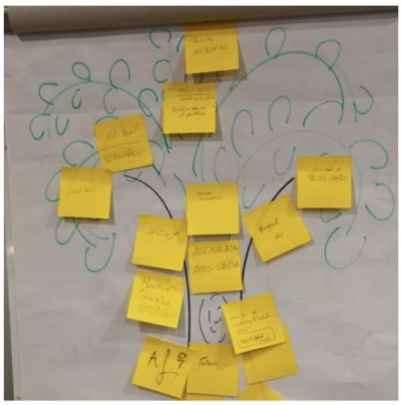
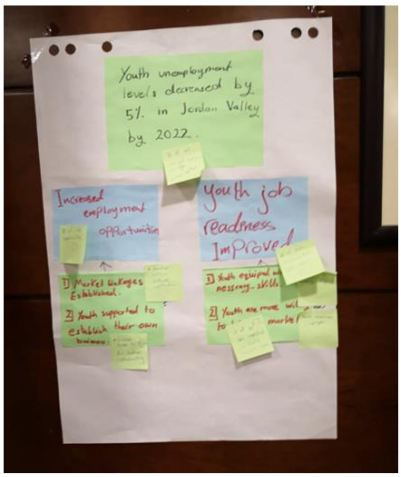
A Training Report for:

Building Integrated M&E Systems Training Workshop

Royal Scientific Society / National Energy Research Center





July 21-24, 2018

Prepared by: Addi Qatamin

Training Summary

Background

As part of the four-day training workshop entitled "Building Integrated Monitoring & Evaluation Systems" that was specifically designed to give participants the concepts, practical tools, resources, and guidance they need to design full-fledged M&E systems, the workshop provided an overview of all aspects of M&E systems from understanding its various components and setting up indicators and targets, designing and articulating the Theory of Change (TOC), to laying the foundation for successful project evaluations and impact assessments.

Participants were provided with workshop cases and a variety of learning delivery methods was used to enable the workshop to be as participatory and interactive as possible and to further allow participants to effectively assimilate the new ideas and learning. Ultimately, emphasis was placed on modern learning methods and over the duration of the course there were a combination of:

- Lectures;
- Analysis of illustrative Case studies;
- Group work and discussions;
- Oral and written presentations;
- Hands-on results statements drafting;
- One-on-one coaching.

Participants

16 staff hailing from the MINARET PROJECT and the Royal Scientific Society / National Energy Research Center (RSS / NERC) as well as from key stakeholders -International Union for Conservation of Nature (IUCN) and Horizons for Green Development (HFGD)-.

Date and Venue

The day-long training workshop took place between July 21-24, 2018 at RSS in Amman, Jordan.

Agenda

A draft agenda was shared with participants prior to the training workshop and was also provided on the day of training. (see Annex 1).

Content Covered

Below is a summary of the key topics that were covered during this training:

Module 1: Project Cycle

Understanding the Project Cycle

- Project Cycle Components
- The Role of M&E in Project Design and Implementation

Problem Assessment

- Problem Analysis and Problem Tree
- Beneficiary/Participant Profile
- Know your Audience: Stakeholder Mapping
- Resources Available and Reviewing Evidence

Defining Project Goals and Objectives

- Identifying Project Parameters
- Setting up High-level Objectives
- Performing a Needs Analysis and Writing the Goal Statement
- Group Work (Define Goal Statement)

Module 2: Theory of Change Design

Understanding the M&E Context

- Underlying Project Causal Logic
- Articulating the TOC
- Integrating Evidence into TOC
- Testing Assumptions
- Mapping out Results

Integrating Gender-responsive M&E

- Gender Markers and Social Inclusion
- Designing Gender-sensitive Indicators

Performance Management

- Specify program objectives in measurable terms
- Identify key indicators of success (in abstract terms)
- Outline data collection and analysis activities (in abstract terms)
- Develop a timeline to monitor the success of the program on an ongoing basis
- Sustainability Considerations

Design Project TOCs

- Group Work (Project Theory of Change)
- Group Work (Logical Models)

Module 3: M&E in the Project Cycle

Defining Programmatic Measurable Objectives, Deliverables and Milestones

- Causal Hypothesis

- Defining Project Impact
- Defining Higher-level Outcomes
- Laying out Project Activities

M&E Systems

- M&E Components
- Draft M&E Plans
- Linking the TOC to M&E Plans

Selecting Indicators

- Types of Indicators (Qualitative, Quantitative, Mixed, Context)
- The SMART Criteria
- Data Quality Measures
- Non-indicator Measurements
- Setting Baselines and Targets

Data Collection

- Data Collection Methods (Key Informant Interviews, Focus Group Discussions, etc.)
- Managing Data Collection Efforts
- The Use of Technology in Gathering the Necessary Evidence

Draft Work Plan and Work Package Description

- Group Work (Setting Up an M&E System)

Module 4: Project Evaluation

Projects Evaluation

- Types of Evaluations (Performance, Impact, other types)
- Intervention Assessments
- Evaluation Design and Scope of Work
- Evaluation Timeline
- Group Work (Project Evaluation)

