



GUIDE & TEMPLATE FOR PREPARING AN ACTIVITY ANNUAL REPORT

Introduction

Why an annual report?

- Monitoring data gathered during implementation support learning and adaptive management. When relevant and high-quality monitoring data are available to aid in analysis, complement and reinforce evaluation, and inform decisions during implementation, United States Agency for International Development (USAID) is better able to adapt in a timely way to ensure that strategies, projects, and activities contribute to the intended result.
- Monitoring data are the backbone of the accountability structure at USAID. These data provide the public with information on the progress USAID is making; and Washington and other external stakeholders with information (through the Performance Plan and Report and other reporting processes) needed to inform decision-making (ADS 201.3.1.3).
- The annual report summarizes interventions and results during the year in relation to the approved work plan. The annual report will be used by USAID to assess the status of the activity in relation to the time remaining for performance and to report progress to USAID/Washington and Government of Peru (GoP) stakeholders. Each annual report will include an assessment as to whether the objective of the award will be accomplished within the remaining time and available resources. The report will assist the activity to refocus efforts as necessary.

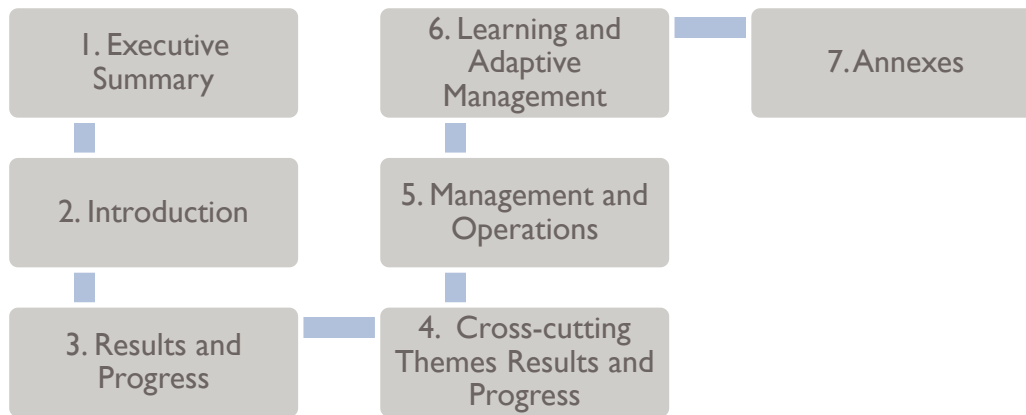
Why this guide?

- The purpose of the “Guide & template for preparing an Activity Annual Progress Report” is to guide you through the preparation of your activity’s annual report 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 identified among our Implementing Partners.
- This guide is mainly addressed to the Chiefs of Party (CoP) who will lead the process and to the MEL Specialists who will gather the needed information.

Annual Report content

- Even though there is no required format for an activity annual report, to facilitate sharing standardized formats with external stakeholders and to assure USAID's information's needs, USAID/Peru strongly recommends using this template that comprises 7 sections as presented below.

Annual Report content



Before you start

- Review the approved work plan since it is the base document for the report.
- Review the approved Monitoring, Evaluation and Learning Plan (MEL Plan) since it presents the indicators that must be reported and that should accompany the progress you will present.
- Have at hand the three previous quarterly reports since they will be key inputs for the annual report.
- Review your award terms to identify the language your report must be written and presented. Coordinate with the Contracting Officer Representative (COR) / Agreement Officer Representative (AOR) /Activity Manager the best way to proceed if the activity needs the report to be in Spanish for sharing with Peruvian stakeholders. If easier, present the annual report in Spanish and when approved, translate it to English.
- Review your award terms to identify the due date since it may vary from award to award. Most of the times it must be submitted to your COR/AOR/Activity Manager within 30 calendar days after the end of each year or as specified in your award.
- Explain your colleagues the template and make sure they are clear on the content and objective of each section. Then, the team must follow a schedule for the report completion. This schedule must provide the CoP, and others involved, time for a full revision of the report. The CoP should indicate the team who will be responsible for writing each section.
- This guide only addressed the preparation of the annual progress report, not the financial report that must be submitted as well. The financial report might include the accrual, burn

rate, commitment, disbursements, expenditures, and pipelines, among others stated by the COR/AOR/Activity Manager.

