



Benin Teacher Motivation and Training Project (TMT)

Annual Report

Submitted by:

Education Development Center, Inc. (EDC)



**Presented to USAID Bénin
Under Contract
#EDH-I-00-05-00031-00**

**Annual Report 2
July 2010- December 2011**

This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. for the USAID/Benin Teacher Motivation and Training Project, (TMT) Contract No. EDH-I-00-05-00031-00



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

Executive Summary

The report will cover five quarters, Quarters 6, 7, 8, 9 and 10 or the periods from October 2010 to December 2011. The annual report was moved one quarter this year, accounting for five and not four quarters included in the annual report.

Quarter VI (Oct-Dec 2010). The sixth quarter of the project was marked by three essential activities and accomplishments. First, the quarter saw the launch of the Merit Awards Program (MAP). Second, the baseline study on the performance of teacher instructors in the TTCs was completed and third, the study on supervision and evaluation was validated and is presently being used to develop the cycle of trainings on supervision and evaluation in Beninese primary schools.

This quarter also lent itself to the development of a guide that accompanies the TTC instructor manual. Unfortunately, as of Dec 31st of 2010, two months after the closing date of the training, the TTCs had not yet re-opened for the current school year and neither the guide nor the manual had been tested.

These essential activities and events moved the project forward in ensuring that expected results were achieved.

Quarter VII (Jan-March 2011). Though presidential elections attempted to overshadow progress in the 7th quarter of the Teacher Motivation and Training project, we were able to make significant accomplishments in two areas. The elections disrupted some planned project activities, but with flexibility and negotiation, TMT was able to maintain its trajectory. First and foremost TMT has advanced its training activities: These included, training a second wave of primary school directors in order to advance the merit awards program, training the Cadres du MEMP around supervision and evaluation, the commencement of coaching activities in each of the 5 ENIs (Kandi, Djougou, Abomey, Dogbo, and Porto-Novo), and training the school inspectors and pedagogical advisors on the SCOPE tool. Second, we made progress in advancing already delayed project activities, notably moving forward on procuring materials for the resource centers as well as the beginning phases of data collection for the first annual Merit Awards Program (MAP).

Further, this quarter also saw the first promising signs that the SCOPE observation tool introduced in Year 1 of the project was now being utilized throughout several schools across the country.

Quarter VIII (April-Jun 2011). Quarter 8 which covered the period of April through June of 2011 saw advances on several fronts. First, our foreign experts, Athanase Simbagoye and Rosette Defise conducted the second TTC manual training, observations in several TTCs and worked closely with Master Trainers and Local Assistants. Second, all remaining pedagogical advisors were trained in the use of SCOPE. Third, a cadre of student inspectors and pedagogical advisors were trained in the use of SCOPE. Fourth, equipment for resource centers was in the final stages of procurement. Fifth data collection for the first year of the Merit Awards Program was completed.

Additionally during this quarter the project had to make some adjustments to its training schedule due to a) conflicts within the ministry's programmed training activities for school directors, inspectors and teachers and b) procurement delays in purchasing books for the resource centers and c) continued delays with the Ministry of Foreign Affairs as they process the registration for the Education Development Center (EDC)

It should also be noted that as the previous quarter was somewhat overshadowed by the presidential elections, this quarter also saw a change in the Minister of Education. The former minister, Mr. Felicien Zacharie was replaced by Mr. Eric N'Dah. This, ultimately caused some concern as to what the impact of such a change would have on future project activities.

Quarter IX (July-September 2011) Quarter 9 covered the period of July through September of 2011, and it saw an increased number of training activities. In fact, Quarter 9 saw more training in comparison to all previous quarters combined. This is astounding especially given the multitude of coordinated and logistical planning that went into ensuring that these trainings were successful. Given these efforts, the project advanced on several fronts. First, our third and final teacher college instructor training was conducted. Second, simultaneous regional trainings on the use of SCOPE were conducted using all Master Trainers and Local Assistants. These trainings included additional schools that were scheduled to be part of the merit awards program. Additionally, all data for the merit awards program were analyzed to determine those teachers and schools meriting awards for their efforts this past academic year.

With continuing efforts on the acquisition of all resource center materials, all furniture was built and purchased, and book orders confirmed.

Quarter 9 also saw the unexpected temporary departure of the Chief of Party, who was in a serious car accident while traveling in the north of the country. He departed in the early phase of training activities which had already begun and as such did not negatively impact planned activities. He returned to Benin at the end of the quarter.

Quarter X (October-December 2011).

