



USAID | GUATEMALA
DEL PUEBLO DE LOS ESTADOS
UNIDOS DE AMÉRICA

Activity Monitoring, Evaluation, Collaboration, Learning and Adapting Plan Approval Date: [e.g., April xx, 2022]

Version: [1]

Contract/Agreement Number: [Insert number]

Activity Start and End Dates: [e.g., January 1, 2020 to December 31, 2025]

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

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[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.

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1. Introduction

Include a description of the activity goal(s) and objectives, the purpose of this Monitoring, Evaluation, Collaborating, Learning and Adapting (MECLA) Plan, and which version of the MECLA Plan this is (if it is a revised version).

Example: change log

Date:	Change by:	Change to:	Description of change:

Throughout this template, required components of the plan are labeled as such. All other components are highly recommended.

USAID/Guatemala's performance management system is built to generate information aligned to the Mission's learning priorities with the ultimate goal of informing [adaptive management](#). It places [collaboration, learning and adapting \(CLA\)](#) at the center to connect [monitoring](#) and [evaluation](#) (M&E) and CLA; and therefore refers to these interconnected activities and processes as MECLA - Monitoring and Evaluation for Collaborative Learning and Adapting. The expectation for USAID partners is that they will similarly place CLA at the center of their activity.

During the design of a new activity, an Inclusive Development Analysis is completed as per [ADS 205](#) and Mission Order 201.7 - Activity Design. Awardees should work with their A/COR to ensure the findings from that analysis inform the development of this MECLA Plan.

2. Theory of Change (TOC)

A Theory of Change is a narrative description of how and why the activity purpose is expected to be achieved in a given context, or system. It is not simply an "if this, then that" statement.

A high quality TOC includes two products:

- 1-3 page write-up of the TOC narrative, including the following sections:
 - Contextual analysis: description of the current state of the development challenge and what is holding the challenge in place
 - Entry points within the local context that enable change
 - Intended changes / outcomes that describe the desired future state
 - Interventions that bridge the gap between the current state and the desired future state
 - Assumptions that make explicit the beliefs about the context that make it likely for the theory of change to hold
- Logic model (visual representation) of the ToC narrative; no required format.

The following are guiding questions for developing a TOC:

- *Context: Who and what factors explain the (unsatisfactory) results we observe? What are we assuming about the context?*
- *Entry Points: What forces for change exist?*
- *Intended Changes/Outcomes: What changes are required to realize our activity purpose?*
- *Interventions: What interventions will be required to make it happen? What is the role of local actors in implementing these interventions?*
- *Assumptions: What are we assuming? (in the activity itself)*

Theories of change should incorporate findings from the inclusive development analysis (gender, Indigenous Peoples and youth) conducted during design of this award to ensure marginalized groups are adequately considered.

Note: During implementation, theories of change should be revisited regularly to reflect on whether implementation is unfolding as theorized (for example: using a pause and reflect activity to re-visit assumptions and adjust the TOC as necessary). For this reason, the theory of change is often the starting point for the Activity MECLA Plan.

More detailed guidance on how to develop a Theory of Change can be found in [this step-by-step guide to developing Theories of Change](#). Examples of strong theories of change can be found [here in USAID Learning Lab](#).

TOC alignment with the Guatemala Country Development Cooperation Strategy (CDCS)
Describe how the activity aligns with and contributes to [USAID/Guatemala's CDCS](#). This should include a graphic or table (example below) demonstrating which results from the activity are aligned with and contribute to USAID/Guatemala's CDCS Development Objectives (DO), intermediate results (IR), and sub-intermediate results (sub-IR).

