



# MONITORING, EVALUATION, AND LEARNING ACTIVITY QUARTERLY REPORT

Q2 FY 2021, January to March 2021

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## ACRONYMS & ABBREVIATIONS

AOR	Agreement Officer's Representative
API	Application Programming Interface
BC	Beyond Capital
CFR	Code of Federal Regulation
CHN	Community Health and Nutrition
CITIES	Cities Implementing Transparent, Innovative, and Effective Solutions
CLA	Collaborating, Learning, and Adapting
COP	Chief of Party
COPR	Community of Practice
COR	Contracting Officer's Representative
CP	Condition Precedent
DCoP	Deputy Chief of Party
DEC	Development Experience Clearinghouse
DIS	Development Information Solutions
DQA	Data Quality Assessment
DRG	Democracy, Rights and Governance
EFE	Education for Employment
FGD	Focus Group Discussion
FO	Field Office
FRPFM	Financial Reform and Public Financial Management
FY	Fiscal Year
GIS	Geographic Information System
GoJ	Government of Jordan
HO	Home Office
IEE	Initial Environmental Evaluation
IP	Implementing Partner
IRI	International Republican Institute
JLGF	Jordan Loan Guarantee Facility Program
Kaizen	The Kaizen Company
KaMP	Knowledge Management Portal
KMS	Knowledge Management System
LED	Local Economic Development
LHSS	Local Health System Sustainability
LMO	Local MEL Organization
LTUC	Luminous Technical University College
MEL	Monitoring, Evaluation, and Learning
MELCA	Monitoring, Evaluation and Learning Capacity Assessment
MIS	Management Information Systems
MoE	Ministry of Education
MoH	Ministry of Health
MoY	Ministry of Youth

NAF	National Aid Fund
OCA	Organizational Capacity Assessment
PIRS	Performance indicator reference sheet
PFM	Public Financial Management
PMP	Performance Management Plan
PRO	Program Office
PRESTIJ	Pre-Service Teacher Education in Jordan
RF	Results Framework
RFTOP	Request for Task Order Proposal
RPM	Rapid Procurement Mechanism
SNBN	Street Naming and Building Numbering
SoW	Scope of Work
TAKAMOL	Gender Equality and Female Empowerment Project
TEA	Training for Employment Activity
ToC	Theory of Change
TVTA	Technical Vocational Training Academy
USAID	United States Agency for International Development
WRE	Water Resources and Environment



## 1. ACTIVITY OVERVIEW

<b>Activity Name</b>	<b>USAID Monitoring, Evaluation and Learning Activity</b>
<b>Activity Start / End Date</b>	<b>February 11, 2020 / February 10, 2025</b>
<b>Name of Prime Implementing Partner</b>	<b>The Kaizen Company (Kaizen)</b>
<b>Contract Number</b>	<b>72027820C00005</b>
<b>Name of Major Subcontractors</b>	<b>Dexis Consulting Group (Dexis)</b>
<b>Geographic Coverage</b>	<b>Jordan</b>
<b>Reporting Period</b>	<b>Q2 FY21 (January 1 – March 31, 2021)</b>

## 2. EXECUTIVE SUMMARY

The Monitoring, Evaluation, and Learning Activity’s interventions have contributed over the reporting period to United States Agency for International Development (USAID)/Jordan’s increased utilization of evaluation and assessment results for operational decision-making and future programming. A key focus of our work, especially in the design phase of evaluations and assessments, is to identify and address how USAID/Jordan anticipates utilizing the findings from our work to inform future programming and operational decision-making. Driving this effort has been placing the learning agendas from evaluation and assessments at the heart of all Activity undertakings.

An example of this is our ongoing work on a) School Infrastructure Multi-Activity Evaluation; and b) Assessment of Water consumption patterns in the agriculture sector. This work will inform USAID future interventions in the education and agriculture sectors. The design of both assignments included detailed discussions with USAID’s Education and Youth Office (EDY) and Water Resources and Environment (WRE) offices, ensuring that the design of these assignments reflected USAID’s priorities as they relate to future programming and operational decision-making.

During the reporting period, the team led two assessments, two evaluations, and two data verification requests. The Street Naming and Building Numbering (SNBN) and Local Economic Development (LED) assessment was successfully completed, and each final report approved by USAID/Jordan. The Market Systems Development assessment began the data collection phase after completing the Inception Report. The School Infrastructure Multi-Activity Evaluation commenced with the onboarding of four consultants and kick-off with USAID on March 17, 2021. The Evaluation Team is currently working on the Inception Report. Additionally, the Beyond Capital mid-term evaluation was completed and data verifications completed for the Training for Employment (TEA) and the Luminus Technical University College (LTUC).

The Activity also provided substantial support in the areas of data visualization and work on improving existing USAID data systems and preparing for the arrival of the new Development Information Solution (DIS) system later in the Q3. The Activity responded rapidly and effectively to a request to provide data visualization for a USAID presentation intended for senior Embassy officials. Substantial work continued on the review of the Mission Performance Management Plan (PMP).

We also rolled out the Collaboration, Learning and Adapting (CLA) maturity survey among Implementing Partners (IPs) and the Mission. We conducted pause and reflect sessions of our overall conduct of evaluation and surveys, leading to the development of a learning agenda to improve the way such evaluations and assessments are undertaken. Overall, we have sought to make learning and adaptation more central to the Activity's work.

In terms of our strategic communications, the Activity continues to maintain a robust presence on the LinkedIn network. The Activity contributed six news posts to USAID over the reporting period. The Activity continued its efforts to improve the capacity of our local partners. An organizational capacity assessment (see Annex 9) was conducted over the reporting period. In addition, we awarded our first contract through the Accelerator Program during this period.

A key challenge that our team faced during this quarter was finding appropriate candidates for the School Infrastructure Multi-Activity Evaluation, which took longer than anticipated. The Activity worked closely with its Contracting Officer's Representative (COR) to find qualified candidates for the Evaluation Team and to manage EDY team expectations. The COVID-19 pandemic continues to hamper efforts and led, among things, to the postponement of the Monitoring, Evaluation and Learning (MEL) Conference originally planned for Fall, 2021. However, the Monitoring, Evaluation, and Learning Activity continues to find ways to mitigate the effects of working in this challenging environment.

## **2.1 BACKGROUND**

USAID focuses on rigorous Monitoring, Evaluation, and Learning of interventions as part of their practices to improve performance management, accountability, and evidence. USAID awarded the Monitoring, Evaluation and Learning Activity to The Kaizen Company (Kaizen) in February 2020 to compliment the work conducted under the USAID Monitoring and Evaluation Support Program.

By conducting the Monitoring, Evaluation and Learning Activity, USAID ensures that its activities in Jordan achieve their intended results, creating a dynamic learning environment among development actors focused on innovation, quality MEL practices, and knowledge sharing.

The Activity team with the Accelerator, a Rapid Procurement Mechanism, and a group of Local Monitoring, Evaluation and Learning Organizations (LMOs) will work together to successfully deliver projects while simultaneously strengthening their management and compliance systems.

## **2.2 PURPOSE**

This report contains a detailed account of the Activity's Q2 Fiscal Year (FY) 2021 progress to date, including key achievements, issues, learning, and resolution, and planned activities for the upcoming quarter.

# **3. ACTIVITY IMPLEMENTATION**

## **3.1 KEY ACHIEVEMENTS, LESSONS LEARNED, AND PLANNED ACTIVITIES**

### **COMPONENT I: INCREASED UTILIZATION OF EVALUATION AND ASSESSMENT FINDINGS**

#### **Key Achievements**

During the reporting period, the team led two assessments<sup>1</sup>, two evaluations<sup>2</sup>, and two data verification requests<sup>3</sup>. The SNBN and LED assessments were successfully completed, and final reports were approved by USAID. The School Infrastructure Multi-Activity Evaluation commenced with the onboarding of four consultants and kick-off with USAID on March 17<sup>th</sup>.

In addition to the above, the team, in close collaboration with its COR, relevant Program Office (PRO) and Technical Office team's staff, have finalized two Scopes of Work (SoWs); one for Cash Transfer Assessment; and the other for Training for Employment Activity (TEA) end-of-project performance evaluation. After the Cash Transfer Assessment SoW finalization, USAID cancelled this assessment and the Activity will no longer proceed with conducting this assessment. The team also reviewed previous reports to begin planning and preparing for the General Population Survey. The list of completed and ongoing assessments, evaluations and data verifications are in Table 1, followed by relevant details in the sections below:

<b>Item</b>	<b>Status</b>	<b>Due Date</b>
Assessment – <b>Street Naming and Building Numbering (SNBN) and Local Economic Development (LED) analysis</b>	SNBN final report approved	Feb. 25, 2021
	LED final report approved	March 22, 2021
Mid-term performance evaluation – <b>Beyond Capital</b>	Revised report submitted	March 8, 2021
Assessment – <b>Water Consumption Patterns in Agriculture – Market System Development</b>	Data collection completed	April 2021
Evaluation – <b>School Infrastructure Multi-Activity</b>	Inception Report	April 11, 2021
Evaluation – <b>USAID Training for Employment Activity (TEA)</b>	SoW approved	March 29, 2021
Assessment – <b>Cash Transfer</b>	SoW approved	March 9, 2021
	Assessment cancelled by USAID	March 30, 2021
Data Verification – <b>Training for Employment Activity (TEA) – EFE</b> <b>Training for Employment Activity (TEA) – LTUC</b>	Reports submitted	Feb. 10, 2021 March 25, 2021

### ***Street Naming and Building Numbering (SNBN) Assessment and Local Economic Development (LED) Analysis***

The purpose of SNBN Assessment is to gauge the potential economic and governance benefits that may have been experienced by the USAID's Cities Implementing Transparent, Innovative, and Effective Solutions (CITIES) project which supported a street naming and building numbering (SNBN) initiative.

On January 5, the Assessment team presented its findings to the USAID's Democracy and Governance (DRG) Office and CITIES. It submitted a first draft of its final report on January 7, a second draft on

<sup>1</sup> i) Street Naming and Building Numbering (SNBN) and Local Economic Development Analysis (LED), and ii) Water Consumption Patterns in Agriculture - Market Systems Development.

<sup>2</sup> i) Beyond Capital (BC) Mid-term Evaluation and ii) School Infrastructure Multi-Activity Evaluation

<sup>3</sup> i) Education for Employment (EFE) and ii) Luminus Technical University College (LTUC)

January 31, and a third and final draft on February 10. USAID approved the final report on February 25. In addition, the Arabic translation of the Executive Summary was approved. The Activity team uploaded the approved report on the [Development Experience Clearinghouse](#) (DEC) and the [Knowledge Management Portal](#) (KaMP) (see Subcomponent 2.1.3, Data Management and Analysis, below).

The LED Assessment seeks to understand the economic impact of LED support provided by the CITIES project since 2016. During the reporting quarter, the LED Assessment team submitted a first draft of its Final Report on January 7, a second draft on February 10, and a third and final draft on March 10. USAID approved the Final Report on March 22. The Arabic translation of the Executive Summary is in process.

### ***Beyond Capital (BC) Mid-term Evaluation***

The overall purpose of the Beyond Capital (BC) Evaluation is to determine the effectiveness and approach of the Beyond Capital Activity by assessing: a) the quality and effectiveness of the BC's technical assistance, b) approach to increase access to investors and risk capital, c) approach to investing fund of funds, and d) their approach in building capacity of new financial entrepreneurs.

During the reporting quarter, the Activity team submitted a first draft of the Final Report on January 24 and revised and submitted a second draft report after incorporating USAID's comments on March 8. USAID has provided feedback and the team is working closely with the Evaluation Team (ET) to incorporate suggested changes.

In addition, the team has developed a recommendations table and shared it with USAID. This table will be used to facilitate discussions between BC and USAID to go through each of the recommendations and how they will be utilized. The Activity Lead CLA Specialist will facilitate this discussion.

### ***Water Consumption Patterns in Agriculture – Market System Development Assessment***

The main purpose of the Water Consumption Patterns in Agriculture - Market Systems Development assessment is to inform USAID's WRE office on future work in agriculture and water sectors. During the reporting quarter, the Evaluation Team concluded 174 key informant interviews with the targeted stakeholders including farmers, service providers, and the Water Innovation Technology (WIT) team. The Evaluation Team also collected data from the Department of Statistics on variables such as agricultural areas, type of products, means of irrigation etc. The ET is in the process of analyzing data and will present preliminary findings to USAID on April 7, 2021.

### ***School Infrastructure Multi-Activity Evaluation***

The Activity commenced work on the School Infrastructure Multi-Activity Evaluation. The Evaluation will help inform and determine how the USAID's school infrastructure interventions have affected students and communities. During the reporting period, the recruitment of the Evaluation Team was completed. A kick-off meeting was conducted on March 17 with the Education and Youth Office and PRO teams to present Evaluation objectives, key questions, indicative methodology, and discuss key clarification questions. The Evaluation Team has begun work on the inception phase, inclusive of reviewing existing documents, data sources, and coordinating with the Education and Youth Office and PRO teams to draft the Inception Report, due by April 11.

### ***Cash Transfer Assessment***

The team commenced work on the Cash Transfer Assessment. The key objectives of the Assessment was to: a) to assess generally if Conditions Precedent (CP) are contributing to the achievement of USAID development objectives and intermediate results, b) to assess thematically the cumulative results of CP series on a single, specific topic, and c) to assess the CP development process and make recommendations on how it could be improved to result in more sound, implementable, and



sustainable CPs. During the reporting period, a detailed SoW was developed. A series of meetings were conducted with the PRO to clarify Assessment objectives and key questions. The SoW was approved on March 9. The Activity initiated the team recruitment process by developing Position Descriptions for each key member of the Assessment Team. Given the sensitive nature of this Assessment, the Activity developed a Standard Operating Procedure to handle the recruitment process.

On March 30, the Activity received a notification from USAID of their intent to cancel this Assessment at this time. Therefore, all work on this assignment has stopped from the Activity's side.

### ***Training for Employment Activity - End of Project Evaluation***

In January, the Activity received a draft SoW of Training for Employment (TEA) end of project Evaluation. The objectives of this Evaluation are: (1) to learn the extent to which the TEA outcomes, as defined in its MEL Plan, were achieved; and (2) identify best practices and lessons learned to form the design of similar workforce development programs in future.

The team worked closely with the PRO and Economic Development and Energy Technical team to clarify Evaluation objectives and questions. The final draft of the SoW was submitted on March 22 to Mission for approval and approved on March 29. The Activity will release a Request for Task Order Proposals (RFTOP) for qualified LMOs to conduct the Evaluation.

### ***Training for Employment Activity (TEA) Data Verification***

The team conducted two data verification exercises that included beneficiary data of Luminus Technical University College (LTUC) and Education for Employment (EFE). The purpose of these exercises is to assist the Training for Employment Activity's (TEA) Agreement Officer's Representative (AOR) with approving invoices and understanding the available evidence on Technical Vocational Training Activity (TVTA) interventions to help guide programmatic efforts increasing employment and employability among youth in Jordan.

The team engaged five local data collectors for these exercises. A total sample of 128 trainees (30% EFE trainees and 44% LTUC trainees) were verified from January to March. The data verification exercise consisted of several key phases, including the finalization of parameters of the verification questions, sample design, orienting data collectors on data collection and entry, reviewing daily data entry and collecting, entering, cleaning, analyzing and summarizing results for USAID. The team plans to hire an LMO to carry out remaining data verification exercises. The Accelerator Team, in consultation with the MEL team, finalized the SoW and advertised the RFTOP in March.

### ***CITIES Lessons Learned Study***

The CITIES Lessons Learned Exercise aims to examine the implementation experience of the USAID CITIES Project which will document good practices and learning gained as a result of the project's design and implementation. The Activity team coordinated with the CITIES Lessons Learned Team (a team within the CITIES project) regarding data collection in the field, however, some delays have been observed in the data collection process (interviews) due to the significant increase of COVID-19 cases in the field. The CITIES Lessons Learned Team is conducting key informant interviews virtually and engaging the Activity focal persons in these interviews. As of Q2 FY 2021, the Activity point of contact attended two interviews virtually. The Activity team will receive a draft report for review once they conclude the interviews.

### **Issues, Learning, and Resolution**

One of the key challenges that the Activity team faced during the reporting period was finding qualified candidates for the School Infrastructure Multi-Activity Evaluation, especially the Subject Matter Expert for School Facilities Assessment. The team worked closely with the COR and the Education team to identify qualified candidates for the position. The Subject Matter Expert was onboarded on March 16, 2021, with a delay of approximately 44 days compared to the original onboarding timeline, further delaying the kickoff of this Evaluation. A key lesson learned through this process is that the team should start the recruitment process in the early stages of the evaluation or assessment and allow for a three-month preparation and recruitment prior to the evaluation/assessment implementation. During the scope design, the key positions shall be identified and the recruitment process shall start, even before approving the SoW. Additionally, we are working to localize recruitment by hiring a local recruitment firm to support recruitment for subject matter experts, as they relate to assessments and evaluations. To streamline the recruitment process, the team is building out an internal candidate database that can be used to identify future candidates.

The ongoing COVID-19 situation continues to pose challenges, especially related to international travel. The Activity envisaged the Team Lead and Subject Matter Expert for the School Infrastructure Multi-Activity Evaluation traveling to Jordan to support field data collection, which may not be possible due to the health and safety risks posed by COVID-19. The team continues to monitor the situation and will work with the Team Lead and Subject Matter Expert to find ways to mitigate this challenge by taking steps necessary to ensure the quality of field data collection, such as local data collectors/engineers to observe the school infrastructure and the use of multiple technological solutions i.e., video conferencing, field video recording, and photos.

### **Q3 2021 Planned Activities**

#### ***Financial Reform and Public Financial Management (FRPFM), Phase III***

Phase III of FRPFM is to develop a baseline for the new Public Financial Management Activity (PFM) Activity, awarded in March 2021. The Activity will re-engage the Evaluation Team (from Phases I and II) to support the baseline in the coming quarter.

#### ***Beyond Capital***

- Continue collaboration with the PRO through to Final Report approval.
- Upload final versions on DEC and KaMP.
- Develop a learning document from the final Evaluation report and data collected during the Evaluation.
- The Lead CLA Specialist will facilitate a utilization of recommendations session with the Beyond Capital IP and the PRO team to agree on next steps.

#### ***Water Consumptions Patterns in Agriculture – Market System Development Analysis***

- Deliver preliminary data analysis and findings presentation.
- Submit first draft of the Final Report to USAID.
- Incorporate USAID feedback from the draft report and submit the final report.

#### ***School Infrastructure Multi-Activity Evaluation***

- Submit the Inception Report.
- Onboard the Local Monitoring Organization and conduct data collection orientation.

- Complete data collection and conduct review of existing data sources for the learning outcomes part of the evaluation.
- Conduct stakeholder meetings.

#### ***CITIES Project Lessons Learned***

- Support data analysis and debrief.
- Support in final report writing.

#### ***Training for Employment Final Performance Evaluation***

- Release the RFTOP for qualified LMOs.
- Evaluate proposals and select LMO to conduct the Evaluation.
- Conduct a kick-off meeting with USAID.
- Develop and submit the Inception Report.
- Commence data collection.

#### ***FRPFM Baseline Survey (Phase III)***

- Finalize SoW.
- Hire consultants.
- Conduct kickoff meeting.
- Develop and submit Inception Report and commence data collection.

#### ***Gender Equality and Female Empowerment Project (TAKAMOL) Training Assessment***

- Finalize SoW.
- Hire consultants.

#### ***Youth Power Learning Assessment***

- Support Youth Power in developing the SoW.
- Agree on roles and responsibilities to conduct the learning Assessment.
- Launch the Assessment.

#### ***General Population Survey***

- Meet with the International Republican Institute (IRI) to learn from their experience preparing, collecting, and implementing the IRI poll -- a nationwide survey.
- Hire short-term technical assistance (a Team Leader) to map out the overall approach, resources and timeline.
- Plan the design of the survey and tools with the PRO.
- Meet with DO teams to review and modify survey questions, once the consultant is onboard.

#### ***Training for Employment Activity (TEA) Data Verification***

- Evaluate proposals and select LMO to conduct the data verifications.
- Conduct kick-off meeting with USAID.

- Commence data verifications, as needed.

## COMPONENT 2: IMPROVED PERFORMANCE MONITORING & DATA ANALYSIS

### Subcomponent 2.1.1 Implementation of the Performance Management Plan (PMP)

#### Key Achievements

The Activity team has completed the review of Performance Indicator Reference Sheets (PIRS) for DO 4.2 and suggested improvements. The MEL team within the Activity helped the PRO in finalizing PIRS for all DOs and the data management team explored the option of consolidating the PMP on a Google Site. This option, however, is not allowed within USAID's systems and the PMP was therefore consolidated on Google Drive.

#### Issues, Learning, and Resolution

The consolidation of PMP on Google Site would have been much easier to view, use and follow however it was not allowed to be used by Mission, therefore, the Activity team used Google Drive for PMP consolidation. In the future, the team will confirm platform and software accessibility with the Mission prior to proposing any solutions, this was a valuable lesson learned during the PMP consolidation process and platform selection.

