

**GOYN TOOLKIT – DESIGN PHASE**

## **6. MEASURING, EVALUATION & LEARNING (MEL) FRAMEWORK**



## 2. DESIGN PHASE OVERVIEW

# STANDARD DESIGN PHASE PROCESS

The GOYN Design Phase is made up of **eight activity groups**. Each group includes a set of activities and expected outputs. While these activities are presented in a linear fashion in the GOYN Toolkit, in practice and as illustrated below, **Anchor Partners should undertake some of these activities concurrently**, as they will feed into one another.

The role of Anchor Partners in the Design Phase is to **organize and coordinate the community**, not carry out work in isolation. Local stakeholders and opportunity youth should be involved throughout this phase of work.



## 2.6. MEL FRAMEWORK

# OBJECTIVES & RATIONALE

### WHAT NEEDS TO BE DONE?

### WHY DO WE DO THIS?

- |   |                                                                                            |   |                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Review MEL requirements and current MEL capacity                                           | ▶ | To ensure that the community-level MEL framework will meet <b>stakeholder requirements</b> and be <b>implementable</b>                             |
| 2 | Design a community-level MEL framework, including theory of change, indicators and targets | ▶ | To set out <b>clear and measurable impact goals</b> for GOYN in the community                                                                      |
| 3 | Develop an in-depth MEL plan for prioritized pathways                                      | ▶ | To plan <b>how impact will be measured at the intervention level</b> , enabling future evaluation and learning                                     |
| 4 | Plan implementation of MEL framework                                                       | ▶ | To <b>ensure the right resources &amp; processes are in place</b> to implement the MEL framework and <b>generate learnings</b> from MEL activities |

## 2.6. MEL FRAMEWORK

# PROCESS OVERVIEW

|                                  | 1. Review MEL requirements & capacity                                                                                                                                                 | 2. Develop community MEL framework                                                              | 3. Develop MEL plan for priority pathways                                                                   | 4. Plan for implementation                                                                                                                                                    |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time                             | 1 month                                                                                                                                                                               | 1 month                                                                                                                                                                            | 1 month                                                                                                                                                                                        | 2 weeks                                                                                                                                                                       |
| Activities                       | <ul style="list-style-type: none"> <li>i. Review GOYN Global MEL Framework</li> <li>ii. Review Anchor Partner and community requirements</li> <li>iii. Assess MEL capacity</li> </ul> | <ul style="list-style-type: none"> <li>i. Start from community-level Theory of Change</li> <li>ii. Select appropriate indicators</li> <li>iii. Set baseline and targets</li> </ul> | <ul style="list-style-type: none"> <li>i. Develop pathway results chains</li> <li>ii. Select pathway-level indicators</li> <li>iii. Select data collection &amp; management methods</li> </ul> | <ul style="list-style-type: none"> <li>i. Assign MEL roles &amp; responsibilities</li> <li>ii. Design MEL processes</li> <li>iii. Develop MEL budget and work plan</li> </ul> |
| Outputs                          | <ul style="list-style-type: none"> <li>• N/A</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• Community-level MEL framework</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>• MEL plan for 1-2 priority pathways</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• MEL budget &amp; work plan</li> </ul>                                                                                                |
| Engagement with GOYN Global Team | <ul style="list-style-type: none"> <li>• Access GOYN MEL resources</li> <li>• Ask clarifying questions</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Weekly calls</li> <li>• Validate community-level MEL framework</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Weekly calls</li> <li>• Share pathway results chains</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Weekly calls</li> <li>• Share MEL budget and work plan</li> </ul>                                                                    |



Formal GOYN validation point

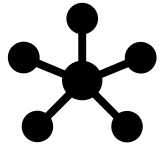
## 2.6. MEL FRAMEWORK

# EXPECTED OUTPUTS & SUPPORTING RESOURCES

| Output                               | Format       | Description                                                                                                                                                                                                             | Quality standards                                                                                                                                                                                                                                                | Resources                                                                                                         |
|--------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Community-level MEL framework</b> | Presentation | Describes the results that GOYN seeks to achieve in the community, how it intends to achieve them, and how results will be measured over time.                                                                          | <ul style="list-style-type: none"><li>❑ Aligned with GOYN Global MEL Framework</li><li>❑ Developed in collaboration with community, and approved by them</li><li>❑ Includes theory of change, indicators &amp; impact targets</li></ul>                          | <a href="#">GOYN Global MEL framework</a><br><a href="#">Community-level MEL framework template &amp; example</a> |
| <b>Pathway MEL Plan</b>              | Spreadsheet  | Describes the causal links that will lead from implementation activities to the desired impact of the pathway. Sets the indicators and measurement methods that will be used to assess progress and learn over time.    | <ul style="list-style-type: none"><li>❑ Includes activities, outputs, outcomes and impact expected for the pathway</li><li>❑ Sets indicators and measurement methods at each step of the results chain</li></ul>                                                 | <a href="#">Pathway MEL Plan template</a><br><a href="#">Pathway MEL Plan example</a>                             |
| <b>MEL budget and work plan</b>      | Spreadsheet  | Gives a high-level overview of the resources needed for implementing the GOYN MEL framework, assigns roles & responsibilities linked to MEL implementation, and outlines the GOYN-related MEL processes and next steps. | <ul style="list-style-type: none"><li>❑ Sets out who will be responsible for implementing MEL processes</li><li>❑ Sets out how &amp; when data collection &amp; analysis will take place</li><li>❑ Creates feedback loops to enable learning over time</li></ul> | <a href="#">MEL implementation checklist</a><br><a href="#">MEL budget and work plan template</a>                 |

## 2.6. MEL FRAMEWORK

# BEST PRACTICES



### Assess systems change

Focus on the changes you expect to see in the system you are working in, and make that a key priority for your MEL framework.



### Focus on OY Impact

Ensure that the MEL system assesses changes in the life of young people participating in GOYN.



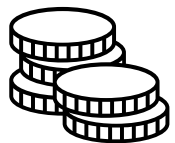
### Integrate MEL systems

Each Anchor Partner is likely to have established MEL systems and resources. Building upon these, rather than starting from scratch, will improve the quality of MEL for GOYN.



### Involve OY

OY can be involved in MEL at the design, measurement, and analysis stage. Make sure to include them in discussing learnings from MEL activities and their implications for GOYN.



### Budget for MEL

Good MEL systems cost money for data collection and staff to manage them. Use the templates in this guide to budget for your MEL system, and ensure that budgets for MEL are included in fundraising proposals.



### Enjoy MEL!

A good MEL system allows you to spend time getting feedback from stakeholders, better understanding the ecosystem, and learning about the results you have achieved and how you can improve in future. Be open, curious, and enjoy it!

## 2.6. MEL FRAMEWORK

# KEY RISKS & MITIGATIONS

### WHAT COULD GO WRONG?

#### **Neglecting community and OY input**

Not involving the community, especially OY, in the design of the MEL framework



#### **Over-complex MEL system**

Ending up with more indicators than can easily be measured, or multiple data collection activities that are resource-intensive to manage



#### **Gathering data but not learning**

Spending time and energy on data-collection activities, but not taking the time to learn from the data that is collected



#### **Not meeting reporting requirements**

Failing to report on key GOYN (or other donors) indicators, or not reporting quality data



### HOW CAN THIS BE AVOIDED?

- Set up a **MEL Working Group** of community members who can give input
- **Ask the YAG** to review the MEL framework

- **Always question** whether indicators and data-gathering exercises will provide useful information for GOYN

- Use the **MEL Implementation Checklist** to plan out how you will learn from monitoring data
- Use the MEL Working Group or other community institutions to **discuss learnings and their implications**

- Ensure that you are familiar with **GOYN's Global MEL Framework**, and any relevant donor requirements
- **Ask donors to align their reporting requirements** with your MEL Framework to avoid multiplication of indicators

## 2.6. MEL FRAMEWORK

# COMPLETION CHECKLIST

You have completed this step if you have:

- ✓ Reviewed **GOYN's Global MEL framework** and assessed your **MEL capacity**
- ✓ Developed your **community-level MEL framework**
- ✓ Developed a **MEL plan for 1-2 priority pathways**
- ✓ **Planned the implementation** of your MEL framework by drafting a MEL work plan and budget
- ✓ Set up explicit **learning processes** for your organization



**GOYN TOOLKIT – DESIGN PHASE**

# MEL FRAMEWORK: HOW TO GUIDE



## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# 1. REVIEW MEL REQUIREMENTS AND CAPACITY

### i. Review GOYN Global MEL Framework

The GOYN Global MEL Framework outlines GOYN's **overall MEL and reporting processes**. It describes the **GOYN Global Theory of Change** and presents key **GOYN indicators, definitions, and measurement methods**.

