|  |
| --- |
|  |
| **[ACTIVITY TITLE]**  Executed by [Name of Implementing Partner]  **MOZAMBIQUE**  Activity Monitoring, Evaluation, & Learning Plan (MELP) |

**Approved Date:** [e.g., January, 2019]

**Version:** [1]

**Contract/Agreement Number:** [Insert number]

**Activity Start and End Dates:** [e.g., January 1, 2018 to December 31, 2023]

**AOR/COR/Activity Manager Name & Office:** [Insert name, office]

**Submitted by:** [Insert name, position]

[Name of Prime Implementing Partner (IP)]

**DISCLAIMER**

The author’s views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

**List of Acronyms**

[Insert acronyms here]

Table of Contents

[**1.** **Introduction** 4](#_Toc80032256)

[1.1 Activity Theory of Change and Logic Model 4](#_Toc80032257)

[**2.** **Monitoring Plan** 4](#_Toc80032258)

[2.1 Performance Monitoring 4](#_Toc80032259)

[2.2 Context Monitoring 5](#_Toc80032260)

[**3.** **Beneficiary feedback Plan** 6](#_Toc80032261)

[**4.** **Evaluation Plan** 6](#_Toc80032262)

[4.1. Internal Evaluations 6](#_Toc80032263)

[4.2 Plans for Collaborating with External Evaluators 6](#_Toc80032264)

[**5.** **Collaborating, Learning, and Adapting (CLA) Approach** 7](#_Toc80032265)

[**6.** **Resources** 7](#_Toc80032266)

[**7.** **Roles, Responsibilities, and Schedule of Activity MEL Plan tasks** 8](#_Toc80032267)

[**8.** **Change Log** 9](#_Toc80032268)

[**9.** **Annex I: Indicator Summary Table** 10](#_Toc80032269)

[**10.** **Annex II: Indicator Reference Sheets** 13](#_Toc80032270)

## **Introduction**

*This section introduces the Activity MEL Plan and provides summary background information relevant to the MEL Plan.*

*Start with a brief introduction of the Activity MEL Plan, its purpose and intended use. Please note that this plan will be updated periodically in response to changes in the activity theory of change, implementation, or feedback received on MEL efforts. Sample text:*

Updates to this plan will be provided to the [USAID COR/AOR] for review and approval on a [quarterly/semi-annual/annual basis] *(per contract or agreement)* or whenever revisions to the plan are proposed.

### 1.1 Activity Theory of Change and Logic Model

*Include a summary description of the activity theory of change based on activity planning documents or work plans. Typically, this will include the following information:*

* *Link of this activity to USAID higher level results to which it is contributing – request information to your A/COR/Activity manager.*
* *The context in which the development problem is situated.*
* *If-then (causal) outcomes needed to achieve the desired change and evidence used to support those casual predictions.*
* *Major interventions that the activity will undertake to catalyze these outcomes; and*
* *Key assumptions that underlie the success of this theory.*

*The logic model should highlight the activity’s most important performance indicators, linking each performance indicator to the result in the logic model measured by that indicator, as shown in the example on the following page.*

*Note: There is no standard format for logic models. Please see the* [*Project Logic Model How-to Note*](https://usaidlearninglab.org/sites/default/files/resource/files/project_logic_model_how_to_note_final_sep1.pdf) *for examples of different types of logic models.*

## **Monitoring Plan**

*This section provides information on how the activity implementing partner will monitor the performance of the activity and contextual factors that may affect activity performance and inform learning and adaptation throughout implementation. For additional information on Monitoring at USAID, visit the* [*USAID Monitoring Toolkit*](https://usaidlearninglab.org/monitoring-toolkit?tab=1)*.*

