MEL for Worker Rights Programs:
Where do we start?

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Table of Contents

Introduction to the Guide "MEL for Worker Rights Programs: Where do we start?" 4
What is the purpose of a MEL Plan? 4
Why is the MEL Plan important? 4
Who should use this Guide? 4
How should a project team use this Guide? 4
When should the MEL Plan be developed, used and updated? 5
Figure 1. ILAB Project Life Cycle 5
Figure 2. Iteration in ILAB's Project Life Cycle 6
ILAB/OTLA's Theory of Sustained Change (TOsC) and Approach to MEL 7
Theory-Based and Complexity-Aware Monitoring 7
Resources 9
Figure 3. Theory of Sustained Change for ILAB's Worker Rights Programs 10
OTLA MEL Plan Composition 11
Required MEL Plan Elements 11
1. Logic Model 11
Resources 11
Guidance 11
Considerations 13
2. Learning for Action (L4A) Agenda 15
Resources 15
Guidance 16
Considerations 16
3. Performance Monitoring Plan (PMP) 18
Resources 19
Guidance 19
Considerations 20
4. Considering MEL Activities in the Project Work Plan and Budget 21
Guidance 21
Suggested MEL Plan Elements 21
5. Stakeholder Feedback Plan 21
Resources 21
Considerations 21

6. Evaluation Plan 22
Resources 22
Considerations 22
7. Process Diary 22

INTRODUCTION TO THE GUIDE "MEL FOR WORKER RIGHTS PROGRAMS: WHERE DO WE START?"

WHAT IS THE PURPOSE OF A MEL PLAN?

As specified in the terms and conditions of award, projects must collaborate with ILAB to develop a Monitoring, Evaluation, and Learning (MEL) Plan. Each MEL Plan is unique to the project. It is a tool to integrate and guide the process of monitoring, evaluating, and reporting on project progress toward achieving intended results and outcomes. It should support and encourage project adaptation by informing management decisions, learning, and mid-course corrections. MEL plans promote a strong link between project monitoring and evaluation activities, accountability, and learning.

Please note that the MEL Plan is a living document that can be amended as needed. We recommend including a section for "date last updated" at the beginning of the MEL Plan so the project team can keep track of when they had last reassessed their MEL needs. The readers' projects will have made progress at different stages in their life cycles at the time they open this guide; project teams are invited to use this guide and its sections depending on the level of maturity of their own project and the direction they want it to take (e.g. the L4A agenda). In summary, there is no one roadmap and the MEL path will be different for each project.

WHY IS THE MEL PLAN IMPORTANT?

The MEL Plan is important because it guides teams in learning from and adapting their projects. At a minimum, the MEL Plan sets out the project's logic model; learning activities; performance monitoring plan (PMP); and critical MEL activities, such as tracking complexity aspects, data collection, and reporting processes, "Pause and Reflect" sessions, and PMP data reviews. The plan should be clear enough that any new project member could review the plan and understand how the project collects and reports data, learns, and adapts using those data.

WHO SHOULD USE THIS GUIDE?

This Guide is intended to support all project leads, including those heading project management and MEL activities, as well as team members who are helping to develop and update a project's MEL Plan or who are involved in project learning and adaptation. Donors and external evaluators may also find interest in learning about ILAB grantees' MEL activities through this guide.

HOW SHOULD A PROJECT TEAM USE THIS GUIDE?

The Guide provides a set of resources and suggested actions that may be helpful when creating or updating the project's MEL Plan. ILAB has indicated below which sections are required components of every MEL Plan. Other sections below are based on industry best practices for monitoring, evaluation, and learning. ILAB recognizes that each project may

have different MEL needs, and that the items in each section may not be applicable to every circumstance.

Throughout the Guide, you will see sections titled "Guidance," "Considerations," and "Resources".

"Guidance" gives practical steps needed to complete the required elements of the MEL Plan.

"Considerations" highlights important questions that will provide input into the MEL Plan components.

