



Introduction to AMEP and
AMEP components

A training workshop for BEST

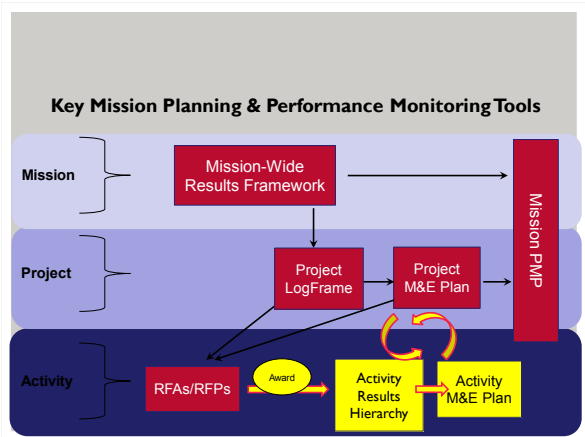
USAID/Jordan Monitoring and Evaluation Support Project (MESP)

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Exercise:
Definitions and Acronyms

CDCS

VIDEO:



What is an AMEP?

- A tool for planning M&E at the Activity level
- It describes how the Activity-level results contribute to the Mission CDCS/PMP
- It presents details of the partner's M&E system
- It is developed within 90 days post award and before Activity implementation
- It describes 'How' and 'Why' the IPs activities will produce desired change, and how this change will be identified and measured.

Tells the “story” of the activity!

Recommended Elements of an AMEP:

1. Introduction to the Activity M&E Plan
2. Theory of Change
3. Logic Model
4. Performance Indicators and PIRS
5. Baselines and Targets
6. Data management, reporting and data quality assurance
7. Gender Aspects
8. Evaluation Plans and Questions
9. M&E Calendar
10. Performance Data Table (PDT)

2. Theory of Change

- Describes theory of change, logic, and causal relationships between results in a framework needed to achieve a long-term goal
- Defines critical assumptions

EXERCISE: What is the Theory of Change?

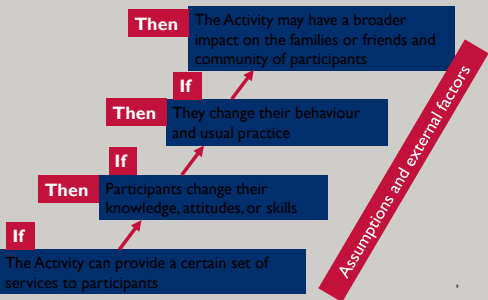
The Activity may have a broader impact on the families or friends and community of participants

Participants change their knowledge, attitudes, or skills

The Activity can provide a certain set of services to participants

They change their behaviour and usual practice

EXERCISE: What is the Theory of Change?

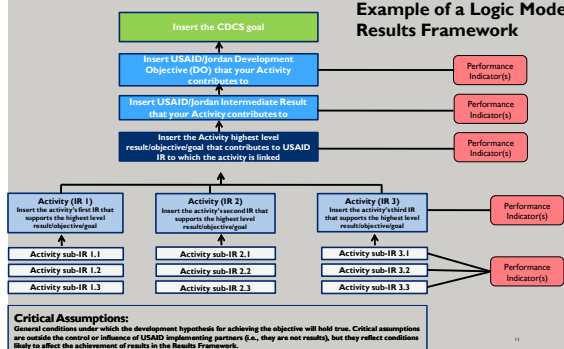


3. Logic Model

- Illustrates the Theory of Change, the intended results and relationship between:
- Illustrates the linkage to the Mission's CDCS Results Framework
- Results are written in "results language"

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Example of a Logic Model: Results Framework



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Challenges in Developing Theory of Change and Logic Models

- Gaps in logic or evidence
- Not a good sense of what is not known
- Many assumptions
- Unclear understanding of how to achieve higher level results
- Fluidity in operating conditions – changing actors, incentives, and operational realities

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Activity Level



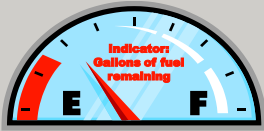
Mission Level

What is an indicator?