### 2.1 Performance Monitoring

*Describe the efforts that the activity implementing partner will undertake to monitor performance. This should include monitoring the quantity, quality, and timeliness of* ***outputs*** *and relevant* ***outcomes*** *to which the activity is expected to contribute. Efforts to monitor performance may include a range of quantitative and qualitative methods such as surveys, direct observation, qualitative interviews, focus groups, expert panels, the recording of administrative actions, etc.*

*The Activity MEL Plan must include relevant performance indicators of activity outputs and outcomes. For more information about performance indicators, see the* [*Selecting Performance Indicators*](https://usaidlearninglab.org/library/selecting-performance-indicators) *guidance document.*

*A summary of all performance indicators that the activity implementing partner will report to USAID should be listed in a summary table in Annex I. Include all performance indicators required or requested by USAID, including required foreign assistance standard indicators, and all additional performance indicators deemed necessary by the activity implementing partner for monitoring and reporting on progress.*

*Each performance indicator must:*

* *Be linked to an intended result (output or outcome) that it measures.*
* *Have a corresponding* [*Performance Indicator Reference Sheet (PIRS)*](https://usaidlearninglab.org/library/recommended-performance-indicator-reference-sheet) *that is complete and sufficient, and included in Annex II. The PIRS should be completed in coordination with USAID, or even provided by USAID, when multiple partners are collecting data on the same performance indicator. If the PIRS is not complete at the time the plan is submitted to USAID, it must be completed within three months of the start of indicator data collection and a plan describing why, when and how it will be completed.*
* *Have a* [*baseline*](https://usaidlearninglab.org/sites/default/files/resource/files/cleared_-_mt_-_performance_indicator_baselines_r.pdf)*. If baseline data have not been collected at the time this plan is submitted to USAID, the plan should note when baselines will be collected. Baseline data collection should be completed before the start of implementation actions related to that performance indicator.*
* *Have* [*targets*](https://usaidlearninglab.org/sites/default/files/resource/files/cleared_-_mt_-_performance_indicator_targets_r.pdf)*. If targets have not been set at the time this plan is submitted to USAID, the plan should note when targets will be set. Targets should be set prior to collecting and reporting data (other than baseline data) on an indicator.*
* *Be disaggregated by sex when measuring person-level data. Other important disaggregation should considered as necessary (age groups, rural versus urban, etc…)*

### 2.2 Context Monitoring

*The Activity MEL Plan should include, if relevant, a description of any efforts that the activity implementing partner may undertake to monitor the conditions and external factors relevant to activity implementation. These may include environmental, economic, social, or political factors, programmatic assumptions, and operational context. Efforts to monitor context may include a range of quantitative and qualitative methods such as surveys, direct observation, qualitative interviews, focus groups, expert panels, tracking of independent third-party indicators, etc.*

*If the activity implementing partner is planning to track context indicators, these should be reported in the summary list of indicators in Annex I. The* [*Context Indicator Reference Sheets (CIRSs)*](https://usaidlearninglab.org/library/context-indicator-reference-sheet-cirs-guidance-and-template) *should be included in Annex II, if any context indicators are planned.*

## **Beneficiary feedback Plan[[1]](#footnote-1)**

1. *Determination on whether collecting beneficiary feedback is appropriate for the activity. If not, then a written explanation for why not*
2. *If yes, describe procedures for collecting feedback from beneficiaries.*
3. *Describe procedures for responding to feedback from beneficiaries.*
4. *Describe procedures for reporting to USAID.*
5. *Describe how beneficiary is planned to be used to learn and adapt.*

## **Evaluation Plan**

### Internal Evaluations

*Internal evaluations are evaluations that are conducted by the activity implementing partner or its sub-contractor(s), often with the intent to learn and adapt during implementation. Implementing partners are not required to conduct an internal evaluation unless it is stipulated in their contract or agreement. Implementing partners may propose to conduct an internal evaluation in their Activity MEL Plan.*

*This section of the Activity MEL Plan identifies any internal evaluations that the activity implementing partner plans to manage over the life of the activity. For each internal evaluation, the plan should include (and summarize it on a table), at least:*