Complexity-Aware M&E (C-AME)

- Introduction to C-AME
- Most Significant Change (MSC)
- Outcome Harvesting and Mapping
- Sentinel Indicators
- Group Work (Utilizing C-AME Approaches)

Module 5: Donor Requirements and Learning

M&E in Reporting

- Donor Reporting
- Data Visualization Techniques

- Highlighting Success

Learning in the Project Cycle

- The Inclusion of 'Learning' in 'M&E'
- Learning Feedbacks: Managing M&E Systems Adaptively
- Informing Future Programming

Practicum: Group Work

- Comprehensive M&E Systems
- Presenting Program Results and M&E Findings

Training Evaluation

Evaluation Purpose

A direct observation tool was developed and used to capture workshop participants' feedback and was administered by a trained M&E professional. The tool intended to determine how the training impacted the participants, improved their knowledge and added value to their skills. A direct observation method was chosen as opposed to the standard training evaluation to ensure that the event is studied in its natural setting, thereby providing richer understanding of the subject.

Overall Course Delivery Evaluation

Areas of Assessment:	**Percentage Ratings of Outcomes of Participants**				
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1- The course was relevant to what I do on the job.	84.6%	15.4%	0.0%	0.0%	0.0%
2- The course was well organized.	84.6%	7.7%	7.7%	0.0%	0.0%
3- I feel that the course has added to my knowledge of the subject.	76.9%	15.4%	7.7%	0.0%	0.0%
4- I anticipate sharing my learning with my colleagues.	76.9%	23.1%	0.0%	0.0%	0.0%
5- I plan to implement relevant sections in my job.	53.8%	30.8%	15.4%	0.0%	0.0%
6- Overall rating of the course.	86.7%	13.3%	0.0%	0.0%	0.0%

Table 1

Core Competencies Evaluation

The four questions asked are summarized in the figure below:

	No Increase	Slight Increase	Somewhat Increase	Large Increase	Huge Increase
Identify the basic purposes and scope of Monitoring & Evaluation	0	0	13.3%	20%	66.6%
Identify how and when the Theory of Change should be developed and how it would inform project design	0	6.6%	13.3%	26.6%	53.3%
Select and use appropriate data collection methods and tools effectively	0	6.6%	0	13.3%	79.8%
Define specific, measurable outcomes and means to measure them through performance indicators	0	6.6%	6.6%	13.3%	73.3%

Figure 2

How do you expect to apply what you have learned in this course?

Some of the comments that participants shared indicated that many have gained a better understanding related to addressing challenges faced in projects. They furthermore expressed a desire to apply what they have learned in this course to facilitate workshops to their coworkers and partners, develop or update their project theory of change and logical models, to conceptualize models for sustainable change, and to better prepare for evaluations.

The majority of the comments that participants have shared indicated that the workshop helped them link the various stages of designing a project theory of change as a reference framework with its direct applications and utility in polishing existing projects. Most participants have found the selected practical examples in group activities for the various steps very helpful as it helped guide the way until a reimagined project come to light by the last day.

All participants have expressed that the workshop have explored possible approaches to integrating evidence, link data collection plans to setup and inform project evaluation(s),

whether performance or impact. It was reported also that the workshop examined formal and informal context monitoring and data collection approaches, as well as how to relate to the different types of evaluations and evaluation designs. Specifically, participants have praised the highly engaging nature of the trainers through the many practical scenario-based exercises.

Knowledge Utilization and Use

76.9% of the participants did not foresee any barriers/challenges in implementing what they have learned in the course, while 23.1% did. Upon asking them to share further elaboration, the following statements were captured:

- *"The lack of technical knowledge needed among team members in modern project design approaches will make implementation harder."*
- *"Finding team members with right set of skills to conduct a scientifically sound evaluation."*
- *"Time and available resources constraints".*
- *"A number of barriers centered around upper management culture of embracing older practices".*

Knowledge Tree- Participants Self-Reported Knowledge

Participants were asked to write their names and place a sticky note on the tree of knowledge graph (see *Figure 3*) to denote where they perceive their knowledge in proposal writing prior to and after the training course. Prior to the course, participants have overwhelmingly indicated to perceive knowledge levels near the leaves denoting less understanding of M&E concepts, whereas, more than half of the participants have reported that their knowledge levels have increased after the training when they aimed towards the roots.