When writing the report

- Please develop the annual report in the template that accompanies this guide and respect the indicated narrative limits.
- Write the annual report so it is a stand-alone document, and anyone can read it and understand it.
- The annual report will cover all the items included in the quarterly reports, with a focus on results over the entire awarded year. Please be aware that the annual report is not intended to be the report of the fourth quarter. This report should present an annual analysis.

When submitting the report

- The annual report submission will consist of at minimum two pieces: (1) a Word document for the narrative sections (including annexes), and (2) an Excel document with the Performance Indicators Tracking Table. Please submit both as attachments in one email, with the Word and Excel files named appropriately. If some annexes cannot be included in the Word file, include them also as attachments.

Note: If in the Development Information Solution (DIS) you uploaded the actuals using the template option, include a copy of the templates submitted as attachment.

After the approval

- Immediately after approval, annual progress reports shall also be submitted to USAID's Development Experience Clearinghouse (DEC) in accordance with AIDAR 752.7005 Submission Requirements for Development Experience Documents. Be careful and remove sensitive data (e.g., financial) and beneficiaries' personal identifiable information (PII). PII means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other information that is linked or linkable to a specific individual (ADS 508).
- When writing the report, the team must always remember the audience and its information needs. The style of writing should be easy to understand and concise while making sure to address the report's purpose.

This guide was prepared in October 2022.



[INSERT ACTIVITY NAME]

Annual Report

Year # [Insert period: e.g. October 2021 – September 2022]

Approved Date: [e.g., November 15, 2022]

Award Number: [Insert award number]

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

ACTIVITY SUMMARY DATA

- Activity name: [Insert name]
- Short name (or other denomination) [Insert name]
- Period of implementation: [e.g., October 1, 2020 to September 30, 2025]
- Budget: [Insert budget]
- Subcontractors or key partners: [Insert the name of all subcontractors or key partners for the activity's implementation as stated in the agreement or established through other mechanism e.g., memorandum of understanding, if any. If not, delete the row.]
- Website: [Insert implementing partner's website, if any. If not, delete the row.]
- Activity Team:
 - [Insert name], Chief of Party [Insert email]
 - [Insert name], [Insert position] [Insert email]
 - [Insert name], [Insert position] [Insert email]
 - [Insert name], [Insert position] [Insert email]
 - [Insert name], [Insert 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 acronym.

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

ACOR	Alternate Contracting Officer Representative
ADS	Automated Directive System
AO	Agreement Officer
AOR	Agreement Officer Representative
CLA	Collaborating, Learning and Adapting
CO	Contracting Officer
COP	Chief of Party
COR	Contracting Officer Representative
DEC	Development Experience Clearinghouse
DIS	Development Information Solution
GoP	Government of Peru
MEL	Monitoring, Evaluation and Learning
PMP	Performance Monitoring Plan
PPR	Performance Plan Report
USAID	United States Agency for International Development

I. EXECUTIVE SUMMARY

The executive summary should be stand-alone as an abbreviated version of the report. All content of the full report should be summarized, and the executive summary should contain no new information. This section must be written at the end when all the other sections are finished.

The information might be presented by component, objectives, results, intermediate results, or other terms stated in your work plan. Remember that the work plan is the reference document for this report.

You may also include key progress indicators that support the narrative.

Include in the narrative key changes in the context that might have affected the intervention. If you have established context indicators in the MEL Plan, you may mention here any significant change, if any.



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- Task Orders



1 – 2 pages

2. INTRODUCTION

This section should summarize the activity, including a brief description of the following:

- original problem the activity is designed to address
- a brief outline of the context in which the activity will influence
- the activity's purpose, the expected outcomes, and main outputs
- geographical locations where the activity works
- mention the activity's main partners for the implementation

Use as a basis the information included in the activity's factsheet.

You could include a paragraph as a disclaimer:

The purpose of this report is to inform USAID of the achievements, challenges, and lessons learned from the implementation of the [insert Activity's name here] Activity during [place the period of report here]. This information supports assessment of the extent to which the award's goal will be accomplished within the remaining time and resources. Per USAID regulations, this report does not include financial statements that are not public information. USAID might also share this report with Government of Peru counterparts.



