



ACTIVITY MONITORING, EVALUATION, AND LEARNING PLAN

USAID Learns

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ACRONYMS

AAR	After Action Review
ADS	Automated Directives System
AMELP	Activity Monitoring, Evaluation, and Learning Plan
CDCS	Country Development Cooperation Strategy
CLA	Collaborating, Learning & Adapting
COP	Chief of Party
COR	Contracting Officer's Representative
DCOP	Deputy Chief of Party
DIS	Development Information Solution
DQA	Data Quality Assessment
FY	Fiscal Year
GVN	Government of Vietnam
IP	Implementing Partner
IPS	Indo-Pacific Strategy
J2SR	Journey to Self-Reliance
LQ	Learning Question
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluating, and Learning
NPS	Net Promoter Score
OU	Operating Unit
PDO	Program Development Office
PIRS	Performance Indicator Reference Sheet
PITT	Performance Indicator Tracking Table
PMP	Performance Management Plan
QR	Quick Response
TA	Technical Assistance
TBD	To Be Determined
TEAMS	Training and Exchange Automated Management System
SI	Social Impact, Inc.
USAID	United States Agency for International Development
USD	United States Dollar

INTRODUCTION

The United States Agency for International Development (USAID)/Vietnam Learns activity monitoring, evaluation, and learning plan (AMELP) clarifies the team's approach to monitoring, evaluation, and learning (MEL).

Learns' implementation is guided by a logic model and theory of change outlined beginning on page 3 that was updated in April 2020. The MEL approaches, priorities, and performance indicators in this plan flow from this logic model and theory of change and are outlined in detail below. In line with Automated Directives System (ADS) 201, this AMELP specifies:

- anticipated results under the activity;
- methods by which Learns will:
 - track progress towards results,
 - learn from implementation,
 - adapt implementation based on learning,
 - share its learning with key stakeholders; and,
- resource requirements and internal roles and responsibilities for MEL.

Learns has dedicated resources to operationalize this AMELP through its budget, including the labor categories which fund the Learns staff responsible for implementing this plan. A specific Learns staff member is responsible for each indicator and data collection approach, and for reporting results to USAID/Vietnam annually, semi-annually, or quarterly, depending on the indicator.

Updates to this plan will be provided to the Contracting Officer's Representative (COR) for review and approval on an annual basis every September in line with work planning or when revisions to the plan are proposed.

The Learns team hopes that this AMELP can serve as an example for USAID/Vietnam's implementing partners (IPs). Learns is committed to modeling effective MEL and collaborating, learning, and adapting (CLA) practices for effective activity management with the understanding that each activity, including Learns, should view AMELPs as a management tool which should be continuously used and regularly updated to capture ongoing learning and changing environments.

ABOUT LEARNS

ACTIVITY PURPOSE

As stated in the Learns contract, the purpose of the activity is to improve the effectiveness and sustainability of USAID/Vietnam's programs. Learns aims to achieve this by promoting collaborative, evidence-informed programming at USAID and its partners. Learns support covers the range of USAID Program Cycle processes, including strategy implementation, project design and management, activity design and management, MEL, and CLA.

The specific contract objectives are to:

- strengthen USAID/Vietnam, IPs, and local entities' (Government of Vietnam [GVN], local organizations) institutional capacity, particularly in monitoring, evaluation, learning, collaboration, and adaptive management, to achieve expected results.
- deepen use of monitoring, evaluation, and other types of data to support learning and improve performance at all levels.
- improve coordination, collaboration, and learning between USAID/Vietnam staff, GVN, IPs, and key stakeholders.

Given this scope, Learns works with multiple stakeholders, including USAID/Vietnam's Program Development Office (PDO), technical offices and other support offices, IPs (including international and local partners), and other local stakeholders.

CONNECTION TO USAID PRIORITIES

While Learns does not formally fall under a USAID project, the purpose of the activity is to support USAID staff and IPs across the Mission's entire portfolio and contribute to the achievement of the Mission's updated strategy for 2020-2025. All offices across the Mission support Learns with a set budget allocation and, in turn, Learns provides Program Cycle support to USAID staff and partners. In this way, Learns supports all projects by better integrating monitoring, evaluation, collaborating, learning, and adapting approaches that support better design and implementation and ultimately better, more sustainable results as outlined in the logic model below.

THEORY OF CHANGE

CONTEXT

USAID/Vietnam has recently established a new Country Development Cooperation Strategy (CDCS) for 2020-2025, outlining its priorities for its development assistance in Vietnam. To effectively implement this strategy and manage towards results, the Mission has procured an institutional support contract (Learns) to act as a force multiplier for the Mission's PDO. Learns staff and consultants provide ongoing technical assistance in Program Cycle processes (strategy, project design and implementation; activity design and implementation; MEL; and CLA) and build the capacity of USAID and partners in said processes.

The situation at the start of Learns (i.e., a snapshot of the current context) within the Mission and among its IPs per Program Cycle level (strategy, project, and activity) can be considered as follows:

- **Strategy design and implementation:** As of April 2020, the CDCS awaits final approval from USAID/Washington. The Mission needs support to:
 - communicate its new strategy within the Mission, among IPs, and to local stakeholders.
 - develop the Performance Management Plan (PMP) to track progress towards strategy-level results and support strategy-level learning and adapting.
 - reflect on implementation of the strategy and adapt the strategy as needed should the context change or new learning emerge.
 - connect strategy to other USAID/Washington strategic priorities such as the Journey to Self-Reliance (J2SR) and the Indo-Pacific Strategy (IPS).
- **Project design and implementation/management:** With the eventual approval of the CDCS, the Mission will be working through many updates to existing project designs and new project designs. The Mission needs support to:
 - develop project appraisal documents based on existing learning and in collaboration with key stakeholders.
 - develop or review project MEL plans to track progress towards project-level results and support project-level learning and adapting.
 - institutionalize the role of the project manager for effective management of projects.
- **Activity design and implementation:** Similarly, with new project designs, the Mission anticipates the procurement of new mechanisms. The Mission needs support to:
 - design new activities, including through co-creation approaches with local stakeholders and IPs.
 - support USAID and IPs in government approval processes at the activity level.
 - build the capacity of IPs in MEL and CLA to better manage their awards.
 - provide support to MEL planning, data quality assessments (DQAs), and learning at the activity level.

LOGIC MODEL & THEORY OF CHANGE

Against this backdrop, Learns supports USAID/Vietnam in its ultimate strategy-level goal of an “open, prosperous, and secure Vietnam that is effective and inclusive in tackling its own development challenges.” This overarching Mission strategy-level goal has been simplified to read “*Sustainable and locally-owned development results achieved*” for the purposes of demonstration in the center of Figure 1. Learns does not have direct control in achieving this goal, but its work will contribute to it by focusing on three interrelated activity objectives (the outer ring of Figure 1). The three objectives, as articulated here, relate directly to key performance objectives 1, 2, and 3 in the contract.

- Staff¹ knowledge and skills in MEL and CLA improved
- Evidence²-informed decision-making advanced (Evidence Use Component)
- Strategic³ collaboration between staff and local stakeholders strengthened (Local Engagement Component)

These three objectives are inter-related; for example, capacity building in conducting DQAs or in MEL planning will result in better quality data being available to inform decision-making. Similarly, collaboration with local stakeholders will result in potentially new perspectives and evidence that can inform decision-making. Capacity building for USAID staff in co-creation can also strengthen collaboration between staff and local stakeholders.

FIGURE 1: LEARNS OBJECTIVES AND OUTCOME INDICATORS



¹ Staff throughout refers to USAID and IP (including local partner) staff.

² Evidence refers to the broad base of knowledge that results from special studies, evaluations, monitoring data, learning events, and reflective practice.

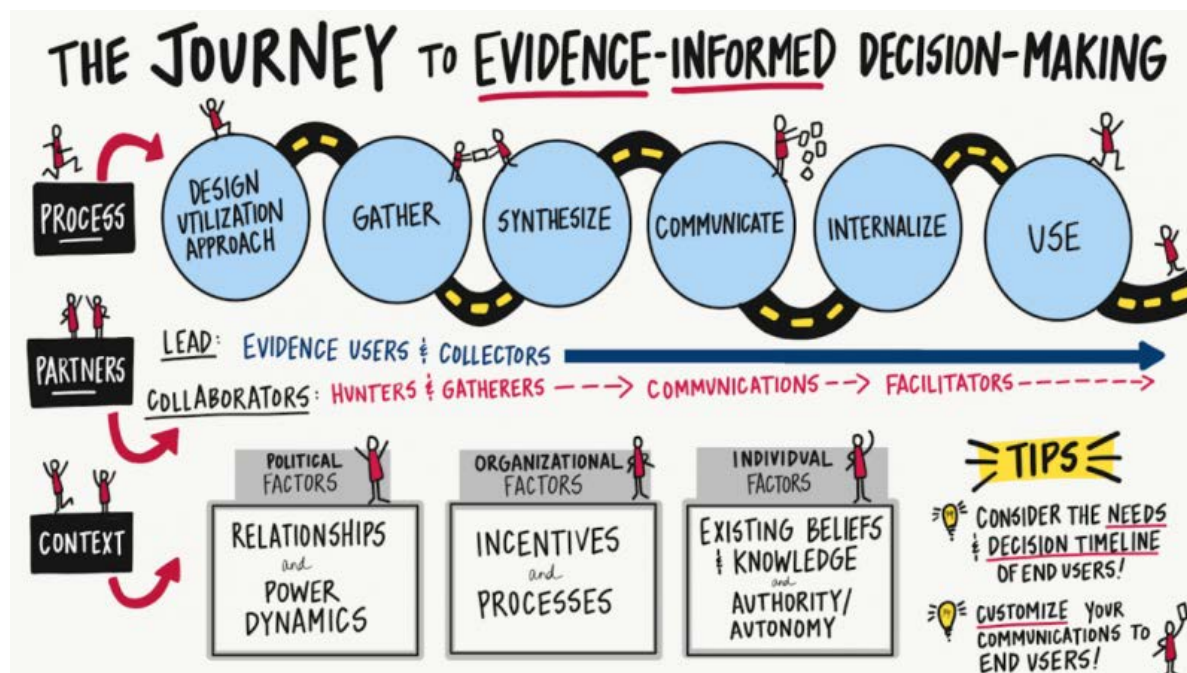
³ The word strategic is used here to denote collaboration that is done with a specific purpose with the right people at the right time. Learns does not want to promote collaboration for the sake of collaboration.

To achieve results, how *Learns* implements its interventions to achieve these objectives is just as – if not more – important than the activities themselves. These three objectives will contribute to a sense of joint ownership and commitment from target staff to integrate effective monitoring, evaluation, and CLA approaches into their work if *Learns* approaches its work in the following ways:

- Capacity building interventions will:
 - a. always begin with the “why” – why the topic of the capacity building effort (i.e., Development Information Solution [DIS], DQAs, co-creation, CLA, etc.) is important and how it contributes to better development results to generate a sense of purpose in applying these approaches.
 - b. be tailored to the capacity building needs of target staff.
 - c. be designed based on good practices in adult learning.
- In line with Figure 2 below, evidence use interventions will:
 - a. start with a clear understanding of use so that MEL activities are fit to purpose and tied to existing work processes (i.e., work planning) that enable use.
 - b. be designed with those who will ultimately use the evidence to increase their buy-in.
 - c. focus on the quality and credibility of data and information; low-quality data is not useful to inform decision-making.
 - d. communicate evidence and learning in easily accessible ways.
 - e. be carried out by credible people that evidence-users trust to produce high-quality evidence.
 - f. provide opportunities for staff to internalize evidence, a critical and often missing component of ensuring evidence gets used.⁴
 - g. promote a data use culture within the Mission and among IPs by establishing and supporting habits that enable use.

Below: The journey to evidence-informed decision-making requires a clear process for getting to evidence-use, effective collaboration with evidence partners, and an understanding of how political, organizational, and individual factors can influence whether evidence is ultimately used.

FIGURE 2: JOURNEY TO EVIDENCE-INFORMED DECISION-MAKING



⁴ For more on evidence-informed decision-making, see this resource on the [Journey to Evidence-Informed Decision-Making](#). Baker & Salib, USAID Learning Lab, 2017.

- Local engagement interventions will:
 - a. ensure collaboration is strategic rather than collaborating for the sake of collaboration (which has been shown to backfire⁵). Being strategic about collaboration means Learns will help USAID and IPs think through who they should be collaborating with, why, and what form that collaboration should take.
 - b. be well facilitated to ensure high participation, effective decision-making, and commitment to next steps.

Across all three objectives, Learns will establish mechanisms to obtain feedback from target staff to continuously improve its approaches for better overall performance. This will also enable Learns to identify strategic interventions (beyond USAID-requested tasks) based on feedback and Learns' experience supporting USAID that need to be incorporated into the Learns work plan.

If Learns achieves its objectives as outlined above and risks/threats are mitigated (see more on this below), then staff will have ownership of and be committed to improved Program Cycle processes. That ownership and commitment will contribute to staff behavior change:

- Staff, informed by evidence, continuously improve programming (both capacity building and evidence use interventions contribute to this intermediate outcome).
- Staff meaningfully engage local stakeholders in programming (both capacity building and local engagement interventions contribute to this intermediate outcome).

USAID and IP staff are already making evidence-informed decisions and focusing on local engagement; Learns' support is meant to contribute to staff doing this more systematically, intentionally, and with appropriate resources. Staff ultimately have control over their behavior; as such, we can create the conditions (via interventions under the three objectives) that enable greater ownership and commitment from staff and, as a result, they take on these behaviors regularly and with intention.

