

*<PLEASE INSERT HERE, YOUR OWN ACTIVITY IMAGE/LOGO>*

***<NAME OF THE ACTIVITY AND ACRONYM>***

MONITORING, EVALUATION, AND LEARNING PLAN

*<PERIOD OF COVERAGE>*

*(Note: should cover the entire Activity implementation period, e.g., October 1, 2020–September 30, 2024)*

*<Date of submission>*

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<NAME OF THE ACTIVITY AND ACRONYM>

**MONITORING, EVALUATION, AND LEARNING PLAN**

*(document version)*

***<Period of coverage>***

*<Date of submission>*

Prepared under the USAID Bosnia and Herzegovina <Activity name> Activity, Award Number <Award number>

**Submitted to:**

USAID/Bosnia Herzegovina, <*month, year>*

**Implementing Partner (IP):**

<IP’s name>

# LIST OF ACRONYMS

<Insert acronyms here>

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***Note: please update the entire table before submitting.***

*The instructions in the template are in blue font and they should be deleted before the template is filled in. Take particular care to avoid any inadvertent changes to the type, size and color of the fonts, or any other visual elements of this template, which serves to ensure that your document’s visual appearance is in full conformity with the* [*USAID Graphic Standards Manual and Partner Co-branding Guide*](https://www.usaid.gov/sites/default/files/documents/1869/USAID_GSM-02_04_2020.pdf)*.*

# INTRODUCTION

***Instructions for filling in and explanations are provided below in blue italic font. Given instructions and explanations are to be deleted before entering the related Activity’s content in accordance with instructions and explanations provided:***

*Activities must have an approved Activity MEL Plan in place before major implementation actions begin. The Mission Director may approve rare exceptions to this requirement. Any exception must be documented in the relevant Regional Bureau Program Office.*

*Activities should work with the USAID Contracting Officer’s Representative (COR), Agreement Officer’s Representative (AOR), Government Agreement Technical Representative (GATR), or Activity Manager to ensure that the Activity MEL Plan is consistent with and meets the data collection needs of the Mission’s Performance Management Plan (PMP) and the Mission’s annual Performance Plan and Report (PPR).*

This document is the Monitoring, Evaluation, and Learning (MEL) Plan for the USAID/BiH <Activity’s name> Activity for the period <start-end of Activity)>

*Start with a brief introduction of the Activity MEL Plan, its purpose, and intended use.*

*The Activity MEL Plan serves multiple purposes, but primarily describes how USAID and the implementing partner 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 of monitoring, evaluating, and learning from implementation to adapt and achieve results. Documenting and sharing the plan increases buy-in from the COR/AOR who uses the information, as well as any partners who contribute to data collection.*

*The MEL Plan developed by each Activity needs to include Performance Indicator Summary Worksheet (see Section 2.1). This Worksheet serves as the basis for the development of a more detailed Indicator Performance Tracking Table (IPTT) (see Annex IV), which should be used for reporting in each Activity Quarterly and Annual Report.*

*In addition to the Summary Worksheet, the initial MEL Plan must include an Appendix with a Performance Indicator Reference Sheet (PIRS) for each Activity indicator (see Annex I).*

*It should be noted that the narrative part of the MEL Plan should explain the general approach for the indicated sections, while the table templates (PIRS, Performance Indicators Worksheet) should include specifics for each individual indicator.*

*Also note that templates/figures/explanations given in the Appendices of this document are resources you should use for developing your own templates/figures/explanations. Please do not copy/paste them in your MEL plan without tailoring them to your Activity. Annex I (PIRS) is the sole exception. Annex I should be used as the template for PIRS documentation which your Activity needs to develop for each indicator and attach it to your Activity MEL Plan as an Appendix.*

*Please note that once the Activity MEL Plan is approved it is valid for the entire duration of the Activity and targets defined over the life of the Activity which are set in PIRS documentation attached to the MEL Plan should not be changed. Any change in either name/definition of indicators or the value of targets requires amending the MEL Plan and the approval of the amended MEL Plan (with accompanying explanations of reasons for changes) by USAID/BiH. Data on actuals is reported regularly in Indicator Performance Tracking Tables (IPTT) in Quarterly/Annual Reports (with the targets in those Tracking Tables (TTs) reflecting the exact targets set within the PIRS documentation of the Activity MEL Plan) and the analyses of actuals should be given in the textual part of Quarterly/Annual Reports.*

## ACTIVITY DESCRIPTION

*Insert a short overview of the Activity’s expected results and/or components/objectives as defined in the Award (i.e., Contract/Grant/Cooperative Agreement) and a brief general overview of the Activity. If allowed, the terminology of expected results may not be the same as in the Activity LogFrame, thus this section should describe what is in the Award, while the next section should describe the results hierarchy as planned within the Activity LogFrame.*