The Global MEL Framework is **designed to be flexible**. GOYN expects Anchor Partners to collect all global indicators, unless they are not relevant in the local context. This decision can be made in discussion with the GOYN relationship manager for the community.

At the end of each year, **Anchor Partners report against the indicators for Outcome 1 & 3 in the Global MEL Framework**. Understanding the indicators and building them into your MEL framework from the beginning will make reporting much more straightforward.

**Note that learning is one of GOYN's strategic pillars**. The Global MEL Framework encourages Anchor Partners to learn from data and organize knowledge-sharing activities.

Review MEL requirements and capacity

Develop community MEL framework

Develop MEL plan for priority pathways

Plan for implementation

## INSIDE THE GLOBAL MEL FRAMEWORK



### Theory of change

Outlines GOYN's key assumptions, strategic pillars, outcomes, and vision. The outcomes in the theory of change are the basis for the indicators listed below.

### Results Framework

Provides the key indicators that GOYN reports against for each outcome in the theory of change. Annex 1 in the Framework includes definitions for each indicator.

### Measurement & reporting

Anchor Partners need to report against each relevant indicator in the Results Framework at the end of every year, through GOYN's Self-Assessment. This allows us to aggregate and understand GOYN's global results.

| Outcome 1: Improved youth economic opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Outcome 2: Enhanced ecosystem collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Outcome 3: System shifts in youth ecosystem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1. OY engaged with GOYN</b><br>1.1.1. Number of OY who take part in at least one GOYN activity<br><br><b>1.2. OY progressed to opportunities</b><br>1.2.1. Number of OY completing education, training or other skill-building opportunities<br>1.2.2. Number of OY transitioning to employment<br><br><b>1.3. OY placed into livelihoods</b><br>1.3.1. Number of OY who have started or grown an income-generating activity<br>1.3.2. Number of OY assessing employment or other opportunities<br>1.3.3. Number of OY increasing first income | <b>2.1. GOYN supports a well-functioning collaborative infrastructure</b><br>2.1.1. The collaborative includes representatives of a variety of sectors necessary to achieve its goals or the activity needed to support the collaborative<br>2.1.2. OY are actively involved in the work of the collaborative and inform the decisions made by the collaborative<br>2.1.3. The collaborative has the structure, systems, and capacity in place to function effectively<br><br><b>2.2. Systems change initiatives are co-designed and implemented</b><br>2.2.1. Systems change pathways are co-designed, implemented, and enhanced through working groups and steering bodies<br>2.2.2. The collaborative aligns to work with other local efforts in support of OY<br>2.2.3. Collaborative planning includes explicit acknowledgment of structural systems in their communities<br><br><b>2.3. Data-driven continuous learning is actively fostered</b><br>2.3.1. The collaborative agrees measurable goals with the community<br>2.3.2. The collaborative shares, analyzes, and reflects on data regularly to support evidence-based responses<br>2.3.3. Youth lead or are engaged in participatory research, and engaged and strengthened to work, learn, and share data<br>2.3.4. The collaborative reaches out to decision-makers, public officials, and policy-makers to share data and/or research on OY outcomes as a case for policy-making changes | <b>3.1. Coordinated and aligned funding supports OY systems change</b><br>3.1.1. Partner organizations commit financial resources or equivalent staff to support the collaborative's efforts<br>3.1.2. New public or private funding allocated to support OY pathways<br><br><b>3.2. OY inclusive strategies incorporated into policies and programs</b><br>3.2.1. Local-level mandates of OY are introduced and adopted through collaborative, pathways, and call to action<br>3.2.2. New policies addressing OY needs passed<br>3.2.3. OY inclusive strategies incorporated into policies and programs<br>3.2.4. An increasing number of OY participate in community decision-making bodies<br><br><b>3.3. GOYN approach and/or innovations replicated</b><br>3.3.1. New collaboratives or communities adopt GOYN approach/models |

| Outcome                                | Responsibility                                                                                                                                                                      | Methods                                                                                                                                                                                                                                                                                                                                                                                                                       | Timeline                                                                                                                                           |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Improved youth economic opportunity | Anchor Partners are responsible for ensuring that these outcomes are measured.<br>DeLam will support the APs to build and implement a system that can measure these indicators.     | The measurement method for youth outcomes will depend on the pathway and data available from partners. They may include:<br>• Reporting from partners<br>• Quantitative interviews with OY, conducted by APs, OYs or partners<br>• Qualitative interviews with OY                                                                                                                                                             | Measurement will be ongoing but reported and aggregated by GOYN Global annually                                                                    |
| 2. Enhanced ecosystem collaboration    | GOYN Global will design a standardized self-assessment on collaborative evolution.<br><br>Anchor Partners will provide qualitative information and basic administrative information | An annual, standardized self-assessment using a Likert scale will be designed and administered to collaborative members.<br><br>The majority of the indicators are simple and can be assessed through administrative data or participant opinion, coded on a Likert scale. However, qualitatively-driven research will be conducted to explore the collaborative and ecosystem in more depth – to obtain the "why" and "how." | Self-assessment will be conducted in November of each year.<br><br>Measurement will be ongoing but reported and aggregated by GOYN Global annually |
| 3. Systems shifts                      | Anchor Partners are responsible for ensuring that these outcomes are measured.<br>DeLam will support the APs to build and implement a system that can measure these indicators.     | Understanding deeper systemic change, however, will require a more thorough framework, which will be designed in the coming months in collaboration with Anchor Partners. The measurement method will likely require that case studies be conducted, utilizing mixed methods.                                                                                                                                                 | Measurement will be ongoing but reported and aggregated by GOYN Global annually                                                                    |

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

Review MEL  
requirements and  
capacity

Develop  
community MEL  
framework

Develop MEL  
plan for priority  
pathways

Plan for  
implementation

# 1. REVIEW MEL REQUIREMENTS AND CAPACITY

## *ii. Review Anchor Partner and community requirements*

MEL can provide information to **multiple stakeholders**, enabling decision-making and reporting. In the context of GOYN, these stakeholders may include the GOYN Global Team, local GOYN funders and members of your GOYN Collaborative (including OY).

Before designing the MEL Framework, we recommend **reviewing the requirements** of these different stakeholders to ensure they will be integrated in the design.

This can be done through **informal conversations** or through a **MEL workshop** (if you have many different stakeholders).

## DOCUMENTING MEL REQUIREMENTS

### *Suggested questions for key stakeholders:*

#### **Anchor Partners / GOYN Core Team**

- Is there an existing organizational MEL Framework that GOYN needs to align with?
- What information do you want to get from the MEL Framework, and why?

#### **Collaborative Members**

- What information are you currently collecting on OY and youth economic opportunities?
- What information do you require to understand the context and make decisions?

#### **Opportunity Youth**

- What information do you believe is important to describe changes in your situation?
- How would you like to be involved in collecting and using information?

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

Review MEL  
requirements and  
capacity

Develop  
community MEL  
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Develop MEL  
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# 1. REVIEW MEL REQUIREMENTS AND CAPACITY

### *iii. Assess MEL capacity*

Before developing your community-level MEL Framework, assess how much capacity is available to implement it. If your capacity is limited, you may want to:

- **Build capacity.** Put more resources, staff, or leadership attention behind MEL to ensure that the framework can be implemented.
- **Reduce the complexity of your MEL framework.** Where resources are not available, it is better to simplify the MEL Framework (e.g., by reducing the number of indicators or measurement methods) to ensure that it can be implemented.

💡 **Tip:** The best MEL framework is only as good as the quality of its implementation. If you have limited resources, start small and build from there.

### What do we mean by MEL Capacity?

#### Money

- How many staff focus on MEL? Are they part time or full time?
- How much is budgeted for data collection, such as surveys or interviews?
- Is there a budget for technology, such as software to collect and analyse data?

#### People

- Do all team members have MEL in their job description, and time for it?
- Does the team have sufficient skills and training on MEL?
- Is the community involved in MEL, such as through a MEL Working Group?

#### Leadership

- Is organisational leadership committed to gathering and using MEL data?
- Does the organisation have the flexibility to learn from mistakes and change approaches?

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# 2. DEVELOP COMMUNITY MEL FRAMEWORK

### i. Start from community-level Theory of Change

Your community-level MEL Framework starts with the **Theory of Change** developed as part of your GOYN strategy (see *GOYN Toolkit section 3.5. “Strategy & Pathways”* for more information).