#### Q3 2021 Planned Activities

- Integrate DO Result Frameworks and Indicators into DevResults.

### Subcomponent 2.1.2 Activity MEL Plans

#### Key Achievements

During the reporting quarter, the MEL team conducted a review of two USAID IP Activity MEL Plans and provided technical feedback for improvement. These MEL Plans included Recycling in Jordan and Local Health System Sustainability (LHSS). The review was inclusive of the team's Theory of Change (ToC), Results Framework (RF), CLA, and PIRS. In addition, the Activity Gender & Inclusion Advisor assessed the strength of gender- and youth-focused indicators and sex-and-age-disaggregation to ensure alignment with activity objectives.

#### Issues, Learning, and Resolution

N/A

#### Q3 2021 Planned Activities

- The Activity will continue to provide MEL support to IPs as necessary.

### Subcomponent 2.1.3 Data Management and Analysis

#### Key Achievements

##### *USAID Knowledge Management Portal (KaMP)*

The number of KaMP sessions<sup>4</sup> decreased by 13.40% compared to last quarter (Q1 FY 2021), however, there was an increase in the number of users and resources uploaded to KaMP due to promotional emails sent to IPs by the Activity. Eight new users from USAID activities, previously reached by the Activity's emails, registered on KaMP. Six new resources were uploaded: one resource was uploaded by the Pre-Service Teacher Education in Jordan (PRESTIJ) Activity (IREX), another resource was uploaded by

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<sup>4</sup> A session is defined as the period time a user is actively engaged with the website.



the Recycling in Jordan Activity, and four resources were uploaded by TAKAMOL. The Activity uploaded a collection for the [STREET NAMING AND BUILDING NUMBERING \(SNBN\) INITIATIVE ASSESSMENT REPORT](#) which includes the English and Arabic Executive Summary of the report.

The number of KaMP users increased by 18.13%, with 7 new IP users registered (see Table 2 below).

Table 2: New KaMP Users	
Activity Name	New Users
Education for Employment-Jordan	1
Feed the Future Innovation Lab for Nutrition at Tufts University	1
Local Health System Sustainability Project	1
Recycling in Jordan Activity	1
USAID Jordan CITIES	1
USAID Monitoring, Evaluation, and Learning Activity	2

With the support of the Activity Communication Specialist, the team identified ways to further promote KaMP and encourage its usage as a means of sharing and disseminating resources.

The Activity also sent an email to closing activities in FY 2021 to remind them about the importance of uploading their materials before the Activity closes. In addition, a general reminder was sent to all IPs to encourage them to participate in KaMP by sharing their resources. Uploading Activity resources to KaMP will ensure the collaborative online platform remains robust, extends IP resources beyond the life of the respective contract, and highlights the work within the development sector in Jordan.

### ***Geographic Information System (GIS)***

The Activity finalized the unified list of the benefiting entities (25,496 records) across Jordan which will be tested further with a group of IPs to ensure all of the benefiting entities are covered. Data tuning and cleaning have been done to ensure the old, reported data is correctly matched with the new entities' list.

### ***Knowledge Management System (KMS)***

The Activity conducted a thorough and extensive investigation on the KMS software with the aim of restoring the KMS system. The team prepared a list of the required software and hardware to operate and test the software package, and the list is no longer supported by Microsoft Corporation itself, which means we need outdated licenses. As a result of our investigation, we determined that putting time, effort and resources in an older system is not recommended from the technical functionality and security aspects of the outdated software KMS used.

As for the data, the Activity was not able to find the KMS database files within the handover files which we received. The team was able to open the source code but, unfortunately, could not find the database. In the hand-over documents, the database is pointed to as a Microsoft SQL server database which requires existing database files to be able to open and migrate it, but the database files do not exist.

### ***DevResults***

The Activity has started uploading the new PMP to DevResults and will be generating the “Mission Indicator Tracker” as per the updated information in DevResults.

### ***Development Information Solutions (DIS)***

The Activity has received the potential rollout schedule for the DIS and has provided the Mission with feedback and questions around the DIS rollout schedule and the Activity’s roles and responsibilities in the planning and implementation of the DIS.

### **Issues, Learning, and Resolution**

#### ***USAID Knowledge Management Portal (KaMP)***

During the past 6 months, KaMP user traffic dropped and only a few users uploaded resources to KaMP. As a result, the Activity worked to promote usage within the USAID community and beyond to other stakeholders. Efforts include promoting KaMP to USAID IPs through the IP Newsletter, the Activity [LinkedIn page](#), and other communication materials. As a result, the number of KaMP users increased by 18.13%, as compared to Q1 FY 2021.

#### ***Geographic Information System (GIS)***

During the matching process of the old data with the new unified list, 910 records were not found. The Activity hopes to find the accurate locations by checking with active activities. For activities that have ended, it might be difficult to find the exact locations. For example, the Jordan Loan Guarantee Facility Program (JLGF) has 364 GIS records with unknown codes that are difficult to find on a map. The unknown codes reported by JLGF are meant to protect confidentiality of those that have received grants. When JLGF reported their GIS data, it was agreed that JLGF would use codes instead of names for this reason. It is unlikely that the Activity would face a similar issue in the future.

#### ***Knowledge Management System (KMS)***

Once access was granted to the KMS platform, it was discovered that the systems are not compatible. The KMS platform uses Microsoft technology version 2010. To be able to operate the system again, the old library and software configurations using previous Microsoft versions must be obtained. As for the hardware requirements, the system requires two servers: a physical server and a virtual server on another machine. After exploring all these requirements, the compatibility for the source code of the system must be checked.

### **Q3 2021 Planned Activities**

#### ***USAID Knowledge Management Portal (KaMP)***

- The Activity will start preparing for a four-month campaign to encourage utilization of KaMP. IPs will compete to see who can upload the most resources to KaMP during the competition. The competition will encourage greater utilization of KaMP resources by IPs. Uploaded resources will be screened by a KaMP administrator to ensure that resources are in line with KaMP Resource Guidelines and are directly relevant to IPs and the development sector.
- The Activity will explore ways to decrease the number of spam registrations on KaMP by adding more restrictions on the registration module.
- The Activity will continue promoting the portal among its primary target audience including IP and USAID staff during Mission or Activity training sessions, Community of Practice (COPR) sessions, communication groups meetings and discussions with IPs.

### ***Geographic Information System (GIS)***

The Activity will test the new unified benefiting entities list with a selected group of IPs after the completion of the new structure of the GIS database. The new system roll-out plan will be based on the testing results.

### ***Knowledge Management System (KMS)***

The Mission has asked the Activity to place activities related to the KMS system on hold until next steps are decided.

### ***DevResults***

- Once the Mission PMP is uploaded, the Activity will open the system for entering their results for Q1 and Q2 FY 2021 by indicator. The team will be monitoring the data entry process and will provide user support needed to make sure activities are aligned with the new PMP.
- The Activity will upload new/updated MEL plans to DevResults after the finalization of uploading the PMP. The Youth Power activity updated their Activity MEL Plan and the Activity will reflect the changes to DevResults. The Community Health and Nutrition (CHN), LHSS, Partnership for Ministry of Youth (MOY), and LHSS will be added to the system as new activities and will also be trained on DevResults as they are new users.
- The Activity will also be working on the integration with DevResults and the automatic transfer of data from DevResults to the “Mission Indicator Tracker” (Google Sheets) by building Application Programming Interfaces (APIs).

### ***Development Information Solutions (DIS)***

The Activity will start planning for the rollout of the DIS among the different user types including Mission staff and IPs.

According to the schedule which the Activity received from the Mission, the next steps are:

- Attend a kick-off meeting.
- Participate in the Data Onboarding Workshop and End User Training.
- Provide any support needed in entering the PPR indicator’s results for FY 2021.

## **Subcomponent 2.1.4 Local Capacity Building on MEL**

### **Key Achievements**

The Activity team developed a Capacity Building Plan for the Ministry of Health (MoH) to enhance their knowledge and experience in MEL, as well as institutionalize MEL systems that support data-driven and evidence-based decision-making processes in the Ministry. Simultaneously, this helps USAID develop a framework to better monitor, evaluate, and assess MoH performance in relation to the agreement signed between both parties.

The plan covers a number of areas including, but not limited to, the following:

- Assisting MoH in developing their Activity MEL Plan
- Customized training for Ministry of Health (MoH) staff to understand the MEL Plan, collect and analyze indicators' data, and report on the plan
- Coaching MoH staff on data collection and analysis in relation to their own indicators

The Capacity Building Plan was approved by USAID and its implementation started on March 1, 2021 through the support of Mindset; an LMO that was selected through the Rapid Procurement Mechanism (RPM). The training was planned to start immediately, but due to the recent developments related to

the COVID-19 situation in Jordan, MoH asked to postpone the training until mid-May 2021. Mindset is making use of this time and already started working on the preparation phase of the project, including literature review and training material development.

Under the agreement signed between the MoY and USAID, MoY must conduct a Youth Needs Assessment to identify the needs of the youth living close to six previously identified centers. MoY and USAID requested support from the Activity to conduct this assignment. Therefore, a consultant was hired to design and conduct the training as well as coaching the MoY staff while they conduct the Assessment. As a result of many delays in training due to the COVID-19 situation within the MoY, the Activity offered to conduct the Assessment directly with the support of the youth centers staff to meet USAID's timeline and deliverables. The Assessment of the six centers was conducted in November and December 2020. The consultant finalized the Assessment Reports and Action Plans in January 2021, and approval on the submitted deliverables was obtained from both the MoY and USAID in February 2021. The Assessment helped the centers identify the needs of the youth in their respective cities/areas and create Action Plans that, if implemented properly, would help the centers meet those needs and attract more youth to the centers.

MoY, Ministry of Education (MoE), and National Aid Fund (NAF) are keen on instituting MEL systems that support data-driven and evidence-based decision-making processes that use accurate, reliable and relevant information from various sources. At the same time, USAID is committed to strengthening government organizations' MEL skills and resources to effectively use research and data analysis to inform their strategic planning, policy, and decision-making. Therefore, the Activity team, in cooperation with USAID and the partner ministries, developed the capacity of the ministries' staff to develop their MEL Plans to help them monitor their performance. However, these organizations' staff require additional training and skills needed to monitor these plans and report on the agreed-upon performance indicators; therefore, the Activity team subcontracted a trainer to strengthen the capacity of these organizations in the area of "Report Writing" in general according to USAID reporting requirements and standards, with a special emphasis on reporting on their MEL Plans and Performance Indicators and the reporting requirements from their agreements with USAID. This training was scheduled to be completed by the end of March 2021, but due to some delays related to COVID-19 cases within the three organizations, the training was completed for MoY only and will continue during the coming quarter for MoE and NAF.

Based on the MEL Training Needs Assessment that was conducted during the last quarter, respondents from the Mission and IP staff identified their top priority MEL trainings. Accordingly, the following three virtual training courses were conducted:

- Introduction to CLA, which took place on January 11, 2021 and was attended by 4 Mission staff and 22 IPs
- Introduction to ToC and Log frame, which took place February 8-9, 2021 and was attended by 3 Mission staff and 10 IPs
- Gender and Social Inclusion, which took place on March 15, 2021 and was attended by 6 Mission staff and 16 IPs

### **Issues, Learning, and Resolution**

Due to the increase in the number of COVID-19 cases within the Government of Jordan (GoJ) entities, most of the capacity building activities with the GoJ partners had to be postponed until further notice. The Activity conducted virtual trainings where possible, however, the GoJ staff commitment to the training was very low. Therefore, the Activity opted for in-person trainings for GoJ staff.

### **Q3 2021 Planned Activities**



The Activity will continue with the implementation of the MoH Capacity Building Plan and the Report Writing training sessions for MoE and NAF. Furthermore, three Mission staff and IP training courses will be conducted during the coming quarter.

### COMPONENT 3: STRENGTHENED COLLABORATING, LEARNING & ADAPTING

#### Key Achievements

##### ***Pause and Reflect Session***

As part of the Activity's continuous learning and adaptive management, the team conducted a Pause and Reflect Session to discuss the evaluations and assessments that have been led by the Activity. By the time the Pause and Reflect Session was held, the MEL team had completed four evaluations and assessments. The Pause and Reflect Session was attended by the USAID and MEL teams. In order to receive the A/CORs opinions, the CLA lead developed a survey that covers questions related to the Pause and Reflect agenda. The survey received three responses. During the two and a half-hour session, the attendees covered the following key components of the evaluations and assessments:

- Evaluation/assessment SoW and design
- Inception report
- Recruitment
- Evaluation/assessment Implementation
- Preliminary Findings Presentations
- Evaluation Report

The discussion led to an action plan with key recommendations and lessons learned. Some of these actions are short-term/immediate actions such as developing Standard Operating Procedures to clarify roles and responsibilities of team members and others are longer term actions such as training the Evaluation Team team on USAID branding and communications requirements.

##### ***CLA Discussion Paper***

As part of its CLA support to the Mission, the Activity developed a CLA discussion paper to translate the CLA plan in the PMP to activities. The discussion paper included general ideas and activities about CLA implementation within the Mission and proposed a three-tier approach to CLA. The team is currently working on developing a CLA events plan addressing Gender within the Mission portfolio. This will be part of several CLA plans that the Activity will develop for USAID to implement its broader CLA plan.

##### ***CLA Maturity Assessment Survey***

The Activity rolled out the CLA maturity survey among IPs and Mission staff to assess CLA maturity within the different DOs and IPs. The main objective of this Assessment is to determine the CLA capacity within the IPs and Mission staff, identify gaps, areas of improvement, and develop the CLA capacity building plan accordingly.

##### ***MEL Community of Practice Market Assessment***

In order to sustainably support Jordan's MEL ecosystem, the Activity team is seeking a local partner to facilitate the COPR. This partner would be an existing association or other initiative that could sustain the COPR after the Activity's period of performance. This quarter, the team launched a market assessment to identify a qualified partner.

##### ***CLA Capacity Building***

This quarter, the lead CLA Specialist conducted a virtual training for IPs and Mission staff titled "Introduction to CLA". The training covered key concepts of CLA, the CLA framework, and maturity

matrix. The training was held right before rolling out the CLA maturity survey to ensure a clear understanding of the CLA concepts before responding to the survey.

### **Issues, Learning, and Resolution**

CLA events and working groups are usually interactive and best facilitated in-person. However, due to the ongoing COVID-19 situation, the Activity is working to identify online platforms that are interactive to conduct these events virtually.

### **Q3 2021 Planned Activities**

- The Activity will continue to conduct Pause and Reflect Sessions to ensure learning and adaptive management. The Activity will have at least one internal Pause and Reflect session to discuss the RPM procurement process.
- The Activity will plan for the first learning event for USAID IPs and Mission staff (CLA Gender plan).
- The CLA team will provide support to IPs submitting their CLA case studies in response to the USAID annual CLA Case Competition.
- Disseminate Beyond Capital Evaluation and Local Economic Development Assessment results and lessons learned
- The COPR Market Assessment will conclude in the next quarter, which will produce a recommendation for community partnership.
- The Activity will hold its first CLA advanced training session.

## **COMPONENT 4: ENHANCED STRATEGIC COMMUNICATION**

### **Key Achievements**

The Activity developed and disseminated a Style Manual to the team's subcontractors and consultants. The manual mirrors the USAID Graphic Standards Manual and provides an easy-to-follow guide to ensure consistent and USAID-compliant style of reporting for all of the team's milestones and deliverables. A PowerPoint Presentation that highlights content of the Activity Style Manual was developed to be presented during scheduled orientation sessions to all new consultants and subcontractors.

USAID approved the team's updated Monitoring, Evaluation and Learning Activity Fact Sheet (in English Language) during the reporting period.

As part of the Activity's support to IPs, the team documented its Introduction to CLA Training, Theory of Change, and Gender Inclusion Training sessions. The Activity also documented the support provided to LMOs through an orientation session on the Organizational and MEL Capacity Assessments. The team captured photos, videos and testimonials to highlight the impact of the Activity's intervention and uploaded the training materials to KaMP.

To communicate USAID's effort in supporting the MEL community in Jordan, the Activity produced six news articles. The highlights were shared with USAID through the USAID IPs Newsletter and uploaded to the KaMP portal. See Annex 5: Success Stories for more details.

The Activity responded successfully to an urgent request from USAID to transfer budget-related data into a visual illustration. The Activity data visualization team was able to propose a template and a design that complies with USAID's branding and marking guidelines. For a period of two weeks, USAID requested several changes and amendments until the final product was successfully submitted and approved.

The Activity team is utilizing the LinkedIn platform as a tool to send MEL updates and learning opportunities. Through posting, sharing, and commenting, the Activity is constantly engaging and reaching its primary audience -- Local MEL stakeholders -- including local MEL firms, MEL professionals, academic institutions, and non-governmental organizations who are considered active LinkedIn users. The Activity has gained more than 370 followers and disseminated four posts (approximately two posts per month) since it was launched in late January.

### **Issues, Learning, and Resolution**

Previously, the team would submit highlights to USAID for approval at the end of each month as part of the IP newsletter submissions. Once approved, the highlights would be posted on LinkedIn. However, this often meant that the LinkedIn posts were outdated. Going forward, the Activity team will submit proposed posts to USAID in real-time, to ensure content is recent and relevant.

### **Q3 FY 2021 Planned Activities**

- In collaboration with the data visualization committee, the communication team procured a Prezi Software license to be used for data visualization tasks.
- The communications team is supporting the data management team in promoting KaMP to all USAID IPs and the general public, through utilizing the Activity's monthly newsletter submission, LinkedIn page, and other communication materials to promote KaMP. The team will design and run a controlled campaign for four months and present the results during the upcoming Annual MEL Conference.
- In preparation for the upcoming Annual MEL Conference, the communications team in coordination with the MEL team, has developed a concept note that will be shared and presented to USAID for review and approval. Several thematic topics and objectives were proposed within the concept note taking into consideration the learning curve gained from participants' feedback regarding the content and execution of previous MEL conferences. While the conference was originally proposed for September, it is now anticipated for the early part of 2022 when, it is hoped, in person meetings will be again possible.
- The communications team will continue to provide support to the Activity's technical team in reviewing materials for branding, ensuring consistent messaging, and highlighting results and successes in a clear and digestible format. The team will continue facilitating knowledge sharing through uploading reports, visuals, and briefing documents to the team's Google Groups, LinkedIn, and KaMP.

## **COMPONENT 5: BUILD CAPACITY OF LOCAL MEL FIRMS IN JORDAN**

### **Key Achievements**

The Accelerator Program partners LMOs with USAID to implement MEL services. Over the course of these Task Orders, Activity provides mentoring and quality control support to the awarded LMO. As a result, Task Order implementation builds the capacity of local organizations to compete for and implement future MEL services through a "learning by doing" approach.

The Activity announced and released a second RFTOP on February 10 through the Rapid Procurement Mechanism to provide data collection services to the School Infrastructure Multi-Activity Evaluation. The RFTOP was shared with 10 qualified LMOs, 5 LMOs submitted applications for consideration. Another RFTOP for the Training and Employment Activity data verification services was announced and shared with qualified LMOs on March 24. The first Task Order to support development of the Ministry of Health's MEL Plan is under implementation and the first payment will be released upon the approval of the first deliverable.

The Activity held two orientation sessions on February 16, 2021 to help Tier 1 and 2 LMOs complete capacity assessments as a baseline and foundation for their capacity building initiatives. The session introduced an adapted version of USAID’s Organizational Capacity Assessment (OCA) (see Annex 9) and a custom MEL Capacity Assessment (MELCA) (see Annex 10). LMOs submitted questions through the Accelerator Platform and responses were shared with all the LMOs on March 11. Organizations began to assess their own capacities through a digital form on the Accelerator Platform, which they will complete in the next quarter. To ensure that training activities meet LMO needs, the Activity also circulated an assessment that asked LMOs to rank their priority training topics and methods. .

### **Issues, Learning, and Resolution**

The Activity is developing an approach to diversify Task Order opportunities to ensure that they are not consolidated among a few organizations.

The Accelerator Team is continuously improving its application and evaluation processes to ensure greater compliance and efficiency. The online acceleration platform is also under continuous development to improve its usability for LMOs.

### **Q3 2021 Planned Activities**

- Several Task Orders that are in the solicitation process will be awarded next quarter. These technical scopes will provide data collection for the School Infrastructure Multi-Activity Evaluation and data verification for the Training for Employment Activity.
- The Accelerator Program will continue to facilitate targeted technical assistance during Task Order implementation.
- The Ministry of Health MEL Plan Task Order will continue implementation and process its first payment upon approval of the first deliverable.
- Organizations will complete their OCA and MELCA through the Accelerator Platform. The Activity will begin to validate the results, which will culminate in Action Plans to guide their capacity building journeys.
- The Accelerator Team is customizing Organizational Conflict of Interest Plans for LMOs that have been awarded Task Orders to ensure appropriate measures are taken to identify and mitigate potential conflict of interest.
- Based on findings from the COPR Market Assessment, the Accelerator Team will integrate training resources on the accelerator platform.

