

Annex 3. Template for an M&E Plan Narrative

[Logo]

[Organization Name]

**[Insert programme name]   
M&E Plan Narrative**

[Date]

*[Instructions: Instructions are shown in red, italics and brackets. Delete all instructions before submission of M&E Plan.*

*Items to be completed are in yellow highlight. Delete all highlights before submission of the M&E Plan.]*

*[Instructions: Update Table of Contents once M&E Plan Narrative is complete.]*

Table of Contents

[Acronyms 3](#_Toc27133294)

[1. Introduction 4](#_Toc27133295)

[1.1. Purpose of the M&E Plan Narrative 4](#_Toc27133296)

[1.2. Programme Summary 4](#_Toc27133297)

[2. Theory of Change 5](#_Toc27133298)

[3. Logical Framework 8](#_Toc27133299)

[4. Indicators 12](#_Toc27133300)

[5. Monitoring Approach 13](#_Toc27133301)

[5.1. Monitoring Questions 13](#_Toc27133302)

[5.2. Data Collection 13](#_Toc27133303)

[5.3. Data Management 13](#_Toc27133304)

[5.4. Data Analysis 13](#_Toc27133305)

[5.5. Reporting 13](#_Toc27133306)

[5.6. Limitations 14](#_Toc27133307)

[6. Evaluation Approach 15](#_Toc27133308)

[6.1. Evaluation Questions 15](#_Toc27133309)

[6.2. Sampling Strategy 15](#_Toc27133310)

[6.3. Data Collection 16](#_Toc27133311)

[6.4. Data Management 16](#_Toc27133312)

[6.5. Data Analysis 16](#_Toc27133313)

[6.6. Reporting 16](#_Toc27133314)

[6.7. Limitations 17](#_Toc27133315)

[7. Learning 18](#_Toc27133316)

[8. Accountability 18](#_Toc27133317)

[9. Ethics 18](#_Toc27133318)

[10. Quality Assurance 18](#_Toc27133319)

[11. Roles and Responsibilities 18](#_Toc27133320)

[Appendices 20](#_Toc27133321)

# Acronyms

*[Instructions: Add or delete any acronyms used in this M&E Plan Narrative. The first time you use an acronym, it should be written out in full with the acronym in parentheses afterwards.]*

AE Accelerated Education

AEP Accelerated Education Programme

CEC Community Education Committee

EMIS Education Management Information System

FGD Focus Group Discussion

IDP Internally Displaced Person

KII Key Informant Interview

M&E Monitoring and Evaluation

MOE Ministry of Education

NGO Non-governmental organization

PTA Parent-teacher Association

SMC School Management Committee

TOC Theory of Change

# Introduction

*[Instructions: Describe the purpose, audience, and scope of the M&E Plan Narrative. Complete the table to provide a brief summary of the project.]*

## Purpose of the M&E Plan Narrative

This document describes the Monitoring and Evaluation (M&E) Plan for *[insert AEP name here]*. This document was prepared by *[insert who / what organization prepared document].* The purpose of this document is to describe how the programme will be monitored and evaluated and how the results will be used for reporting, decision making and programme improvement. It includes a description of the programme, the theory of change, logical framework, indicators, monitoring and evaluation approaches, approach to quality assurance and ethics, roles and responsibilities of AE staff responsible for M&E, and all relevant tools, tables, forms, and report templates.

This document is intended to be used by programme implementers to guide their M&E actions and by funders and partners as a reference for M&E framework design.

## Programme Summary

|  |  |
| --- | --- |
| **Programme Title** | *[complete]* |
| **Starting Date** | *[complete]* |
| **Duration** | *[complete]* |
| **Partners** | *[complete]* |
| **Target Geographic Area** | *[complete]* |
| **Beneficiaries** | *[complete]* |
| **Cost** | *[complete]* |
| **Funding Source(s)** | *[complete]* |

# 

# Theory of Change

*[Instructions: Describe how the programme’s theory of change (TOC) was developed, then provide and describe the TOC. Adapt or replace the goal, outcomes, outputs, and inputs/actions in the accompanying PowerPoint as needed. Summarise the if-then relationships between programme inputs/actions, outputs, outcomes and goal.]*

*[Insert organization or programme name]* conducted a series of *[list TOC development activities, e.g., interviews and focus groups, workshops, community dialogues]* with programme partners, including *[list participants, e.g., Ministry of Education (MOE) officials, implementing partners, community leaders, beneficiaries and their families].* In these discussions, participants developed the programme’s theory of change (TOC) (shown in the diagram on the following page).

