Excel, Word, PDF, Emails, photos, videos, among others) or if you are going to have an information system.

6.4. DATA SUBMISSION

Revise USAID guidelines for uploading documents in its digital repositories: the [Development Experience Clearinghouse](#) (DEC), the [Development Data Library](#) (DDL), and [DIS](#).

You need to know that any Dataset created or collected with USAID funding needs to comply with ADS 579 and be submitted to DDL. Revise your award and identify any clause related to it.



For guidelines on DEC and DDL, please revise:

- [ADS 579 - USAID Development Data](#)
- [ADS 540 – USAID Development Experience Information](#)

Types of data to be submitted to the DDL include data collected as part of the monitoring system and through a USAID funded evaluation, survey data, research data. You will also need to upload codebooks, data dictionaries, forms, templates, and data collection tools, notes on data quality, data limitations, or data context, data collection methodologies, and metadata.

Present here how you will comply with USAID requirements, what datasets the activity is going to develop and the frequency you will submit them to the DDL.

Coordinate with the COR/AOR/Activity Manager to get more information.

6.5. DATA SECURITY

Indicate what protocols you will use for securing data. This security involves three aspects:

- security so data is not altered or erased by mistake or intentionally, so you may identify protocols including when to do hard copies
- security so no one who is not authorized can access sensible and private information regarding the population you work with



For guidelines on data security, please revise:

- ADS Chapter 508 - USAID Privacy Program
- Data Security Guidance: Protecting Beneficiaries

6.6. USAID DEVELOPMENT INFORMATION SOLUTION

USAID has launched DIS for all implementing partners to use it. DIS is a web-based management system designed to capture one cohesive development story. DIS enables USAID staff and implementing partners to perform a broad range of business operations, reporting, and planning tasks in one place.

Implementing partners must report their indicators' results in DIS, and upload supporting evidence and complementary information as well.

Coordinate with your COR/AOR/Activity Manager and/or the USAID MEL PoC to know more regarding this system and the steps you will need to follow. You may also ask about existing disaggregation in the system for you to use in the MEL Plan.

Once you have more information regarding the system, please indicate in this section who will be responsible for reporting and uploading documents.

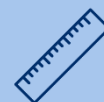


This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- G2G

And optional, but highly recommended, for:

- Buy-ins



2 - 3 Pages

7. COMMUNICATION PLAN

This section is intended to organize all necessary activities for providing the needed MEL information to key actors, in time and the appropriate format. For completing this section, please follow these steps:

- identify key stakeholders (including beneficiaries), who will need the information and knowledge generated by the MEL system. Revise sections 1.2 MEL Plan's Users and section 5. Learning Plan to integrate them here.
- determine their role during the activity's implementation and in MEL processes
- identify their information needs, why they need the information?
- the means and formats to use for communicating information, how they need the information?
- the frequency they will need the information when they need the information?
- among other information to be summarized in the matrix below.

Remember to include your beneficiaries as key receptors from your progress reports. Inform them at least annually.

This information will be the main input for developing information flows and communication strategies.



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements

And optional, but highly recommended, for:

- Buy-ins
- G2G



2 - 3 Pages

Exhibit 6. Communication matrix

ACTOR	INFORMATION USE	ROLE IN MEL	INFORMATION NEED	REPORTING FREQUENCY	FORMAT	RESPONSIBLE FOR PROVIDING INFORMATION
Who	Why		What	When	How	Who
Example:						
Chief of Party	<ul style="list-style-type: none"> - Monitor the implementation based on activities carried out, results achieved, and budget execution - Provide guidelines and regulations for implementing and managing the project - Disseminate project outcomes and lessons learned in the implementation - Maintain political relationship with supported partners - Create synergies with other USAID MEL platforms and stakeholders 	<ul style="list-style-type: none"> - Generate information on project progress - Request information generated by the technical and operations teams - Lead reflection sessions - Participate in learning spaces where the activity is involved 	<ul style="list-style-type: none"> - Progress of project activities - Limitations and opportunities for activities implementation - Budget execution - Progress of project indicators. 	<ul style="list-style-type: none"> - Weekly - Monthly - Quarterly 	<ul style="list-style-type: none"> - Oral (weekly meeting) and digital (report in word) - Digital (Excel spreadsheet) - Digital (Quarterly report and DIS) 	<ul style="list-style-type: none"> - Technical team - Operations Coordinator - MEL Specialist

8. MEL PLAN IMPLEMENTATION

This section presents and describes all activities needed for implementing the MEL Plan, a schedule, roles, and responsibilities of all MELs members to assure a correct implementation based on budget and human resources available.

Revise all the previous sections and integrate all MEL activities into this schedule.