* *the type of evaluation (performance or impact);*
* *purpose and expected use;*
* *proposed evaluation questions;*
* *estimated budget;*
* *planned start date; and*
* *the estimated completion date.*

*The evaluation plan should also clarify the expected level of USAID involvement, if any, such as reviewing an evaluation Statement of Work (SOW) or draft report.*

*The* [*USAID Evaluation Toolkit*](https://usaidlearninglab.org/evaluation?tab=1) *includes an* [*evaluation plan template*](https://usaidlearninglab.org/library/multi-year-evaluation-plan-summary-and-schedule-template-0) *that may be adapted for use in this section.*

### 4.2 Plans for Collaborating with External Evaluators

*It is USAID’s responsibility to inform the activity implementing partner if an external evaluation of the activity is planned. An external evaluation is an evaluation that is contracted directly by USAID. If such an evaluation is planned, this section may explain how the implementing partner will interact with the evaluation team to support the external evaluation. Even if one is not planned, this section could outline expectations for collaboration in the event that an external evaluation is later determined to be necessary.*

*Sample text:*

[The implementing partner] will assist external evaluators commissioned by USAID by:

* Reviewing and providing feedback on draft evaluation designs, draft evaluation data collection instruments, and the draft evaluation report.
* Sharing data used for performance monitoring. If this includes person-level data, [the implementing partner] will anonymize the data prior to providing it to the evaluation team.
* Providing written responses to an evaluation self-assessment questionnaire.
* Making staff available to answer questions related to the activity.
* Supporting the evaluation team in identifying and obtaining access to activity stakeholders, beneficiaries, and sites of operation.
* Supporting the evaluation team in holding stakeholder meetings to discuss and develop recommendations based on evaluation findings.

## **Collaborating, Learning, and Adapting (CLA) Approach**

*This section explains the activity’s approach to learning from monitoring data, evaluation findings (if applicable) and other learning efforts, and how the activity implementing partner – in collaboration with USAID and other key stakeholders – will seek to pause, reflect, learn, and adapt throughout implementation. Activity implementing partners may broaden the scope of this section to function as a Collaborating, Learning, and Adapting (CLA) plan for the activity. The plan may include:*

* *Learning questions based on the activity or project’s logic model or potential gaps in the technical knowledge base, and efforts to explore those questions.*
* *Knowledge generation, capture, and sharing efforts, including at activity close-out.*
* *Reflection opportunities (e.g., during work planning or quarterly reporting, after-action reviews, or other learning events). Information on potential participants, frequency, and utilization should be included.*
* *Plans for adaptive management, based on learning and knowledge gained during implementation, including from identified learning questions that will enable the implementing partner and its key stakeholders to prompt course corrections as needed.*
* *Strategic collaboration activities designed to support learning and adapting with and for key stakeholders (including USAID) relating to specific questions identified in the learning plan.*

*For more information on CLA and learning plans, visit the* [*USAID CLA Toolkit*](https://usaidlearninglab.org/cla-toolkit)*.*

## **Resources**

*Specify the budget allocated to monitoring, evaluation, and learning by listing the tasks, estimated costs, and proportion of the budget. Please use a table to present the information. The resources allocated here should be reflected on the budget as well as work-plans.*

## **Roles, Responsibilities, and Schedule of Activity MEL Plan tasks**

*This section provides a schedule of individual and recurring MEL/CLA tasks during the life of the activity. This may be a simple matrix outlining tasks, responsible parties, and dates for initiation and completion.*

*This section may also describe the various monitoring, evaluation, and learning reports and other information (including ad hoc and recurring reports) that will be provided to USAID during the life of the project. This may include, for example, quarterly reports, performance indicator data, activity location data, research documents,* *, learning products (i.e., syntheses, event readouts, learning and adaptation summaries), etc.*