According to the programme’s TOC, the goal of the programme is that *[all over-age, out-of-school children and youth complete basic education and transition into further education and/or livelihood opportunities by 2030]*.

*[Insert organization or programme name]* hypothesizes that:

*[Replace text below with AEP’s theory of change:]*

* ***If*** (a) over-age, out-of-school children and youth are identified and enrolled; (b) AE centre locations and schedules meet learners’ needs; and
* ***If*** (a) school facilities are safe and inclusive; (b) child protection mechanisms are in pace; and AE classrooms are learning ready; ***then*** learning are inclusive, safe and learning ready; ***and then*** AE learners will attend and stay in the AEP.
* ***If***(a) high-quality, accelerated curriculum and materials which use appropriate language of instruction are identified or developed and disseminated; (b) teachers are recruited, supervised and remunerated; and (c) teachers receive continuous professional development on pedagogy and content, PSS / SEL, and child protection; ***then***AE teachers will facilitate the provision of high-quality instruction.
* ***If*** (a) communities are engaged and supportive of AEP; and (b) community education committees are trained and equipped to support AEP; ***then*** communities will be accountable for AEP.
* ***If***(a) exit and sustainability plans are in place; (b) fiscal, supervisory and M&E systems are in place at programme and centre levels and align with goals; and (c) head teachers are trained and equipped; ***then*** the AE programme and centres will be effectively managed.
* ***If***(a) the AEP is actively supported by local and national government; (b) pathways for examination, certification and transition are established; (c) the AEP uses MOE-approved curriculum and materials; and (d) the AEP goals, monitoring and funding align with policy, ***then***the AEP will be aligned with policy frameworks.

*[Insert organization or programme name]* further hypothesizes that:

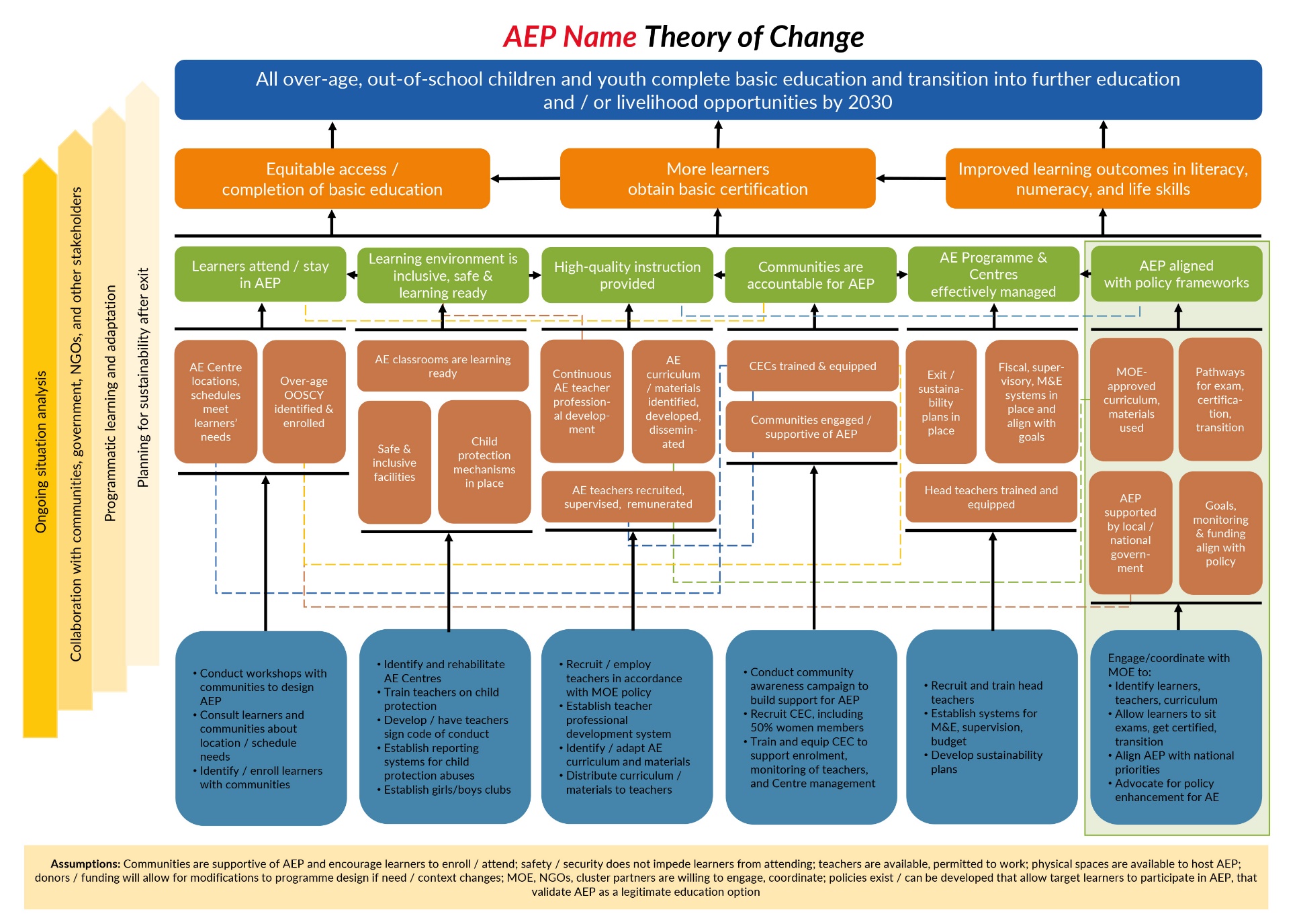
* ***If***(a) AE learners attend and stay in school; (b) learning environments are inclusive, safe and learning ready; (c) AE teachers provide high-quality instruction; (d) communities are accountable for AEP; (e) the AE programme and centres are effectively managed; and (d) the AEP is aligned with policy frameworks, ***then***(a) equitable access to and completion of the basic education will be achieved; (b) the number of learners obtaining basic certification will be increased; and (c) learning outcomes in literacy, numeracy and life skills will be improved.