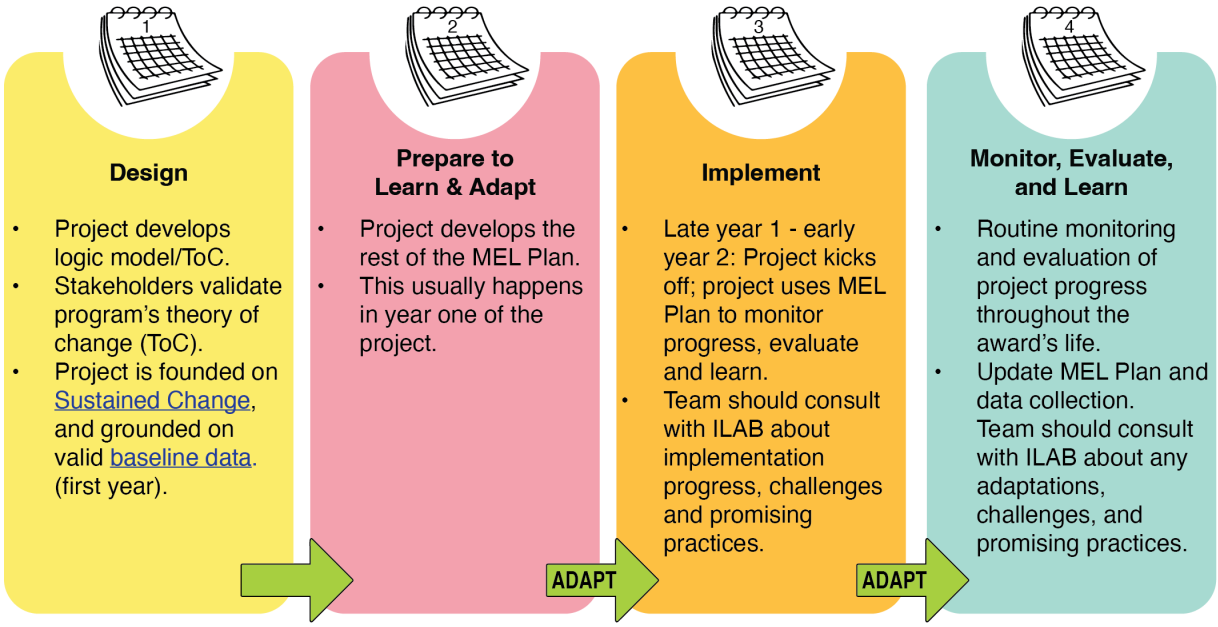
"Resources" indicates where to find additional information or tools.

ILAB welcomes innovations on and additions to this Guide so each project can create a MEL system that works for its circumstances and needs.

WHEN SHOULD THE MEL PLAN BE DEVELOPED, USED AND UPDATED?

There are four phases in the life cycle of a project. (See Figure 1) The first two phases, "Design" and "Prepare to Learn and Adapt," happen early in the project. The next two phases, "Implement" and "Monitor, Evaluate, and Learn" happen concurrently.

FIGURE 1. ILAB PROJECT LIFE CYCLE[1]

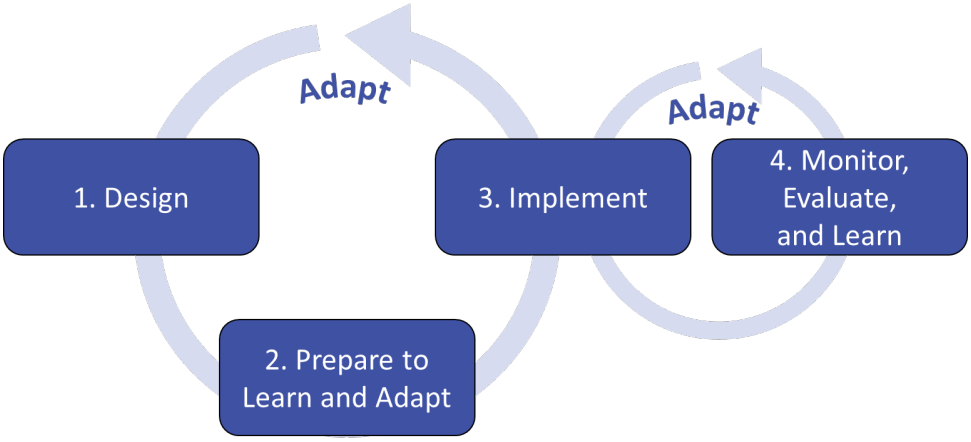


[1] At each phase of the life cycle, ILAB recommends that project teams use the resources available to them in the ILAB MEL Resource Library. In particular, for phase 1, teams should make sure the ToC takes advantage of Sustained Change principles and the project collects baseline data on context characteristics.