Activities you might consider here are:

- Establish baselines
- External and internal evaluations
- DQA
- Pause and reflect sessions
- Special studies and/or systematization
- Internal evaluation
- Stakeholder meeting
- Revise and update the MEL Plan
- Among others

Indicate how the activity MEL team is composed and assign in exhibit 8 each one's responsibilities. Describe how the activity staff will play a role in MEL activities. This information will be input when developing the data flowcharts.



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- G2G

And optional, but highly recommended, for:

- Buy-ins



1 - 2 pages

9. ANNEXES

9.1. ANNEX I: GLOSSARY

It is useful to have a glossary of terms that helps the team have a common understanding of the used concepts. You will find here a glossary of terms stated in USAID guidelines. You can use this as a basis and modify and/or complement it with other sources.

MEL CONCEPTS

- **Evaluation:** Evaluation uses systematic data collection and analysis of information about the characteristics and outcomes of one or more organizations, programs, policies, strategies, projects, and activities as a basis for judgments to improve effectiveness, and timed to inform decisions about current and future programming. Evaluation is distinct from assessment (which is forward-looking) or an informal review of projects.
 - The purpose of evaluations is twofold: to ensure accountability to stakeholders and to learn to improve development outcomes. The subject of a USAID-funded evaluation may include any level of USAID programming, from a policy, to a Strategy, to a project, individual award, activity, intervention, or even cross-cutting programmatic priority. (ADS 201.3.6)
- **Knowledge Management:** Processes that help capture knowledge and bring evidence and institutional memory to bear in decision making, and resources to support the planning, facilitation, and execution of these activities—and ensure the best use of an expansive knowledge base that is built over time (so it is not forgotten).
 - A critical part of organizational growth is institutionalizing the processes that help individuals, teams, and programs to manage knowledge, preserve institutional memory, and incorporate them into decision making.
 - Managing knowledge involves: (i) Asking for and capturing relevant technical, contextual, and experiential knowledge from a variety of stakeholders and team members; (ii) Reviewing whether documented knowledge requires further analysis or distillation to inform decisions; and (iii) Sharing knowledge in user-friendly formats via appropriate communication channels and internal and external knowledge management platforms. (CLA Toolkit)
- **Learning:** A continuous organizational process throughout the Program Cycle of analyzing a wide variety of information sources and knowledge, including evaluation findings, monitoring data, research, analyses conducted by USAID or others, and experiential knowledge of staff and development actors. (ADS 201)
- **Learning Agenda or Learning Plan:** A systematic plan for identifying and addressing critical learning priorities and knowledge gaps through answering priority questions relevant to the programs, policies, and regulations of an Agency or at the sub-agency level. Learning agendas should articulate critical questions, how to address them, and how to use the resulting evidence. More broadly, a learning agenda is a coordination tool for engaging stakeholders in evidence planning and building. In Missions, the learning priorities in the CDCS and Performance-Management Plan reflect learning agendas. USAID’s Agency-wide Learning Agenda is equivalent to the Agency evidence-building plan required in Section JOI of the Evidence Act (Section 312(a) of Title 5 of the United States Code). (ADS 201)

- **Learning Priorities:** A list of key themes or topics critical to programmatic and operational decisions and implementation for the Agency; an Operating Unit; sector; strategy; project; activity; or a specific initiative. Learning priorities can include emerging patterns, cross-cutting themes, knowledge gaps in the existing evidence base, critical assumptions, identified (or emergent) risks, and points of connection with scenario planning or with context monitoring. Learning priorities come from various sources and inform learning agendas. (ADS 201)
- **Learning Questions:** A set of questions that stems from the most important gaps in knowledge identified by the team, can inform the team's work and aid in the development of theories of change and understanding of contextual and programmatic shifts. (Tips for creating a learning Agenda). Learning questions are specific, answerable, need-to-know questions that can be answered through monitoring, evaluation, research or other analysis to address learning priorities incrementally. Several learning questions can cluster under a single learning priority, and can contribute to a broader learning agenda or plan. (ADS 201). Learning questions might be categorized into four distinct types (2019. USAID Learning Lab):
 - Diagnostic questions: These are questions that ask about the nature of the development challenge that is the focus of a USAID project of activity.
 - Prescriptive questions: These are questions that ask what we should do about a particular development challenge.
 - Predictive questions: These are questions that ask about the possible outcomes of USAID interventions to address a particular development challenge.
 - Evaluative questions*: These are questions that ask what has happened as a result of USAID interventions to address a particular development challenge.
- **Lessons Learned:** The conclusions extracted from reviewing a development program or activity by participants, managers, customers or evaluators with implications for effectively addressing similar issues/problems in another setting. (ADS Glossary)
- **Monitoring:** Is the ongoing and systematic tracking of data or information relevant to USAID's strategies, projects, and activities. OUs must consider their needs for data and information during planning and design, and at any point in the Program Cycle. Relevant data can include output, outcome, and impact measures directly attributable to, or affected by, USAID's interventions, secondary data from other institutions, or national information-management systems, as well as measures of the operating context and programmatic assumptions and risks, including those related to the Journey to Self-Reliance in a country or region. Monitoring informs the design and implementation of strategies, projects, and activities. The analysis of monitoring data should inform efforts to manage adaptively and promote accountability. OUs and implementing partners should use monitoring data in evaluations, and to address learning questions and gaps in knowledge, whenever appropriate. (ADS 201 / 201.3 Monitoring)