In order to contribute to these expected outputs, outcomes, and impact, *[Insert organization or programme name]* will:

* *[List programme activities here.]*
* *[List programme activities here.]*
* *[List programme activities here.]*
* *[Add more lines as necessary.]*

Finally, the programme hypothesizes that ***if*** the AEP (a) conducts ongoing analysis of context and conflict; (b) collaborates with relevant stakeholders for design, implementation and adaptation; (c) continuously reflects on and adapts programming to meet emerging needs and take advantage of emerging opportunities; and (d) plans for sustainability since the beginning of the programme;***then*** the AEP will better meet the needs of over-age, out-of-school children and youth.

*[Additional instructions: Discuss evidence for the if-then relationships between the elements of the TOC, define key terms and concepts as needed, elaborate on programme activities that will contribute to these outputs / outcomes, and assumptions that are held.]*

**

# Logical Framework

*[Instructions: Provide the logical framework (LogFrame). At minimum, include key objectives selected from the TOC, indicators, means of verification, and assumptions made by the programme.]*

Based on the programme TOC, the logical framework (LogFrame) is provided below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Objective Type** | **Objective** | **#** | **Indicator *(\*recommended indicators)*** | **Means of Verification** | **Assumptions *(which affect achieving the objective)*** |
| *0.1* | *Long-term Impact* | *All over-age, out-of-school children and youth complete basic education and transition into further education and / or livelihood opportunities by 2030* | *0.1a* | *% of AE completers who transition to formal education, other education, or livelihoods\** | *Programme records / Tracer study* | *Transition pathways to further education and livelihoods are established; AE learners are able to access transition supports, e.g., counselling and guidance, work readiness training, cash to start a small business, entrepreneurships; education / labour systems have space for AE learners; for refugees, AE learners are permitted to work or attend schools in host country* |
| 1.1 | Outcome | Increase equitable access to and completion of basic education | 1.1a | % of over-age, out-of-school children and youth in catchment area who enrol in AEP\* | Programme records Camp records Population census Out-of-school assessment report Household survey data | OOSCY will be aware of and motivated to enrol in AEPs; AEP location / schedule will meet learners' needs; AEPs goals will align with learners' stated needs |
|  |  |  | 1.1b | % of AE learners who complete the last level of AEP\* | End-of-level exam results / grades, programme records | OOSCY are motivated to attend AE classes through to completion; AEP location / schedule will meet learners' needs; AE learners' basic needs are met; AEPs goals will align with learners' stated needs; Learners are safe to attend school |
| 1.2 | Outcome | More learners obtain basic certification | 1.2a | % of AE learners who pass primary / basic leaving exam upon completion of AEP\* | Student records, EMIS | National exam is in place and AE learners are allowed to sit that exam; learners are able to access (transportation, schedule, location) exam |
| 1.3 | Outcome | Learners meet a minimum standard in literacy, numeracy | 1.3a | % of AE learners attaining minimum grade-level proficiency in reading\* | Reading assessments (e.g., EGRA, ASER, UWEZO, national exams) | AE learners’ non-academic needs are met (e.g., trauma is addressed, basic needs are met); AE learners are able to attend classes; teachers attend classes and teach specified curriculum using appropriate pedagogy; AE curriculum and assessments are aligned; no significant disruptions to learning time due to conflict, disaster, etc. |
|  |  |  | 1.3b | % of AE learners achieving minimum grade-level proficiency in math\* | Mathematics assessments (e.g., EGMA, TIMSS, UWEZO, national exam) | AE learners’ non-academic needs are met (e.g., trauma is addressed, basic needs are met); AE learners are able to attend classes; teachers attend classes and teach specified curriculum using appropriate pedagogy; AE curriculum and assessments are aligned; no significant disruptions to learning time due to conflict, disaster, etc. |
