



# Benin Teacher Motivation and Training Project (TMT)

## *Annual Report*

**Submitted by:**  
Education Development Center, Inc. (EDC)



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**Annual Report  
July 2009- September 2010**

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# 1. Annual Report on the Teacher Motivation and Training Project (TMT)

## Executive Summary

**Quarter I.** The Teacher Motivation and Training Project began officially on July 15, 2009 and during the first quarter EDC concentrated on installation: hiring staff and securing an office. In late July the Chief of Party was identified and arrived in Benin in mid-September. In August Home Office Project Coordinator traveled to Benin to work with the future Administrative Manager on project start up activities and by mid-October a residence and office had been identified in Porto Novo. With renovations and equipment purchases the project was able to move to the capital city in the second quarter.

In September, the EDC home office held a training and orientation session for the two Foreign Professors on the use of SCOPE (Standards-based Classroom Observation Protocol for Educators), which EDC would later customize for use in assessing teacher behavior and effectiveness in the classroom.

The TMT project was launched on October 20<sup>th</sup> at the MEMP with the former ambassador, USAID and EDC project director in attendance

**Quarter II.** Quarter Two was spent on foundation activities – adapting SCOPE to Benin, preparing the outline of the TTC manual and establishing the TMT office. Master Trainers were identified and SCOPE became OSEP/Benin, after a Critical Questions Workshop held in Cotonou. The MEMP officially appointed Jacob Dagan as a technical go-between and a Curriculum Review Committee was identified, validated and convened to review for the Teacher Training Manual. The first steps to conduct a policy review were taken while TMT began harvesting the policies and regulations relating to teacher supervision and evaluation for study. The second wave of staff was hired making a full complement of staff for the project.

**Quarter III.** In the third quarter the work to assess the IT needs for Teacher Training Colleges (TTCs) was finalized. OSEP (Standards-based Classroom Observation Protocol for Educators) was validated and a TOT of Master Trainers, Local Assistants and Researchers was held in the TMT project office.

A committee of experts validated the outline of the TTC manual. The Merit Awards program was nearing completion. Meanwhile the 100 pilot schools implicated in the feasibility study had been identified and the project worked with the MEMP to notify schools of both observations as well as an invitation to be trained on OSEP. The teacher observations and directors' training occurred almost simultaneously. Meanwhile the analysis of the legal and political framework of in-service training and teacher supervision continued.

**Quarter IV.** The fourth quarter saw the completion of the Policy Review study, the Baseline/Feasibility study of 100 pilot schools for the Merit Award Program and the terms of reference for a Resource center/Resource Center needs assessment. The IT assessment of TTC resource centers was submitted to the MEMP for comments. The second draft of 6 modules was delivered and the team submitted edits to our Foreign Training Experts in preparation for the training in quarter five. The Merit Award Program Plan, a delicate program for its progressive ideology, has undergone a number of edits, but was finally submitted to the MEMP for comments. Meanwhile this quarter was marked with a stumbling block. Chief of Party, Eric Allemanno had to leave the project. In June, the COP was replaced by a transition team comprised of the Programs Coordinator, Finance Manager and Administrative Manager. The team's work was supported by the Project Director, present in the field in the month of July and an Interim COP in office for August and September.

**Quarter V.** Quarter Five saw the culmination of the Training Manual and the TTC trainings. The Resource center Needs Assessment was completed and the new COP, Stefan McLetchie was hired and posted to the field. The Merit Awards Program Plan was reviewed with USAID and a launch is planned for early October.

## 2. GENERAL PERFORMANCE MONITORING AND RESULTS SUMMARY TABLE

Result 1: Improved Pre-service Teacher Training				
Requirements	Standards	Completed	Deviation	Comments
1.1 Develop and publish the TTC Instructor manual, supporting the competency-based National curriculum and on modern principles of teaching teachers.	Develop and publish the TTC Instructor manual, supporting the competency-based National curriculum and on teaching teachers child-centered learning methods.	Manual completed and 255 copies duplicated. The manual is being put to use during the Sept to Oct training and remaining copies will be distributed to the MEMP directorate and USAID in Quarter 6.	N.A.	
1.2 Provide intensive technical training sessions to all TTC instructors, using experienced foreign professors specialized in teaching teachers, competency-based curricula and child-centered teaching methods.	A minimum of 90 % of TTC instructors are trained and assessed in the use of the manual.	Training taking place in current quarter and will be completed in Quarter 6. (October 8 <sup>th</sup> ) 106 TTC Instructors present for the training.	N.A.	
1.3 Provide technical and material assistance to set up resource center/resource centers in all operational TTCs	Procure and deliver electronic equipment and printed matter as well as set up internet access for all 5 TTC resource centers	Identified dedicated space for all 5 TTCs. Submitted SOW to MEMP to identify qualified resource center managers. Culled list of materials from TTC staff, Foreign Professors and TMT staff.	Equipment, furniture, books and pedagogic supports for each TTC resource center/resource center procured and delivered between TTC librarians/resource center managers trained in resource center system management, ICT for professional development and instruction and the use of didactic supports. A comprehensive, step-by-step	To begin in the second quarter of the TMT project.

			plan for cost recovery for each TTC	
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<b>Result 2: Improved Teacher Performance</b>				
<b>Requirements</b>	<b>Standards (1)</b>	<b>Completed (2)</b>	<b>Deviation (1-2)</b>	<b>Comment</b>
<b>2.1</b> Feasibility and baseline study of teacher performance, motivation and supervision to determine factors such as rates of teacher absenteeism, mechanisms for supervision, levels of teaching skills, etc.	Feasibility and baseline study developed. Researchers trained and study conducted.	OSEP/Benin developed and validated. Experimental version of Teacher Effectiveness study tested. Baseline of teaching skills in sample tabulated.	N.A.	
<b>2.2</b> Develop a system of improved teacher supervision and in-service technical support teacher performance at central and local levels	Develop supervisors and improve evaluation system.	Conduct OSEP training for supervisors: 87 School Directors, 10 Local Assistants (8 of whom are C/CS) Completed Policy review and identified 2 policies for improvement.	Supervisory Institute developed and system for working with clusters refined.	
<b>2.3</b> Develop a system for improved teacher performance evaluation at central and local levels	Train supervisors in observation protocol. Review and recommend legal policies on teacher supervision and evaluation. Supervisory Institute developed and implemented.	SCOPE adapted as OSEP/Benin, 5 Master Trainers and 10 Local Assistants and 3 Researchers trained. Policy Review Committee approved by MEMP and assembled to review policies. Policy Study completed.	Supervisory Institute developed and system for working with clusters refined.	
<b>2.4</b> Pilot a merit-based awards program for the best schools and their teachers.	Develop a Merit Awards Program (MAP). Conduct a baseline study and launch the program	MAP developed and submitted to the MEMP for validation. MAP launch planned for November (Q6)	N.A.	

<p><b>2.5</b> Execute annual nationwide media campaigns to reinforce the importance of education and teachers and ensure that all primary school teachers know about the merit-based awards program</p>	<p>Work with MEMP communications department. Message developed Media outlets contacted</p>	<p>MAP launch for October 2010. Annual nationwide campaign revisited to conform to number of schools and politicization of MAP. Campaign will be limited to reflect the pilot nature of the MAP</p>	<p>Decisions on final MAP and media campaign delayed for arrival of new COP.</p>	
<p><b>2.6</b> Recruit sponsors for the reward program from other education donors, the private sector and the GoB to donate additional prizes for outstanding schools and teachers; create broad-based support for the program.</p>	<p>Identify a small number of potential local sponsors. Determine criteria for awards to be included in marketing talks. Develop a unified message on teachers and schools.</p>	<p>Initial marketing meetings held with 3 potential sponsors for MAP. Weighing the need to include sponsors over direct awards from the project. Identified that a Communications Consultant rather than agency or full time employee will best meet TMT needs.</p>	<p>Menu of awards to be refined and integrated with media campaign.</p>	
<p><b>2.7</b> Collaborate with the MEMP to draft and ratify national policies governing teacher motivation, supervision and evaluation, with guidelines and procedures</p>	<p>Create a policy working group. Identify and analyze opportunities for change and possible constraints Use OSEP/Benin to conduct annual policy revisions Work with the Ministries to ratify improved policies</p>	<p>Developed a formal Policy Review Committee. First report completed and out of 7 rules reviewed, 2 were identified for improvement.</p>		
<p><b>2.8</b> Develop and implement a plan to transfer the merit awards initiative to the MEMP by end of project.</p>	<p>MAP pilot will result in cost benefit analysis for MEMP to consider in transfer.</p>		<p>N.A.</p>	<p>Results of YR1 and YR2 MAP will inform whether and how much of the MAP, the MEMP will want to assume..</p>

### 3. ACTIVITY UPDATE

#### Result 1: Improved Pre-Service Teacher Training

*Requirement 1.1: Develop and publish an instructor manual focused on the seven subjects of the competency-based National Curriculum and on modern principles of teaching teachers.*

**Introducing SCOPE.** In November the Project organized a Critical Questions Workshop to review the content and intent of the SCOPE tool: A teacher observation tool based on international accepted standards for teaching behaviors and criterion referenced standards of evaluation. This workshop was vital to a long-term understanding of the origin of SCOPE, how it could fit into a plan to improve teacher performance and the fact that its use in Benin was subject to local adaptation and acceptance by the Ministry. In addition to demonstrating the principles of SCOPE, the workshop illustrated the amount of connective tissue between it and existing observation tools; eg., *Grille de Suivi Evaluation*. In the end all the above elements were put into place; an introduction and contextualization of SCOPE as a proven observation protocol based on internationally accepted standards, adaptation to the Beninese context and validation by the Ministry of Education.

**Developing the Manual.** In the third quarter TMT assembled a Curriculum Review Committee of 9 members; 7 men and 2 women, to supervise the design of the Teacher Training College (TTC) Instructor's Manual. The Review Committee was tasked with: (i) ensuring consistency between the competency-based curricula, the training curricula currently in use in TTCs and the contents of the TTC instructor's manual; (ii) participating in a consultative workshop to evaluate the draft manual modules; (iii) monitoring and evaluating the manual in its first year; (iv) and formulating proposals for the final publishing of the manual. The Committee met initially in March and then in July for these purposes. The committee membership was arranged to reflect the array of needs found in schools; gender differences and special needs, however the loss of two participants netted a different make-up and in the end TMT worked with our Foreign Professors to include references to gender in the first draft of the document. The first draft of the manual includes the following topics:

- **OSEP/Benin** An introduction to the elements included in the comprehensive evaluation tool we introduced in March 2010, a 16 criterion based tool that looks at teacher performance in the classroom.
- **Teacher Profile** This chapter establishes the important elements a beginning teacher must attain in order to continue his/her development as a professional educator.
- **Constructivism** A primer on the importance of using a constructivist framework.
- **Problem Solving** Uses participants prior knowledge to set in motion a conceptual framework of the building blocks of "problem solving" in a classroom
- **Child Centered Approaches and Strategies** Will present learning situations that will lead to how child centered approaches impact learning.
- **Planning for Student Teaching and Evaluation** This module connects evaluation with teaching and learning in a teacher training classroom.