Each project has a specific timeline and level of progress throughout the life cycle. Teams should refer to ILAB's MPG[2] to find their own specific data reporting and MEL deliverable schedules.

The project life cycle should be iterative, and ILAB's MEL approach to design and implementation is highly adaptive. As shown in Figure 2, the MEL activities of each project are intended to inform implementation directly, so that projects can adapt to dynamic contexts, emerging complexities, or institutional changes that are external and/or within the project team. Implementing changes will also generate lessons for adaptation to program design and even to the MEL strategy over the life cycle.

FIGURE 2. ITERATION IN ILAB'S PROJECT LIFE CYCLE



[2] ILAB's MPG can be found by going to the ILAB Resources Grants & Contracts page, then clicking on Application Guidelines & Forms and selecting Management Procedures and Guidelines for the relevant year.

ILAB/OTLA'S THEORY OF SUSTAINED CHANGE (TOSC) AND APPROACH TO MEL

ILAB expects all labor rights projects to work toward advancement of one or more of the following rights, enshrined in the International Labor Organization's Declaration on Fundamental Principles and Rights at Work.

1. Freedom of association and the effective recognition of the right to collective bargaining
2. The elimination of all forms of forced or compulsory labor
3. The effective abolition of child labor
4. The elimination of discrimination in respect of employment and occupation
5. A safe and healthy working environment

Although it is not always possible for a project to observe significant changes with respect to these rights within the life cycle of the project, ILAB intends for all projects to achieve outcomes that, if sustained, **will significantly contribute to, and reinforce these impacts over time**. Thus, the sustainability of project gains on local stakeholders, workers, and system dynamics is crucial to the project's long-term success.

Based on research and the results and recommendations of numerous ILAB synthesis evaluations and other resources, ILAB developed a Theory of Sustained Change (TOsC) to guide grantees toward creating impacts that lasts. (See Figure 3.) ILAB expects its projects to align with one or more outcome domains in the TOsC, and MEL Plans should include outcome indicators that assess how the project contributes to sustained change in these areas.

THEORY-BASED AND COMPLEXITY-AWARE MONITORING

ILAB's approach to MEL is not limited to the TOsC. ILAB encourages grantees to use two complementary approaches—program theory-based MEL and complexity-aware MEL (CAMEL)—to monitor, learn from, and adapt their projects.[3] Below is a brief summary of the main differences and complementarities of both approaches:

[3] For a visual representation of ILAB's two-pronged approach to MEL, please look at this infographic.

Program Theory-based MEL (performance monitoring) - TOsC and logic model	Complexity-aware MEL (CAMEL) - unpredictable and outside project influence
Captures predicted aspects of projects	Identifies and tracks unpredictable aspects of projects
Monitors results donor/planner intended	Monitors results beyond those a donor/ planner originally intended
Assumes planned pathways of change	Captures uncertain, contested, emergent, and dynamic aspects
Uses pre-determined targets and indicators	Uses no targets; it is often indicator-free Assumes evolving interrelationships between project and host system

Program theory-based monitoring and CAMEL are intended to work together, and one does not replace the other; they each have their own strengths and limitations. Under the TOsC, these two approaches provide more complete and useful information for adaptive management.

On the one hand, theory-based monitoring is concerned with the predicted aspects of programming; it measures the results that the project planner(s) intended and unfolds along predicted pathways of change. It helps answer questions about progress made towards intended outcomes, and the pace of progress vis-à-vis expectations. Theory-based monitoring uses targets for those results and measures progress using indicators.

On the other hand, CAMEL focuses on the unpredicted and unpredictable aspects of programs. This approach helps to capture results that were not included in the theory of change. Thus, CAMEL tracks the evolving relationship between the program and the context, rather than the single pathway of change.

By providing insight into the diverse perspectives of major stakeholders about the workers' rights challenge and solutions, CAMEL approaches are often indicator-free and provide information on the larger system in which the program operates. To help project teams incorporate a CAMEL lens into their MEL strategies, program managers and MEL staff can collectively think on the following reflection questions:

- What contextual factors are likely to influence achievement of desired outcomes, either positively or negatively?
- How do others perceive and value the situation and the project? How will that influence their interactions with the project?
- What emergent (unpredicted) outcomes is the project contributing to?
- What is the pace of change? What new opportunities or constraints may arise in response to changes in the context?