|  | Outcome | Learners have improved life skills | 1.3e | % of AE learners with improved life skills\* | LSE assessment (e.g., California Healthy Kids Survey / Social and Emotional Health Module, Chinese Positive Youth Development Scale, SENNA 1.0 / 2.0, Child and Adolescent Wellness Scale, The Big Five Inventory) | Life skills education have been adequately integrated into the curriculum, aligned with assessment, and teachers have been trained; teachers have adequate skills themselves |
|  |  |  | 1.3f | % of AE learners with improved social-emotional skills\* | SEL / Psycho-social well-being assessment (e.g., Social-Emotional Assets and Resilience Scale, Devereux Student Strengths Assessment, Behavioural and Emotional Rating Scale, Stirling Children's Wellbeing Scale, Short Warwick-Edinburgh Mental Wellbeing Scale, Children's Health Scale) | Social-emotional skills have been adequately integrated into the curriculum, aligned with assessment and teachers have been trained; teachers have adequate skills themselves; learner and teacher trauma are also being addressed |
| 2.1 | Outcome | AE learners attend and stay AEP | 2.1a | % of AE learners regularly attending AE classes | Attendance register | AE learners are motivated to attend AE classes through to completion; AEP location / schedule will meet learners' needs; AE learners' basic needs are met; AEPs goals will align with learners' stated needs; Learners are safe to attend school |
|  |  |  | 2.1b | % of AE learners who advance to the next expected grade/AE level | Programme records | AE learners are able to attend classes and achieve minimum proficiency requirements for promotion |
| 2.2 | Outcome | Learning environment is inclusive, safe, and learning ready | 2.2b | % of AE Centres meeting minimum standards for safe learning environments | Centre observation checklist, management records | Budget is appropriate to build or renovate centres to meet safety standards; local contractors can be contracted to build / renovate centres |
|  |  |  | 2.2d | % of AE classrooms that meet minimum standards for "learning readiness" | Classroom observation checklist | Budget is appropriate to appropriately equip classrooms; standards for classroom learning readiness exist or can be developed collaboratively; no delays in development / distribution of teaching / learning materials |
| 2.3 | Outcome | AE teachers facilitate provision of high-quality instruction | 2.3a | % of AE teachers meeting minimum standard for effective teaching practice | Teacher observation checklist developed from TPD competencies and national teacher competencies | AE teachers receive initial and continuing TPD; AE teachers understand what is expected of them; AE teachers are able to attend classes and receive supervision and on-time payment; AE teachers have required materials, including teacher guides / curriculum and all teaching and learning materials; teacher-pupil ratio is at most 40:1 |
| 2.4 | Outcome | Communities are accountable for AEP | 2.4a | % of community members expressing awareness of and support for AEP | Household survey, community dialogues / meetings, Focus Group Discussions with community leaders and members | Communities support adolescent and youth education; programme works with communities to design programme, identify learners and teachers, and manage programme; AEP is sensitive to cultural, community, and conflict dynamics |
| 2.5 | Outcome | AE programme & centres are effectively managed | 2.5b | % of AE centres meeting minimum standard for AE centre management | Head teacher / principal observation checklist, developed from AE principles / action points and teacher competencies | AE head teachers / principals receive initial and continuing TPD; head teachers / principles understand what is expected of them; head teachers / principals are able to be present at the centre and receive supervision and on-time payment; AE teachers have all necessary programme materials, including programme logs, fiscal and supervisory documentation, resources, infrastructure, and materials necessary |
| 2.6 | Outcome | AE programme is aligned with policy frameworks | 2.6a | % of AE centres operating in accordance with national policy framework | Centre observation checklist, management records | National policy has been established on operation of AEPs and/or schools and is available to AEP staff; AEP has financial and other resources to be able to ensure alignment; no significant conflict or disaster affects functioning of centres |