If staff continuously improve based on evidence and increase meaningful local engagement⁶ in programming, they will contribute to the achievement of sustainable and locally-owned development results (the ultimate goal of this activity and USAID/Vietnam more generally). Both continuous improvement and local engagement are necessary to achieve more sustainable and locally-owned results in line with USAID/Vietnam's strategy; only using evidence to continuously improve without meaningful local engagement could result in technically sound programming that does not have local buy-in. Local engagement without a strong evidence base for continuous improvement could result in high buy-in, but programming that is not technically sound or reflective of the experiences of a broader spectrum of Vietnamese society.

See the activity logic model below that illustrates the above theory of change narrative. Here are the key levels within the graphic:

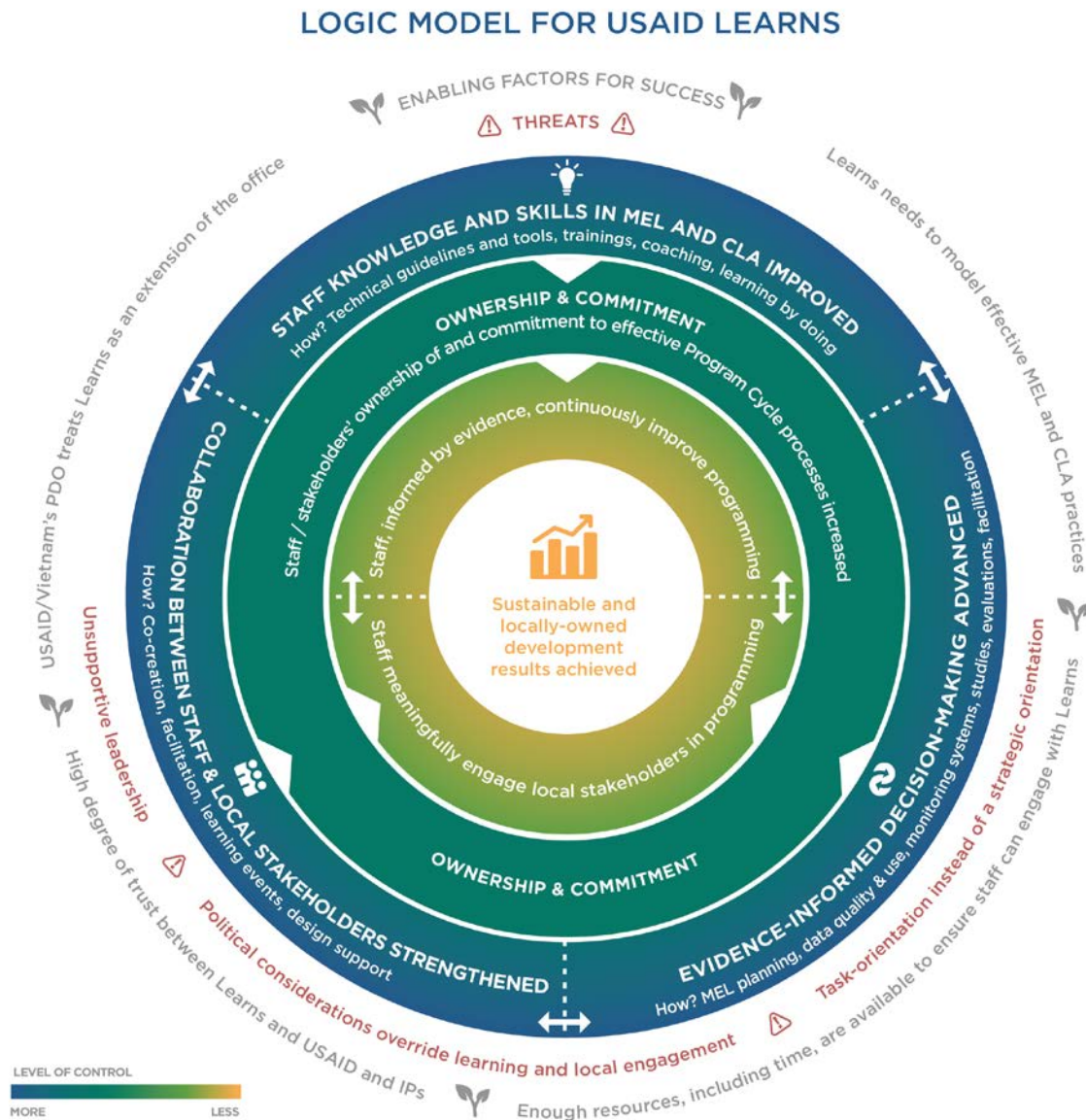
- ➔ *Activity Goal:* Sustainable and locally-owned development results achieved. (center circle in the graphic below)
 - *Activity Purposes:* Staff, informed by evidence, continuously improve programming & staff meaningfully engage local stakeholders in programming. (ring outside of center circle)
 - *Activity Sub-Purpose:* Staff/stakeholder ownership of and commitment to effective Program Cycle processes increased. (ownership and commitment ring below)
 - *Activity Objectives:* (outer ring)
 1. Staff knowledge and skills in MEL and CLA improved
 2. Evidence-informed decision-making advanced

⁵ See [findings on collaboration](#) on page 2. USAID, 2020.

⁶ The link between local engagement and more locally owned development results is well-established. For more on this linkage, see the [2018 CLA Case Competition Analysis](#) (USAID, 2019, P. 20).

3. Collaboration between staff and local stakeholders strengthened

FIGURE 3: LOGIC MODEL FOR LEARNS, REPRESENTING THE THEORY OF CHANGE



RISKS/THREATS, AND ASSUMPTIONS/ENABLING CONDITIONS

Risks/threats to establishing this sense of ownership and commitment among staff and subsequent intermediate outcomes include:

- Unsupportive leadership:** If USAID, IP, and GVN leaders are not supportive of improved MEL and CLA and Program Cycle processes more broadly, then there will not be sufficient internal incentives for staff to change their behavior. As a result, Learns will not receive the attention and commitment of staff, leading to reduced levels of ownership and limited achievements of results.
- Political considerations override learning and local engagement:** As a United States Government (USG) agency, it is possible that political considerations from Washington or the State Department take precedence over the evidence base or feedback from local stakeholders. When this happens, it can threaten staff motivation for effective MEL and CLA practices, reducing levels of ownership and limited achievement of results.

- **Learns is managed with a task-orientation** (vs. a strategic orientation): If Learns is seen and used by USAID solely as a task completion contract, this will limit the contract’s ability to see the big picture, understand context behind the technical work, and provide strategic insight and support that could benefit USAID and its partners.

TABLE I: THREATS AND MITIGATION STRATEGIES

Threat	Mitigation strategies
Unsupportive leadership	Discuss challenges with COR to determine possible actions. For example, Learns and the COR may opt to focus energy on teams with better enabling conditions or may try and address barriers directly.
Political considerations override learning and local engagement	Learns and the COR and other Activity Managers may identify where there is flexibility to respond to evidence and local feedback despite those important political considerations. For example, perhaps what USAID has to do is pre-determined, but how they accomplish it may be more easily influenced by evidence and local feedback.
Task-orientation (vs. a strategic orientation)	Frequent discussion with USAID to gain more context and identify value-add opportunities for Learns.

Key assumptions include:

- Staff ultimately have control over their behavior; as such, we can create the conditions that enable these behaviors, but ultimately, it is outside of Learns’ direct control as a contract. Staff are bought into the support Learns provides and are willing to be more intentional in their implementation of the Program Cycle.
- In addition, the enabling conditions for success are important assumptions that, if not realized, can negatively affect the achievement of results.
 - Learns will model a collaborative, learning-focused, and adaptive approach in how it manages and delivers services and capacity building so that staff are fully bought-into and committed to the approaches used.
 - There will be a high degree of trust between Learns and USAID and IPs based in meeting expectations and buoyed by strong, healthy, and collaborative relationships.
 - There will be sufficient resources, including time, to ensure USAID and IP staff can engage with Learns and their respective stakeholders to carry out these Program Cycle processes effectively.
 - USAID/Vietnam’s PDO treats Learns as an extension of the office to enable effective collaboration across a range of stakeholders: other USAID staff, IPs, and local stakeholders. This will enable USAID to make use of the full potential of Learns’ support and ensure that Learns has the background and context to be most effective.

LEARNING PRIORITIES

LEARNING QUESTIONS

Based on the theory of change above, Learns will focus on MEL efforts to address learning questions (LQs) under three broad themes:

Progress towards results:

Question # 1: Is Learns achieving its intended results within the three components? If yes, what is enabling this? What is hindering the achievement of results?

Question # 2: Is Learns' approach engendering ownership and commitment among staff for improved Program Cycle processes? Is that leading to continuous improvement and meaningful local engagement? If yes, what is enabling this? What is hindering the achievement of results?

Question # 3: Has Learns' support contributed to more sustainable and locally-owned development results? If so, how and under what conditions was this possible?

Continuous improvement:

Question # 4: Are there any unintended negative consequences as a result of Learns' support? If so, what are they and how can they be mitigated?

Question # 5: What are the perceptions of target staff (and Learns' staff) about Learns' support? Do they consider our support useful, effective, and efficient? In what ways can we improve in response to this feedback?

Shifts in context:

Question # 6: How are shifts in USAID/Washington and within USAID/Vietnam affecting our ability to support the Mission and its IPs? What should we do in response to these shifts to ensure continued, positive results?

LEARNING ACTIVITIES

The questions under these three learning themes will be answered through various learning activities (MEL) described in greater detail below:

TABLE 2: LEARNING QUESTIONS AND CORRESPONDING LEARNING ACTIVITIES

Progress towards results				
Learning question	Monitoring	Evaluation	Learning	Use
<p>Question # 1: Is Learns achieving its intended results within the three components? If yes, what is enabling this? What is hindering the achievement of results?</p> <p>Question # 2: Is Learns' approach engendering ownership and commitment among staff for improved Program Cycle processes? Is that leading to continuous improvement and meaningful local engagement? If yes, what is enabling this? What is hindering the achievement of results?</p>	Performance monitoring focused on outcome level indicators per component (see monitoring section below)	N/A	Contribution tracking of Learns' contributions to higher-level outcomes. Based on performance monitoring data, Learns will hold internal quarterly reflections on its data & discuss enabling factors and barriers.	Course correction if anticipated results are not achieved; use success factors and barriers to guide implementation of future activities; report and communicate about Learns.
<p>Question # 3: Has Learns' support contributed to more sustainable and locally-owned development results? If so, how and under what conditions was this possible?</p>	N/A	Suggested performance evaluation or special study	Contribution tracking of Learns' contributions to higher-level outcomes.	Inform approaches for future USAID, Social Impact, and other contractor-led support mechanisms.
Continuous Improvement				
Learning question	Monitoring	Evaluation	Learning	Use
<p>Question # 4: Are there any negative consequences as a result of Learns' support? If so, what are they and how can they be mitigated?</p>	N/A	N/A	Qualitative feedback from USAID Activity Managers at the end of major activities.	Bring awareness to potential negative impact and develop mitigation strategies.
<p>Question # 5: What are the perceptions of target staff (and Learns' staff) about Learns' support? Do they consider our support useful, effective, and efficient? In what ways can we improve in response to this feedback?</p>	Performance monitoring (net promoter score)	N/A	After Action Review (AAR) for major activities. IP biannual meeting that serves as a feedback loop for Learns and USAID	Determine improvements to services in response to feedback. Share good practices in Mission support.

			Learns will hold internal quarterly reflections on its data & discuss approaches for improvement based on staff feedback.	
Shifts in Context				
Learning question	<i>Monitoring</i>	<i>Evaluation</i>	<i>Learning</i>	<i>Use</i>
Question # 6: How are shifts in USAID/Washington and within USAID/Vietnam affecting our ability to support the Mission and its IPs? What should we do in response to these shifts to ensure continued, positive results?	Context monitoring – Semi-Structured quarterly discussions with COR and PDO leadership on changes in USAID/Washington or Mission context that could affect Learns’ work.	N/A	Context monitoring will feed into quarterly reflections	Determine how to mitigate changes in context or make use of them for greater impact.

PERFORMANCE MONITORING

INDICATOR-BASED MONITORING

Learns measures its results through 09 performance indicators, six of which are outcome indicators. This may be a slightly higher ratio of outcome indicators to output indicators compared to other activities. Please see Annex I: Performance Indicator Tracking Table for more detail on the performance indicators (including disaggregation).