By answering these questions, certainly more than once during the project's life cycle, teams can determine who needs information to make decisions and when; what uncertain and unpredictable cause-and-effect relationships can affect the project's theory of change; what contextual factors and external dynamics should be tracked and for how long; and how the interaction between the project and its context also change its surrounding conditions. CAMEL is intended to systematically track evolving interrelationships, perspectives, and boundaries with an open lens to classic and systems-informed methods.

RESOURCES

To learn more about ILAB's TOsC and ILAB's approach to MEL for worker rights programs, read the Theory of Sustained Change (TOsC) Guidebook and/or watch the TOsC training series. (Both are available in English and Spanish.) The training consists of four sessions, each divided into two modules, covering the following content:

- Session 1: Rationale for & Foundations of ILAB's Theory of Sustained Change
  - Module 1: Introduction to the ILAB's Theory of Sustained Change (TOsC) and Systems Approach
  - Module 2: Complexity-Aware MEL for ILAB Labor Rights Projects
- Session 2: ILAB Learning for Adaptation and Accountability
  - Module 1: Learning for Action
  - Module 2: ILAB Standard Outcome Indicators
- Session 3: ILAB Tools and Resources
  - Modules 1 & 2: Guidebook, Resource Library & Data Reporting Form
- Session 4: Practical How To's: MEL for Capacity Development
  - Module 1: CAMEL Across the Project Life Cycle
  - Module 2: Putting It All Together: Project Learning and Adaptation Using a Capacity Development Example

FIGURE 3. THEORY OF SUSTAINED CHANGE FOR ILAB'S WORKER RIGHTS PROGRAMS

Outcome domains and sustained changes related to available capital

Outcome domains and sustained changes related to leverage points

Outcome domains and sustained changes related to causal mechanisms

Impact on labor rights

OTLA MEL PLAN COMPOSITION

REQUIRED MEL PLAN ELEMENTS

1. LOGIC MODEL

A logic model (also referred to as theory of change) is a well-articulated conceptual framework that (1) identifies key inputs, activities and outputs that may be critical to achieving the relevant outcomes and (2) describes the expected relationships among the key components and outcomes, theoretically and operationally.

As a first step, the project team can use the suggested format on page 14 while creating and/or updating the project's logic model. ILAB suggests this format because it provides space for the project to present its logic model and to consider and anticipate where the planned logic model and intervention strategy are sensitive to system dynamics, evolving interrelationships, risks, opportunities, shocks, and contextual factors or events outside the project's control or influence. Examples of aspects of complexity include positive opportunities or negative risks derived from political changes that affect who makes policy decisions; increased automation or use of artificial intelligence (AI) in a labor sector; changing weather patterns; shifts in migration trends; political pacts between private, public, or labor sectors; and legal reforms. Usually after some iterations of its design and content, a complexity-aware logic model will support the project team in identifying useful context monitoring approaches that can provide the team with timely information (to supplement its quantitative performance monitoring and reporting) to inform decision-making and help determine needed adjustments to the project strategy or interventions and further refine the TOC.

RESOURCES

- Refer to the Theory of Sustained Change (TOsC) Guidebook for guidance on applying ILAB's TOsC and Standard Outcome Indicators to projects.
- See the "Theory of Change" section of ILAB's MEL Basics Resource Page for further guidance on developing TOCs.
- See training materials from Session 1, Module 2, "Complexity-Aware MEL for ILAB Labor Rights Projects," for details on how to apply complexity-aware principles to the project's theory of change.
- See the "Risks and Assumptions" section of ILAB's MEL Basics Resource Page.
- See additional resources, including applied Political Economy Analysis (PEA): Other MEL Resources.

GUIDANCE

☐	The project team should define the ultimate problem the project is trying to solve and rephrase this as an impact statement. *For example, "unsafe working conditions," could be rephrased into a project impact statement of "improve*