*Include a summary of the content and how information will be transmitted to USAID and in what format (for instance through a partner portal of a management information system, in-person check-ins, as part of a quarterly report submission, or in an Excel file). A table may be a useful way to summarize anticipated MEL tasks and related information.*

*Please see below some examples*

*Table 1: Provide a schedule of recurring tasks related to monitoring, evaluation, CLA or other planned learning efforts during the activity and the individuals who are responsible for them*

**Table 1: Schedule of recurring tasks table**

|  |  |  |
| --- | --- | --- |
| **Tasks** | **Frequency** | **Responsible person or team** |
| BLANK |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Table 2: List the various monitoring, evaluation, and CLA or other learning deliverables (including ad hoc and recurring reports) that will be provided to USAID.*

**Table 2: Schedule of Activity MEL Plan Deliverables to USAID Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Deliverable** | **Frequency** | **Transmission to USAID via** | **Description of Content** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## **Change Log**

*The Activity MEL Plan should be adjusted in response to changes in activity (or relevant project) implementation, feedback received on MEL efforts, changes in the operational context, and other new information. This section includes a table to describe the changes that are made to the Activity MEL Plan over time. .*

Example Change Log

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Change by: | Change to: | Description of Change: |
| Date  *Effective date of change* | Change by:  *Person or team who made the change* | Change to:  *Section of the Activity MEL Plan changed. If an indicator has been changed, include the indicator number.* | Description of Change:  *Summarize the change that was made to the Activity MEL Plan and the reason the change was made.* |
| Date BLANK | Change by: BLANK | Change to: BLANK | Description of Change: BLANK |

## **Annex I: Indicator Summary Table**

*An example Indicator Summary Table is provided below and a* [*template*](https://usaidlearninglab.org/library/template-performance-indicator-summary-table) *is available in the* [*USAID Monitoring Toolkit*](https://usaidlearninglab.org/monitoring-toolkit)*. This plan may be adapted to include other information based on what is most relevant to the needs of the activity implementing partner or the USAID Operating Unit.*

**Instructions**

1. ***Indicator:*** *State the name and unique identifier for the indicator that will measure the expected result listed in the next column. Disaggregates of an indicator may be listed on a separate row below the parent indicator.*
2. ***Result Measured by Indicator****: State the result statement and the unique identifier for the expected result in the theory of change that the indicator intends to measure.*
3. ***Type of Indicator****: State whether the indicator is (1) a “Performance” indicator or a “Context” indicator, and (2) a “Standard” indicator or a “Custom” indicator.*
4. ***Data Source:*** *State the source of the data or planned source of the data.*
5. ***Frequency:*** *State how often the data are reported to USAID.*
6. ***Unit of Measure:*** *State the unit of measure (e.g., number of hours, percent of households).*
7. ***PPR:***  *State “Y” if this indicator is included in the PPR or “N” if this indicator is not included in the PPR. (Note: standard indicators are required to be reported in the PPR.)*
8. ***Baseline Date****: State the month and year (mm/yyyy) when the baseline data were collected. If baseline is still planned, state the month and year when the baseline is planned to be collected.*
9. ***Baseline Value****: State the value of the indicator at “baseline,” i.e., before major implementation actions of the planned USAID-supported activity. Enter “TBD” if the baseline has not yet been collected.*
10. ***Target/ Endline Date****: State the month and year (mm/yyyy) for when the target value is expected to be achieved. This may be aligned with the reporting frequency of the indicator, it may be an end-of-activity target, or some other relevant milestone date.*
11. ***Target/ Endline Value****: State the estimated value of the indicator expected on the target date.*