The manual was completed by August 2010 and by September, 255 copies were printed and ready for use in the TTC training. Our first Foreign Professor, Dr. Athanase Simbagoye, reviewed the contents with Master Trainers and Local Assistants before embarking on a 3-week training. A debriefing at the end of the training will allow us to plan the second and final version of the manual. The manual will, in the second version take into account feedback from the TTC instructors, reflections from the Foreign Professors and improvement on gender and special needs.

### **Progress to Date**

- *Adaptation Workshop (called Critical Questions workshop) held November 2009*
- *Master Trainers using the Programme D'étude adapted OSEP in November, December 2009*
- *Established Curriculum Review Committee, December 2009. The memorandum establishing the curriculum review committee was signed on February 4, 2010.*
- *Completed TTC manual, August 2010*

*Requirement 1.2: Provide intensive technical training to all TTC instructors, using experienced foreign professors, who specialize in teaching teachers, competency-based curriculum and child-centered teaching methods.*

The year-long journey to TTC training began in Quarter 1 of the project. Two foreign professors were invited to learn about the project and receive a briefing on SCOPE. The meeting netted an impressive realization to marry the contents of the training with the categories contained in SCOPE and in a follow up to the meeting the two professors conducted a workshop with the training specialist, entitled; "Critical Questions Workshop" Essentially asking the questions that lead towards knowing:

*What were the expected outcomes for Teacher Training Colleges? or What should a TTC graduate be able to do at graduation? and*

*How do the present tools assist TTC instructors and supervisors to continuously develop Beninese teachers?*



**Training the trainers.** With these ideas in hand, the newly minted team of 5 Master Trainers were asked to adapt SCOPE into OSEP/Benin, a local version of sixteen discreet items of internationally accepted standards of excellent teaching. Once the tool was adapted, five Master Trainers (MT) and ten Local Assistants (LA) were trained on the OSEP/Benin in March 2010 and the TTC instructors were trained in August 2010 as a precursor to the manual training.



**TTC Training.** Due to changes in the school year, the August TTC training was moved to September. One of our trainers was no longer available but was swiftly replaced by another member of the Chair UNESCO team in Canada. The training was launched with the presence of the US Ambassador, USAID and TMT project staff. Taking place over five weeks; September 13 to October 15<sup>th</sup>, Dr. Simbagoye began the period with an intensive dissection of the manual with both Master Trainers and Local Assistants. He led a whole group session on the general modules at CIEVRA followed by three weeks of training sites in Parakou and Abomey alternating with his colleague and second Foreign Professor, Mme Rosette Defise.

### **Progress to Date**

- *Foreign Professors outlined manual against OSEP/Benin areas of professional development*
- *OSEP/Benin training conducted, TOT in March 2010*
- *OSEP/Benin training for TTC instructors, August 2010*
- *TTC manual completed, August 2010*
- *Training in progress, September – October 2010*

*Requirement 1.3: Provide technical and material assistance to set up resource center/resource centers in all operational TTCs, including development of a system to manage the learning materials, and training for center personnel.*

In Quarter Four TMT conducted an IT study and in Quarter Five a resource center needs assessment. Together, they are the guiding documents for equipping centers with furnishings, printed materials and electronic equipment.

**Technology Study.** The ICT Manager carried out a visit in March 2010 to take stock of the available resources and to assess the capacity as well as needs for ICT in all 5 TTCs. The completed study was submitted to the MEMP in April. This sparked series of discussions around the capacity of the each TTC and the neighboring infrastructure available to support them; in other words, the state of electricity in all 5 TTCs and the necessary upgrades for equipping centers to safely run equipment and maintain steady internet connections. The first meeting was held on June 24<sup>th</sup> and the second on the 28<sup>th</sup>. It included the Minister of Education, TMT Programs Coordinator, the Cabinet Director and all, if not most of the members of his cabinet; including the Director of Teacher Training College Construction and the Director of Document Centers Construction: Approximately 25 in attendance. Project TMT will make recommendations regarding the number of computers necessary for a fully functioning center based on population needs. Results from the study show that each TTC has a unique set of circumstances due to construction, location, relationships with NGOs as well as solutions cause by the aforementioned circumstances. Some have been built off the electricity grid or away from telephone lines. Some TTCs, it was found, have already functioning computer centers funded under small grants. TMT will propose equipment and systems based on the current capacity and needs of each TTC. TMT has identified 3 internet providers for the 5 TTCs and is studying based on cost and capacity, which provider is able to provide long term, steady connections.

Table 1 Computer Capacity

TTC Resource Center	Porto Novo	Abomey	Dogbo	Djougou	Kandi
Construction authority	BID (Banque Islamique du Développement)	DANIDA (Danish Intl Development Agency)	RFD	JICA (Japan Intl Coop Agency)	RFD
Student population	457	502	400	501	312
Pedagogic Groups	6	7	6	6	6
No. of existing computers	7	10	30	10	38

**Resource Center Needs Assessment.** The ICT study was complemented by a Resource center Needs Assessment that has reviewed space management, furnishings, books, and resource center management software. Each TTC has submitted a list of professional literature. This list has been vetted by the Foreign Professors and completed by TMT staff, including the Resource center consultant. The final list is the basis for our most recent procurement request and upcoming request for waiver as all materials were published outside of the United States. Our final list has been submitted for procurement and will depend on the time necessary for a waiver to purchase French materials as well as the local procurement timeline.

- Out of the five TTC libraries, two are operational.
- None are equipped with telephone lines
- One resource center is close to telephone lines and can be connected
- Two are far from telephone lines and will require large investments for a connection
- Two TTCs have electrical power although it is insufficient
- All TTCs have few if any print resources
- TTCs that have some resources are not presently being utilized because of both space and furniture needs which was confirmed by the resource center study
- Two of the TTCs have made some progress since the study in terms of construction and electricity but are still not 100% operational

**Resource Center Managers.** In quarter four, TMT submitted a proposed scope of work for the MEMP to identify qualified resource center managers to oversee the TTC libraries. Knowing that libraries require a specific set of skills to manage, maintain and develop, TMT took it up itself to specify perquisites for this position; a position that will be under the jurisdiction of the MEMP. As part of the resource center consultant's SOW, she will also develop training modules for TTC librarians. We intend to train the Resource Center Managers to expertly conduct searches for learning materials, identify articles of interest for TTC instructors and guide all users in the correct use of all materials contained within the resource center. The list of qualified Resource Center Managers is forthcoming.

A timeline of Resource Center equipment and installation is attached. (See Appendix A)

#### **Progress to Date**

- Completed list of publications ready for procurement which includes TTC requests.
- ITC Report on the condition of TTCs including recommendations for installation and improvement
- ITC report submitted to the MEMP for review and validation
- Resource center Consultant needs assessment completed
- List of locally available materials developed
- Alternative spaces identified with D/ENI for TTCs under construction.

## **Result 2: Improved Teacher Performance**

*Requirement 2.1: Conduct a feasibility assessment and baseline study of teacher performance, motivation and supervision and evaluation to determine factors such as the rate of teacher absenteeism, mechanisms for supervision, levels of teaching skills and classroom instruction, and teacher morale, etc.*

**100 Pilot Schools.** 100 schools were randomly selected across the nation by controlling for a) density of schools within a region and b) school directors having at least 15 years of professional experience. The rationale for controlling for (b) is to ensure that all school directors have the Teaching Ability Certificate (CAPE) allowing them to become appointed school directors. In order to assure that all the competing schools present common characteristics, the sampling considered schools having at least six classes, at least one in each of the primary levels offered.



To facilitate the upcoming study, TMT made certain administrative arrangements. The Chief Director of MEMPS signed a memorandum appointing the said schools as pilot schools and a second memorandum appointing the 100 school principals was also signed and delivered to the decentralized authorities. Following recommendations from the Primary Education Director, two inspectors, heads of departments at the Primary Education Directorate were appointed to be the TMT Project's interlocutors: Ms. KIKI Rosalie and Mr. AHOLOUKPE Bernardin. Both were oriented on TMT

project objectives and the selection methodology for pilot schools.

**Conduct TOT.** In February 2010, all plans had been engaged to receive SCOPE Specialist, Dr. Rachel Christina for a week-long training. Extreme weather conditions on the Eastern seaboard of the US closed down all airports and the training was delayed one month. In March, the training took place. In addition to the five Master Trainers and ten Local Assistants, three local researchers; M. Houenou, Ms. Zinkpe and M. Aremou were prepared to use OSEP for collection of baseline data. On April 13<sup>th</sup>, immediately following OSEP/Benin training, the researchers were called back by the Monitoring and Evaluation team for a workshop on data collection and field protocols. The data collection activity took place from April 19 to June 9<sup>th</sup> with each researcher conducting working independently.

**Conduct Baseline Study** The project carried out the baseline study of 100 schools randomly selected to represent the 85 districts and over six thousand schools. The three local researchers carried out the baseline study using OSEP/Benin and an experimental version of OTL in each of the five departments of Benin. The study was completed within 35 days in 100 schools and 200 classrooms. Actual interviews and observations fell below the 100 and 200 respectively: 199 out of 200 teachers were interviewed, 196 classroom observations took place and 99 school directors were interviewed. The research team made several attempts where teachers or directors were not immediately available. In addition to school-based interviews and observations, researchers sought out the 60 representative Chef de Circonscription Scolaire (C/CS) and of the 60, 53 were interviewed with others dismissing themselves from inclusion.

The researchers were supervised by the TMT Monitoring and Evaluation manager who conducted on site checks with the researchers between the 3<sup>rd</sup> and 12<sup>th</sup> of May. This allowed the project to correct errors in administration of the tools and collect initial data. It also permitted the M&E team to review, tabulate and respond to initial data collected. The first draft of the report was completed on June 30<sup>th</sup>. Initial results portray an interesting picture of our sample. The ratio of men to women is fairly representative of the national system.

The Monitoring and Evaluation Team have been able to assess a sample of TTC instructors and TTC Instructors will continue to be assessed based on the five areas of OSEP/Benin.

**Pilot OTL** In quarter three, TMT developed a survey on teacher effectiveness based on OTL which was piloted alongside the OSEP/Benin. The exercise was completed. However, a more refined survey will be developed in quarter six, which will look at elements that promote or obstruct teacher effectiveness. The survey will run concurrently with OSEP/Benin in the next round of implementation.

**Initial results of study.** Baseline scores reveal that teachers in Benin parallel other systems where teacher pre-service is weak and in-service is inconsistent at best. Scores on time management averaged around a 3 in close to 200 classrooms while “questions that promote active learning” averaged a “2”. For items targeting “problem solving” and “critical thinking” teachers hovered in the “1s.” This picture illustrates precisely where instruction, supervision and professional development need to address the frailties in teaching.