## ACTIVITY LOGFRAME AND HOW THE ACTIVITY CONTRIBUTES TO USAID/BIH’S COUNTRY DEVELOPMENT COOPERATION STRATEGY (CDCS)

*In this section, present your Activity LogFrame in the required format provided in the sub-section 1.2.2 with necessary explanations.*

*The Activity LogFrame is usually developed by the USAID Mission in the Activity design phase. If the Activity LogFrame has not been developed yet in the required format, please refer to Appendix 1, which explains how to develop the Activity LogFrame. In any case, when you initiate the work on the Activity LogFrame, please consult your Contracting Officer’s Representative (COR)/Agreement Officer’s Representative (AOR) about developing the LogFrame in consultation with USAID/BiH’s MEASURE II COR and MEASURE II before you start preparing the remaining parts of the MEL Plan.*

*In Sub-section 1.2.2, fill in your Activity LogFrame in the provided template. Note that the provided template is illustrative in terms of the number of result levels (goal, purpose, sub-purpose). However, every LogFrame needs to include an Activity Purpose and at least one outcome/output. Please delete the instructions/explanations as you fill in the LogFrame.*

*In Sub-section 1.2.3, describe the logic of your Activity LogFrame and your Activity’s contribution to the relevant CDCS result(s) from the CDCS Results Framework presented in the Section 1.2.1. This can be either a CDCS Development Objective (DO), an Intermediate Result (IR) or a Sub-IR). In most cases, however, the Activity purpose as the highest level Activity result is aligned with either a Sub-IR or IR.*

### CDCS RESULTS FRAMEWORK



### ACTIVITY LOGFRAME

|  |
| --- |
| ACTIVITY LOGFRAME TEMPLATE |
| **LEVEL OF RESULT** | **NAME OF RESULT** | **INDICATORS** | **DATA SOURCE** | **ASSUMPTIONS** |
| **Activity Goal** | *Each Activity has one overall highest-level Goal to which the Activity aims to contribute. As this is the highest-level result, Activity’s contribution to it is usually very limited and implementing partners are not held accountable for it. However, results and indicators at this level still need to be measured to track overall context. All of the Activity results listed below jointly contribute to this Goal.* | *List at least one performance indicator (and not more than 3) measuring the defined Activity Goal. The limitation of maximum 3 indicators does not apply if there is a need to add SFAI indicators beyond the maximum number of indicators or if more indicators are included in the Activity Award.* *An Activity Goal indicator is the highest-level outcome indicator to which the Activity aims to contribute, in most cases to a very limited extent.**An Indicator name should imply the unit of measure, but not the desired direction.* | *For each indicator you list, specify where the indicator data will come from (in other words, what will be the basis for verification of data after it is reported)* | *LEAVE EMPTY**AT THIS LEVEL* |
| **Activity Purpose** | *This is the purpose of the Activity’s existence, the key result expected, usually prescribed by USAID. The Activity Purpose must contribute to the Activity Goal. Each Activity Sub-Purpose (if there is more than one Sub-Purpose) need to contribute to the Activity Purpose.* | *List at least one performance indicator (and not more than 3) that you will use to determine the achievement of this result. The limitation of maximum 3 indicators does not apply if there is a need to add SFAI indicators beyond the maximum number of indicators, or if more indicators are included in the Activity Award. Although indicator(s) at this result level need to be at a lower outcome level than the indicator(s) for the Activity Goal, this is still a high-level result, so the Activity in most cases can only partially contribute to these indicator(s).**An Indicator name should imply the unit of measure, but not the desired direction.* | *For each indicator you list, specify where the indicator data will come from (in other words, what will be the basis for verification of data after it is reported)* | *If the Purpose is achieved, which assumptions must hold true to achieve the Activity Goal? If the Activity team can influence or control an action, it should not be listed as an assumption. Assumptions should differ across the result levels.* |
| **Activity Sub-purpose 1** | *This is the more specific result (comparing to the Activity Purpose), which the Activity targets in order to contribute to the Activity Purpose. The Activity’s contribution to the Sub-Purpose is furthermore substantial than the Activity’s contribution to the Activity Purpose, although in most cases some external factors and/or other interventions also contribute to the achievement of this result, but to a lesser extent than their contribution to the Activity Purpose.**An Activity Sub-Purpose must contribute to the Activity Purpose. Each Activity Outcome/Output under this Sub-Purpose need to contribute to the Activity Sub-Purpose. If there is more than one Sub-Purpose, at least one Outcome/Output must be given for each Sub-Purpose.* | *List at least one performance indicator (and not more than 3) that you will use to determine the achievement of this result. The limitation of maximum 3 indicators does not apply if there is a need to add SFAI indicators beyond the maximum number of indicators or if more indicators are included in the Activity Award. In most cases the Activity will substantially or entirely contribute to the indicator(s) at this level.**Indicator names should imply the unit of measure, but not the desired direction.* | *For each indicator you list, specify where the indicator data will come from (in other words, what will be the basis for verification of data after it is reported)* | *If this Sub-Purpose is achieved, which assumptions must hold true to achieve the Activity Purpose? If the Activity team can influence or control an action, it should not be listed as an assumption. Assumptions should differ across the result levels.* |
| **Activity Outcome /Output****1.1** | *This is the most specific result which Activity aims to achieve in order to contribute to Activity Sub-Purpose. Activity directly and substantially contributes to this result (in most cases entirely).**Outputs are the tangible, immediate, and intended products or consequences of an activity within Activity’s control or influence, produced as a direct result of inputs. Outcomes attended to be given at this result level are results which are somewhat higher than outputs, but lower than Activity Sub-Purpose(s), Purpose(s), and Goal. In other words, these are outcomes which Activity influences directly and substantially.**Each Activity Outcome/Output must contribute to Activity Sub-Purpose. Activities can have more than one Outcome/Output per Sub-Purpose.* | *List at least one performance indicator (and not more than 3) that you will use to determine the achievement of this result. The limitation of maximum 3 indicators does not apply if there is a need to add SFAI indicators beyond the maximum number of indicators or if more indicators are included in the Activity Award. In most cases Activity will entirely contribute to the indicator(s) at this level.**Indicator names should imply the unit of measure, but not the desired direction.* | *For each indicator you list, specify where the indicator data will come from (in other words, what will be the basis for verification of data after it is reported)* | *If this Outcome/Output is achieved, which assumptions must hold true to achieve the respective sub-purpose? If the Activity team can influence or control an action, it should not be listed as an assumption. Assumptions should differ across the result levels.* |