TABLE 3: LEARNS PERFORMANCE INDICATORS

No.	Name	Method	Reporting Frequency	Person Responsible
OBJECTIVE 1: Staff knowledge and skills in MEL and CLA improved				
1.1	% of trainees with increased confidence to apply what they have learned in a Learns training	Retrospective pre- and post-training surveys	Quarterly	Capacity Building Director
1.2	% of AMELPs that meet minimum quality standards with support from Learns	AMELP review tools	Annual	Deputy Chief of Party (DCOP)/ Monitoring Director
1.3	% of DQAs that meet minimum quality standards with support from Learns	Data Quality Checklist DQA calendar DQA tracker	Annual	DCOP/ Monitoring Director
1.4	# of trainees that have completed training events on Program Cycle related subjects	Attendance sheets, training agenda, training materials	Annual	Capacity Building Director
OBJECTIVE 2: Evidence-informed decision-making advanced				
2.1	# of Program Cycle services completed (also related to Objective 3)	Learns Activity Tracker	Quarterly	Chief of Party (COP)
2.2	% of indicators that undergo a DQA per the schedule required by USAID policy	Data Quality Checklist, DQA calendar, DQA tracker	Annual	DCOP/ Monitoring Director
2.3	% of participants that report Learns support has helped them make evidence-informed decisions	Post-research survey	Semi-Annual	CLA Director
OBJECTIVE 3: Strategic collaboration between staff and local stakeholders strengthened (Local Engagement Component)				
3.1	% of participants reporting effective collaboration as a result of Learns support	Post-activity survey	Semi-Annual	CLA Director
OVERALL QUALITY OF PERFORMANCE				
4.1	Net Promoter Score (NPS)	Post-activity survey	Semi-Annual	DCOP/Monitoring Director

For an in-depth description of these indicators with baselines and targets for fiscal year (FY)2020, please see Annex I: Performance Indicator Tracking Table. For definitions of these indicators and their data collection methods, please see Annex II: Performance Indicator Reference Sheets (PIRS).

NON-INDICATOR-BASED MONITORING

Based on Learns’ theory of change, staff will document instances of evidence generation, synthesis, internalization, and use (what is referred to above under learning activities as contribution tracking). Below is an example of what this would look like in practice:

TABLE 4: EXAMPLE OF CONTRIBUTION TRACKING IN PRACTICE

Evidence generated	Evidence synthesis (if applicable)	Evidence internalization	Evidence use	Effect on design	Effect on development results
CWT study – mention specific findings if possible	Evidence shared via briefs, outbrief presentation - Date	Participatory analysis workshop held on Date	Evidence referenced during the Theory of Change workshop on Date	Evidence informed Theory of Change and selection of priority approaches	To be determined (TBD) (updated once there is an evaluation or learning event)

CONTEXT MONITORING

Learns’ senior staff will hold semi-structured discussions with the COR and PDO leadership on a quarterly basis to understand if there have been any shifts in context in USAID/Washington (policy changes that affect the Program Cycle or strategic direction of the Mission) or in USAID/Vietnam (changes in leadership or internal policies) that may affect Learns’ work. Questions may include:

- Have there been any changes in leadership or leadership priorities within the Mission that could impact our work? If so, what has changed and how do you think that could impact our work?
- Have there been any changes in Agency or State Department policy or strategies (i.e., J2SR, IPS, etc.) that we should be aware of? If so, what has changed and how do you think that could impact our work?
- Have there been any shifts in the enabling conditions for success of Learns or the enabling conditions for effective Program Cycle implementation within the Mission? If so, what has shifted and how do you think that could impact our work?

Information gained from these conversations will be shared within Learns as an input to our quarterly reflections to determine if there are changes in context we should leverage or those that need to be mitigated to avoid negative impact.

EVALUATION

Learns proposes a performance evaluation (or possibly a special study) towards the end of the contract. The evaluation is suggested to focus on answering the following learning/evaluation: Has Learns’ support contributed to more sustainable and locally-owned development results? If so, how and under what conditions was this possible? (See Learning Questions above.)

Answers to this question could shed light on whether support contracts can contribute to the achievement of Mission-level results and how that contribution happens. It can help capture the key achievements of Learns and provide recommendations for future similar activities. This could inform contractors' work around the world to support Missions and inform USAID's designs of support contracts in the future. Learns is willing to cover the cost of the evaluation or special study or is open to working collaboratively with USAID on a fully independent, external evaluation about this

and/or other evaluation questions. Although the Mission has not announced plans to conduct an external evaluation of Learns at this time, Learns will support all data collection efforts if the Mission should choose to do so at a later date.

TABLE 5: PROPOSED EVALUATION

Type of Evaluation	Performance
Possible evaluation questions	Has Learns’ support contributed to more sustainable and locally-owned development results? If so, how and under what conditions was this possible?
Proposed start date – estimated completion date	TBD per USAID’s preference. No earlier than Year 4 of the contract.
Estimated cost	Evaluation or Special Study (TBD) – United States Dollar (USD) \$50,000 – \$200,000

LEARNING

Additional learning activities not covered by Learns’ monitoring and evaluation include:

- At the conclusion of any evaluation, special study, assessment, or other major activity (above USD \$50,000 or the first time Learns is providing a type of service):
 - The Learns COR will solicit feedback from USAID Activity Managers about Learns’ performance incorporating questions from Learns’ post-activity survey when relevant.
 - Learns will hold an [AAR](#) and document lessons.
 - If relevant, before carrying out similar activities for a second time, Learns staff will conduct [Before Action Reviews](#) with Social Impact Inc.’s (SI’s) Home Office staff or amongst each other to apply lessons from previous experiences.
- Learns will hold biannual meetings with IPs⁷ to act as a feedback loop on Learns’ support to the IP community, create relationships with IPs, and model openness and commitment to getting and using feedback.

Learns will institutionalize organizational learning and adaptive management by using learning (from its monitoring, evaluation, and other learning approaches) to inform work planning:

- Learns will time its data analysis from monitoring and other learning activities to inform annual work plans. The annual work plan is due at the end of each fiscal year. To enable adaptive management, Learns will ensure its annual analysis is complete by the end of July with a stocktaking and reflection exercise conducted in August to directly inform work plan updates.
- Additional reflections will take place within a month following the end of each quarter with USAID (except in July when the reflection will be pushed to August to inform work planning in September). Learns will also have an internal reflection in February of each year. Following each Pause & Reflect event, the Learns Activity Tracker and associated scoping documents should be updated – whenever relevant – to incorporate management decisions made during these events, and should also be included as part of the annual work planning process and design.

See the Schedule section below for more details on the timing of MEL and adaptive management processes.

⁷ These meetings could be combined with learning symposiums if that makes sense given purpose and timing of each.

KNOWLEDGE MANAGEMENT

DATA COLLECTION & LEARNING METHODS

Learns will collect data for its indicators and other learning through the data collection tools described below. Data in this section refers more broadly to the knowledge collected by the Learns team in alignment with this AMELP. Each staff person identified below is responsible for creating the data collection method, ensuring staff understand how to use it, and updating the method as needed based on learning.

TABLE 6: DATA COLLECTION & LEARNING METHODS

Method	Description	LQ and/or Indicator	Person Responsible
Retrospective pre- and post-survey	Surveys post-training to determine change in confidence levels. ⁸	LQ 1, Ind 1.1	Capacity Building Director
Training: attendance sheets & training materials	Daily attendance sheets for training sessions along with required training documentation to add training to Training and Exchange Automated Management System (TEAMS)	LQ 1, Ind 1.4	Capacity Building Director
AMELP review tool	AMELP review tool established by Learns in Year 1 in line with ADS guidance and good practices	LQ 1, Ind 1.2	DCOP/Monitoring Director
DQA tracker	Tracking sheet with all indicators requiring DQA and associated timing	LQ 1, Ind 1.3 and Ind 2.2	DCOP/Monitoring Director
DQA calendar	DQA calendar will be prepared and approved by AOR/ COR at the beginning of FY	LQ 1, Ind 1.3 and Ind 2.2	DCOP/Monitoring Director
Data quality checklist	DQA checklist established by Learns in Year 1 in line with ADS guidance and best practices	LQ 1, Ind 1.3 and Ind 2.2	DCOP/Monitoring Director
Learns activity tracker	Basic information and status of all Learns activities	LQ 1, Ind 2.1	COP
Post-activity survey	Depending on the nature of the activity, Learns will survey participants for their feedback. See the PIRS for indicators mentioned here for more detail.	LQ 1, Ind 2.3, 3.1, 4.1	CLA Director
Contribution tracking	Spreadsheet tracking evidence use	LQ 2 & 3	CLA Director
Context monitoring semi-structured discussions	Semi-structured interview protocol with running notes	LQ 6	CLA Director
IP feedback discussions	Facilitated biannual sessions with session reports	LQ 4, 5	CLA Director
Pause & Reflect	Facilitated team sessions with session	All LQs	CLA Director

⁸ For more on the retrospective pre- and post-survey, see [this resource](#) (AEA, 2017): Starting at the End: Measuring Learning Using Retrospective Pre-Post Evaluations by Debi Lang and Judy Savageau.

Method	Description	LQ and/or Indicator	Person Responsible
sessions	summaries. Some held with USAID, some within Learns.		
Before Action Reviews & After Action Reviews	Interview staff who have undertaken similar activities (Before Action Review) and reflect on activity once completed (AAR)	LQ 4, 5	Activity Managers with support from CLA Director
Activity close-out check-in	Learns will provide a template for the COR to interview USAID Activity Managers post-activity.	LQ 4, 5	COP & COR

DATA STORAGE

Broadly speaking, Learns stores the information collected via the methods above on its internal SharePoint site. The availability of the data online means that all staff can access, review, and discuss their data at any point in time. However, trackers will be locked to editing so that only those responsible for data collection can make changes. Learns will use USAID’s DIS to report on data collected, as relevant. For the training indicator, Learns will report into TEAMS, USAID’s global training information management system, when trainees are non-USAID staff and training exceeds 16 hours.

DATA QUALITY

Learns will conduct internal DQAs to examine the validity, integrity, precision, reliability, and timeliness of its indicators if requested by USAID or deemed necessary by the Learns COP. DQAs ensure decision-makers are aware of data strengths and weaknesses, and whether data can be used to make management decisions.

DATA ANALYSIS

Data analysis will be the responsibility of the Learns DCOP/Monitoring Director. There will be close coordination between the DCOP/Monitoring Director and the Learns CLA Director to ensure that data analysis feeds into reflections within the team and with USAID so that learning is used to influence management approaches and decisions. Analysis will be done in accordance with data disaggregation requirements outlined in the Performance Indicator Tracking Table (PITT).

KNOWLEDGE APPLICATION

As outlined above in the adapting section, this AMELP is ultimately designed for use. Data collected and analyzed will feed directly into reflections that influence scopes of work and work plans. Actions or changes identified as a result of learning are the responsibility of the associated Activity Manager; his/her supervisor, and ultimately the COP, will ensure that knowledge is applied to improve Learns’ work.

REPORTING

Learns will report indicator-related progress, updating its PITT on a quarterly basis (indicators reported quarterly will be included each time; indicators reported semi-annually or annually will be reported at the appropriate time). More qualitative and outcome-focused progress will be reported on an annual basis along with the Annual Progress Report (due at the end of October each year), informed by indicator results as well as more qualitative data collection, reflection and analysis conducted throughout the year and at the end of each fiscal year.

ROLES AND RESPONSIBILITIES

Learns' DCOP/Monitoring Director will facilitate and organize the implementation of this AMELP. The Capacity Building Director, CLA Director, and COP will be responsible for creating trackers and reporting on the indicators and data collection tools assigned to them. For information on roles and schedules specific to indicators and other learning processes, please see Table 3 and Table 6 above.

The DCOP/Monitoring Director will be responsible for analysis of data gathered from learning activities. The CLA Director will be responsible for organizing and facilitating quarterly reflections based on data analysis provided, conducting context monitoring, and facilitating the biannual IP meeting to get feedback from IPs. Learns' Activity Managers will be responsible for conducting Before Action Reviews and AARs and will receive support from the CLA Director.

The Learns COR will reach out to USAID Activity Managers following the completion of major activities to get their feedback on Learns' performance and share that with Learns' COP (we propose the COR does this as USAID staff may be forthcoming and comfortable sharing their feedback with him).

Once changes are agreed upon (based on learning), relevant supervisors, and ultimately the COP, are responsible for ensuring they are implemented and using learning to inform work planning.



ESTIMATED RESOURCES

Learns has dedicated appropriate resources to operationalize this AMELP. Funding to collect data is found in Learns' budget under its labor categories. These line items provide resources for those responsible to conduct data collection and prepare the information for reporting to USAID/Vietnam. Learns already possesses the equipment to operationalize this AMELP.

SCHEDULE

The below schedule ensures that learning will be timely and tied to regular work planning cycles to enable adaptation.

TABLE 7: SCHEDULE FOR TRACKING LEARNING

October	November	December	January	February	March
<ol style="list-style-type: none"> Quarterly Pause & Reflect with USAID Annual Progress Report (update to PITT analysis from July) Context Monitoring 	Update to scoping documents or activity tracker as relevant	-	<ol style="list-style-type: none"> Update to PITT & Quarterly Pause & Reflect with USAID Context Monitoring Implementing partner discussions 	Internal reflection	Update to scoping documents or activity tracker as relevant
 <p><i>Ongoing: Other learning activities (AARs, post-activity surveys, etc.); Updates on scoping documents or activity tracker, as relevant</i></p>					
April	May	June	July	August	September
<ol style="list-style-type: none"> Quarterly Pause & Reflect with USAID Update to PITT Context Monitoring 	-	-	<ol style="list-style-type: none"> Annual data analysis & update to PITT Context Monitoring IP discussions 	Annual Big Picture Pause & Reflect with USAID. ⁹	Annual workplan submitted/update to AMELP (including targets)
 <p><i>Ongoing: Other learning activities (AARs, post-activity or research surveys, etc.); Updates on scoping documents or activity tracker, as relevant</i></p>					
The evaluation or special study will take place towards the end of the fourth year of the contract.					

⁹ Note that contractually, this Pause & Reflect is supposed to happen in July; however, Learns proposes delaying this slightly to August to enable adaptive management by taking place right before work planning.