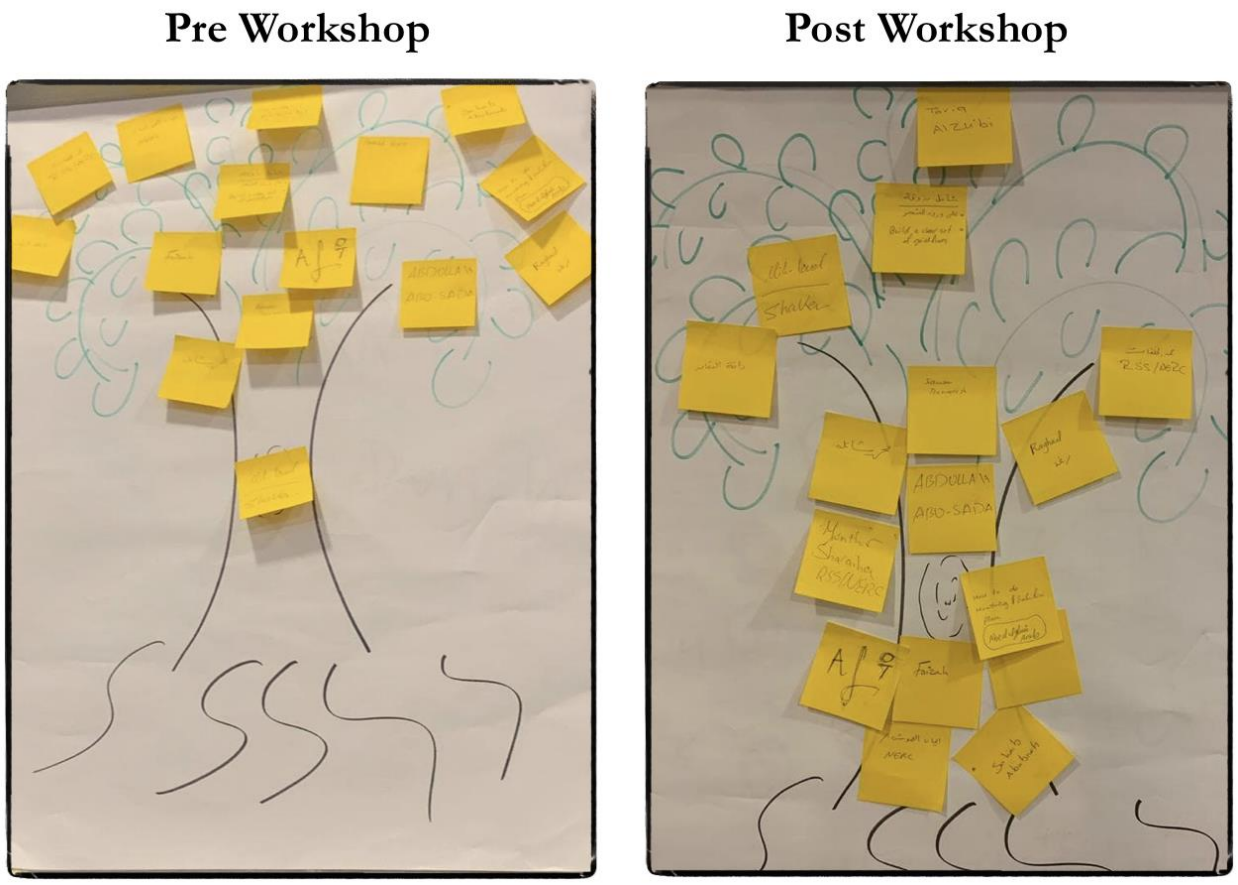


Figure 3

Participant Recommendations for Future Similar Workshops

Overall, the participants found the workshop well-structured, engaging, rich in content and relevant to their work. It has provided an excellent opportunity to learn from and exchange experiences with other peers from other countries. In addition, some participants recommended that subsequent trainings to use less technical terms and have the trainer speak more often in Arabic as many participants had difficulties understanding those examples presented in English.

Furthermore, participants areas of interest fell under four distinct categories as follows:

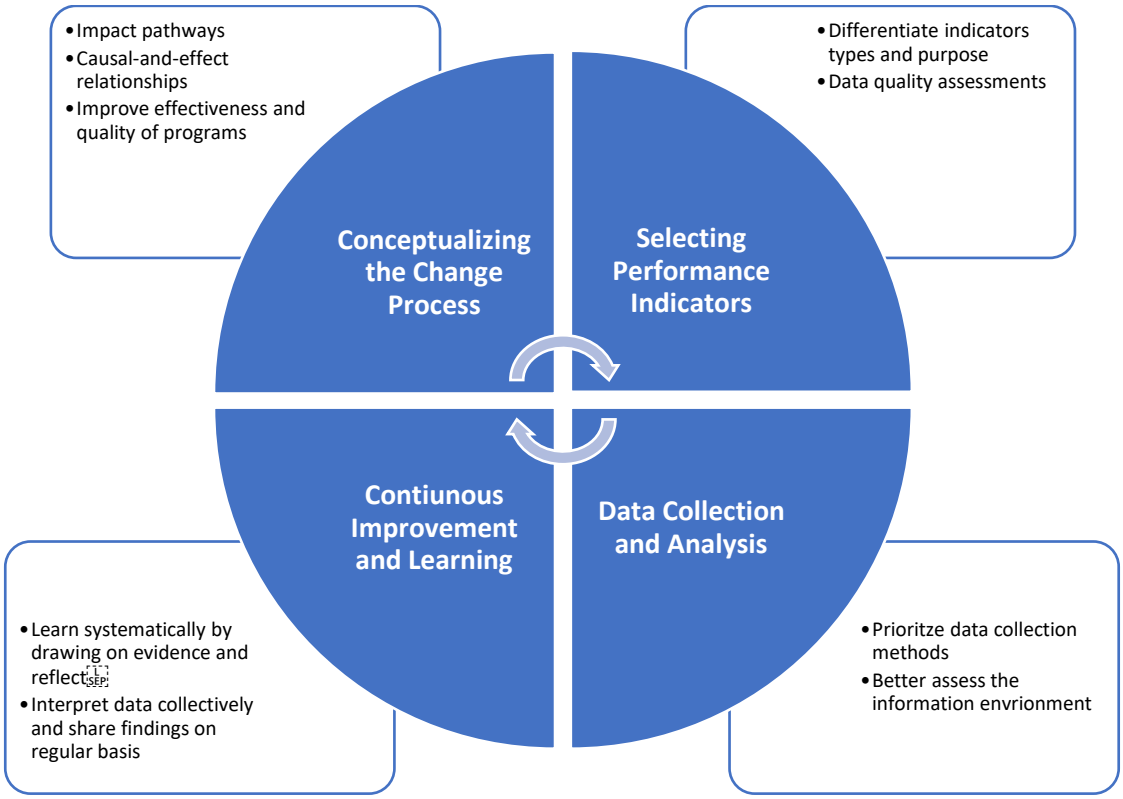


Figure 4

Pre and Post Assessment

An instrument was designed to measure learning gains of participants (see *Annex 2*). The instrument consisted of 10 multiple-choice questions, 15 true/false questions, 1 case question, and 3 essay questions. All questions aimed to measure project design and M&E core competencies.

As illustrated in *Figure 5* below, only 10 participants filled both the pre and post assessment and thus, only were included in this analysis. The results before and after the training were compared for each question as follows:

- The post-test average stood at 78.4% comparing to a pre-test average of 54.6%.
- The 23.8% difference between pre- and post-test results was tested for statistical significance with the Analysis of the Variance technique (ANOVA) and was determined to be significant.

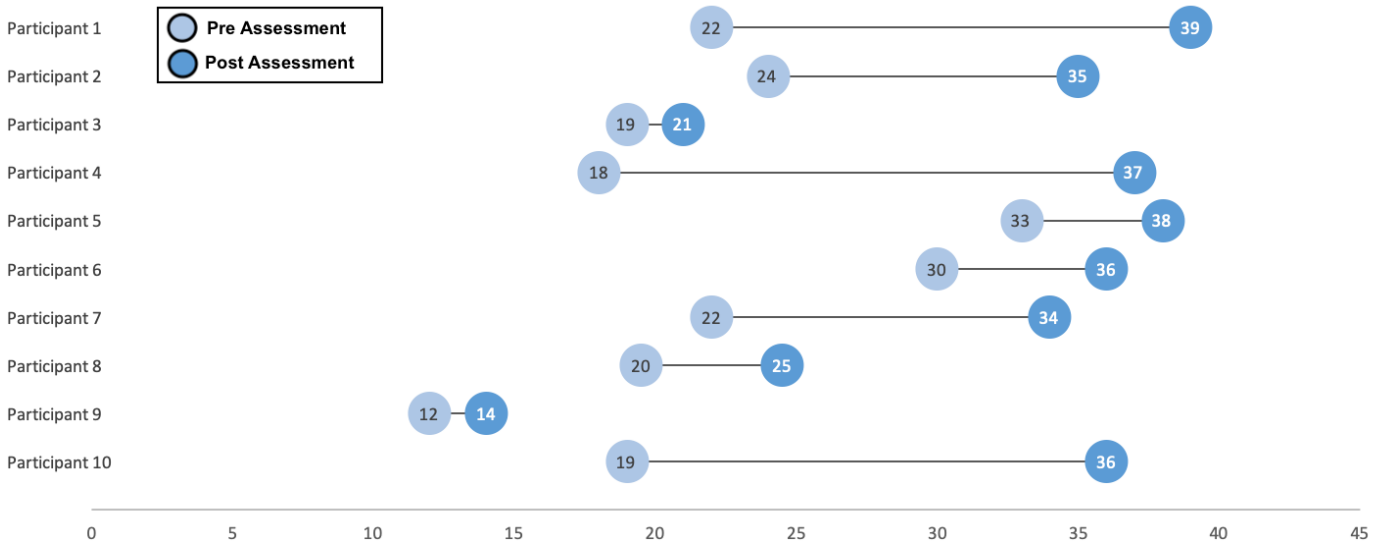


Figure 5

Assessment of Current M&E System

Programmatic Considerations

Due to the nature of the project and the number of sectors it operates in, and add to that the fairly large number of implementation teams; multiple forces and types of lower levels of change are needed to spur higher level change. In addition to a difficulty of understanding certain cause and effect elements and the ever-rising needs and opportunities, it was deemed that adaptive management is necessary to steer effectively program implementation in such a dynamic context.

