[Insert relevant image, with proper credit]

[Provide reporter/drafter contacts and disclaimer.]

== [This section is for information only and can be removed in the final draft of the MEL Plan.] ==

This template was last updated on 07/16/2021.

>> What is an activity Monitoring, Evaluation, and Learning (MEL) Plan?

At the activity level, implementers are expected to submit an activity MEL plan to USAID CORs/AORs within the timeframe specified in the award, and the approved Activity MEL Plan must be in place before major implementation actions begin, as noted in USAID’s **ADS 201.3.4.10.**

Activity MEL plans should include performance indicators that are consistent with and meet the data collection needs of the project MEL plan and the mission’s Performance Management Plan (PMP).

Activity MEL plans submitted to USAID should include only those indicators that the Mission needs for activity management, rather than the entire set of all indicators an implementer uses for its management purposes.

All MEL plans must include the following information:

* Logical Model
* Monitoring Plan
* Evaluation and Assessment Plan
* Beneficiary Feedback Plan
* Collaborating, Learning, and Adapting Plan
* Performance Indicator Tracking Table
* Performance Indicator Reference Sheet

While Activity MEL Plans are required, this template is not required, nor is there any Agency-wide required structure or format of Activity MEL Plans. This template provides a suggested outline and basic guidance for the development of an Activity MEL Plan by USAID/Cambodia implementing partners.

== End section ==

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# ACRONYMS / ABBREVIATIONS

# MODIFICATION LOG

[Describe the changes that are made to the Activity MEL Plan over time. Highlighted texts are illustrative examples.]

| Section | Change Description | Date Modified |
| --- | --- | --- |
| Section of the | Summarize the change that was made to | Effective date of change |
| Activity MEL Plan | the Activity MEL Plan and the reason the |  |
| changed. If an | change was made. |  |
| indicator has been |  |  |
| changed, include the |  |  |
| indicator number. |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# INTRODUCTION

[This section introduces the Activity MEL plan and provides summary background information relevant to the MEPL plan. Start with a brief introduction of the Activity MEL plan, its purpose, intended use, and set the time period covered by the plan. You may wish to note that this is a “living document” that will be updated periodically. Updates to this plan will be provided to the COR/AOR for review and approval on a quarterly/semi-annual/annual basis or whenever revisions to the plan are proposed.]

## Activity Theory of Change

[Describe the theory of change of this activity. For information on theory of change, please see <https://usaidlearninglab.org/lab-notes/what-thing-called-theory-change>]

## Logical Model

[Depending on solicitations, a Logical Model either as in Logical Framework, Results Framework, or other formats may be required. The [How-To Note: Developing a Project Logic Model](https://usaidlearninglab.org/library/how-note-developing-project-logic-model-and-its-associated-theory-change) is a good resource for this.]

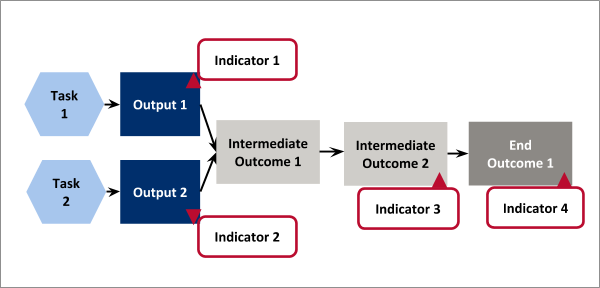
Below are examples of how logical models can be illustrated.

**Option 1: Logical Framework** includes goal, objectives, sub-objectives, outputs, inputs, indicator, data sources, and assumptions. For information on LogFrame, please see [http://usaidlearninglab.org/sites/default/files/resource/files/2012\_12%20Logical%20Framework%20Technic](http://usaidlearninglab.org/sites/default/files/resource/files/2012_12%20Logical%20Framework%20Technical%20Note_final%20(2).pdf) [al%20Note\_final%20(2).pdf](http://usaidlearninglab.org/sites/default/files/resource/files/2012_12%20Logical%20Framework%20Technical%20Note_final%20(2).pdf)

Below are the illustrative examples of the Logical Framework:

| Narrative Summary | Indicators | Data Sources | Assumptions |
| --- | --- | --- | --- |
| End Outcome |  |  |  |
| Intermediate Outcome |  |  |  |
| Outputs |  |  |  |
| Inputs |  |  |  |

Or



**Option 2: Results Framework** includes goal, objectives, sub-objectives (if relevant), indicators of each level, and critical assumptions. For information on building a Results Framework, please refer to <http://pdf.usaid.gov/pdf_docs/pnadw113.pdf>

Below is the illustration of the Results Framework:

| Goal: … | | |
| --- | --- | --- |
| Indicator G.1: … Indicator G.2: … | | |
| Objective 1: … | Objective 2: … | Objective 3: … |
| Indicator 2.1: …  Indicator 2.2: … | Indicator 2.1: …  Indicator 2.2: … | Indicator 2.1: …  Indicator 2.2: … |
| Sub-objective 1.1: … | Sub-objective 2.1: … | Sub-objective 3.1: … |
| Indicator 1.1.1: …  Indicator 1.1.2: … | Indicator 2.1.1: …  Indicator 2.1.2: … | Indicator 3.1.1: … |
| Sub-objective 1.2: … | Sub-objective 2.2: … | Sub-objective 3.2: … |
| Indicator 1.2.1: … | Indicator 2.2.1: … | Indicator 3.2.1: … |
| Key Critical Assumptions: 1. …  2. …  3. …  4. … | | |

# MONITORING PLAN

[Describe the activity’s monitoring approach, including monitoring processes and systems.]