CHANGE LOG

USAID Learns plans to revisit its AMELP formally in September each year. It can also be updated at any time based on significant new learning that results in changes to Learns’ theory of change or changes in context (completion of Mission PMP, for example). The DCOP/Monitoring Director is responsible for subsequent updates to the AMELP and this change log.

TABLE 8: AMELP CHANGE LOG

Effective date of change:	Change made by:	Description of change:
April 30, 2020	CLA Director in collaboration with COP & DCOP/Monitoring Director	<ul style="list-style-type: none"> ▪ Changed performance monitoring indicators (see below rationale) ▪ Increased number and variety of learning activities ▪ Added suggested evaluation ▪ Incorporation of learning questions that drive M, E, and L efforts ▪ Added adapting section and more information on knowledge management ▪ Added a schedule of MEL tasks
May 15, 2020	CLA Director in collaboration with COP, DCOP/Monitoring Director, and Capacity Building Director	<ul style="list-style-type: none"> ▪ Added PIRS for all indicators; based on the process of updating the PIRS, made related updates to the PITT. ▪ Removed the co-creation indicator because it will be tracked by USAID/Washington using Global Acquisition and Assistance System (GLAAS) ▪ Updated the AMELP indicator (1.2) to match Learns’ anticipated capacity building approach (previously: % of AMELPs with improved quality following Learns support). This previous version was incentivizing Learns to not support implementing partners before an initial AMELP score. However, to work collaboratively with IPs and avoid an audit-like relationship, Learns will provide upfront support before IPs submit their AMELPs. Now the indicator reads: % of new AMELPs that meet minimum quality standards. ▪ Updated Indicator 2.3 to better capture the intended change from Learns’ efforts. Previously read: % of staff who report access to useful information for programming decisions as a result of Learns support. Now reads: % of participants that report Learns support has helped them make evidence-informed decisions. It is now broader than USAID to incorporate other potential stakeholders and focuses more on the use of information rather than access to information. ▪ Updated targets to more accurately reflect expectations in Year 1. Outcome indicators are currently planned for reporting starting in Year 2, but if relevant activities close out in Year 1, Learns may report on those outcome indicators. ▪ Removed reference to required DQAs as none are required for Learns’ indicators ▪ Removed reference to the annual staff survey, opting instead for post-activity surveys to get feedback in real-time

January 2021

CLA Director
Monitoring team,
and Capacity
Building Director,
in collaboration
with COP.

- **Indicator 1.1** (Increased confidence): Updated the method for calculating the increase in the level of confidence of trainees after completing a training event delivered by Learns.
- **Indicator 1.2** (AMELP quality standards): Slightly amended the language (adding “with the support from Learns”) to account for *all of* Learns’ engagement to support IP, i.e., not only for new AMELP onboard but also for AMELP update process with support from Learns. To fit the updated indicator, Learns:
 - updated the definition of “minimum quality standards”
 - added a “Learns support” definition
 - added more detail for numerator and denominator
 - updated disaggregated
 - updated data source, data collection tool to fit AMELP template and AMELP review tools
 - updated target in Y2 and Y5
- **Indicator 1.3** (DQA quality standards): Changed the following:
 - updated the name of indicator for greater clarity
 - updated the definitions of “meet minimum quality standard”, “Learns technical support”
 - updated denominator and numerator with specific unit of measure
 - disaggregated by data source
 - updated data collection tools
- **Indicator 1.4** (# of trainees): Updated the summing and deduplication methods; If a trainee attends non-duplicative training courses (different topics), the trainee will be counted once for each training she/he completed. Mobile phone number and training topic will be used as identifiers for deduplication.
- **Indicator 2.2** (% of indicators DQA-ed): Made the following changes:
 - updated precise definition as ‘DQA’ to include Learns’ technical support
 - updated the definition of ‘indicator required by USAID policy’
 - updated data aggregation with denominator and numerator
 - updated disaggregated, data source, and method
 - updated targets from Year 2 to Year 5
- **Indicator 2.3** (evidence-informed decisions) and **Indicator 3.1** (collaboration): Changes made to both indicators were similar as follows:
 - clarified the definitions of the numerator and denominator for more accurate calculations
 - clarified the data duplication process (the aim is to track the response of participants to the related survey of a specific event they participate in, but not track the participation of any specific individual across multiple events)
 - updated the data disaggregation clusters to align to the tracking of other indicators
 - updated target setting to match reporting frequency (semi-annually and accumulated on annual basis)
 - updated data source and added data filing process
- **Indicator 4.1** (Net Promoter Score): Updated disaggregation details to align with the profile of actual Learns tasks/services.

Rationale for changes to performance indicators – April 30, 2020

The table below provides justification for changes to indicators from the October 2019 submission.

TABLE 9: CHANGES TO PERFORMANCE INDICATORS – APRIL 2020

Original Indicator in the October 2019 AMELP	Removed or Changed	Reason for removal or changes made in the April 2020 AMELP
% of USAID/Vietnam staff who report access to useful, empirical data as a result of Learns support	Changed	Changed empirical data to be broader (evidence) and focused the indicator more on using evidence rather than access to information (indicator 2.3).
% of recommendations made by Learns and implemented by USAID/Vietnam and IPs	Removed	This incentivizes Learns to come up with recommendations rather than facilitating recommendation-setting within the USAID and IP teams. Given our focus on ownership and commitment to adapting, we do not see this as an appropriate incentive or indicator.
% of USAID priority targets for collaboration engaged through Learns support	Removed	This indicator is unclear and difficult to measure. The level of effort required to measure this is high given its relatively low utility for decision-making.
# of stakeholders receiving technical assistance in MEL and CLA as a result of the USAID Learns activity	Removed	This indicator will be hard to measure as even having meetings with staff could be considered technical assistance. Our goal is not to provide the greatest number of people with services but to provide high-quality services, no matter how many stakeholders are engaged. We have included the NPS indicator to ensure we are tracking quality of our services (Indicator 4.1).
% of USAID/Vietnam staff who report using AidTracker+ or DIS effectively	Changed	Using DIS effectively leaves significant room to interpretation – depending on what survey respondents consider to be effective. All training efforts will be evaluated based on whether trainees have increased confidence in applying what has been learned (Indicator 1.1). This will be disaggregated by training topic and DIS will be one topic that is tracked separately.
% of organizations targeted for technical assistance on track according to technical assistance plan	Removed	This indicator is difficult to measure, and the level of effort required outweighs the utility for decision-making. In addition, Learns does not have any authority to ensure technical assistance plans are followed; there is a high possibility that excellent technical assistance does not result in organizations taking action and that this outcome would not be a reflection of Learns' support but rather internal organizational dynamics.
% of USAID activities with AMELPs aligned to the Mission's PMP	Changed	Rather than only looking at whether AMELPs are aligned to the PMP, we have broadened this indicator to look at overall quality of AMELPs supported by Learns (Indicator 1.2).
# of indicators receiving a DQA by	Changed	We have adjusted this to be a more meaningful outcome indicator that looks at timeliness of DQAs

Original Indicator in the October 2019 AMELP	Removed or Changed	Reason for removal or changes made in the April 2020 AMELP
Learns		(Indicator 2.2) and quality of data (Indicator 1.3) rather than the number of indicators that are assessed for data quality.
# of data collection and analysis tasks conducted by Learns	Changed	Rather than looking only at data collection and analysis tasks, we have broadened this to look at Program Cycle services completed. This will enable us to track additional services completed by Learns, including project designs and activity designs. This change will also make the tracking much more manageable.
# of stakeholders participating in USAID decision making as a result of Learns	Removed	This indicator will be hard to measure as what constitutes decision-making is very open to interpretation. In addition, our goal is not to increase the number of people engaged in decision-making as that can often result in greater inefficiencies and have negative repercussions.
% of USAID staff reporting successful collaboration, coordination, and learning with key partners	Changed	This indicator has been broadened to include more than USAID staff (given collaboration will be with IPs and local actors and their perspectives are critical) and will look at effectiveness of collaboration as defined by 1. collaboration achieving its intended purpose and 2. conducted in an efficient manner.

Rationale for changes to performance indicators – January 2021

The table below provides justification for changes to indicators from the April 2020 submission.

TABLE 10: CHANGES TO PERFORMANCE INDICATORS – JANUARY 2021

Indicator in the April 2020 AMELP	Removed or Changed	Reasons for removal or changes made in the revised January 2021 AMELP
Ind 1.1: % of trainees with increased confidence to apply what they have learned in a Learns training	Changed the calculation method/definition	Based on Year 1 findings and results, Learns adjusted the method used to calculate the increase in the level of confidence to more accurately capture the intended change.
Ind 1.2: % of new AMELPs that meet minimum quality standards with support from Learns	Slightly changed the name of indicator and definitions	Removed the word “new” as Learns has been offering ongoing support to previously approved AMELPs as well. The definition of “meet minimum standards” was also updated to factor in the revamped approach and modifications to the AMELP review tool.

Indicator in the April 2020 AMELP	Removed or Changed	Reasons for removal or changes made in the revised January 2021 AMELP
Ind 1.3: Evolving quality of data collected	Changed name of indicator, definitions, targets	Changed the name of the indicator (" <i>% of DQAs that meet minimum quality standards with support from Learns</i> ") to make it clearer and more directly linked to Learns activities, using DQAs as the best proxy for quality of data. Learns also updated definitions, data sources, data collection methods, and data aggregation based on the revised DQA tool and process in FY2020. Based on the results of the first year, Learns was able to replace TBD with targets for years 2 – 5.
Ind 1.4: # of trainees that have completed training events on Program Cycle related subjects	Changed aggregation method	This indicator did not have clear de-duplication processes/definitions so Learns updated the accumulation and deduplication method.
Ind 2.2: % of indicators that undergo a DQA per the schedule required by USAID policy	Changed	This indicator required a clearer definition especially related to 'required by USAID'. Also, based on the revised DQA tools in FY20, the following had to be updated: data source, data collection method and especially precise definition, and data aggregation (numerator and denominator) to fit with revising processes.
Ind 2.3: % of participants that report Learns support has helped them make evidence-informed decisions	Changed	This indicator definition was changed to use SI's EQUI® utilization survey as the data source.
Ind 3.1: % of participants reporting effective collaboration as a result of Learns support	Changed	(same as above)
Ind 4.1: Net Promote Score	Changed	Updated disaggregation to fit with actual implementation.

ANNEX I: PERFORMANCE INDICATOR TRACKING TABLE

TABLE I I: PERFORMANCE INDICATOR TRACKING TABLE

No	Type	Indicator	Data Method/ Source	Disaggregation	Frequency	Person Responsible	Baseline	Year 1 Target (FY 2020)	Year 2 Target (FY 2021)	Year 3 Target (FY 2022)	Year 4 Target (FY 2023)	Year 5 Target (FY 2024)
OBJECTIVE 1: Staff knowledge and skills in MEL and CLA improved												
I.1	Outcome	% of trainees with increased confidence to apply what they have learned in a Learns training	Retrospective pre- and post-survey	Sex, participants type	Quarterly	Capacity Building Director	N/A	80%	80%	80%	80%	80%
I.2	Outcome	% of AMELPs that meet minimum quality standards (also related to Obj 2) with support from Learns	AMELP Review Tool	USAID Unit, Partner type, Types of supports, Types of AMELP	Annual	DCOP/ Monitoring Director	TBD based on final IP assessment	N/A ¹⁰	75%	85%	90%	95%
I.3	Outcome	% of DQA that meet minimum quality standards with the support from Learns	Data quality checklist, DQA calendar, DQA tracker	Type of Indicators, USAID Unit, DQA conducted by	Annual	DCOP/ Monitoring Director	Per DQA (pre-support)	N/A ¹¹	70%	80%	85%	90%
I.4	Output	# of trainees that have completed training events on Program Cycle related subjects	Attendance sheets, training agenda, training material	Sex, participants type	Annual	Capacity Building Director	0	50	90 ¹²	TBD	TBD	TBD
OBJECTIVE 2: Evidence-informed decision-making advanced												

¹⁰ This indicator will be tracked beginning in Year 2 to allow for sufficient time for Learns' efforts to affect results.

¹¹ This indicator will be tracked beginning in Year 2 to allow for sufficient time for Learns' efforts to affect results.

¹² Targets for the subsequent FY will be revisited and updated by September of the previous FY. In this specific case, Learns needs to finalize its work plan to determine the trainings it will offer for the year to estimate the number of trainees. The same applies for other indicators with targets TBD in outyears.

2.1	Output	# of Program Cycle services completed (also related to Obj 3)	Learns Activity Tracker	Type of service, OU	Semi-Annual	COP	n/a	60	90	TBD	TBD	TBD
2.2	Output	% of indicators that undergo a DQA per the schedule required by USAID policy	Data quality checklist, DQA Calendar	Indicator type, USAID unit, DQA conducted by	Annual	DCOP/ Monitoring Director	n/a	n/a	80%	90%	100%	100%
2.3	Outcome* ¹³	% of participants that report Learns support has helped them make evidence-informed decisions	Post-research survey	None	Collected ~3 months post-research; reported semi-annually	CLA Director	N/A	N/A	75%	TBD	TBD	TBD
OBJECTIVE 2: Evidence-informed decision-making advanced												
3.1	Outcome*	% of participants reporting effective collaboration as a result of Learns support	Post-activity survey	Sex, participant type (USAID or not USAID)	Collected post-activity; reported semi-annually	CLA Director	N/A	75%	75%	75%	75%	75%
OVERALL QUALITY OF PERFORMANCE												
4.1	N/A	NPS	Post-activity survey	None but note that information is available by task	Collected post-activity; reported semi-annually (starting FY2021)	DCOP/ Monitoring Director	0	N/A	45P15F ¹⁴	TBD	TBD	TBD

¹³ The asterisks on indicators 2.3 and 3.1 represent higher level outcomes that the Learns management team will pay particular attention to throughout the life of the contract. If Learns does not achieve the targets associated with these indicators (and other key outcomes), the management team will revisit its theory of change and approach to implementation.