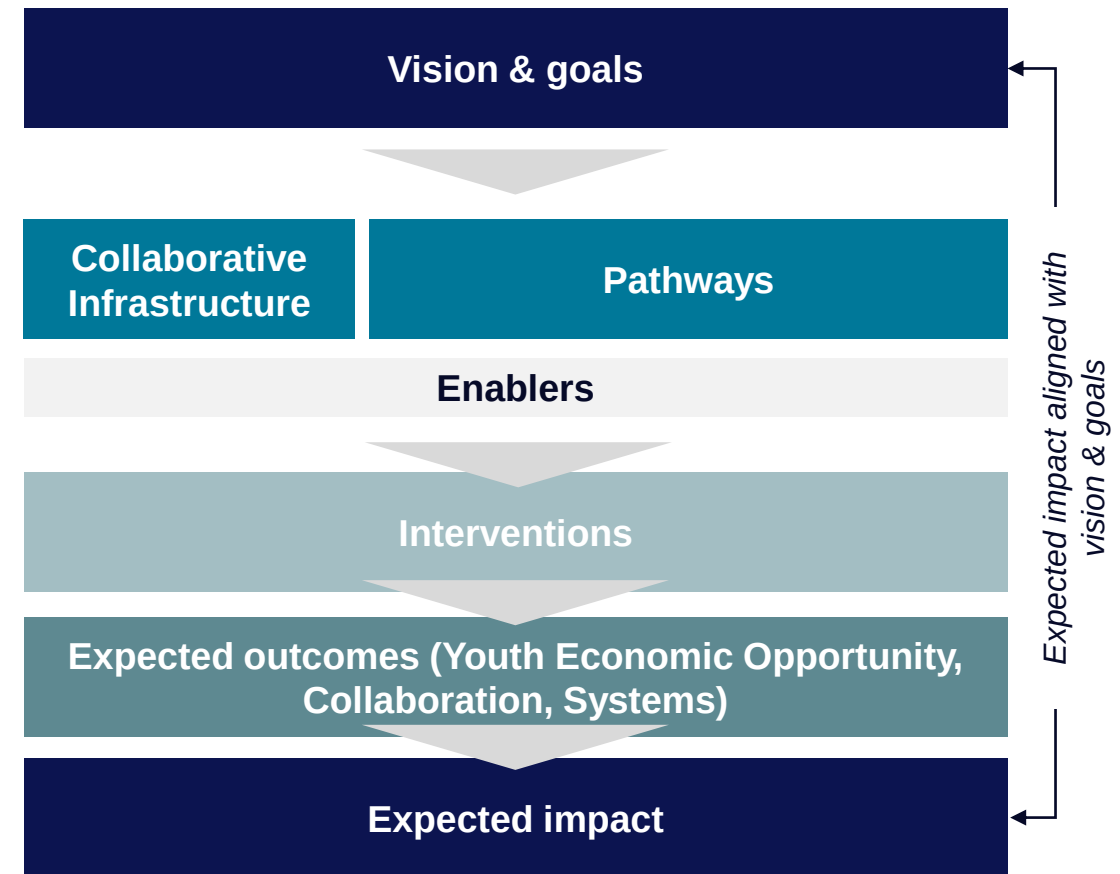
The Theory of Change forms the basis of your MEL framework by laying out the expected outcomes and impact goals that you will need to assess progress against.

Your Theory of Change should be aligned with the GOYN Global Theory of Change, with **three categories of expected outcomes**:

- Youth Economic Opportunity
- Ecosystem Collaboration
- Systems Shifts

Your MEL framework should enable you to track your progress in these three areas.

## THEORY OF CHANGE – STRUCTURE



## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# 2. DEVELOP COMMUNITY MEL FRAMEWORK

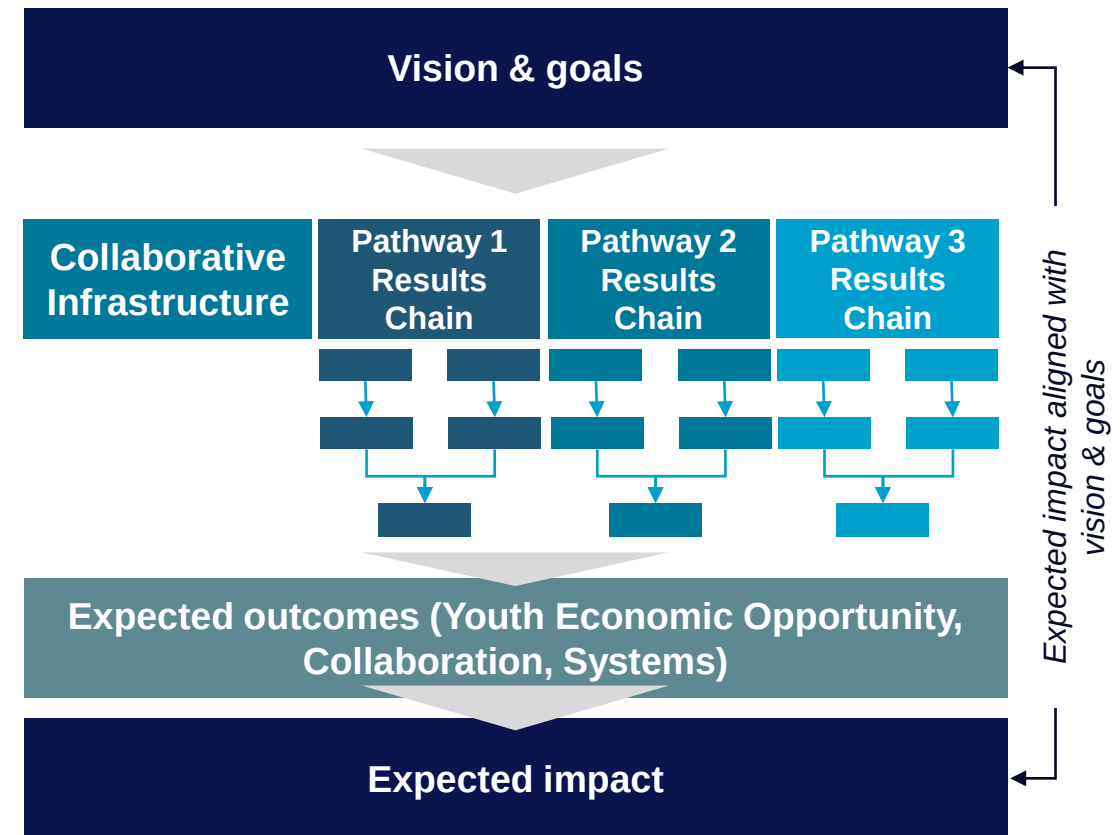
### i. Start from community-level Theory of Change

Within your Theory of Change, you will have a number of **pathways**. A pathway is a set of interventions that connects labor supply and demand, culminating in increased economic opportunity for OY.

Activities, outputs and outcomes at the pathway level are tracked through **pathway results chains**. These results chains nest into the overall community Theory of Change, and articulate how the pathways contribute to the expected community-level outcomes and impact.

The connection between the community Theory of Change and the pathway results chains is illustrated in the diagram on the right. A more detailed explanation of pathway results chains is included further in this presentation.

## THEORY OF CHANGE – STRUCTURE



## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# MEL FRAMEWORK – KEY CONCEPTS



**Theory of change/results chain:** A visualisation of what you are trying to achieve, the way in which you will achieve this goal, and what assumptions you are making. In this guide, a **theory of change** refers to the overall community plan, while a **results chain** refers to a plan for a specific pathway.



**Indicator:** A metric showing how the theory of change can be measured.



**Baseline:** Starting position of an indicator, before any change has occurred.



**Target:** What you expect to achieve by the end of the GOYN intervention.



**Measurement method:** How you collect feedback on intervention progress and changes in indicators.



**Learning organization:** Processes and behaviours that ensure that data is reflected on by GOYN and the community, learned from, and changes are made to improve performance.