Interesting findings are coming out of the teacher, principal and C/CS interviews. Teachers, for the most part did not mention salaries or the strikes as linked to their satisfaction and almost half the teachers queried responded that they had a high opinion of the profession.



#### **Progress to Date**

- OSEP introduced, adapted and validated.
- 100 pilot-schools selected and endorsed by the MEMP
- Two interlocutors from the Ministry for monitoring project works were appointed and reviewed school selection, March 2010
- Local Researchers trained in the use of OSEP/Benin
- Data collection tools for the various targets were developed
- Baseline study completed

*Requirement 2.2 Develop a system for improved teacher supervision, and in-service technical support to improve teachers' performance, at the central and local levels.*

and

*Requirement 2.3 Develop a system for improved teacher performance evaluation at the central and decentralized levels.*

An improved system of supervision and in-service technical support will rely heavily on the results of the baseline study, the results of the motivation program and a review of existing MEMP policies and practices. The roles of principals, pedagogical advisers (*conseillers pédagogiques*), district superintendents (*chefs de circonscription scolaire*) and inspectors must be clarified and assessed for strengths and weaknesses. In its weakest areas, we will work with the MEMP to either eliminate unproductive practices or shore up weak ones. In quarter four, TMT completed a Policy Review of supervision and evaluation of teachers. The essential findings boil down to

- Supervision and evaluation are rarely mentioned in reviewed documents if at all
- Outdated terms and language in text that no longer apply to present day realities
- Current evaluation grid not exploited or utilized as intended
- Disconnect between written policies and actual practice

Already 10 inspectors have received training as our Local Assistants and nine have been posted to their respective districts. This design allows TMT to build capacity for OSEP generalization within the ranks of the education system. These are the first steps toward training all CPs and C/CS to understand and use OSEP/Benin. The second step, participation in a Supervisory Institute, will take place in quarter 8.

We expect to see gains in teacher performance from the ongoing TTC training. However, we know that even if the training impacts teaching in the TTCs, the daily effect in classrooms will be close to zero if supervision and evaluation do not change.

The lack of supervision and the misunderstanding of effective evaluation couple to stifle teacher improvements. In Quarter 4, the Policy Review Committee met and reviewed decrees governing teacher supervision and evaluation. Three decrees and four orders involving supervision and evaluation were reviewed. These included the "cahiers des charges" (book of specifications) for members of all pedagogy networks (RAPs and UPs) There were also several texts reviewed that contained "responsibilities" and "tasks" around evaluation, supervision, inspection and training. Of the seven



rules, two were identified for improvement. Together, 5 bureaux contained in the MEMP (DIP, DEP, DDMP, CS and INFRE) were included in a comparative review as to how their responsibilities transverse across areas such as inspection, in-service education and site visits, for example. The findings from the Baseline Study and the Policy Review study will shape the Supervision Institutes directed by a representative fifteen member committee. It will also launch the conversation with the MEMP around streamlining and improving rules to best serve the supervision and evaluation of teachers and their supervisors.

### **Progress to Date**

- Local Researchers conducted the baseline study.
- Completed list of 15 members of MEMP to assist in the development and implementation of the Supervision Institutes created and validated
- DIP/MEMP and the INFRE training managers implicated in the collection of national laws governing teacher training, supervision and evaluation.
- The Policy Review Committee members (for the supervision and evaluation policy) were selected and validated by the MEMP
- Chart of Responsibilities completed

*Requirement 2.4 Pilot a merit-based awards program for the best schools and their teachers. Though the number and amount of the awards will depend on funds availability, an example would be to provide annual awards during the life of the project (LOP) at the national and departmental levels.*

The Merit Awards Program was developed and submitted to the MEMP in quarter four. To achieve this result, a consultative workshop with central directors and the directors of decentralized directorates was organized on January 13, 2010. The workshop enabled those directors to develop an awareness of the OSEP which constitutes the backbone of all the activities of the TMT Project. Final work occurred with the arrival of the new COP and his discussions with the COTR at USAID. One crucial amendment has taken place: A shift from monetary merit based system to a broader range prize offerings was agreed upon.

**Progress to Date**

- *Merit Awards Program developed*
- *A draft communication plan was developed*
- *The 100 schools have been identified*
- *Baseline study conducted*
- *Program launch set for October*

*Requirement 2.5 Execute annual nationwide media campaigns at the beginning and throughout the academic year, which will 1) reinforce the importance of education and teachers, and 2) ensure that all primary school teachers are informed about the competitive, merit based awards program.*

Merit awards are intended to contribute to strengthening the values of professionalism and dedication to children's education among teachers. The awards are also intended to build public confidence in and support for teachers and schools. Developing and marketing a campaign to improve the public standing of teachers is plotted out through a communication strategy. A communications consultant will be hired to develop a central message on the central role that teachers play and the image of quality teaching in Beninese schools. The consultant will finalize the communication plan already developed and work together with the Motivation Specialist, the Monitoring and Evaluation officers and COP on the MAP. The MAP is scheduled to be launched on October 5.

**Progress to Date**

- *The communication plan was finalized and submitted to the MEMP.*
- *TMT working with MEMP communication office in advisory capacity.*

*Requirement 2.6 Recruit sponsors for the reward program from other education donors, the private sector and the GOB to donate additional prizes for the best schools and teachers and to create broad-based support for the program.*

A large list of potential sponsors was whittled down to a few national and local sponsors. However, the team is revisiting the necessity to have sponsors in YR 1 of the MAP.

**Progress to Date**

- *Marketing and strategy sessions had with two national sponsors*

*Requirement 2.7 Collaborate with the Ministry of Preschool and Primary Education (MEMP) to draft and ratify national policies governing teacher motivation, supervision and evaluation, with related guidelines and procedures.*

In Year 2 of TMT, we will work more specifically with the MEMP improve guidelines and procedures. A study of relevant supervisory and evaluation rules was conducted by a team of experts forming the Policy Review Committee. The results of the study will inform changes in the national policies.

### **Progress to Date**

- Policy amendments pending work completed in Year 1.

*Requirement 2.8 Based on the results of the pilot teachers' awards program, an action plan is developed and implemented to transfer the merit awards initiative to the Ministry of Primary Education by the end of the four year project.*

The feasibility study will be followed by a pilot of the Motivation Program in 50 schools across Benin, followed by the expansion of the Motivation Program. Based on the results of the Program, we will offer the MEMP lessons learned and successes achieved as piece of the transfer. Together we will develop an action plan. Planning for this work will begin in Year 2 through a review of the Merit Awards program.

The TMT Project works related to the accomplishment of those two requirements will bear fruits later in the progress of the Project.

### **Progress to Date**

- Hand over will take place in Yr 4 of the project.

## **4. PLANS FOR THE COMING QUARTER**

The following activities are planned for Year 2, Quarter 1 (October - December) and delineated in the work plan. They will either be initiated or in progress next period.

- 1.1** Feedback from the Foreign Professors, Master Trainers, Local Assistants, TTC Instructors and TMT staff will be included in the first revision of the instructor manual.
- 1.2** Second level of training will be outlined and developed for TTCs.
- 1.3** Floor Plans, procurement and the development of a community of practice plan will follow the study and needs assessment. Waivers for purchase will be submitted and procurement undertaken.  
Anticipated MEMP designations for TTC librarians will signal plans for module development.
- 2.1** Baseline study completed for a sample of TTC Instructors.
- 2.2/2.3**  
Draft of Policy Study finalized.  
Results of Supervision and Evaluation Study shared with MEMP and USAID  
Fully developed 3-day Institute on Supervision and Evaluation  
Training for the 15 MEMP agents  
OSEP training for the balance of the 100 school principals
- 2.4** Merit Awards Program launched  
Communications Consultant will begin marketing strategy around the elements of a Champion School
- 2.5** Carry out orientation of local officials around the country  
Conduct a baseline of school principals' abilities
- 2.6** Identify local media outlets which cover identical areas as treatment school
- 2.7** The two rules identified for streamlining will undergo rewrites and edits in collaboration with the MEMP in preparation for formal recommendations to change supervision and evaluation rules.

## 5. CONCLUSION

This annual report is unique in that it covers a period longer than one year; from contract award (July 2009) to end of Quarter 5 (September 2010.) We have had to adapt to changes in the calendar, changes in personnel and some changes of plan. Importantly though, is to remark that the “big picture” has not changed. Training is the main emphasis, the MAP is ready to be launched and though later than planned the resource centers are on track to being developed. TMT retains its momentum.

The project awarded in July 2010 and start up activities began in August 2010. Our Chief of Party arrived in September and by November, a core group of staff (Finance Manager, Programs Coordinator, Administrative Manager and Training Manager) were hired. By December both COP and the project moved to Porto Novo, our address of record and by January, the remaining staff were hired. The project identity was agreed upon: “The Teacher Motivation and Training (TMT) Project” was translated into *Projet d’Appui à la Fonction Enseignante*. Between January and June TMT was able to establish certain foundations. A core group of consultants: Master Trainers, Local Assistants and Local Researchers were hired. The Curriculum Review Committee and Policy Review Committee had been chosen and validated by the MEMP and had already engaged in their first tasks. The Teacher Training Manual had been outlined and by June, we were able to secure dates from the TTCs to conduct the initial training. The Baseline Study and the Policy Review was complete. However, the Chief of Party announced his departure from the project and TMT was forced to switch gears in order to continue its work. A new COP was identified while transition team, together with the home office Project Director assured that the contract requirements and office administration suffered no break. In addition to a local transition team, TMT submitted and received approval on interim COPs Carrie Lewis and Karen Cassidy to be present in country. Most notably, EDC identified a replacement in Stefan McLetchie. In the Quarter Five, TMT was well into its largest activity to date: Training TTC Instructors to follow and put into place six modules for sound pedagogic practice.

Through ongoing collaboration between the project and the ministry, we have developed a strong relationship. This relationship is one of the project strong points. Because of the ministry’s positive responses and encouragement, the Curriculum Review Committee, the Policy Review Committee and the need to make available key individuals for training and consultation were made possible.

### Challenges

Over the course of the past year, TMT has met certain challenges. Resolving legal matters, such as registration have taken longer than expected. The need to request waivers for purchase of non-US made goods is also a stumbling point. Working in a francophone country makes this a cumbersome requirement; keyboards, texts, reference materials, etc, require that we procure outside of the U.S. Weather put an unexpected delay in our training schedule and the change in the school calendar due to strikes and a related change in the exam schedule affected the program for Foreign Professors. With a last minute replacement of technical expertise, it was hardly felt by the participants.