LEARNING ACTIVITIES CONCEPTS

- **Action Learning Set** is a group of 4-8 people that form a set with the objective of helping one member at a time to resolve an issue or take advantage of an opportunity. They do this by giving "airtime" to the presenter and simply listening and asking the presenter questions, leading that person to decide on a set of actions to take. That person then implements the actions and comes back to the group to review progress.

- **After-Action Review** is an assessment conducted after a project or major activity that allows team members and leaders to discover (learn) what happened and why, reassess direction, and review both successes and challenges.
- **Communities of Practice** is a group who share a common interest and interact often, face-to-face or online, to learn from each other to advance their work.
- **Learning Event** is a panel discussion with audience participation
- **Learning Networks:** A facilitated, peer-to-peer learning approach that can be highly effective at documenting and sharing knowledge between donors and implementing partners to help strengthen a particular technical area.
- **Peer Assist** is a group of peers that comes together to get feedback on a problem, project, or activity, drawing lessons from the participants' knowledge and experience.
- **Systematization** in this context indicates the process of organizing (collecting and synthesizing) the information in a such a way, that it is easily accessible and can be easily referred to.
- **Team Meetings:** Incorporate into regular team meetings a question on what was learned and how that might apply in future. Ensure that meetings are participatory. Consider including participants outside the team who may contribute to or benefit from the lessons being shared.

9.2. ANNEX 2: INDICATOR TRACKING TABLE

Annex presented in a separated Excel spreadsheet: MEL_Plan_Annex_2.xls.

This tracking table will be used for quarterly, annual, and final reports.

9.3. ANNEX 3: PERFORMANCE INDICATOR REFERENCE SHEETS

A PIRS is a tool used to define performance indicators; it is key to ensuring indicator data quality and consistency since it documents the definition, purpose, and methodology of the indicator to ensure all parties that are collecting and using the indicator have the same understanding of its content.

A PIRS is required for all performance indicators, and when possible, a PIRS should be complete prior to data collection to ensure the indicator and its data collection.

Work closely with your COR/AOR/Activity Manager and the USAID MEL PoC if you are using a standard indicator or an indicator stated in USAID’s PMP since they have a pre-defined reference sheet.

USAID Performance Indicator Reference Sheet
<p>Name of Indicator: The full and complete name of the indicator must be specified. If the indicator is a foreign assistance standard indicator, also include the indicator number.</p>
<p>Name of Result Measured (DO, IR, sub-IR, Project Purpose, Project Outcome, Project Output, etc.): The name of the result(s) being measured must be designated. If the result has a number that corresponds to a Results Framework or Logic Model, this number should be included as well (e.g., Intermediate Result 2.1: Business Enabling Environment Improved).</p>
<p>Is this an indicator to report in the USAID Performance Plan Report? No ___ Yes ___ for Reporting Year(s) _____ If yes, link to foreign assistance framework: Whether the indicator will be reported in the Performance Plan and Report (PPR) must be specified. If the indicator has been specified as a PPR indicator, then note which years it is expected to be reported to the PPR and the relevant program objective, area, element, and sub-element of the foreign assistance standardized program structure.</p>
DESCRIPTION
<p>Precise definition: Indicator definitions must clearly explain all terms and elements of the indicator to ensure consistent interpretation and that intended measurements are reliably collected. Vague terms (e.g. “effective,” “quality,” “youth,” “vulnerable”) must be defined. Indicators that pertain to populations, geographic areas, or scores should include specified parameters or range. An equation or description of any calculations required to derive the data must be included. If the indicator is a percentage or ratio, there must be a description of the numerator and denominator.</p>
<p>Unit of measurement: Unit of measure (e.g., number of hours, percent of households) must be indicated. Minimum or maximum values should be included, if applicable. Indicate if the number is cumulative or specific to the reporting frequency.</p>
<p>Data type: Data types should be indicated. Data types include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Integer: A whole number having no decimal places (e.g., number of people trained). • Decimal: Define if the number is expected to have a decimal and how many decimal places must be tracked (e.g., the average time to export goods along trade corridor). • Percentage: Both numerator and denominator must be defined (e.g., percent of learners who demonstrate reading fluency and comprehension. Numerator: Number of learners who demonstrate reading fluency and comprehension. Denominator: Total number of learners.).