¹⁴ The Net Promoter Score (NPS) is calculated by 1) surveying your stakeholders/clients and asking them, "On a scale of 0 to 10, how likely are you to recommend Learns' services to a colleague?" 2) Categorize respondents: scores of 0-6 indicate the survey respondent is a detractor; 7-8 are passive; and 9-10 are considered promoters. 3) Calculate the NPS by disregarding the passives and subtracting the percentage of detractors from the percentage of promoters. The score can range from -100 to 100. The average NPS for the professional services industry (as a benchmark) is +43 per Survey Monkey. For more see [this resource](#).

ANNEX II: PERFORMANCE INDICATOR REFERENCE SHEETS (PIRS)

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:	Percentage of trainees with increased confidence to apply what they have learned in a Learns training		
Ind #	I.I		
Rationale:	This indicator will be used by Learns senior management to determine the effectiveness of training provided to USAID and IP staff. If Learns is below the target, the Capacity Building Director will explore further why there may be lower than anticipated confidence levels among trainees to apply what they have learned and adjust training approaches as required.		
Is this a Standard “F” Indicator?		No	If this an IPS indicator?
			No
Is this Indicator used for USAID reporting?		No	If yes, which year(s)?
			N/A
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of Training event</i></p> <p>A training event is defined as involving: 1) a setting intended for teaching or transferring knowledge, skills, or approaches; 2) a formally designated instructor or lead person; and 3) a defined curriculum, learning objectives, or outcomes.</p> <p>Training can include long-term academic degree programs, short- or long-term non-degree technical courses in academic or in other settings, seminars, workshops, conferences, on-the-job learning experiences, observational study tours, distance learning, or similar activities as long as it includes the three elements above.</p> <p>Coaching and mentoring, meetings, or other efforts that could have educational value, but which do not have a defined curriculum or objectives are generally not considered to be training unless they meet the three definitional standards for training identified above.</p> <p>If a training has not been completed by the end of the reporting period, it will be counted in the next reporting period.</p> <p>This indicator focuses on delivery of training that was made possible through full or partial funding from the USG. This may include the provision of funds to pay instructors or lead persons, providing hosting facilities, or other key contributions necessary to ensure the delivery of the training. This indicator does not include courses for which the USG only helped to develop the curriculum.</p> <p><i>Definition of Trainee</i></p> <p>Trainees include all stakeholders (USAID staff, local stakeholders, and implementing partners most typically) who participate as a learner in a training event organized by Learns. USAID staff who attend for monitoring the activity, USAID Learns staff who support the training event, guest speakers, trainers, trainer assistances, facilitators, and interpreters will not be considered trainees</p> <p><i>Definition of “Increased confidence”</i></p> <p>To determine whether trainees report increased confidence to apply what they have learned, after each training event, Learns will be using a digital “Retrospective Pre-Post” to measure if there has been an increase, decrease, or no change in confidence levels pre- and post-training. At the conclusion of each training session, each trainee will be asked to assess their confidence levels both before and after the training using the same measurement scale as outlined below:</p>		

* 4. Please select the statement that best indicates your degree of confidence in developing a technically strong and management useful AMELP (in line with the recommended template) pre- and post-workshop.

- Level 1. Very low - I have very limited confidence to do develop a strong and useful AMELP
- Level 2. Low - I have limited confidence to do develop a strong and useful AMELP
- Level 3. Moderate - I have moderate degree of confidence to develop a strong and useful AMELP
- Level 4. Moderate high - I am confident to develop a strong and useful AMELP
- Level 5. High - I am fully confident to develop a strong and useful AMELP

	Very low	Low	Moderate	Moderate high	High
4.1. Pre-workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Post-workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A trainee will be considered as having increased their confidence only if there is an increase between the pre and post score and the post score is at least a 3. Learns consider a trainee with a before and after score.

Increased level of confidence?			Increased level of confidence?		
BEFORE	AFTER	Results	BEFORE	AFTER	Results
1, 2 or 3	1, 2 or 3	Not increased	3	3	Not increased
4	1,2,3 or 4	Not increased	4	1,2,3 or 4	Not increased
5	1,2,3,4 or 5	Not increased	5	1,2,3,4	Not increased
			5	5	Invalid
1, 2 or 3	4 or 5	Increased	1,2	3	Increased
4	5	Increased	1,2 or 3	4 or 5	Increased
			4	5	Increased

Aggregation

Numerator: Number of trainees responded in the post-training survey since the beginning of the reporting fiscal year that reported an increase in confidence to apply what they learned

Denominator: Total number of trainees responded in the post-training survey since the beginning of the reporting fiscal year.

Note:

- Quarterly results are cumulative from one quarter to the next within any given fiscal year.
- Training reports will also capture percentage of trainees reporting improved levels of confidence among those trained during the training.
- If a trainee participates in more than one training during the reporting period, her/his survey response will be counted once for each training event she/he participated in.

Unit of Measure:	Percentage of trainees	Data type:	Percentage (number of trainees responded reporting improved confidence/ number of trainees responded trained by Learns)
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Disaggregated by:	- Sex (M/F/Other) - Participant type (USAID, implementing partner, other)
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PLAN FOR DATA COLLECTION BY USAID

Responsible Individual/Office:	CB Director & CB Specialist with analysis support from M&E department	Frequency:	Data collection: After every training event Reporting: Quarterly (cumulative)
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Data Source:	Retrospective pre- and post-surveys administered at the end of each MEL Learns training workshop. The online post-training survey will be closed one week after the training. The data file downloaded at that moment will be considered as the data source and will be store in a training database.
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Data Collection Method:		Trainees fill out the online survey at the training event after they completed the last module of the training. Survey results will be downloaded and stored in a training database for further analysis, aggregation and disaggregation and as a management tool raising flags when participants report no or insufficient improvements.									
DATA QUALITY ISSUES											
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior to the new indicator data being reported</u> . A DQA must be conducted every <u>three years thereafter</u> .						Based on guidelines, does this indicator need to be Data Quality Assessed?*			Yes ___ No <u>X</u>		
Anticipated Quality Limitations (as applicable):		<ol style="list-style-type: none"> Limited response rates could reduce the utility of the data. Language barriers may affect survey responses. Translation of the survey questions may alter their meaning slightly and reduce precision when aggregated. As the post-training survey will collect anonymous data from the trainees. Thus, if one trainee participated in more than one training course, on the same or different topic, they will be counted once for each response they provided in the post-training survey. If this is the case, duplication would occur. 									
Actions to Address Limitations (as applicable):		<ol style="list-style-type: none"> In order to ensure higher response rates, Learns plans to provide the survey at the end of the training event (rather than via a separate communication later). For in-person training events, Learns will use both Quick Response (QR) code and direct link so that participants can fill out the survey on their laptop or smartphone, in order to increase the response rates. Depending on the nature of participants, Learns may provide the survey in both English and Vietnamese and allow participants to select the language they are most comfortable responding in. In order to reduce errors in translation, Learns will have its Vietnamese staff unfamiliar with the English version translate the Vietnamese version back to English to make sure that translation matches the original intent in English. Learns aware of the data duplication and accepts the fact that Learns will count all the responses of one trainee in a reporting period if she/he attended more than one training. There are two reasons for this. First, this approach is used to better reflect the reality that one trainee might attend different courses on different topics, hence she/he would have different feedback on how she/he had improved her/his confidence. Second, Learns would like to keep the post-training survey anonymous as the trainees might feel more comfortable to provide feedback. 									
TARGETS & OTHER NOTES											
Baseline Target	N/A	Year 1 target :	80%	Year 2 target :	80%	Year 3 target:	80%	Year 4 target:	80%	Year 5 target:	80%
Notes on Baselines/Targets: (if applicable)		There is no baseline target for this indicator as none is available (there is no data related to level of confidence before Learns existed).									
Changes to the Indicator (if applicable):									Date:		
									Date:		
Other Notes:											

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:		Percentage of AMELPs that meet minimum quality standards with the support from Learns	
Ind #	I.2		
Rationale:		This is an outcome indicator related to Objective 1 (staff knowledge and skills in MEL and CLA improved) as well as Objective 2 (evidence-informed decision-making advanced). This indicator measures whether Learns efforts have been sufficient to enable implementing partner to meet minimum AMELP quality standards. The primary users of this data will be Learns senior management (especially the DCOP) and the USAID/COR. If quality is not improving, Learns will revisit its capacity building strategy and process for engaging IPs and A/CORs in AMELP development.	
Is this a Standard “F” Indicator?		No	If this an IPS indicator?
			No
Is this Indicator used for USAID reporting?		No	If yes, which year(s)?
			N/A
DESCRIPTION			
Precise Definition(s)	<p><i>Definition of AMELP</i> Activity Monitoring Evaluation and Learning Plans (AMELPs) are defined in ADS 201. This indicator refers to all AMELPs for both new and existing Activities (“IP projects”). Upon request, USAID will share AMELP to Learns for the support in reviewing this AMELP. AMELP can be either be supported from Learns during the development process or has not been received any supports from Learns before.</p> <p><i>Definition of “Meet minimum AMELP quality standards”</i> AMELP quality standards will be assessed using the Learns AMELP Review Tool examine the quality of AMELP . Each criterion in the AMELP Review Tool will be accessed. There are following three colors being coded for the three relevant levels of qualitative assessment for each criterion:</p> <ul style="list-style-type: none"> ▪ Red – To improve (Improvements are required) ▪ Yellow – Adequate (Improvements are recommended) ▪ Green – Good (No change required) ▪ N/A – Not applicable <p>Minimum quality standards of an AMELP are based on the results of the final AMELP review, which meet the following criteria:</p> <ul style="list-style-type: none"> ▪ Less than 20% of applicable criteria are assessed as “To improve” (colored “Red”), And ▪ At least 20% of applicable criteria are assessed as “Good” (colored “Green”) <p><i>Definition of Learns Support</i> Learns supports refers to the three following types:</p> <ul style="list-style-type: none"> ▪ Training/Workshop: Depending on the identified interest/needs and the availability of time and existing training modules, Learns may invite IP staff members to participate in capacity-building training/workshops designed to help improve the quality of the AMELP (AMELP clinic, PIRS...). ▪ Technical assistance (TA) can be the following activities, which are done by TA person: Q&A, comment on structure and content, recommend improving, facilitate AMELP development workshop, kick-off... ▪ Review: review is done by a reviewer, who is different from TA person and uses the AMELP Review Tool to provide specific comments to improve the AMELP. <p>Attribution: Learns contribution to improved quality : This indicator will serve as a proxy measure of Learns’ overall contribution to improved AMELP quality standards through three types of supports mentioned above.</p> <p><i>Aggregation</i></p>		

	<ul style="list-style-type: none"> ▪ <i>Denominator:</i> All AMELPs (includes new or updated AMELPs) that are benefited with at least Review support from Learns before the A/COR's approve this AMELP version. AMELPs will be counted under the denominator only when the approval from USAID is completed within the reporting period. If the AMELP's approval is not completed within the fiscal year, that AMELP will be reported in the next fiscal year. ▪ <i>Numerator:</i> All AMELPs counted in the denominator AND meet minimum quality standards defined above. 										
Unit of Measure:	Percentage of AMELPs meet minimum quality standard within a fiscal year				Data type:		Percentage				
Disaggregated by:	Learns commits to report to USAID this data disaggregated by: <ul style="list-style-type: none"> - Development Objectives: DO1, DO2, DO3, SPO - Types of AMELP: New and Updated AMELPs <p>In addition to that, for management purpose, Learns will also manage this data disaggregated by: Partner type: local or international and Types of supports: (1) Training/Workshop (2) Technical assistance (3) Review.</p>										
PLAN FOR DATA COLLECTION BY USAID											
Responsible Individual/Office:	DCOP/Monitoring Director			Frequency:			Annual				
Data Source:	<ul style="list-style-type: none"> - AMELP Review Tool - AMELP tracking file 										
Data Collection Method:	<p>This data will be recorded through administrative actions during the time Learns provide support on DQA to USAID. Each time USAID formally requests Learns to provide training, technical assistance, review for an AMELP, Learns will record data to the AMELP tracking file.</p> <p>Learns will review all AMELPs shared by USAID using the AMELP Review Tool to assess multiple parameters of quality as outlined above. Colors will be logged in a database keeping track of TA start date, review date, IP name, Activity name, types of AMELP, TA staff name, reviewer name, , and whether AMELP meets all minimum quality standards.</p>										
DATA QUALITY ISSUES											
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u> .							Based on guidelines, does this indicator need to be Data Quality Assessed?*			Yes ___ No <u>X</u>	
Anticipated Quality Limitations (as applicable):	There will be different staff conducting AMELP reviews and they may have different interpretations that could affect assessment.										
Actions to Address Limitations (as applicable):	Learns will train staff in how to use the Review tool and data collection form to ensure as much consistency as possible. In the case where a second review is triggered, the same person who did the initial review will do the second review. In addition, to reduce bias, a different person will provide TA (whenever possible).										
TARGETS & OTHER NOTES											
Baseline Target	N/A	Year 1 target:	N/A	Year 2 target:	75%	Year 3 target:	85%	Year 4 target:	90%	Year 5 target:	95%
Notes on Baselines/Targets: (if applicable)	<ul style="list-style-type: none"> - Learns began its capacity building efforts towards the end of Year 1; as a result, Learns will start tracking this indicator in Year 2 after initial support and training has been provided. - Over time, we expect that quality will improve as USAID and IPs understand the value of better quality, USAID requires higher standards 										

	from IPs, and USAID staff support and reinforce Learns' efforts to improve quality		
Changes to the Indicator (if applicable):	Indicator name, precise definition, data collection method, data collection tool in FY20	Date:	20 Dec2020
		Date:	
Other Notes: This indicator replaces the indicator "Percentage of new AMELPs that meet minimum quality standards with the support from Learns" in the Learns AMELP version on June 19, 2020			