The first year was full of creating foundations, establishing protocols and conducting baseline studies and needs assessments. The TMT Project office is staffed with highly qualified personnel who among other things are deeply invested in education. Some began their careers in the Ministry of Education, others worked for education projects and all are involved in the progress we make. The quality of the staff is notable in that they have been instrumental in moving deliverables forward in our regular relationship with the MEMP as well as at the time of transition. Our results, though delayed by start up and then by a transition, by Quarter Five began to come to fruition. The Teacher Training Manual was completed, validated and printed. Teacher Training of all 5 TTC instructors was underway and a launch for the highly anticipated Merit Awards Programs is scheduled for early October. The resource center/resource centers have been studied, their needs assessed and a request for qualified librarians with description of qualifications has been delivered to the MEMP for action. Procurement of materials is underway.

# APPENDIX A

### Timeline for indicator 1.3 (Resource Centers)

	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	OBSERVATIONS
In conjunction with the director and personnel of the TTC identify space for installation of the libraries and documentation centers																															In a cross-member team (MEMP) space identified and reevaluated due to various issues that arose at individual sites
Development of a plan to install libraries and documentation centers at provisional TTC sites.																															This plan will take effect based on the progression of construction readiness at each TTC.
Assist the TTCs to identify a resource center manager																															Librarians have already been identified at each TTC
Based on a needs assessment identify the resources and level of use by TTCs instructors and students.																															A baseline study was conducted and findings presented on two occasions at MEMP
Identify and select appropriate manuals for the resource centers																															
Determine current level of furniture needs at each TTC																															
Develop a plan and layout for use of space at each TTC																															
Determining current availability and pricing of furniture and other equipment necessary for the libraries																															The procurement process has been begun and pricing of books has been determined
Delivery of resource center equipment and furniture																															
Determination of pricing and availability of books and documents																															
Delivery of books and documents to resource centers																															
Determination of costs and availability of pedagogical supports for resource centers																															
Delivery of pedagogic supports to resource centers																															
Installation and coding all equipment and furniture in resource centers																															
Develop modules for training of resource center staff																															
Training of all resource center managers and librarians of the TTCs. One day at each TTC.																															
Creation of a virtual community between TTC staff from the various TTCs (instructors,																															



# APPENDIX B

## PMP Indicator Table

Indicator	Indicator Definition	Data Source, Collection Method, and Person Responsible	Year 1 Target	Year 1 Achievement	Observations
<b>1.1</b> Number of teachers trained with USG support	Number of individuals who have successfully completed a pre- or in-service training program to teach in schools or equivalent non-school-based settings (primary), with USG support (e.g., training program funded in whole or in part by USG). Disaggregated by sex.	Records for numbers of students graduating from TTCs. M&E Officer to collect from TTCs on an annual basis.	0	0	To date, the academic year for student teachers has yet to begin. It is not expected to until mid-November. We are expected to reach a minimum of 1,750 student teachers
<b>1.2</b> Number of educators/ instructors trained with USG support	Number of education officials (public or private) or administrators of education programs, funds or institutions who receive training in aspects of their current positions, including areas such as management (e.g., monitoring, personnel use and support). Data disaggregated by sex.	Records of training sessions. Records to be collected by Training Manager.	150 (5 TTCs x 30 Instructors)	106	All of the TTCs do not have 300 instructors. All current TTC instructors were invited and included in offered trainings.
<b>1.3</b> Number of textbooks and other teaching and learning materials provided with USG assistance	The number of teaching and learning materials provided with USG assistance (funded in whole or in part by USG).	Project records including records of distribution. Data to be collected by the Administrative Manager.	Approx 255 draft TTC Instructor's Manuals (35 x 5 TTC =150+MEMP-10, DEP-10, DIP – 10, CFPPEN – 10, INFRE-10, Master Trainers – 5. Local Assistants - 10 USAID-2, TMT-15)	211	255 copies of the draft manual were printed. To date, draft copies have been delivered to members of MEMP (110), DIP (10), DEP (10), INFRE (10), CFPPEN (10)
Number of students and teachers using the library/ resource centers	The number of teachers and students who sign in to library/resource center at each TTC, as a percentage of the total number of teachers and students	Sign in sheets from library/resource centers. Data to be collected from libraries by M&E Officer on a quarterly basis.	80% (1424=80% of 350 students per TTC + 30 instructors per TTC). Five TTCs covered.	0	The TTCs academic calendar has not begun as of the present date. As a result, there are no currently enrolled student teachers. Further, due to procurement delays, none of the centers are equipped to be fully functional.
Number of library/ resource personnel trained in library and center management	The total number of library or resource persons who participate in project-sponsored training on library and center management	Project training records. Data to be collected by Training Manager at the time of training.	10 (2 per resource center)	0	Library personnel not yet identified. Resource centers are not presently operational and as such students do not have access to them.
Number of TTC library/ resource centers with	The number of TTC library/resource centers who have established a fee-based service and can show	Project quarterly monitoring observation records, and copies of	1	0	Due to delays of the

functioning cost-recovery systems	financial returns from that service	financial records from TTC/library resource centers			academic year for student teachers as well as procurement delays. No cost recovery system has been established.
Percentage/number of TTC instructors with improved teaching skills	The number of TTC instructors who show improved teaching skills as defined by upward movement on the SCOPE scale.	SCOPE observation data to be collected on an annual basis. All TTC teachers will be observed.	--	0	Observations of TTC teachers are scheduled to begin once the academic year commences for student teachers
Indicator	Indicator Definition	Data Source, Collection Method, and Person Responsible	Year 1 Target	Achievements	Notes
2.1 Number of baseline or feasibility studies	The number of baseline or feasibility studies completed by the project	Baseline and feasibility studies submitted to MEMP and USAID. Verification to be made by M&E Officer	3 studies (Teacher Performance, Teacher Motivation, TTC Instructors' Performance)	3	
2.2 Number of administrators and officials trained	Number of education officials (public or private) or administrators of education programs, funds or institutions who receive training in aspects of their current positions, including areas such as management (e.g., monitoring, personnel use and support). Data to be disaggregated by sex. For purposes of this project, trainees will include principals, inspectors, supervisors, and MEMP staff	Project quarterly reports and project training records. Data to be collected by Training Manager at the time of each training activity.  Assumption: 85 C/CS+Directors (5900 National)	475 ( 100 school principals and 125Inspectors, 250 pedagogical advisers	85 school directors	To be trained in the coming months.
2.3 Support for education system policy reform	Does the project provide support for education system policy reform? Y/N Evidence of draft policy such as policy document	Project quarterly reports on progress toward drafting education policy document. COP to prepare progress reports.	2 policies identified for action by Working Group	Accomplished	Two polices included an inconsistent use of language in documents and further to address the current evaluation grid which has been determined to be ineffective and not aligned to practice
2.4 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	This indicator captures information on quantifiable systems and policy level activities. To be counted, actions must have, as their ultimate purpose, improving equitable access to or the quality of education services.	Project monthly records documenting policy working group meetings, minutes of policy working group meetings. COP to prepare progress reports on a quarterly.	Policy Working Group established	Groupe de travail établi	Representatives from various groups including the department of primary education, 3 directors of TTCs as well as representatives from INFRE and DIP make up the working group

<p><b>2.5</b> <b>Number of people trained in monitoring and evaluation</b></p>	<p>Number of participants in classroom or remote training on any topic related to measuring performance and impacts of program (ex. indicators, qualitative &amp; quantitative data collection methods, data analysis; nature and purpose of evaluation). Disaggregated by sex.</p>	<p>Project training records</p>	<p>625= 150 TTC instructors + 475 ( 100 school principals and 125Inspectors, 250 pedagogical advisers</p>	<p>211106 TTC Instructors+87 school directors, 5 Master Trainers, 10 Local Assistants (8 of which are C/CS) 3 Local Researchers</p>	<p>13 school directors were absent in addition 2 of those already trained were replaced. This training is scheduled for year 2.</p>
<p><b>Monetary amount (or equivalent) provided by other award sponsors</b></p>	<p>Total funding, both cash and in-kind contributed to merit-based award program on an annual basis</p>	<p>Project and MEMP financial records related to merit-based award program</p>		<p>AchievementsA1</p>	<p>Observations</p>
<p><b>Number of schools and teachers submitted to the selection committee</b></p>	<p>Number of completed applications/ recommendations received by the awards selection committee for review. Disaggregated by applications for teachers and applications for schools</p>	<p>Selection committee records, project quarterly and annual reports</p>		<p>0</p>	<p>Merit Award Program launch scheduled for year 2.</p>
<p><b>Number and type of award sponsors</b></p>	<p>Total number of organizations and/or individuals who provide in-kind or cash support for the merit-based award program. Disaggregated by types of entities including public, private, individual, for-profit, non-profit, etc.</p>	<p>Project and MEMP records related to the merit-based awards program, collected.</p>		<p>0</p>	<p>same as above</p>
<p><b>Percentage/ number of teachers showing improved attendance</b></p>	<p>Percentage of teachers who are present 90% of school days or more, compared to baseline.</p>	<p>School time sheet records. OTL survey, data to be collected by the local researcher and M&amp;E Officer.</p>		<p>0</p>	<p>same as above</p>
<p><b>Percentage/ number of teachers showing improved classroom performance</b></p>	<p>The number of teachers who show improved teaching skills as defined by upward movement on the SCOPE scale. Disaggregated by sex.</p>	<p>SCOPE observation data to be collected on an annual basis. Representative sample of teachers who participate in the merit award program and a control sample of those who do not participate in the merit award program and do not receive cascaded interventions from school principals or supervisors.</p>		<p>0</p>	<p>Same as above. Scheduled for year 2</p>
<p><b>Percentage of increased student performance and promotion rates</b></p>	<p>Percentage of students who are promoted to the next grade compared to baseline. Measured on a representative sample of students from each grade, and from rural and urban schools in all 4 regions of the country.</p>	<p>School grade promotion records. Data collected annually through MEMP. Representative sample of students chosen from schools that are participating in merit awards program and a control group from</p>		<p>0</p>	<p>Scheduled for year 2.</p>

<p>Percentage of increased student pass rates on final exams</p>	<p>Percentage of students who pass the final primary school exams compared to baseline.</p>	<p>those schools not participating. Data collected annually through the MEMP. Measurement taken on a representative sample of students in schools that are participating in the merit awards program, and a control group of students from schools that are not participating.</p>	<p>0 Scheduled to be collected at end of academic year</p>
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# APPENDIX C