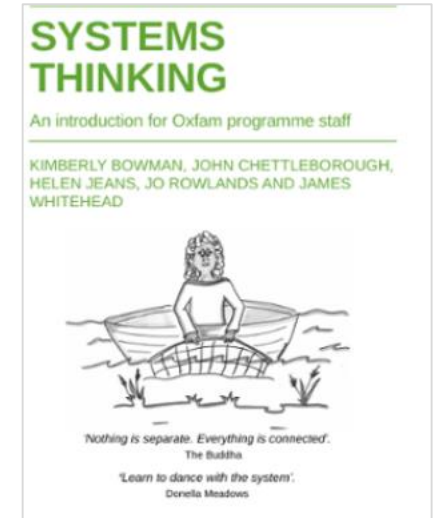
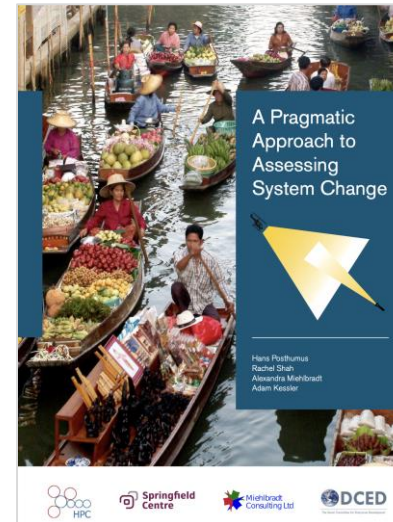
## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# MEASURING SYSTEMS CHANGE

GOYN takes a unique approach to creating sustainable opportunities for Opportunity Youth. It aims to involve young people and communities in catalyzing **place-based systems shifts**.

This focus on systems implies a **different approach to MEL**, as your framework will need to define and measure these ‘systems shifts’, capture contribution from multiple stakeholders, and deliver useful information that will help all stakeholders improve.

GOYN and its Anchor Partners are **continuously reflecting and learning** about the best ways to measure systems change. We look forward to hearing your ideas on this exciting topic!



If you'd like to learn more about assessing systems change, we recommend two papers:

- [A Pragmatic Approach to Assessing System Change](#) outlines a simple process of assessing systems change.
- The Oxfam [introduction to Systems Change thinking](#) provides practical tips and guidance notes.

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# FIVE TIPS FOR MEASURING SYSTEMS CHANGE



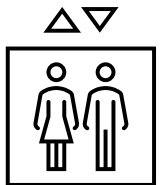
### 1. Understand how and why change is happening

It is important to measure what has changed as well as to show how and why this change is occurring. To do this, make sure you gather feedback and stories from all stakeholders. Systems change is not just about measuring numbers.



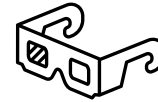
### 2. Involve all stakeholders in the MEL process

GOYN's strategy and pathways involve the whole community – so the MEL system should as well. The Collaborative should be involved in developing the theory of change and indicators, collecting data, and reflecting on results.



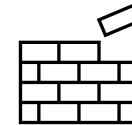
### 3. Measure change at multiple levels

Systems are complex to understand and measure, and breaking them down into multiple levels is a useful approach. For instance, GOYN measures change at the global level, at the community level, and for each individual pathway. Always ask yourself how the levels interact. How does the pathway contribute to the overall community goals, and do changes in the overall community influence each pathway?



### 4. Clarify the system GOYN aims to influence

You can't assess 'systems change' until you understand the system you are working in, and what changes you expect. Build on your research findings and your strategy development work to clarify your impact goals from a systems shifts perspective.



### 5. Look at contribution from multiple actors

MEL often looks at 'attribution', i.e. the specific cause of the change observed. But this is often impossible for systems change, as each change is caused by multiple stakeholders and GOYN often plays a facilitating role instead of acting alone. Focus your efforts on trying to understand what contribution GOYN and other stakeholders made, while recognising that many actors were important.

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# 2. DEVELOP COMMUNITY MEL FRAMEWORK

### ii. Select appropriate indicators

Indicators are used to assess whether an expected change has occurred and support the community's learning agenda. At the community level, you should be tracking outcome and impact indicators, measuring the aggregated medium-term (*outcomes*) and long-term (*impact*) effect of GOYN activities in the community.

Indicators can be both quantitative (measured through numbers) or qualitative (measured through observation, open feedback, or text).

The indicators in the [GOYN Global MEL Framework](#) are a good starting point. GOYN expects Anchor Partners to include all Outcome 1 & Outcome 3 indicators, unless the indicator is not relevant in the local context.

You should also consider whether to include other indicators important to the Anchor Partner, and **consult with the community** to understand which indicators are most important for them.

## WHAT MAKES A GOOD INDICATOR?

**A good indicator is SMART:**

**Specific** – The indicator should measure a clear output or outcome.

**Measurable** – You need to be able to measure it (note: a qualitative indicator can be measured).

**Agreed** – You should involve the community in developing the GOYN MEL framework. By agreeing on indicators, you are also agreeing on what you are collectively trying to achieve and what targets you share accountability for.

**Relevant** – The indicator should tell you something important about OY and their ecosystem, and the progress that GOYN is making in the community.

**Time-bound** – If you are setting targets for some of your indicators, make sure to clarify the timeframe under which you expect the change to happen.

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# GLOBAL GOYN RESULTS FRAMEWORK – INDICATORS

### Outcome 1: Improved youth economic opportunity

#### 1.1 OY engaged with GOYN

1.1.1. Number of OY who took part in at least one GOYN activity

#### 1.2. OY (re)connected to opportunities

1.2.1. Number of OY completing education, training or other skill-building opportunities

1.2.2. Number of OY experiencing improved agency

#### 1.3. OY placed into livelihoods

1.3.1. Number of OY who have started or grown an income-generating opportunity

1.3.2. Number of OY accessing employment or better employment

1.3.3. Number of OY increasing their income

### Outcome 2: Enhanced ecosystem collaboration

#### 2.1 GOYN supports a well-functioning collaborative Infrastructure

2.1.1. Collaborative members reflect the demographic diversity of the community.

2.1.2. The collaborative includes representatives of a variety of sectors necessary to achieve its goals who are actively involved in carrying out its vision.

2.1.3. OY are actively involved in the work of the collaborative and inform the decisions made by the collaborative.

2.1.4. Employers/the business community are actively involved in the work of the collaborative.

2.1.5. The collaborative has the structure, systems, and capacity in place to function effectively.

#### 2.2 Systems change initiatives are co-designed and implemented

2.2.1. Systems change pathways are co-designed, implemented, and enhanced through working groups and growing multi-sector partnerships.

2.2.2. The collaborative aligns its work with other local efforts in support of OY.

2.2.3. Collaborative planning includes explicit acknowledgement of structural injustices in their communities.

#### 2.3 Data-driven continuous learning is actively fostered

2.3.1. The collaborative agrees measurable goals with the community.

2.3.2. The collaborative shares, analyzes, and reflects on data regularly to support continuous improvement.

2.3.3. Youth lead or are engaged in participatory research, and engaged and strengthened to review, assess, and use data.

2.3.4. The collaborative reaches out to decision-makers, public officials, and policy-makers to share data and/or research on OY and makes a case for policy/strategy changes

### Outcome 3: System shifts in youth ecosystem

#### 3.1 Coordinated and aligned funding supports OY systems change

3.1.1. Partner organizations commit financial resources or dedicated staff time to support the collaborative's efforts

3.1.2 New public or private funding allocated to expand OY pathways

#### 3.2 OY inclusive strategies incorporated into policies and programs

3.2.1 Asset-based narrative of OY is introduced and supported through collaboratives, pathways, and call to action

3.2.2 New policies addressing OY needs passed

3.2.3. OY-inclusive strategies are incorporated into programs and policies

3.2.4. An increasing number of OY participates in community decision-making bodies.

#### 3.3 GOYN approach and/or interventions replicated

3.3.1 New collaboratives or communities adopt GOYN approach/model

**Tracked by Anchor Partners throughout the year & reported during annual self-assessment process**

**Not reported by Anchor Partners, but assessed during annual self-assessment process**

**Tracked by Anchor Partners throughout the year & reported during annual self-assessment process**

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# 2. DEVELOP COMMUNITY MEL FRAMEWORK

### iii. Select baseline and targets

Finalize your MEL framework by setting baselines and targets where appropriate.

#### BASELINES

A baseline shows the starting position of an indicator, before any change has occurred.

**For example:** If the indicator is the unemployment rate among OY, the 'baseline' value shows the unemployment rate at the beginning of GOYN's work in that community.

**Why do you need it?** A clear baseline allows you to track change in the community. If you compare the baseline result to the result after a period of intervention, then you will see what has changed during the lifetime of GOYN.

**How do you measure it?** You can use secondary data, or conduct research to assess the baseline.

**You do not always need a baseline!** Indicators that relate to the work of GOYN, such as 'Number of OY finding employment through GOYN's intervention', do not need a baseline. This is because the baseline is zero by definition.