Lack of baseline data had affected the project's ability to estimate and measure progress. It could have come from rapid assessment studies, surveys commissioned at the start of the project, or from secondary data sources. Whatever the source, the availability of appropriate baseline data is always critical for performance evaluation.

Moreover, it was found that the indicators in the provided logframe merely correspond to what is known as "indicator targets" and are not stated in a results language which can cause confusion and a difficulty in measuring performance. The ability to select meaningful and useful performance indicators relies on a clearly articulated theory of change and set of expected results. With those in place, setting up indicators of the expected results is fairly easy. When selecting performance indicators, it is important to consider how well the data collected for these indicators will compare against the following data quality standards:

- *Validity*: Does this indicator clearly and adequately measure the intended result?
- *Integrity*: Is this indicator not conducive to manipulation or transcription errors?
- *Precision*: Is the indicator precise enough to measure expected changes?
- *Reliability*: Will this indicator be collected consistently over time and across locations?
- *Timeliness*: Will the frequency and timing of indicator data collection be useful for management decision making?

For this purpose, an indicator reference sheet tool (*see Annex 3*) was developed to help MINARET M&E team refine and define performance indicators; it is key to ensuring indicator data quality and consistency. To compliment this tool, an indicator summary table (*see Annex 4*) was developed to assist administering indicators and determine current status for each. Finally, an indicator tracking table (*see Annex 5*) to help track progress of performance indicators and can also be used to facilitate reporting on progress.

Integrating Learning in M&E

While MINARET teams operate within one coordination framework, efforts in managing M&E do not seem in sync thus causing potential synergies to be lost. A number of strategies for fostering intentional coordination between MINARET teams could be considered, such as:

Participatory Data Analysis

The idea behind participatory data analysis is to get both project managers and M&E teams together to look critically at project data. There are a number of attested sense making techniques (such as, Data Walks and Data Placemats) where the goal is to create an open space for everyone in an Activity to look at Activity data, ask critical questions, discuss and to potentially plan a way forward.

Collaborating, Learning and Adapting (CLA) Maturity Matrix

This innovative approach was developed by USAID recognizes that organizational learning based on evidence is still relatively considered an emerging concept not fully understood or internalized by most organizations. CLA approaches to development include collaborating intentionally with stakeholders to share knowledge and reduce duplication of effort, learning systematically by drawing on evidence from a variety of sources and taking time to reflect on implementation, and applying learning by adapting intentionally. *For an extensive list of relevant tools and resources, please visit https://usaidlearninglab.org/cla-toolkit.*

Establishing a Community of Practice

Communities of Practice aim to create a platform for sharing experiences and exchanging knowledge among certain groups. MINARET in this case, could offer to organize sessions guided

by specific questions and needs to catalyze any created community of practice and ensure that there is a systematic approach to facilitating sessions. A given session would focus on a main topic theme and includes speakers from various offices to reflect on successes, challenges, best practices and learning on that topic. The sessions could be held on a quarterly basis.

Pause and Reflect Sessions

Holding reflection sessions on regular basis will help identify what's working and what needs adapting and will allow IP teams to consider the impact of changes in the operating environment or context. Similarly, learning loops will provide continuous feedback to and supported rapid program adjustments to achieve the greatest impact. After Action Reviews fall under this category, which is an assessment conducted after a project or major activity that allows team members and leaders to discover (learn) what happened and why, reassess direction, and review both successes and challenges.

ANNEX 1

Workshop Training:
Building Integrated M&E Systems

Workshop Agenda- DAY 1	
9:00 – 9:15	Registration and Coffee
9:15 – 10:00	Workshop Objectives + Expectations
10:00 – 10:15	The Project Cycle
10:00 – 10:45	What is M&E?
10:45 – 11:00	Coffee Break
11:00 – 11:30	Logic Models and Theories of Change
11:30 – 12:00	Understanding Projects Components
12:00 – 13:00	Table Handout Exercise + Discussion
13:00 – 13:45	Lunch Break
13:45 – 14:00	Coffee Cup High-rise Building Exercise
14:00 – 14:30	Problem Definition + Context Assessment
14:30- 15:00	Goal Identification
15:00- 15:30	Group Exercise: Desired Change and Goal Statement
15:45- 16:00	Key Takeaways and Day 1 Recap
16:00	End of Day 1