	safety of working conditions." The change the project team is trying to achieve is the ultimate outcome in the logic model.
☐	A description of the main context characteristics of the workers' rights challenge and the factors that hold workers, employers, authorities, or any other actor facing the challenge in place, is essential to identify the relevance of the project's intervention.
☐	In both the logic model and its associated narrative, the project team must identify the entry points or instances of momentum to create change.[4] Unless those opportunities are clearly identified in the implementation context, the challenge may become intractable, and the intervention face a brick wall to enable change.
☐	The project logic model should include the main project activities/outputs, outcomes, sustained changes, and impacts. *Note that the logic model does not need to include every project activity/output. Focus on the major interventions that may lead to sustained changes.*
☐	The project logic model must show how each project outcome aligns with outcome domains in ILAB's TOsC.
☐	The project team should include a brief narrative description to accompany the logic model. The narrative description should explain how the project hypothesizes its activities will lead to the intended changes and impacts. This is generally written as an "***if/then" statement*** that is included in the Project Document and the Logic Model section of the MEL Plan. For elements sensitive to complexity, the team should describe how those factors – contextual factors, others' perceptions and values, emergent outcomes, and/or the pace of change - are likely to impact the project. Writing this narrative prepares the project to adapt and refine the learning questions.
☐	The project logic model should include key assumptions underlying the theory of change. Assumptions are often included in a box along the bottom of the logic model. When formulating the L4A Agenda (below) and creating or adjusting the logic model, the project team should separate the TOC's underlying assumptions from a wider exercise that identifies aspects sensitive to complexity beyond those assumptions (see next row and further considerations below).
☐	The project logic model should note where it may have aspects sensitive to complexity, including external and internal risks and opportunities, unplanned events that may impact the project, emergent or unintended outcomes, diverse perspectives from groups that were not considered in the original TOC, and changing dynamics in the context. The project team should use arrows to show how contextual factors; others' perceptions and values; emergent outcomes; and/or the

[4] Adapted from Salib, M. (2022), "Introducing the TOC Workbook: A Roadmap to Develop (or Strengthen) Your Theory of Change", Social Impact, available at: https://socialimpact.com/introducing-the-toc-workbook/

	pace of change impacts activities, outcomes, sustained changes, or impacts in the project logic model. *The project team should note that these aspects sensitive to complexity are not fixed, but dynamic and will change over time as part of the context.*
☐	Logic models should be reviewed and updated regularly and/or when any major changes are made to the project. When doing this, the project team should pay special attention to the aspects of the project that are sensitive to complexity as those are likely to change as the project context changes.
☐	As the project team learns and adapts the program, they should update the project logic model to reflect these learnings and changes.

CONSIDERATIONS

☐	Consider gathering stakeholder feedback during the Stakeholder Validation phase, through one-on-one conversations or through a participatory design process, to ensure the project logic model is comprehensive, relevant, and aligns with key stakeholders' understanding of the problem. Theories of change also benefit from understanding and capturing the relevant pieces from their political context; thus, project teams should consider using applied Political Economy Analysis. Stakeholder feedback is helpful for project buy-in, particularly for both the logic model and the aspects of the project that are sensitive to complexity.
☐	Consider how the project team will monitor whether implementation is on track and whether expected results are being achieved.
☐	Consider how the project may monitor aspects of the project that are uncertain, emergent, contested, and/or dynamic in the project's context. Based on the L4A Agenda, the project team should make wise decisions on how to assign monitoring resources to track the issues most likely to influence implementation at that time, rather than completing a "check box" of aspects to track. *Note that there do not need to be targets or baselines for complexity-aware monitoring and these do not need to be included in the data reporting form. Given available MEL resources, most projects may find it useful to track the 2-3 complex aspects most likely to influence the project at any one time.*
☐	Assumptions are beliefs a team has about its program, the people and institutions involved. Note that some assumptions may be similar to aspects sensitive to complexity; however, for logic modelling purposes, not all aspects of complexity fall into the project assumptions, only those underlying the TOC.

Project Logic Model

Project Activities/Outputs	Outcomes and Outcome Domains		Sustained Change	Impact
[List the project activities/outputs that contribute to project outcomes. *Example: Conduct awareness raising activities.*]	**Outcomes** [List the outcomes expected to be achieved by the project. *Example: The government institutionalizes labor inspections.*]	**Outcome Domains** [List ILAB's outcome domains that the project outcomes contribute to. *Example: Increased demand for services.*]	[Bullet point the sustained changes expected under each of the outcome domains. *Example: Workers continue to demand government enforcement.*]	[Describe the impact that the project contributes to. *Example: Improved working conditions.*]
Sphere of Control	Sphere of Influence		Sphere of Interest	