## Performance Monitoring

[Describe the efforts to monitor activity performance. A summary of the performance indicators that will be reported to USAID should be listed in the Annex.]

## Context Monitoring

[Describe any efforts for monitoring context and emerging risks that could affect the achievement of the activity’s results.]

# BENEFICIARY FEEDBACK PLAN

[Describe the activity’s approach for establishing effective procedures for collecting and responding to feedback from beneficiaries, and reporting to USAID/Cambodia a summary of beneficiary feedback and how the implementing partner addressed it. If collecting beneficiary feedback is not appropriate for the activity. please provide a written explanation for why not. For more information on ‘Beneficiary Feedback’ requirements, please click this [link](https://docs.google.com/document/d/1UWCRW-k089DasUuz2EFzW9Lz-W1oyMM38i7RB83fiWU/edit?usp=sharing)]

## Feedback Collection Procedures

[Describe procedures for collecting feedback from beneficiaries, including: the intended beneficiaries—or the different groups of intended beneficiaries—of the activity and how they will be identified; the various methods expected to be employed for collecting feedback from these beneficiaries; the frequency of beneficiary feedback collection; and how the activity will ensure that feedback collection methods are safe, accessible, confidential, and aligned with beneficiary preferences.]

## Feedback Response Procedures

[Describe procedures for responding to feedback from beneficiaries, including how the activity plans to analyze, review, and incorporate beneficiary feedback information into activity decision making; procedures (if any) for reporting back to beneficiaries about the feedback received and decisions made as a result of that feedback; and how the activity will respond to any critical or sensitive protection issues that arise from feedback received, as appropriate.]

## Procedures for Reporting to USAID/Cambodia

[Describe procedures for reporting to USAID/Cambodia, including how and when the activity will report a summary of the feedback information to USAID/Cambodia and how the activity will report on any actions taken to address issues that arise from the beneficiary feedback. This information should be part of the activity’s regular progress reports that are provided to USAID/Cambodia on a quarterly, semi-annual or annual basis.]

# EVALUATION PLAN

## Internal Evaluation and Assessment Plan

[If intending to conduct internal evaluations, assessments, or any studies using USAID funds, then list down all of those planned actions over the life of the activity, along with other information including types, purposes and expected use, key questions, estimated budget, tentative schedules.

| Type | Purpose and  Expected use | Key Questions | Tentative Schedule |
| --- | --- | --- | --- |
| Performance evaluation |  |  |  |
| Needs assessment |  |  |  |
| Operational Research |  |  |  |
| Other, please specify |  |  |  |

## Plans for Collaborating with External Evaluators

[If USAID is planning to conduct an external evaluation of this activity, describe how the activity will collaborate with the external evaluation team.]

# Collaborating, Learning, and Adapting Plan

[This plan outlines learning activities throughout the life of the activity which may include learning questions related to the theory of change or knowledge gaps and plans to address them. Describe plans for strategic collaboration with other USAID partners and/or stakeholders; reflection opportunities; how the implementing partner will use new knowledge and learning for adaptations; and plans for knowledge capture at closeout. Each learning activity should include the timeline and frequency of when the learning activity will happen, the purpose, and the expected outcomes.]

| Learning Activities | Learning Questions | Timeline | Frequency | Expected  Outcomes |
| --- | --- | --- | --- | --- |
| Reflection Workshop |  |  |  |  |
| Assessment |  |  |  |  |
| Other, please specify |  |  |  |  |

# Resources

[Specify the budget allocated to monitoring, evaluation, and learning by listing the tasks, estimated costs, and/or proportion of the budget. Please use a table to present the information.]

# Roles and Responsibilities

[Provide a schedule of recurring MEL tasks during the activity and the individuals who are responsible for them.]

| MEL Task | Frequency | Responsible person |
| --- | --- | --- |
| Review data analysis |  |  |
| Include analyzed data in the reports |  |  |
| Review data reported |  |  |
| Review data analysis |  |  |
| Supervise data collection process |  |  |
| Collect data |  |  |
| Conduct data analysis |  |  |
| (Other, please specify) |  |  |

# Data Management Plan

[Describe how the implementer manages and stores the data and ensures data quality based on USAID’s data quality standards (ADS 201.3.5.8). Data Management Plan should also include the storage plan of all relevant datasets that will be collected throughout the project.]