Workshop Training:
Building Integrated M&E Systems

Workshop Agenda- DAY 2	
9:00 – 9:15	A Look Back: Day 1
9:15 – 10:00	Causal-and-effect in Designing Projects Results
10:00 – 10:45	Outcomes Preconditions
10:45 – 11:00	Coffee Break
11:00 – 11:30	Mapping Pathways of Change
11:30 – 12:00	Table Handout Exercise + Discussion
12:00 – 12:30	Programmatic Assumptions and Risks
12:30 – 13:00	Group Work: Identifying Assumptions
13:00 – 13:50	Lunch Break
13:50 – 14:00	Energizer
14:00 – 14:15	Data Collection and Analysis
14:15 – 14:45	Key Data Collection Methods
14:45 - 15:00	Group Exercise: Developing Interventions to Achieve Results
15:00 - 15:15	The Use of Technology in Data Collection
15:15 - 15:30	Non-indicator Measures
15:30 - 16:00	Summary and Group Discussion
16:00	End of Day 2

Workshop Training:
Building Integrated M&E Systems

Workshop Agenda- DAY 3	
9:00 – 9:15	A Look Back: Day 2
9:15 – 10:00	Interventions Design and Causality
10:00 – 10:15	Common Pitfalls in Projects
10:15 – 10:45	Needs Assessment and Evidence Gathering
10:45 – 11:00	Coffee Break
11:00 – 11:30	The Sphere of Influence
11:30 – 12:30	Group Work: Defining Interventions
12:30 – 13:00	A Lively Discussion: Examples for the Field
13:00 – 13:50	Lunch Break
13:50 – 14:00	Energizer
14:00 – 14:30	From Results to Indicators
14:30 – 15:00	Performance Indicators
14:45 - 15:00	A Brief Exercise
15:00 - 15:15	Targets and Baselines
15:15 - 15:45	Data Quality Assurance
15:45 - 16:00	Summary and Group Discussion
16:00	End of Day 3

Workshop Training:
Building Integrated M&E Systems

Workshop Agenda- DAY 4	
9:00 – 9:15	A Look Back: Day 3
9:15 – 10:00	Evaluations and Assessments
10:00 – 10:45	Types of Evaluations
10:45 – 11:00	Coffee Break
11:00 – 11:30	Assessing Interventions
11:30 – 12:00	Table Handout Exercise + Discussion
12:00 – 12:30	Evaluation Design + Scope of Work
12:30 – 13:00	Sustainability and Scalability
13:00 – 14:00	Lunch Break
13:45 – 14:00	Capstone Exercise
14:00 – 14:15	M&E in Reporting
14:15 – 14:30	Donor Reporting
14:30 - 14:45	Highlighting Successes and Challenges
14:45 - 15:00	The Role of Learning in M&E
15:00- 16:00	Practicum- Group Presentations
16:00	End of Day 4

ANNEX 2

Building Integrated M&E Systems Training-
Pre and Post Test

Name (or code): _____
Date: _____
Unit/Department: _____

Question One *(Multiple Choice):*

1) Elements of effective proposal writing include:

A. Demonstrating economic and social benefits
B. Addressing funding agency requirements
C. Demonstrating the sustainability of the project's output
D. Developing Learning Agenda
E. Selecting all required staff in advance

2) Indirect beneficiaries include:

A. Those who benefit from the goods and services provided to others
B. Those who will supply it with raw materials or other goods and services
C. Those who will use in some way the output of the project
D. All persons who will be employed by the project

3) Results based management includes:

A. Planning, implementing and monitoring
B. Planning and monitoring and evaluation
C. The monitoring and evaluation phase only
D. The planning phase only

4) The difference between Monitoring and Evaluation includes:

A. The same
B. Different. Monitoring is the routine collection of information to track progress, evaluation is used to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability
C. Different. Monitoring systems are determined during the planning phase while evaluation is determined at the end of the project or program
D. The same. Only evaluation suffices in result-based management

5) Which tools are useful for a situational analysis prior to planning a project/program?

A. Stakeholder analysis
B. SWOT (strengths, weaknesses, opportunities and threats) analysis
C. Problem tree analysis

D. All of the above

6) Objectives should be written as:
   A. Specific, simple, clear and concise statements that describe the intended results to be achieved.
   B. High-level statements that provide the overall context for M&E
   C. Long term statements that state the ultimate expected impact of a program
   D. Unquantifiable and not needing to be measured

7) Indicators are:
   A. Only quantitative
   B. Written at process, output, outcome and impact level
   C. Used to determine what progress is being made towards the achievement of an intended result (objective)
   D. A and C
   E. B and C

8) A theory of change can be:
   A. Written Narrative
   B. A visual depiction
   C. An approach to a project design
   D. A series of IF-Then Statements
   E. A combination of risks and assumptions

9) One of the below is not a theory of change design step:
   A. Define indicators
   B. Identify goal
   C. Assess the context
   D. Review strategic plan
   E. Review TOC model

10) Some the questions you ask before you commence an evaluation include:
   A. Is the project on track and being implemented as planned?
   B. What is the impact of the project?
   C. Is the program reaching the intended target population?
   D. Is the project achieving desired outputs and outcomes, and objectives?
   E. All of the above

Question two *(True or false)***:**
In the space provided, write the letter (T) if the statement is TRUE and the letter (F) if the statement is FALSE.

1. Primary data is information which already exists. It includes government reports, industry association studies, strategic plans, marketing books, periodical articles, and reports.