Year 2 of the project saw tremendous overall growth and in Quarter X this was underscored by the first annual Merit Awards Ceremony which was held on December 2, 2011 in Porto Novo. The major activities leading up to this event included the validation of the results by both the Ministry of Primary and Pre-School Education as well as by USAID Benin. The event was well attended, with excellent media coverage, and more importantly was a significant achievement for the project in terms of one of the major activities to accomplish.

Not to be understated during this period was also the fact that installation of materials designated for the Resource Centers also took place during this period. Specifically, IT equipment was installed in 4 of the 5 ready teacher training colleges, namely those of Abomey, Dogbo, Djougou, and Kandi.

Lastly, progress was also evident as advancement was made on the project's communication strategy. Two electronic newsletters were produced and media coverage for the MAP ceremony was commendable as television, radio and newspapers were present and subsequently broadcast the event on their respective platforms.

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.	Final version of manual completed, 350 to be printed	N.A.	Printing and shipment of final version scheduled for January 2012 (Quarter XI)
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.	The second and third (final) TTC instructor training took place in Quarters 8 and 9 respectively	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	All equipment, books and didactic materials procured. All equipment and furnishings installed in 4 of 5 TTCs.		Resource center manager training scheduled for January 2012.

Result 2: Improved Teacher Performance				
Requirements	Standards (1)	Completed (2)	Deviation (1-2)	Comment

<p>2.1 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.</p>	<p>Feasibility and baseline study developed. Researchers trained and study conducted.</p>	<p>OSEP/Benin developed and validated. Experimental version of Teacher Effectiveness study tested. Baseline of teaching skills in sample tabulated.</p>	<p>N.A.</p>	
<p>2.2 Develop a system of improved teacher supervision and in-service technical support teacher performance at central and local levels</p>	<p>Develop supervisors and improve evaluation system.</p>	<p>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.</p>	<p>Supervisory Institute developed and system for working with clusters refined.</p>	
<p>2.3 Develop a system for improved teacher performance evaluation at central and local levels</p>	<p>Train supervisors in observation protocol. Review and recommend legal policies on teacher supervision and evaluation. Supervisory Institute developed and implemented.</p>	<p>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.</p>	<p>Supervisory Institute developed and system for working with clusters refined.</p>	
<p>2.4 Pilot a merit-based awards program for the best schools and their teachers.</p>	<p>Develop a Merit Awards Program (MAP). Conduct a baseline study and launch the program</p>	<p>MAP launched in November 2010(Q6) and 1st MAP ceremony held in Q10. Approximately 149/200 schools participated along with 576 teachers. 120 teachers awards were given and 24 school awards.</p>	<p>N.A.</p>	
<p>2.5 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>Media campaign scheduled to begin in year 3.</p>		<p>The media campaign will primarily use radio as a means of transmission</p>

<p>2.6 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>Sponsor recruitment to begin in Q11</p>
<p>2.7 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>2.8 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

In order to improve pre-service teacher training, TMT proposed several linked activities including the development of a teacher training manual, the training of all teacher college instructors with coaching support, as well as equipping resource centers in each TTC with information systems equipment, books and other pedagogic material. Year 2 saw advances in several of these areas. First, the final 2 scheduled TTC trainings were conducted and completed. Second, a 1st, 2nd and final draft of the teacher trainer manual was completed, and third, coaching activities began in each of the TTCs.

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.

After successive TTC trainings and input from trainers, participants, and observers, a final version of the TTC instructor manual was produced and is scheduled to be shipped to Benin in the next quarter. A total of 350 copies will be produced and distributed initially to all TTC instructors, USAID Benin, MEMP offices, and additional copies will be housed in each of the 5 TTCs. The final version of the manual is a culmination of efforts produced by foreign experts, TMT staff as well as input from TTC instructors themselves. Further in an effort to reduce paper waste, the accompanying guide to each manual was burned onto a CD and will be placed in a sleeve in the back of the each manual.

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.

In year 2 of the project the final two trainings of the TTC instructors were conducted. The first, took place in April and May of 2011 and the last took place in August of 2011. The former was conducted by Athanase Simbagoye and Rosette Defise while the latter was conducted with the addition of foreign expert, Dr. Philippe Jonaert.

In sum there were 96 attendees between the two sites, of which roughly 8% were women. The TTC training was organized into three phases:

In Phase 1, the two experts, accompanied by Master Trainers and Local Assistants began intensive practical training at two sites and focused primarily on criteria 10-16 in the SCOPE tool. These criteria which cover two complex themes: Promoting an environment of learning and promoting problem solving and critical thinking were selected based on the previous manual training, feedback provided based on coaching activities as well as the needs of TTC instructors.

In Phase 2, foreign experts along with trainers and assistants observed video and live TTC instructor lessons using the SCOPE tool. They provided direction and feedback as well as in-depth activities around analysis of these lessons.