# Schedule of MEL Deliverables to USAID

[List the various monitoring, evaluation, and learning deliverables (including ad hoc and recurring reports) that will be provided to USAID. ]

| MEL Deliverable | Frequency | Description of Content |
| --- | --- | --- |
| Cohort survey |  |  |
| Other, please specify |  |  |

# ANNEXES

## Annex 1. Performance Indicator Tracking Table

[The implementers are encouraged to consult with A/COR for the latest list of the **Standard Foreign Assistance Indicators** to select indicators to include in the PITT. Examples are included in the yellow highlight. The table can be downloaded in MS. Excel [here](https://docs.google.com/spreadsheets/d/1WQh8N-olPCZcqE0JLF_KPjlwf1XCW-m2yg91cS2qZ-U/edit?usp=sharing). Please note, targets provided below and in the PITT template are illustrative only. Partners should provide the targets of each indicator based on the reporting frequency.]

## Annex 2. Performance Indicator Reference Sheet (PIRS)

[A PIRS stores reference information about a performance indicator. All performance indicators require a PIRS, and they can be included in this annex of the Activity MEL Plan. PIRS template is included below.]

| USAID Performance Indicator Reference Sheet |
| --- |
| Name of Indicator: |
| Name of Result Measured (DO, IR, sub-IR, Project Purpose, Project Outcome, Project Output, etc.): |
| Is This a Performance Plan and Report Indicator?  No Yes for Reporting Year(s) If yes, link to foreign assistance framework: |
| DESCRIPTION |
| Precise Definition(s): |
| Unit of Measure: |
| Data Type: |
| Disaggregated by: |
| Rationale for Indicator: |
| PLAN FOR DATA COLLECTION |
| Data Source: |
| Method of Data Collection and Construction: |
| Reporting Frequency: |
| Individual(s) Responsible at USAID: |
| TARGETS AND BASELINE |
| Baseline Timeframe: |
| Rationale for Targets: |
| DATA QUALITY ISSUES |
| Dates of Previous Data Quality Assessments and Name of Reviewer(s): |
| Date of Future Data Quality Assessments (optional): |
| Known Data Limitations: |
| CHANGES TO INDICATOR |
| Changes to Indicator: |
| Other Notes (optional): |
| THIS SHEET LAST UPDATED ON: Month / Date / Year |

## Instructions for Completing the Performance Indicator Reference Sheet

| Instructions for Completing the Performance Indicator Reference Sheet |
| --- |
| **Name of Result Measured:** Enter the full name and number (e.g., IR 2.1) of the relevant result. |
| **Name of Indicator:** Enter the full title of the indicator. If this is a foreign assistance standard indicator, include the indicator number. |
| **Is this a PPR indicator?** Enter yes or no, and clarify which reporting years(s).  **If yes, link to foreign assistance framework:** Enter the relevant program area, element, sub-element of the standardized program structure from the Director of Foreign Assistance. |
| DESCRIPTION |
| **Precise Definition(s):** Define the specific words or elements used in the indicator. |
| **Unit of Measure:** Enter the unit of measure (*number of…*, *percent of…*, or *US dollars*). Clarify the minimum or maximum values if needed (*minimum score is 1.0 and maximum score is 5.0*). Clarify if the number is cumulative or specific to the year. Clarify numerator and denominator if applicable. |
| **Disaggregated by:** List any planned ways of disaggregating the data (*male/female, youth/adult, urban/rural, region, etc* .) and justify why useful. |
| **Rationale or Justification for indicator:** Briefly describe *why* this particular indicator was selected to measure the intended result and *how* it will be useful for managing performance. |
| PLAN FOR DATA COLLECTION |
| **Data Source:** Identify the source of data (e.g., DHS survey; ministry data; partner records) |
| **Method of data collection and construction:** Describe the tools and methods for collecting the raw data. Examples include: ledger of patient names, document review, structured interviews, focus group interviews, written survey, direct observation, self-reported information, and so on. If the indicator is constructed, such as an index or an expert panel assessment, describe the procedure for construction. Who collects the raw data and where is it stored before it gets to USAID? |
| **Reporting Frequency:** Describe *how often* data will be received by USAID and *when*. |
| **Individual(s) responsible at USAID:** Identify the specific staff member *directly responsible* for acquiring the data. |
| DATA QUALITY ISSUES (To be completed by both USAID and Partner) |
| **Date of Past Data Quality Assessments and reviewer:** Enter the date of previous data quality assessments and the responsible party. |
| **Date of Future Data Quality Assessments** *(optional):* Enter the planned date for subsequent data quality assessments. |
| **Known Data Limitations:** Enter any major data limitations from the summary section of DQA checklist. |
| TARGETS AND BASELINE |
| **Baseline timeframe:** State the timeframe (quarter, year, etc.) that will serve as the baseline value for this indicator. If baselines have not been set, identify *when* and *how* this will be done. While this information is optional for the PIRS, data tracking tables must identify a baseline timeframe and value. See ADS 203.3.9 for more information on baselines. |
| **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). While this information is optional for the PIRS, data tracking tables must include rationales for targets along with target values.  See ADS 203.3.9 for more information on targets. |
| CHANGES TO INDICATOR |
| **Changes to Indicator:** Document here any changes to indicator, such as a change in the 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 (optional): Use this space as needed.** |
| **THIS SHEET LAST UPDATED ON: mm/dd/yy**  To avoid version control problems, type the date of the most recent revision or update to this reference sheet. |