### DESCRIPTION OF THE ACTIVITY LOGFRAME AND ITS CONTRIBUTION TO USAID/BIH’S RESULTS FRAMEWORK

*In this section, lay out the Activity Development Hypothesis, which is the narrative description of your Activity LogFrame. See Annex II, which explains vertical and horizontal logic of the LogFrame approach – provide narrative for either the vertical or horizontal logic, describing also the assumptions and how (if altered) those assumptions would affect Activity implementation and consequently your ability to meet targets and expected results.*

*Finally, provide a short narrative that explains how the Activity contributes to USAID/BiH’s CDCS. If possible, also discuss how your Activity relates to other USAID-funded activities that contribute to the same CDCS results and how you may coordinate your tasks.*

# PERFORMANCE INDICATORS

## PERFORMANCE INDICATOR SUMMARY WORKSHEET

*Fill out the Performance Indicator Summary Worksheet given below.*

*Please note that a Summary Worksheet is not the same as an IPTT. The Summary Worksheet is a text table found in a PMP or Activity MEL Plan. It contains information about the indicators for which USAID plans to collect data. The IPTT is a spreadsheet or database form where indicator data is recorded.*

*Please note that, in addition to this Summary Worksheet, your Activity MEL Plan should have an Appendix with Performance Indicators Reference Sheet (PIRS) documentation (one per each indicator), which focuses in more detail on each individual performance indicator. The PIRS includes all the information shown in the table above for a single performance indicator, and it also includes additional information, such as Data Quality issues, plans and the estimated costs of obtaining performance data for the indicator addressed, etc. In other words, this Worksheet is a summary of all PIRS documents which you need to have in your MEL Plan for each of your indicators. Use the PIRS template given in Appendix 1 in this document to develop a PIRS for each of your Activity indicators, which you will attach to your MEL Plan. Describing each indicator in detail in a dedicated PIRS facilitates data consistency and clarity throughout the life of the Activity.*

**Performance Indicator Summary Worksheet**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Unit of Measure**  | **Disaggregation** | **Frequency** | **Data Source** | **Overall Activity Baseline** | **Target Year 1** | **Target Year 2** | **Target Year 3** | **Target Year X** | **Life of Activity Cumulative Target\*** |
|  | **Activity Goal:** |
| Number and name of indicator 1: e.g., Total amount of… |  |  |  |  |  |  |  |  |  |  |
|  | **Activity Purpose:** |
| Number and name of indicator 2: |  |  |  |  |  |  |  |  |  |  |
| Number and name of indicator 3: |  |  |  |  |  |  |  |  |  |  |
| *Add rows per each indicator…* |  |  |  |  |  |  |  |  |  |  |
|  | **Activity Sub-Purpose:** |
| Number and name of indicator x:  |  |  |  |  |  |  |  |  |  |  |
| *Add rows per each indicator…* |  |  |  |  |  |  |  |  |  |  |
| *Add rows per each Sub-Purpose…* |  |
|  | **Activity Outcome/Output:** |
| Number and name of indicator x: |  |  |  |  |  |  |  |  |  |  |
| *Add rows per each indicator…* |  |  |  |  |  |  |  |  |  |  |

***Instructions:***

***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 in separate rows below the parent indicator.*

***Unit of Measure:*** *State the unit of measure (e.g., integer/number, percentage, proportion/ratio).*

***Disaggregation:*** *State the disaggregation for each indicator.*

***Frequency:*** *State how often the data are reported to USAID (annually, bi-annually, semi-annually or quarterly). USAID/BiH recommends annual reporting for Activity indicators.*