2. The length of the proposal has no limits as it is of utmost importance to ensure that proposals are as comprehensive and rich information as possible.

3. Adaptive Management is the use of evidence to inform decisions on how to modify programming to be more effective

4. In terms of proposal layout, the margins, spacing, fonts, headings, and numbering should be consistent throughout the document.

5. An executive summary is a concise summary of the key points. It should not exceed two pages in length.

6. A project schedule should describe the sequence of project activities but it is not a must for it to indicate when the project will start and end.

7. The goal of your project should be to solve the problem described in the proposal background.

8. To build a productive data review culture, it is important to encourage a meaningful dialogue around what works, what does not and the best way to move forward

9. When selecting performance indicators, we should choose the indicators that produce the best data quality regardless of the cost.

10. Context indicators do not measure results, but it tracks factors that are considered outside the management control of a project.

11. Data analysis involves looking for patterns among pieces of information that are beyond one's reach in order to accurately interpret and understand a situation.

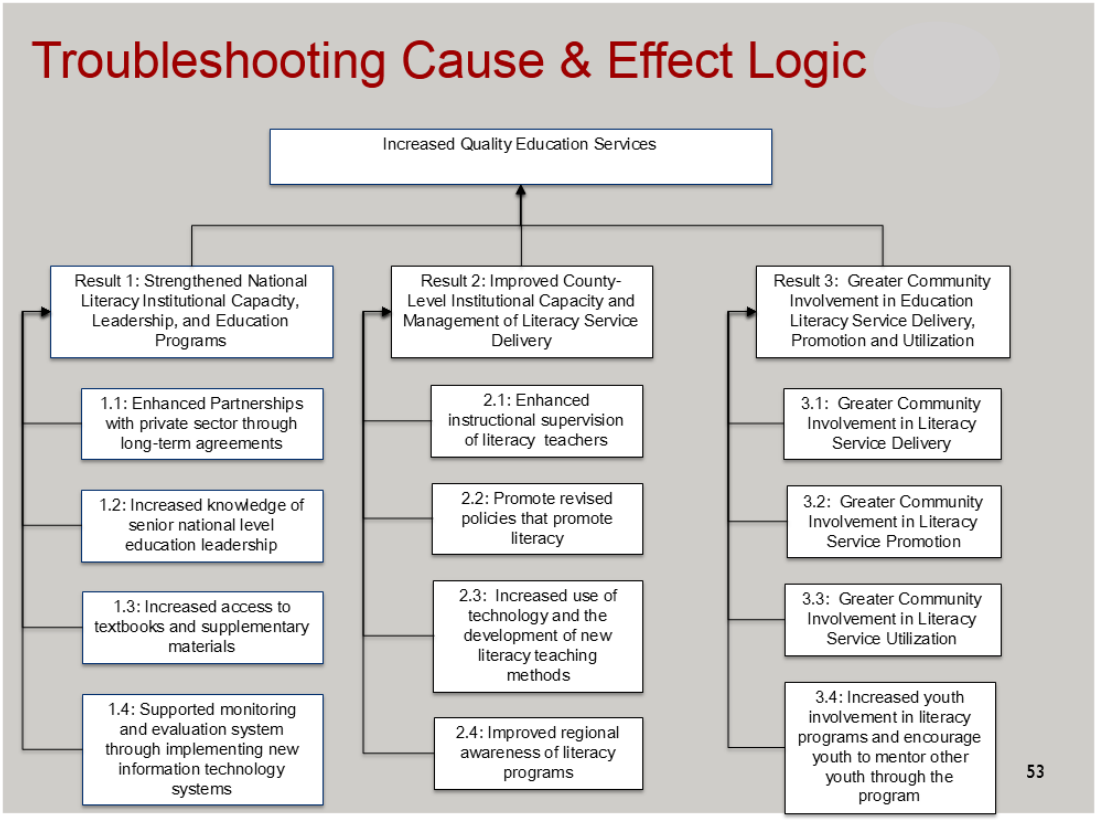
12. A theory of change diagram is a type of logic model that explicitly illustrates the causal pathways between activities, outputs, outcomes, and objectives.

13. There is a standard theory of change visual that all projects should follow.

14. Examples of evidence to support the theory of change should be integrated into the its narrative.

15. Personal and professional values, beliefs and norms on why change happens could be used as an assumption when designing projects.

Question Three (Troubleshooting cause and effect logic)**:**



Result Number	Troubleshoot

Question Four: Descriptions

1- In your own words, describe what is meant by Monitoring & Evaluation?

2- In your own words, describe what is meant by the Theory of Change?

3- In your own words, what is the difference between a Logical Model and a Theory of Change?