Indicator
noun in di ca tor \ˈin-də-,kā-tər\
<http://www.merriam-webster.com/>

- a sign that shows the condition or existence of something
- a pointer or light that shows the state or condition of something
- a device that shows a measurement

• ADS Definition:
Performance Indicators measure a particular characteristic or dimension of strategy, program, project, or activity level results based on a Mission's CDCS Results Framework or a project's logical Framework (LogFrame) *[or Activity logic model]*.



An Indicators is *Not*

- Indicators are not results, goals, objectives, or targets. Indicators measure results and help us understand our performance against targets.
- Result statement show the desired direction of change (increase or decrease).
- Targets identify the desired value of the indicator that we want to achieve.

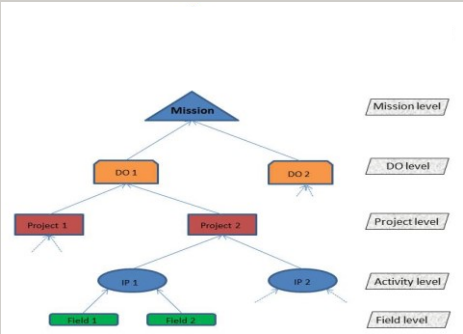
- **Result:** Grade-two students reading skills improved
- **Indicator:** % of students, who by the end of grade two, demonstrate that their reading skills improved
- **Target:** 55% of students who by the end of grade two demonstrate that their reading skills improved

Why do we need Performance Indicators?

Performance Indicators allow us to:

- Measure progress and achievements;
- Clarify consistency between activities, outputs, outcomes and goals;
- Assess activity performance, and identify areas of success and for increased attention;
- Communicate achievements to partners
- Understand “how” we are doing **but not why?**

Most Performance Indicator Data Comes from
IPs/Activities



Performance Indicators for Activity XYZ

An AMEP should include:

- Mission required F indicators
- Mission required indicators (PMP, Project, cross cutting)
- Any additional indicators that will help USAID manage, learn from, or otherwise monitor the activity
- Additional indicators that will help the implementing partner manage its own performance

Exercise (10 minutes)

In small groups

From Results to Indicators –
Order results from lowest to highest level and
Identify the indicators that measure the result



Exercise:
Results to Indicators

Results Statements	Indicators
Inclusive economic growth from agriculture increased	% change in contribution of key commodities to agricultural GDP
Smallholder farmer income increased in NE region	% change in per capita household expenditures of USG targeted beneficiaries
Increased productivity for key commodities	Gross margins per hectare of key commodities in targeted region
Increased adoption of new technologies	Number of farmers in targeted areas applying new farming technology
Improved knowledge of new farming technology	% of targeted beneficiaries applying new farming technology
Smallholder farmers trained in new farming technology	Average change between pre-test and post-test score on information about new farming technology
	Average score from training participants on quality of the training course
	Number of farmers trained in new farming technology

Types of Performance Indicators



Indicator measurement formats

An indicator can be expressed as:

Quantitative expressions of indicators:

- 1. Count value (Number)
- 2. Ratio
- 3. Percentage
- 4. Average
- 5. Rate

Qualitative expressions of indicators:

- 1. Rating scale
- 2. Milestone
- 3. Categorical

Note about indicators

No one type of indicator is inherently better than another; its suitability depends on how it relates to the result it intends to describe and how it will be used to support management decision making.

Quantitative Expressions of Indicators

- Count Value: Number of students benefiting from infrastructure improvements
- Percentage: Percent of students passing the math and Arabic portion of the National Test at grade 4
- Ratio: Ratio of private sector to public sector funds in public-private partnerships
- Average: Average number of days required to trade goods across borders (average of export/import time)
- Rate: GDP Growth Rate

Qualitative Expressions of Indicators

- **Milestone:** A type of indicator that measures progress towards a desired outcome by dividing the progress into a series of defined steps. E.g. Yes or NO.
- **Rating Scale:** A type of indicator that allows the quantification of a range of subjective responses on a single issue or single dimension of an issue. E.g. Agreement on a 5 point Likert scale.
- **Categorical:** A type of indicator that allows the quantification of responses to a limited number of responses (categories). E.g. type of education (elementary vs higher vs vocational education)

Combining qualitative and quantitative indicators' expressions

- Indicators can combine quantitative and qualitative expressions (quantifying qualitative data).
Example: *Rating scale indicator*
- After attending course A and course B, please rate your learning experience on a scale from 1 to 10.
- This indicator can be quantified using quantitative expressions.