## **3.2 ADMINISTRATIVE UPDATES**

### **Key Achievements**

During the quarter, the new Chief of Party (COP) for the Activity began working full-time. He arrived in Amman on January 14th, 2021; accommodations were secured prior to his arrival.

The work permit and residency for the Acceleration Specialist were finalized and preparations were made for the COP’s application.

During the Home Office (HO) field visit, the team conducted an internal audit, followed by recommendations to be implemented by the Field Office (FO).

The project’s security plan was submitted to USAID successfully, training and drills related to the security plan will be conducted with the FO staff in the next quarter.



The team recruited for two MEL Specialists and one Senior Trainer/CLA Specialist. Candidates were identified for the MEL Specialist and Senior Trainer/CLA Specialist and were submitted to USAID for approval.

The Activity conducted Annual Employee Performance Reviews to assess individual and team performance and to determine annual salary increases.

### **Issues, Learning, and Resolution**

Due to the COVID-19 pandemic, physical operations of the U.S. Department of State Office of Authentications have stalled, creating bottlenecks in the authentication of the Activity's Power of Attorneys and Board Resolution. These documents are needed to perform essential functions on the Activity, including opening a bank account, transfer of two project vehicles, opening a tax and social security file, and registration exemption documentation, among other things. During the quarter, the team worked with a Senator to escalate the issue. A call was held with the Office of Authentications on March 30 and an emergency request was subsequently submitted without a response. The team will continue to follow up on the request. In addition, the team explored the option of opening a sub-account under another Kaizen activity and is taking steps towards this.

### **Q3 2021 Planned Activities**

- Conduct a security training to the staff including, fire drills, evacuation, shelter in place.
- Conduct refresher training on IT security.
- Open a sub-bank account.
- Take steps toward opening a Tax file.
- If the Power of Attorney/Board Resolution is received in Q3, we will proceed with the following steps:
  - a) Open a bank account;
  - b) Open a Social Security file;
  - c) Transfer payroll processing to the FO instead of utilizing a third-party service payroll company;
  - d) Finish the vehicle registration process.

A list of Activity Staff and Consultants by the end of Q2 are noted in Annex 2.

## **4. COLLABORATING AND/OR KNOWLEDGE SHARING**

### **4.1 OTHER USAID ACTIVITIES**

#### **KEY HIGHLIGHTS**

- The MEL and CLA team provided support to CITIES in implementing their learning document.
- The MEL and CLA team offered support to the USAID-funded Youth Power activity to design and implement a learning assessment for the 5-year activity.
- The MEL team offered support to the newly awarded PFM Activity to support the development of their activity MEL plan and change management plan.
- The data management team continued to provide IP technical support on KaMP with the Management Information Systems (MIS) team and the Web Development Manager/IT.
- The MEL team continued to collaborate with IPs to review Results Frameworks and MEL Plans.
- The MIS Manager provided technical support to IPs to upload their MEL Plans on DevResults.

#### **CHALLENGES**

N/A

## 4.2 LOCAL ENTITIES

### KEY HIGHLIGHTS

- The Activity awarded its first task order to a local MEL organization through the RPM.
- The RPM announced 2 RFTOPs to LMOs.
- The LMOs are self-assessing their organizational capacity using the customized Organizational Capacity Assessment tool that the Activity introduced. This will lead to developing capacity building action plans and support in the future.

### CHALLENGES

N/A

## 5. DELIVERABLES SUBMITTED DURING THE QUARTER

Table 3: Q2 2021 Deliverables			
Deliverable	Submission Date	Approval Date	DEC/KaMP Submission Date (as applicable)
Quarterly Report, Q1 FY 2021	1/14/21, V1; 1/27/21, V2	COR Approved on 1/31/2021	Submitted to <a href="#">DEC</a> 4/6/2021
Quarterly Financial Report, Q1 FY 2021	1/29/2021, V1	COR Acknowledgement Received	N/A

## 6. PLANNED ACTIVITIES FOR NEXT QUARTER

Activity	Actors	Q3 2021		
		April	May	June
<b>Component 1: Increased Utilization of Evaluation and Assessment Findings</b>				
<b>Beyond Capital Evaluation</b>				
Finalization Final Report	Gender and Inclusion Advisor			
Recommendations Session	Lead CLA Specialist and Gender and Inclusion Advisor			
<b>Analysis of Current Water Consumption Patterns in Agriculture: Market Systems Development Analysis</b>				
Data collection	Senior MEL Consultant, MEL Specialist, and Market Share Associates (LMO)			
Debrief presentation				
Final report submission				
<b>School Infrastructure Multi-Activity Evaluation</b>				

Inception Phase	Senior MEL Consultant, MEL Specialist, and Activity hired consultant(s)			
Data collection				
<b>CITIES Project Lessons Learned</b>				
Data analysis	MEL Specialist and Lead CLA Specialist			
Participation in report writing				
<b>Training for Employment Final Performance Evaluation</b>				
Release the RFTOP for qualified LMOs	Gender and Inclusion Advisor			
Evaluate proposals and select LMO to conduct the Evaluation				
Conduct kick-off meeting with USAID				
Develop and submit the Inception Report				
Commence data collection				
<b>FRPFM Baseline Survey (Phase III)</b>				
Review and Finalization of SoW	Senior MEL Consultant and MEL Specialist			
Hiring Consultant/s	Senior MEL Consultant, MEL Specialist and The Kaizen Program Management Unit			
Kick-Off meeting	Senior MEL Consultant, MEL Specialist, and Activity hired consultant(s)			
Inception Report				
Data collection				
<b>TAKAMOL Training Assessment</b>				
Finalize of SoW	Senior MEL Consultant, MEL Specialist and Activity hired consultant(s)			
Hire consultant/s				

<b>Youth Power Learning Assessment</b>				
Support Youth Power in developing the SoW	Senior MEL Consultant, MEL Specialist and Activity hired consultant(s)			
Agree on roles and responsibilities to conduct the learning assessment				
Launch the assessment				
<b>General Population Survey</b>				
Hire Team Lead (Consultant)	Senior MEL Consultant, MEL Specialist and Activity hired consultant(s)			
Plan with the PRO and meet with DO teams to review and modify survey questions				
<b>Training for Employment Activity (TEA) Data Verification</b>				
Evaluate proposals and select LMO to conduct the data verifications	Senior MEL Consultant, Gender and Inclusion Advisor and Data collectors/LMO			
Conduct kick-off meeting with USAID				
Commence data verifications				
<b>Component 2: Improved Performance Monitoring &amp; Data Analysis</b>				
<b>Subcomponent 2.1: Implementation of the PMP</b>				
<b>Support Mission DO offices with development of PMPs</b>				
Review and Finalization of Activity MEL Plans for IPs	MEL Specialists			
Support GoJ entities (NAF, MoE, MoH) in developing their MEL Plans	MEL Specialists			
<b>Subcomponent 2.2: Data Management and Analysis</b>				
<b>DevResults</b>				
Support Mission and IPs on use of DevResults	MIS Manager and Senior MEL Consultant			
Explore automated Mission indicators tracker	MIS Manager, Web Development Manager and GIS Specialist			
Support the transition of Agency's new Development Information System (DIS)		<i>To be determined</i>		



<b>Geographic Information System (GIS)</b>				
Unify the benefitting entities list	MIS Manager and GIS Specialist			
User training on new methodology as a result of the list of entities				
<b>Knowledge Management Portal (KaMP)</b>				
Promote the portal aim on its primary target audience: IP and USAID staff	MIS Manager and Web Development Manager			
Management and updating KaMP				
<b>Other Support to Data Management and Efficiency</b>				
Technical support to AcceleratorApp users and development of consultant database	MIS Manager, Web Development Manager, GIS Specialist and Senior MEL Consultant			
Implementation of Data Management Plan				
Data visualization				
Use of online/offline data collection tools and analysis				
Develop online web evaluation forms for training conducted by the Activity, in addition to data analysis tools that improve learning and adapting.				
Capacity building of internal Activity team				
Track data needed for the Activity's indicators				
<b>Subcomponent 2.3: Local Capacity Building on MEL</b>				
MoE, MoY, NAF and MoH CB Plan Implementation	Sr. Capacity Building and Training Specialist			
Regular MEL Trainings for IPs and Mission staff				
<b>Component 3: Strengthened Collaborating, Learning, &amp; Adapting</b>				
<b>Subcomponent 3.1: Collaborating, Learning, &amp; Adapting</b>				
Assess the CLA maturity level of IPs and USAID staff	Lead CLA Specialist, Senior Trainer and CLA Specialist			
Support IPs in applying to the USAID CLA Case Study Competition				
Develop pilot CLA events plan for the mission (focusing on gender)				
Develop CLA capacity building plan				

COPR Market Assessment				
Disseminate Beyond Capital Evaluation and Local Economic Development assessment results and lessons learned				
Hold Advanced CLA training for IPs, Mission Staff and LMOs				
Conduct Pause and Reflect session				
<b>Component 4: Enhanced Strategic Communication</b>				
Launch the COPR	Strategic Communications Specialist, Accelerator Manager, Accelerator Specialist			
Data visualization reports of USAID Activities Result Indicators	Strategic Communications Specialist			
Activity's updates, announcements, and results sharing				
Addressing updates on MEL topics				
Coverage of trainings and webinars	Strategic Communications Specialist, Sr. Capacity Building and Training Specialist			
Coverage of LMOs implement Task Orders based on USAID demand	Strategic Communications Specialist, Accelerator Manager, Accelerator Specialist			
Support Data Management team in promoting KaMP	Strategic Communications Specialist, MIS manager			
<b>Component 5: Build Capacity of Local MEL Firms in Jordan</b>				
<b>Organizational Capacity Assessments</b>				
Delivery of targeted TA and other capacity building	Acceleration Manager/Specialist, Sr. Capacity Building and Training Specialist			
Train shortlisted LMOs and facilitate the OCA and MELCA				
OCA and MELCA self-assessment and validation				
<b>Rapid Procurement Mechanism</b>				
Train shortlisted LMOs on accelerator platform	Acceleration Manager/Specialist			
LMOs implement Task Orders based on USAID demand	Acceleration Manager/Specialist			

Approved deliverables and process payments during implementation of MoH Task Order	Acceleration Manager/Specialist			
<b>Community of Practice</b>				
Launch COPR registration and activities	Acceleration Manager/Specialist, Lead CLA Specialist			
Add the COPR to the accelerator platform to encourage peer-to-peer networking and maintain activity	Acceleration Manager/Specialist			
Conduct trainings and webinars for MEL COPR	Acceleration Manager/Specialist, Sr. Capacity Building and Training Specialist			

# ANNEXES



## ANNEX 1: CROSS-CUTTING ISSUES

### 1.1. GENDER EQUALITY AND SOCIAL INCLUSION (YOUTH AND DISABILITIES)

During the reporting period, the Activity conducted reviews of the Local Health System Sustainability Project under the USAID Integrated Health Systems. The reviews focused on how these health systems consider gender indicators, people with disabilities, and incorporate appropriate data collection methods. Following these reviews, the Activity created recommendations on gender indicators that are better aligned with the Mission PMP. In addition, the team advised on how to accurately capture gender and inclusion-related activities and report on the project's impacts on men, women, and other vulnerable groups.

In addition, the Activity celebrated International Women's Day by partaking in The Kaizen Company's annual photo competition, celebrating the tremendous efforts made by women and girls around the world in shaping a more equal future and sustainable recovery from the COVID-19 pandemic. These photos were shared broadly on social media to raise awareness around International Women's Day. An electronic poster was also shared on the Activity's LinkedIn page to celebrate all of women's achievements and promote equal rights and opportunities.

As part of the project's capacity building activities, the Activity's team conducted a gender and social inclusion training for USAID Mission and IP staff which was attended by 24 total participants. The training covered the main concepts of gender and inclusion, USAID requirements, gender analysis tools, and gender-sensitive M&E systems.

The Gender and Inclusion Advisor also developed an awareness presentation for gender and social inclusion in evaluations during the reporting period. This presentation provided the MEL Component team with general guidance and tips on how to include integral gender and inclusion components in evaluations and assessments, as well as how to highlight gender and inclusion in data collection methods, findings and disseminations.

The Activity continues to undertake the entire spectrum of studies and evaluations, ranging from baseline, mid-term and final, performance or impact for current USAID-funded activities as well as assessments for upcoming programs to contribute its design and implementation process. As part of this mandate, the Gender and Inclusion Advisor reviewed the SoW for the upcoming USAID Training for Employment Activity (TEA) performance evaluation to ensure the full incorporation of gender and inclusion aspects throughout the evaluation cycle beginning with the design, data collection methods, findings, conclusions, and recommendations.

The Gender and Inclusion Advisor will also continue to review evaluation and assessment SoWs to ensure gender considerations are incorporated. In addition, she will conduct gender-sensitive M&E training sessions as part of the capacity building component for USAID, IPs, and the selected LMOs. She will also provide general tips and guidance to Activity staff and IPs on engaging a gender lens for different MEL topics.

### 1.2. INSTITUTIONAL STRENGTHENING AND LOCAL CAPACITY BUILDING

The Activity issued its first task order to a LMO during the reporting period. Under the task order, the LMO will deliver services to USAID and the GoJ through a "learning by doing" approach which will build the capacity of both the LMO and the receiving entity. Three additional task orders are in various stages of the procurement process.

During the reporting period, the Activity also launched its organizational and MEL capacity assessment processes by holding two orientation sessions (hybrid with both in person and virtual attendance) for organizations within Tier I and Tier II of the RPM. These trainings will assist LMOs in developing plans to serve as a basis for their future capacity building activities.

### 1.3. POLICY REFORMS

N/A.

### 1.4. ENVIRONMENTAL COMPLIANCE

An Initial Environmental Examination (IEE) No. ME-16 49 was approved for the Activity on August 22, 2016. The IEE covers activities expected to be implemented under this contract as activities are limited to technical assistance, research and evaluation, training, and capacity building. USAID had determined – per 22 Code of Federal Regulations (CFR) 216.2 (c)(1)(ii) – that a Categorical Exclusion applies to these activities, as they are not expected to have a significant negative effect on the physical or natural environment. Activities covered under this Quarterly Report were within the scope of the approved 2016 environmental documentation.

### 1.5. SCIENCE, TECHNOLOGY, AND INNOVATION

The Activity continued to develop its online accelerator platform to support the RPM. The OCA and MELCA were issued to LMOs through the platform, which enables our team to efficiently validate the results of these self-assessments. The platform also enables knowledge management through a library for documents, task management, and messaging. For example, the Accelerator Team conducts the Question and Answer period for all Task Order solicitations through the platform's integrated email system, which helps centralize communications and improve transparency with the LMOs. The team continues to explore opportunities to further customize the accelerator platform for procurement, capacity building, metrics, and communications within the Accelerator Program.

### 1.6. SUSTAINABILITY

The Activity's goal is to build the MEL capacity of local organizations in Jordan in a sustainable form. We, therefore, opted to use a learning-by-doing approach, especially with our GoJ partners. The Activity applied theoretical and practical capacity building activities with three GoJ entities.

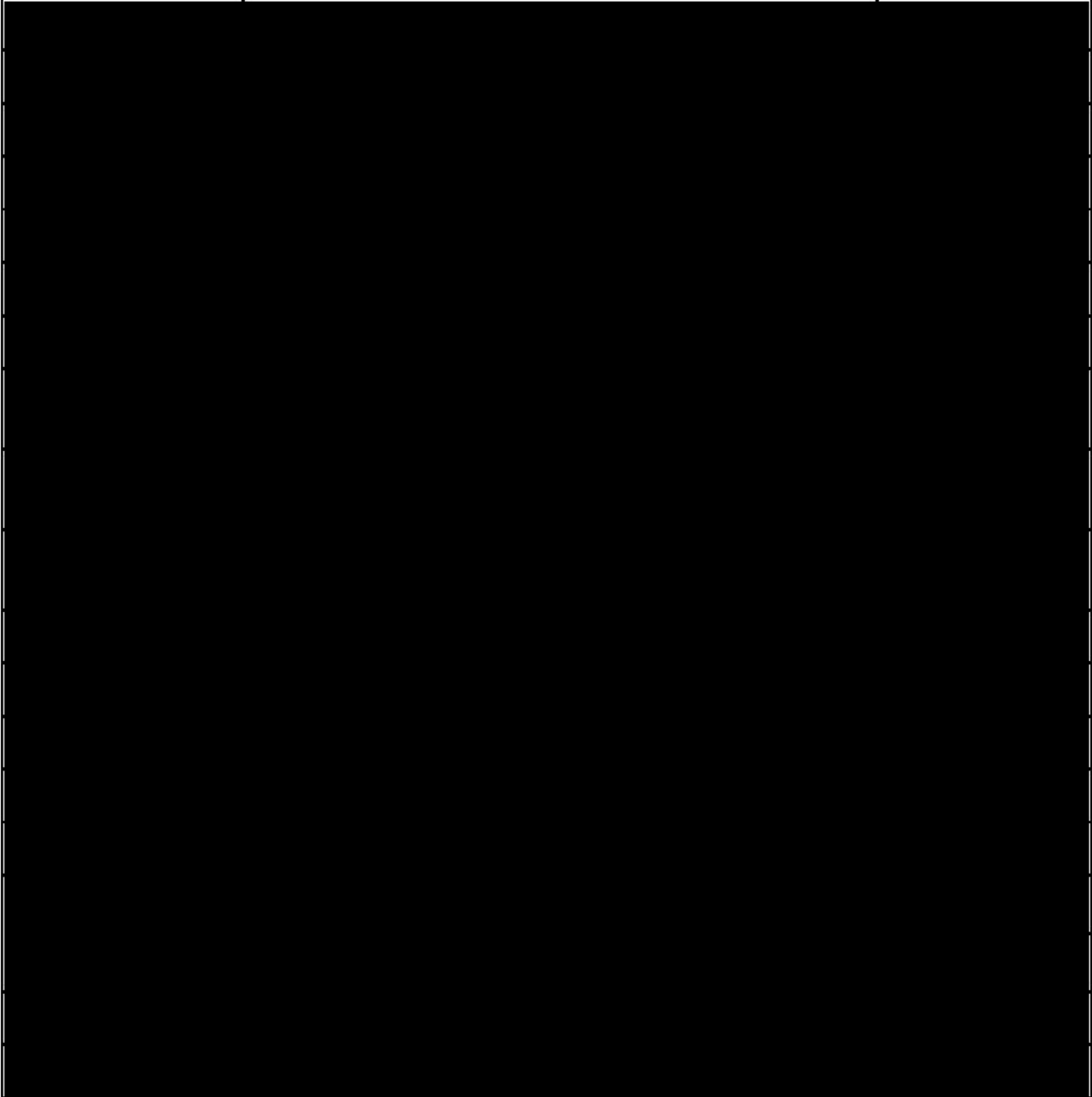
The Activity also hired a consultant to assess the Jordanian market and identify a local partner to implement the Community of Practice. This community will be the target of sustained trainings and capacity building efforts over the life of the project. By identifying a local partner to implement the Community of Practice early on in the process, we aim to ensure sustainability of this peer-to-peer network, after the Activity closes.

## ANNEX 2: CURRENT AND DEPARTING STAFF

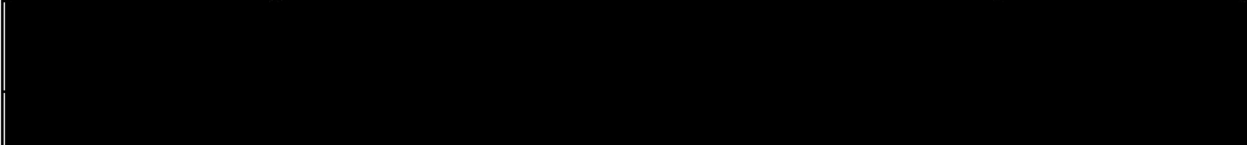
Table 1: Staff List as of March 2021		
Name	Role	Approx. Start Date
<b>Field Office Staff</b>		
<b>Home Office Staff</b>		



**Short-Term Technical Assistance**



**Subcontractors**



**Service Providers**





**Table 2: Staff Departures**

Name	Role	Start Date	Departure Date
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[Redacted content]			
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## ANNEX 3: INDICATOR PERFORMANCE TRACKING TABLE

The Activity team recently revised its Activity MEL Plan and is now establishing a system to monitor and report on the new indicators. These new indicators will be shared with USAID for review and approval.