Aspects of the Project that are Sensitive to Complexity

Project Activities/Outputs	Outcomes and Outcome Domains	Sustained Change	Impact
[List aspects of the project activities or outputs that may be uncertain, emergent, contested, or dynamic. *Example: Employers may resist delivery of awareness-raising sessions.*]	[List uncertain, emergent, contested, or dynamic aspects of the project that may affect outcomes. *Example: Employers may resist efforts to fund labor inspections.*]	[List uncertain, emergent, contested or dynamic aspects of the project that may affect sustained change. *Example:*]	[List uncertain, emergent, contested or dynamic aspects of the project that may affect impact. *Example*:]
Sphere of Control	Sphere of Influence	Sphere of Interest	

Assumptions

2. LEARNING FOR ACTION (L4A) AGENDA

Learning for action (L4A) is the process of identifying questions, knowledge gaps, assumptions, and emergent outcomes that may help inform program design, implementation, and adaptation; identifying way(s) to fill those knowledge gaps; and specifying how and who will use the knowledge gained. As a first step, an L4A Agenda encourages program success by identifying and prioritizing the knowledge needed to make informed program decisions. Because learning for action questions can be answered by performance monitoring data, complexity-aware tracking, evaluation findings, and/or other learning activities, the L4A Agenda informs MEL Plans, PMPs, and evaluation plans so that they provide critical information for decision-making.

Framing an L4A Agenda prepares the team to learn and adapt throughout the project life cycle (see Figure 2). Designing a L4A Agenda is also instrumental to determine what is feasible and relevant to monitor, track, adapt and improve in program implementation. Teams cannot and should not plan to monitor every possible phenomenon inside and outside the program. As such, thinking through and then prioritizing a list of learning questions enables teams to focus on finding answers that reflect gaps in knowledge and areas where influence/adaptation is expected. An L4A Agenda is thus a good vehicle to collectively prioritize what aspects to monitor, the time and frequency of monitoring, and the level of rigor required to obtain evidence to address the learning questions.

Below is a list of suggested steps to create and periodically revisit the L4A Agenda. Advancing a L4A Agenda prepares the project for the next steps in the MEL Plan, described below:

1. Collaborate with internal and external stakeholders.
2. Develop and prioritize learning questions, considering both monitoring and evaluation approaches under the TOsC.
3. Design approach(es) for answering learning questions.
4. Select and define project indicators, map them to standard outcome indicators, and define targets.
5. Document decisions and priorities in the L4A Agenda.

Following these steps to create an L4A Agenda provides the necessary elements for a project team to start developing a PMP and other aspects of the MEL Plan.

RESOURCES

- See ILAB's training on Learning for Adaptation and Accountability, Section 3
- See ILAB's Complexity-Aware MEL Resource Page. The Six Simple Questions Worksheet can be helpful when assessing the project team's complexity-aware monitoring, evaluation and learning (CAMEL) needs.
- See the MEL For Learning page within ILAB's Learning and Adaptation resource library. Specifically, content focused on knowledge management processes may be useful.

GUIDANCE

☐	Complete the table below with both theory-based learning questions and CAMEL learning questions, the timing for answering the learning questions, learning activities the project team will undertake to answer the learning questions, and what resources the project team will use to answer the questions.

CONSIDERATIONS

☐	Consider how the answers to learning questions will be generated, documented, and used.
☐	The project team should consider how to share the answers to learning questions with stakeholders, how to engage stakeholders and participants throughout the learning for action cycle, and how to share knowledge with ILAB, stakeholders, and other relevant parties.
☐	The project team should consider how they will use the answers to learning questions to adapt their project activities.
☐	Consider how the project team will review performance with ILAB on an ongoing basis and how often the theory of change, MEL Plan, and indicators will be reviewed to determine whether updates are necessary. Include details on how stakeholders or participants will be engaged in this process.
☐	Consider how the project may monitor aspects that are uncertain, emergent, contested, and/or dynamic in the project's context. *Note that there do not need to be targets or baselines for context monitoring and these do not need to be included in the data reporting form.*
☐	Think about the project team's plan for documenting the lessons learned, what worked, and what didn't throughout implementation. Coordinate internal Pause & Reflect or sensemaking sessions/activities for your team to brainstorm, summarize lessons and learn from them. For example, the project team may want to document findings from learning events, regular reviews of indicators, or other MEL events and store them in an accessible repository.