ANNEX 3

Indicator Reference Sheet Template

Indicator title and number:

<table>
<tr><th colspan="3">Indicator Reference Sheet</th></tr>
<tr><th colspan="3">IDENTIFICATION</th></tr>
<tr><td colspan="3">Result/Sub-result:</td></tr>
<tr><td colspan="3">Indicator Name and Number: (Indic. X.X)</td></tr>
<tr><td>Indicator Source:
☐ Project Custom
☐ Donor-Specific</td><td>Indicator Type:
☐ Output
☐ Outcome</td><td>Indicator Measure:
☐ Quantitative
☐ Qualitative
☐ Mixed</td></tr>
<tr><th colspan="3">DESCRIPTION</th></tr>
<tr><td colspan="3">Precise Definition: What exactly does this indicator measure? Try to be as precise as possible.

Example:
This indicator is intended to count the number of schools in which the advanced teacher model has been successfully introduced.
• Observation checklist to be filled by the technical team retrospectively according to the field visit conducted.
• For the purpose of this indicators, “successfully” refers to effective community engagement that meets best practices outlined in SOP.</td></tr>
<tr><td colspan="3">Unit of Measure: The unit of measure must be clearly specified and minimum or maximum values should be included, if applicable. (Examples: persons, dollars, metric tons)</td></tr>
<tr><td colspan="3">Method of Calculation: The method of calculating the construct should be clearly stated. (Example: Simple Count)</td></tr>
<tr><td colspan="3">Disaggregation: List any planned ways of disaggregating the data and describe why this disaggregation is necessary and useful. (Examples: Sex (males, females), Geographic Location, Refugee, etc.)</td></tr>
<tr><td colspan="3">Location Reporting Level: (Please select one)
☐ Location of Facility (Please attach GPS coordinates)
☐ District Level
☐ Municipality Level
☐ Governorate Level
☐ Kingdom Level</td></tr>
<tr><td colspan="3">Management Utility: Briefly describe why this particular indicator was selected to measure the intended result and how it will be useful for managing performance</td></tr>
<tr><th colspan="3">PLAN FOR DATA COLLECTION</th></tr>
</table>

Data Collection Method: *Tools, methods, and procedures for collecting raw data must be described. (Examples: observation checklist, document reviews, key informant interviews, focus group discussions, etc.)*
Data Source(s): *Specific sources of data must be identified. If data are collected by implementing partners, specify where the partner is getting the data. It is critical that sources be specific and detailed to ensure that data collection is consistent and verification is possible.*
Timing/Frequency of Data Acquisition: *How often and when data will be reported to donors must be specified.*
Individual Responsible at Activity (title): Specific staff member(s) directly responsible for the data collection.
Location of Data Storage: Identify where data is stored. (Example: online cloud storage, offline electronic storage, physical database)
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Review & Analysis: *Describe how collected data will be reviewed and analyzed.*
Reporting of Data: *Describe how data will be reported, to whom and the frequency of reporting.*
DATA QUALITY ISSUES
Known Data Limitations: *Any major data limitations must be indicated. Plans on how to address these limitations should be stated. (Examples: Double counting, timeliness, reliability)*
Actions Taken or Planned to Address Data Limitations: Plans on how to address the above limitations should be thoroughly stated here.
BASELINES & TARGETS
Baseline Timeframe/Notes: The timeframe (month/year) that will serve as the baseline value for the indicator must be stated. If there is no baseline yet, identify when and how this will be done.
Rationale for Targets/Notes: *Explain the general basis on which targets are set for the indicator.*
CHANGES TO INDICATOR & OTHER NOTES
Changes to Indicator: *Changes to an indicator that affect indicator reference information must be documented and justified.*
Other Notes: *Use this space as needed*
THIS SHEET WAS LAST UPDATED ON: DD/MM/YYYY

ANNEX 4

Indicators Summary Table

This a table of key performance indicators including specific data collection and frequency (filled in with a specific example for illustration purposes).

Indicators	Indicator Definition	Unit of Measurement	Data Collection Methods/Sources	Frequency & Schedule	Person Responsible
Percentage of target schools that successfully conduct a minimum of one disaster drill (scenario) per quarter.	1. ***Schools*** refers to 12 schools in Amman District. 2. ***Success*** determined by unannounced drill through early warning system; response time under 20 minutes; school members report to designated area per the School Crisis Response Plan; school disaster response team (DRT) assembles and are properly equipped. 3. ***Numerator***: number of schools with successful scenario per quarter 4. ***Denominator***: total number of targeted schools	Schools	1. Pre-arranged site visits to observe disaster drill and complete disaster drill checklist. Checklist needs to be developed. 2. School focus group discussions (teachers, students, administration). Focus group questionnaire needs to be developed	1. Disaster drill checklist data collected quarterly. 2. FGD: every 6 months. 3. Begin data collection on 1/15/19	M&E Focal Point

ANNEX 5

Indicator Tracking Table

The below table lists indicators with a brief description/measurement, data source(s), frequency of data collection, baseline values and their sources, and the annual target estimates throughout the life of the project.

#	Indicator	Definition	Unit of Measure	Reporting Frequency	Data Source & Collection Method	Baseline	Year 1 Target	Year 2 Target	Year 3 Target	Target Justification