## Program-Related Key Performance Indicator Reference Sheets

Contract Performance Indicator Reference Sheet			
Program objective: Investing in People <b>Program</b> element: Education <b>Indicator:</b> Number of teachers trained with USG support			
Description			
<b>Precise Definition(s):</b> Number of individuals who have successfully completed a pre- or in-service training program to teach in schools or equivalent non-school-based settings (primary), with USG support will inform in part, whether TTC training, TTC support and the motivation program affect teacher preparation.			
Plan for Data Acquisition			
<b>Data collection method:</b> Records for numbers of students graduating from TTCs. M&E Officer to collect from TTCs or MEMP on an annual basis. <b>Method of Acquisition:</b> The TMT Monitoring and Evaluation team will request graduation figures from the TTCs via the office of the General Secretary of the MEMP. Alternatively, the MEMP would be able to provide comprehensive tables listing the numbers of TTC graduates each year. <b>Data Source(s):</b> The TTCs and/or the MEMP. Frequency/Timing of Data Acquisition: At the end of each school year. Estimated Cost of Data Acquisition: Negligible. <b>Responsible Individuals:</b> The CoP and TMT M&E Assistant.			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A <b>Known Data Limitations and Significant (if any):</b> Some TTCs may be late in reporting graduation results. Actions taken or Planned to Address Data Limitations: Cross-checking TTC and MEMP figures. Date of Future Data Quality Assessments: To be scheduled. <b>Procedures for Future Data Quality Assessments:</b> Continuation of current method of requesting figures from MEMP and TTCs.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> The data will be analyzed to determine numbers of male and female TTC graduates by TTC, repeater status and previous level of education. Efforts will be made to ascertain where graduates are posted. <b>Presentation of Data:</b> Data will be presented in quarterly activity reports to USAID in tabular form, and in a final M&E Report at the end of the project. <b>Review of Data:</b> Data will be reviewed by the COP, M&E Manager and Assistant Manager as well as counterparts in the MEMP core technical staff. Implementing staff will be debriefed on how to comprehend data and how to improve future monitoring efforts. <b>Reporting of Data:</b> Program data on this indicator will be presented and interpreted as part of quarterly and annual reports. <b>Notes on Baselines and Targets:</b> To be developed at end of 2010-2011 school year.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	n/a		
2010/11	1750 (each promotion: 350 students per promotion x 5 TTCs (Total capacity of 350 students per each of 5 TTCs,	0	The first batch of graduates covered by TMT Project activities will graduate in the second year of the project, in the latter part of 2011
2011/12	1750 (same as previous year)	TbD	
2012/13	1750 (same as previous year)	TbD	
<b>End-of Project Target:</b> Five thousand two hundred fifty TTC graduates			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

TMT Reference : Indicator 1 Result 2			
Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Number of educators/ instructors trained with USG support			
Description			
<p><b>Precise Definition(s):</b> Number of education officials (public or private) or administrators of education programs, funds or institutions who receive training in aspects of their current positions, including areas such as management (e.g., monitoring, personnel use and support). Data disaggregated by sex.</p> <p><b>Unit of Measure:</b> Number of teacher trainers completing skill development training on participatory, learner-centered teaching methods and the use of SCOPE as a diagnostic tool of teaching behavior.</p> <p><b>Disaggregated by</b> TTC, rank, age and sex of participants.</p> <p>Justification/Management Utility or Rationale: Improving the skills of the instructors of the TTCs (expected to be 150 individuals) is a key factor in institutionalizing learner-centered teaching methods and the use of SCOPE.</p>			
Plan for Data Acquisition			
<p><b>Data collection method:</b> Records of the number TTC instructors completing workshops on the use of the TTC Instructor's Manual and the use of SCOPE for in-class observation of teacher trainees. M&amp;E Officer to collect instructor workshop attendance data from TTCs.</p> <p><b>Method of Acquisition:</b> The TMT Monitoring and Evaluation team will request official figures of TTC instructors per TTC with names and education status.</p> <p><b>Data Source(s):</b> The TTCs official employment records; TMT training report.</p> <p><b>Frequency/Timing of Data Acquisition:</b> At the end of the last cycle of instructor training each academic year. Estimated Cost of Data Acquisition: Negligible.</p> <p><b>Responsible Individuals:</b> The M&amp;E Specialist and M&amp;E Assistant.</p>			
Data Quality Issues			
<p>Date of Most Recent Data Quality Assessment: N/A</p> <p>Known Data Limitations and Significant (if any): Non-attendance of instructors during training.</p> <p><b>Actions taken or Planned to Address Data Limitations:</b> Sensitizing the TTC directors and instructors on the value of the training. Site visits by the TMT Training Manager will be required at the start of the TTC academic year.</p> <p>Date of Future Data Quality Assessments: 5<sup>th</sup> Quarter.</p> <p><b>Procedures for Future Data Quality Assessments:</b> Visits to the TTCs by the TMT Program Coordinator and Training Manager will develop interest in and support for the training.</p>			
Plan for Data Analysis, Review and Reporting			
<p><b>Data Analysis:</b> The TMT Training Manager and the M&amp;E Assistant will review workshop evaluation reports and conduct focus group discussions with the instructors about their experience in the training workshops.</p> <p><b>Presentation of Data:</b> Data will be presented in quarterly activity reports to USAID in tabular form, and in a mid-term and final evaluation study of the TMT Project.</p> <p><b>Review of Data:</b> Data will be reviewed by the CoP, the Training Manager, the M&amp;E Specialist as well as counterparts in the MEMP and the TTCs.</p> <p><b>Reporting of Data:</b> Program data on this indicator will be presented and interpreted as part of quarterly and annual reports.</p> <p><b>Notes on Baselines and Targets:</b> To be developed during Year 1 of the TMT Project.</p>			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	150 (5 TTCs x 30 instructors)	n/a	Training on OSEP/Benin
2010/11	150 (5 TTCs x 30 Instructors)	106	All of the TTCs do not have 30 instructors
2011/12	Follow on training. 150 (5 TTCs x 30 Instructors) – same as above	TbD	Second training on revised TTC instructor's manual.
<b>End-of Project Target:</b> 150 or more TTC instructors trained			
THIS SHEET WAS LAST UPDATED ON: February 23, 2010			

TMT Reference: Indicator 1 Result 3

IP Performance Indicator Reference Sheet

Program objective: Investing in People

Program element: Education

**Indicator:** Number of textbooks and other teaching materials provided with USG support

Description

**Precise Definition(s):** Number of teaching and learning materials provided with USG assistance (funded in whole or in part by the USG).

**Unit of Measure:** Project receipts including records of distribution.

**Disaggregated by** TTC and other recipient organizations (MEMP and INFRE)

**Justification/Management Utility or Rationale:** Having a permanent reference and methodological document is important in improving the skills of the instructors of the TTCs. Similarly, interactive videos on teaching methods are a valuable learning resource.

Plan for Data Acquisition

**Data collection method:** Travel to all 5 sites to deliver books and videos. Receipt books for deliveries and records of the number TTC instructors receiving personal copies of the TTC Instructor’s Manual as well as numbers of manuals placed in TTC resource centers. The number of videos received by each TTC will also be tracked.

**Method of Acquisition:** Data to be collected by the TMT Administrative Manager with assistance from the Training Manager.

**Data Source(s):** TMT Procurement and distribution -- manuals and the videos.

**Frequency/Timing of Data Acquisition:** At the end of the last cycle of instructor training each academic year.

**Estimated Cost of Data Acquisition:** 1,253,300 FCFA per trip (fuel for project vehicle for 4.5 days, per diem for 2 people + driver).

**Responsible Individuals:** TMT Administrative Officer.

Data Quality Issues

Date of Most Recent Data Quality Assessment: N/A

Known Data Limitations and Significant (if any): N/A

**Actions taken or Planned to Address Data Limitations:** Sensitizing the TTC directors and instructors on the purpose and value of the Manuals and videos. Brief workshops can be held to demonstrate how to use the manuals and the videos. A review of the need for and use of the Manual can be conducted during site visits by the TMT Training Manager.

Date of Future Data Quality Assessments: To be scheduled.

**Procedures for Future Data Quality Assessments:** Visits to the TTCs by the TMT Program Coordinator and Training Manager will develop interest in and support for the Manuals and the videos.

Plan for Data Analysis, Review and Reporting

**Data Analysis:** Numbers of Manuals and videos distributed will be updated annually.

**Presentation of Data:** Data will be presented in quarterly activity reports to USAID in tabular form, and in a mid-term and final evaluation study of the TMT Project.

**Review of Data:** Data will be reviewed by the CoP, the Training, the M&E Manager and Assistant Manager as well as counterparts in the MEMP and the TTCs.

**Reporting of Data:** Program data on this indicator will be presented and interpreted as part of quarterly and annual reports.

Baseline, Targets and Actuals

Year	Target Value	Actual Value	Notes
2009 - 2010	n/a		
Baseline year <b>2010/11</b>	Approx 255 draft TTC Instructor’s Manuals (35 x 5 TTC =175+MEMP-10, DEP-10, DIP – 10, CFPPEN – 10, INFRE-10, Master Trainers – 5. Local Assistants - 10 USAID-2, TMT-15)	211	255 manuals were printed. However as the anticipated compliment of TTC instructors did not reach 150, only 211 were distributed.
2011/12	300 Instructor’s Manuals, plus 100 supplementary instruction videos (9 per TTC, plus additional copies)	TbD	

2012/13	Possible further distribution for new TTC instructors. Replacement of damaged/malfunctioning videos.	TbD	
<b>End-of Project Target:</b> 555 textbooks and learning materials (Instructor Manuals and videos) distributed in 5 TTCs, the MEMP and INFRE.			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

<b>TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 1</b>			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Number of students and teachers using the library/resource centers at the TTCs			
Description			
<b>Precise Definition(s):</b> Number of TTC instructors and student teachers. <b>Unit of Measure:</b> Sign-in sheets from the library/resource centers. <b>Disaggregated by</b> TTC, sex and status (instructor or student teacher). <b>Justification/Management Utility or Rationale:</b> The library/resource centers are intended to enrich the quality and diversity of learning in the TTCs.			
Plan for Data Acquisition			
<b>Data collection method:</b> Sign in sheets from library/resource centers. <b>Method of Acquisition:</b> Data entered daily by Library/Resource Center Manager and collected by the M&E team. <b>Data Source(s):</b> The TTC library/resource centers entry log. Frequency/Timing of Data Acquisition: At the end of the TTC academic year. Estimated Cost of Data Acquisition: Negligible. Responsible Individuals: The TMT M&E team.			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A <b>Known Data Limitations and Significant (if any):</b> Missed entries in the TTC Library entry log, TTC late reporting on the users of their library/resource centers. <b>Actions taken or Planned to Address Data Limitations:</b> Sensitizing the TTC personnel: resource center managers, directors and instructors about the value of monitoring the use of the library/resource centers. Date of Future Data Quality Assessments: To be scheduled. <b>Procedures for Future Data Quality Assessments:</b> Visits to the TTCs by the TMT Program Coordinator and Training Manager will develop interest in and support for the library/resource centers.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> Numbers and types of library/resource center users and the resources most consulted or used. <b>Presentation of Data:</b> Data will be presented in quarterly activity reports to USAID in tabular form, and in a mid-term and final evaluation study of the TMT Project. <b>Review of Data:</b> Data will be reviewed by the TMT team as well as counterparts in the MEMP and the TTCs. <b>Reporting of Data:</b> Program data on this indicator will be presented and interpreted as part of quarterly and annual reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	80% (1424=350 students per TTC + 30 instructors per TTC). Five TTCs covered.	0%	TTCs have not yet resumed courses for student teachers. However the process of procurement of resources for center sis underway.
2010/11	80% of staff and student teachers per TTC (1424 persons, approximately)	TbD	Same as above
2011/12	80% of staff and student teachers per TTC (1424	TbD	

	persons, approximately)		
2012/13	80% of staff and student teachers per TTC (1424 persons, approximately)	TbD	
<b>End-of Project Target:</b> At least 80 percent of TTC staff and student teachers using the library-resource centers regularly.			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