Example: Activity alignment with CDCS Intermediate and sub-intermediate results

DO1 – Partner with the GOG and other stakeholders to increase economic prosperity, inclusion, and stability in areas with high illegal immigration	
IR 1.1 Stable income expanded	
1.1.1: Increased productivity and competitiveness of key value chains	Activity Result ## - xxx
1.1.2: Increased employment in small/medium-sized enterprises	Activity Result ## - xxx
1.1.3: Strengthened workforce development and life skills for youth	Activity Result ## - xxx
IR 1.2 Improved resilience to stressors for targeted areas	
1.2.1: Stable, continuous access to sufficient, affordable, and nutritious food	Activity Result ## - xxx
1.2.2: Protected and sustainably managed critical natural resources	Activity Result ## - xxx
1.2.3: Increased availability of social protection and safety net services	Activity Result ## - xxx
IR 1.3 Increased investment in targeted communities with high migration	
1.3.1: Increased and mobilized private sector capital	Activity Result ## - xxx
1.3.2: Improved business-enabling environment through public investment	Activity Result ## - xxx

DO 2: Partner with the GOG and other stakeholders to strengthen effective and accountable governance to improve quality of life and deter illegal immigration	
IR 2.1: More transparent and effective public administration	
2.1.1: Improved own-source revenue and tax collection and administration	Activity Result #.# - xxx
2.1.2: Strengthened national and municipal level planning and oversight	Activity Result #.# - xxx
2.1.3: Strengthened policy and legal framework	Activity Result #.# - xxx
IR 2.2: Improved quality of social services (health, education, water)	
2.2.1: Strengthened national level social service delivery processes	Activity Result #.# - xxx
2.2.2: Decentralized delivery of quality social services in priority municipalities	Activity Result #.# - xxx
2.2.3: Expanded bridging of indigenous systems with social services	Activity Result #.# - xxx
IR 2.3: Strengthened citizen engagement and advocacy	
2.3.1: Increased citizen participation in decision making processes	Activity Result #.# - xxx
2.3.2: Increased citizen awareness and compliance with key civic responsibilities	Activity Result #.# - xxx
DO 3: Partner with the GOG and other stakeholders to improve justice and security to deter illegal immigration	
IR 3.1: Strengthened ability to address crime and violence	
3.1.1: Strengthened youth and community resilience to crime and violence 3	Activity Result #.# - xxx
3.1.2: Improved access to justice for vulnerable populations	Activity Result #.# - xxx
3.1.3: Improved capacity of the Government of Guatemala to investigate, prosecute, and adjudicate crimes	Activity Result #.# - xxx
IR 3.2: Strengthened Government of Guatemala capacity and commitment to combat corruption	
3.2.1: Increased transparency and accountability in justice sector and oversight institutions	Activity Result #.# - xxx
3.2.2: Improved investigations, prosecution, and adjudication of corruption cases	Activity Result #.# - xxx
2.2.3: Expanded bridging of indigenous systems with social services	Activity Result #.# - xxx
IR 2.3: Strengthened citizen engagement and advocacy	
2.3.1: Increased citizen participation in decision making processes	Activity Result #.# - xxx
2.3.2: Increased citizen awareness and compliance with key civic responsibilities	Activity Result #.# - xxx

Alignment with the Root Causes Strategy

Provide a description – in narrative, graphical, or tabular format of how the activity results align with and contribute to the U.S. Strategy for Addressing the Root Causes of Migration in Central America (Root Causes Strategy). See: [English](#) and [Spanish](#) versions of the strategy.

Alignment with USAID/Guatemala's Localization Strategy

Describe how the activity will promote [USAID/Guatemala's Localization strategy](#) (referred to as 'Centroamérica Local') in relation to building local capacity to mobilizing resources, and designing and implementing MECLA processes.

3. Collaborating, Learning and Adapting (CLA)

See the [CLA Toolkit on USAID's Learning Lab](#) for more information about CLA.

CLA approach

Describe how the activity will approach Collaborating, Learning and Adapting.

Actions to integrate CLA

Describe the actions which will be taken to ensure CLA integration into activity management and implementation, intervention design; and monitoring, evaluation and reporting.

Actions to ensure learning is used to make adaptations

Describe the actions which will be taken to ensure learning is used to make adaptations to activity implementation and interventions; and monitoring, evaluation, and reporting processes.

Annual Learning Agenda

See USAID Learning Lab's [Learning Agenda page](#) in the [CLA Toolkit](#) for more information about learning agendas.