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- Task Orders



1 page

3. RESULTS AND PROGRESS

This section presents the highlights, measurable results, or progress towards results during the year of report. It includes a summary of completed and ongoing interventions pointing out whether they are on track as planned or not. Information presented here should follow the workplan's structure. Consider results that may have not been intended.

For avoiding confusion with the word activity, we will refer to the interventions or activities planned in the work plan as tasks.

3.1 OBJECTIVE 1 - [INSERT THE NAME OF THE OBJECTIVE HERE] *(USE THE TERM STATED IN YOUR WORK PLAN: COMPONENT, OBJECTIVE, RESULT, INTERMEDIATE RESULT, OR OTHER. IN THE GUIDE WE WILL USE "OBJECTIVE").*

3.1.1 YEAR # RESULTS

Present the results of the year, including the following:

- Start presenting the results or progress towards results. When possible, use quotes from some of the activity's counterparts to support the narration.
- Include indicators as support of the result's report. Data presented must be explained, analyzed, and contextualized. And as previously said, the focus of this report is the result or the progress towards it. Ensure you are not only focusing on the process.
- If the actual value of the indicators differs from the target in +/-10%, you should include an explanation. This explanation will also be requested in DIS.
- Include a description of how the indicators' performance is linked to the objective and explain if any changes to the indicators will be needed. Also mention what is the expected performance for the upcoming period.

Note: This analysis can be registered in DIS for each indicator and will be included in a template for each indicator that is reported in the USAID's Performance Plan Report (PPR) and Performance Management Plan (PMP).

- Also include a description of the key tasks carried out and outputs developed that led to the achieved result in the year.
- Present lessons learned related to this objective.
- Include in the narrative how the beneficiary feedback was obtained and used for the activity's implementation.
- When possible, narrate the major results in the geographic regions the activity intervenes in.

- Then, present the analysis of key context factors and assumptions that might have affected or will affect the achievement of the objective. Also, include any implementation problems (might be internal or external) encountered. In all cases, indicate what arrangements have been made or will be made, if any.

Internal changes might be referred to staff turnover, for example, and external changes might be referred to social, political, economics, among other aspects that might have affected the implementation in a positive or negative way.

An example of a context change that you may include here is the sanitary situation in 2020. In this case, you should explain the situation and describe how this situation affected the intervention with focus on the activity's expected outcomes.

If you have established context indicators in the MEL Plan, you should mention here any significant change.

These internal and external factors may produce delays, impair the ability to meet the objectives of the award, or impact the services provided by the activity. Include in this section a statement of the action taken or contemplated, and any assistance needed to resolve the situation.



Context is defined as “conditions and external factors relevant to implementation of USAID’s Strategies, projects, and activities. It includes the environmental, economic, social, or political factors that affect implementation, as well as how local actors, their relationships, and the incentives that guide them affect development results. It also includes risks that might threaten or provide opportunities to achieve greater development impact.” (ADS 201)

Assumptions are “the stated conditions, behaviors, and/or critical events outside the control of the Strategy, project, or activity that must be in place to achieve results. Assumptions form part of the complete theory of change regarding the conditions under which change is envisioned to occur.” (ADS 201)

For presenting the information, you may want to consider the following:

- The use of photos, graphics, maps, charts and illustrations are good ways to present the data. Limit the number of photos and try to include ones that show tasks performed or outcomes achieved. Photos must be in low resolution to limit the size of the document.
- For presenting data, select the visualization tool that better fits what you want to tell.

For guidelines on how to present graphics, please revise:



- The USAID Graphic Standards Manual Evergreen Data. Intentional reporting & data visualization
- Qualitative chart chooser 3.0
- Webinar: Accelerating evaluation use through infographics and visual design

3.1.2 ANTICIPATED RESULTS FOR NEXT YEAR

Based on the achieved results and the adjustments to be made, if any, include a description of the expected results for the upcoming year. You can include the indicators' targets in the narrative.

3.1.3 SUMMARY OF RESULTS IN THE YEAR

The exhibit below presents a very high-level summary of each task status under the objective.


- Place in it all tasks that should have been implemented during the year of report as stated in the work plan. Use the name of the tasks as stated in the work plan.
- More detail regarding each task can be complemented in the annexes.
- If any changes have been incorporated to the work plan, mention it here and explain the reasons behind the changes.