***Data Source:*** *State the source of the data.*

***Overall Activity Baseline****: State the value of the indicator at “baseline,” i.e., before major implementation actions of the planned USAID-supported activity.*

***Target:*** *State the targets per year for each indicator.*

***Life of the Activity Target:*** *State the target for each indicator at the end of the Activity (cumulative value). These targets are very often stated in the Contract/Award.*

# 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. If several organizations are jointly managing the Activity, this section should touch on how data will be consistently handled across the partners to ensure high quality of aggregated data. For additional information on Monitoring at USAID, view the* [*USAID Monitoring Toolkit*](https://usaidlearninglab.org/monitoring-toolkit?tab=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* ***all results stated in the logframe*** *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, tracking of independent third-party data, etc. Also, please explain here how you will ensure data quality and verifiability and who is responsible for what in your MEL system data quality control and verification.*

*Each performance indicator must:*

* *Be linked to an intended result that it measures.*
* *Have a corresponding PIRS that is complete and sufficient, and included in the Summary Worksheet. 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.*
* *Have a baseline. If baseline data have not been collected at the time this plan is submitted to USAID, the plan should note when the baselines will be collected. Baseline data collection should be completed before the start of implementation actions related to that performance indicator.*
* *Have targets. If targets have not been set at the time this plan is submitted to USAID, the plan should note when the targets will be set. The targets should be set prior to collecting and reporting data (other than baseline data) on an indicator.*
* *Disaggregate by sex when measuring person-level data.*
* *Specify numerators and denominators for baselines and targets for all percent indicators.*

## 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 data, etc.*

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

# EVALUATION PLAN

## INTERNAL EVALUATION

*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 Activity should develop an evaluation plan which should include (at minimum):*

* *type of evaluation (performance or impact);*
* *purpose and expected use;*
* *proposed evaluation questions;*
* *evaluation methodology (including evaluation methods to be used);*
* *data sources;*
* *composition of the evaluation team*
* *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’s Statement of Work (SOW), Work Plan (WP), preliminary findings presentation, 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.*

## EXTERNAL EVALUATION AND PLANS FOR COLLABORATING WITH EXTERNAL EVALUATORS

*In this section, insert what your Award (i.e., Contract/Grant/Cooperative Agreement) specifies on external evaluation (usually within the Reporting and Evaluation section of the Award). An external evaluation is an evaluation that is contracted directly by USAID and should meet all of the high-quality evaluation criteria as prescribed by* [*USAID’s Evaluation Policy*](http://www.usaid.gov/evaluation/policy)*.*

*If your Award specifies that an external evaluation will be conducted or that USAID reserves the right to conduct an evaluation, in this section you should describe the Activity’s plans for collaborating with external evaluation(s) and discuss any suggestions for innovative evaluation approaches. This section may explain how the Activity will interact with the team to support the evaluation (for example, providing monitoring data, responding to data collection efforts, or validating findings) and how evaluation findings will be applied to management decisions. In particular, approaches to designing and collecting baseline data for future external evaluations should be proposed in this section for USAID/BiH’s consideration. Note that, in this section, even if USAID in the Activity Award does not prescribe/reserve right to external evaluation, the Activity may propose to USAID that an external evaluation be conducted, proposing potential baseline data collection and/or possible collaboration with potential external evaluators.*

*Sample text:*

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

* Reviewing and providing feedback on evaluation report.
* Sharing data, information, and/or relevant documents and reports to inform the evaluation.
* 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, if necessary.
* Supporting the evaluation team in holding stakeholder meetings to discuss and develop recommendations based on evaluation findings, if necessary.

# LEARNING PLAN

*As described in ADS 201.3.1.3, learning is a continuous process 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. The purpose of MEL practices is to apply evidence-based decision making to improve development outcomes and ensure accountability for the resources used to achieve. USAID relies on the best available information to rigorously and credibly make choices, plan effectively, manage adaptively, and learn systematically.*

*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. The 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 logic model or potential gaps in the technical knowledge base, and efforts to explore these questions.*
* *Knowledge generation, capture, and sharing efforts, including at the 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 the CLA and learning plans, view the* [*USAID CLA Toolkit*](https://usaidlearninglab.org/cla-toolkit)*.*

# ACCOUNTABILITY AND FEEDBACK PLAN

*An Activity Accountability and Feedback Plan (AFP) refers to an Activity’s practices in obtaining local feedback to make program adaptations. An AFP should outline the actions the Activity intends to take to ensure USAID and IPs:*

* *Directly engage the full diversity of actors who are directly and indirectly affected by USAID Programming in generating information to understand different perspectives on activity implementation and the realized and potential impact on communities;*
* *Make changes in Activity planning and implementation to elevate key voices and community priorities; and*
* *Close the loop: update actors who are directly and indirectly affected by Activities about actions USAID and the Implementing Partner(s) have made in response to information provided.*