	Course A n=95	Course B n=78	Overall
Average	7.8	6.1	7.0
Percentage	60% >= 5	63% >= 5	61% >= 5
Number	9 selected 10	12 selected 10	21 selected 10

Types of Performance Indicators according to F Structure

Standard F

- Standardized definition, unit of measure and data source via the indicator handbook.
- Produce data that can be aggregated across Activities/Missions.

Example: Number of primary or secondary classrooms built or repaired with USG assistance (F ID: ES.1-I6)

Custom

- Used when there is not an appropriate F-indicator for the result
- Reflect progress within each country or activity context.

Example: Percent of women of reproductive age with Anemia in targeted facilities (Mission indicator ID: 3.1.c)

Discussion

(5 minutes)

Q:What type of indicator should we use?
Does the choice make any difference on our work?

In your experience, what factors other than desire to select the best and most appropriate indicator, has affected the selection of performance indicators?

Give specific examples.



Selection of Indicators

Good indicators should meet certain criteria. The following criteria and questions may be helpful in selecting indicators. As a memory aid, the acronym "**SMART**" summarizes key criteria, asking "Is the indicator **specific, measurable, achievable/attributable, relevant and trackable?**"

Considerations for Identifying Performance Indicators

- Best practices and not necessarily USAID specific guidance.
- Select/adapt rather than develop indicators from scratch.
- What are the benefits/advantages of doing this?
- Common sources of indicators:
 - Standard F indicator
 - Mission indicators
 - Partners indicators
 - Host country governments indicators
 - Indicator handbooks/international standard indicators
 - Third party sources (WB, UN, thematic compendiums)

Considerations for Identifying Performance Indicators

For each result, there should be at least one indicator.

You need the **fewest** number of indicators to measure your result.

As a best practice, you should have as many indicators in your M&E plans as needed to capture the progress made toward achieving results, while at the same time being cost-effective by eliminating redundant indicators.

Considerations for Identifying Performance Indicators

Indicators should produce data that meets USAID Data Quality Standards (VIP-RT)

But remember, **High Quality is not all that Matters!** (ADS 203.3.6).

Utility: Need to consider how useful your selected indicators are for management and decision making.

Cost: Indicator selection is always a balance between:

- a) the quantity and quality needed for management decisions, and
- b) the resources required to collect and analyze those indicators

Considerations for Identifying Performance Indicators

- Do not select indicators that are unnecessarily complex and avoid ambiguous terms that could create confusion (e.g.: two levels, effectively, optimal)
- Think of how you will complete the PIRS before you finally adopt an indicator
- Apply the SMART criteria against selected/developed indicators (ask questions)
- Be sensible in to what is needed and what is doable
- Identify early on your logic model critical assumptions
- Do not try to measure each and every expected change within your logic model.

Potential Reasons for Changing Performance Indicators

During implementation, the Mission or the Activity may need to change, drop or add performance indicators.

For example, if:

- Program/Activity priorities that affect the scope of the result we intend to measure change.
- Indicator becomes unsuitable (e.g. cost, data availability).
- New information/lessons learned becomes available.
- You aren't getting the information you need to understand and manage.

Don't be afraid to talk to your AOR/COR

Discussion (20 minutes)

Discuss the following challenges that IPs face in selecting and implementing indicators and think of ways to mitigate these challenges based on what you have learned today



Challenges IPs Face in Selecting Indicators

How familiar are these challenges, how do you think they can be mitigated?

1. M&E staff might not be conversant with the technical subject matter
2. The technical and senior management team might not be familiar with the M&E requirements for indicators and the best practices of developing them.
3. It is in a guess game, as we cannot tell early on if the indicators developed are going to be good indicators.
4. Need to include indicators that were developed during the RFP/Proposal process, which might not be the best indicators to work with.

Challenges IPs Face in Implementing Indicators

How familiar are these challenges, how do you think they can be mitigated?

- 1. Targets are not appropriate/wrong.
- 2. Targets do not have consideration for level of result (i.e. outcome results require some time before change can be detected).
- 3. Change takes longer time to be measured than expected.
- 4. No baselines available or difficult to measure.
- 5. Definition of the indicator is not clear to enable proper data collection.
- 6. Data not available/not accessible/not timely.