Exhibit 1. Summary of Objective 1 tasks

TASKS	RESULTS THIS YEAR	PLAN FOR NEXT YEAR
[Insert the code and name of each task]		
Example: I.1 Capacity Building in MEL for partners	4 organizations improved their performance in MEL due to the activity's intervention. We carried out diagnosis assessments to determine the performance in MEL in 4 organizations and established their initial performance and co-create a performance improvement plan. During the year we provided training and technical assistance to the 4 organizations as established in the performance improvement plan. At the end of the year, we assessed the performance for identifying the changes in them.	We will continue providing training and technical assistance along with other capacity building strategies for improving their institutional performance.
<i>Add lines as needed</i>		

 This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- Task Orders

 4 pages per objective

4. CROSS-CUTTING THEMES RESULTS AND PROGRESS

This section provides information regarding the progress and results achieved in cross-cutting themes and other key themes of special interest for USAID. In the narrative, include indicators and the analysis of their results as support. Also consider the results that may have not been intended.

4.1 GENDER AND VULNERABLE POPULATION

This section is intended to provide information regarding the results in closing gaps in gender inequalities because of the Activity's intervention, and should include the following:

- Progress or results in closing relevant gaps between male and females (ADS 205.3.6)
- What new opportunities for women and men were created (ADS 205.3.6) (regarding to existing and identified gaps)
- What differential negative impacts on males/females were addressed or avoided (ADS 205.3.6)
- What needs and gender inequalities emerged or remain (ADS 205.3.6)
- Any observed unintended gender-related consequences of the activity, and, if so, a viable solution should be mentioned (ADS 205.3.7)
- Any gaps between the extent to which females and males are participating in and benefiting from the Activity (ADS 205.3.8.1)
- The barriers and opportunities to close the gender inequalities identified or those that remain
- The specific actions that will be taken in the next implementation period based on the findings
- If there are new knowledge gaps in relation to gender issues and a plan is established to address them (ADS 205.3.8.3)
- Gender sensitive indicators are presented as support and the corresponding analysis
- Success stories regarding gender and gender gaps.
- Information that responds to the Activity, USAID, and USAID/Peru's gender learning questions:
 - o USAID/Peru: How does women's empowerment advance Peru's development objectives?
 - o USAID: How can USAID programs and operations mitigate harm to underrepresented and marginalized populations, while promoting equity and inclusion?

For more information please visit:

- [USAID's Gender Equality and Women's Empowerment](#)



4.2 YOUTH

This section is intended to provide information regarding the activity's results in two areas:

- How youth population has benefit from the Activity's implementation
- How working with youth population has influenced, or not, the achieving of the Activity's expected results

For more information please visit:



- USAID's Youth in Development Policy
- Peruvian Youth Participation and Civic Engagement Assessment – 2021 ([Spanish](#), [English](#))

4.3 PRIVATE SECTOR ENGAGEMENT

This section is intended to provide information regarding working with the private sector, and how working with the private sector has leveraged the activity's results, or not.

Include also here information that responds to the Activity, and USAID/Peru's learning questions:

- Under what conditions is the private sector engaged more effectively?
- Under what conditions is individual behavioral change within government agencies, civil society and private sectors better achieved and maintained?
- How can engagement with private sector entities, including joint public-private efforts, in targeted areas, help achieve sustainable environmental and natural resource management? (For Activities under the ESG portfolio)

For more information please visit:



- USAID's Private Sector Engagement Policy

4.4 LOCAL CAPACITY

USAID strongly emphasizes the importance of capacity development to improve development results by increasing local ownership, sustainability, and partnerships with other local organizations, donors, the public sector, and other stakeholders (Local Capacity Development Suggested Approaches An Additional Help Document for ADS 201).

If the Activity has as an explicit objective to strengthen local capacities, please present the progress and results in the section 3, otherwise, present here information regarding the results or the progress made in the year of report regarding capacity building and how this will contribute to the results' sustainability.

For more information please visit:



- USAID's Local Capacity Development Policy
- Local Capacity Development - Suggested Approaches

Also, include information that responds to the Activity, USAID, and USAID/Peru’s related learning questions:

- What are the critical factors for generating the GOP’s political will for reforms and internal changes needed in order to achieve USAID-GOP shared development goals?
- Under what conditions are capacity development interventions most effective in reducing corruption behaviors in civil servants? (For Activities under the DRG portfolio)
- To what extent do public institution capacity (e.g., forestry and water services) changes support the GOP’s journey to self-reliance? (For Activities under the ESG portfolio)

4.5 BENEFICIARY FEEDBACK

Due to directives from Congress and recent changes in USAID policies, implementing partners of USAID development activities should include plans for collecting feedback from beneficiaries in their MEL Plans (Collecting feedback from beneficiaries of development programs – Draft – September 2022).