Finally, in Phase 3, foreign experts worked intimately with Master Trainers and Local Assistants on what was referred to as “retroaction” or in-depth critical feedback. In this latter phase, foreign

experts along with Master Trainers observed TTC instructors in Mathematics and French at both the TTC in Dogbo and the current TTC in Porto Novo. They then met together, discussed the scores they assigned to instructors, decided collectively what score should be given along with the constructive feedback and suggestions in order to help the observed instructor improve in said domain. Finally, each observed instructor was invited into what might be labeled as a “critical friends” session. In this session, Master Trainers took the lead in providing feedback to the instructors. Through a critical friends approach, constructive feedback is given in an objective manner with suggestions for improvement in a non-threatening way.

This process was an innovation for many and speaks to the overall integrity of the SCOPE tool, its reliance on inter-rater reliability, its reliance on objective feedback, constructive criticism and its benefits to improved teaching. For many, including the Master Trainers, it was the first time they had participated in such an activity outside of the original SCOPE training. That is, one where the validity of observations were challenged in an objective manner and where the resulting and adopted feedback was done in a collective way. The intention of this “retroaction” was very clear and explicit. It simply was a way to a) strengthen the coaching ability of the Master Trainers and Local Assistants and b) strengthen the ability to conduct observations in an objective manner. It is this latter point that both experts and Master Trainers deem as necessary for future trainings and for coaching activities.

The third and final training took a somewhat different approach. It was held at the National Archives Center in Porto Novo from August 16th through August 26th. Much like the first TTC instructor training it was decided to bring all TTC instructors together at one site in order to fully benefit from the expertise of foreign experts. The training was facilitated by three foreign experts, Dr. Athanase Simbagoye, Ms. Rosette Defise, and Dr. Philippe Jonnaert. The training was designed in the following manner:

- 1) There were three content topics explored. These included a) French content instruction b) mathematics content instruction and c) Classroom management
- 2) Each foreign expert focused on one of these topics; Dr. Simbagoye focused on French, Dr. Phillipe Jonaert on mathaematics and Ms. Defise on classroom manangement
- 3) Each topic was covered over a three (3) day period
- 4) Participants were divided into 3 groups and rotated from topic to topic over the course of the training. This ensured that each participant received training on each of the topic areas over each of the 3 day periods. In other words, each participant had an opportunity to interact and with each of the foreign experts.
- 5) The final day of the training was an opportunity for the foreign experts to debrief with project staff and to make recommendations for future TTC instructor trainings.

While the training was well received and marked the completion of various project objectives, it was unequivocally unanimous that teacher training college instructors generally lacked the necessary foundational skills in the core content areas, namely that of French and mathematics. As such, it was strongly recommended that additional training in these areas would have great impact on improving the teaching skills and overall readiness of future teachers in Benin. For participants who may have not had the prerequisite skills in the core areas the training offered some

opportunities for enhancement. However, without additional support to improve these necessary skills it is unlikely that new learning can be fully applied in the immediate future.

Experts also provided additional recommendations including:

The use of our TMT blog as a means to build stronger and better functioning learning communities, as well as a way to enhance overall teaching skills through the use of shared practices, research, and educational innovations as a way for participants to problem solve. The blog has been launched. However use has been limited because the TTC resource centers which include the installation of equipment with an active internet connection was only partially completed this year. That is, installation occurred toward the latter part of this year. As most TTC instructors do not have a) computers and b) internet access either at home or onsite the expectation that blog use would be low was expected.

Further, it was recommended that coaching occur continuously with the expressed purpose of enhancing teaching skills and building much needed capacity. In addition, it was also suggested that participants continue to work toward creating on-site community of learners by allowing for frequent exchanges between instructors. These exchanges would allow for observations of teaching practices in the core areas and would follow feedback session designed to improve classroom practice. TMT supports this recommendation and specifies that communities of practice within and among TTCs is important in developing professional practice, however these communities need to be focused, regular with expert leadership.

Progress to Date

- *All TTC trainings completed*
- *Final version of TTC manual completed with accompanying guide*

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.

Project TMT procured books and furniture and installed equipment for TTCs in Abomey, Dogbo, Djougou, and Kandi. We installed and tested internet connections as well. At the time of this report the TTC in Porto Novo remained un-viable.