Challenges IPs Face in Implementing Indicators

- 7. Difficulty in developing measuring or data collection tools.
- 8. Difficulty collecting qualitative data.
- 9. What the team theorized will be collected is sometimes different from what is found in the field.
- 10. In some cases, the developed indicators does not measure the change the activity expected it would measure.
- 11. Calculation methods for some indicators change overtime.
- 12. Some indicators are not useful or not necessary for AMEP, but still it is difficult to drop them out.

Conclusion

- Indicators are signposts of change. Only intended to indicate, and not to provide scientific "proof" or detailed explanations about change, nor tell the full story.
- Indicators are one tool we use to track change among others. Just because one indicator shows strong performance does not always mean everything is on track.
- Avoid the temptation to transform the measurement of change into a major exercise with a burdensome workload. It is the change we seek to influence that must remain the driver—not the indicator. Measuring change should not take precedence over activities that generate the changes to be measured.

5. Baselines and Targets

A Baseline is:

- The value of the performance indicator before the implementation of activities.

Different Baseline scenarios:

Baseline is already established	A previous implementer, USAID or a government agency, e.g.: <i>National unemployment rate.</i>
Baseline must be collected	When no data exists, you may have to collect it prior to implementation, e.g.: <i>Percentage of teachers who use ICT for education purposes.</i>
Baseline is zero	If the indicator is related to a specific activity, e.g.: <i>Number of classes equipped with smart whiteboard.</i>

What is a Target:

- "The specific, planned level of result to be achieved within an explicit timeframe with a given level of resources." (ADS 203.3.9)

• Rationale for setting targets:

- Historical trends
- Achievements of similar Activities
- Resources level
- Expert judgment
- Life cycle of the project
- Implementation approach
- International standards

GROUP DISCUSSION

(5 minutes)

Think about it:

What is data quality and why it is important to ensure data quality?

WHAT IS DATA QUALITY?

- Data quality is the worth or accuracy of the information we collect and report.

WHY IS DATA QUALITY IMPORTANT?

- High quality data is the cornerstone for evidence based decision-making
- Our credibility when communicating and reporting requires realistic understanding of the limitations of data

PROGRAMS SUFFERING FROM POOR DATA MAY:

- Use additional resources to correct the data;
- Experience reduced stakeholder confidence and support;
- Miss opportunities to identify areas of strength or gaps in implementation; and/or
- Face the undesirable consequences of inappropriate decisions based on poor data.

BUT...HOW IS DATA QUALITY ASSESSED?



STANDARDS FOR DATA QUALITY (VIPRT) (ADS 203.11.1)

- **Validity:** data (and the indicator) clearly and adequately represent the intended result
- **Integrity:** data has safeguards to minimize risk of transcription error or data manipulation
- **Precision:** data has sufficient level of detail to permit management decision-making
- **Reliability:** data reflects stable and consistent data collection processes and analysis methods over time and across sites/partners
- **Timeliness:** data is available at a useful frequency, is current, and timely enough to influence management decision-making

EXERCISE

What are the potential data quality issues?

Result
Increased household income in target community

Indicator
Number of houses with tin roofs in the target community

EXERCISE

What are the potential data quality issues?

Result
Improved government services at the local level

Indicator
% of respondents that believe that government services are improving

Issue: The population surveyed were local government officials.

EXERCISE

What are the potential data quality issues?

Result
Improved employment rate in targeted communities

Indicator
National unemployment rate

EXERCISE

What are the potential data quality issues?

Result
Number of farmers trained in new technologies increased

Indicator
Number of farmers trained in new technologies

Issue: The implementer has several sub-contractors that are responsible for training farmers in new technologies. All of the subs enter their data on the number of farmers trained into a shared Google Drive spreadsheet that is viewable and editable by all of the subs and their staff.

EXERCISE

What are the potential data quality issues?

Result
Public schools supported

Indicator
Number of public schools supported by USG

- Issue:
- Partner A provides training to public schools staff
 - Partner B provides IT equipment to Public schools

EXERCISE

What are the potential data quality issues?