#### TARGETS

A target shows what you expect to achieve during the lifetime of GOYN.

**For example:** If the starting unemployment rate among OY is 20%, you may aim to contribute to a reduction of unemployment to 10% during the lifetime of GOYN.

**Why do you need it?** A target shows the ambition that GOYN has for OY, and can be a way to bring a community together around a shared goal.

**How do you set targets?** Consider what is feasible with the resources that you and other Collaborative members have. Think about GOYN's ambitions to create systems change, which implies reaching a large number of people. A common ambition is to reach 10% of the OY in the community.

**You do not always need a target!** Setting targets can be complicated and time-consuming. Set targets for the most important indicators, not all of them.

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# CHOOSING INDICATORS, BASELINE, AND TARGETS

|           | Expected Impact                                                                                                                                                                                                                                       | Indicators                                                                                                                                                                                                                                                                                                                            | Baseline                                                                                                                                                                                                                   | Targets                                                                                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example 1 | <ul style="list-style-type: none"><li>• A challenge facing the community is that OY lack formal job opportunities.</li><li>• Consequently, GOYN's strategy aims to increase the number of formal jobs available for OY.</li></ul>                     | <ul style="list-style-type: none"><li>• The community MEL Working Group agrees that the best indicator to capture this change is the following: "Number of formal jobs available for OY in the community".</li></ul>                                                                                                                  | <ul style="list-style-type: none"><li>• After speaking with the local government, you learn that they measure this on an annual basis, using a survey of businesses.</li><li>• This provides your baseline data.</li></ul> | <ul style="list-style-type: none"><li>• The community agrees that, with effort from all community members, the number of formal jobs could double in the next five years.</li><li>• This becomes your target.</li></ul> |
| Example 2 | <ul style="list-style-type: none"><li>• The community identifies that the views of OY are not considered in the development of local plans and strategies.</li><li>• Consequently, GOYN's strategy advocates for a change in this approach.</li></ul> | <ul style="list-style-type: none"><li>• The MEL Working Group identifies upcoming local plans and strategies, and agrees an indicator "Number of OY consulted in local strategy development".</li><li>• This will be complemented by interviews with OY and local officials to understand how genuine the consultation was.</li></ul> | <ul style="list-style-type: none"><li>• The ecosystem analysis provided evidence that OY were not consulted in previous local strategy development.</li></ul>                                                              | <ul style="list-style-type: none"><li>• The target is for 100 OY to be involved in the development of future local strategies, and for this involvement to make a tangible difference to the strategies.</li></ul>      |

### 3.6. MONITORING, EVALUATION, AND LEARNING

## 3. DEVELOP MEL PLAN FOR PRIORITY PATHWAYS

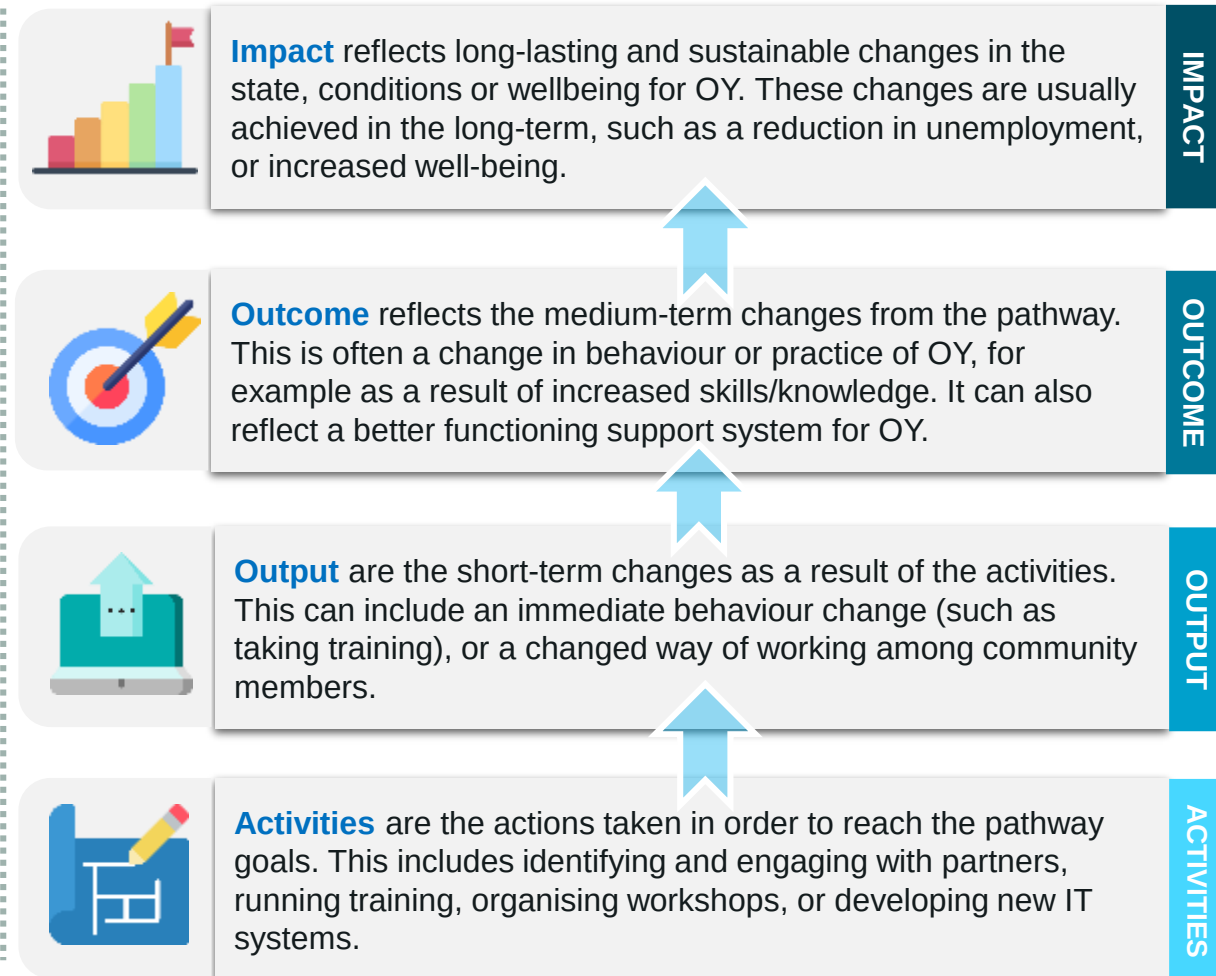
#### i. Develop pathway results chains

The MEL framework seeks to track the overall impact of GOYN in the community. Within that framework, pathway MEL plans seek to measure the impact of specific GOYN pathways.

You do not need to develop a MEL plan for all pathways during the Design Phase. We recommend **prioritizing one or two pathways** and developing plans for these.

The MEL Plan should start with the development of a **results chain**, a diagram articulating logical steps that links a set of GOYN activities to impact for OY.

Developing the results chain can **improve pathway implementation**, ensuring clarity on the pathway objectives and how you expect to achieve them. Thinking through impact assumptions can help you refine your implementation plan. Results chains can also help shape your **learning agenda**: you may want to test specific assumptions underlying the results chain over time.



**Results chain components**

Pathway MEL plan [template](#) and [example](#)