**Example Indicator Summary Table**

| **Indicator** | **Result Measured by Indicator** | **Type of Indicator** | **Data Source** | **Frequency** | **Unit of Measure** | **PPR (Y/N)** | **Baseline** | | **Endline** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Value** | **Date** | **Target** |
| *Examples…* |  |  |  |  |  |  |  |  |  |  |
| **Indicator**  *Indicator DR.1.5-1 Number of USG-assisted courts with improved case management systems* | **Result Measured by Indicator****Indicator** *Indicator DR.1.5-1*  *Improved operations of East Tambou civil courts.* | **Type of Indicator Indicator** *Indicator DR.1.5-1*  *Performance / Standard* | **Data Source Indicator** *Indicator DR.1.5-1*  *Implementing Partner count of courts assisted.* | **Frequency Indicator** *Indicator DR.1.5-1*  *Reported annually.* | **Unit of Measure Indicator** *Indicator DR.1.5-1*  *Number* | **PPR (Y/N) Indicator** *Indicator DR.1.5-1*  *Y* | **Baseline Date Indicator** *Indicator DR.1.5-1*  *09/2017* | **Baseline Value Indicator** *Indicator DR.1.5-1*  *0* | **Endline Date Indicator** *Indicator DR.1.5-1*  *09/2022* | **Endline Target Indicator** *Indicator DR.1.5-1*  *120* |
| **Indicator**  *Indicator 3.4.1(a) Neonatal mortality rate (number of deaths of infants during the first 28 days of life per 1,000 live births) in childbirth facilities in the southern region of East Tambou.* | **Result Measured by Indicator Indicator** *Indicator 3.4.1(a)*  *Improved child birth outcomes in the southern region of East Tambou.* | **Type of Indicator Indicator** *Indicator 3.4.1(a)*  *Performance / Custom* | **Data Source Indicator** *Indicator 3.4.1(a)*  *Survey of child birth facility vital registration data.* | **Frequency Indicator** *Indicator 3.4.1(a)*  *Reported quarterly.* | **Unit of Measure Indicator** *Indicator 3.4.1(a)*  *Number per 1,000* | **PPR (Y/N) Indicator** *Indicator 3.4.1(a)*  *Y* | **Baseline Date Indicator** *Indicator 3.4.1(a)*  *01/2016* | **Baseline Value Indicator** *Indicator 3.4.1(a)*  *55.3* | **Endline Date Indicator** *Indicator 3.4.1(a)*  *09/2021* | **Endline Target Indicator** *Indicator 3.4.1(a)*  *40.0* |
| **Indicator**  *Indicator 3.4.1(b) FEMALE - Neonatal mortality rate (number of deaths of infants during the first 28 days of life per 1,000 live births) in childbirth facilities in the southern region of East Tambou.* | **Result Measured by Indicator Indicator** *Indicator 3.4.1(b)*  *Improved child birth outcomes in the southern region of East Tambou.* | **Type of Indicator Indicator** *Indicator 3.4.1(b)*  *Performance / Custom* | **Data Source Indicator** *Indicator 3.4.1(b)*  *Survey of child birth facility vital registration data.* | **Frequency Indicator** *Indicator 3.4.1(b)*  *Reported quarterly.* | **Unit of Measure Indicator** *Indicator 3.4.1(b)*  *Number per 1,000* | **PPR (Y/N) Indicator** *Indicator 3.4.1(b)*  *Y* | **Baseline Date Indicator** *Indicator 3.4.1(b)*  *01/2016* | **Baseline Value Indicator** *Indicator 3.4.1(b)*  *55.2* | **Endline Date Indicator** *Indicator 3.4.1(b)*  *09/2021* | **Endline Target Indicator** *Indicator 3.4.1(b)*  *40.0* |
| **Indicator**  *Indicator 3.4.1(c) MALE - Neonatal mortality rate (number of deaths of infants during the first 28 days of life per 1,000 live births) in childbirth facilities in the southern region of East Tambou.* | **Result Measured by Indicator Indicator** *Indicator 3.4.1(c)*  *Improved child birth outcomes in the southern region of East Tambou.* | **Type of Indicator Indicator** *Indicator 3.4.1(c)*  *Performance / Custom* | **Data Source Indicator** *Indicator 3.4.1(c)*  *Survey of child birth facility vital registration data.* | **Frequency Indicator** *Indicator 3.4.1(c)*  *Reported quarterly.* | **Unit of Measure Indicator** *Indicator 3.4.1(c)*  *Number per 1,000* | **PPR (Y/N) Indicator** *Indicator 3.4.1(c)*  *Y* | **Baseline Date Indicator** *Indicator 3.4.1(c)*  *01/2016* | **Baseline Value Indicator** *Indicator 3.4.1(c)*  *55.4* | **Endline Date Indicator** *Indicator 3.4.1(c)*  *09/2021* | **Endline Target Indicator** *Indicator 3.4.1(c)*  *40.0* |