# 

# Indicators

*[Instructions: For each indicator provided in the logframe, complete the box below to describe the indicator specifications. For the provided indicator(s), the text should be made appropriate for the local context and for the programme design.]*

|  |  |
| --- | --- |
| Indicator | *[complete]* |
| **Definition** | *[complete]* |
| **Calculation** | *[complete]* |
| **Linkage to outcome / impact** | *[complete]* |
| **Indicator Type** | *[complete]* |
| **Target** | *[complete]* |
| **Frequency** | *[complete]* |
| **Means of Verification** | *[complete]* |
| **Disaggregate(s)** | *[complete]* |

# Monitoring Approach

*[Instructions: Describe the programme’s monitoring approach here. Present the questions to be answered by programme monitoring efforts, then describe the proposed types and sizes of samples, data collection tools, how data will be collected and analysed, and how results will be shared. Also, discuss the limitations of the monitoring approach, including issues of validity, reliability, and/or trustworthiness.]*

## Monitoring Questions

The programme’s monitoring approach seeks to answer the following questions:

*[List 3 to 5 monitoring questions the AEP’s monitoring approach will address. Monitoring questions will be linked to some or all of the DAC Criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability. Some programs may not include outcomes questions [question #4] under the Monitoring Approach. Questions may include:]*

1. To what extent do AE learners report that the programme is relevant to them?
2. To what extent are activities implemented as planned, on time and on budget?
   1. What challenges to implementation is the AEP facing, and what opportunities exist for programme improvement?
3. To what extent are expected outputs (targets) being achieved by AEP inputs and activities?
4. To what extent are expected short-term objectives being achieved by AEP outputs? What unintended objectives have been observed?

## Data Collection

*[Insert organization or programme name]* collects data and analyses data on programme inputs, activities, and outputs.

*[Describe data collection tools and processes for administrating the tools. Data collection methods may include review of programme documentation, such as hiring and training records, student enrolment and attendance records, fiscal and supervisory records, etc. Some AEPs may also choose to collect initial data on programme outcomes for monitoring, as well.]*

## Data Management

*[Describe how the data will be cleaned and stored. For example, will you remove all personally identifying information? Will it be stored in a spread sheet, database, hard copies, etc.? How will it be backed up? How long will it be stored for? Data for different indicators may be stored in different ways.]*

## Data Analysis

*[State which software / tool(s) will be used to analyse the data, such as SPSS, Stata, Excel, Tableau Public, etc. Describe the plan for analysis. For example, will you run descriptive statistics to show the percentages / rates of attendance? Will you use correlational analyses to understand significant relationships between variables? Will you compare change over time, for example, from baseline to end line?]*

## Reporting

*[Describe how data will be reported on, shared, to whom, for what purpose, and what key decisions will be made. For example, will you write donor reports? Conduct community dialogues? Will you make changes to programming based on learnings? Include the audiences, frequency, and purpose of all reporting and learning activities.]*