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

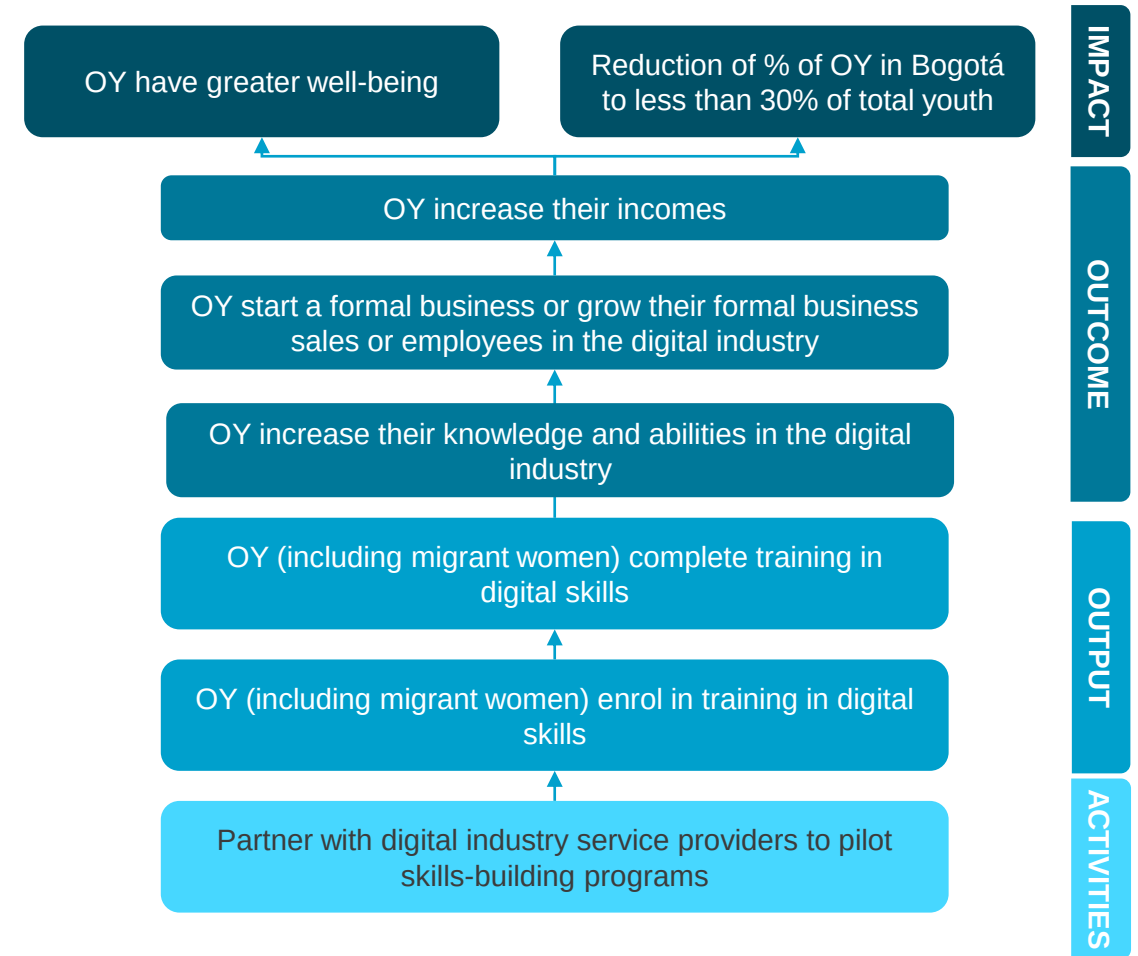
# BUILDING A PATHWAY RESULTS CHAIN (1/2)

The results chain is split into **four levels**; activity, output, outcome, and impact. These are listed on the right and were defined in the previous slide.

The results chain is made of **boxes**, which show the changes expected at each level. Try to keep the boxes short and concise, and always show who is expected to experience each change.

The boxes are connected by **arrows**, which show causality. In other words, they show that, once one box is achieved, the one above is expected to occur.

Results chains are always based on **assumptions**, factors and risks that may affect the progress or success of the pathway. Considering these assumptions will help understand why the intervention is successful or not.



*Digital training pathway results chain example  
(adapted from GOYN Bogotá)*

## 2.6. MEL FRAMEWORK – HOW TO GUIDE

# BUILDING A PATHWAY RESULTS CHAIN (2/2)

Results chains can show the **scale-up plan** for a pathway.

Scale-up should be considered at the **beginning of pathway design**, as each pathway should aim to impact a significant number of OY.

Scale-up can be included as a separate **column in the results chain**. It shows the activities that GOYN might need to conduct to reach scale, alongside the necessary changes in enabling institutions, systems, and incentives for the scale-up to happen. They can also show the final impact of scale-up at the top.

💡 **Tip:** In the early days of implementation, you may not know exactly how scale-up will happen. But thinking about it from the start, and revising the results chain as you get more information, will help you to plan for and monitor scale-up.

What are the results of scale-up for OY and the community?

What incentives are there for scale-up to occur?

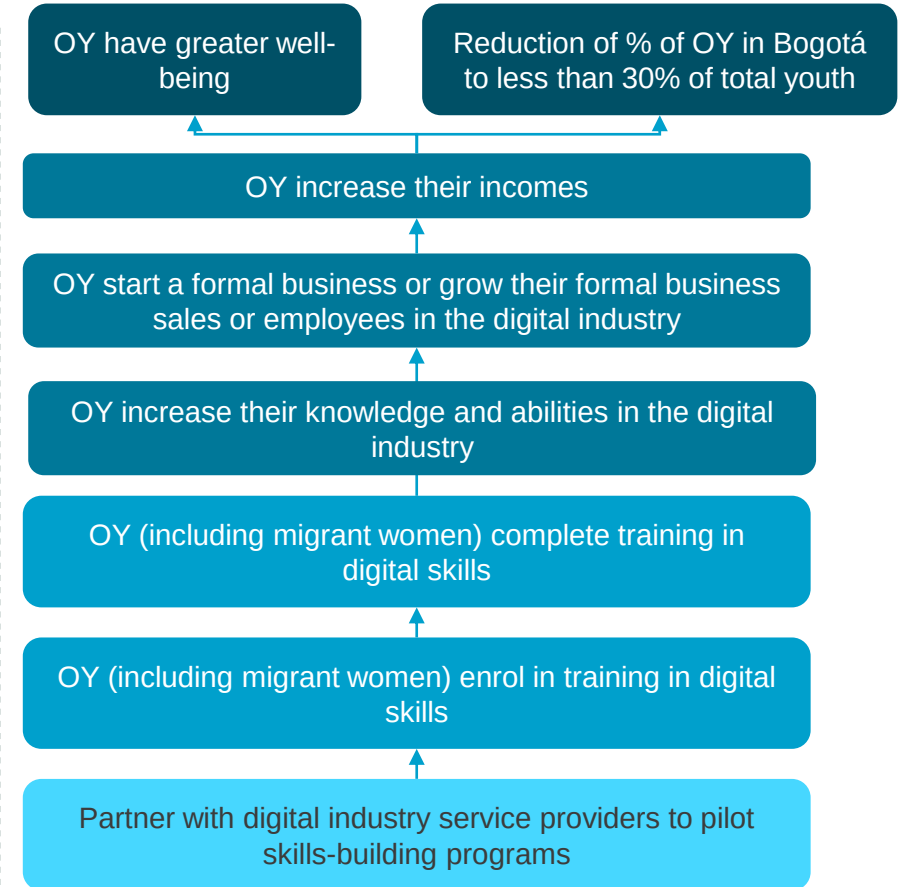
What systems shifts might be required for scale-up?

What changes are expected from these stakeholders?

Which stakeholders can support scale-up?

How will program design, particularly activities, evolve?

*Questions to ask when incorporating scale-up*



*Digital training pathway results chain example (adapted from GOYN Bogotá)*

### 3. DEVELOP MEL PLAN FOR PRIORITY PATHWAYS

ii. Select pathway-level indicators

You should assign each box in the results chain an **indicator**. Just like community-level indicators, pathway-level indicators enable us to understand whether expected changes within a pathway are happening, and why.

At the pathway-level, indicators are usually based on **quantitative data** (e.g., number of OY trained, number of OY employed). It can also be useful to record some **qualitative data** to provide nuanced information (e.g., monitoring whether an increase income also increases OY’s reported well-being).

Communities are encouraged to **disaggregate indicators by gender and other OY characteristics** (e.g., disability status). Pathway-level indicators should **contribute to the community-level indicators** set in the community MEL framework, and ultimately to the GOYN Global Indicators.



| Result chain box                                                                                    | Indicators                                         |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------|
| IMPACT                                                                                              |                                                    |
| OY have greater well-being                                                                          | # of OY with greater well-being                    |
| OUTCOME                                                                                             |                                                    |
| OY start a formal business or grow their formal business sales or employees in the digital industry | # of OY starting a formal business                 |
|                                                                                                     | # of OY who increase their revenue or employee     |
| OUTPUT                                                                                              |                                                    |
| OY (including migrant women) complete training in digital skills                                    | # of OY completing the training                    |
|                                                                                                     | At least 95% of OY are satisfied with the training |
| ACTIVITIES                                                                                          |                                                    |
| Partner with digital industry service providers to pilot skills-building programs                   | # of service providers engaged                     |

Indicators for Digital training pathway  
(adapted from GOYN Bogotá)