This section is intended to provide information regarding the beneficiary feedback you have collected or received and how the activity has responded to it.

For more information please visit:

- [Collecting feedback from beneficiaries of development programs – Draft – September 2022](#)



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements

And optional, but highly recommended, for:

- Task Orders



1- 5 pages

5. MANAGEMENT AND OPERATIONS

Include in this section key aspects related to management and operations. You might also include a summary on the performance of the activity’s subcontractors or key actors, if agreed so with the AOR/COR/Activity Manager.

5.1 AWARD MODIFICATIONS

If any modification has been made to the award, state it here and explain the reasons behind the modification. If not, please do not include this section.

5.2 MEL PLAN IMPLEMENTATION

This section aims to document what the activity is doing with the MEL Plan. To that end, include in this section a brief reflection on:

- the effectiveness of MEL tasks to inform programming and measuring the activity’s results. This could include reflecting on the appropriateness of the data collected to measure the expected results, identification of unanticipated challenges in the collection of data, pause and reflect sessions, changes, or proposals for changing indicators, or targets.
- the status of MEL tasks including the establishment of baseline data, the performance of internal or external evaluations or pause & reflect sessions, data quality assessments, among others included in the MEL Plan.
- how learning and adaptation are being implemented during the reporting period to create sustainability conditions, e.g., indicate what actions have been taken based on the lessons learned or the new knowledge that will contribute to the sustainability of the activity’s results.
- if necessary, and in coordination with the COR/AIR/Activity Manager, you might need to update the MEL Plan.

5.3 MANAGEMENT AND OPERATIONS TASK STATUS

Coordinate with the AOR/COR/Activity Manager how to present the status of management tasks and plans for next year, if necessary. Management tasks might be referred to the development and implementation of a Communications Plan, the development and implementation of the Quality Assurance Surveillance Plan, deliverables completion and submission, and other that could be agreed with the AOR/COR/Activity Manager.

Exhibit 2. Summary of management and operation tasks

TASKS	PROGRESS THIS YEAR	PLANS FOR NEXT YEAR
Insert the name of each task		
Insert the name of each task		



6. LEARNING AND ADAPTIVE MANAGEMENT

This section presents lessons learned or reflections related to three aspects: what has gone well, what can be improved and progress reducing knowledge gaps. All of them might be the result of a pause and reflect process. All the generated knowledge must be documented to be applied in the future.

Reflections might be summarized by responding to these three questions:

What has gone especially well?

Briefly explained what went particularly well during this year.

What can be improved going forward?

Briefly present what can be done in a better way based on the generated knowledge and experience.

What progress has been made for answering the learning questions?

If any learning task addressing the learning questions has been implemented, present here the new information.

Learning's purpose is to apply new knowledge. In this section summarize what actions and/or changes in the intervention have been taken (or will be taken) for responding to changes in the context and the lessons learned during the year, and assure achieving the stated results.

For guidelines on learning and adaptive management, please revise:



- USAID Learning toolkit
- USAID Adapting toolkit
- Discussion note: Adaptive Management
- Adaptive management. What it means for civil society organizations (Bond 2016)
- Knowing when to adapt. Decision tree
- Lessons learned. Taking it to the next level. Project management Institute
- A guide to capturing lessons learned. The Nature Conservancy



This section is mandatory for:

- Contracts
- Grants
- Cooperative Agreements
- Task Orders



1 – 2 pages

7. ANNEXES

Revise your award terms to identify what annexes should be included in the annual report. Then, coordinate with the AOR/COR/Activity Manager about what other annexes might be incorporated.

Here you will find the most common annexes presented on annual basis.

7.1. PERFORMANCE INDICATOR TRACKING TABLE

This table presents the indicator’s results. Present all indicators, not only those you must present annually.

Include the indicators considered in other planning documents such as the Gender Action Plan, the Environmental Management and Mitigation Plan, and others. Include all indicators that are also in DIS.