*Please describe how you intend to acquire feedback from a broad range of stakeholders, in addition to Activity beneficiaries, during Activity implementation. State which local actors you intend to consult and how often you will be seeking their inputs. Also, state which activities you may adapt based on the local actors’ feedback, and how you intend to update relevant actors on the information you gathered and your subsequent actions.*

# PROPOSED ROLES, RESPONSIBILITIES AND BUDGET FOR ACTIVITY MEL

*In this section, please present the overall organizational structure of the Activity. Then please briefly describe the roles and responsibilities for all proposed monitoring, evaluation and learning actions within your Activity.*

*Finally, based on this information and information provided in the remainder of the MEL Plan, fill out the budget template below.*

**Table 1. Proposed Activity MEL Budget to be included in MEL Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Year 1 | Year 2 | … | **Total Life of Activity Cost** |
| **PERFORMANCE MONITORING COMPONENT** |
|   | Cost of MEL Personnel  |   |   |   |   |
|   | Cost of Activity Management and Administration related to MEL |   |   |   |   |
|   | Procurement of Data Collection  |   |   |   |   |
|   | Other costs (*explain which*) |   |   |   |   |
|   | **MONITORING SUBTOTAL** |   |   |   |   |
| **EVALUATION COMPONENT**  |
| ASSISTING IN EXTERNAL EVALUATION, if any (specify whether performance or impact evaluation) | *Please specify what types of costs are proposed* |   |   |   |   |
| CONDUCTING INTERNAL EVALUATION, if any (specify whether performance or impact evaluation) | *Please specify what types of costs are proposed* |   |   |   |   |
|   | **EVALUATION SUBTOTAL** |   |   |   |   |
| **LEARNING COMPONENT**  |
|   | *Please specify what types of costs are proposed* |   |   |   |   |
| **ACCOUNTABILITY AND FEEDBACK** |
|  | *Please specify what types of costs are proposed* |  |  |  |  |
|   | **LEARNING SUBTOTAL** |   |   |   |   |
| **GRAND TOTAL** |   |   |   |   |

# CHANGE LOG

*The Activity MEL Plan should be adjusted in response to changes in Activity 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. For more information about making changes to an Activity MEL Plan, please see* [*USAID’s How-to Note: Activity Monitoring, Evaluation, and Learning Plan*](https://usaidlearninglab.org/library/how-note-activity-monitoring%2C-evaluation%2C-and-learning-plan)*.*

**Table 2. Example Change Log**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **# MEL Plan MOD** | **Change by:** | **Change to:** | **Description of Change:** |
| *Effective date of change* | *# of the MEL Plan modification* | Change by:*Person 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: PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)

*All performance indicators require a PIRS. Fill out the PIRS for each Activity indicator and attach it to the Activity MEL plan.*

*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.*

|  |
| --- |
| **Performance Indicator Reference Sheet***Please delete instructions in italics as you fill in the form.* |
| **Name of the CDCS Result the Indicator is related to:**  | Choose an item.*Select the result from the Country Development Cooperation Strategy (CDCS) Result Framework that the indicator contributes to. This can be an Intermediate Result (IR) or a Sub-IR.*  |
| **Activity Purpose: <***Enter your Activity’s purpose (use your Activity’s LogFrame)>*  |
| **Name of Activity Result Measured:** *<Enter the Activity number and result this indicator measures (use your Activity’s LogFrame)>*  |
| **Name of Indicator:** <*Enter (the number, if SFAI indicator and) the full title of the indicator >* |
|

|  |
| --- |
| **Is this a PMP Indicator:** Yes [ ]  No [ ] **Is this a PPR Indicator:** Yes [ ]  No [ ]  |