<b>TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 2</b>			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Number of TTC library/resource center personnel trained in library and resource center management			
Description			
Precise Definition(s): See above. <b>Unit of Measure:</b> Individuals trained. Disaggregated by TTC and sex. <b>Justification/Management Utility or Rationale:</b> The library/resource centers are intended to enrich the quality and diversity of learning in the TTCs.			
Plan for Data Acquisition			
<b>Data collection method:</b> Project training records. <b>Method of Acquisition:</b> by the Training Manager. <b>Data Source(s):</b> The TTC library/resource centers. Frequency/Timing of Data Acquisition: At the time of training. Estimated Cost of Data Acquisition: Negligible. Responsible Individuals: The Training Manager.			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A Known Data Limitations and Significant (if any): N/A. <b>Actions taken or Planned to Address Data Limitations:</b> Ten persons will be trained, so data should be clear and unambiguous. Date of Future Data Quality Assessments: To be scheduled as needed. <b>Procedures for Future Data Quality Assessments:</b> Visits to the TTCs by the TMT Program Coordinator and Training Manager.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> Description of skills acquired. <b>Presentation of Data:</b> Data will be presented in the quarterly activity reports to USAID corresponding to the quarter when the training activity is held. <b>Review of Data:</b> Data will be reviewed by the Training Manager. <b>Reporting of Data:</b> Program data on this indicator will be interpreted and presented as part of quarterly and annual reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	10 librarian/documentalists will be trained (2 persons x five TTCs).	0	Training beyond year 2 will be either refresher courses or replacement training.
2010/11		0	TTCs have not yet resumed courses for student teachers. Names of staff members to be trained have not yet been identified.
2011/12		TbD	
2012/13		TbD	

**End-of Project Target:** All TTCs will have two trained librarian-documentalists for their resource centers.  
 THIS SHEET WAS LAST UPDATED ON: November 4, 2010

**TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 3**

**IP Performance Indicator Reference Sheet**

Program objective: Investing in People  
 Program element: Education  
 Indicator: Number of TTC library/resource centers with functioning cost recovery systems.

**Description**

Precise Definition(s): See above.  
**Unit of Measure:** Library/resource centers  
 Disaggregated by sex  
**Justification/Management Utility or Rationale:** In the context of sustainability, the library/resource centers are intended to provide services such as internet access and photocopying to the surrounding communities, especially the education community.

**Plan for Data Acquisition**

**Data collection method:** Review of resource center records.  
**Method of Acquisition:** by the Training Manager.  
**Data Source(s):** The TTC library/resource centers.  
 Frequency/Timing of Data Acquisition: At the end of the TTC academic year.  
 Estimated Cost of Data Acquisition: Negligible.  
**Responsible Individuals:** The M&E Team, the Training Manager and the IT Specialist.

**Data Quality Issues**

Date of Most Recent Data Quality Assessment: N/A  
 Known Data Limitations and Significant (if any): N/A.  
**Actions taken or planned to address data limitations:** Records of costs and revenue of the centers will be collected and studied.  
 Date of Future Data Quality Assessments: To be scheduled as needed.  
**Procedures for Future Data Quality Assessments:** Visits to the TTCs by the TMT Program Coordinator & Training Manager.

**Plan for Data Analysis, Review and Reporting**

**Data Analysis:** Financial analysis of costs and income of the resource centers.  
**Presentation of Data:** Data will be presented in the quarterly activity reports to USAID corresponding to the quarter when the training activity is held.  
**Review of Data:** Data will be reviewed by the Training Manager and the TMT Finance Manager  
**Reporting of Data:** Program data on this indicator will be presented and interpreted as part of quarterly (when appropriate) and annual reports.

**Baseline, Targets and Actuals**

Year	Target Value	Actual Value	Notes
Baseline year 2009/2010	0	0	The documentation/resource centers are expected to begin the cost-recovery process in Year 2 of the TMT project
2010/11	2 TTCs at a minimum of 50% cost recovery	0	TTCs have not yet resumed courses for student teachers.
2011/12	4 TTCs at a minimum of 50% cost recovery	TbD	
2012/13	5 TTCs at a minimum of 50% cost recovery	TbD	

**End-of Project Target:** All TTC documentation/resource centers will be recovering at least 50 per cent of their operating costs through the sale of services and user fees.

THIS SHEET WAS LAST UPDATED ON: February 23, 2010

TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 4			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Number of TTC instructors with improved teaching skills			
Description			
<b>Precise Definition(s):</b> TTC instructors are expected to show improved teaching skills as a result of feedback and coaching based on observation of their teaching using SCOPE. <b>Unit of Measure:</b> Median scores on SCOPE observations of TTC instructors in their own classrooms. Disaggregated by TTC and by sex. <b>Justification/Management Utility or Rationale:</b> The TTC instructors must be exemplars of effective teaching and must be able to demonstrate to the student teachers the learner-centered methods that are required for the primary curriculum.			
Plan for Data Acquisition			
Data collection method: Review of TTC records <b>Method of Acquisition:</b> by the Training Manager and the M&E Specialist. The Master Trainers and local assistants will conduct certain observations during the first two years of training. By year 3, a system of peer observation may be organized at the TTC level with spot checks from TMT staff <b>Data Source(s):</b> The TTC Directors. <b>Frequency/Timing of Data Acquisition:</b> According to a schedule of supervised observations to be determined with the Directors of the TTCs. <b>Estimated Cost of Data Acquisition:</b> Estimated costs equal fuel for project vehicle, per diem for two persons plus driver. Estimated amount is A1,253,300 FCFA for a 4.5-day mission. <b>Responsible Individuals:</b> The Cop leading the Training Manager and the M&E Team.			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A <b>Known Data Limitations and Significant (if any):</b> Financial costs will limit the number of observations by TMT staff and consultants. Peer observation may give mixed results in settings where there is a lack of transparency or management support. <b>Actions taken or planned to address data limitations:</b> Video tapes of the teaching sessions will be used to verify the quality of the TTC instructors' model lessons. TMT staff can review the videos using SCOPE to compare their scores with those of TTC peer instructors or other actors. Date of Future Data Quality Assessments: To be scheduled as needed. <b>Procedures for Future Data Quality Assessments:</b> Visits to the TTCs by the TMT Program Coordinator and Training Manager.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> Financial analysis of costs and income of the resource centers. <b>Presentation of Data:</b> Data will be presented in reports from the TTC Directors. <b>Review of Data:</b> Data will be reviewed by the TMT Program and Training Managers. <b>Reporting of Data:</b> Program data will be presented and interpreted in quarterly and annual reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
2009 - 2010	0	0	
Baseline year <b>2010/11</b>	150 TTC instructors		Ongoing. It is not until then end of the term that data will be analyzed to determine growth if any. All TTCs do not have 30 instructors.
2011/12	150 TTC instructors	TbD	
2012/13	150 TTC instructors	TbD	
<b>End-of Project Target:</b> Observations of 150 TTC instructors with feedback and follow up.			
THIS SHEET WAS LAST UPDATED ON: February 23, 2010			

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Required Standard Indicator 1			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Number of Baseline or Feasibility Studies Completed by the Project			
Description			
<p><b>Precise Definition(s):</b> The TMT Project will organize three baseline studies whose results will be submitted to the MEMP and USAID. The studies will assess <i>inter alia</i>, teacher performance, motivation and supervision and evaluation to determine factors such as the rate of teacher absenteeism, mechanisms for supervision, levels of teaching skills and classroom instruction and teacher morale.</p> <p><b>Unit of Measure:</b> Each study will have different units of measure.</p> <p><b>Disaggregated by</b> Dependent on the study.</p> <p><b>Justification/Management Utility or Rationale:</b> The assessment of baseline conditions such as teacher motivation is critical to the design of effective interventions to encourage professionalism and a greater focus on learner needs. The Merit Award Program will be built on the findings of the baseline research on teaching behavior and motivation. The training strategy will reflect research findings on supervisory practices and policy framework.</p>			
Plan for Data Acquisition			
<p><b>Data collection method:</b> Surveys, interviews, review of the literature, direct observation</p> <p><b>Method of Acquisition:</b> Research organized under the supervision of the Program Coordinator and M&amp;E Team</p> <p>Data Source(s): multiple.</p> <p><b>Frequency/Timing of Data Acquisition:</b> During Year 1, at dates to be determined with the MEMP</p> <p>Estimated Cost of Data Acquisition: To be determined.</p> <p>Responsible Individuals: The COP</p>			
Data Quality Issues			
<p>Date of Most Recent Data Quality Assessment: N/A</p> <p>Known Data Limitations and Significant (if any): N/A</p> <p><b>Actions taken or planned to address data limitations:</b> Careful advance planning, including sampling and survey design and training of enumerators will help to ensure high quality of data collection. Validation of results will be conducted with the MEMP.</p> <p>Date of Future Data Quality Assessments: To be scheduled as needed.</p> <p><b>Procedures for Future Data Quality Assessments:</b> Rapid appraisals in areas of uncertain baseline results can provide additional data for programming.</p>			
Plan for Data Analysis, Review and Reporting			
<p><b>Data Analysis:</b> Excel and SPSS will be used to analyze quantitative data.</p> <p><b>Presentation of Data:</b> Data will be presented in reports of the findings.</p> <p><b>Review of Data:</b> Data will be reviewed by the TMT senior staff and the MEMP.</p> <p><b>Reporting of Data:</b> Results will be reported in the appropriate Quarterly Reports.</p>			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	To be determined, using existing studies	3	The baseline studies will be conducted once during the LoP.
2010/11	N/A		
2011/12	N/A		
2012/13	N/A		
<b>End-of Project Target:</b> The baseline study results will be a key input into M&E activities as well as the mid-term and final evaluations of the TMT Project.			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance Required Standard Indicator 2

IP Performance Indicator Reference Sheet

Program objective: Investing in People

Program element: Education

**Indicator:** Establishment of a system for improved teacher supervision and in-service teacher supervision as well as in-service technical support to improving teacher performance, at the central and local levels.