## **Annex II: Indicator Reference Sheets**

*All performance indicators require a PIRS. Completed* [*Performance Indicator Reference Sheets (PIRS)*](https://usaidlearninglab.org/library/recommended-performance-indicator-reference-sheet) *for all indicators in the Activity MEL Plan may be included in this annex.*

*For Standard Foreign Assistance Indicators, see the* [*Standard Foreign Assistance Indicator Reference sheets*](https://usaidlearninglab.org/library/standard-foreign-assistance-indicators) *and* [*Standard Foreign Assistance Indicators and USAID PIRS Cross Walk*](https://usaidlearninglab.org/library/f-and-usaid-indicator-reference-sheet-crosswalk)*.*

*While not required, it is recommended that context indicators have completed indicator reference information, stored in a* [*Context Indicator Reference Sheet (CIRS).*](https://usaidlearninglab.org/library/context-indicator-reference-sheet-cirs-guidance-and-template) *They may also be included in this annex.*

*Below a sample of a PIRS*

|  |
| --- |
| **PERFORMANCE INDICATOR REFERENCE SHEET** |
| **Development Objective:** Enter the title of the Development Objective the activity supports.  **Intermediate Result:** Enter the title of the Intermediate Result the activity supports  Sub-Intermediate Result: Enter the title of the Sub-IR the activity supports  **Performance Indicator:** Enter the title of the performance indicator |
| **DESCRIPTION** |
| **Precise Definition (s):** Define the indicator more precisely. Define specific words or elements in the indicator as necessary  **Unit of Measure:** Enter the unit of measure (e.g….number of…percentage of…US Dollars)  **Disaggregated by:** List planned data disaggregation (male/female, youth/adults, rural/urban, region etc.)  **Justification/Management Utility:** Briefly describe why this particular indicator was selected and how it will be useful for managing performance of the SO team’s portfolio  **Indicator’s Relevance to Gender:** Briefly explain whether and how this indicator has any relevance to gender |
| **PLAN FOR DATA ACQUISITION** |
| **Data Collection Method:** Describe the tools and methods by which the data will be collected  **Data Source (s):** Identify who is responsible for providing the data to your organization (name of partner organization  **Frequency/Timing of Data Acquisition**: Describe how often the data will be collected |
| **DATA QUALITY ISSUES** |
| **Date of initial Data quality Assessment:** Enter the date of the initial data quality assessment  **Know Data Limitations and Significance (if any):** Describe any data limitations or weaknesses discovered during data quality assessment  **Actions Taken or Planned to Address Data Limitations:** Describe planned actions, if any, to address limitations and weaknesses  **Data of Future Data Quality Assessments:** List the date of next planned data quality assessment |
| **PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** |
| **Data Analysis:** Describe how the raw data will be analysed, who will do it, and when  **Presentation of Data:** Describe how tables, graphs or charts or other similar tools will be used to present data  **Review of Data:** Describe when and how the management team will review the data  **Reporting of Data:** Describe when and how and by whom this data will be reported to USAID/Mozambique |

1. This is a required element of an Activity MEL plan, “as appropriate” per USAID ADS 201.3.4.10. [↑](#footnote-ref-1)