Describe:

- The life-of-activity (LOA) learning agenda
- How the LOA learning agenda aligns with USAID/Guatemala's Learning Agenda
- Annual actions to pursue the learning described in the agenda

Example: Life of Activity Learning Agenda

Learning Priority	Learning Question	Alignment with Mission Learning Agenda
Example: Engagement with, and benefit to different populations	- How do different populations respond differently to activity Interventions? - What adaptations have been helpful in improving engagement and benefit to different populations?	- USAID/Guatemala Learning Agenda Question 1

Knowledge generation and sharing

Describe the processes and products the activity will use to ensure learning is shared with stakeholders including USAID/Guatemala, other USAID/Guatemala activities, partners, participants, GoG and private sector stakeholders.

4. 5. Monitoring

See [USAID Learning Lab's Monitoring Toolkit](#) for information and guidance on developing monitoring plans.

Context Monitoring

Context monitoring is the systematic collection of information about the conditions and external factors relevant to the implementation and performance of an activity.

Describe any efforts for monitoring the activity's context and assumptions, and how changes in the context could affect the achievement of the activity's results. At a minimum, include:

- The context element which the activity is going to be monitoring
- How the activity will monitor these context elements
- What effect context changes could have on the activity

Example: Context monitoring

Context Element	How the activity will monitor the context element	How context changes could affect on the activity
Example: Support for anti-corruption prosecutions	- Activity will engage GoG stakeholders on a regular basis to assess extent to which GoG continues to support anti-corruption prosecutions	- If we lose government support, the activity will not be able to achieve results x, y, z.

(REQUIRED) Performance Monitoring

Performance monitoring is the ongoing and systematic collection of performance indicator data and other quantitative or qualitative information to oversee implementation and understand progress toward results.

(REQUIRED as per [ADS 201.3.4.10](#)) Describe the activity's monitoring approach, including monitoring processes and systems. This should include a description of the different methods used for monitoring to inform [adaptive management](#).

Include a description of methods and processes used for monitoring:

1. Progress towards achieving desired results
2. If interventions are meeting the necessary quality standards to achieve results
3. The impact/effects of interventions
4. Unanticipated consequences

[Performance indicators](#) measure expected outputs and outcomes of activities based on an activity's Theory of Change and associated logic model. **(REQUIRED as per ADS 201.3.4.10)** Activity MECLA Plans **MUST** include performance indicators and supplemental information (baseline values or a plan for collecting baselines and annual targets) about each performance indicator. **(REQUIRED as per ADS 201.3.4.10)** Activities must include at least one relevant performance indicator for each activity-level outcome AND at a minimum, USAID requires that all person-level indicators be disaggregated by sex ([ADS 205.3.4](#)), age and linguistic community (USAID/Guatemala mission). Other disaggregation of data should be agreed upon with the activity A/COR.

See annexes for information on tools to use - [performance indicators tracking sheets \(PIRS\)](#) and [Indicator Performance Tracking Tables \(IPTT\)](#) - to capture indicator information.

(REQUIRED) USAID/Guatemala Required Indicators

Describe how the activity will integrate USG and Mission required indicators (the A/COR of the activity can provide a list of indicators). This must include:

- Standard Foreign Assistance indicators
- Northern Triangle Migration Indicators
- Root Causes Strategy Indicators
- Mission Performance Management Plan (PMP) indicators
- Any other mission required Indicators as agreed upon with AOR/COR

(REQUIRED) Inclusive development sensitive monitoring & dimensions of monitoring

As per [ADS 201.3.4.8](#), activities should monitor or oversee the implementation of identified approaches/mitigation measures from mandatory analyses. Stemming from the inclusive development analysis, required by Mission Order 201.7, the activity must monitor performance related to closing gaps and effects on Indigenous Peoples (i.e., linguistic community), women, and youth. In addition, the activity should define dimensions beyond the aforementioned such as geographic location (e.g., department, municipality), and the performance/effects on direct and indirect beneficiaries. This can be done through disaggregation of indicators or other ways of differentiating the monitoring approach across these dimensions.

The recipient/grantee is encouraged to consult [USAID's Gender Equality and Women's Empowerment Policy](#) and the [Indigenous Peoples Engagement Strategy](#).