Description

**Precise Definition(s):** Number of education officials (public or private) or administrators of education programs, funds or institutions who receive training in aspects of their current positions, including areas such as management. For purposes of this project, trainees will include principals, inspectors, supervisors, and MEMP senior staff

**Unit of Measure:** a) Number of policies formulated or revised; b) number of MEMP officials and agents trained in teacher supervision and in-service technical support at central and decentralized levels; c) use of appropriate teacher evaluation methods.

**Disaggregated by** Administrative level (central, district and local) and by sex

**Justification/Management Utility or Rationale:** Policy reform is important in creating an enabling environment for teacher motivation and training. Upgrading the skills of central, district and local MEMP officials in charge of in-service training and supervision is necessary to develop improved teaching practices at the school level.

Plan for Data Acquisition

**Data collection method:** Surveys, interviews, evaluation reports of training workshops for officials.

**Method of Acquisition:** Research organized under the supervision of the Program coordinator.

Data Source(s): multiple.

**Frequency/Timing of Data Acquisition:** Quarterly data collection and reporting.

Estimated Cost of Data Acquisition: To be determined.

Responsible Individuals: The Programs Coordinator

Data Quality Issues

Date of Most Recent Data Quality Assessment: N/A

Known Data Limitations and Significant (if any): N/A

**Actions taken or planned to address data limitations:** Sensitization of MEMP officials at all levels will be needed to build support for policy reform and improved practices of in-service teacher training and supervision.

Date of Future Data Quality Assessments: To be scheduled as needed.

**Procedures for Future Data Quality Assessments:** Rapid appraisals in areas of uncertain baseline results can provide additional data for programming.

Plan for Data Analysis, Review and Reporting

**Data Analysis:** Excel and SPSS will be used to analyze quantitative data. Qualitative review of MEMP policies.

**Presentation of Data:** Data will be presented in reports of the findings.

**Review of Data:** Data will be reviewed by the TMT senior staff and the MEMP.

**Reporting of Data:** Results will be reported in Quarterly Reports.

Baseline, Targets and Actuals

Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	475 ( 100 school principals, 125 inspectors, 250 CPs)		Baseline studies conducted once during the LoP. Policy development needs will be determined during Year 1 of the TMT Project.
2010/11	475 (same as previous)	85 directeurs d'école	13 school directors were absent and 2 of the 85 were reassigned
2011/12	475 (same as previous)		
2012/13	n/a		

**End-of Project Target:** 475 (100 school principals and 125 Inspectors, 250 pedagogical advisers)

THIS SHEET WAS LAST UPDATED ON: November 4, 2010

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Required Standard Indicator 3			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Establishment of a system for improved teacher performance evaluation at the central and decentralized levels.			
Description			
<b>Precise Definition(s):</b> a) a review of current policies, procedures and tools for teacher evaluation; b) updated and/or new teacher evaluation policies, procedures and tools; c) MEMP officials and agents trained in improved teacher evaluation procedures and tools; c) the teacher evaluation skills of MEMP agents area assessed (before and after the performance evaluation tool training is conducted) to determine their improved evaluation skills. <b>Unit of Measure:</b> a) Number of policies formulated or revised; b) number of MEMP officials and agents trained in teacher evaluation at central and decentralized levels; c) use of appropriate teacher evaluation methods. <b>Disaggregated by</b> Administrative level (central, district and local), type of policy and evaluation tool <b>Justification/Management Utility or Rationale:</b> Policy reform is an important factor in creating an enabling environment for teacher evaluation. Upgrading the skills of central, district and local MEMP officials in charge of teacher evaluation is necessary in developing improved teaching practices at the school level.			
Plan for Data Acquisition			
<b>Data collection method:</b> Analysis of policy documents; organization of surveys, interviews, evaluation reports of training workshops for officials. <b>Method of Acquisition:</b> Research organized under the supervision of the Program and M&E Team. Data Source(s): multiple. <b>Frequency/Timing of Data Acquisition:</b> Quarterly data collection and reporting. Estimated Cost of Data Acquisition: To be determined. Responsible Individuals: The Programs Coordinator			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A Known Data Limitations and Significant (if any): N/A <b>Actions taken or planned to address data limitations:</b> Sensitization of MEMP officials at all levels will be needed to build support for policy reform and improved practices of teacher evaluation. Date of Future Data Quality Assessments: To be scheduled as needed. <b>Procedures for Future Data Quality Assessments:</b> Rapid appraisals in areas of uncertain baseline results can provide additional data for programming.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> Evaluation reports of training workshops. Qualitative review of MEMP policies. <b>Presentation of Data:</b> Data will be presented in reports of the findings. <b>Review of Data:</b> Data will be reviewed by the TMT senior staff and the MEMP. <b>Reporting of Data:</b> Results will be reported in the appropriate Quarterly Reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	2 policies identified for action	Accompli	The baseline study identified policies that included the necessity to edit the current use of outdated terms in addition to having a clearer undertading and full use of existing evaluation grid
2010/11	2 additional policies identified for action		
2011/12	1 additional policy identified for action		
2012/13	2 additional policies identified for action		
<b>End-of Project Target:</b> Three new policies drafted; at least one existing policy revised.			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Required Standard Indicator 4			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Pilot a merit-based award program for the best schools and their teachers. (Number and amount of awards will depend on funding availability.)			
Description			
<b>Precise Definition(s):</b> a) annual merit-based monetary awards are presented to the best-performing teachers; b) award selection criteria are developed based on MEMP teacher evaluation guidelines c) a multi-stakeholder working group is established to vet award criteria; d) transparency of award selections is ensured. <b>Unit of Measure:</b> a) Number of awards presented. <b>Disaggregated by</b> Administrative level (central, district and local) and sex of teachers. <b>Justification/Management Utility or Rationale:</b> Presenting awards for excellence in teaching requires explicit criteria for determining excellence and merit. Local and national support for the awards policy must be ensured through clear selection procedures.			
Plan for Data Acquisition			
<b>Data collection method:</b> Reports of the Awards Committee <b>Method of Acquisition:</b> Review of documents about the awards process. Data will be presented in periodic monitoring reports, and annual reports. <b>Data Source(s):</b> Multiple: Minutes of the meetings of the stakeholder working group. Advertisement of awards ceremony <b>Frequency/Timing of Data Acquisition:</b> Quarterly data collection and reporting in advance of the awards. Estimated Cost of Data Acquisition: To be determined. <b>Responsible Individuals:</b> The Cop and Merit Award Specialist.			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A Known Data Limitations and Significant (if any): N/A <b>Actions taken or planned to address data limitations:</b> Sensitization of MEMP, NGO and other stakeholders at all levels will be needed to build support for the awards program. Date of Future Data Quality Assessments: To be scheduled as needed. <b>Procedures for Future Data Quality Assessments:</b> Rapid appraisals in areas of uncertain baseline results can provide additional data for programming.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> Evaluation of reports of the award working group. <b>Presentation of Data:</b> Data will be presented in reports of the findings. <b>Review of Data:</b> Data will be reviewed by the TMT senior staff and the MEMP. <b>Reporting of Data:</b> Results will be reported in the appropriate Quarterly Reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	N/A		
2010/11	\$5,000		This is in the process of being amended. Further as of this report the Merit Award Program was not lauded. The schedule launch is October 5 <sup>th</sup> .
2011/12	\$20,000		
2012/13	\$45,000		
End-of Project Target: \$70,000.			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Required Standard Indicator 5			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education <b>Indicator:</b> Execute annual nationwide media campaigns throughout the academic year, which will a) reinforce the importance of education and teachers, and b) ensure that all primary school teachers are informed about the competitive, merit-based awards program.			
Description			
<b>Precise Definition(s):</b> a) annual merit-based monetary awards are presented to the best-performing schools based on teacher performance; b) award selection criteria are developed based on OSEP evaluation outcomes c) a multi-stakeholder working group is established to vet award criteria; d) transparency of award selections is ensured. <b>Unit of Measure:</b> a) Number of media campaigns, sensitization workshops Disaggregated by: n/a. <b>Justification/Management Utility or Rationale:</b> Widespread knowledge about the program is essential. The program of awards must be attractive enough to encourage changes in teacher behavior. In addition, in particular, teachers, principals and communities must have adequate information about the program in order to support it. Local and national support for the awards policy must be ensured through clear and transparent selection procedures.			
Plan for Data Acquisition			
<b>Data collection method:</b> Review of communication strategy documents; survey of teachers in pilot schools. Feedback from AME/APE <b>Method of Acquisition:</b> Review of documents about the awards process. Data Source(s): multiple. <b>Frequency/Timing of Data Acquisition:</b> Quarterly data collection and reporting in advance of the awards. Estimated Cost of Data Acquisition: To be determined. <b>Responsible Individuals:</b> The CoP, Merit Award Specialist and the M&E Specialist.			
Data Quality Issues			
Date of Most Recent Data Quality Assessment: N/A Known Data Limitations and Significant (if any): N/A <b>Actions taken or planned to address data limitations:</b> Sensitization of MEMP, NGO and other stakeholders at all levels will be needed to build support for the awards program. Date of Future Data Quality Assessments: To be scheduled as needed. <b>Procedures for Future Data Quality Assessments:</b> Rapid appraisals in areas of uncertain baseline results can provide additional data for programming.			
Plan for Data Analysis, Review and Reporting			
<b>Data Analysis:</b> Evaluation of reports of the Motivation Awards Manager. <b>Presentation of Data:</b> Data will be presented in reports of the findings. <b>Review of Data:</b> Data will be reviewed by the TMT senior staff and the MEMP. <b>Reporting of Data:</b> Results will be reported in the appropriate Quarterly Reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009/2010	100 pilot school communities		
2010/11	Nationwide campaign		Covering all 85 school districts
2011/12	Nationwide campaign		Covering all 85 school districts
2012/13	Nationwide campaign		Covering all 85 school districts
End-of Project Target: Nationwide identification of Teacher Motivation Program			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

IP Performance Indicator Reference Sheet

Program objective: Investing in People

Program element: Education

**Indicator:** Recruit sponsors for the reward program from other education donors, the private sector and the GOB to donate additional prizes for the best schools and teacher and to create broad-base support for the program.

Description

**Precise Definition(s):** a) sponsors for the award program are recruited from the private sector, including international and local businesses and other education donors. All are involved in the program from its inception; b) the GOB is involved in the awards program from its planning stage and provided additional awards during the LoP and commits to continuing support of the program afterwards; c) recognition is given to all sponsored awards through the annual media campaign; c) longer-term commitments to maintain the awards after the LoP are garnered from the private sector and, as far as possible, from other donor agencies.

**Unit of Measure:** a) Number, type and value of awards presented by donor. b) number of donors

**Disaggregated by** Type of donor (private, GoB, international donor, NGO, etc.) and recipient schools or teachers (location and size of school; number and sex of teachers receiving awards).

**Justification/Management Utility or Rationale:** Sustainability of the awards program is dependent on widespread support and media reporting on results of the awards on teacher professionalism, student learning outcomes and community support.