- Proportion/Ratio: Both numerator and denominator must be defined (e.g., Infant mortality rate. Numerator: number of deaths of children less than 1-year-old. Denominator: 1,000 live births.).
- Currency: Must include a conversion to USD rate, rate source, and date (e.g., price of wheat).

Disaggregated by:

List any planned ways of disaggregating the data and note why this disaggregation is necessary and useful.

- Sex: Performance indicators must be disaggregated by sex when measuring person-level data.
- Geography: It is recommended that indicator data be disaggregated by a geographic level that is feasible and useful for management purposes.

For more guidelines, revise [Disaggregating Monitoring Indicators](#) and [Data Disaggregation by Geographic Location](#)

Rationale for Indicator (optional):

Briefly describe why this particular indicator was selected to measure the intended result and how it will be useful for managing performance. It is recommended that both a use and user for the indicator data are identified here.

PLAN FOR DATA COLLECTION

Data source:

Specific sources of data must be identified. If data are from third-party sources such as a government ministry or international organization, include the location/link to the source. If data are collected by implementing partners, specify where the partner is getting the data. It is critical that sources be specific and detailed to ensure that data collection is consistent, and verification is possible.

Method of data collection and construction:

Tools, methods, and procedures for collecting raw data must be described. Examples include document review, structured interviews, focus group interviews, written survey, ledger of patients, etc. If the indicator is an index or composite indicator, describe the procedure or formula for construction or calculation. Include information about who collects the raw data and where it is stored before it gets to USAID.

Reporting frequency:

How often and when data will be reported to USAID must be specified. Most common reporting frequencies are quarterly, semiannual, and annual.

The reporting frequency must be the same for every instance of the indicator (i.e., individual indicators being reported by multiple sources must not have different reporting frequencies). It is recommended that reporting frequency remain constant throughout the life of the indicator

Individual(s) responsible for data collection:

Specific staff member(s) directly responsible for the data must be identified. It is recommended that the specific position title be used rather than the employee’s name.

TARGETS AND BASELINE

Baseline timeframe:

The timeframe (month/year) that will serve as the baseline value for the indicator must be stated. If baselines have not been set, identify when and how this will be done. If it is expected that this indicator will have a rolling baseline, the dates when the baselines are expected to take place should be noted.

Baseline rationale:

Include a narrative presenting the baseline rationale.

Targets:

Year	Value	Comment
FY I		

FY 2			
FY 3			
FY 4			
FY 5			
Cumulative target			
<p>Rationale for targets (<i>optional</i>): Explain the general basis on which targets are set for the indicator (e.g., identify specific trends to make reasonable projections based on anticipated level of effort and resources).</p>			
DATA QUALITY ISSUES			
<p>Dates of previous data quality assessments and name of reviewer: Dates of each DQA must be indicated as well as the name of the corresponding USAID staff member responsible for the review.</p>			
<p>Date of future data quality assessments (<i>optional</i>): Date of future planned DQAs should be indicated.</p>			
<p>Known data limitations: Any major data limitations must be indicated. Plans on how to address these limitations should be stated. Data limitations can be derived from the DQA summary and include the following indicator quality issues: Validity, Reliability, Timeliness, Precision, and Integrity. Any additional limitations should also be listed.</p>			
CHANGES TO INDICATOR			
<p>Changes to the Indicator: Changes to an indicator that substantively affect indicator reference information must be documented and justified. This includes but is not limited to: changes to the definition, reporting frequency, data collection methodology, data construction, and indicator name. Documentation must include detailed information on the changes made, the date the change was made, and justification. This space is not the place to note changes in the indicator actual data.</p>			
<p>Other notes (<i>optional</i>): Use this space as needed.</p>			
<p>THIS SHEET LAST UPDATED ON: MM/DD/YY To avoid version control problems, type the date of the most recent revision or update to this reference sheet.</p>			

Example 1:

USAID Performance Indicator Reference Sheet
Name of Indicator: CBLD-9 Percent of USG-assisted organizations with improved performance
Name of Result Measured (DO, IR, sub-IR, Project Purpose, Project Outcome, Project Output, etc.): Component 2: Technical Assistance and Training in M&E / Objective 2.3: Improve the M&E capacity of 8 to 10 USAID/Peru IPs
Is this an indicator to report in the USAID Performance Plan Report? No ___ Yes ___ <input checked="" type="checkbox"/> ___ for Reporting Year(s) _____
If yes, link to foreign assistance framework:
DESCRIPTION
<p>Precise definition: “This indicator measures whether USG-funded capacity development efforts have led to improved organizational performance in organizations receiving organizational capacity development support. Capacity is the ability of people, organizations, and society as a whole to manage their affairs successfully. Capacity development is the process of unleashing, strengthening, and maintaining such capacity. A capacity is a form of potential; it is not visible until it is used. Therefore, performance is the key consideration in determining whether capacity has changed. Organizational performance improvement reflects a deliberate process undertaken to improve the execution of organizational mandates to deliver results for the stakeholders it seeks to serve.”</p> <p>The activity will pursue the following objectives referred to organizational capacity development:</p> <ul style="list-style-type: none"> • To sustainably improve the M&E capabilities of key GOP actors so they can design, conduct, and use M&E information to improve the implementation of public programs. • Support leading GOP institutions in M&E to develop policies and tools to promote the use of M&E and continue to strengthen public-sector organizations in M&E capabilities as defined by competencies, skills, and organizational structure so they can monitor, design, and conduct evaluations, and use the information for learning and responsiveness once the contract ends. <p>The final list of organizations is not determined yet. However, we present a preliminary list as stated in the GOP’s Capacity Building Plans:</p> <ul style="list-style-type: none"> • Name of organization 1 • Name of organization 2 • Name of organization 3 • Name of organization 4 • Name of organization 5 • Name of organization 6 • Name of organization 7 <p>GOP Organizations are those institutions and their affiliates that lead M&E processes and can serve as support for others, "facilitators of change."</p> <p>All organizations considered in the indicator will go through the same progress for organizational capacity development:</p> <ul style="list-style-type: none"> • Obtaining organizational stakeholder input to define desired performance improvement priorities. • A capacity-building assessment with a specific tool for each institution for analyzing and assessing performance gaps. These tools will be co-created with them and customized to

the need of each organization according to their desired performance outputs and outcomes. The assessment will measure strengths and challenges at the individual, organizational, and systems levels, and establish the actual performance.

- The preparation of a capacity-building plan based on the assessment, selecting, and implementing performance improvement solutions (or the development interventions).
- The implementation of the capacity-building plan with the performance improvement solutions
- Monitoring of the performance
- Documentation of the process

Tools for institutional level:

- **Assessment of M&E Good Institutional Practices (ABP-MyE_v.3.0-2017_es.xlsx)**
It helps to identify the level of compliance of good M&E institutional practices and shows the gaps between expected and actual performance. This information is useful for the analysis of the causes underlying these differences and to elaborate a capacity-building plan in monitoring and evaluation at an institutional level.
- **Improvement of M&E Performance in Organisations – Implementation Guide (Plan de mejora desempeño MyE marzo 13.pdf)**
This is a step-by-step guide that explains how to proceed from the initial M&E capacity assessment to the resulting organizational capacity building plan, using the tools prepared by Evaluations. It includes the theoretical basis of the proposed approach and templates to document the whole process.

Tool for personal level:

- **Personal self -assessment of competencies in M&E (ACMyE_v3.0-2017_es.xlsx)**
This tool focuses on the individual level and highlights the strengths and weaknesses of an M&E professional, including technical (i.e., monitoring, evaluation, evidence use) and soft skills (i.e., process facilitation, ethics, leadership). These findings are a basis for a personal improvement plan to strengthen desired M&E competencies.

Unit of measurement: Number of USG-assisted organizations

Data type: Percentage

Disaggregated by:

- Type of organization: national, subnational, nongovernmental organization (NGO), academia, cultural association, enterprise, federation/confederation, research, media, civil society, other
- USG-assisted organizations which improve gender integration in their M&E systems (Disaggregation included in DIS)

Rationale for Indicator (optional): This measure is a high-level indicator of the effectiveness of capacity-building activities implemented by the activity.

PLAN FOR DATA COLLECTION

Data source: Supported organizations / **Means of verification:** Capacity assessments

Method of data collection and construction:

The institutional performance measurement is carried out at two points in the process—at the beginning of technical assistance and training (baseline), and the end of it. It is the comparison between these two results that determine whether a partner improved their institutional performance.

Capacity Development and Learning Specialist will be responsible for the measurements.

Construction:

Numerator = number of GOP institutions that improve their organizational performance in M&E as a result of the training and technical assistance provided by the activity, and as established in their capacity-building plan.