Present the indicators results and all disaggregation considered in the MEL Plan and DIS.

This annex must be presented in an Excel spreadsheet and results must be registered in the DIS. Specify here the file’s name.

The tracking table also includes a space for registering the actuals of the context indicators.

Information requested is presented in the table below.

Performance indicator tracking table content

CODE	INDICATOR	UNIT OF MEASURE	FREQUENCY	PMP INDICATOR?	PPR INDICATOR?	BASELINE		FY__ (Enter the FY according to the activity start)	
						VALUE	YEAR	ANNUAL TARGET	ACTUAL
Insert the indicator code assigned by the activity. If it is a standard indicator, use the standard indicator code.	Insert the name of the indicator as established in the MEL Plan and DIS.	Indicate the unit of measure	Indicate how frequently this indicator will be measured: quarterly, semi-annual, annual	Yes/No	Yes/No	Indicate the baseline value	Indicate the baseline year or the date in which it will be carried out.	Enter target for FY__ as established in the MEL Plan and DIS.	Enter actual for FY__

7.2. SUCCESS STORIES

Include here all success stories developed in the year. For that please follow USAID guidelines for writing a success story.

For guidelines on how to write success story, please revise:

- Success Story Guidelines for USAID partners



7.3. TEMPLATE FOR REPORTING PPR AND PMP INDICATORS

For all PPR and PMP indicators you will be asked to present broader information that also be requested in DIS. Please copy this template for all PPR and PMP indicators reported by your activity.

Template for PPR and PMP indicators

Indicator data						
Code:	Insert the indicator code assigned by the activity. If it is a standard indicator, use the standard indicator code E.g., EG.10.2-2					
Indicator:	Insert the name of the indicator as established in the MEL Plan and DIS E.g., Number of hectares of biologically significant areas under improved natural resource management as a result of USG assistance					
Type:	Indicate if it is a standard indicator or a custom one. E.g., Standard					
Values:	Baseline date (MM/YYYY)	Baseline value	FY 2022 Target	FY 2022 Actual	FY 2023 Target	FY 2024 Target
	Indicate the baseline month and year or the date in which it will be carried out.	Indicate the baseline value	Copy here the target for FY2022 as established in the MEL Plan and DIS.	Enter actual for FY2022	Copy here the target for FY2023 as established in the MEL Plan and DIS. If you will modify the target, do it here and in DIS.	Copy here the target for FY2024 as established in the MEL Plan and DIS. If you will modify the target, do it here and in DIS.
Disaggregation: Note below all the disaggregation considered in the DIS. Add more rows if necessary. If it is a standard indicator, all the disaggregation considered in the PIRS must be included. FY2022 Links: FY2022 Master Indicator List and PIRS are available in this folder: Standard Indicators Google Folder						
Disaggregate #1. E.g., EG.10.2-2a Coastal-Marine	Enter month and year	Enter the value	---	Enter the value	---	---
Disaggregate #2: E.g., EG.10.2-2aa Terrestrial-forests	Enter month and year	Enter the value	---	Enter the value	---	---

Disaggregate #3: Ejemplo: EG.10.2-2ab Terrestrial-nonforests	Enter month and year	Enter the value	---	Enter the value	---	---
Disaggregate #4: E.g., EG.10.2-2c Wildlife trafficking	Enter month and year	Enter the value	---	Enter the value	---	---
Disaggregate #5: E.g., EG.10.2-2d Illegal logging and associated trade	Enter month and year	Enter the value	---	Enter the value	---	---
Disaggregate #6: E.g., EG.10.2-2e Illegal, unreported, and unregulated fishing	Enter month and year	Enter the value	---	Enter the value	---	---
Activity's objective:	Enter the Activity's objective for which the indicator measures progress. Copy this information from the indicator's PIRS.					
Data of last DQA:	Enter the date (MM/YYYY) on which the last data quality analysis of the indicator was performed.					
Narrative						
How the indicator relates to the activity's expected objective? (Minimum 500 characters, maximum 2000 characters)	<ul style="list-style-type: none"> - This narrative is required for all standard indicators. - This section corresponds to the PIRS section called "Rationale for the indicator". - Describe here how or why the monitoring of this particular indicator is relevant to understand the progress or the expected result to which it is associated. For example, how the indicator relates to any aspect of the relevant logic model or theory of change, or how tracking positive or negative changes in the indicator is critical to understanding overall progress towards the objective. Once registered, this particular narrative should not change substantively from year to year unless new insights are learned about its relationship to the Expected Activity Objective. 					
Analysis of the current and future performance of the indicator (Minimum 500 characters, maximum 4000 characters)	Paragraph 1 (Minimum 500 characters): Please describe how the actual indicator's performance affects the progress of the Activity's expected result and describe what changes, if any, are needed in relation to this indicator in order to make further progress towards achieving the expected result. For example, if actual performance was lower than expected, describe how this affects progress toward the objective and what steps will be taken to mitigate the negative effect.					
	Paragraph 2 (Minimum 500 characters): And as the second part of this section, describe the expected performance to be achieved with the future actions that will be implemented in the following year FY2023. The information in both paragraphs must be entered in the "Comments" section of the DIS corresponding to the indicator.					
Justification						
Deviation (Minimum 500 characters, maximum 4000 characters)	If the actual is 10 percent higher or lower than the target, write a narrative explaining why the target was not met or exceeded. This justification must be the same as that recorded in the DIS.					