Learning for Action (L4A) Agenda

Learning Questions	Timing/Key Decisions	Learning Activities	Resources
Theory-Based Learning Questions: Does the project logic model hold true? **CAMEL Learning Questions**: What contextual factors influence achievement of desired outcomes? How do others perceive and value the situation and the project? What unpredicted outcomes did the project contribute to? What is the pace of change?	Who needs this information? When? For what purpose?	How will we answer the question? (e.g., Pause & Reflect session, evaluation, monitoring indicators, inquiring on emergent/dynamic aspects, tracking interrelationships, special studies, all of the above)	What people and resources do we have to answer this question? What's feasible/priority to measure?

3. PERFORMANCE MONITORING PLAN (PMP)

To compare and compile information on program results, we must have performance indicator data. To get performance indicator data, we need a plan for acquiring and analyzing those data. The PMP is an important tool for identifying and defining theory-based performance indicators that measure project progress towards stated outcomes and objectives. The PMP includes relevant sections to answer questions about the data, such as:

- What is being measured? (defining the indicators and disaggregation)
- In what units will we collect the data?
- Who has the data? (What is the source, and can we access it?)
- How will we gather the data?
- How frequently will we gather the data?
- Who will collect the data?
- How do we disaggregate the data? What groups or subgroups should be represented in the data?
- When will data analysis take place?
- What will data collection cost?

A PMP also:

- Helps ensure *data comparability* over time and across project sites by clearly *defining indicators* and specifying *means of data collection*.
- Assists in *managing the data collection process* by identifying *timeframe and responsible parties* for data collection and analysis.
- *Informs data analysis* by providing detailed information on the characteristics of collected data, including disaggregation needs.

As to tracking aspects sensitive to complexity in the project, CAMEL is indicator free and agnostic to a methodological preference. Therefore, classic M&E approaches, including interviews, focus groups and surveys, can provide useful information for steering complex aspects of programming when applied according to complexity-aware MEL principles. Some M&E approaches have been specifically designed to address information challenges in complexity; these methods should also be implemented according to complexity-aware principles. All M&E approaches have specific strengths and weaknesses that should be assessed in the light of the CAMEL practice guidelines, including the central role of the learning questions and a balance between rigor, timeliness, and availability of resources.

RESOURCES

- Detailed instructions on how to fill out the PMP are included in the first tab of the Data Reporting Form workbook.
- Refer to the "Using ILAB's Standard Outcome Indicators" section (p. 18-28) of the Theory of Sustained Change Guidebook for guidance on selecting indicators and setting targets.
- See "Appendix B: ILAB Standard Outcome Indicator Reference Sheets (p. 37-90) of the Theory of Sustained Change Guidebook for guidance on how to complete the PMP for each standard outcome indicator.
- See the "Monitoring Approaches" section of ILAB's MEL Basics Resource Page
- For a review of existing data quality tools, see the ILAB MEL Resource Library section, "Data Quality Assessments".

The L4A agenda should guide the development of the PMP and how to use the Data Reporting Form in tandem with drafting the MEL plan.

GUIDANCE

☐	Use the "PMP tab" in the data reporting form to complete the PMP. Ensure that all columns in the "PMP tab" have been filled out. *Note some columns may need to be filled out or refined over the course of the project.*
☐	Select a combination of standard outcome indicators and project-specific indicators, as needed. *Note the Expected Outcomes stated in the FOA or Project Document are a good starting point for identifying standard outcome domains and indicators*. Projects should refer to their L4A Agenda to decide which aspects of each outcome are important to measure and to identify any other useful indicators to address the team's learning priorities.
☐	For each indicator, the project team must set targets and baseline (starting) values. Each standard indicator must have at least life of project (LOP) targets
☐	Determine how the project team will monitor whether implementation is on track and whether expected results are being achieved. As a minimum, the team should associate at least one outcome indicator with each of the expected outcomes in the Project Document or FOA and map the expected outcome indicators to a standard outcome domain.
☐	If at any phase of the project's life cycle, there were any unplanned or unexpected outcomes associated with the project, the team should add or refine indicators to capture such outcomes. The project's ILAB M&E focal point will suggest strategies to address any needed changes to the MEL Plan and the PMP.

