

	Description	Indicator	Question	Means of Verification	Assumption / Risk		
INPUTS	<p>Collaborate. If your expertise is in ECD, seek out partnerships with organisations on the other end of the spectrum (i.e.: the caregiver side). Consult partners when describing different aspects of the MEL framework.</p>	<p>Context is key. Make sure your frame your indicators and questions around the environment you’re working in. For example, it is difficult to gather data on children, especially those living in emergencies.</p>		<p>Consult with stakeholder about what you can and cannot do in an emergency context. While good MEL is important for programme success, it is equally important to be transparent about what your MEL framework is capable of telling you about your programme.</p>			
ACTIVITIES							
OUTPUTS							
OUTCOMES	<p>Both child- and caregiver-side programming have tried and tested approaches / rules of thumb for framing and collecting data on indicators.</p>		<p>You can use secondary resources (like official reports) to gather data on long-term outcomes/impact. However, be mindful of potentially biased data that may result from emergencies.</p>				
IMPACT							