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:	Percentage of DQA that meet minimum quality standards with support from Learns		
Ind #	1.3		
Rationale:	<p>This outcome indicator is intended to complement indicator 1.2, as a proxy measurement of Learns' contribution to achieving Objective 1 (staff knowledge and skills in MEL and CLA improved) as well as laying the foundations to achieve Objective 2 (evidence-informed decision-making advanced). Indicator 1.2 looks at the improved quality of AMELP overtime, while indicator 1.3 looks at the improved quality of data collected under AMELPs (measured though DQA results) to proxy measure Learns' contribution to improved MEL skills and quality of evidence.</p> <p>Through this indicator, it is assumed that Learns' overall technical assistance (including in-person technical support, development and sharing of user-friendly guidelines, hosting of capacity-building training, technical support to database development...) are contributing to the improved quality of evidence collected under designated performance indicators.</p> <p>The primary users of this data will be the Learns senior management (especially the DCOP) and the USAID/COR. Based on results and related analysis, Learns will continue to develop and continuously seek to improve its approach and technical assistance strategy along with all associated elements.</p>		
Is this a Standard "F" Indicator?		No	If this an IPS indicator?
Is this Indicator used for USAID reporting?		No	If yes, which year(s)?
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of DQAs:</i></p> <p>DQA is a process to help USAID staff and implementing partners understand the strengths and weaknesses of their data and the extent to which the data can be trusted to influence management decisions. A DQA refers to USAID's standard practice for assessing data quality, documenting any limitations in data quality, and establishing a plan for addressing those limitations.</p> <p>OUs must conduct a DQA for each performance indicator reported to entities external to the OU. The DQA must occur after the collection of the data on a new performance indicator and within the 12 months prior to the external reporting of the indicator data for the first time (such as in the PPR or external communication documents). After the initial DQA, OUs must conduct a DQA every three years thereafter, but may choose to conduct DQAs more frequently if needed</p> <p><i>Definition of "meet minimum quality standard":</i></p> <p>DQA quality standards will be assessed using Learns Data quality checklist based on multiple criteria, broken down into different qualitative questions. Each indicator (and related data) will be assessed (or DQA-ed) and coded by color using the Learns' Data Quality Checklist assigning a color code to each of the sub-criteria as follows:</p> <ul style="list-style-type: none"> ▪ Green – Good: No change required ▪ Yellow – Adequate but improvements are recommended ▪ Red – Improvements are required ▪ N/A – not relevant/Not applicable <p>Data quality standards will be measured using the quality standards as documented in ADS 201.3.5.8 including:</p>		

	<ul style="list-style-type: none"> ▪ Validity: Data should represent the intended result clearly and adequately. ▪ Integrity: Data collected should have safeguards to minimize the risk of bias, transcription error, or manipulation. ▪ Precision: Data should have a sufficient level of detail to permit informed management decision-making. ▪ Reliability: Data should reflect stable and consistent data-collection processes and analysis methods over time. ▪ Timeliness: Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision-making. <p>Minimum quality standards of DQA are based on the results of the Data quality checklist, which meet the following criteria:</p> <ul style="list-style-type: none"> ▪ 100% applicable sub-criteria being assessed as Adequate (Yellow color) and Good (Green color) ▪ Conclusion for external reporting is Recommended but some actions are required or Recommended (no action required) <p><i>Definition of Learns' technical support:</i> This indicator will serve as a proxy measure of Learns' overall contribution to improved data quality standards through a wide variety of interventions, including: technical assistance on the development of AMELP, ongoing in-person technical assistance post-AMELP approval including the ongoing development of improved data collection and data aggregation systems, workshops, capacity-building training events, user-friendly guidelines as well as IP participation in a variety of other Learns facilitated events aimed at boosting the perceived value of evidence in decision-making processes.</p> <p><i>Data Aggregation</i> Each indicator in each implementing partner will be counted as one DQA. If one indicator is done DQA in two different Activities, there will be counted as two DQAs.</p> <ul style="list-style-type: none"> ▪ Denominator: Number of DQAs having been conducted with Learns' technical support within the reporting period which met the criteria: <ul style="list-style-type: none"> (1) are done by USAID and/or Learns, (2) are applied Data Quality Checklist developed by Learns and (3) have at least 75% of sub-criteria being applicable to review and assess (4) are approved by A/COR within reporting period (FY). ▪ Numerator: Number of DQAs in the denominator AND meet minimum quality standards as defined above. <p><i>Notes on the setting of targets</i></p> <ul style="list-style-type: none"> ▪ Year 1 results will act as a baseline since indicators DQA-ed on that year will not have been part of AMELPs which were designed with the support of Learns, nor will Learns have yet engaged with the IP in any significant way to help improve MEL data-collection systems; ▪ At the end of year 1, Learns should also be able to determine estimated % each year, and expect year-on-year averages to increase as percentage of DQA-ed indicators linked to Learns TA increases, along with the cumulative effect of Learns' overall engagements to help improve quality of data. 		
Unit of Measure:	Percentage of DQA	Data type:	Percentage
Disaggregated by:	Learns commits to report this data to USAID disaggregated by: <ul style="list-style-type: none"> - Type of Indicators: Standard/ Custom indicator, - Development Objectives: (DO1, DO2, DO3, SPO) In addition to that, for Learns management purpose, Learns will also disaggregate data by: <ul style="list-style-type: none"> - DQA conducted by: (1) USAID only; (2) Learns only (3) USAID and Learns 		
PLAN FOR DATA COLLECTION BY USAID			
Responsible Individual/Office:	DCOP/Monitoring Director	Frequency:	Annual

Data Source:	<ul style="list-style-type: none"> - Data Quality Checklist - DQA Calendar - DQA tracking file 										
Data Collection Method:	<p>This data will be recorded through administrative actions during the time Learns provides support on DQA to USAID, as per the following steps:</p> <ul style="list-style-type: none"> ▪ At the beginning of each Fiscal Year, Learns will support USAID to develop the DQA Calendar. When a DQA is scheduled with USAID and IP, Learns will record that information to the DQA Calendar and also the DQA tracking file. ▪ When conducting a DQA, Learns will use a Data Quality Checklist to examine all related criteria. Once the trip is completed, the tool will be filled (including comments) and scores calculated before being recorded in DQA database. ▪ Data Quality Checklist will be completed and signed by COR/AOR and they are the evidence to show the indicators was DQAed and findings approved during the reporting period. ▪ After each DQA trip is completed, Learns will record the overall results ▪ Note: Throughout the process, IP and USAID COR/AOR will be reminded that required post-DQA actions should result in the submission of modified PIRS within a mutually agreed period (typically one or two months). USAID COR/AOR is responsible for following up with the concerned IP if not submitted on time. Learns can support the documentation whenever applicable. <p><i>Disaggregation</i></p> <ul style="list-style-type: none"> ▪ Learns will keep a disaggregated record of other key elements such as indicator name, Activity name, IP name, assessor (USAID, Learns), # of assessed criteria, # of RED criteria; # of YELLOW criteria, # GREEN criteria; Actual date of DQA whether the indicator is being DQA-ed and whether the DQA 'passed' overall required quality standard to be reported on the PPR. 										
DATA QUALITY ISSUES											
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u> .						Based on guidelines, does this indicator need to be Data Quality Assessed?*			Yes ___ No <u>X</u>		
Anticipated Quality Limitations (as applicable):	<ul style="list-style-type: none"> - The color-coding process when conducting DQA may be partially impacted by the subjective judgment of the assessor. - Based on the DQA milestones towards full A/CORs DQA ownership, the level of effort for A/CORs in each year can be change from year 2 to year 5 from greater A/COR engagement to A/CORs lead all DQAs. The minimum requirement for A/CORs to access the data quality checklist may be change from simple at year 1 to more comprehensive at year 5. 										
Actions to Address Limitations (as applicable):	<ul style="list-style-type: none"> - Learns will ensure that all DQAs are internally reviewed by another team member to reduce potential degrees of subjectivity before being submitted to USAID. The debriefing session on DQA results will also help to validate the accuracy of scores. - Learns will engage as much as possible to support A/CORs through DQA trip to committee with milestone and step by step to engage A/CORs not only to complete DQA but also ensure quality of DQAs. 										
TARGETS & OTHER NOTES											
Baseline Target	N/A	Year 1 target:	N/A	Year 2 target:	70%	Year 3 target:	80%	Year 4 target:	85%	Year 5 target:	90%
Notes on Baselines/Targets: (if applicable)	Learns is going to support USAID to conduct DQA to meet the compliant requirement at the end of Year 1; as a result, by the end of Year 1, Learns will have a baseline result. The indicator will be monitored over time with the assumption that as receiving technical assistance from Learns via: AMELP										

	development, DQA, one-on-one technical assistance, weekly checking, database strengthening, improvement in this indicator will be achieved.		
Changes to the Indicator (if applicable):	Change the name of indicator with precise definition related meet minimum quality standard and technical support from Learns Updated data collection tool to fit with current DQA tools. Updated target from Year 2 to Year 5.	Date:	20Dec2020
Other Notes:			

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:		Number of trainees that have completed training events on Program Cycle related subjects	
Ind #	1.4		
Rationale:		Training in support of overall capacity building is a major focus under the contract; tracking this will enable Learns senior management to tell the story of Learns' capacity building efforts.	
Is this a Standard "F" Indicator?		No	If this an IPS indicator? No
Is this Indicator used for USAID reporting?		No	If yes, which year(s)? N/A
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of training event</i> A training event is defined as involving: 1) a setting intended for teaching or transferring knowledge, skills, or approaches; 2) a formally designated instructor or lead person; and 3) a defined curriculum, learning objectives, or outcomes.</p> <p>Training can include long-term academic degree programs, short- or long-term non-degree technical courses in academic or in other settings, seminars, workshops, conferences, on-the-job learning experiences, observational study tours, distance learning, or similar activities as long as it includes the three elements above.</p> <p>Coaching and mentoring, meetings, or other efforts that could have educational value, but which do not have a defined curriculum or objectives are generally not considered to be training unless they meet the three definitional standards for training identified above.</p> <p>If a training has not been completed by the end of the reporting period, it will be counted in the next reporting period.</p> <p>This indicator focuses on delivery of training that was made possible through full or partial funding from the USG. This may include the provision of funds to pay instructors or lead persons, providing hosting facilities, or other key contributions necessary to ensure the delivery of the training. This indicator does not include courses for which the USG only helped to develop the curriculum.</p> <p><i>Definition of trainees</i> Trainees include all stakeholders (USAID staff, local stakeholders, and implementing partners most typically) who participate as a learner in a training event organized by Learns. USAID staff who attend for monitoring the activity, USAID Learns staff who support the training event, guest speakers, trainers, trainer assistances, facilitators, and interpreters will not be considered trainees.</p> <p>Learns requires that participants attend a minimum of 80% of total course hours to be considered as completing a course. People who attend multiple, non-duplicative trainings can only be counted once in a reporting period, even if they take different trainings. Therefore, the quarterly counts may be higher than the annual count (the annual report will remove duplication across the quarters). To monitor the attendance of trainees, an electronic attendance sheet will be applied using inputs from the registration form.</p> <p>Note: People who attend multiple, non-duplicative trainings may be counted once for each training they completed in the reporting period. If a trainee participates in more than one training during the reporting period, her/his attendance will be counted only once during the reporting period.</p>		
Unit of Measure:	Number of people (trainees)	Data type:	Integer
Disaggregated by:	<ul style="list-style-type: none"> - Sex (M/F/Other), - Participant type (USAID, implementing partner, other) 		