☐	The project team should determine how they will handle any data that is found to be inaccurate, incomplete, inconsistent, or unreliable. Document how the project team will address these potential challenges in the PMP.
☐	Determine whether any of the monitoring data the project team collects will ask for sensitive information from respondents. Document how the team will protect their identities and make them feel safe to participate in the project's data collection, including any data collection forms, surveys, interviews, etc. *Note that this is particularly important for respondents in vulnerable situations.*
☐	The project team should also consider targets *per performance period* for, at least, indicator 2A.
☐	For each leverage point listed on the "Grant Details" tab, the team should track progress toward change. If necessary, consult with ILAB on strategies on how and when to use associated indicator 7A.
☐	For projects reporting results under indicator 2A, the project team should also report organizational capacity change for the institutions that those individuals are a part of, under indicator 2B.
☐	For project strategies involving any *network strengthening interventions*, the project should report changes in those by using outcome indicators 1A and/or 1B.
☐	For each *underserved group* identified on the "Grant Details" tab, the PMP and DRF should reflect disaggregation for these groups.
☐	For each labor right indicated on the "Grant Details" tab, the capacity building and service delivery indicators should be disaggregated by type of labor right in the PMP and DRF (e.g., non-discrimination for gender equity related capacity building, OSH for OSH–related interventions, etc.)
☐	The project team should assess whether the PMP will include indicators tracking the *number of enterprises* participating in project interventions. If so, such indicators should be disaggregated by sector and geographic location.
☐	Indicators tracking the number of enterprises should be associated with indicators reporting the *number of workers* in the participating enterprises.

CONSIDERATIONS

☐	When planning the process for ensuring that data is accurate, complete, consistent, and reliable, consider whether the project team needs to use any checklists or tools to facilitate this process. Does the project need to create these checklists or tools, or do existing checklists or tools meet the project's needs?

4. CONSIDERING MEL ACTIVITIES IN THE PROJECT WORK PLAN AND BUDGET

It can be helpful to have an idea of which MEL activities the project will undertake prior to beginning implementation so the project team can budget an adequate amount of time and human resources to complete each required task.

GUIDANCE

☐	Include key MEL activities in the project's Work Plan (e.g., regular Pause and Reflect sessions, semi-annual data collection and reporting, planned evaluations or learning activities). These activities should be integrated throughout the Work Plan and not as a standalone document.
☐	Consider the cost of planned MEL activities when creating, modifying, realigning, and extending the project's budget.

SUGGESTED MEL PLAN ELEMENTS

5. STAKEHOLDER FEEDBACK PLAN

RESOURCES

- See ILAB's Complexity-Aware MEL Resource Page, Specifically, resources under the "Complexity-Aware Approaches" section may be helpful.
- See Section 4 of the ILAB's Sustainability Guide.
- See a brief of "Do No Harm" principles.

CONSIDERATIONS

☐	Consider whether the project team should solicit stakeholder input to accompany the contextual and performance data it collects. *Note that it is important to engage workers directly where possible, keeping do no harm principles in mind*.
☐	If the project is planning to solicit stakeholder input, how will it be done, and when? Which stakeholders will be engaged?
☐	Consider how the project may integrate complexity-aware MEL methods to provide actionable answers to learning questions related to uncertain, emergent, contested and/or dynamic aspects of the project.
☐	Consider if and how the project will share stakeholder feedback with ILAB.

6. EVALUATION PLAN

The cooperative agreement Terms and Conditions and the MPGs outline ILAB's evaluation policies. The project may propose additional evaluation and learning activities with approval from the Grant Officer's Representative, and in consultation with the project's ILAB MEL point of contact.

RESOURCES

- See the "Evaluation Resources" section of ILAB's Evaluations of Labor Rights Programs: Resources & Results Page.

CONSIDERATIONS

☐	If additional evaluations are approved by the Grant Officer's Representative, describe any evaluations that will be carried out and estimated timing. *Note that project-proposed evaluation activities must be directly linked to the project's L4A Agenda.*
☐	Describe how the project team will collaborate with an external evaluator. For example, how will the team store and securely share data to protect PII and sensitive information? How will the team share reports so they can be easily shared with evaluators?

7. PROCESS DIARY

As the MEL Plan is a living document, the project team may find it useful to keep track of any changes to the MEL processes in place that have been made over time to the original draft. This will help the team reflect back on what changes have been made to the MEL strategy over time. Feel free to use the suggested format below for documenting these changes.

Date:	Section affected:	Description of Change:
Effective date of change	Section of the MEL Plan changed (e.g., Logic Model, PMP, DRF). If an indicator is changed, include the indicator number.	Summarize the change that was made to the MEL Plan and the reason the change was made.