Result
Citizen perception of the government's ability to deliver essential services improved

Indicator
Percent citizens reporting favorable or very favorable perception of the government's ability to deliver essential services

Issue: Your activity will conduct an annual survey of citizen perceptions. The annual target is a two percentage point increase in reporting "favorable". The indicator is measured with a nationwide sample survey of 130 individuals and a margin of error $\pm 4\%$.

EXERCISE

What are the potential data quality issues?

Result
Increased income among target beneficiaries

Indicator
Percent increase in income among target beneficiaries

Issue: The implementer is unclear about how "income" is defined. In its performance reports, the implementer reports the data to USAID using a slightly different definition of "income" each time.

EXERCISE

What are the potential data quality issues?

Result
Improved infrastructure in rural areas

Indicator
of roads in "good" condition



DATA QUALITY ASSESSMENT (DQA) (ADS 203.3.11)

What is it? What is its purpose?

- A process to verify the quality of the data collected and ensure that the Mission, DO team, and IPs are aware of the:
 - Strengths and weaknesses of data (vs five data quality standards VIP-RT), and
 - Extent to which data integrity can be trusted to influence management decisions

DATA QUALITY ASSESSMENT (DQA)

What is it not?

- An audit
 - although reported data are auditable and are routinely audited
- An exercise that seeks to find fault and/or place blame
- Something to fear

TRUE OR FALSE?

The goal of data quality assessment is to eliminate all data limitations.

False.

DQA IS AN OPPORTUNITY

- Don't be afraid of the unknown – we all learn and grow through DQA
- Remember – you get to fix the problems identified!
- USAID and IPs are all in this together – no one looks good if data issues are identified late and by others
- DQA is an opportunity for USAID and IPs to understand results better and make improvements
- DQAs build support for M&E resources

WHO IS RESPONSIBLE?

COR/AOR is responsible to ensure DQA is conducted.

WHICH INDICATORS?

Those reported externally to Washington (e.g. in the PPR).

Question: Can a custom indicator be DQAed?

Answer: Yes if the data is reported externally by the Mission

WHO IS INVOLVED FROM THE IP SIDE?

All IP staff involved in data handling at all stages might take part in the DQA process. The following types of staff will most likely be involved:

- Senior Management (COP/DCP)
- M&E Manager/M&E team
- Technical staff responsible for the indicator being DQAed

WHEN?

- A DQA must occur for indicators that are externally reported within six months before reporting initial results, and at least every 3 years thereafter.
- In addition, a number of circumstances might prompt a manager to conduct DQA, for:
 - Critically or strategically important data
 - Potential indicator data issues
 - Previous DQA follow up

COMMON IP DQA QUESTIONS

- How many pieces of data or documents will be reviewed?
- Should reported data be corrected if issues are found? and how?
- Can IPs do their own DQAs and would this replace USAID DQAs?

HOW SHOULD IPS PREPARE FOR A DQA?

- Ensure sufficient resources are dedicated to M&E
- Use standardized templates for data collection and reporting
- Add additional information to forms to ease calculation
- Develop written guidelines for all staff clarifying their roles and responsibilities
- Document details about data management, calculation, etc.
- Ensure staff and partners/subcontractors understand indicator definition, are well trained, and report consistently across sites

HOW SHOULD IPS PREPARE FOR DQA?

- Ask USAID what indicators will require DQA for your activity and when
 - put in AMEP M&E Calendar
- Complete your PIRS and review Mission/USAID PIRS for required indicators to ensure compatibility
- Collect and store all required documents in one location
- Review your data, documents, and processes in same way that USAID will (use DQA checklist)

Performance Indicator
Reference Sheet
(PIRS)

What is PIRS?

A Performance Indicator Reference Sheet (PIRS) is a **comprehensive** record of a given performance indicator

- A PIRS details:
 - what an indicator means
 - its source
 - how it is collected
 - who is responsible
 - data quality issues
 - baseline timeframe and target rationale
 - changes to indicator

PIRS is not a place
to store data!

But, you might view or use PIRS differently depending on what your role is, what you want to achieve, or when you are using it.

Why use PIRS?