 |
| **DESCRIPTION** |
| **Precise Definition(s):** *Indicator definition must clearly explain all terms and elements of the indicator. In particular,**define the specific words or elements used in the indicator, especially qualitative terms, such as effective, improved, strengthened, accountable, etc. Clarify numerator and denominator for all percent-based units of measure.* |
| **Calculation Model (if applicable):** *Describe the mathematical formula you will use to calculate the indicator. A reader should be able to reconstruct the indicator from the raw data and the formula. If the indicator is merely a ‘number of…’, write n/a.*  |
| **Unit of Measure:** Choose an item. **Description of Unit of Measure***: Describe what exactly is being measured, e.g.,* *i) if the chosen unit is Integer Number, the description can be Number of jobs,**ii) if the chosen unit is Decimal Number, the description can be Average time to export goods along trade corridor (please state the number of decimal places that will be tracked),**iii) if the chosen unit is Percentage, the description can be Investment as % of GDP,* *iv) if the chosen unit is Proportion/Ratio, the description can be Ratio of convictions to indictments.**Please note that when the chosen unit of measure is percentage (iii) or proportion/ratio (iv), the Activity needs to define nominator and denominator values for the indicator baseline, targets, and actuals. For example, if the indicator is Investment as % of GDP, the Activity sets the baseline (e.g., 16% for 2020 as a baseline year, nominator = 5.6 billion KM, denominator = 35 billion KM) and annual targets for Year 1 (e.g., 18% in 2021, nominator = 7.2 billion KM, denominator = 40 billion KM) when filling out this PIRS. When reporting actuals for this indicator within the Activity IPTT at the time of preparation of the Year 1 Annual Report, the Activity will need to report the indicator actual (nominator and denominator), e.g., the indicator actual for 2021 = 19% (nominator = 7.22 billion KM, denominator = 38 billion KM).***Does this Indicator Have a Changing Calculation Base with Each Reporting Period:**  **Yes** [ ]  **No** [ ] *Indicators expressed as percentage or proportion/ratio may or may not have a changing calculation base throughout the reporting periods. An indicator has a changing calculation base if its denominator changes throughout the reporting periods. In contrast, if the denominator is constant, then such an indicator does not have a changing calculation base. For example, Investment as % of GDP (since GDP changes each year) is an indicator with the changing calculation base. An indicator that does not have a changing calculation base is, e.g., Percent of CSOs with improved performance (if the Activity will work with the same number of CSOs throughout the Activity implementation).*  |
| **Desired Direction:** *Indicate in which direction the indicator should preferably go (e.g., up/down)*  |
| **Disaggregation:** *List planned ways of disaggregating the data (sex, age, urban/rural, etc.) and justify why this is useful. Note that all people-level indicators must be sex-disaggregated. Baselines and targets (as well as actuals, to be reported later within the Activity IPTT as an Appendix to each Quarterly/Annual Report) should be set for total indicator values. Note, however, that Activities can use additional break-downs of data for their internal management purposes and in their data analyses (which should be explained in the PIRS field Plan for Data Analysis, Review, and Reporting), in which case actuals for these additional break-downs of data can be monitored within the narrative part of the Activity’s Quarterly/Annual Reports, but not within the official Activity IPTT (thus, no need to establish targets and baselines for these additional data break-downs).*  |
| **Geography***: At what geographic scale will actuals for this indicator be measured during Activity implementation (thus, no need to establish targets and a baseline for geographical distribution). Select all that apply.* Choose an item. |
| **Rationale or Justification for Indicator:** *Describe why this particular indicator was selected to measure the intended result and how it will be useful for managing performance.* |
| **PLAN FOR DATA ACQUISITION BY USAID** |
| [**Data Collection Method**](http://usaidprojectstarter.org/content/data-sources-and-collection-methods)**:** *Describe the tools, methods and procedures for collecting the raw data, e.g., document review, structured interviews, focus groups, written survey, review of sign-in sheets, registry of criminal cases, etc. If the indicator is constructed, such as an index or a composite indicator, describe the procedure or formula for construction or calculation. If the indicator is collected from a secondary source (e.g., the Statistics Agency), please explain the methodology used, at least in the simplest terms.*  |
| **Data Source:** *Identify the source of data (e.g., the Household Budget Survey; ministry data; partner records; Freedom House Nations in Transit website, Activity’s own data; etc.). If available, provide links to the source(s). For indicators that require calculation based on multiple indicators from different sources, list the data sources for each.*  |
| **Frequency of Reporting Data Within Activity Tracking Table:** *Specify how often and when data will be reported to USAID,**e.g., quarterly, semi-annually or annually. Baselines and targets (as well as actuals, to be reported later within the Activity IPTT) should be set for indicators based on the frequency defined here (e.g., for a quarterly indicator, quarterly targets need to be set and actuals will need to be reported in the Activity IPTT with each Quarterly Report). Note that in the case of indicators for which the defined frequency is annual, Activities can still report and analyze quarterly/bi-annual progress within the textual part of the Quarterly Reports.* *Specify here any overlap/discrepancies in data collection and reporting periods – for example, some indicators are only measured on the calendar year basis, in which case, the value reported for one fiscal year will be the most recent available value (which is the value for the previous calendar year).* |
| **Estimated Cost of Data Acquisition:** *What is the cost of direct data acquisition, not including the Activity staff time?* |