Plan for Data Acquisition

**Data collection method:** Formal agreements with donors.

**Method of Acquisition:** Following negotiation of involvement, formal agreements will be drawn up to signal the future commitment of each entity.

**Data Source(s):** TMT project office files

Frequency/Timing of Data Acquisition: As each agreement is completed.

Estimated Cost of Data Acquisition: Negligible.

Responsible Individuals: The COP.

Data Quality Issues

Date of Most Recent Data Quality Assessment: N/A

Known Data Limitations and Significant (if any): N/A

Actions taken or planned to address data limitations: N/A

Date of Future Data Quality Assessments: To be scheduled as needed.

**Procedures for Future Data Quality Assessments:** Rapid appraisals and surveys among sponsors and beneficiary teachers and schools.

Plan for Data Analysis, Review and Reporting

**Data Analysis:** Evaluation of effectiveness of each type of award in achieving intended results

**Presentation of Data:** Data will be presented in quarterly reports. Media releases will be included.

**Review of Data:** Data will be reviewed by the TMT senior staff and the MEMP.

**Reporting of Data:** Results will be reported in the Quarterly Reports and Annual Reports

Notes on Baselines and Targets:

Baseline, Targets and Actuals

Year	Target Value	Actual Value	Notes
Baseline year 2009/2010	N/A		
2010/11	2 sponsors, 1 public and 1 private		Potential sponsor list identified and meetings held.
2011/12	10 sponsors including at least 1 individual and 5 private sector organizations.		
2012/13	20 sponsors, including at least 5 individuals and 10 private sector		

	organizations.		
<b>End-of Project Target:</b> At least 35 sponsors of different categories.			
THIS SHEET WAS LAST UPDATED ON: February 23, 2010			

**TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Required Standard Indicator 7**

**IP Performance Indicator Reference Sheet**

Program objective: Investing in People  
 Program element: Education  
**Indicator:** Collaborate with the MEMP in drafting and ratifying national policies governing teacher motivation, supervision and evaluation, with related guidelines and procedures

**Description**

**Precise Definition(s):** a) a feasibility study of improving the motivation of teachers is conducted and recommendations incorporated into ministerial policy; b) a national primary teacher motivation policy, in addition to related guidelines and procedures, is drafted and submitted to the MEMP; c) key primary education authorities are trained in implementing the motivation policy and procedures. At a minimum this includes the central levels of the Directorates of Primary Education and Pedagogical Inspection, the Departmental Directorates of Primary Education and 90% of School District supervisors. Review current policies on teacher supervision and evaluation, recommend and work with MEMP to construct clear and practical streamlined policies.  
**Unit of Measure:** Number of policies modified or formulated.  
**Disaggregated by** Type of policy and official concerned.  
**Justification/Management Utility or Rationale:** A policy framework is essential to the sustainability of new policies and procedures. Similarly, training is needed to build commitment among officials charged with implementing the policy framework and procedures.

**Plan for Data Acquisition**

**Data collection method:** A summary of the findings of the baseline study; a review of teacher supervision and teacher evaluation policies. Minutes of the Policy review committee and discussions with MEMP.  
**Method of Acquisition:** MEMP policy documents, studies by partners in education. Possible previous policy reviews.  
 Data Source(s): multiple.  
 Frequency/Timing of Data Acquisition: December 2009 - March 2010  
 Estimated Cost of Data Acquisition: Negligible.  
**Responsible Individuals:** The COP and Programs Coordinator

**Data Quality Issues**

Date of Most Recent Data Quality Assessment: N/A  
**Known Data Limitations and Significant (if any):** No known central repository of information may cause some documents to go un-reviewed.  
**Actions taken or planned to address data limitations:** Prolong data collection period to include the many possible sources of information  
 Date of Future Data Quality Assessments: To be scheduled as needed.  
 Procedures for Future Data Quality Assessments: n/a

**Plan for Data Analysis, Review and Reporting**

**Data Analysis:** Brief reports on progress and issues in policy development and related training.  
**Presentation of Data:** Findings will be presented to MEMP, followed by recommendations in a policy briefing.  
**Review of Data:** Data will be reviewed by Policy Review Committee.  
**Reporting of Data:** Results will be reported in the appropriate in a separate report by COP and Programs Coordinator as well as a summary of findings in the Quarterly Report.

**Baseline, Targets and Actuals**

Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	2 policies revisions	ACCOMPLI	1 baseline study on teacher motivation. Review of relevant MEMP policies
2010/11	2 additional policies revised		Formulation of new/revised policies on teacher motivation with appropriate implementation guidelines.

			Submission to MEMP for review.
2011/12	1 additional policy revised		Finalization of policy innovations and guidelines. Training of relevant MEMP officials at central level.
2012/13	2 additional policies revised		Training of relevant MEMP officials at decentralized levels
<b>End-of Project Target:</b> Operationalization of policy on teacher motivation, evaluation and supervision.			
THIS SHEET WAS LAST UPDATED ON: November 4, 2010			

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance  
Required Standard Indicator 8

IP Performance Indicator Reference Sheet

Program objective: Investing in People

Program element: Education

**Indicator:** Based on the results of the pilot teachers' awards program, an action plan is developed and implemented to transfer the merit awards initiative to the MEMP by the end of the TMT Project

Description

**Precise Definition(s):** a) key MEMP officials participate in all phases of the awards program, from its design to evaluation phase to ensure MEMP buy-in and support; b) an internal, continuous feedback evaluation system is created to determine the effectiveness and efficiency of the pilot awards program and to allow for progressive improvements in the program's design and implementation; c) the results of evaluations (internal and external) are used to develop a sustainable action plan by the fourth quarter of Year 3 of the TMT Project, to transfer the pilot awards program to MEMP sponsorship; d) the pilot awards program is transferred to the MEMP at the beginning of Year 4 of the TMT Project; e) the transferred teacher motivation program is monitored and supported during the final year of activity to ensure proper assimilation by the MEMP.

**Unit of Measure:** a) Number, type and location of MEMP officials involved in the awards program; b) description of the monitoring system designed for the initiative; c) official documents and decisions defining procedures for managing the awards program by the MEMP.

Disaggregated by N/A

**Justification/Mangement Utility or Rationale:** The awards program requires a permanent "institutional home" and a legal framework for continued existence and growth. Widespread stakeholder participation and transparency of procedures must be included in the MEMP procedures for running the program.

Plan for Data Acquisition

**Data collection method:** Minutes of the meetings with MEMP officials.

**Method of Acquisition:** Direct participation in meetings about the transfer process to MEMP aegis...

Data Source(s): multiple.

**Frequency/Timing of Data Acquisition:** Quarterly data collection and reporting.

Estimated Cost of Data Acquisition: Negligible.

Responsible Individuals : The CoP.

Data Quality Issues

Date of Most Recent Data Quality Assessment: N/A

Known Data Limitations and Significant (if any): N/A

**Actions taken or planned to address data limitations:** Sensitization of MEMP stakeholders at all levels will be needed to build support for the integration of awards program in MEMP procedures.

Date of Future Data Quality Assessments: To be scheduled as needed.

Procedures for Future Data Quality Assessments: Briefings with MEMP officials.

Plan for Data Analysis, Review and Reporting

**Data Analysis:** Review of data from the special monitoring and evaluation mechanism set up for the integration process.

**Presentation of Data:** Data will be presented in reports of the findings.

**Review of Data:** Data will be reviewed by the TMT senior staff and the MEMP.

**Reporting of Data:** Results will be reported in the appropriate Quarterly Reports.

Baseline, Targets and Actuals

Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	N/A		
2010/11	N/A		Development of motivation award program
2011/12	N/A		Analysis of data on the effectiveness of the program. Development of an action plan for transfer to MEMP based on positive results
2012/13	N/A		Transfer and monitoring of motivation program.
<b>End-of Project Target:</b> Full integration of the merit awards program in MEMP procedures.			
THIS SHEET WAS LAST UPDATED ON: February 23, 2010			

### Illustrative Activity Performance and Results Indicators:

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Illustrative Activity Performance and Results Indicators
IP Performance Indicator Reference Sheet
Program objective: Investing in People Program element: Education <b>Indicator:</b> Impact of merit award program on teacher behavior and student learning outcomes
Description
<b>Precise Definition(s):</b> Teacher behavior: a) numbers and percentages of teachers showing improved attendance; b) numbers and percentages of teachers showing improved classroom performance. Student learning outcomes: a) percentage of increased student performance and promotion rates; b) percentages of increased student pass rates on final exams. <b>Unit of Measure:</b> As measured by OTL: a) Hours of teacher presence in classrooms; b) rates of teacher absenteeism; c) improvements in teaching behavior as measured by SCOPE. As measured by annual school statistics: a) results on standardized examinations, where available; b) promotion rates by grade and sex; c) examination pass rates by grade and sex. <b>Disaggregated by</b> Sex, type of school (merit award program participant/non-participant), geographic location. <b>Justification/Management Utility or Rationale:</b> An assessment of changes in teacher behavior and student learning is needed to determine the ultimate value of the Merit Award Program as a permanent feature of educational policy at the primary level.
Plan for Data Acquisition
<b>Data collection method:</b> MEMP statistics will provide data on student outcomes. Results from OTL on teacher presence or absence and results from SCOPE in evaluating teaching behavior. <b>Method of Acquisition:</b> Central and district reports will provide most data needed. Data Source(s): See above <b>Frequency/Timing of Data Acquisition:</b> Annual data collection at the start of the new school year will be conducted, as that is when the school statistics on the previous year are usually available. Estimated Cost of Data Acquisition: Negligible. <b>Responsible Individuals :</b> The COP and M&E Specialist.
Data Quality Issues
Date of Most Recent Data Quality Assessment: N/A <b>Known Data Limitations and Significant (if any):</b> Long delays in reporting school statistics to the MEMP. Actions taken or planned to address data limitations: Sensitization of MEMP stakeholders. Date of Future Data Quality Assessments: To be scheduled as needed. <b>Procedures for Future Data Quality Assessments:</b> Visits to District education offices may be needed to collect missing data on teacher and student issues.
Plan for Data Analysis, Review and Reporting
<b>Data Analysis:</b> Brief reports on school-level findings will be prepared once the data are reported. <b>Presentation of Data:</b> Data will be presented in reports to the MEMP and USAID. <b>Review of Data:</b> Data will be reviewed by TMT senior staff, the MEMP, and USAID.

<b>Reporting of Data:</b> Results will be reported in the annual reports.			
Notes on Baselines and Targets:			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	Collection of data on teacher presence, absenteeism. Review of statistics on student learning and pass rates.		
2010/11	Study of teacher and student outcomes in the first schools receiving merit awards.		
2011/12	Expanded data collection as more awards are given		
2012/13	Expanded data collection as more awards are given		
<b>End-of Project Target:</b> Identification of preliminary links between awards and teacher behavior and student learning outcomes. Publication of results.			
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