Glossary:

- **Baseline:** The value of an indicator before the implementation of the main actions from strategies, projects or activities supported by USAID are in place. Baseline data allows you to track changes that occurred during the project or activity with the resources assigned to that project or activity. (ADS 201)
- **Reference Dates:** The reference data must be entered as MM / YYYY. Once a reference date is entered for an indicator, this box will be “read only” and cannot be edited in future reports, unless previously justified. Reference dates are required for all indicators (fy_17_guidance_ppr_final.pdf).
- **Target for fiscal year 2022:** This field must contain the target established in the previous year's MEL Plan for this indicator. If so, this field is “read only” and cannot be changed. If this is a new indicator, a target for fiscal year 2022 can be entered; if that is done, then a result for fiscal year 2022 must also be entered.
- **Fiscal Year 2022 Results:** Results must reflect actual performance achieved during fiscal year 2022.
- **Disaggregation:** Activities must report the results of all the breakdowns that the indicator contributes.
- **Targets for fiscal year 2023 and 2024:** Activities are required to establish a target for all active indicators until fiscal year 2024, consistent with their Annual Plans.

7.4. DELIVERABLES AND MATERIALS PRODUCED

Include in this annex the list of materials and deliverables completed in the reporting period.

List of deliverables and materials produced

No	NAME	CATEGORY	DATE OF COMPLETION	APPROVED	DEC	LOCATION
[Insert the objective or term stated in your work plan: component, result, intermediate result, or other]						
1	[Indicate the name of the material produced]	[Indicate if it is a deliverable, a technical product, a management product, or other kind]	[Indicate the date of completion]	[Indicate if the material has been approved by COR/AOR/Activity Manager, if necessary]	[Indicate if the material has been uploaded to DEC, or if it is not necessary]	[Indicate where the material can be found: a server, a shared drive, among others as stated in the MEL Plan. If possible, place the link to the material]
2						

Sample

No	NAME	CATEGORY	DATE OF COMPLETION	APPROVED	DEC	LOCATION
Objective 1: Increased use of evaluations and assessment results among USAID and external stakeholders for program decision						
1	Assessment of Civil Society Engagement	Deliverable	August, 2021	Yes	Yes	Link to DEC Link to Google Drive
2	Assessment of Civil Society Engagement - Brief	Communication product	October, 2021	Yes	No	Link to Google Drive

7.5. ENVIRONMENTAL MANAGEMENT AND MITIGATION PLAN REPORT

Present as an annex, the annual report for the Environmental Management and Mitigation Plan, if any. Include in the report, the progress made, results achieved and the indicators' progress.

7.6. LIST OF TRAINED PEOPLE

Include here a list of all people trained during the year if it is stated in your award terms or it has been coordinated with the AOR/COR/Activity Manager.

7.7. LIST OF CONSULTANCIES

Include here a description of any short-term consultancies' progress and observations, identifying any significant issues, and a description of follow-on interventions. Also include a list of consultancies to be needed next quarter.

7.8. BASELINE REPORTS

When available, place here the baseline reports. Justify the baseline value, identifying the sources of information consulted. Briefly explain the studies or rapid evaluations carried out to obtain the information. In the case of declaring zero justify through review of studies and analysis of the state of the situation before the intervention supported by USAID.