Indicator No./Name	Description	Disaggregation	Frequency of Data Collection	Data Collection Tool	Baseline	FY2020 Actual	FY2021 Target	Q1 FY2021 Actual	Q2 FY2021 Actual	FY2022 Target	FY2023 Target	LOP Target
<b>IR 1: Local MEL Capacity Improved</b>												
J.Other.MELA.1-a	% of USG-assisted organizations with improved performance (F indicator # CBLD-09)	Type of Organization, Ownership/Management of Organization, OCA categories: technical, operational/management, financial management	Annual	Self-administered MEL OCA	N/A	N/A	N/A	0	N/A	60%	N/A	N/A
<b>Sub-IR 1.1: Local stakeholders capable of contracting USAID MEL activities</b>												
J.Other.MELA.1.1-a	# of LMOs compliant to USAID contracting requirements (OCA scores improved)	Type of LMO, Ownership of Organization, MEL Service Categories	Annual	MELA subcontracts in Accelerator and Assignment Tracker	N/A	0	TBD	0	N/A	N/A	N/A	N/A
J.Other.MELA.1.1-b	# of task orders on MEL tasks with LMOs (Internal indicator)	Type of LMO, Ownership of Organization, MEL Service Categories, USAID Sector	Quarterly	N/A	N/A	0	5	0	1	NA	N/A	N/A
<b>Sub-IR 1.1.1: Increased capacity of LMOs to provide MEL services (i.e., evaluations, assessments, surveys, &amp; monitoring)</b>												

J.Other.MELA.1.1.1-a	# of person hours of training completed in MEL as a result of USG assistance (LMOs)	Gender, Age, Capacity Building Type, Capacity Building Area, Type of MEL participant	Quarterly	MELA training forms with attendance sheets	0	0	500	0	0	1728	2112	4340
J.Other.MELA.1.1.1-b	# of MEL capacity assessment scores improved	Type of LMO, Stage of MEL Action Plan, Ownership of Organization	Annual	N/A	0	0	0	0	0	4	8	12
<b>Sub-IR 1.2 Increased MEL capacity of USAID, IPs, GoJ, and MEL stakeholders</b>												
J.Other.MELA.1.2-a	# of person hours of training completed in MEL as a result of USG assistance (USAID, IPs, GoJ, and MEL stakeholders)	Gender, Age, Capacity Building Type, Capacity Building Area, Type of MEL participant	Quarterly	MELA training forms with attendance sheets	0	438	1845	982	386	2760	3216	8259
J.Other.MELA.1.2-b	Average rating of the quality and usefulness of the MEL trainings (Internal Indicator)	Gender, Participation Method, Age, Capacity Building Area, Capacity Building Type	Quarterly	Post training/webinar evaluation forms	0	0	4	4.33 Quality 4.35 Usefulness	4.26 Quality 4.52 Usefulness	4.2	4.5	N/A
J.Other.MELA.1.2-c	# of GoJ offices supported by MELA that have capacity to implement quality monitoring	GoJ Ministry, USAID Sector, MEL Service Categories	Annual	GoJ PGS Qualifying Rating form	0	0	4	0	N/A	9	15	28



	systems and other MEL activities. [J2SR]											
<b>IR 2: High quality, timely MEL activities improved</b>												
J.Other.MELA.2-a	IPs and USAID identify best practices and lessons learned based on indicator data and evaluations	USAID Sector	Annual	BP/LL matrix	N/A	0	10	0	N/A	N/A	N/A	N/A
<b>Sub-IR2.1: MELA supports IPs to develop and implement high quality MEL Plans consistent with the Missions PMP</b>												
J.Other.MELA.2.1-a	# of MEL Plans reviewed by MELA (Internal indicator)	USAID Sector	Annual	N/A	N/A	0	5	2	2	5	5	15
J.Other.MELA.2.1-b	# of Data Quality Assessments (DQA) conducted	USAID Sector	Annual	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A
J.Other.MELA.2.1-c	% of required PMP Indicators being reported in DevResults on schedule	USAID Sector	Quarterly	N/A	N/A	19%	N/A	N/A	N/A	N/A	N/A	N/A
<b>Sub-IR 2.2: Increased utilization of evaluation, assessment, and survey findings</b>												
J.Other.MELA.2.2-a	% of evaluations and assessments with evidence that findings were utilized	USAID Sector, Type of Participant	Quarterly	Key informant phone interview notes, quick survey	N/A	0	50%	N/A	0	50%	60%	60%



	(internal indicator)											
<b>Sub-IR 2.2.1: High quality evaluations, assessments, and surveys conducted</b>												
J.Other.MELA.2.2.1-a	# of evaluations and assessments conducted (Internal indicator)	USAID Sector, Type of LMO, Evaluation/Assessment Implementer, Evaluation/Assessment	Quarterly	Assignment tracker	N/A	0	4	2	1	4	4	16
J.Other.MELA.2.2.1-b	Average quality rating of evaluations and assessments conducted by MELA.	USAID Sector, Evaluation/Assessment, Evaluation/Assessment Implementer, Type of LMO	Annual	Assignment rating forms	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Sub-IR 2.3: MELA Supports USAID to develop and utilize PMP results to monitor progress, identify best practices, and correct course when needed</b>												
J.Other.MELA.2.3-a	# of DOs and learning agendas supported by MELA (internal indicator)	USAID Sector	Annual	N/A	N/A	0	5	N/A	N/A	N/A	N/A	N/A
J.Other.MELA.2.3-b	# of MEL tools developed by MELA	Type of document (Guidelines, templates, SoWs, processes, publications*, protocols**)	Annual	N/A	N/A	0	N/A	1	1	N/A	N/A	N/A
<b>IR 3: Collaborating, Learning and Adapting (CLA) adopted and practiced by USAID/Jordan, USAID IPs, and local MEL stakeholders (e.g., local MEL organizations, MEL academia, GoJ)</b>												
J.Other.MELA.3-a	% of "pause and reflect" sessions by	USAID Sector, Type of Participant	Annual	"Pause and reflect" notes with	N/A	0	6	3	1	N/A	N/A	N/A

	USAID, and IPs that result in actions taken to improve development practices, MEL tasks, and related strategies			outcomes notes on MELA activity tracker								
J.Other.MELA.3-b	MEL Community of Practice (COPR) is expanded and convenes routinely	Gender, Type of MEL participant, Age, Participation Method	Quarterly	MEL Community of Practice quarterly meeting minutes (attendance & timing of meetings) as well as records of meetings	N/A	0	100 members, 4 meetings	0	N/A	N/A	N/A	N/A
<b>Sub IR:3.1: Local MEL stakeholders engaged regularly in learning events</b>												
J.Other.MELA.3.1-a	# of workshops and webinars conducted on topics that enhance learning and knowledge management. [J2SR]	Participation Method, USAID Sector, With/Without MELA	Quarterly	Workshop and webinar forms with attendance sheets	N/A	0	4	0	N/A	N/A	N/A	N/A
<b>Sub-IR3.2: MEL stakeholders demonstrate capacity to use data for planning, decision making and course correction</b>												
J.Other.MELA.3.2-a	# of IPs, USAID DOs and GoJ partners that use data for planning and	Type of MEL participant, USAID Sector	Annual	Online rapid survey	N/A	0	5	1	0	N/A	N/A	N/A

	course correction.											
<b>Cross IR 1: Capacity for data management, analysis, communications and outreach skills strengthened</b>												
J.Other.MELA.Cross1-a	Number of MELA, LMO and IP MEL reports and other platforms of data presentation that utilize good data visualization (Internal indicator)	Type of MEL Reports/tools, USAID Sector	Quarterly	MELA data presentation review	0	10	20	2	6	12	12	54
J.Other.MELA.Cross1-b	Number of communication events where attendees agree that the event effectively conveyed the intended messages (Internal indicator)	Capacity Building Type, Gender, Organization type	Annual	N/A	0	5	19	4	5	4	4	32
<b>Cross IR 2: Gender and Inclusion</b>												
J.Other.MELA.Cross2-a	% of IP MEL Plans aligned with the Mission gender indicators as a result of MELA support	USAID Sector	Annual	N/A	N/A	0	N/A	2	2	N/A	N/A	N/A
J.Other.MELA.Cross2-b	# of Gender sensitive M&E trainings	Type of MEL participant	Annual	N/A	N/A	0	N/A	1	1	N/A	N/A	N/A

	conducted/Internal Indicator											
J.Other.MELA.Cross2-c	% of MEL efforts that are gender and youth inclusive	Evaluation designs, Data collection, Reports, Assessments, Productions and events	Annual	DQAs and Gender Advisor's inclusion score sheets	N/A	9	N/A	2	2	N/A	N/A	N/A

## ANNEX 4: GEOGRAPHIC DATA REPORTING

The table below shows the number of Activity trainees based on their organization location.

Activity Trainee Locations									
Training Title	Ajlun	Amman	Aqaba	Balqa	Irbid	Karak	Ma'an	Madaba	Grand Total
Gender and Social Inclusion training	0	22	0	0	0	0	0	0	22
Introduction to Collaborating, Learning, and Adapting (CLA)	0	25	0	0	0	0	1	0	26
Introduction to ToC and Logframe - 2	0	12	0	0	0	0	1	0	13
Reporting Writing MOY Training	0	6	0	0	0	0	0	0	6
<b>Total</b>	<b>0</b>	<b>59</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>67</b>



## ANNEX 5: SUCCESS STORIES

### FISCAL REFORM & PUBLIC FINANCIAL MANAGEMENT EVALUATION: ASSESSING EFFECTIVENESS AND HIGHLIGHTING RECOMMENDATIONS FOR FUTURE SUPPORT

The USAID Monitoring, Evaluation, and Learning Activity conducted a two-phase external evaluation and assessment of the USAID-funded Fiscal Reform and Public Financial Management Project from June to November 2020. The evaluation and assessment used a mixed-method approach of desk reviews, field interviews, and focus group discussions with key stakeholders to assess the project's sustainability, effectiveness, and its ability to address government priorities. The evaluation team also identified challenges, lessons learned, and recommendations for future interventions.

The field research consisted of 28 key informant interviews and five focus group discussions. Many of these were conducted on-site at the Jordanian Ministry of Finance and incorporated internet conferencing capabilities. Interviewees included FRPFM project staff, Government of Jordan officials from the Ministry of Finance, the General Budget Department (GBD), the Income and Sales Tax Department (ISTD), the Studies and Economic Policy Directorate (SEPD), the Customs Department, the Department of Lands and Survey (DLS), governorates, other ministries, and representatives of USAID and the donor community.

All focus group participants were government employees who had direct experience with the Fiscal Reform Project. Most participants engaged in workshops and training courses conducted by the project and more than half expressed the view that institutional capacity building was the most important issue addressed by the project. Respondents cited many achievements, but from the perspective of these participants, the main achievements of the Fiscal Reform Project concerned institutionalized training. Most participants shared the perspective that the most important challenge to efficacy was limited project funding. Participants also identified the following areas as relatively important for achieving sustainable results in a follow-on project: 1) continued capacity building, 2) continued development of e-services, and 3) continued work in automating the financial management system.

Lessons learned and suggestions for a new project stressed better monitoring of project results, more practical and hands-on training, and closer coordination between the project and the Ministry of Finance (MOF) to catalyze greater engagement from the Ministry concerning project implementation.

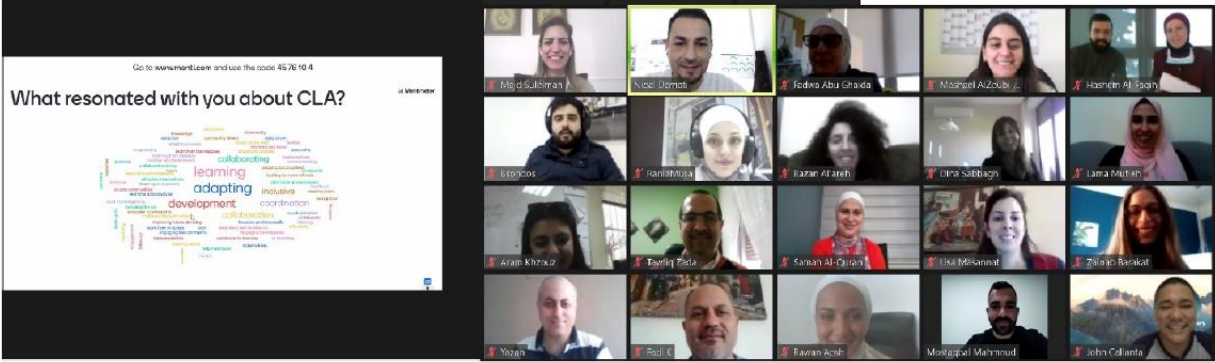
To access **phase I evaluation report on DEC**, please click [here](#) | on KaMP, please click [here](#)

To access **phase II evaluation report on DEC**, please click [here](#) | on KaMP, please click [here](#)



## “INTRODUCTION TO COLLABORATING, LEARNING AND ADAPTING” TRAINING FOR THE USAID MISSION STAFF AND IMPLEMENTING PARTNERS

The USAID Monitoring, Evaluation, and Learning Activity conducted an introduction to Collaborating, Learning, and Adapting (CLA) virtual training on January 11 for USAID Mission staff and its Implementing Partners. This training aligns with USAID’s focus on improving evidence-based decision making by incorporating CLA practices. A total of 27 participants including MEL Specialists and technical staff from the Mission and Implementing Partners attended the training. Participants received an introduction about Collaborating, Learning, and Adapting including CLA principles, program cycle and framework. USAID implementing partners are encouraged to report the results of their development activities utilizing CLA approaches.



Group photo for the Mission and Implementing Partners attending the virtual training session. Photo by: MELA

## TWELVE LOCAL MEL ORGANIZATIONS ATTENDED ORIENTATION SESSION ON THE ACCELERATOR'S NEXT STEPS

The USAID Monitoring, Evaluation and Learning Activity implemented an introductory session to 12 local Monitoring, Evaluation and Learning (MEL) organizations who were ranked Tier 1 and Tier 2 within the Activity's Accelerator Program. The session aimed to encourage these organizations to self-assess their organizational and MEL technical capacities. Through this assessment, the USAID Activity will be able to understand the organizational and MEL technical capacity of the participated organizations in several areas including: Governance and Legal Structure, Financial Management and Internal Control Systems, MEL Human Resources, MEL Technical Resources, and MEL Reporting.



*A mix of online and in-person orientation session was conducted by the Monitoring, Evaluation and Learning Activity team to the 12 local MEL organizations. Photo by USAID Monitoring, Evaluation and Learning Activity.*

Based on the self-assessment's scoring, the organizations will be able to identify their strengths and areas for improvement and work with the USAID Monitoring, Evaluation and Learning Activity to develop their capacity improvement plans. The self-assessment not only helps the organizations reflect on their processes and functions against benchmarks, but it also promotes organizations' ownership of their capacity improvement plans.

Eventually, these organizations will engage with technical assistance and other customized support that will be designed based on their capacity development plans. This will enable them to ultimately graduate from the MEL accelerator to bid on USAID opportunities on their own, while simultaneously strengthening their technical capacity and operational and financial management systems.

## THE USAID'S ACCELERATOR ENABLES A LOCAL MEL ORGANIZATION TAKES A BIG STEP TOWARDS SELF-RELIANCE

The USAID Monitoring, Evaluation, and Learning Activity has recently awarded its first Task Order to Mindset, a local organization specialized in qualitative and quantitative market research, to provide Monitoring, Evaluation and Learning (MEL) capacity building services to the Ministry of Health under the G2G Partnership for Health and Family Planning Project.

During the implementation phase, scheduled to start on March 1, 2021, The USAID Activity will provide Mindset with technical and institutional support needed to implement Capacity Building activities that focuses on three main interventions: The development of the Monitoring, Evaluation, and Learning Plan for the award, Conducting Basic MEL training to the Ministry staff responsible for data collection and analysis, and then providing them with the on the job support needed to help them report on their MEL Plan performance indicators.

The Task Order comes after a robust evaluation process to applications submitted by four eligible local organizations engaged in the Activity's Accelerator. This award demonstrates the efficiency of the Activity's Accelerator in providing opportunities for local organizations to bid on USAID opportunities that support the Government of Jordan, while simultaneously strengthening their technical capacity and operational and financial management systems.



*Mindset staff present their approach during the Task Order Virtual Kick-off meeting to USAID and Monitoring, Evaluation and Learning Activity.*



## ASSESSING POTENTIAL ECONOMIC AND GOVERNANCE BENEFITS OF STREET NAMING AND BUILDING NUMBERING



The USAID Monitoring, Evaluation and Learning Activity conducted an assessment for Street Naming and Building Numbering Initiative (SNBN) implemented by USAID CITIES Activity between August and December 2020 using a mixed method approach, utilizing qualitative and quantitative data from primary and secondary sources. The Assessment intends to explore the potential economic and governance benefits of the initiative.

Specifically, this assessment answered the following questions, including: 1) What are the Jordanian and international comparative experiences of implementing systematic SNBN, and to what extent can SNBN contribute to sustainable Gross Domestic Product (GDP) growth in Jordan? 2) What are the financial benefits and costs to implementation of SNBN nationwide in Jordan? 3) Compare the benefits and costs and identify the return-on-investment ratio associated with the scaling up of SNBN nationwide.

The assessment findings showed that nationwide SNBN expansion has significant potential to grow the economy and improve delivery of certain public services. It can also increase the efficiency of public utilities.

*You can access the full assessment report at the Development Experience Clearinghouse [DEC](#) or at the USAID Jordan Knowledge Management Portal [KaMP](#).*

## “GENDER AND SOCIAL INCLUSION” TRAINING FOR USAID AND IMPLEMENTING PARTNERS

The USAID Monitoring, Evaluation, and Learning Activity conducted a virtual training session on Gender and Social Inclusion in Monitoring, Evaluation and Learning on March 15 for 22 USAID and Implementing Partner staff members. During the training, participants learned key concepts and definitions about gender, why it is important, what are the challenges facing gender and social inclusion. Participants had also the chance to learn about USAID Gender policy and requirements, key issues to be considered during the project cycle for gender and social inclusion, and how to develop a gender and social inclusion sensitive Monitoring, Evaluation and Learning plan. This training will be followed by a series of additional trainings specializing in gender and social inclusion.

## “REPORT WRITING SKILLS” TRAINING FOR THE STAFF OF THE MINISTRY OF YOUTH

As part of its capacity building plan to USAID Government of Jordan (GoJ) partners, The USAID Monitoring, Evaluation, and Learning Activity conducted a three-day in-person training workshop on Report Writing Skills for Seven staff from the Ministry of Youth (MoY). The training is intended to strengthen the capacity of the Ministry of Youth staff in “Report Writing” in general, with special emphasis on reporting on USAID reporting requirements, Monitoring, Evaluation, and Learning Plan and Performance Indicators reporting. The training was customized to the MoY needs and more specifically the MEL plan that was developed last summer with the support of The USAID Monitoring, Evaluation, and Learning Activity.



The USAID Monitoring, Evaluation, and Learning Activity has designed this training so that by the end of the course, participants will understand the importance of writing a quarterly report that meets USAID requirements and develop skills related to presenting data and information in narrative reports, in addition to understanding the structure, components, and characteristics of a quality narrative report.

# ANNEX 6: TRAINING REPORT

A - [Training Summary \(linked here\)](#)

J.Other.MELA.1.2-a 8 of person hours of training completed in MEL as a result of USG assistance (USAID, IPs, GOI, and MEL stakeholders)

Date	Organization Name	Training Course Title	No. of Training Hours	Total No. of Participants	Total Training Hours	Sex		Age						Capacity Building Type				Capacity Building Area		Type of MEL Participant											
						Female		Male		Youth (18-29)		Adult (30-49)		Adult (50 and above)		Classroom Training	Webinar	On the job coaching	Internship	MEL	Other Organizational Area	IP		USAID		GOI		Individual		LMO	
						No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours							No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours
						No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours	No.	Training Hours
11 Jan.	IPs and Mission	Introduction to CLA	4	26	108	16	68	10	40	13	52	11	48	2	8		X			X		22	88	4	20		0		0		0
8-9 Feb.	IPs and Mission	Introduction to TOC and Logframe	8	13	104	9	72	4	32	5	40	7	56	1	8		X			X		10	80	3	24		0		0		0
13 Mar.	IPs and Mission	Gender and Social Inclusion	3	22	88	18	67	3	9	7	21	13	39	2	6		X			X		16	48	6	18		0		0		0
29-31 Mar.	MoY	Report Writing	18	6	108	3	54	3	54	3	54	3	54		0	X				X			0		0	6	108		0		0
						386	251	135		167	197	22									216	62	108	0	0						



B- Training Evaluation Results




# Introduction to Collaborating, Learning, and Adapting - Training Evaluation Results

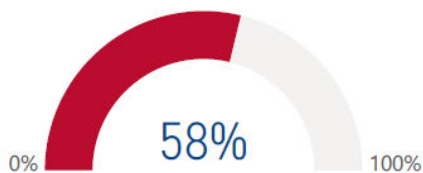
## Knowledge & Learning

"Before & After" comparison of knowledge gained in the following areas according to respondents' perception:

- CLA principles
- How CLA fits in the program cycle
- CLA framework components




Knowledge Level (Before)



58%

Knowledge Level (After)



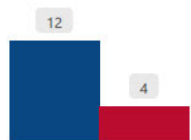
82%

Below 60% : **Red**  
 Between 60% - 75% : **Yellow**  
 Above 75% : **Green**

## Type of Respondents' Organizations


● USAID Implementing Partner ● USAID Mission

Number

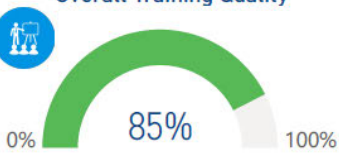


**16**

# of respondents




### Overall Training Quality



85%

% of respondents' overall rating of training quality

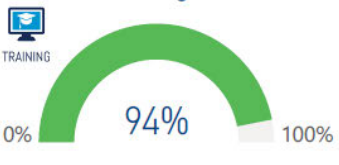
### Facilitator



93%

% of respondents who felt the facilitator was prepared, knowledgeable, responsive, and used a variety of methods

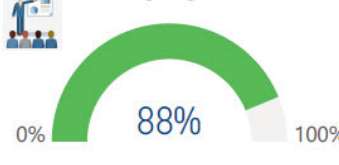
### Overall Training Usefulness



94%

% of respondents' overall rating of training usefulness

### Training Organization



88%

% of respondents who felt the training in general was well organized

## Training Design and Content



86%

% of respondents who felt the training was relevant, its objectives were identified & met, and its duration was sufficient



88%

% of respondents who felt virtual training was easily accessed, interactive, and excellent in connectivity & voice quality



90%

% of respondents who will share learning with others and implement knowledge gained

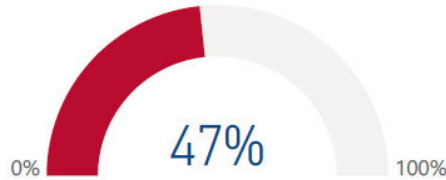
# Introduction to TOC and Logframe – Training Evaluation Results

## Knowledge & Learning

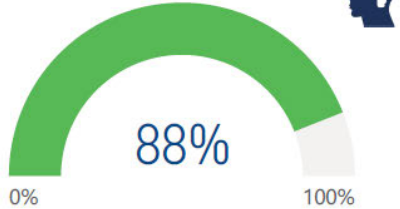
"Before & After" comparison of knowledge gained in the following areas according to respondents' perception:

- Understanding the critical role of TOC and Logframe as planning and learning tools, how and when to use them
- Understanding the TOC components and learning how to define specific, measurable outcomes.
- Understanding how the TOC informs the entire Project Cycle.