### 3.6. MONITORING, EVALUATION, AND LEARNING

## 3. DEVELOP MEL PLAN FOR PRIORITY PATHWAYS

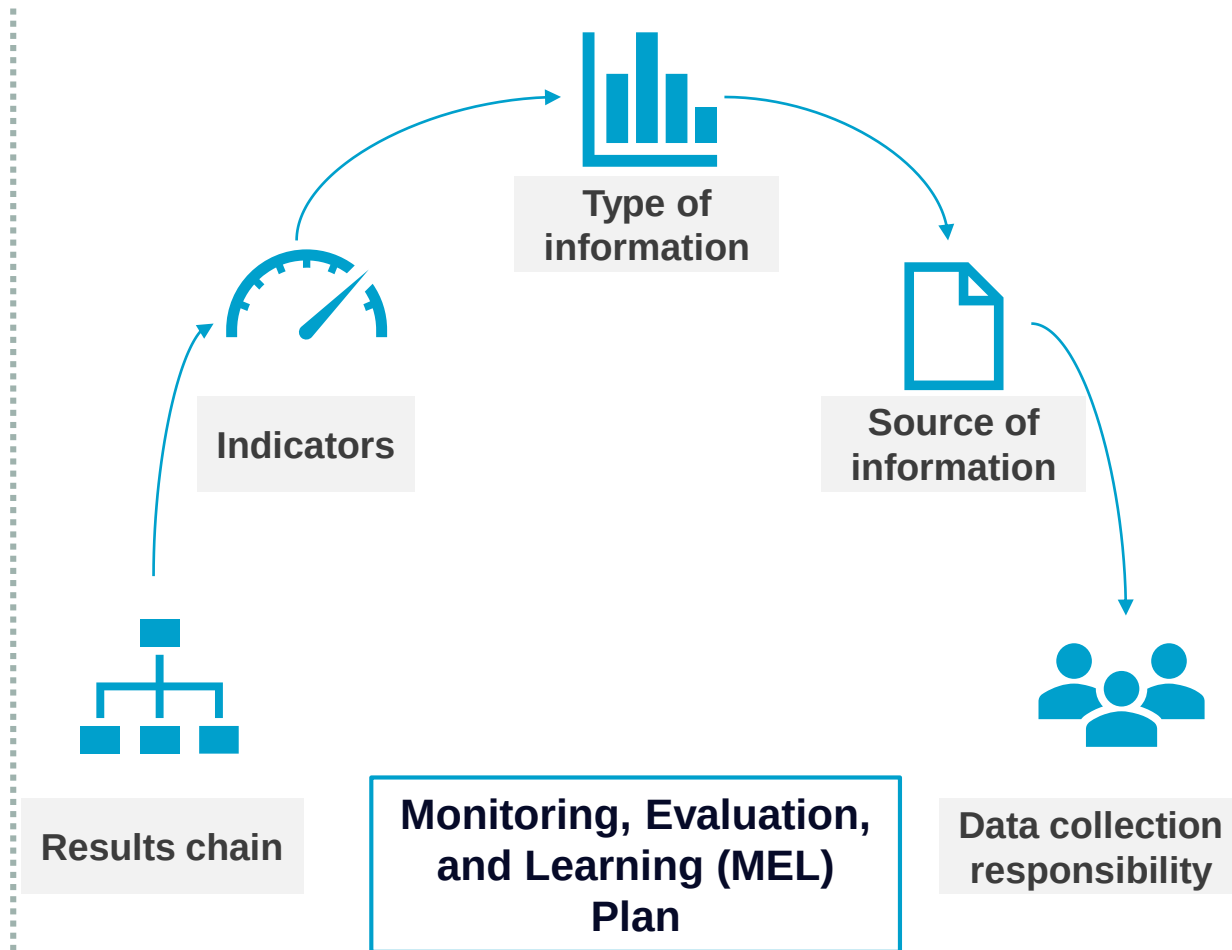
### iii. Select data collection & management methods

After identifying your indicators, you need to develop a **measurement plan** for each pathway. This outlines how you will collect data for your indicators, as well as the resources needed to perform the data collection and analysis.

Your measurement plan should include:

- ☐ **What information** is needed
- ☐ The **source of information**
- ☐ **How** to collect the data (and any specific tool required),
- ☐ **Who** would collect the data
- ☐ **When** and **how frequently** to collect the data
- ☐ **Targets** for each indicator (if applicable)
- ☐ **Actual results to date** for each indicators

 **Tip:** When designing data collection activities, always ask yourself how the data collected will be used. If it is hard to answer that question, you may need to rethink the data collection.



Review MEL requirements and capacity

Develop community MEL framework

Develop MEL plan for priority pathways

Plan for implementation

### 3.6. MONITORING, EVALUATION, AND LEARNING

## 3. DEVELOP MEL PLAN FOR PRIORITY PATHWAYS

#### iii. Select data collection & management methods

**There are various methods of collecting data.** Choosing a data collection method depends on what type of data is needed (quantitative vs. qualitative), the stage at which you'd like to collect the data, the source of information, and the resources available.

**Surveys, in-depth interview, focus group discussion (FGDs), observation, and document verification** are common methods to obtain information.

Conducting studies at different stages of the project allows you to **compare changes over time**. The study can be carried out before the project starts (baseline), during (midline), and after the project ends (endline).

| Type of questions<br>Source of information                                                           | Structured      | Semi-structured         | Unstructured       |
|------------------------------------------------------------------------------------------------------|-----------------|-------------------------|--------------------|
| <br>Individual    | Survey          | In-depth interview      | Conversations      |
| <br>Group         |                 | Focus group discussions |                    |
| <br>Document     | Partner reports | Literature review       |                    |
| <br>Observation |                 | Guided observation      | Field observations |

*Data collection methods*

### 3.6. MONITORING, EVALUATION, AND LEARNING

Review MEL  
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## 3. DEVELOP MEL PLAN FOR PRIORITY PATHWAYS

### *iii. Select data collection & management methods*

| Method                        | What it is                                                                                                                                                                                             | When to use it                                                                                                                                                                                                                                           |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Partner reports</b>        | Reports from a partner including key indicators (typically applicable where the project has provided formal support to respondents, linked to a commitment to report on key indicators).               | <ul style="list-style-type: none"><li>• Often a reliable and important source of data. When signing partnership agreements, ensure that you agree with the partner what data they will provide, how, and when.</li></ul>                                 |
| <b>Field observation</b>      | Observation does not just have to be formal. Visiting field sites, jotting down notes, and having informal conversations can be an important MEL method.                                               | <ul style="list-style-type: none"><li>• As with conversations, field observation can be used all the time – whenever you visit a partner or an ongoing activity.</li></ul>                                                                               |
| <b>Guided observation</b>     | Simple monitoring method; visit a workplace, event, or project site, and observe what is happening. A guided observation has a pre-developed checklist to help determine what is important to observe. | <ul style="list-style-type: none"><li>• Particularly valuable for assessing the quality and process of ongoing activities. Watching a training take place, for example, can give more information than simply asking questions about it later.</li></ul> |
| <b>Conversation</b>           | Data gathering does not just happen through formal and pre-planned events. Any form of conversation with community stakeholders can provide useful data for MEL.                                       | <ul style="list-style-type: none"><li>• All the time! The Anchor Partner should be in a continuous dialogue with the community.</li></ul>                                                                                                                |
| <b>Focus group discussion</b> | A discussion bringing 6-10 people together to discuss a specific topic of interest.                                                                                                                    | <ul style="list-style-type: none"><li>• Useful for gathering multiple perspectives on a specific issue.</li><li>• Can be a quick way of collecting qualitative data.</li></ul>                                                                           |
| <b>In-depth interview</b>     | Any form of interview that primarily gathers data that cannot be summarised in numbers, e.g., feedback from OY, information on challenges, or stories of improvements through GOYN.                    | <ul style="list-style-type: none"><li>• Useful for gathering general feedback and not just collecting data against specific outcomes (e.g., to collect information on unexpected outcomes of an intervention).</li></ul>                                 |
| <b>Survey</b>                 | Tool for collecting information from a large number of people, using a standardised set of questions asked in the same way to everyone. Can be conducted by phone, text, in-person, or online.         | <ul style="list-style-type: none"><li>• Primarily used for collecting quantitative data.</li><li>• Best way to collect comparable information on changes over time (e.g., at the beginning and end of an intervention)</li></ul>                         |

3.6. MONITORING, EVALUATION, AND LEARNING

4. PLAN FOR IMPLEMENTATION

i. Assign MEL roles & responsibilities

For most Anchor Partners, a **MEL specialist** will take some MEL responsibilities for GOYN. This can be a part-time or full-time role, though we encourage a full-time team member once implementation is underway.