7.9. OTHERS

Include any other annexes the team considers relevant. For example, any outreach or press reporting about the activity should be included here, data quality assessment carried out, among others.

For guidelines on baselines, please revise:



- Performance Indicator Baselines
- Tips. Baselines and targets
- How to plan a baseline study, World Food Programme

GLOSSARY

You will find here a glossary of terms stated in USAID guidelines and related to this guide.

- **Activity** is an implementing mechanism that carries out an intervention or set of interventions to advance identified development result(s). Activities range from contracts or cooperative agreements with international or local organizations, to direct agreements with partner governments, to partial credit guarantees that mobilize private capital, among other examples. Activities also include buy-ins under global agreements (e.g., Field-Support agreements) that generate programmatic results in a given country or region. In Missions, activities should contribute to development result(s) set forth in the Mission’s Country Development Cooperation Strategy. (ADS 201)
- **Adaptive management** is defined as “an intentional approach to making decisions and adjustments in response to new information and changes in context.” (ADS 201)
- **Assumptions** The stated conditions, behaviors, and/or critical events outside the control of the Strategy, project, or activity that must be in place to achieve results. Assumptions form part of the complete theory of change regarding the conditions under which change is envisioned to occur. (ADS 201)
- **Baseline** The value of an indicator before major implementation actions of USAID-funded Strategies, projects, or activities. Baseline data enable the tracking of changes that occurred during the project or activity with the resources allocated to that project or activity. (ADS 201)
- **Collaborating, Learning, and Adapting (CLA)** is USAID’s approach to organizational learning and adaptive management. It involves strategic collaboration, continuous learning, and adaptive management. CLA approaches to development include collaborating intentionally with stakeholders to share knowledge and reduce duplication of effort, learning systematically by drawing on evidence from a variety of sources and taking time to reflect on implementation, and applying learning by adapting intentionally. (ADS 201)
- **Context** refers to the conditions and external factors relevant to implementation of USAID’s Strategies, projects, and activities. Context includes the environmental, economic, social, or political factors that affect implementation, as well as how local actors, their relationships, and the incentives that guide them affect development results. It also includes risks that might threaten or provide opportunities to achieve greater development impact. (ADS 201)
- **Context Indicator** is a means to monitor factors outside the control of USAID that have the potential to affect the achievement of expected results. OUs may track context indicators at any level of a Results Framework or logic model. Context indicators may track country/regional context; programmatic assumptions of strategies, projects, and activities; and operational context. Context indicators do not directly measure the results of USAID’s activities. (ADS 201)
- **Development Objective (DO)** is typically the most ambitious result to which a Mission, together with its development partners, can contribute through its interventions. (ADS 201)
- **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 or 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)
 - **Pause and Reflect** is a component of learning and adaptive management, the act of taking time to think critically about ongoing activities and processes and to plan for the best way forward. (ADS 201)
 - **Performance Indicators** are means to monitor the expected outputs and outcomes of strategies, projects, or activities based on a Mission's RF or a project's or activity's logic model. Performance indicators are the basis for observing progress and measuring actual results compared to expected results. Performance indicators help answer the extent to which a Mission or Washington OU is progressing toward its objective(s), but alone cannot tell a Mission or Washington OU why such progress is or is not being made. (ADS 201)
 - **Performance Management** The systematic process of planning and defining a theory of change and associated results through strategic planning and program design, and collecting, analyzing, and using information and data from program-monitoring, evaluations, and other learning activities to address learning priorities, understand progress toward results, influence decision-making and adaptive management, and ultimately improve development outcomes. A Mission's Performance Management Plan (PMP) describes performance-management activities at the Mission level. Performance-management supports continuous learning and adaptive management. (ADS 201)
 - **Risk** is the effect of uncertainty on objectives. Within the Program Cycle, a risk refers to an uncertain event or circumstance that—if it occurred—would affect an OU's ability to achieve intended results, positively or negatively. (ADS 201)

- **Sustainability** is the ability of a local system, network, or institutions to produce desired outcomes over time. Programs contribute to sustainability when they strengthen the ability to produce valued results and to be both resilient and adaptive in the face of changing circumstances. (ADS 201)