

<b>Learning Priorities for Management and Overall Effectiveness</b>	<b>Why is this important?</b>
<p><b>Progress towards results:</b> Is the Activity achieving intended results and outcomes? Why or why not?</p>	<p>Because the Activity is designed to create some sort of change, AMELPs need to clearly articulate how partners will track whether change is occurring. Knowing why (or why not) the change is occurring helps us make adjustments or replicate success.</p>
<p><b>Negative consequences:</b> Have there been any unintended negative consequences because of the Activity?</p>	<p>Humanitarian assistance professionals are well-versed in the principle of “Do No Harm.” However, this can be less deliberate in development programs, despite the possibility of negative consequences. We need to be intentional in finding out whether we are doing harm so we can adapt if necessary.</p>
<p><b>Context shifts:</b> How are shifts in context affecting the Activity's ability to achieve results or creating new opportunities for impact?</p>	<p>Though many implementers are regularly monitoring context, they rarely are intentional in planning for it. While everyone has now been forced to monitor context due to COVID-19, there have always been other shifts that affect our ability to achieve results.<sup>3</sup></p>
<p><b>Feedback from end users:</b> What feedback do program participants and end users have on our performance?</p>	<p>Our programs are meant to impact other people’s lives, but it is relatively common to review an AMELP that has no approach for receiving feedback from end users. Implementers often get this information informally, but we should aim to be purposeful and have mechanisms to both capture this information and act on it.<sup>4</sup></p>