The MEL Specialist cannot work alone. It is critical to have input from other team members to ensure that MEL is relevant and data is used to support decision-making. In that way, **MEL should be a part of everyone’s job**. We recommend that all members of the GOYN Core Team be trained on the basics of MEL.

In line with GOYN’s approach and mandate, ensure that the broader community, including OY, are involved with the implementation of the MEL framework. Consider setting up a **MEL working group** which can take on formal responsibilities, such as developing or signing off on MEL plans.



MEL RESPONSIBILITIES

| Tasks                               | GOYN Core Team                                                               | MEL specialist                                                             | Community & OY                                                                  |
|-------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Developing Community MEL Framework  | Leads theory of change design and supports indicator and target development. | Quality assures theory of change, develops indicators, targets, baselines. | Articulates community vision, approves final versions of framework.             |
| Developing Pathway MEL Plan         | Leads results chain design, inputs into other components.                    | Quality assures results chain, develops indicators and measurement plan.   | Articulates vision for pathway, approves final version of measurement plan.     |
| Conducting research and measurement | Inputs into purpose and design of research.                                  | Leads research design, analysis, and write-up.                             | Sets purpose and contribute to implementation, e.g. through OY collecting data. |
| Learning from and using information | Leads process of learning from data and changing implementation.             | Supports use of data and information.                                      | Supports analysis and learnings, and provides suggestions for changes.          |

Feel free to adjust this model to fit your own needs and resources.

### 3.6. MONITORING, EVALUATION, AND LEARNING

## 4. PLAN FOR IMPLEMENTATION

#### *ii. Design MEL processes*

**Clear MEL processes ensure that everyone knows what they are expected to do.** We recommend writing down your MEL processes and sharing them widely.

The process described on the right provides a good starting point for any MEL process. For each step of the process, you should aim to explain:

- ☐ **What** activities need to be carried out
- ☐ **Who** is responsible for these activities
- ☐ **When** these activities are carried out
- ☐ **How** these activities should be carried out

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#### MEL PROCESS



### 3.6. MONITORING, EVALUATION, AND LEARNING

## 4. PLAN FOR IMPLEMENTATION

### *ii. Design MEL processes*

Good MEL processes are also key to foster learning and inform decision-making. Interventions are rarely designed perfectly from the start: instead, we need to **experiment and learn from experience**, improving our understanding of the constraints facing OY, and strengthening the solutions that address these constraints.

In this context, learning processes help us **evaluate findings** from monitoring data, **discuss evidence**, and **incorporate them into decision-making**.

Setting up **regular monitoring meetings**, for example monthly for each pathway, and quarterly for the whole community, can facilitate learning and adaptive management.

💡 **Tip:** To transform data into useful information, we can ask ourselves the following questions:

1. What have **learned from the data**?
2. What do we need to **change about our project**?
3. What do we need to **learn more about**?

## KEY ELEMENTS OF A LEARNING ORGANIZATION

- **Leadership.** Leadership drives culture and norms at all levels of an organization. Leaders can model good learning behaviors, incentivize others to learn and set the learning agenda for the organization.
- **Culture.** Culture influences how an organization behaves. Learning organizations have a culture that is curious, open to new ideas, and willing to learn from failure.
- **Structure & processes.** Learning organizations have resources and processes in place to support the capture, storage and sharing of knowledge, as well as strong internal communications to facilitate information flows.
- **Flexibility.** Learning organizations are able to adapt their operations as new information comes in. When teams have no ability to change course, applying learnings becomes a challenge.

### 3.6. MONITORING, EVALUATION, AND LEARNING

## 4. PLAN IMPLEMENTATION OF MEL FRAMEWORK

### ii. Design MEL processes

If you're interested in improving learning within your organization, we highly recommend this [Dynamic Learning Playbook](#) developed by the Rural & Agriculture Finance Learning Lab.

The playbook presents a set of solutions and tools to address common learning challenges. It begins by discussing the nature of **intentional learning** and its most important elements: **supportive leadership**, **learning culture**, **defined learning structures**, and **intuitive knowledge processes**.

The playbook offers solutions for the most **common learning challenges** faced by organizations, supported by tools, case studies, and additional resources. It ends with some key recommendations on **how to implement learning solutions**, deep diving into specific tools and how they should be used.



## 2.6. MEL FRAMEWORK – HOW TO GUIDE

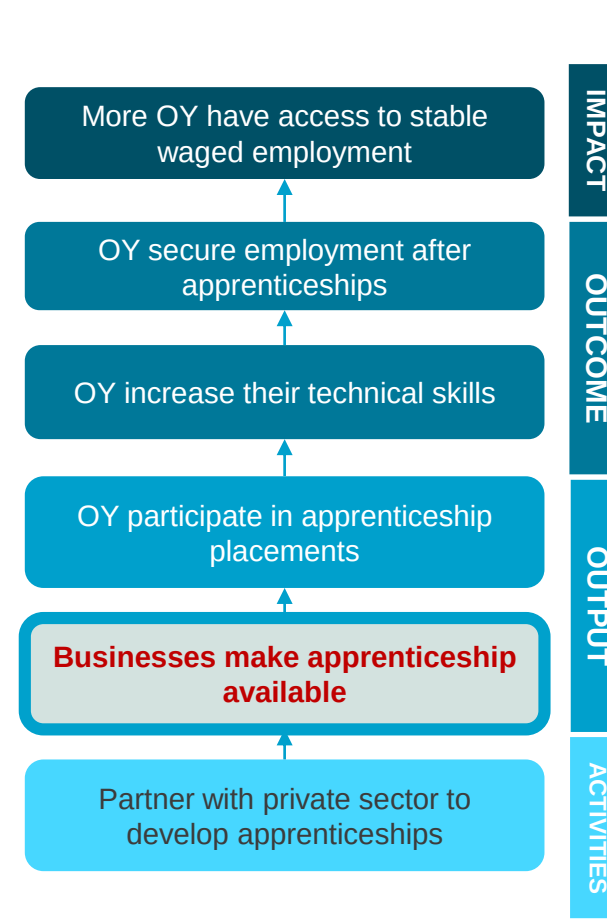
# LEARNING FROM DATA – AN EXAMPLE

In this fictional example, data collection indicates that the number of available apprenticeships for OY is less than our projected target.

Based on this learning, our options would be to:

- ❑ **Adjust** our projected target
- ❑ **Change** our approach, by creating more incentives for businesses to provide apprenticeships to OY.

However, to make an informed decision, we may need to learn more about **the reasons why** businesses are not providing more apprenticeships, and the **type of incentives** that they would react positively to. This would typically require additional qualitative research (e.g., interviews or focus groups).



*Pathway results chain example*

|                             |                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------|
| <b>Result chain box</b>     | Businesses make apprenticeships available.                                              |
| <b>Indicator</b>            | Number of apprenticeships available.                                                    |
| <b>Measurement</b>          | - Monitoring data<br>- Key informant interviews with businesses                         |
| <b>Target</b>               | 100                                                                                     |
| <b>Actual</b>               | 50                                                                                      |
| <b>Qualitative findings</b> | Due to the pandemic, businesses have lower ability to increase their apprentice demand. |

*Monitoring data example*

### 3.6. MONITORING, EVALUATION, AND LEARNING

## 4. PLAN IMPLEMENTATION OF MEL FRAMEWORK

#### iii. Develop MEL budget and workplan

MEL activities require considerable human and financial resources. We recommend **planning your MEL resources needs at least annually**.

An **annual work plan** (template [here](#)) is useful to map the resourcing requirements. This document outlines the MEL activities for the upcoming year, along with the human and financial resources required to implement them.

An **annual budget** (template [here](#)), using the categories listed on the right, will ensure that you have sufficient resources for MEL. Make sure that you include the cost of staff to implement the MEL system.

To finalize your implementation planning, we recommend referring to the [GOYN MEL Implementation Checklist](#) to ensure that you have considered all the components of an effective MEL system.

All supporting resources for this section can be found in the [GOYN Learning Lab](#).

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### MEL COSTS

#### Data collection costs



This includes field research, monitoring, and other information collection activities

#### Baseline/impact studies



Assess whether these studies will be carried out by in-house staff or by a research firm

#### Internal workshops



Workshops with project team and community to discuss findings, learnings, and strategy.

#### Special studies



Anchor partners may want to carry out studies on topics of particular importance.

#### Learning events



Learning events can publicise findings and influence external stakeholders.

#### Staff salary



This includes MEL staff and a proportion of other staff time.

#### MEL training



MEL training can be delivered using internal or external resources.