### Knowledge Level (Before)

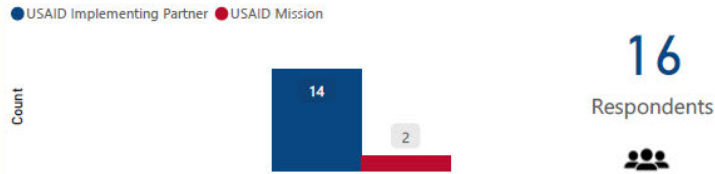


### Knowledge Level (After)

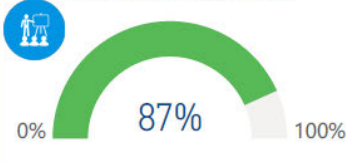


Below 60%: **Red**  
 Between 60% - 75% : **Yellow**  
 Above 75% : **Green**

## Type of Respondents' Organizations

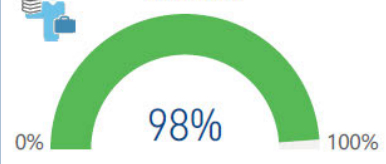


### Overall Training Quality



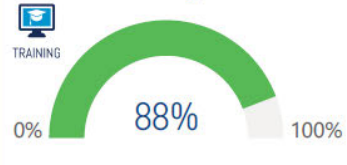
% of respondents' overall rating of training quality

### Facilitator



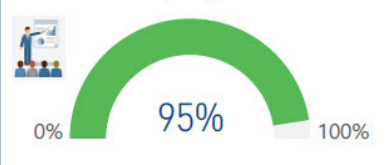
% of respondents who felt the facilitator was prepared, knowledgeable, responsive, and used a variety of methods

### Overall Training Usefulness



% of respondents' overall rating of training usefulness

### Training Organization



% of respondents who felt the training in general was well organized

## Training Design and Content



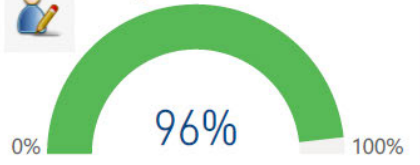
% of respondents who felt the training was relevant, its objectives were identified & met, and its duration was sufficient

### Virtual Training



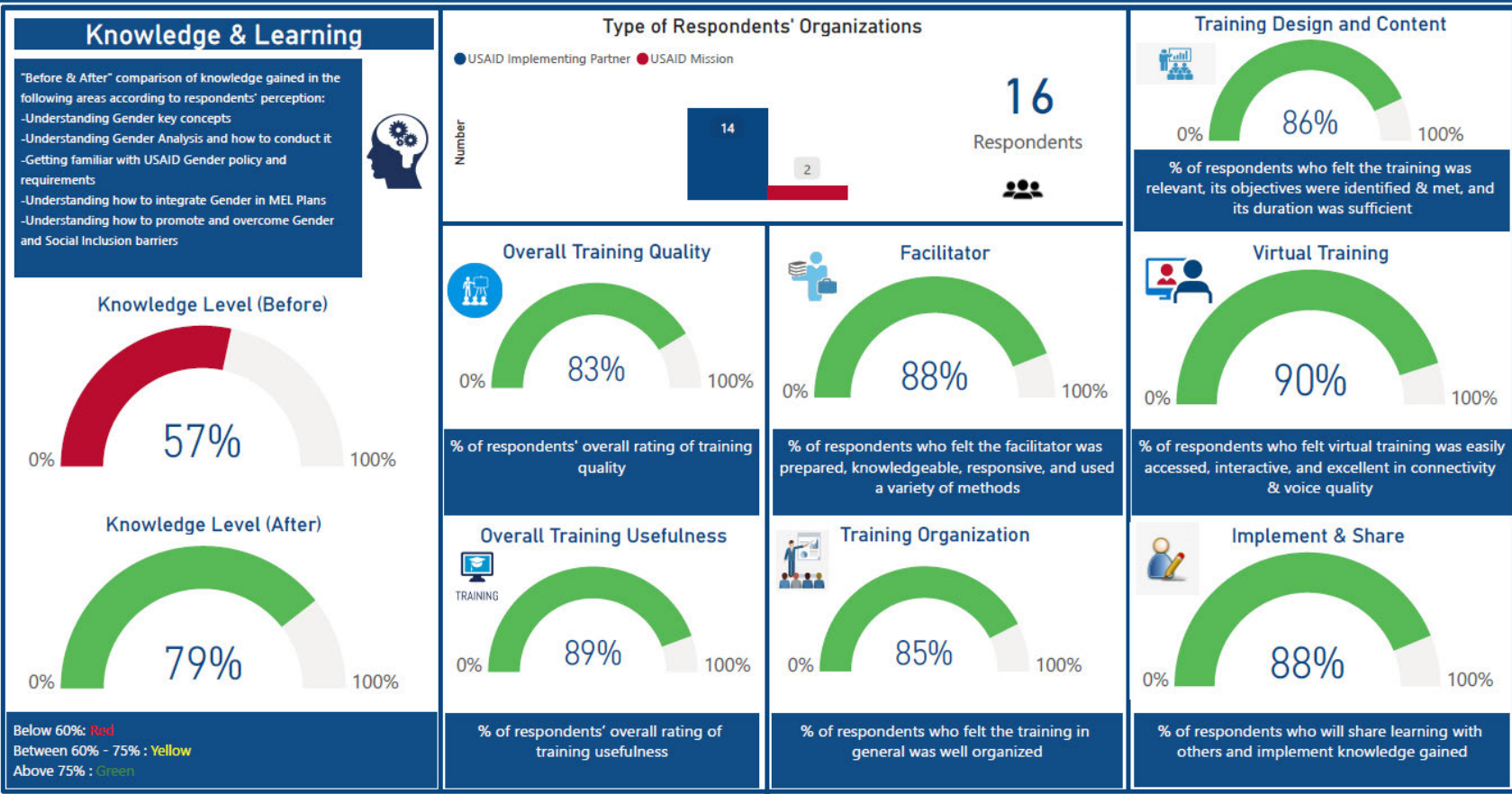
% of respondents who felt virtual training was easily accessed, interactive, and excellent in connectivity & voice quality

### Implement & Share



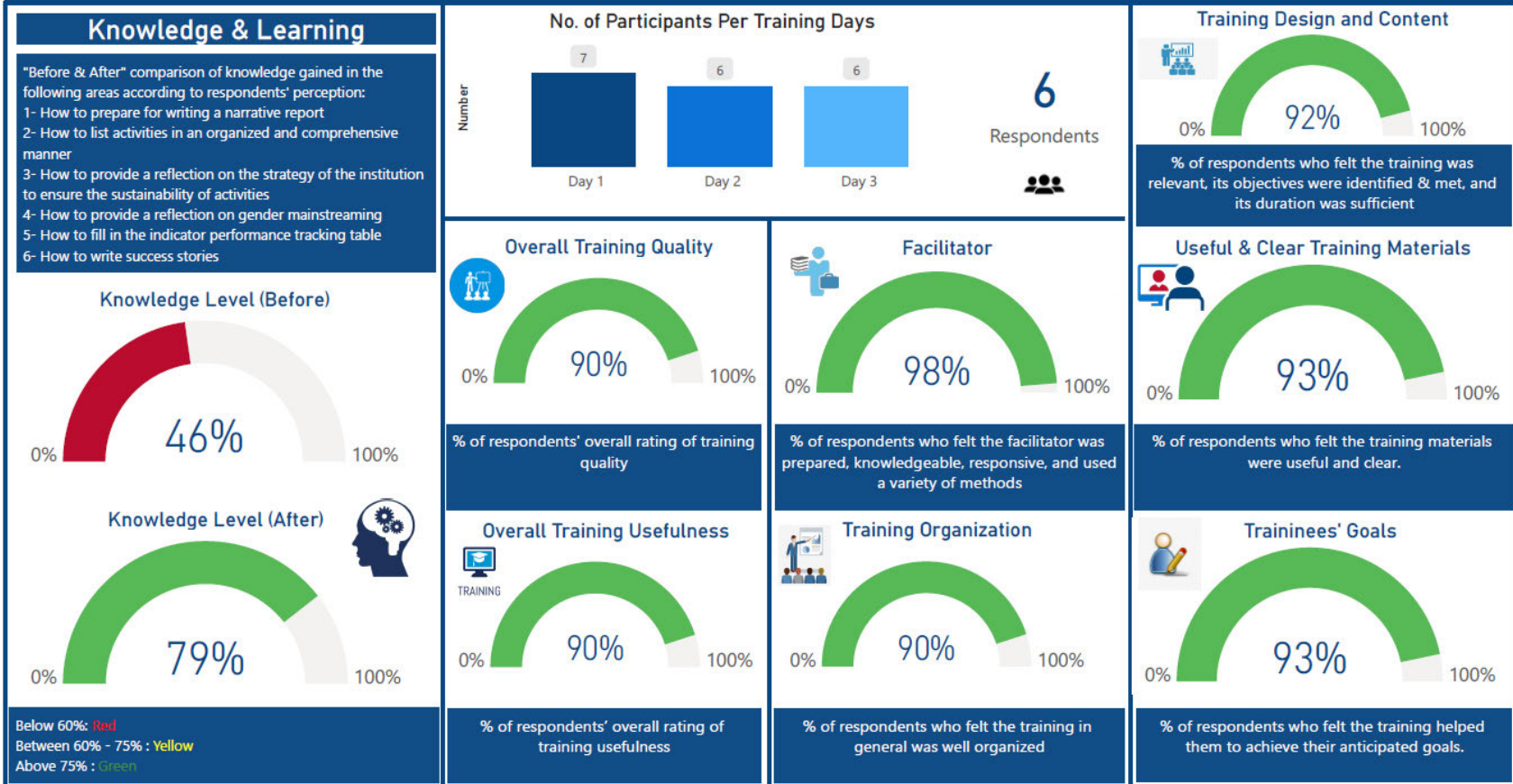
% of respondents who will share learning with others and implement knowledge gained

# Gender & Social Inclusion – Training Evaluation Results





# Report Writing Skills for the Ministry of Youth Staff - Training Evaluation Results



## ANNEX 7: MEDIA CLIPPINGS



وزارة الشباب الأردنية  
15 hours ago

ورشة تدريبية حول مهارات كتابة التقارير لموظفي وزارة الشباب - عمان.

شارك عدد من موظفي وزارة الشباب بورشة عمل تدريبية بعنوان "مهارات كتابة التقارير"، نظماً لمشروع المتابعة والتقييم والمعلم المنسق، من الوكالة الأمريكية للتصميم الدولية.

الورشة التي استمرت ثلاثة أيام جاءت بهدف تعزيز خبرة الموظفين في مجال كتابة التقارير بشكل عام، مع التركيز بشكل خاص على كتابة التقارير المنطقية لمخططة المتابعة والتقييم والنظم ومخرجات الأداء الخاصة بهم. تمكينهم من فهم أهمية كتابة تقرير جيد، وتطوير المهارات المتعلقة بتقييم البيانات والمعلومات في التقارير، والاستخدام الواضح الفعال لمهارات إعداد التقارير بالإضافة إلى فهم جوانب ومكونات وخصائص التقرير الجيد.

وتمحور وزارة الشباب على إنشاء أنظمة المتابعة والتقييم والنظم من شأنها دعم عمليات صنع القرار القائمة على البيانات والأدلة التي تستخدم معلومات دقيقة وموثوقة وذات صلة من مصادر مختلفة.

فريق وزارة الشباب

**Date:** March 30, 2021

**Source:** [Facebook Post by the Ministry of Youth](#)

**Title:** Training workshop on Report Writing Skills for Ministry of Youth's employees.

**Brief:** A number of Ministry of Youth employees participated in a training workshop entitled "Report Writing Skills", held by the USAID Monitoring, Evaluation and Learning Activity.




The three-day workshop aimed at enhancing the ability of employees in the field of writing reports in general, with a special focus on writing reports related to monitoring, evaluation and learning plans and their performance indicators. This will enable them to understand the importance of writing a good report, develop skills related to presenting data and information, and effectively and clearly use reporting skills as well as understand the structure, components and characteristics of a good report.

The Ministry of Youth intends to establish monitoring, evaluation and learning systems that support decision-making processes based on data and evidence that use accurate, reliable and relevant information from various sources.



## ANNEX 8: OCI MITIGATION LOG

Q2 FY21				
Date of Potential OCI Activity	Description of Potential OCI Activity	Risk Level (Low, Med, High)	Mitigation Action(s) Taken (please include names of personnel involved)	Other Comments
February 2021	[REDACTED]	[REDACTED]	[REDACTED]	

# ANNEX 9: ORGANIZATIONAL CAPACITY ASSESSMENT (OCA) TEMPLATE

## Organizational Capacity Assessment

Name of Organization:

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Date of the Most Recent Non-U.S. Organization Pre-Award Survey (NUPAS):

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Date of this OCA:

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Number of Previous OCAs:

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Dates of Previous OCAs:

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### ★ **OCA sub-sections that correspond to Non-U.S. Organization Pre-Award Survey (NUPAS) items.**

Organizations may hover over the Description icon to see if an OCA sub-section corresponds with a NUPAS item. These sub-sections are also marked with an asterisk. For organizations that have NUPAS scores, these sub-sections do not need to be revisited in the first OCA if no significant changes have occurred since the NUPAS (the NUPAS scores can be used instead). However, these sub-sections are not identical to the corresponding NUPAS items, so it may still be useful to include these starred sub-sections in an initial OCA even if no significant changes have occurred. If the organization has addressed any Special Award Conditions or more than a year has passed since the NUPAS, then it will likely be useful to include the starred sub-sections to identify any changes in capacity and any new priority action items. Before deciding to omit the NUPAS-related items in the first OCA, an organization should consider whether additional discussion of issues raised in the NUPAS would be useful for the capacity development action plan. Because USAID does not generally require grantees with fixed obligation grants (FOGs) to have a pre-award survey, the NUPAS-related items would normally be included in a FOG recipient's first OCA.

### ● **OCA items not included in the NUPAS**

**Composition of the Teams:** The OCA can either be conducted with a single set of participants for all sections or different participants for the various sections. The first page of every section lists suggestions for important participants with relevant functions for that set of items. Relying on a single set of participants can increase communications and learning across organizational divisions. However, if separate teams work on different sections simultaneously, the OCA can be done more quickly and with less total staff time.

**Scoring:** To decide on a particular score, the organization should meet all of the criteria for that score. The OCA scores are less important than the process of discussing the organization's strengths and weaknesses, and action planning; scores are used to set priorities for action planning, they are not the ultimate purpose of the exercise. It is helpful to write down notes with explanations, justifications, and/or examples so the organization will remember why they chose that score.

**Action Plan:** The action plan is the most important output from the OCA. It is best to work on the action plan for each sub-section right after the scoring has been done for that sub-section. After the initial action plan has been completed, senior managers should review and consider revising the relative priorities for the various items.

# 1. Governance and Legal Structure

**Section Objectives:** Review the organization’s vision and mission statements, legal registration and compliance, organizational structure, and board composition and responsibility.

**Important Participants:** Chief executive (director), board chair or representative\*, senior managers, legal counsel for the organization (in-house or external), chief financial officer.

**Names and Positions of Participants from the Organization:**

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## ● 1.1 Vision and Mission

**Subsection Objectives:** Assess the clarity of the organization’s statements of its purpose and values and how they have been shared and applied.

**Resources:** Vision and mission statements.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>1.1 Vision and Mission</b> ●	Vision and mission statements are <ul style="list-style-type: none"> <li>● Not written</li> <li>● Written, but not clear and specific</li> <li>● Written, but no longer relevant to the organization’s current purpose or aspirations</li> <li>● Not considered in decisions on priorities and actions</li> <li>● Not included in staff orientation and public communication materials</li> </ul>	Vision and mission statements are written, but <ul style="list-style-type: none"> <li>● Vague and general</li> <li>● Partly relevant to organization’s current purpose or aspirations</li> <li>● Not usually considered in decisions on priorities and actions</li> <li>● Not usually included in staff orientation and public communication materials</li> </ul>	Vision and mission statements are written and <ul style="list-style-type: none"> <li>● Reasonably clear and specific</li> <li>● Relevant to the organization’s current purpose or aspirations, but may need some updating</li> <li>● Usually considered in decisions on priorities and actions</li> <li>● Included in staff orientation and public communication materials</li> </ul>	Vision and mission statements are written and <ul style="list-style-type: none"> <li>● Clear and specific</li> <li>● Relevant to the organization’s current purpose or aspirations</li> <li>● Consistently considered in decisions on and actions</li> <li>● Included in staff orientation and public communication materials</li> </ul>

## 1.2 Legal Requirements and Status ★

**Subsection Objectives:** Determine the organization’s legal registration and compliance with national and local laws.

**Resources:** Registration documents, permits, and approvals; charter, constitution, articles of incorporation, and by-laws; and relevant major laws and regulations (tax, labor, occupational health and safety, and environment).