| **Data Collected by:** *Name and contact details of the person/organization that collects the raw data.* |
| **Individual Responsible at USAID:** *Identify the specific USAID staff member directly responsible for acquiring the data.* |
| **Individual Responsible at Activity:** *Identify the specific Activity staff member directly responsible for acquiring the data.*  |
| **Location of Data Storage:** *Explain where the data will be stored.* |
| **DATA QUALITY ISSUES**  |
| **Date of Initial/Previous** [**Data Quality Assessment**](https://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf)**:** *Enter the month and year of the DQA(s) conducted by your COR/AOR/USAID for this indicator. If no external DQA was conducted, please write N/A. If your Activity conducted internal DQA(s), please note so and note the month and year.*  |
| **Date of Future Data Quality Assessments:** *Enter the planned date for subsequent external data quality assessments or the planned date for next internal DQA, if you know it. Otherwise, please write N/A* |
| **Known Data Limitations and Significance (if any):** *Enter any major data limitations that affect USAID’s data quality standards, namely validity, reliability, timeliness, precision, and integrity of data, which were identified during conducted DQAs, if any. Note whether the limitations were identified by an external or internal DQA, if both were conducted.*  |
| **Actions Taken or Planned to Address Data Limitations (if any):** *Explain whether the identified limitations are/will be addressed and how.*  |
| **PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING** |
| [**Data Analysis**](http://usaidprojectstarter.org/content/data-analysis) **Method:** *Explain how the indicator will be analyzed to measure the progress and performance, e.g., comparison of actuals vs. targets, comparing results between disaggregation groups (e.g., male vs. female), measuring trends, developing more complex indices or matrices, geo-analysis, econometrics, etc. Be realistic, use analyses that are relevant for decision-making. Explain any break-down of data (other than official disaggregation) which you plan to use for analyses purposes (e.g., by geographic location).* |
| **Responsible for Data Analysis:** *Identify the specific USAID/Activity staff or organization responsible for conducting data analysis, e.g., the MEL Officer and COP at the Activity-level, as well as the Activity COR and relevant USAID/BiH Technical Office.* |
| **Presentation of Data Analysis:** *Describe the format the data analysis will be presented in (e.g., charts) and which program/software will be used.* |
| **Reporting of Data Analysis:** *Explain when and who will submit the data analysis, in which type of a report (e.g., the CoP will submit analyses of the data and relevant actions if needed within each Activity Quarterly/Annual Report, while the COR will report within the material for the Portfolio Review).* |
| **Review and Use of Data Analysis:** *Explain who will be using the data analysis and for which type of decisions (e.g., analyses will be used by COP and COR in: i) determining intervention effectiveness and efficiency, ii) work planning iii) timely adjusting and improving the tasks if needed, and iv) planning of future USAID/BiH interventions if applicable). The review should ideally be done in a participatory manner.* |
| **CHANGES TO INDICATOR** |
| **Changes to Indicator:** *Document here any changes to the indicator, such as a change in how the data is collected, not changes in the indicator data. Specify (1) the date of the change (2) the change that was made, and (3) the reason for the change.* |
| **Other Notes:**  |
| **PERFORMANCE INDICATOR VALUES (also specify for disaggregation, if any)**  |
| **Overall Activity Baseline:** *State the month and year that will serve as the overall Activity baseline value for this indicator. In case the baseline is unavailable at the moment of preparing the first version of the MEL Plan, please state the month and year when you expect the baseline to be defined. An overall Activity baseline describes the status of a performance indicator at the onset of implementation of USAID-supported interventions that contribute to the achievement of a relevant result. See ADS 201 for more information on baselines. As noted above, baselines and targets (as well as actuals, to be reported later within IPTT in Quarterly and Annual Reports) should be set for total indicator values. Note, however, that Activities can use additional break-downs of data for their internal management purposes and in their data analysis (can be explained in the PIRS field Plan for Data Analysis, Review, and Reporting) which do not have disaggregated baselines and targets (and later actuals).* |
| **Rationale for Targets:** *Explain the basis on which targets are set (e.g., identify specific trends to make reasonable projections based on anticipated level of effort and resources). In case the targets are not defined at the moment of preparation of the first version of the MEL Plan because the baseline value has not been set, please state month and year when you expect the targets to be defined. See ADS 201 for more information on targets. Note that annual/quarterly targets need to refer to the reporting period only (i.e., they should not be cumulative), while the Life of Activity Target should be cumulative.* |
| **TABLE WITH BASELINE AND TARGETS***This section should be filled out with indicator values in accordance with the frequency defined above in the field Frequency of Reporting Data within Activity TT. If the baseline and targets are still unavailable, specify the month and year when the Activity expects these to be defined (i.e., Data will be available in May 2021).* |
| **OVERALL ACTIVITY BASELINE** |
| **OVERALL ACTIVITY BASELINE DATE** | **OVERALL ACTIVITY BASELINE VALUE** |
| *e.g., FY 2020* |  *e.g., x total, x women, x men* |
| **TARGETS** |
| **Reporting Period (e.g., Year of Quarter)** | **TARGET** |
| *e.g., FY 2021* | *e.g., x total, x women, x men* |
| *e.g., FY 2022* | *e.g., x total, x women, x men* |
| *e.g., FY 2023* | *e.g., x total, x women, x men* |
| **Life of Activity Cumulative Targets** | *e.g., x total, x women, x men* |
| **THIS SHEET LAST UPDATED BY: DATE:** *To avoid version control problems, type the date of most recent revision or update to this reference sheet.* |