PLAN FOR DATA COLLECTION BY USAID											
Responsible Individual/Office:	CB Director & CB Specialist with analysis support from M&E department			Frequency:	Data collection: After every training event. Data Reporting: Annually						
Data Source:	Attendance sheets										
Data Collection Method:	<p>At each training, Learns will collect attendance per the above guidelines. Participant list will be collected during the participant registration session, prior to the beginning of all training events and will be the inputs for the electronic attendance sheets. The trainees' attendance will be checked by the training facilitator with the electronic attendance tracking sheet for each session of the training. Learns will develop and maintain a training database that consolidates all the information required for this indicator in one place for further analysis, aggregation and disaggregation.</p> <p>To avoid double counting of individuals attending the same training topics, Learns will use the mobile phone number of the trainees as the primary identification number to identify participants attending the more than one training event within the same reporting period. All mobile phone number will be input in a similar format (e.g. 0900123456). Training topics will be used as the secondary identifier to deduplicate the data if a trainee attended more than one training course on the same topic.</p>										
DATA QUALITY ISSUES											
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u> .								Based on guidelines, does this indicator need to be Data Quality Assessed?*		Yes ___ No <u>X</u>	
Anticipated Quality Limitations (as applicable):	1. Trainee will be counted more than once if attending different training sessions on non-duplicative topics. When the same person attends a training session on the same topic (e.g. refresher training), Learns will attempt to count the attendance of this individual only once. 2. The attendance of the trainees will be checked by a training facilitator. This might reduce the level of data integrity.										
Actions to Address Limitations (as applicable):	1. The most reliable approach to avoid double counting of individuals attending the same training session is to assign trainees with a unique identification number. Learns will use the mobile phone number of the trainees in a regular format as the primary identifier and training topics as the secondary one to identify participants attending the same training course more than once within the same reporting period. 2. Learns is aware of the data quality issue related to trainees' attendance. However, to save time for the paper works and to ensure a comfortable/trusting training environment, Learns will build up the code of ethics and commit to provide true information. Nevertheless, for DQA purpose, Learns is still able to use signing sheets from Finance and Admin Department to double-check with the electronic attendance tracking sheet.										
TARGETS & OTHER NOTES											
Baseline Target	0	Year 1 target:	50	Year 2 target:	100	Year 3 target:	TBD	Year 4 target:	TBD	Year 5 target:	TBD
Notes on Baselines/Targets: (if applicable)	Targets will be based on annual work plans. For Year 1, because trainees will only be counted once even if they attend multiple sessions, Learns has reduced the target to 50 trainees. For Year 2, Learns estimate that averagely two staff from each Implementing Partner will be participating in at least or training organized by Learns, which make the target as of 100 trainees.										
Changes to the Indicator (if applicable):									Date:		
									Date:		

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:		Number of Program Cycle services completed	
Ind #	2.1		
Rationale:	<p>As an on-demand contract serving the evolving technical needs of multiple players at the USAID and Implementing Partner (IP) level, Learns will be asked to conduct a wide variety of ah-hoc and emerging activities, often inter-related, and yet difficult to anticipate and to plan for in a linear manner. All services offered by Learns however should fall under different levels of USAID’s Program Cycle (at the strategy/Mission, Project, or Activity level) and serve distinct purposes (design, monitoring, evaluation, CLA, or MEL). To help quantify and qualify Learns activities throughout the life of the contract, Learns will aim to complete a targeted number of Program Cycle services each year, tracked through its Learns activity tracker.</p> <p>This output indicator provides a snapshot of the services provided and will be used by Learns to provide a description of the types of services the contract provides. Disaggregation will enable Learns and the Program Development Office to determine if the proportion of services is in line with contract expectations and could help inform USAID in the future about the types of activities to anticipate under as support contract like Learns.</p>		
Is this a Standard “F” Indicator?		No	If this an IPS indicator?
Is this Indicator used for USAID reporting?		No	If yes, which year(s)?
		No	N/A
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of Program Cycle Services</i></p> <p>Program cycle services are services conducted by the Learns team falling within the scope of the Learns Activity, serving at least one of the Objectives as defined in the AMELP. A service must have a clear client within the Mission (note that Learns’ work plan does not count as a service, but the quarterly Pause & Reflects benefitting USAID staff will). Services include a variety of activities such as:</p> <ol style="list-style-type: none"> <i>Technical support</i> – to build or reinforce MEL/CLA capacity either through on-the-job training or more formal training events <i>Events</i> – the facilitation of events, meetings, processes to help reflect, learn, and adapt more evidence-based practices, systems, or strategies, <i>Studies, Assessments and Evaluations</i> – Activities designed to help learn, adapt, and improve designs or management practices, etc. <i>Other tasks</i> deemed essential to the achieving effective service delivery and/or technical management of Learns activities including development of key capacity-building tools, processes and other management tools. NOTE: For these activities ‘task completion surveys’ may not always be required to confirm completion. See more details below on task completion surveys. <p><i>Definition of services completed</i></p> <p>All services counted need to</p> <ul style="list-style-type: none"> have been first green-lighted (not necessarily formally approved) by the Learns COR (either through the workplan, via an email or maybe – and exceptionally – only through in-person technical meeting/discussions) and be completed within that given reporting period. <p>Services will be considered “completed” after:</p> <ul style="list-style-type: none"> approved by/confirmed as completed the A/COR managing this task (USAID Point of Contact) in writing/email, followed by a task completion survey, and/or only a related ‘task completion survey’ is sent out to all relevant stakeholders, typically the USAID activity manager and other targeted beneficiaries, and/or <ul style="list-style-type: none"> It is discussed and verbally agreed as completed with Learns COR (usually only related to “other tasks” more closely related to Learns tools & management 		

	<p>systems with less direct relevance to external service provision, and so may not always be followed by a task completion survey) .</p> <p>The Learns Task Tracker will keep track of when ‘task completion survey’ are sent out (the majority of Learns’ tasks) or whether considered ‘N/A” (i.e., task completion surveys do not apply) so that Learns COR can have visibility on levels of user consultation. Learns will also periodically share (likely in quarterly and annual reports) aggregated results of task completion surveys.</p>												
Unit of Measure:	Number of services				Data type:	Integer							
Disaggregated by:	<p>Level: Strategy/Mission (anything beyond an individual activity or individual project); Project (related to the project level as defined by ADS201; Activity (individual mechanism/agreement with an implementing partner).</p> <p>Purpose: Design, Monitoring, Evaluation, CLA, or MEL. Monitoring will cover DQA or performance or context monitoring; evaluation will cover evaluations per USAID evaluation policy. The greatest potential overlap is between MEL and CLA. MEL will be used to categorize services that cover one or more of the following: monitoring, learning/CLA, or evaluation, such as AMELP, PMELP, or PMP support. CLA will be used to cover services that involve intentional collaboration, reflection, adaptive management, knowledge management, and other aspects of the CLA framework not covered by the MEL category.</p> <p>Note: Learns may decide to disaggregate Program Cycle activities further, adding for example additional purpose types.</p>												
PLAN FOR DATA COLLECTION BY USAID													
Responsible Individual/Office:	COP				Frequency:	Semi-Annual							
Data Source:	Learns Activity Tracker												
Data Collection Method:	Count based on the Learns Activity Tracker												
DATA QUALITY ISSUES													
<p>(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u>.</p>								Based on guidelines, does this indicator need to be Data Quality Assessed?*		Yes ___		No <u>X</u>	
Anticipated Quality Limitations (as applicable):	<p>Human error in counting the number of services.</p> <p>Mis-categorizing a service, particularly for the purpose disaggregation.</p>												
Actions to Address Limitations (as applicable):	<p>Automate the count in excel.</p> <p>Clearly defined categories per above definitions and including those definitions in the tracking sheet as a helpful reference.</p>												
TARGETS & OTHER NOTES													
Baseline Target	N/A	Year 1 target:	60	Year 2 target:	90	Year 3 target:	TBD*	Year 4 target:	TBD*	Year 5 target:	TBD*		
Notes on Baselines/Targets: (if applicable)			There is no baseline target for this indicator as none is available (there is no data related to level of confidence before Learns existed).										
Changes to the Indicator (if applicable):									Date:				
									Date:				
Other Notes:													

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:	Percentage of indicators that undergo a DQA per the schedule required by USAID policy		
Ind #	2.2		
Rationale:	<p>This is an output indicator to measure objective 2 – Evidence-informed decision-making advanced. According to the How-to Note: Conduct a Data Quality Assessment, for a new indicator that is subject to a DQA, a DQA must be conducted after data collection has started and within 12 months prior to the new indicator data being reported externally. And after the initial DQA, a DQA must be conducted at least once every three years thereafter. This indicator measures whether with the support from Learns, DQAs have been conducted in a timely manner.</p> <p>This data will be used by Learns senior management, particularly the DCOP, and COR to determine whether DQAs are being completed in a timely manner. If not, Learns will explore what is causing this and determine corrective measures.</p>		
Is this a Standard “F” Indicator?		No	If this an IPS indicator? No
Is this Indicator used for USAID reporting?		No	If yes, which year(s)? N/A
DESCRIPTION			
Precise Definition(s):	<p>Definition of DQAs: DQA is a process to help USAID staff and implementing partners understand the strengths and weaknesses of their data and the extent to which the data can be trusted to influence management decisions. A DQA refers to USAID’s standard practice for assessing data quality, documenting any limitations in data quality, and establishing a plan for addressing those limitations.</p> <p>OUs must conduct a DQA for each performance indicator reported to entities external to the OU. The DQA must occur after the collection of the data on a new performance indicator and within the 12 months prior to the external reporting of the indicator data for the first time (such as in the PPR or external communication documents). After the initial DQA, OUs must conduct a DQA every three years thereafter, but may choose to conduct DQAs more frequently if needed.</p> <p>A DQA means one indicator being conducted DQA at one implementing partner</p> <p>Definition of Learns’ technical support: This indicator will serve as a proxy measure of Learns’ overall contribution to improved data quality standards through a wide variety of interventions, including: technical assistance on the development of AMELP, ongoing in-person technical assistance post-AMELP approval including the ongoing development of improved data collection and data aggregation systems, workshops, capacity-building training events, user-friendly guidelines as well as IP participation in a variety of other Learns facilitated events aimed at boosting the perceived value of evidence in decision-making processes.</p> <p>Definition of Indicator to be DQAed as per USAID policy: According to USAID’s ADS 201 with two criteria below:</p> <ul style="list-style-type: none"> - New PPR and IPS indicators after data collection have started and within 12 months prior to the data being reported externally (due date falls within the current reporting period) - Existing PPR and IPS indicators whose three-year due date falls within the current reporting period. <p>Additionally, although not required, USAID may request that additional indicators be DQAed during the reporting period, as per a scheduled agreement between USAID and Learns.</p>		

<p>DQAs can be counted under this indicator when having applied data quality checklist developed by Learns. Data quality checklist need to be completed and have approval from USAID COR/AOR in the reporting period. If the data quality checklist's approval is not completed within the fiscal year, that Indicator will be reported in the next reporting period. Data quality checklist is based on data quality standards will be measured using the quality standards as documented in ADS 201.3.5.8 including:</p> <ol style="list-style-type: none"> 1. <i>Validity: Data should represent the intended result clearly and adequately.</i> 2. <i>Integrity: Data collected should have safeguards to minimize the risk of bias, transcription error, or manipulation.</i> 3. <i>Precision: Data should have a sufficient level of detail to permit informed management decision-making.</i> 4. <i>Reliability: Data should reflect stable and consistent data-collection processes and analysis methods over time.</i> 5. <i>Timeliness: Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision-making.</i> <p>Definition of indicators that undergo a DQA: Indicators were conducted which meet the following three criteria below:</p> <ol style="list-style-type: none"> (1) are conducted by USAID and/or Learns, and (2) are assessed using the Data Quality Checklist developed by Learns, and (3) the data quality checklist is approved by A/CORs during reporting period. <p>Data Aggregation:</p> <ul style="list-style-type: none"> ▪ Numerator: Number of indicators DQAed during the reporting period, which meet all above-mentioned criteria. ▪ Denominator: Number of indicators that need to be DQAed during this same reporting period as per USAID's ADS 201, as well as additional indicators which USAID may have requested be DQA at the start of the fiscal year, when applicable (i.e. added to the DQA calendar at the latest by 31 December each year). Indicators which were not required nor requested by end of Quarter 1 will not be counted as part of the agreed schedule (i.e. the denominator for that fiscal year). 			
Unit of Measure:	Percentage of indicators that undergo DQA per agreed schedule.	Data type:	Percentage
Disaggregated by:	-Indicator type (F-indicator and custom indicator), -USAID unit (DO1, DO2, DO3, SPO) -DQA conducted by (1) USAID only; (2) Learns only and (3) USAID and Learns		
PLAN FOR DATA COLLECTION BY USAID			
Responsible Individual/Office:	DCOP/Monitoring Director	Frequency:	Annual
Data Source:	Data quality checklist DQA calendar DQA tracking file		
Data Collection Method:	This data will be recorded through administrative actions during the time Learns provide support on DQA to USAID. At the beginning of each fiscal year (by end of Quarter 1), the DQA plan will be developed and finalized by COR/AOR with support from Learns. Based on this information in DQA plans to establish the number of indicators that need to conduct DQA in the fiscal year. Data quality checklist will be completed and signed by COR/AOR and they are the evidence to show the indicators underwent a DQA during the reporting period.		
DATA QUALITY ISSUES			
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior to the new indicator data being reported.</u> A DQA must be conducted every <u>three years thereafter.</u>		Based on guidelines, does this indicator need to be Data Quality Assessed?*	Yes ___ No <u>X</u>

Anticipated Quality Limitations <i>(as applicable):</i>		Data quality checklist if new with USAID COR/AOR in the first time they lead the DQA in the project site.									
Actions to Address Limitations <i>(as applicable):</i>		Learns team will close contact with the COR/AOR to support on DQA process at site to ensure the using tools smoothly.									
TARGETS & OTHER NOTES											
Baseline	TBD	Year 1 target:	N/A	Year 2 target:	80%	Year 3 target:	90%	Year 4 target:	100%	Year 5 target:	100%
Notes on Baselines/Targets: <i>(if applicable)</i>			The baseline for this indicator will be determined at the conclusion of the IP assessment (in progress). Targets for outyears will be updated based on the baseline.								
Changes to the Indicator <i>(if applicable):</i>			Updated Precise Definition, Data Aggregation (Denominator and Numerator), Data collection tool, Disaggregated					Date:		20 Dec 2020	
								Date:			
Other Notes:											