Denominator = number of GOP institutions receiving organizational capacity development support by the activity

For the measurement of organizational performance, an annual baseline and measurement will be taken to determine performance improvement.

Reporting frequency: Annual

Individual(s) responsible for data collection: Performance Monitoring Specialist

TARGETS AND BASELINE

Baseline timeframe: Baseline will be established in 2021 by performing the first institutional performance measurement.

Baseline rationale:

Targets:

Year	Value	Comment
FY 1	Baseline	
FY 2	90% (2/3)	
FY 3	90% (6/7)	
FY 4	100% (7/7)	
FY 5	100% (7/7)	
Cumulative target	100% (7/7)	

Rationale for targets (optional): Targets set as stated in the award. The implementation will be progressive, in year one all baselines will be determined, year 2 the activity will provide support to 3 organizations, and from year 3 on, to all 7 organizations.

DATA QUALITY ISSUES

Dates of previous data quality assessments and name of reviewer: None

Date of future data quality assessments (optional): To be determined

Known data limitations: Performance measurement is a process facilitated by the activity, but led by each of the institutions. Therefore, the decision to meet each criterion to determine the level of progress of each good practice lies with individual organizations. This may generate some subjectivity in determining whether or not to comply with each criterion, even though sources of verification have been identified for each of them and are requested at the time of measurement.

The analysis of this indicator will be reinforced with other process indicators such as compliance in the implementation of the improvement plan and the data will be disaggregated by the increase in the institutional performance level.

CHANGES TO INDICATOR

Changes to the Indicator:

Other notes (optional):

THIS SHEET LAST UPDATED ON: 08/04/2021

Example 2:

USAID Performance Indicator Reference Sheet
Name of Indicator: CC.2 Number of people trained
Name of Result Measured (DO, IR, sub-IR, Project Purpose, Project Outcome, Project Output, etc.): This is a cross-cutting indicator for objectives 2, 3, and 4.
Is this an indicator to report in the USAID Performance Plan Report? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> for Reporting Year(s) _____
If yes, link to foreign assistance framework:
DESCRIPTION
<p>Precise definition: The number of people who have successfully completed a capacity-building event developed by the activity. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered.</p> <p>Capacity-building events considered under this indicator are:</p> <ul style="list-style-type: none"> - Training events - Technical assistance sessions and workshops <p>Training is defined as a learning activity involving: 1) a setting intended for teaching or transferring knowledge, skills, or approaches; 2) a formally designated instructor or lead person; and 3) a defined curriculum, learning objectives, or outcomes.</p> <p>Training events are sessions in which participants are educated according to a defined curriculum and set learning objectives. The transfer of this knowledge, skills, or aptitudes may occur through long-term academic programs, long-term or short-term technical courses, non-academic seminars, workshops, verifiable online courses, or courses in the field. These events may transmit knowledge, skills, or aptitudes through structured learning or other, less structured means aimed at solving problems or plugging performance gaps that have been identified. These activities can be implemented continually or intermittently, face-to-face or virtually.</p> <p>Training events must have a planning component and last two days or more, or 16 contact hours or more scheduled intermittently as stated in ADS 253 “Participant Training and Exchanges for Capacity Development”.</p> <p>Training and technical assistance events delivered by the activity to USAID staff, IPs, GOP institutions, and external stakeholders to transmit knowledge in MEL.</p> <p>For training events, the participants must attend at least 80 percent of the time scheduled for each event. Participants will only be counted once per quarter, per year, and per life of the Activity.</p> <p>Support from the USG: This indicator counts training hours that were delivered in full or in part as a result of USG assistance. This assistance could include the provision of funds to pay teachers, providing hosting facilities, transportation, specialized equipment/supplies, or other key contributions necessary to ensure training was delivered. This indicator does not automatically count any course for which the USG helped develop the curriculum, but rather focuses on the delivery of courses that were made possible through full or partial funding from the USG.</p>