	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>1.2 Legal Requirements and Status</b> ★ <b>(NUPAS 1.2)</b>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Not legally registered or has an expired registration</li> <li>No charter, constitution, or by-laws</li> <li>Inadequate knowledge or unaware of all permits or licenses required for operation or has not applied for them</li> <li>Inadequate knowledge of its obligations under required licenses and permits</li> <li>Inadequate knowledge of national and local tax, labor, occupational health and safety, environmental, and other laws</li> <li>Not achieved compliance with these laws and is not taking corrective actions</li> <li>Pending legal actions or ownership changes may jeopardize operations</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Applied for legal status, but is not yet legally recognized</li> <li>A charter, constitution, or by-laws, but they are incomplete or out of date.</li> <li>Applied for, but not yet obtained, all permits or licenses required for operation</li> <li>Partial knowledge of national and local tax, labor, occupational health and safety, environmental, or other laws</li> <li>Not achieved compliance with these laws, but has begun taking corrective actions to comply with some laws</li> <li>Pending legal actions or ownership changes may have significant adverse effects on operations</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Legally registered and obtained all required permits and licenses</li> <li>A charter, constitution, or by-laws that are appropriate, but may need some updating</li> <li>Adequate awareness of its obligations under its licenses and permits</li> <li>Adequate awareness of national and local tax, labor, occupational health and safety, environmental, and other laws</li> <li>Achieved substantial compliance with these laws or has corrective actions underway for full compliance</li> <li>Pending legal actions or ownership changes are unlikely to have significant adverse effects on operations</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Legally registered and is in full compliance with all required permits and licenses</li> <li>A charter, constitution, or by-laws that are updated as needed</li> <li>Good awareness of its obligations under its licenses and permits</li> <li>Good awareness of national and local tax, labor, occupational health and safety, environmental, and other laws</li> <li>Achieved full compliance with these laws</li> <li>Pending legal actions or ownership changes do not have significant adverse effects on operations</li> </ul>

## 1.3 Organizational Structure ★



**Objectives:** Assess whether the organizational structure is appropriate.

**Subsection Resources:** Organization chart (organogram) or description of the staffing pattern.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>1.3 Organizational Structure</b>  <b>(NUPAS 1.3)</b>	<p>The organizational structure is</p> <ul style="list-style-type: none"> <li>• Informal or undocumented</li> <li>• Documented, but not followed</li> <li>• Based on inadequately defined departmental or functional responsibilities and lines of authority</li> </ul>	<p>The organizational structure is</p> <ul style="list-style-type: none"> <li>• Documented, but incomplete or out of date</li> <li>• Not usually followed</li> <li>• Based on partially clear roles and responsibilities of departments or functions and lines of authority</li> </ul>	<p>The organizational structure is</p> <ul style="list-style-type: none"> <li>• Documented and adequate, but may require some updating</li> <li>• Usually followed</li> <li>• Based on reasonably clear roles and responsibilities of departments or functions and lines of authority</li> </ul>	<p>The organizational structure is</p> <ul style="list-style-type: none"> <li>• Documented, good and updated as needed</li> <li>• Consistently followed</li> <li>• Based on well-defined roles and responsibilities of departments or functions and lines of authority</li> </ul>



● **1.4 Board Composition and Responsibility** ★

**Objectives:** Assess the board’s composition, terms of reference, procedures and oversight.

**Subsection Resources:** Board membership list; resumes or biographical descriptions of board members, description of board responsibilities, and minutes of board meetings from the last three years.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>1.4 Board Composition and Responsibility</b> ★ <b>(NUPAS 1.5)</b>	<p>An external board has</p> <ul style="list-style-type: none"> <li>● Not been established or is not functional</li> <li>● Little or no independence from management</li> <li>● No regular meetings</li> <li>● No term limits</li> <li>● No process for electing or appointing and removing members and officers</li> <li>● No written terms of reference or does not understand its functions</li> <li>● No written ethics policy or policy is not enforced</li> <li>● Only an advisory role</li> <li>● Limited effectiveness in setting strategies, oversight of finance and administration, and programs</li> <li>● Most board members have weak experience, skills, or contacts</li> </ul>	<p>The external board has</p> <ul style="list-style-type: none"> <li>● Members drawn from a narrow group</li> <li>● Limited independence from management</li> <li>● Regular meetings less than twice a year</li> <li>● Meetings that are not well attended</li> <li>● Ineffective or poorly documented meetings</li> <li>● A weak written terms of reference or limited understanding of its functions</li> <li>● Term limits that are not defined or reasonable</li> <li>● No process for electing or appointing and removing members and officers</li> <li>● A written ethics policy that is weak or not well enforced</li> <li>● Limited effectiveness in setting strategies, oversight of finance and administration, and programs</li> </ul>	<p>The external board has</p> <ul style="list-style-type: none"> <li>● Members drawn from a reasonably broad spectrum</li> <li>● Moderate independence from management</li> <li>● Regular meetings at least twice a year</li> <li>● Meetings that consistently have a quorum</li> <li>● Reasonably effective and adequately documented meetings</li> <li>● An adequate written terms of reference and understanding of its functions</li> <li>● Reasonable, defined term limits</li> <li>● A process for electing or appointing and removing members and officers</li> <li>● A written ethics policy that is adequate and enforced</li> <li>● Reasonable effectiveness in setting strategies, oversight of finance and administration, and programs</li> <li>● Most board members have good</li> </ul>	<p>The external board has</p> <ul style="list-style-type: none"> <li>● Members drawn from a broad spectrum</li> <li>● Good independence from management</li> <li>● Regular meetings at least three times a year</li> <li>● Meetings attended by all or nearly all members</li> <li>● Effective and well documented meetings</li> <li>● A good written terms of reference and understanding of its functions</li> <li>● Reasonable, defined term limits</li> <li>● Open and transparent procedures for electing or appointing and removing members and officers</li> <li>● A written ethics policy that is good and well enforced</li> <li>● Good effectiveness in setting strategies, oversight of finance and administration, and programs</li> <li>● All board members have good</li> </ul>

	<ul style="list-style-type: none"> <li>• Board members do not receive appropriate training</li> </ul>	<ul style="list-style-type: none"> <li>• Most board members have fair experience, skills, or contacts</li> <li>• Board members rarely receive appropriate training</li> </ul>	<p>experience, skills, and contacts</p> <ul style="list-style-type: none"> <li>• Board members receive adequate training</li> </ul>	<p>experience, skills, and contacts</p> <ul style="list-style-type: none"> <li>• Board members receive good training</li> </ul>
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## 2. Financial Management and Internal Control Systems

**Section Objectives:** Review the financial management systems, financial controls, financial documentation, financial statements and financial reporting, and audit experience.

**Important Participants:** Chief executive (director), board chair or representative, chief financial officer, accountant, financial staff, and external auditor.


**Names and Positions of Participants from the Organization:**

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### ● 2.1 Budgeting

**Subsection Objectives:** Assess the ability to budget and plan financial resources.

**Resources:** Annual and multi-year budgets, financial policies and procedures manuals, financial monitoring tools, and revenue and expenditure reports.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>2.1 Budgeting</b> 	<ul style="list-style-type: none"> <li>There is no master budget, just project budgets</li> <li>Core cost budgeting is inadequate</li> <li>Annual master budgets are not well documented or realistic</li> <li>The budget process does not include program and financial staff and is not transparent</li> <li>Project budgets are not realistic, clear, and well documented</li> <li>Indirect costs are not calculated or are based on inadequate methods or data</li> <li>Non-budgeted expenses are extensive and not approved by senior managers or donors as required</li> </ul>	<ul style="list-style-type: none"> <li>Annual master budgets are separate from project budgets, but not well documented</li> <li>Core cost budgeting is adequate, but not aligned with a strategic plan</li> <li>The budget process uses input from program and financial staff, but is not inclusive and transparent</li> <li>Project budgets are realistic, clear, and well documented only with external assistance</li> <li>Indirect costs are calculated with external assistance or are based on weak methods or data</li> <li>Non budgeted expenses are frequent, approved</li> </ul>	<ul style="list-style-type: none"> <li>Annual master budgets are separate from project budgets, and adequately documented</li> <li>Core cost budgeting is adequate and aligned with a strategic plan</li> <li>The budget process is inclusive and partly transparent</li> <li>Project budgets are reasonably realistic, clear, and documented without significant external assistance</li> <li>Indirect costs are calculated without external assistance and based on adequate methods and data</li> <li>Non-budgeted expenses are occasional, approved by senior managers,</li> </ul>	<ul style="list-style-type: none"> <li>Annual master budgets are separate from project budgets and well documented</li> <li>Core cost budget is good and aligned with a strategic plan</li> <li>The budget process is inclusive and transparent</li> <li>Project budgets are realistic, clear, and well documented without external assistance</li> <li>Indirect costs are calculated without external assistance and based on good methods and data</li> <li>Non-budgeted expenses are infrequent, approved by senior managers, and consistently approved by donors as required</li> </ul>

	<ul style="list-style-type: none"> <li>• Multi-year revenue and expenditure projections are not done</li> <li>• Revenues and expenditures are not monitored against budgets</li> </ul>	<p>by senior managers, but not usually approved by donors as required</p> <ul style="list-style-type: none"> <li>• Multi-year revenue and expenditure projections are weak</li> <li>• Revenues and expenditures are monitored against budgets quarterly</li> </ul>	<p>and usually approved by donors as required</p> <ul style="list-style-type: none"> <li>• Multi-year revenue and expenditure projections are adequate</li> <li>• Revenues and expenditures are monitored against budgets monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-year revenue and expenditure projections are reasonably accurate</li> <li>• Revenues and expenditures are monitored against budgets monthly</li> </ul>
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● **2.2 Accounting System** ★

**Subsection Objectives:** Assess the ability to record and report revenues and expenditures in an accurate and timely manner.


**Resources:** Financial policies and procedures manuals, financial monitoring tools, accounting journals, chart of accounts, general ledger, and revenue and expenditure reports.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<p><b>2.2 Accounting System</b></p> <p>★</p> <p>(NUPAS 2.2)</p>	<p>The accounting system is</p> <ul style="list-style-type: none"> <li>● Not using double-entry accounting or it is not reliable</li> <li>● Not based on a standard chart of accounts that corresponds to the general ledger</li> <li>● Manual</li> <li>● Cash based</li> <li>● Not attributing transactions to projects nor comparing them to budget ceilings</li> <li>● Not tracking unallowable expenses, advances, sales taxes, foreign currency conversions, and sub-grants</li> <li>● The organization has a bookkeeper, but no accountant</li> </ul>	<p>The accounting system is</p> <ul style="list-style-type: none"> <li>● Using double-entry accounting, but it is not completely reliable</li> <li>● Based on a standard chart of accounts that corresponds to the general ledger</li> <li>● Manual or computerized</li> <li>● Cash based</li> <li>● Attributing financial transactions to projects, but not comparing them to budget ceilings</li> <li>● Not adequately tracking unallowable expenses, advances, sales taxes, foreign currency conversions, and sub-grants</li> <li>● Not properly recording some payments and receipts</li> <li>● The organization has a partly qualified accountant who reports to the board or a qualified accountant who reports to the chief executive</li> </ul>	<p>The accounting system is</p> <ul style="list-style-type: none"> <li>● Using double-entry accounting that is reliable, but may need some updating to meet current legal and donor requirements</li> <li>● Based on a standard chart of accounts that corresponds to the general ledger</li> <li>● Computerized</li> <li>● Cash or accruals based</li> <li>● Attributing financial transactions to projects and comparing them to budget ceilings</li> <li>● Tracking unallowable expenses, advances, sales taxes, foreign currency conversions, and sub-grants</li> <li>● Properly recording all transactions</li> <li>● The organization has a qualified accountant who reports to the board, but may need some training</li> </ul>	<p>The accounting system is</p> <ul style="list-style-type: none"> <li>● Using double-entry accounting that is reliable and meets current legal and donor requirements</li> <li>● Based on a standard chart of accounts that corresponds to the general ledger</li> <li>● Computerized</li> <li>● Cash or accruals based or a hybrid</li> <li>● Attributing financial transactions to projects and comparing them to budget ceilings</li> <li>● Tracking unallowable expenses, advances, sales taxes, foreign currency conversions, and sub-grants</li> <li>● Properly recording all transactions</li> <li>● The organization has a qualified accountant who reports to the board and regularly updates skills</li> </ul>

● **2.3 Internal Controls (Checks and Balances and Segregation of Duties)** ★

**Subsection Objectives:** Assess whether there are adequate internal controls to safeguard funds and check the accuracy and reliability of accounting data.

**Resources:** Financial manual, accounting journals, chart of accounts, general ledger, financial statements and annexes, and bank records.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>2.3 Internal Controls</b>  <b>(NUPAS 2.8)</b>	<ul style="list-style-type: none"> <li>There is inadequate separation of duties among procurement staff and staff handling revenues</li> <li>Procedures for managing payments, expenditures, and petty cash are inadequate</li> <li>Many payments are made in cash</li> <li>Checks are not secured or do not get signed by at least two authorized people</li> <li>Checks are pre-signed or made out to “cash” or “bearer”</li> <li>Field offices have inadequate internal controls</li> <li>Field office advances are not adequately reconciled and reviewed</li> <li>The organization does not assess financial risks</li> <li>An internal or external audit or assessment of internal controls has not been done or has found uncorrected significant weaknesses or deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>There is weak separation of duties among procurement staff and staff handling revenues</li> <li>Procedures for managing payments, expenditures, and petty cash are weak</li> <li>Few payments are made in cash</li> <li>Checks are secured and signed by at least two authorized people</li> <li>Checks are not pre-signed or made out to “cash” or “bearer”</li> <li>Field offices have weak internal controls</li> <li>Insufficient frequency of reconciling and reviewing field office advances</li> <li>The organization rarely assesses financial risks</li> <li>An internal or external audit or assessment has found significant weaknesses or deficiencies in internal controls that have only been partially corrected</li> </ul>	<ul style="list-style-type: none"> <li>There is adequate separation of duties among procurement staff and staff handling revenues</li> <li>Procedures for managing payments, expenditures, and petty cash are adequate</li> <li>Cash payments are not made above petty cash limits</li> <li>Checks are not pre-signed or made out to “cash” or “bearer”</li> <li>Checks are secured and signed by at least two authorized people</li> <li>Field offices have adequate internal controls</li> <li>Adequate of reconciling and reviewing field office advances</li> <li>The organization periodically assesses financial risks</li> <li>An internal or external audit or assessment has found some weaknesses or deficiencies in internal controls that have been fully corrected</li> </ul>	<ul style="list-style-type: none"> <li>There is good separation of duties among procurement staff and staff handling revenues</li> <li>Procedures for managing payments, expenditures, and petty cash are good</li> <li>Cash payments are not made above petty cash limits</li> <li>Checks are secured and signed by at least two authorized people</li> <li>Checks are not pre-signed or made out to “cash” or “bearer”</li> <li>Field offices have good internal controls</li> <li>Good frequency of reconciling and reviewing field office advances</li> <li>The organization regularly assesses and mitigates financial risks</li> <li>An internal or external audit or assessment has found no significant weaknesses or deficiencies in internal controls</li> </ul>



● **2.4 Bank Account Management** ★

**Subsection Objectives:** Assess whether bank accounts properly separate donor and project funds and personal funds and bank records are properly reconciled and reviewed.

**Resources:** Financial manual, accounting journals, chart of accounts, general ledger, financial statements and annexes, and bank records.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>2.4 Bank Account Management</b>  ★  <b>(NUPAS 2.1)</b>	<ul style="list-style-type: none"> <li>• The organization has no bank accounts</li> <li>• All donor funds are co-mingled in a single bank account</li> <li>• Personal funds of board members or managers are kept in the organization’s bank accounts</li> <li>• Bank accounts are not reconciled and reviewed by management at least once per month</li> </ul>	<ul style="list-style-type: none"> <li>• Donor funds are in separate bank accounts for each award</li> <li>• Personal funds are not kept in the organization’s bank accounts</li> <li>• Bank accounts are usually reconciled and reviewed by management at least once a month</li> </ul>	<ul style="list-style-type: none"> <li>• Donor funds are in separate bank accounts for each award</li> <li>• Personal funds are not kept in the organization’s bank accounts</li> <li>• Bank accounts are consistently reconciled and reviewed by management at least once per month</li> </ul>	<ul style="list-style-type: none"> <li>• Donor funds are in separate bank accounts for each award</li> <li>• Personal funds are not kept in the organization’s bank accounts</li> <li>• Bank accounts are consistently reconciled and reviewed by management at least once per month</li> </ul>

● **2.5 Financial Documentation (Financial Records and Filing) ★**

**Subsection Objectives:** Assess whether the organization has a routine reporting system for financial information and is able to meet various donors’ financial reporting requirements.

**Resources:** Financial reports to government, USAID and other donors; filing system; payment vouchers; and petty cash records.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>2.5 Financial Documentation</b> ★ <b>(NUPAS 2.9)</b>	<ul style="list-style-type: none"> <li>● Financial documentation policies and procedures are               <ul style="list-style-type: none"> <li>○ Not written</li> <li>○ Written, but not supported by adequate records or filing</li> </ul> </li> <li>● Financial files are not kept or are very incomplete</li> <li>● Accounting entries frequently lack proper documentation</li> <li>● Financial files are not readily available</li> <li>● Financial files are not secure</li> <li>● No staff have been designated to manage financial files</li> <li>● No regular practices for backup and recovery of important documents</li> </ul>	<ul style="list-style-type: none"> <li>● Written financial documentation policies and procedures are               <ul style="list-style-type: none"> <li>○ Weak and require significant changes</li> <li>○ Adequate, but not usually followed</li> </ul> </li> <li>● Financial files are kept, but are incomplete</li> <li>● Some accounting entries lack proper documentation</li> <li>● Financial files are readily available</li> <li>● Financial files are secure</li> <li>● Financial files are maintained by designated staff</li> <li>● There may be a large filing backlog</li> <li>● Weak practices for backup and recovery of important documents</li> </ul>	<ul style="list-style-type: none"> <li>● Written financial documentation policies and procedures are               <ul style="list-style-type: none"> <li>○ Adequate, but may require some updating</li> <li>○ Usually supported by adequate records and filing</li> </ul> </li> <li>● Financial files are readily available, reasonably complete, and secure</li> <li>● Accounting entries generally have proper documentation</li> <li>● Financial files are maintained by designated staff</li> <li>● There may be a small filing backlog</li> <li>● Adequate practices for backup and recovery of important documents</li> </ul>	<ul style="list-style-type: none"> <li>● Written financial documentation policies and procedures are               <ul style="list-style-type: none"> <li>○ Good and regularly updated</li> <li>○ Consistently supported by good records and filing</li> </ul> </li> <li>● A good financial filing system exists and financial files are secure, readily available, and complete</li> <li>● Accounting entries consistently have proper documentation</li> <li>● Financial files are maintained by designated staff</li> <li>● There is no significant filing backlog</li> <li>● Good practices for backup and recovery of important documents</li> </ul>



## ● 2.6 Financial Statements and Reporting ★

**Subsection Objectives:** Assess the policies, procedures, and practices for generating financial statements that meet the needs of the organization and comply with government and donor financial reporting requirements.

**Resources:** Financial statements.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<p>2.6 Financial Statements</p> <p>★  (NUPAS 2.11)</p>	<ul style="list-style-type: none"> <li>Internal financial statements are not regularly produced</li> <li>Internal financial statements are inadequate or lack adequate explanatory notes</li> <li>Managers do not regularly review financial statements</li> <li>Managers who review financial statements, but rarely take corrective actions based on the review</li> <li>Financial reports on donor projects are:               <ul style="list-style-type: none"> <li>not prepared; or</li> <li>they are prepared, but not accurate, complete, adequately, or timely documented;</li> <li>only prepared with substantial external assistance;</li> <li>not produced to donor standards;</li> <li>not prepared and approved by separate designated staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Internal financial statements are produced less than once a quarter</li> <li>Financial statements are incomplete or insufficiently documented with explanatory notes</li> <li>Managers do not regularly review financial statements</li> <li>Managers review financial statements, but rarely take corrective actions based on the review</li> <li>Financial reports on donor projects are:               <ul style="list-style-type: none"> <li>mostly accurate, but incomplete;</li> <li>weakly documented;</li> <li>not usually timely;</li> <li>prepared with significant external assistance;</li> <li>do not meet donor standards without much revision;</li> <li>prepared by designated staff, but not approved by others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Internal financial statements are produced at least once a quarter</li> <li>Financial statements are reasonably complete and reliable, but may need better explanatory notes</li> <li>Managers usually review financial statements</li> <li>Managers usually take corrective actions based on reviewed financial statements</li> <li>Financial reports on donor projects are:               <ul style="list-style-type: none"> <li>accurate and reasonably complete;</li> <li>adequately documented;</li> <li>usually timely;</li> <li>prepared without external assistance;</li> <li>meet donor standards with few significant revisions;</li> <li>prepared and approved by separate designated staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Internal financial statements are produced at least once a month</li> <li>Financial statements are complete, reliable, and well documented with good explanatory notes</li> <li>Managers consistently review financial statements</li> <li>Managers consistently take corrective actions based on reviewed financial statements</li> <li>Financial reports on donor projects are:               <ul style="list-style-type: none"> <li>accurate and complete;</li> <li>well documented;</li> <li>consistently timely; prepared without external assistance;</li> <li>meet donor standards with little or no revision;</li> <li>prepared and approved by separate designated staff</li> </ul> </li> </ul>

## ● 2.7 Audit Experience ★

**Subsection Objectives:** Assess whether the organization undergoes routine audits and has a system for addressing audit findings. A key focus of this subsection is whether existing audit practices meet various donors' requirements.

Resources: Audit policy, financial audit reports, and post-audit management plans.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<p>2.7 Audit Experience</p> <p>★ (NUPAS 2.12)</p>	<p>The organization has</p> <ul style="list-style-type: none"> <li>No internal audit system</li> <li>Not had external project audits</li> <li>Not had financial statements audited or reviewed by a recognized third party</li> <li>No written policies, procedures, or practices for managing audits and closing audit findings and recommendations</li> <li>Financial statements that cannot be adequately audited due to their incompleteness, unreliability, or lack of documentation</li> <li>Financial statements or procedures that would receive a qualified opinion, adverse opinion, or disclaimer of opinion, if they were audited</li> <li>Had an accountant or regulatory body communicate a deficiency within the last three years that cannot be easily remedied</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>A weak internal audit system</li> <li>Weak written policies, procedures, and practices for managing audits and closing audit findings and recommendations</li> <li>Had occasional project audits, but no audits of its complete financial statements</li> <li>Financial statements that have received a qualified opinion, adverse opinion, or disclaimer of opinion</li> <li>Had an auditor, accountant, or regulatory body communicate a deficiency in financial statements or procedures within the last three years that has not been fully remedied</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>An adequate internal audit system</li> <li>Adequate written policies, procedures and practices for managing audits and closing audit findings and recommendations</li> <li>Financial statements regularly audited or reviewed by a third party, but not annually</li> <li>Received a qualified opinion on an audit within the last three years, but the issues were not material to financial management and posed little or no fiduciary or performance risk</li> <li>Had an auditor, accountant, or regulatory body communicate a deficiency in financial statements or procedures within the last three years that has been fully remedied</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>A good internal audit system</li> <li>Good written policies, procedures, and practices for managing audits and closing audit findings and recommendations</li> <li>Financial statements audited annually by a third party</li> <li>Received an unqualified opinion in the last audit (not a modified, qualified, adverse or disclaimer of opinion).</li> <li>Had an auditor, accountant, or regulatory body that did not identify any deficiency in financial statements or procedures in the last year</li> </ul>

### 3. Administration and Procurement Systems

**Section Objectives:** Review the operational policies, procedures, and systems, including those for travel, procurement, fixed asset control, and branding and marking as well as management and the degree of management and staff understanding and compliance with these policies, procedures, and systems.