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:		Percentage of participants that report Learns support has helped them make evidence-informed decisions	
Ind #	2.3		
Rationale:	This is an outcome indicator to measure objective 2: Evidence-informed decision-making advanced. This indicator together with indicator 3.1 represents higher level outcomes that the Learns management team will pay particular attention to throughout the life of the contract. If Learns does not achieve target associated with this indicator (and other outcomes), the theory of change and approach to implementation will be revisited. This indicator will be collected from year 2 of the activity.		
Is this a Standard “F” Indicator?		No	If this an IPS indicator? No
Is this Indicator used for USAID reporting?		No	If yes, which year(s)? N/A
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of Participant</i> Participants refers to USAID staff, local stakeholders, and implementing partners staff most typically.</p> <p><i>Definition of Learns support</i> Learns support refers to conducting research; research includes special studies, assessments, and/or evaluations.</p> <p><i>Definition of ‘help make evidence-informed decisions’</i> To determine if decisions were informed by evidence, Learns will use Social Impact’s established EQUI® (Ensuring Quality, Use, and Impact) utilization survey to ask participants about evidence use. To be counted as a participant that reports that Learns support has helped them make evidence-informed decisions, survey respondents will have to categorize the research as at least “somewhat useful” or “mostly useful” or “extremely useful” to their identified use (for example, informing programming or informing policy). Survey respondents who say the research was “not useful” will not be counted towards the numerator, only the denominator.</p> <p><i>Data Aggregation</i> <u>Numerator</u>: Number of participants having responded to the related survey question and selected somewhat useful, mostly useful, or extremely useful <u>Denominator</u>: Number of participants having responded to the related survey question after having received Learns support as defined above</p> <p>Learns will keep, aggregate, and analyze survey responses at the end of each related research and save results in the assigned Learns Activity folder. Results will be reported semi-annually and cumulated on an annual basis.</p>		
Unit of Measure:	Percentage of respondents	Data type:	Percentage
Disaggregated by:	None; note that EQUI® utilization survey asks for respondents’ names; but does not ask for any disaggregation data. Disaggregation can be done manually based on respondent names if requested by USAID.		
PLAN FOR DATA COLLECTION BY USAID			
Responsible Individual/Office:	CLA Director	Frequency:	Collected post-research; reported semi-annually
Data Source:	SurveyCTO response database. The survey will be sent out approximately 3 months after the completion of the research. Respondents will have approximately 2 weeks to respond to the survey. The data file downloaded at that moment will		

	be considered as the data source and will be stored in SurveyCTO.										
Data Collection Method:	Once a relevant research activity has closed, Learns' research staff person will send a survey to participants.										
DATA QUALITY ISSUES											
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u> .									Based on guidelines, does this indicator need to be Data Quality Assessed?*		Yes ____ No <u> X </u>
Anticipated Quality Limitations (as applicable):	Limited response rates could reduce the utility of the data										
Actions to Address Limitations (as applicable):	In order to ensure higher response rates, Learns plans to tell participants about the survey during the activity scoping process so they know about it in advance.										
TARGETS & OTHER NOTES											
Baseline Target	N/A	Year 1 target:	N/A	Year 2 target:	75%	Year 3 target:	TBD	Year 4 target:	TBD	Year 5 target:	TBD
Notes on Baselines/Targets (if applicable)	The target is set for Year 2 only since Learns will not collect data for this indicator in Year 1. Target for Y3, Y4, and Y5 will be developed based on the actual achievement in Year 2.										
Changes to the Indicator (if applicable):	Clarify the way indicator track is response of participant, not individual. Revised disaggregation to fit with data collection tool.								Date:	Dec 2020	
									Date:		

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)

USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:	Percentage of participants reporting effective collaboration as a result of Learns support		
Ind #	3.1		
Rationale:	Learns will be involved in facilitating collaboration between stakeholders (USAID, GVN, local partners, implementing partners, etc.). We assume that if Learns facilitates collaboration well, participants will report effective collaboration. The CLA team within Learns will use this data to inform its approach to facilitating collaboration among stakeholders. If Learns does not meet targets, it will need to investigate further why participants are not reporting effective collaboration and use that information to inform USAID's collaboration efforts and facilitation approaches.		
Is this a Standard "F" Indicator?		No	Is this an IPS indicator?
			No
Is this Indicator used for USAID reporting?		No	If yes, which year(s)?
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of Participant</i> Participants includes stakeholders (USAID staff, local stakeholders, and implementing partners most typically) who participate in a co-creation process or collaborative learning event.</p> <p><i>Definition of Learns support</i> "As a result of Learns support" refers to collaboration facilitated by Learns. <u>Generally, this will exclude data validation and utilization events. These events will be measured using indicator 2.3.</u></p> <p><i>Definition of "Effective Collaboration"</i> To determine whether participants report effective collaboration, after each co-creation process or collaborative learning event, participants will respond to a survey that specifically asks them about effective collaboration. If there are multiple events tied to the same process (under the same purpose), surveys will be done at the end of the entire process. The aspects of effective collaboration below have been adapted from the Wilder Collaboration Factors Inventory. The three aspects of effective collaboration are:</p> <ol style="list-style-type: none"> 1. Participants report benefiting from being involved in the [collaboration or collaborative (process/event/other)]. 2. Participants report that those involved in the [collaboration or collaborative (process/event/other)] invested the right amount of time in the collaborative effort. 3. If relevant: Participants report that what was accomplished through the [collaboration or collaborative (process/event/other)] would have been difficult for any individual (or organization) to accomplish by him/her/itself. <p>Respondents will be asked to respond to above questions using a five-point scale as follows:</p> <ol style="list-style-type: none"> 1- Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree <p>Participants who count as reporting effective collaboration must:</p> <ul style="list-style-type: none"> ▪ In cases where question 3 is not relevant, participants must answer 4 (Agree) or 5 (Strongly Agree) to questions 1 <u>and</u> 2 above. 		

<ul style="list-style-type: none"> In cases where question 3 is relevant, participants must answer 4 (Agree) or 5 (Strongly Agree) with at least 2 of the 3 statements (summarized above) in the survey. <p><i>Data Aggregation</i> <i>Numerator:</i> Participants that agree or strongly agree with at least two of the three of statements (summarized above) in the survey. <i>Denominator:</i> All participants that respond to the post-activity survey.</p> <p>Learns will keep aggregate and analyze survey responses at the end of each related activity and saved results in the assigned Learns Activity folder. Results per activity will be logged into Learns CLA indicator tracker, allowing for a disaggregation of results by sex and type of respondent (USAID/Implementing Partner and Other)- similarly to ind. 2.3. Results will be reported semi-annually and cumulated on an annual basis.</p>			
Unit of Measure:	Percentage	Data type:	Percentage (number of respondents agreeing or strongly agreeing with at least 2 of the statements /number of survey participants)
Disaggregated by:	Sex (M/F/Other), participant type (USAID, Implementing Partner, Other)		
PLAN FOR DATA COLLECTION BY USAID			
Responsible Individual/Office:	CLA Director & Senior Learning Specialist with analysis support from M&E department	Frequency:	Data collection: Post-event or collaborative process Reporting: Semi-annual
Data Source:	Survey response database Surveys/Survey Monkey CLA indicator tracker		
Data Collection Method:	Post-activity survey		
DATA QUALITY ISSUES			
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u> .		Based on guidelines, does this indicator need to be Data Quality Assessed?*	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Anticipated Quality Limitations (as applicable):	1. There are multiple ways to define effective collaboration; these questions are not comprehensive in determining whether collaboration is effective. 2. Limited response rates could reduce the utility of the data. 3. Language barriers may affect survey responses. Translation of the survey questions may alter their meaning slightly and reduce precision when aggregated.		

Actions to Address Limitations (as applicable):		<ol style="list-style-type: none"> Learns has selected these three aspects of effective collaboration as they are aspects that Learns can directly influence in how it facilitates collaboration. In addition, Learns is limiting the number of questions about effective collaboration to increase response rates and reduce survey burden on participants. In order to ensure higher response rates, Learns plans to provide the survey at the end of the event (rather than via a separate communication later). Learns will use QR codes so that participants can fill out the survey on their smartphones, increasing response rates. Depending on the nature of participants, Learns may provide the survey in both English and Vietnamese and allow participants to select the language they are most comfortable responding in. In order to reduce errors in translation, Learns will have its Vietnamese staff unfamiliar with the English version translate the Vietnamese version back to English to make sure that translation matches the original intent in English. 										
TARGETS & OTHER NOTES												
Baseline Target	N/A	Year 1 target:	75%	Year 2 target:	75%	Year 3 target:	75%	Year 4 target:	75%	Year 5 target:	75%	
Notes on Baselines/Targets: (if applicable)			<p>There is no baseline target for this indicator as none is available (there is no data related to effective collaboration before Learns existed).</p> <p>Learns assumes that not all participants will perceive collaboration to be effective; this is entirely normal based on experience facilitating multi-stakeholder processes. Out of every 4 people, Learns aims to have 3 find the collaboration effective (75%).</p>									
Changes to the Indicator: (if applicable):			Updated data source separate between indicator 2.3 and indicator 3.1					Date:		Dec 2020		
								Date:				
Other Notes:												

USAID PERFORMANCE INDICATOR REFERENCE SHEET (PIRS)			
USAID Vietnam	DO:	N/A	
	IR:	N/A	
Indicator:	Net Promoter Score		
Ind #	4.1		
Rationale:	This indicator is used to monitor the perception of Learns' clients about the contract's performance. If the score is below the industry average, then Learns will conduct follow-on interviews or focus groups with stakeholders to determine how Learns can improve.		
Is this a Standard "F" Indicator?	No	If this an IPS indicator?	No
Is this Indicator used for USAID reporting?	No	If yes, which year(s)?	
DESCRIPTION			
Precise Definition(s):	<p><i>Definition of Net Promoter Score</i></p> <p>The Net Promoter Score (NPS) is the world's leading metric for measuring customer loyalty. NPS serves as an alternative to traditional customer satisfaction research and aims to measure the loyalty that exists between a service provider and a consumer. It comes from the question, "How likely is it that you would recommend Learns to a colleague?".</p> <p>The respondent is asked to select a rating on a 0-10 scale, with 0 being the least likely to recommend and 10 being the most. Once the responses come back, you would segment each respondent into one of three groups, based on their rating: Promoters (9 or 10 rating), Passives (7 or 8 rating), and Detractors (0 through 6 rating).</p> <p>You can then calculate your NPS using the following formula:</p> <p>$NPS = \% \text{ of Promoters} - \% \text{ of Detractors}$</p> <p>Note: You can get the percentage of Promoters by taking the total number of Promoters, dividing it by the number of respondents, and multiplying the result by 100. You would do the same to get the percentage of Detractors, only you would use the total number of Detractors instead of Promoters.</p> <p>The resulting score can range from a low of -100 to a high of +100.</p>		
Unit of Measure:	NPS score	Data	Integer
Disaggregated by:	None but note that information is available by task		
PLAN FOR DATA COLLECTION BY USAID			
Responsible Individual/Office:	DCOP/Monitoring Director	Frequency:	Collected post-activity and reported semi-annually
Data Source:	Staff survey database		
Data Collection Method:	Following the completion of an activity, Learns will survey activity stakeholders via the Learns COR asking the NPS survey question.		
DATA QUALITY ISSUES			
(*) Guidelines on DQAs: To be conducted for each performance indicator reported to external entities, including PPR or IPS reporting. DQA must occur <u>after data have been collected on a new indicator and within 12 months prior</u> to the new indicator data being reported. A DQA must be conducted every <u>three years thereafter</u> .		Based on guidelines, does this indicator need to be Data Quality Assessed?*	Yes ___ No <u>X</u>

Anticipated Quality Limitations (as applicable):		<ol style="list-style-type: none"> Limited response rates could reduce the utility of the data Language barriers may affect survey responses. Translation of the survey questions may alter their meaning slightly and reduce precision when aggregated. 										
Actions to Address Limitations (as applicable):		<ol style="list-style-type: none"> In order to ensure higher response rates, Learns plans to share with beneficiaries about the survey when a technical assistance was given so that they will know about it in advance. Plus, QR codes will be used so that beneficiaries can fill out the survey on their smartphones, increasing response rates. Depending on the nature of participants, Learns may provide the survey in both English and Vietnamese and allow participants to select the language they are most comfortable responding in. In order to reduce errors in translation, Learns will have its Vietnamese staff unfamiliar with the English version translate the Vietnamese version back to English to make sure that translation matches the original intent in English. 										
TARGETS & OTHER NOTES												
Baseline Target	N/A	Year 1 target:	N/A	Year 2 target:	45	Year 3 target:	TBD	Year 4 target:	TBD	Year 5 target:	TBD	
Notes on Baselines/Targets: (if applicable)		Learns will collect this indicator from Year 2. While the score can range from -100 to 100, the average NPS for the professional services industry (as a benchmark) is +43 per Survey Monkey. The target for Year 3, Year 4, and Year 5 will be adjusted based on the actual achievement of Year 2.										
Changes to the Indicator (if applicable):		Updated disaggregation							Date:	Dec 2020		
									Date:			
Other Notes:												

United States Agency for International Development
Hanoi, Vietnam