<p>This indicator does not reflect the depth of skills and knowledge conveyed, or whether persons have developed the capacity to act, or taken direct action as a result of the training.</p> <p>Sessions that could be informative or educational, such as meetings, but do not have a defined curriculum or learning objectives are not counted as training.</p>																					
<p>Unit of measurement: Number of people</p>																					
<p>Data type: Integer</p>																					
<p>Disaggregated by:</p> <ul style="list-style-type: none"> - Sex: female, male (To be reported in DIS) - Location: Lima, regions (To be reported in DIS) - Type of event: training, technical assistance (To be reported in DIS) - Type of organization: USAID, IPs, GOP institutions (To be reported in DIS) 																					
<p>Rationale for Indicator (optional):</p>																					
<p>PLAN FOR DATA COLLECTION</p>																					
<p>Data source: Activity's records: attendance lists</p>																					
<p>Method of data collection and construction: Performance Monitoring Specialist will request from the team the attendance lists of each event.</p>																					
<p>Indicator construction: Sum of all participants who attend at least 80 percent of the time scheduled for each event delivered by the activity.</p>																					
<p>Reporting frequency: Quarterly</p>																					
<p>Individual(s) responsible for data collection: Performance Monitoring Specialist</p>																					
<p>TARGETS AND BASELINE</p>																					
<p>Baseline timeframe: Since this is an output indicator, the baseline is zero. However, we will identify how many participants have previously received training in MEL.</p>																					
<p>Baseline rationale:</p>																					
<p>Targets:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Value</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>FY 1</td> <td>50</td> <td></td> </tr> <tr> <td>FY 2</td> <td>60</td> <td></td> </tr> <tr> <td>FY 3</td> <td>60</td> <td></td> </tr> <tr> <td>FY 4</td> <td>70</td> <td></td> </tr> <tr> <td>FY 5</td> <td>70</td> <td></td> </tr> <tr> <td>Cumulative target</td> <td>60</td> <td>Participants counted only once</td> </tr> </tbody> </table>	Year	Value	Comment	FY 1	50		FY 2	60		FY 3	60		FY 4	70		FY 5	70		Cumulative target	60	Participants counted only once
Year	Value	Comment																			
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FY 4	70																				
FY 5	70																				
Cumulative target	60	Participants counted only once																			
<p>Rationale for targets (optional):</p>																					
<p>DATA QUALITY ISSUES</p>																					
<p>Dates of previous data quality assessments and name of reviewer: None</p>																					
<p>Date of future data quality assessments (optional): To be determined</p>																					
<p>Known data limitations: The limitation of this data is that it only indicates the attendance to the capacity-building activities, it does not reflect the results obtained through them.</p>																					
<p>CHANGES TO INDICATOR</p>																					
<p>Changes to the Indicator:</p>																					
<p>Other notes (optional):</p>																					
<p>THIS SHEET LAST UPDATED ON: 08/04/2021</p>																					

9.4. ANNEX 4: CONTEXT INDICATOR REFERENCE SHEET

If you have included context indicators in the MEL Plan, you will have to develop a reference sheet as well.

SAMPLE USAID Context Indicator Reference Sheet
<p>Name of Context Indicator: The full and complete name of the indicator should be specified. Context indicators from third party sources should use the name from that source, and also include the indicator number.</p> <p><u>Example:</u> Average precipitation in depth (mm per year); World Bank Indicator Code: G.LND.PRCP.MM</p>
<p>Name of Relevant Result(s) (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): If the context indicator is related to a specific result(s), list it here. It may be the case that the context indicator is not related to a specific result, but relevant to the overall operating environment. If so, list “operating environment” here. If the result has a number that corresponds to a Results Framework or logic model, this number should be included as well.</p> <p><u>Example:</u> IR 2.1: Smallholder Agricultural Productivity Increased</p>
DESCRIPTION
<p>Precise Definition(s): Context indicators from third party sources should use the definition from that source here. Indicator definitions should clearly explain all terms and elements of the indicator to ensure consistent interpretation and that intended measurements are reliably collected.</p> <p>Vague terms (e.g., “effective,” “quality,” “youth,” “vulnerable,” etc.) should be defined. Indicators that pertain to populations, geographic areas, or scores should include specified parameters or range. An equation or description of any calculations required to derive the data should be included. If the indicator is a percentage or ratio, there should be a description of the numerator and denominator.</p> <p><u>Example:</u> Average precipitation is the long-term average in depth (over space and time) of annual precipitation in the country. Precipitation is defined as any kind of water that falls from clouds as a liquid or a solid.</p>
<p>Unit of Measure: Unit of measure (e.g., number of hours, percent of households) should be indicated. Minimum or maximum values should be included, if applicable. Indicate if the number is cumulative or specific to the reporting frequency.</p> <p><u>Example:</u> Millimeter (mm) per year</p>
<p>Data Type: Data types should be indicated. Data types include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Integer: A whole number having no decimal places (e.g., number of legislators who support the ruling party). • Decimal: Define if the number is expected to have a decimal and how many decimal places should be tracked (e.g., average rainfall in inches). • Percentage: Both numerator and denominator should be defined (e.g., percent of farmers with mobile phones. Numerator: Number of farmers with mobile phones. Denominator: Total number of farmers.).