## Limitations

*[Discuss limitations of the monitoring approach, including design issues such as limited samples, or programme issues such populations for whom results can be claimed. Discuss issues of validity and reliability, as well.]*

# Evaluation Approach

*[Instructions:] Describe the programme’s evaluation approach here. Present the questions to be answered by programme evaluation efforts, then describe the proposed types and sizes of samples, data collection tools, how data will be collected and analysed, and how results will be shared. Also, discuss the limitations of the evaluation strategy, including issues of validity, reliability, and/or trustworthiness.]*

## Evaluation Questions

The programme’s evaluation approach seeks to answer the following questions:

*[Monitoring questions will be linked to some or all of the DAC Criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability.]*

*[If programmes are able to use a pre- and post-test design but do not have a comparison group, the following evaluation questions may be appropriate:]*

1. What percent of AE learners have completed the AEP?
2. To what extent have AE learners’ skills in literacy, numeracy, and life skills improved from baseline to the end of the project?
3. What percent of AE learners have obtained certification in basic education?
4. What percent of AE learners transitioned to further education, technical / vocational training, or livelihoods?
5. What unintended and/or negative outcomes have been observed for AE learners?

*[If programmes are able to use a pre- and post-test design with a comparison group, the following evaluation questions may be appropriate:]*

1. To what extent has the AEP contributed to increased equitable access to and completion of the AEP?
2. To what extent has the AEP contributed to improved literacy, numeracy, and life skills for AE learners?
3. To what extent has the AEP contributed to AE learners obtaining basic education certification?
4. To what extent has the AEP contributed to AE learners transitioning to further education, technical / vocational training, or livelihoods?
5. To what extent is the AEP contributing to unintended and/or negative outcomes for AE learners?

*[Note: Many programmes may not to measure impact (question 1) against the over-arching goal. Instead, a tracer study may be planned separately from the AEPs M&E framework.]*

*Other evaluation questions may include:]*

1. To what extent are the benefits achieved likely to be sustained after the AEP ends?
2. To what extent did the AE programme activities lead to the intended outcomes?
3. To what extent were the AE programme activities relevant for beneficiaries?
4. To what extent were the AE programme activities implemented on time and on budget?

## Sampling Strategy

*[Instructions: Complete the following section as appropriate for your AEP’s evaluation design. As needed, add and delete sections. Be sure to include at a minimum: sampling strategy for quantitative and qualitative data, including data on enrolment, attendance, drop out, retention, completion, and transition; learning assessments; and data from key informant interviews and focus group discussions.]*

*[Insert organization or programme name]* uses a mixed methods *[other likely design options include: quasi-experimental, pre- and post-test, and qualitative]* design to measure progress against the programme’s theory of change.

Data on enrolment, attendance, drop out, retention, completion, and transition will be obtained for all AE learners. Learning assessments will be conducted with a randomly selected sample of AE learners. Qualitative interviews and focus group discussions will be conducted with a small sample of purposively selected participants, including AE learners, parents / guardians, community leaders, teachers and head teachers, and local government officials. *[Other relevant stakeholders may include community youth, formal school teachers, and other NGO partners.]*

The following table describes the sampling strategy for evaluation of programme records, learning assessments, and qualitative interviews / focus groups:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Programme** | | | **Evaluation Sample** | | | |
| District | # of AE Centres in Programme | # AE Centres in Evaluation Sample | # of AE Learners Enrolled in AEP | # (%) of AE Centres participating in teacher and centre evaluation | # (%) of AE Learners with programme records reviewed | # (%) of AE Learners participating in Learning Assessments | # (%) of AE Learners participating in KIIs/FGDs |
| *[District #1]* | *3* | *3* | 600 | 3  (100%) | 600  (100%) | *120*  *(20%)* | *60*  *(10%)* |
| *[District #2]* | 5 | 5 | 1200 | 5  (100%) | 1200  (100%) | *240*  *(20%)* | *120*  *(10%)* |
| *[District #3]* | 4 | *4* | 720 | 4  (100%) | 720  (100%) | *144*  *(20%)* | *72*  *(10%)* |

## Data Collection

*[Describe data collection tools and processes for administrating the tools. Data collection methods may include review of programme documentation, learning assessments, surveys, key informant interviews, focus group discussions, and observation checklists.]*