For more information about data disaggregation by geographic location, please see the [monitoring resource](#) in USAID's Learning Lab.

Example: Definitions for monitoring activity dimensions/disaggregation

Monitoring Dimension/Disaggregation	Monitoring approach
Geographic location	
Sex	
Linguistic community	
Youth (age: 15-24, extended range: to 29)	
Direct Beneficiaries	
Indirect Beneficiaries	

Qualitative methods

Complementary to these monitoring requirements are additional qualitative methods that can assess progress, achievements and challenges at the activity level - such as outcome mapping, key informant interviews, focus groups, and stories of change (or success stories). Activities are highly encouraged to use complementary monitoring tools and methods.

6.

7. (REQUIRED, AS APPROPRIATE) Beneficiary Feedback Plan

Per ADS 201.3.4.10, the following is required:

- Determination on whether collecting beneficiary feedback is appropriate for the activity. If not, then a written explanation for why not.
- Describe procedures for collecting feedback from beneficiaries.
- Describe procedures for responding to feedback from beneficiaries.
- Describe procedures for reporting to USAID.

8.

9. (REQUIRED, AS APPROPRIATE) Evaluation Plan

As per ADS 201.3.4.10, the activity should explain plans for any external evaluations of the activity and any proposed internal evaluations. As per ADS 201.3.6.5, activities with a Total Estimated Cost/Amount (TEC/TEA) expected to be \$20 million or more must conduct at least one evaluation.

For further guidance and information about evaluations, please see the [Evaluation Toolkit](#) in USAID's Learning Lab.

Internal Evaluation Plan

If intending to conduct an internal evaluation using USAID funds, then complete the internal evaluation table for each evaluation expected over the life of the activity.

Example: Internal Evaluation Table

Evaluation Type	Evaluation Purpose	Evaluation Questions	Estimated Budget	Start Date	End Date

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.

If there are no plans for internal or external evaluations, a note should be included to this effect: "USAID/Guatemala and [activity name] do not anticipate conducting an evaluation (internal or external) of the activity. In the future, if USAID and/or [activity name] decide to conduct an evaluation (external or internal), [activity name] will cooperate fully with USAID in planning for and conducting the evaluation."

10. *Staffing, Resources and Capacity-building*

Describe how the activity's MECLA initiatives described in the sections above will be resourced. This should include:

- Roles and responsibilities of MECLA staff persons.
- Any additional resources which will be mobilized for implementing activity MECLA, including anticipated third-party contracts, support from other activities, etc.
- How the activity will ensure that MECLA staff have appropriate capacity.

11.

12. *Schedule of Activity MECLA Plan Tasks*

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.

Example: Schedule of recurring tasks table

Tasks	Frequency	Responsible person or team

13. *Schedule of Activity MECLA Plan Deliverables to USAID*

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

14.

Example: Schedule of Activity MECLA Plan Deliverables to USAID Table

Deliverable	Frequency	Description of content

15.

16. *Annex*

Performance Indicator Tracking Table

The purpose of an Indicator Summary Table is to provide the reader of the plan with a summary picture of the full set of performance indicators in the plan. Please reference the [Template: Performance Indicator Summary Table](#) for more information on how to create an PITT.

(REQUIRED) Indicator Reference Sheets

Performance indicator reference sheets (PIRS) are tools USAID uses to define performance indicators and are key to ensuring indicator data quality and consistency. As per ADS 201.3.5.6, a PIRS is required for all performance indicators and must be completed within three months of the start of indicator data collection. When possible, a PIRS should be completed prior to data collection to ensure the indicator and its data collection methodology are clearly defined. Please reference the [Performance Indicator Reference Sheet \(PIRS\) Guidance & Template](#) for more information on requirements of PIRS.

Data Management Plan

Activities should develop a Data Management Plan (DMP) describing the acquisition, storage, and use of data collected or acquired through the activity. DMPs are intended to support the Agency's [Open Data Policy](#), and simplify the process of sharing and using data. The Plan can be a part of this activity MECLA plan or a separate document. For more information on how to develop a DMP, see the [USAID/Guatemala Data Management Planning Guidance](#).