- Proportion/Ratio: Both numerator and denominator should be defined (e.g., Infant mortality rate).
- Numerator: number of deaths of children less than 1 year old. Denominator: 1,000 live births.).
- Currency: Should include a conversion to USD rate, rate source, and date (e.g., price of wheat).

Example: Integer

Disaggregated by: List any planned ways of disaggregating the context indicator data and note why this disaggregation is necessary and useful.

- Sex: It is recommended that context indicators be disaggregated by sex when measuring person-level data.
- Geography: It is recommended that context indicator data be disaggregated by a geographic level that is feasible and useful for management purposes.

Example: Country

Rationale for the Context Indicator (how it will be used by the Mission):

Briefly describe why this particular indicator was selected and how it will be useful for managing the strategy, project, or activity. It is recommended that both a use and user for the indicator data are identified here.

Example: The indicator will be used to monitor rainfall conditions to inform agricultural productivity expectations. Performance targets related to IR 2.1: Smallholder Agricultural Productivity Increased may be adjusted as necessary.

PLAN FOR DATA COLLECTION

Data Source: Specific sources of data should be identified. If data are from third-party sources such as a government ministry or international organization, include the location/link to the source. If data are collected by implementing partners, specify where the partner is getting the data. It is critical that sources be specific and detailed to ensure that data collection is consistent, and verification is possible.

Example: The data are collected by the Food and Agriculture Organization of the United Nations (FAO) through annual questionnaires.

Method of Data Collection and Construction: Tools, methods, and procedures for collecting raw data should be described. Context indicators from third party sources should use the methods described by that source.

Examples include document review, structured interviews, focus group interviews, written survey, ledger of patients, etc. If the indicator is an index or composite indicator, describe the procedure or formula for construction or calculation.

Include information about who collects the raw data and where it is stored before it gets to USAID.

Example: Questionnaire

Reporting Frequency: How often and when data will be reported to or collected by USAID should be specified. Most common reporting frequencies are quarterly, semiannual, and annual. The reporting frequency should be the same for every instance of the indicator (i.e., individual indicators being reported by multiple sources should not have different reporting frequencies). It is recommended that reporting frequency remain constant throughout the life of the indicator.

<u>Example:</u> Annual
Individual(s) Responsible: Specific staff member(s) directly responsible for the data should be identified. It is recommended that the specific position title be used rather than the employee's name.
<u>Example:</u> Project Manager, Josie Smith
TRIGGER AND BASELINE
Baseline Timeframe: The timeframe (month/year) that will serve as the baseline value for the indicator should be stated. If baselines have not been set, identify when and how this will be done.
<u>Example:</u> October 2017
Trigger: A trigger is a value or threshold which, if crossed would prompt an action by USAID, such as reexamination of the strategy's Results Framework or a project's theory of change.
<u>Example:</u> Precipitation at 918 mm or above 122 mm represents a 10% change over the baseline.
Rationale for Trigger: Briefly describe why this/these triggers are important or would prompt an action.
<u>Example:</u> Precipitation levels have not fluctuated more than 3% in the past 10 years and crop yields were only slightly affected. Agricultural experts state that a 10% change would likely drastically affect crop yields – triggering a reexamination of end-of-project targets.
DATA QUALITY
Known Data Limitations: Any major data limitations should be indicated. Including but not limited to data quality issues of validity, reliability, timeliness, precision, and integrity.
<u>Example:</u> The data are collected by the Food and Agriculture Organization of the United Nations (FAO) through annual questionnaires. The FAO tries to impose standard definitions and reporting methods, but complete consistency across countries and over time is not possible.
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: Changes to an indicator that substantively affect indicator reference information should be documented and justified. This includes but is not limited to changes to the definition, reporting frequency, data collection methodology, data construction, and indicator name. Documentation should include detailed information on the changes made, the date the change was made, and justification. This space is not the place to note changes in the indicator actual data.
<u>Example:</u> None
Other Notes: Use this space as needed.
THIS SHEET LAST UPDATED ON:
MM/DD/YY To avoid version control problems, type the date of the most recent revision or update to this reference sheet.

9.5. ANNEX 5: DATA COLLECTION TOOLS

When developed, included all data collection tools here or as separated files.

9.6. ANNEX 6: DATA FLOW

When developed, include data flow here.

9.7. ANNEX 7: REPORTING FORMATS

When developed, include all reporting formats will here or as separated files

9.8. ANNEX 8: MEL PLAN CHANGELOG

This section includes a table to describe the changes that are made to the Activity MEL Plan over time.

Date	Description of the change	Justification	Responsible for the change
Note the date the MEL Plan has been updated.	Indicate what changes were incorporated.	Describe why changes were necessary.	Indicate who was responsible for the change and who approved it.