# ANNEX II: EXAMPLE OF LEVELS OF RESULTS MEASURED



# ANNEX III: VERTICAL AND HORIZONTAL LOGIC OF THE LOGICAL FRAMEWORK APPROACH

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level of Result | Name of Result | Indicators |  Data Sources | Assumptions |
| Goal  | **HOW?** |  |  |  |
| Purpose |  **IF** |  |  | **THEN** |
| Sub-purpose  |  **IF** |  |  | **THEN** |
| Outcome/Output  |  **IF** |  |  | **THEN** |
| Input  |  **IF****WHY?** |  |  | **THEN** |

*The Logical Framework Approach establishes* ***a vertical logic*** *that defines the series of causal linkages intended to transform inputs into developmental changes. The hierarchical structure can be tested by asking the question “how” when moving down the causal chain and asking “why” when moving up the causal chain. The LogFrame demands logical causality to articulate the Activity Development Hypothesis, and to evaluate its achievements.* ***The logic should always start from the Activity Goal in order to develop lower level results.*** *The vertical logic is “means-and-end” logic. Description of means: We are going to contribute to the Goal by achieving the Purpose, while the Purpose will be achieved by realizing the Sub-purposes, and so forth. Description of ends: We are investing the Inputs in order to realize the Outcomes/Outputs, and we are realizing Outcomes/Outputs in order to achieve Sub-purposes, etc. The* ***horizontal logic****, on the other hand, is “if-then” logic which puts the entire LogFrame into a narrative by connecting Inputs and results to respective assumptions that need to hold so that the higher level results can be achieved. Description: If we invest the Inputs and the assumption at the input level holds true, we will then realize the Outcome/Output. If we realize all of our Outcomes/Outputs, and the assumptions at Outcome/Output level hold true, we will then achieve all our Sub-purposes. If all our Sub-purposes are achieved, we will then meet the Purpose. If our Purpose is met, and the Purpose level assumptions hold true, we will have contributed to the goal.*

# ANNEX IV: ACTIVITY INDICATOR PERFORMANCE TRACKING TABLE (IPTT)

*TO BE ATTACHED TO QUARTERLY AND ANNUAL REPORTS AND NOT TO THE ACTIVITY MEL PLAN*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INDICATOR NAME | UNIT OF MEASURE | FREQUENCY | DISAGGREGATION | OVERALL ACTIVITY BASELINE | REPORTING PERIOD 1 | REPORTING PERIOD 2 | … | LIFE OF ACTIVITY | Explanation of Deviation in Comparison to Targets |
| **Date** | **Value** | *Calculation base for the reporting period, if applicable* | *Calculation base value, if applicable* | **Target** | **Actual** | *Calculation base for the reporting period, if applicable* | *Calculation base value, if applicable* | **Target** | **Actual** |  | **End of Activity Target** | **% Target Achieved** |
|
| *1. E.g., number of farmers and others who have applied new technologies or management practices as a result of USAID assistance* |  |  | **TOTAL** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|
|
| FEMALE |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|
|
| MALE |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|
|
| *Add a row per each indicator* |  |  | **TOTAL** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|
|
| GROUP 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|
|
| GROUP 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|
|
| *…* |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

*To fill out this table, keep the following notes in mind:*

1. *This Table will be used for reporting actuals and will be attached to your Quarterly and Annual Reports (note that only those indicators with quarterly frequency defined in your PIRSes will be attached to Quarterly Reports).*
2. *A precise definition of every indicator is important, especially if this IPTT is filled out by different partners (included in the Activity consortium). They need to understand and report the same data.*
3. *Indicators expressed as percentage or proportion/ratio may or may not have a changing calculation base throughout reporting periods. An indicator has a changing calculation base if its denominator changes throughout the reporting periods. In contrast, if the denominator is constant, then such an indicator does not have a changing calculation base. For example, Investment as % of GDP is an indicator with a changing calculation base (since GDP changes each year). An indicator that does not have a changing calculation base is, e.g., Percent of CSOs with improved performance (if the Activity will work with the same number of CSOs throughout the Activity implementation).*
4. *It is possible that some indicators (for example, higher-level indicators at the Goal or Purpose level) are measured annually, while other indicators are measured on a quarterly basis. Therefore, please state the frequency of reporting for each Activity indicator.*
5. *The fiscal year starts on October 1 and ends on September 30.*
6. *Note that annual values for actuals do not necessarily simply add quarterly values (e.g., if indicators measure percent change).*
7. *Baselines, targets and actuals should be set for total indicator values. Note, however, that Activities can use additional data break-downs (e.g., by age) for their internal management needs and in their data analysis, which should be explained in the PIRS field Plan for Data Analysis, Review, and Reporting.*
8. *Annual/quarterly targets need to refer to the reporting period only (i.e., they should not be cumulative), while the Life of the Activity Target should be cumulative.*
9. *Please note that all people-level indicators must be sex-disaggregated.*

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