- **Clarity** in indicator definition, methodology, responsibilities;
- **Consistency** in data collection and use across USAID staff and IPs;
- **Transparency and documentation** in decision-making around indicator selection and indicator changes;
- **Collaboration** between USAID and partners to collect the data we want and need; and eventually
- **Higher quality data!**



USAID/Jordan Activity Performance Indicator Reference Sheet (PIRS)	
IDENTIFICATION	
Linkage to Mission Results Framework:	
Name of Activity Result Measured (Goal/IR/sub-IR):	
Indicator Name and Number:	
Indicator Type: <input type="checkbox"/> Activity Custom <input type="checkbox"/> Standard F <input type="checkbox"/> Mission PMP	
Is this a PPR indicator? <input type="checkbox"/> No <input type="checkbox"/> Yes, for Reporting Year(s) _____	
DESCRIPTION	
USAID Definition (for Mission and F Indicators):	
Precise Definition:	
Unit of Measure:	
Method of Calculation:	
Disaggregation:	
Location Reporting Level: <input type="checkbox"/> Location or Facility (please attach GPS Coordinates) <input type="checkbox"/> Municipality	
<input type="checkbox"/> District <input type="checkbox"/> Governorate <input type="checkbox"/> Kingdom	
Management Utility:	
PLAN FOR DATA COLLECTION	
Data Collection Method:	
Data Source(s):	
Timing/Frequency of Data Acquisition:	
Individual Responsible at Activity (title):	
Location of Data Storage:	
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING	
Data Review & Analysis:	
Reporting of Data:	
DATA QUALITY ISSUES	
Date of Past Data Quality Assessment:	
Known Data Limitations:	
Actions Taken or Planned to Address Data Limitations:	
BASELINE & TARGETS	
Baseline Timeframe/Notes:	
Rationale for Targets/Notes:	
CHANGES TO INDICATOR & OTHER NOTES	
Changes to Indicator:	
Other Notes:	
THIS SHEET WAS LAST UPDATED ON: / /	
PERFORMANCE DATA TABLE	

PIRS are fundamental to our ability to do good performance monitoring!

<p>PIRS Sections</p> <p>3. Plan For Data Collection:</p> <ul style="list-style-type: none"> - Data collection method - Data source and data collection frequency - Individual responsible - Data storage <p>4. Data Analysis, Review, and Reporting</p> <p>5. Data Quality Issues</p> <ul style="list-style-type: none"> - Known data limitations and significance - Actions to address the limitation 	<p>Is this a PIR Indicator? <input type="checkbox"/> No <input type="checkbox"/> Yes, for _____</p> <p>USAID Definition (for Mission and Field indicators)</p> <p>Precise Definition:</p> <p>Unit of Measure:</p> <p>Method of Calculation:</p> <p>Disaggregation:</p> <p>Location Reporting Level: <input type="checkbox"/> Location <input type="checkbox"/> District <small>(select only one)</small></p> <p>Management Utility:</p> <p>PLAN FOR DATA COLLECTION</p> <p>Data Collection Method:</p> <p>Data Source(s):</p> <p>Timing/Frequency of Data Acquisition:</p> <p>Individual Responsible at Activity (title):</p> <p>Location of Data Storage:</p> <p>PLAN FOR DATA ANALYSIS, REVIEW, AND REPORTING</p> <p>Data Review & Analysis:</p> <p>Reporting of Data:</p> <p>DATA QUALITY</p> <p>Date of Past Data Quality Assessment:</p> <p>Known Data Limitations:</p>
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[illegible]

Tips and Lessons Learned for Completing a PIRS

- Indicator Names - Consider using a naming/numbering convention
- Indicator - Make sure that indicators are numbered in PIRS (and elsewhere) to reflect position in RH
- Definitions -
 - Each word that might be understood differently by different people should be defined. What do you mean by “effective?”
 - List specific details of what your activity counts under general topics such as the title of trainings that count for “trained”
- Unit of measure - Define both numerator and denominator for percentages
- Method of data collection - “implementing partner reports” is not a method of data collection

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Tips and Lessons Learned for Completing a PIRS

- Make sure that program staff review and understand PIRS for indicators regarding their work
- Consider having a PIRS peer review process to get extra sets of eyes on each PIRS
- Disaggregate clearly and carefully
- Some sections will be the same for all your PIRS, complete them first and then share the template
- Standard Indicators already have PIRSSs, HOWEVER, you may need to add specifics
- Ask PRO team/your AOR/COR for the most updated version

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Any questions?

Thank you!

Please help us improve with a short evaluation

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