**Important Participants:** Chief executive (director), chief financial officer, accountant, financial staff, external auditor, and IT manager.



**Names and Positions of Participants from the Organization:**

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● **3.1 Operating Policies, Procedures, and Systems**

**Subsection Objectives:** Assess the soundness of operating policies and procedures and the degree of staff understanding and compliance.

**Resources:** Policy and procedures manual.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>3.1 Operating Policies, Procedures, and Systems</b> ●	<p>Operating policies, procedures, and systems are</p> <ul style="list-style-type: none"> <li>● Not written</li> <li>● Inadequate and require substantial changes</li> <li>● Rarely followed</li> <li>● Do not address use of office equipment, supplies, office vehicles, taxis, and personal vehicles; handling of mail, phone, faxes, and photocopying; safety and security; lost or stolen equipment; and the hiring and use of consultants</li> <li>● Forms and approval processes are not appropriately standardized and computerized</li> <li>● No written guidance on client support and provision of goods and services or guidance is rarely followed</li> </ul>	<p>Operating policies, procedures, and systems are written and</p> <ul style="list-style-type: none"> <li>● Weak and require significant changes</li> <li>● Not usually followed</li> <li>● Only partially address use of office equipment, supplies, office vehicles, taxis, and personal vehicles; handling of mail, phone, faxes, and photocopying; safety and security; lost or stolen equipment; and the hiring and use of consultants</li> <li>● Forms and approval processes are not appropriately standardized and computerized</li> <li>● Written guidance on client support and provision of goods and services is inadequate or not usually followed</li> </ul>	<p>Operating policies, procedures, and systems are written and</p> <ul style="list-style-type: none"> <li>● Adequate, but may require some updating</li> <li>● Usually followed</li> <li>● Adequately address use of office equipment, supplies, office vehicles, taxis, and personal vehicles; handling of mail, phone, faxes, and photocopying; safety and security; lost or stolen equipment; and the hiring and use of consultants</li> <li>● Most forms and approval processes are appropriately standardized and computerized</li> <li>● Written guidance on client support and provision of goods and services is adequate and usually followed</li> </ul>	<p>Operating policies, procedures, and systems are written and</p> <ul style="list-style-type: none"> <li>● Good and regularly updated</li> <li>● Consistently followed</li> <li>● Comprehensively address use of office equipment, supplies, office vehicles, taxis, and personal vehicles; handling of mail, phone, faxes, and photocopying; safety and security; lost or stolen equipment; and the hiring and use of consultants</li> <li>● Forms and approval processes are consistently appropriately standardized and computerized</li> <li>● Written guidance on client support and provision of goods and services is good and consistently followed</li> </ul>



## ● 3.2 Travel Policies and Procedures ★

**Subsection Objectives:** Assess the soundness of travel policies and procedures and degree of staff understanding and compliance.

**Resources:** Travel procedures manual; and travel authorizations and travel vouchers.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>3.2 Travel Policies and Procedures</b>  ★  <b>(NUPAS 4.4)</b>	<p>Travel policies and procedures are</p> <ul style="list-style-type: none"> <li>● Not written</li> <li>● Inadequate and require substantial changes</li> <li>● Adequate, but rarely followed</li> <li>● Not supported by adequate records</li> <li>● Not in compliance with donor requirements, including advance approvals</li> </ul> <p>There are no documented, standard per diem rates or they are not followed</p> <p>Travel expense reports</p> <ul style="list-style-type: none"> <li>● Have no standard format</li> <li>● Are not computerized</li> <li>● Are not supported by written trip reports</li> <li>● Are subject to long delays before reimbursement when complete</li> </ul>	<p>Travel policies and procedures are written and</p> <ul style="list-style-type: none"> <li>● Weak and require significant changes</li> <li>● Adequate, but not usually followed</li> <li>● Supported by weak records</li> <li>● Often not in compliance with donor requirements, including advance approvals</li> </ul> <p>There are documented, standard per diem rates that are usually applied</p> <p>Travel expense reports</p> <ul style="list-style-type: none"> <li>● Have a standard format</li> <li>● Are not computerized</li> <li>● Are not usually supported by written trip reports that are centrally filed</li> <li>● Are not usually reimbursed promptly when complete</li> </ul>	<p>Travel policies and procedures are written and</p> <ul style="list-style-type: none"> <li>● Adequate, but may require some updating</li> <li>● Usually followed</li> <li>● Supported by adequate records</li> <li>● Usually in compliance with donor requirements, including advance approvals</li> </ul> <p>There are documented, standard per diem rates that are consistently applied</p> <p>Travel expense reports</p> <ul style="list-style-type: none"> <li>● Have a standard format</li> <li>● Are computerized in spreadsheet software</li> <li>● Are usually supported by written trip reports, but they might not be centrally filed</li> <li>● Are usually reimbursed promptly when complete</li> </ul>	<p>Travel policies and procedures are written and</p> <ul style="list-style-type: none"> <li>● Good and regularly updated</li> <li>● Consistently followed</li> <li>● Supported by good records</li> <li>● Consistently in compliance with donor requirements, including advance approvals</li> </ul> <p>There are documented, standard per diem rates that are consistently applied</p> <p>Travel expense reports</p> <ul style="list-style-type: none"> <li>● Have a standard format</li> <li>● Are computerized and integrated with the travel approval and accounting systems</li> <li>● Are consistently supported by written trip reports that are centrally filed</li> <li>● Are consistently reimbursed promptly when complete</li> </ul>

## ● 3.3 Procurement ★

**Subsection Objectives:** Assess the soundness of procurement policies and procedures and degree of staff understanding and compliance.

**Resources:** Procurement policies, plans, and files; and payment vouchers.


	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>3.3 Procurement</b> ★ <b>(NUPAS 3.1)</b>	Procurement policies and procedures are <ul style="list-style-type: none"> <li>• Not written</li> <li>• Written, but inadequate and require substantial changes</li> <li>• Not followed</li> <li>• Not supported by adequate procurement records</li> <li>• Not monitored for compliance</li> <li>• Include guidance on codes of conduct; fair and open competition; ineligible goods, services, and suppliers; sources; and allowable, allocable, and reasonable costs</li> <li>• Not in compliance with donor requirements, including advance approvals</li> <li>• Not supported with adequate training, including ethics training</li> <li>• At risk due to potential duplicate payments, voucher misuse, reliance on cash payments</li> </ul>	Procurement policies and procedures are written and <ul style="list-style-type: none"> <li>• Weak and require significant changes</li> <li>• Adequate, but not usually followed</li> <li>• Hindered by weak procurement records</li> <li>• Occasionally monitored for compliance</li> <li>• Include guidance on codes of conduct; fair and open competition; ineligible goods, services, and suppliers; sources; and allowable, allocable, and reasonable costs</li> <li>• Usually in compliance with donor requirements, including advance approvals</li> <li>• Supported with occasional training, including ethics training</li> <li>• At risk for duplicate payments, voucher misuse, reliance on cash payments</li> </ul>	Procurement policies and procedures are written and <ul style="list-style-type: none"> <li>• Adequate, but may require some minor changes or updating</li> <li>• Generally followed</li> <li>• Supported by adequate procurement records</li> <li>• Usually monitored for compliance</li> <li>• Include guidance on codes of conduct; fair and open competition; ineligible goods, services, and suppliers; sources; and allowable, allocable, and reasonable costs</li> <li>• Usually in compliance with donor requirements, including advance approvals</li> <li>• Supported with periodic training, including ethics training</li> <li>• Not at risk for duplicate payments, voucher misuse, reliance on cash payments</li> </ul>	Procurement policies and procedures are written and <ul style="list-style-type: none"> <li>• Good and regularly reviewed and revised as needed</li> <li>• Consistently followed</li> <li>• Supported by good procurement records</li> <li>• Consistently monitored for compliance</li> <li>• Include guidance on codes of conduct; fair and open competition; ineligible goods, services, and suppliers; sources; and allowable, allocable, and reasonable costs</li> <li>• Consistently in compliance with donor requirements, including advance approvals</li> <li>• Supported with regular training, including ethics training</li> <li>• Not at risk for duplicate payments, voucher misuse, reliance on cash payments</li> </ul>

● **3.4 Branding and Marking**

**Subsection Objectives:** Assess compliance with the branding and marking requirements of USAID and other donors, where applicable.

**Resources:** Branding and marking plan; and observation of signs at project sites, vehicles, equipment, and publications.



	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>3.4 Branding and Marking</b> 	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Not received any financial support from donors with branding and marking requirements</li> <li>● Received financial support from donors with branding and marking requirements, but has not yet complied with these requirements</li> <li>● No written policies and procedures on branding and marking</li> <li>● Notices required by law or donors are not posted</li> <li>● No logo or tagline</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Had prior donor branding and marking requirements that were not fully met</li> <li>● Been in the process of complying with its first donor branding and marking requirements</li> <li>● Weak written policies and procedures for branding and marking</li> <li>● Notices required by law or donors are not usually posted</li> <li>● A logo and/or tagline</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Had prior donor branding and marking requirements that may have behind schedule, but were eventually fully met</li> <li>● Adequate written policies and procedures for branding and marking that may need some updating</li> <li>● Notices required by law or donors are usually posted</li> <li>● A logo and tagline</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Had prior donor branding and marking requirements that were consistently met in full and on time</li> <li>● Good written policies and procedures for branding and marking that are updated as needed</li> <li>● Notices required by law or donors are usually posted</li> <li>● A well-recognized logo and tagline</li> </ul>

## 4. Human Resource Systems

**Section Objectives:** Assess the quality of staff job descriptions, recruitment approaches, staffing levels, personnel policies, the staff time management and payroll system, staff and consultant history documentation, the staff salary and benefits policy, staff performance management, and staff diversity.

**Important Participants:** Chief executive (director); human resources director and staff.

**Names and Positions of Participants from the Organization:**

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### ● 4.1 Personnel Policies ★

**Subsection Objectives:** Assess whether the organization’s personnel policies conform to good practices and donor requirements.

**Resources:** Personnel policies and procedures.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>4.1 Personnel Policies</b>  ★  (NUPAS 4.1)	Personnel policies and procedures are <ul style="list-style-type: none"> <li>Not written</li> <li>Written, but not followed</li> <li>Inadequate and require substantial changes</li> <li>Not supported by adequate human resource records</li> <li>Not comprehensive in addressing work schedules and locations, salaries and benefits, sick leave and annual leave, performance reviews, employee conduct, disciplinary procedures, grievances, resignations, and terminations</li> <li>Not given to all staff</li> <li>Not in compliance with legal and donor</li> </ul>	Personnel policies and procedures are written and <ul style="list-style-type: none"> <li>Weak and requires significant changes</li> <li>Not usually followed</li> <li>Hindered by weak recruitment and personnel records</li> <li>Partly comprehensive in addressing work schedules and locations, salaries and benefits, sick leave and annual leave, performance reviews, employee conduct, disciplinary procedures, grievances, and terminations</li> <li>Not usually given to all staff</li> <li>Not usually in full compliance with legal and donor</li> </ul>	Personnel policies and procedures are written and <ul style="list-style-type: none"> <li>Adequate, but may require some updating or minor changes</li> <li>Generally followed</li> <li>Supported by adequate recruitment and personnel records</li> <li>Mostly comprehensive in addressing work schedules and locations, salaries and benefits, sick leave and annual leave, performance reviews, employee conduct, disciplinary procedures, grievances, resignations, and terminations</li> <li>Usually given to all staff</li> <li>Usually in full compliance with</li> </ul>	Personnel policies and procedures are written and <ul style="list-style-type: none"> <li>Good and regularly reviewed and revised as needed</li> <li>Consistently followed</li> <li>Supported by good human resource records</li> <li>Fully comprehensive, addressing work schedules and locations, salaries and benefits, sick leave and annual leave, performance reviews, employee conduct, disciplinary procedures, grievances, resignations, and terminations</li> <li>Consistently given to all staff and acknowledged in writing</li> </ul>

	requirements and certifications	requirements and certifications	legal and donor requirements and certifications	<ul style="list-style-type: none"><li>• Consistently in full compliance with legal and donor requirements and certifications</li></ul>
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● **4.2 Staff Time Management and Payrolls** ★

**Subsection Objectives:** Assess whether the organization has a well-documented payroll system based on accurate timesheets that are signed and approved and reflect hours spent on each project and indirect activities.

**Resources:** Payroll policies and procedures, time sheets, work schedule policies, payment vouchers, and timesheets.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>4.2 Staff Time Management and Payrolls</b> ★ <b>(NUPAS 4.2)</b>	Payroll policies and procedures are <ul style="list-style-type: none"> <li>● Not written</li> <li>● Written, but inadequate and require substantial changes</li> <li>● Not followed</li> </ul> Payrolls are <ul style="list-style-type: none"> <li>● Not supported by written timesheets signed by staff and supervisors</li> <li>● Not approved by senior management</li> <li>● Not usually free of errors</li> <li>● Payroll taxes are not paid</li> <li>● Salaries and wages are often late, inaccurate, or incomplete</li> </ul>	Payroll policies and procedures are written and <ul style="list-style-type: none"> <li>● Weak and require significant changes</li> <li>● Not usually followed</li> </ul> Payrolls are <ul style="list-style-type: none"> <li>● Supported by written timesheets that are often not timely, complete, or signed by staff and supervisors</li> <li>● Estimated from project budgets</li> <li>● Not usually approved by senior management</li> <li>● Usually free of errors</li> <li>● Payroll taxes are not usually paid on time and supported with documentation of deductions and exemptions</li> <li>● Salaries and wages are late, inaccurate, or incomplete</li> </ul>	Payroll policies and procedures are written and <ul style="list-style-type: none"> <li>● Adequate, but may require some updating</li> <li>● Usually applied</li> </ul> Payrolls are <ul style="list-style-type: none"> <li>● Supported by written timesheets that are usually timely, complete, and signed by staff and supervisors</li> <li>● Based on actual time worked on each project and indirect activities</li> <li>● Usually approved by senior management</li> <li>● Generally free of errors</li> <li>● Payroll taxes are usually paid on time and supported with documentation of deductions and exemptions</li> <li>● Salaries and wages are often paid on time, and are accurate and complete.</li> </ul>	Payroll policies and procedures are written and <ul style="list-style-type: none"> <li>● Good and regularly reviewed and revised as needed</li> <li>● Consistently followed</li> </ul> Payrolls are <ul style="list-style-type: none"> <li>● Supported by written timesheets that are usually timely, complete, and signed by staff and supervisors</li> <li>● Based on actual time worked on each project and indirect activities</li> <li>● Consistently approved by senior management</li> <li>● Consistently free of errors</li> <li>● Payroll taxes are consistently paid on time and supported with documentation of deductions and exemptions</li> <li>● Salaries and wages are consistently paid on time, and are accurate and complete.</li> </ul>

● **4.3 Staff and Consultant History** ★

**Subsection Objectives:** Assess whether the organization’s record-keeping on staff and consultants provides the information needed for effective management, submission of timely and effective proposals, and addressing legal disputes.

**Resources:** Staff and consultant resumes and salary histories, consultant work products, exit interview memos, human resources managers and staff questionnaires and interviews, and work status records (part/full time, extended leave, salary, benefits, assignments, training, bonuses and awards).

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>4.3 Staff and Consultant History</b> ★ <b>(NUPAS 4.3)</b>	<p>The organization has</p> <ul style="list-style-type: none"> <li>No records of current and prior staff resumes, performance appraisals, changes in work status, salaries, and contracts</li> <li>No records of consultant resumes, contracts, terms of reference, major outputs, and assessments of work products</li> <li>Staff and consultant resumes are not kept up to date for a roster for new proposals</li> <li>Staff exit interviews are not routinely done</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Incomplete records of current and prior staff resumes, performance appraisals, changes in work status, salaries, and contracts</li> <li>Incomplete records of consultant resumes, contracts, terms of reference, major outputs, and assessments of work products</li> <li>Staff and consultant history documentation is not in a secure central file</li> <li>Staff and consultant resumes are not kept up to date for a roster for new proposals</li> <li>Staff exit interviews are not usually done or key findings are not documented</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Adequate records of current and prior staff resumes, performance appraisals, changes in work status, salaries, and contracts</li> <li>Adequate records of consultant resumes, contracts, terms of reference, major outputs, and assessments of work products</li> <li>Staff and consultant history documentation is usually accessible in a secure central file</li> <li>Staff and consultant resumes are updated on an ad hoc basis for specific new proposals</li> <li>Staff exit interviews are usually done and key findings are documented</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>Incomplete records of current and prior staff resumes, performance appraisals, changes in work status, salaries, and contracts</li> <li>Incomplete records of consultant resumes, contracts, terms of reference, major outputs, and assessments of work products</li> <li>Staff and consultant history documentation is consistently accessible in a secure central file</li> <li>Staff and consultant resumes are updated on a regular basis for new proposals</li> <li>Staff exit interviews are consistently done and key findings are documented</li> </ul>



● **4.4 Staff Salaries and Benefits** ★

Subsection Objectives: Assess whether the organization’s practices on salaries and benefits conform to good practices and legal and donor requirements.

Resources: Human resources policy, salary classification, employee handbook, and labor laws.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>4.4 Staff Salaries and Benefits</b>  ★  <b>(NUPAS 4.1)</b>	<p>Policies and procedures on staff salaries and benefits are:</p> <ul style="list-style-type: none"> <li>● Not adequate</li> <li>● Not in compliance with labor laws</li> </ul> <p>The organization:</p> <ul style="list-style-type: none"> <li>● Pays less than legally required minimum wages</li> <li>● Lacks standard pay ranges or a pay classification system</li> <li>● Does not regularly adjust pay scales for inflation</li> <li>● Does not document employee benefits in a policy manual or handbook given to all employees</li> <li>● Does not make payments for government benefit programs or only made for a subset of eligible employees</li> <li>● Does not pay overtime or compensatory leave as required by law</li> </ul>	<p>Policies and procedures on staff salaries and benefits are:</p> <ul style="list-style-type: none"> <li>● Weak and require significant changes and/or are not usually applied</li> </ul> <p>In partial compliance with labor laws</p> <p>The organization:</p> <ul style="list-style-type: none"> <li>● Pays legally required minimum wages</li> <li>● Has standard pay ranges or a pay classification system, but they are not usually applied</li> <li>● Does not regularly adjust pay scales for inflation</li> <li>● Does not document employee benefits in a policy manual or handbook given to all employees</li> <li>● Does not make payments for government benefit programs or only made for a subset of eligible employees</li> <li>● Does not usually pay overtime or compensatory leave as required by law</li> </ul>	<p>Policies and procedures on staff salaries and benefits are:</p> <ul style="list-style-type: none"> <li>● Adequate, but may need some updating</li> <li>● Usually applied</li> </ul> <p>In full compliance with labor laws</p> <p>The organization:</p> <ul style="list-style-type: none"> <li>● Pays legally required minimum wages</li> <li>● Has standard pay ranges or a pay classification system</li> <li>● Usually follows the pay ranges or classification</li> <li>● Periodically adjusts pay scales for inflation</li> <li>● Documents employee benefits in a policy manual or handbook given to all employees</li> <li>● Makes payments for government benefit programs for all eligible employees</li> <li>● Usually pays overtime or compensatory leave as required by law</li> </ul>	<p>Policies and procedures on staff salaries and benefits are:</p> <ul style="list-style-type: none"> <li>● Good and updated as needed</li> <li>● Consistently applied</li> </ul> <p>In full compliance with labor laws</p> <p>The organization:</p> <ul style="list-style-type: none"> <li>● Pays legally required minimum wages</li> <li>● Has standard pay ranges or a pay classification system</li> <li>● Consistently follows the pay ranges or classification</li> <li>● Regularly adjusts pay scales for inflation</li> <li>● Documents employee benefits in a policy manual or handbook given to all employees</li> <li>● Make payments for government benefit programs for all eligible employees</li> <li>● Consistently pays overtime or compensatory leave as required by law</li> </ul>

		<ul style="list-style-type: none"><li>• Does not control overtime through advance approvals</li></ul>	<ul style="list-style-type: none"><li>• Usually control overtimes through advance approvals</li></ul>	<ul style="list-style-type: none"><li>• Consistently controls overtime through advance approvals</li></ul>
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## 5. Program Management

**Section Objectives:** Assess the organization’s experience with donor compliance, sub-award management, technical reporting, stakeholder involvement, and addressing culture and gender issues.