## Data Management

*[Describe how the data will be cleaned and stored. For example, will you remove all personally identifying information? Will it be stored in a spread sheet, database, hard copies, etc.? How will it be backed up? How long will it be stored for? Data for different indicators may be stored in different ways.]*

## Data Analysis

*[State which software / tool(s) will be used to analyse the data, such as SPSS, Stata, Excel, Tableau Public, etc. Describe the plan for analysis. For example, will you run descriptive statistics to show the percentages / rates of attendance? Will you use correlational analyses to understand significant relationships between variables? Will you compare change over time, for example, from baseline to end line?]*

## Reporting

*[Describe how data will be reported on, shared, to whom, for what purpose, and what key decisions will be made. For example, will you write donor reports? Conduct community dialogues? Will you make changes to programming based on learnings? Include the audiences, frequency, and purpose of all reporting and learning activities.]*

## Limitations

*[Discuss limitations of the evaluation approach, including design issues such as limited samples, or programme issues such populations for whom results can be claimed. Discuss issues of validity and reliability, as well.]*

# Learning

*[Discuss the approach for programmatic learning and adaptation, including when and how the programme will reflect on M&E results, how the programme will make changes to programme design, including reviewing the TOC, and who will be involved with programmatic learning and adaptation processes. All relevant stakeholders should be involved in appropriate ways in the learning and adaptation processes.]*

# Accountability

*[Discuss the approach for accountability to learners, families, and communities, including regular meetings with camp heads, coordination meetings with partners, community meetings with learners, teachers, and communities. Accountability mechanisms may also include feedback / suggestion boxes, meetings to share monitoring data and obtain feedback, and girls / boys clubs to allow participants to share feedback to the program.]*

# Ethics

*[Discuss any ethical issues associated with your M&E plan and how you will ensure ethical practice. At a minimum, be sure to address:*

* *Informed consent / assent; Pay particular attention to guardian consent for minor children and obtaining consent from illiterate, intellectually disabled, or other high-risk populations*
* *Confidentiality and privacy of participants; including storage of data*
* *Ethical issues particular to participatory research methods.]*

# Quality Assurance

*[Discuss how the programme will ensure quality of the data collected. Methods may include using multipole data sources to triangulate data, audits or quality checks of data, training and supervision of enumerators, etc.]*

# Roles and Responsibilities

*[Instructions: Describe the roles and responsibilities of persons who will be responsible for and participate in M&E activities. Note: Roles can be adapted depending on your programme’s monitoring and evaluation approach. Person(s) responsible for M&E activities may include the M&E Officer, M&E Coordinator, M&E Specialist, etc. Other contributors may include: enumerators / data collectors, other AEP staff. For participatory M&E activities, other contributors may also include: MOE officials, implementing partners, community leaders / members, beneficiaries and their families.]*

The following actors will be responsible for implementing the M&E Plan:

|  |  |  |
| --- | --- | --- |
| **Role** | **Person(s) Responsible** | **Other Contributors** |
| Collect monitoring & evaluation data | AE M&E Coordinator | Enumerators / data collectors |
| Clean (check accuracy of), store, and manage data | AE M&E Coordinator | N/A |
| Conduct analyses | AE M&E Officer | AE M&E Coordinator  AE Programme Officer |
| Write reports | AE M&E Officer | N/A |
| Review and approve reports | AE Programme Director | N/A |
| Disseminate findings to funders, implementing partners, communities, and beneficiaries | AE Programme Director to funders  AE M&E Officer to implementing partners  AE M&E Coordinator / AE Programme Officer to communities & beneficiaries | N/A |
| Lead reflection and learning workshops to revise Theory of Change and make decisions regarding programme adaptation | AE M&E Officer  AE M&E Coordinator | MOE officials  Implementing partners  Community leaders / members  Beneficiaries  Families of beneficiaries |
| Revise / update M&E documents to reflect learning and adaptation | AE M&E Coordinator | N/A |
| Oversee coordination / completion of all M&E activities | AE M&E Officer | AE M&E Coordinator |

# Appendices

*[Instructions: Include any necessary appendices. At a minimum, these should include: the indicator monitoring table and all tools (questionnaires, interview guides, procedures, etc.) needed measure each indicator.]*