**Important Participants:** Chief executive (director), program managers and staff, sub-grant and sub-contract recipients, key stakeholders (clients).

**Names and Positions of Participants from the Organization:**

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### ● 5.1 Donor Compliance Requirements

**Subsection Objectives:** Assess the organization’s capacity to comply with complex donor requirements so that funded programs can continue to operate and the organization will remain eligible for future support.

**Resources:** Policy and procedure manuals; donor policies; grant and contract agreements; donor reports, audits, and evaluations.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>5.1 Donor Compliance Requirements</b> ●	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Not received a direct award from USAID or another donor with complex compliance requirements</li> <li>● Not received a sub-award from USAID</li> <li>● Little understanding of USG cost principles (A-122) and USAID’s Standard Provisions for Non-US organizations</li> <li>● Inadequate systems and procedures that would require substantial changes to meet complex donor requirements</li> <li>● Not had to comply with complex requirements of USAID and other donors</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Not received a direct award from USAID or another donor with complex compliance requirements</li> <li>● Received a sub-award from USAID</li> <li>● A basic understanding of USG cost principles (A-122) and USAID’s Standard Provisions for Non-US organizations</li> <li>● Weak systems and procedures that would require significant changes to meet complex donor requirements</li> <li>● Not adequately complied with complex requirements of USAID and other donors</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Received a direct award from USAID or another donor with complex compliance requirements</li> <li>● An adequate understanding of USG cost principles (A-122) and USAID’s Standard Provisions for Non-US organizations</li> <li>● Adequate systems and procedures to meet complex donor requirements, but they may need some updating</li> <li>● Usually complied with complex requirements of USAID and other donors</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Received a direct award from USAID</li> <li>● Filed the required certifications for a direct award from USAID</li> <li>● A good understanding of USG cost principles (A-122) and USAID’s Standard Provisions for Non-US organizations</li> <li>● Good systems and procedures to meet complex donor requirements</li> <li>● Consistently complied with complex requirements of USAID and other donors</li> </ul>





● **5.2 Sub-Award (Sub-Grant and Sub-Contract) Management** ★

*(Skip if the organization does not manage sub-awards)*

**Subsection Objectives:** Review systems and procedures for awarding, managing, and supervising sub-grants and sub-contracts to other organizations.


**Resources:** Grants manual, sub-grant policies, partner agreements, financial and progress reports from sub-awardees, and site visit reports.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>5.2 Sub-Award Management</b> ★ <b>(NUPAS 3.2)</b>	Policies and procedures for sub-award management are <ul style="list-style-type: none"> <li>Not written</li> <li>Written, but inadequate and require substantial changes</li> <li>Not followed</li> </ul> The organization has <ul style="list-style-type: none"> <li>Not provided formal sub-awards</li> <li>No requirements for competition, transparency, and ethical behavior of sub-awardees</li> </ul>	Policies and procedures for sub-award management are <ul style="list-style-type: none"> <li>Weak and require significant changes</li> <li>Not usually applied</li> </ul> The organization has <ul style="list-style-type: none"> <li>Limited experience providing sub-awards</li> <li>Not adequately oriented sub-awardees on their responsibilities</li> <li>Not usually provided adequate technical and financial oversight to sub-awardees, including regularly scheduled and documented supervisory visits</li> <li>Not usually ensured that sub-awardees submit regular financial and progress reports</li> <li>Not provided adequate and timely feedback on reports to sub-awardees</li> <li>Inadequate requirements for competition, transparency, and ethical behavior of sub-awardees</li> </ul>	Policies and procedures for sub-award management are <ul style="list-style-type: none"> <li>Adequate, but may require some updating</li> <li>Usually applied</li> </ul> The organization has <ul style="list-style-type: none"> <li>Significant experience providing sub-awards</li> <li>Adequately oriented sub-awardees on their responsibilities</li> <li>Provided adequate technical and financial oversight to sub-awardees, including regularly scheduled and documented supervisory visits</li> <li>Usually ensured that sub-awardees submit regular financial and progress reports</li> <li>Usually provided adequate and timely feedback on reports to sub-awardees</li> <li>Adequate requirements for competition, transparency, and ethical behavior of sub-awardees</li> </ul>	Policies and procedures for sub-award management are <ul style="list-style-type: none"> <li>Good</li> <li>Consistently applied</li> </ul> The organization has <ul style="list-style-type: none"> <li>Substantial experience providing sub-awards</li> <li>Consistently oriented sub-awardees on their responsibilities</li> <li>Provided good technical and financial oversight to sub-awardees, including regularly scheduled and documented supervisory visits</li> <li>Consistently ensured that sub-awardees submit regular financial and progress reports</li> <li>Consistently provided adequate and timely feedback on reports to sub-awardees</li> <li>Good requirements for competition, transparency, and ethical behavior of sub-awardees</li> </ul>

● **5.3 Technical Reporting** ★

**Subsection Objectives:** Assess the organization’s ability to document activities and results for effective implementation, planning, and program development as well as reporting to donors.

**Resources:** Progress and technical reports, and donor feedback on reports.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>5.3 Technical Reporting</b>   <b>(NUPAS 5.2)</b>	Technical reports on projects have <ul style="list-style-type: none"> <li>• Not been prepared</li> <li>• Been prepared with substantial assistance from donors or technical assistance providers</li> <li>• Been incomplete or unreliable</li> <li>• Not tracked workplan progress and program or project indicators</li> <li>• Not been used to analyze strategies and activities, challenges and opportunities, remedial measures, lessons learned, and good practices</li> <li>• Not been reviewed by senior management or shared broadly with staff</li> </ul>	Technical reports on projects have <ul style="list-style-type: none"> <li>• Been prepared with significant assistance from a donor or technical assistance providers</li> <li>• Been reliable, but may not be complete or timely</li> <li>• Not usually tracked workplan progress and program or project indicators</li> <li>• Demonstrated a limited ability to document quantitative and qualitative progress and review objectives, strategies, and activities</li> <li>• Not usually been effectively used to analyze strategies and activities, challenges and opportunities, remedial measures, lessons learned, and good practices</li> <li>• Not usually been reviewed by senior management or shared broadly with staff</li> </ul>	Technical reports on projects have <ul style="list-style-type: none"> <li>• Been prepared without significant assistance from donors or technical assistance providers</li> <li>• Been reliable and reasonably complete, but may not always be timely</li> <li>• Usually tracked workplan progress and program or project indicators</li> <li>• Demonstrated an adequate ability to document quantitative and qualitative progress and review objectives, strategies, and activities</li> <li>• Usually been used to analyze strategies and activities, challenges and opportunities, remedial measures, lessons learned, and good practices</li> <li>• Usually been reviewed by senior management and shared broadly with staff</li> </ul>	Technical reports on projects have <ul style="list-style-type: none"> <li>• Been prepared without assistance from donors or technical assistance providers</li> <li>• Been reliable, complete, and timely</li> <li>• Consistently tracked workplan progress and program or project indicators</li> <li>• Demonstrated a good ability to document quantitative and qualitative progress and review objectives, strategies, and activities</li> <li>• Consistently been used to analyze strategies and activities, challenges and opportunities, remedial measures, lessons learned, and good practices</li> <li>• Consistently been reviewed by senior management and shared broadly with staff</li> </ul>

● **5.4 Culture and Gender Issues**

**Subsection Objectives:** Assess the organization’s ability to address culture and gender issues in its strategies and project design and implementation.

**Resources:** Culture assessments; gender analyses; strategy documents; project plans; monitoring reports; and evaluations.



	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>5.4 Culture and Gender Issues</b>	<p>Policies, procedures, and systems for addressing culture and gender issues are</p> <ul style="list-style-type: none"> <li>Not written</li> <li>Written, but inadequate and require substantial changes</li> <li>Not followed</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>Inadequate tools and expertise for systematically assessing culture and gender issues</li> <li>Not given staff adequate training on culture and gender issues and tools</li> <li>Not adequately addressed culture and gender issues in project planning, implementation, monitoring, and evaluation</li> <li>Frequently experienced major problems in programs due to inadequate consideration of culture or gender issues</li> </ul>	<p>Written policies, procedures, and systems for addressing culture and gender issues are</p> <ul style="list-style-type: none"> <li>Weak and require significant changes</li> <li>Not usually applied</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>Weak tools and expertise for systematically assessing culture and gender issues</li> <li>Not usually given staff sufficient training on culture and gender issues and tools</li> <li>Not usually adequately addressed culture and gender issues in project planning, implementation, monitoring, and evaluation</li> <li>Often experienced major problems in programs due to inadequate consideration of culture or gender issues</li> </ul>	<p>Written policies, procedures, and systems for addressing culture and gender issues are</p> <ul style="list-style-type: none"> <li>Adequate, but may require some updating</li> <li>Usually applied</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>Adequate tools and expertise for systematically assessing culture and gender issues</li> <li>Usually given staff sufficient training on culture and gender issues and tools</li> <li>Usually adequately addressed culture and gender issues in project planning, implementation, monitoring, and evaluation</li> <li>Occasionally experienced major problems in programs due to inadequate consideration of culture or gender issues</li> </ul>	<p>Written policies, procedures, and systems for addressing culture and gender issues are</p> <ul style="list-style-type: none"> <li>Good</li> <li>Consistently applied</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>Good tools and expertise for systematically assessing culture and gender issues</li> <li>Consistently given staff sufficient training on culture and gender issues and tools</li> <li>Consistently adequately addressed culture and gender issues in project planning, implementation, monitoring, and evaluation</li> <li>Rarely experienced major problems in programs due to inadequate consideration of culture or gender issues</li> </ul>

## 6. Project Performance Management

**Section Objectives:** Assess the organization’s ability to monitor and evaluate projects, implement high-quality programs that meet recognized standards, supervise staff, and provide field support and oversight, and monitor progress to achieve results.

**Important Participants:** Chief executive (director), managers and staff responsible for monitoring and evaluation.

**Names and Positions of Participants from the Organization:**



## 6.1 Monitoring and Quality Assurance ★

**Subsection Objectives:** Review the organization’s ability to carry out regular, internal monitoring of project input use, indicators to measure performance, and outputs.


**Resources:** Monitoring plans, tools, and internal reports, technical reports for donors, and project mitigation plans.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>6.1 Monitoring and Quality Assurance</b> ★ (NUPAS 5.2)	<p>Policies and procedures for monitoring are</p> <ul style="list-style-type: none"> <li>• Not written</li> <li>• Written, but inadequate and require substantial changes</li> <li>• Not followed</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>• Substantial difficulty setting realistic targets and meaningful performance indicators</li> <li>• Inadequate expertise in collection and analysis of baseline and monitoring data</li> <li>• Monitoring data that are frequently absent, unreliable, or not timely</li> <li>• Inadequate ability to explain differences between performance and targets, and to identify effective remediation measures and lessons learned for subsequent projects</li> </ul>	<p>Policies and procedures for monitoring are written and</p> <ul style="list-style-type: none"> <li>• Weak and require significant changes</li> <li>• Not usually applied</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>• Significant difficulty setting realistic targets and meaningful performance indicators</li> <li>• Weak expertise in collection and analysis of baseline and monitoring data</li> <li>• Monitoring data that are often incomplete or not timely</li> <li>• Weak ability to explain differences between performance and the targets and to identify remediation measures and lessons learned for subsequent projects</li> </ul>	<p>Policies and procedures for monitoring are written and</p> <ul style="list-style-type: none"> <li>• Adequate, but may require some updating</li> <li>• Usually applied</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>• Usually set realistic targets and meaningful performance indicators</li> <li>• Adequate expertise in collection and analysis of baseline and monitoring data</li> <li>• Monitoring data that are reasonably complete and reliable, but may not be timely</li> <li>• Adequate ability to explain differences between performance and the targets and to identify remediation measures and lessons learned for subsequent projects</li> </ul>	<p>Policies and procedures for monitoring are written and</p> <ul style="list-style-type: none"> <li>• Good</li> <li>• Consistently applied</li> </ul> <p>The organization has</p> <ul style="list-style-type: none"> <li>• Consistently set realistic targets and meaningful performance indicators</li> <li>• Good expertise in collection and analysis of baseline and monitoring data</li> <li>• Monitoring data that are complete, reliable, and timely</li> <li>• Good ability to explain differences between performance and the targets and to identify remediation measures and lessons learned for subsequent projects</li> </ul>

● **6.2 Project and Program Evaluation**

**Subsection Objectives:** Review the organization’s ability to conduct objective internal evaluations of project strategies, approaches, outcomes and impacts or to organize, manage, and use external evaluations.

**Resources:** Project and program evaluation plans, evaluation tools, and evaluation reports.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>6.2 Project and Program Evaluation</b> 	Policies and procedures for evaluation are <ul style="list-style-type: none"> <li>● Not written</li> <li>● Written, but not followed</li> </ul> The organization has <ul style="list-style-type: none"> <li>● Inadequate ability to prepare a scope of work for an evaluation of approaches, performance, and results</li> <li>● Inadequate ability to provide support and documentation for evaluators</li> <li>● Inadequate ability to review evaluation data quality and reports</li> <li>● Inadequate ability to address evaluation findings and recommendations in existing and new projects</li> </ul>	Written policies and procedures for evaluation are <ul style="list-style-type: none"> <li>● Weak and require significant changes</li> <li>● Not usually applied</li> </ul> The organization has <ul style="list-style-type: none"> <li>● Weak ability to prepare a scope of work for an evaluation of approaches, performance, and results</li> <li>● Weak ability to provide support and documentation for evaluators</li> <li>● Weak ability to review evaluation data quality and reports</li> <li>● Weak ability to address evaluation findings and recommendations in existing and new projects</li> </ul>	Written policies and procedures for evaluation are <ul style="list-style-type: none"> <li>● Adequate, but may require some updating</li> <li>● Usually applied</li> </ul> The organization has <ul style="list-style-type: none"> <li>● Adequate ability to prepare a scope of work for an evaluation of approaches, performance, and results</li> <li>● Adequate ability to provide support and documentation for evaluators</li> <li>● Adequate ability to review evaluation data quality and reports</li> <li>● Adequate ability to address evaluation findings and recommendations in existing and new projects</li> </ul>	Written policies and procedures for evaluation are <ul style="list-style-type: none"> <li>● Good</li> <li>● Consistently applied</li> </ul> The organization has <ul style="list-style-type: none"> <li>● Good ability to prepare a scope of work for an evaluation of approaches, performance, and results</li> <li>● Good ability to provide support and documentation for evaluators</li> <li>● Good ability to review evaluation data quality and reports</li> <li>● Good ability to address evaluation findings and recommendations in existing and new projects</li> </ul>



● **6.3 Field Support, Operations, and Oversight**

**Subsection Objectives:** Assess the organization’s systems for management and oversight of field offices and operations.

**Resources:** Policy and procedures manuals, records of communications with field staff, field visit reports, monitoring reports, and evaluations.

	Low Capacity	Basic Capacity	Moderate Capacity	Strong Capacity
	1	2	3	4
<b>6.3 Field Support, Operations, and Oversight</b> ●	<p>The organization has</p> <ul style="list-style-type: none"> <li>● No field offices or operations</li> <li>● No written procedures and processes for field support, operations, and oversight</li> <li>● Written procedures for field support, operations, and oversight that are not applied</li> <li>● Field offices or operations that do not submit annual workplans, budgets, and financial and progress reports for headquarters review</li> <li>● A head office that provides inadequate administrative and technical support and oversight to the field</li> <li>● Field site visits that are infrequent, irregularly scheduled, or too short</li> </ul>	<p>The organization has field offices or operations and</p> <ul style="list-style-type: none"> <li>● Weak written procedures and processes for field support, operations, and oversight</li> <li>● Procedures for field support, operations, and oversight that are not usually applied</li> <li>● Field offices or operations that submit annual workplans, budgets, and financial and progress reports for headquarters review, but receive inadequate feedback</li> <li>● A head office that provides weak administrative and technical support and oversight to the field</li> <li>● An insufficient frequency or duration of regular field site visits</li> </ul>	<p>The organization has field offices or operations and</p> <ul style="list-style-type: none"> <li>● Adequate written procedures and processes for field support, operations, and oversight that may need some updating</li> <li>● Procedures for field support, operations, and oversight that are usually applied</li> <li>● Field offices or operations that submit annual workplans, budgets, and financial and progress reports for headquarters review and receive adequate feedback</li> <li>● A head office that provides adequate administrative and technical support and oversight to the field</li> <li>● An adequate frequency and duration of regular field site visits</li> </ul>	<p>The organization has</p> <ul style="list-style-type: none"> <li>● Good written procedures and processes for field support, operations, and oversight</li> <li>● Procedures for field support, operations, and oversight that are consistently applied</li> <li>● Field offices or operations that submit annual workplans, budgets, and financial and progress reports for headquarters review and receive good feedback</li> <li>● A head office that provides good administrative and technical support and oversight to the field</li> <li>● A good frequency and duration of regular field site visits</li> </ul>

## ANNEX 10: MEL CAPACITY ASSESSMENT (MELCA) TEMPLATE

<b>1. Monitoring, Evaluation, and Learning (MEL)</b> <b>2. Human Resources</b>	<b>Completely</b>	<b>Mostly</b>	<b>Partly</b>	<b>Not at all</b>	<b>N/A</b>
1. Does the organization have full-time MEL Specialists?					
2. Does the organization have clearly defined MEL responsibilities?					
3. Does the organization have clearly defined MEL roles and responsibilities for the sub-units of the organization?					
4. Do the organization's full-time employees demonstrate technical skills needed for:					
a. MEL proposal writing?					
b. MEL plan development?					
c. evaluations/assessments management?					
d. MEL tools development (surveys, KIIs, Focus Group Discussion (FGD) discussion guide, network analysis, etc.)?					
e. quantitative data collection?					
f. qualitative data collection?					
g. quantitative data analysis?					
h. qualitative data analysis					
i. data quality assessment?					
j. evaluation/performance monitoring report writing?					
k. MEL communication and data visualization?					
l. CLA activities and learning sessions?					
5. Are there sufficient staff to carry out MEL activities?					
6. Do the staff understand their roles?					



7. Are the staff effective at implementing MEL activities?					
8. Does the organization have an enumerators database?					
9. Does the organization have a Subject Matter Experts database?					
10. Does the organization provide in-house data collection and quality control training for enumerators and evaluation teams?					
11. Does the organization mandate evaluation of activities sponsored by the organization itself?					
12. Does the organization monitor progress towards results?					
13. Does the organization provide MEL training to external stakeholders?					
Please add notes with explanations, justifications, and/or examples to justify your score (optional).					
<b>2. MEL Technical Resources</b>	<b>Completely</b>	<b>Mostly</b>	<b>Partly</b>	<b>Not at all</b>	<b>N/A</b>
1. Does the organization have:					
a. in-house tablets/data collection tools?					
b. data collection software?					
c. data analysis software?					
d. a knowledge management system?					
e. storage systems/devices?					
f. filing and documentation approach/mechanism?					
g. quality assurance systems?					
h. data visualization systems?					
2. Does the organization have documented standard operating procedures for MEL activities, including:					

a. proposal writing					
b. data collection					
c. data analysis					
d. knowledge management					
e. data storage					
f. reporting					
Please add notes with explanations, justifications, and/or examples to justify your score (optional).					
<b>3. Evaluation Management</b>	<b>Completely</b>	<b>Mostly</b>	<b>Partly</b>	<b>Not at all</b>	<b>N/A</b>
1. Does the organization have the capacity to develop evaluation Scopes of Work (SoWs)?					
2. Does the organization have the capacity to determine the best methodologies for data collection?					
3. Does the organization have the capacity to compose the right team of team leader, evaluators, and enumerators?					
4. Does the organization have the capacity to manage a team in the field (Field Management)?					
Please add notes with explanations, justifications, and/or examples to justify your score (optional).					
<b>4. Data and Information Management</b>	<b>Completely</b>	<b>Mostly</b>	<b>Partly</b>	<b>Not at all</b>	<b>N/A</b>
1. Is monitoring data available and up-to-date?					
2. Is there a system to check the veracity of the data collected to ensure its reliability?					
3. Are there procedures in place to reconcile discrepancies in data?					
4. Does the organization enable or invite partner participation in data quality assurance reviews?					

5. Are action plans created from data quality assurance reviews?					
6. Is data analysis designed to answer management questions and inform decision making?					
Please add notes with explanations, justifications, and/or examples to justify your score (optional).					
<b>5. MEL Reporting</b>	<b>Completely</b>	<b>Mostly</b>	<b>Partly</b>	<b>Not at all</b>	<b>N/A</b>
1. Does the organization produce reports for stakeholders that are timely, appropriate for different audiences, accurate, and complete?					
2. Are reports shared with the appropriate stakeholders?					
3. Does the organization use findings and best practices from MEL for planning and preparing communication and data visualization documents?					
Please add notes with explanations, justifications, and/or examples to justify your score (optional).					