This process included a meeting with all TTC Directors on May 18 in Porto Novo to discuss recent progress on each TTC, TMT project activities related to TTC instructor trainings, and more importantly a memorandum of understanding between TMT and each TTC Resource Center. Specifically TMT proposed a series of rules and regulations regarding use and upkeep of equipment and other materials as well as our required data collection needs based on usage of the resource centers as well as each TTC overall. The memorandum of understanding clearly outlines the responsibilities of each party once each resource center is furnished. It includes specific language regarding use of materials, maintenance of said materials as well as responsibilities of users. This agreement will be signed between both parties before use and official opening of each TTC. Directors and TMT staff exchanged ideas and problem-solved around ensuring that the training of Resource Center managers, access and availability of resource centers, project timeline for equipping resource centers, and finally a preliminary discussion on a cost-recovery system to ensure the continued operation of each of the resource centers began.



Next Steps:

- Deliver books for resource centers
- Training Resource Center Managers
- Resource center inauguration

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.

Completed in year 1.

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.

This year marked some key progress in training school directors to use and apply SCOPE towards the eventually embedding of SCOPE as the tool used provide clear ideas on instructional supervision. Marked as, by far the most intensive training schedule since the project's inception, more than 1,100 school directors were trained in the use of SCOPE over several consecutive weeks. This was a phenomenal accomplishment compared to the 200 school directors trained in the first year. Using the projects key trainers, namely the Master Trainers and Local Assistants, trainings were conducted locally, which reduced cost and made it logistically more manageable. The project is confident that this method can be repeated in the upcoming year, and singularly, that is, instead of using a team of trainers for every site, each trainer conducted trainings solo. This also allowed for multiple trainings to occur simultaneously and demonstrated the elevated skills of trainers. We believe that this is true because of the type of investment TMT made in training Master Trainers and Local Assistants. This format was clear evidence that capacity of key actors in the educational system in Benin was being built.

Second, after reviewing many of the issues school directors and other supervisors face in terms of being instructional supervisors it became very clear that the previous SCOPE trainings while well received, were not enough to ensure that supervisors were in fact learning and applying the newly acquired skills. Preliminary evidence from collected observational forms filled out by directors indicated that school directors had difficulty with specific aspects of the SCOPE tool, namely those of the global scan and criteria 10-16. (Global Scan involves detailed and objective note taking, while criteria 10 through 16 involve teaching using higher order critical thinking skills.) In essence the evidence suggested that school directors needed more practice on how to conduct observations and how to provide observation-based feedback to teachers. School directors also needed to understand that in any given observation it might not be possible to observe every one of the 16 criteria in the SCOPE to the degree that one might suspect.

Thus in order to address these issues, the project's design of the supervisory institute is very clear. The design requires that the target groups of supervisors to be trained first and foremost must have already been trained in SCOPE. Second, the institutes would focus on 3 simple objectives:

- 1) Revisit SCOPE with a specific emphasis on criteria 10-16
- 2) Revisit and practice observational and feedback techniques
- 3) Determining a measurable action plan that can be put in place to apply SCOPE in a real context

These institutes are slated to begin quarter XI.

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 motivational level of teachers in Benin continues to be an important issue in Benin. By introducing the Merit Awards Program the project aims to increase the motivational level of teachers, improve their attendance rates, increase the status of the teaching profession, and overall contribute to the recognition of good teaching practices which ultimately help raise student achievement.

By rewarding high performing teachers in the projects 400 (number represents overall but only 200 are considered for this report) pilot schools, the project hopes to achieve the aforementioned objectives.

MAP 2011

The year of data collection and analysis came to a close during this year. In all, 196 schools out of 200 were invited to participate and in the end 149 responded favorably by initially sending in the required teacher observation forms. The 196 of 200 represent the number of school



directors that voluntarily participated in the training. Of the 200 schools identified, 4 directors either selected not to participate or were not available either because of death or reassignment. It should be noted here that of the 47 schools that did not end up in the final pool to be considered for rewards the primary reasons for not being considered were a combination of either, non response (school did not send in any observations), late response (observations sent in after deadline) or poor response (required information not filled in correctly). Sending in responses that were filled in correctly and that arrived in the time allotted was the required and necessary first step. Once this phase was completed the projects monitoring and evaluation team analyzed the first set of data which allowed for the second phase of observations to begin. Consequently, the top 2 teachers in each school were observed once more by Master Trainers and Local Assistants using the same tool. These observations were subsequently analyzed to determine the top performing teachers.

Top teachers were selected and ultimately awarded based on their scores using the standards based classroom observation protocol (SCOPE). In order to determine an accurate and valid score on SCOPE teachers were observed on two separate occasions which allowed for their initial score on the first observation to be validated. In essence, teachers who scored consistently higher on the multitude of observations were more likely to be selected as winners in the awards program. This process was both rigorous and fair particularly since different observers participated in the process.

Champion Schools

In the same vein, the selection of champion (top performing) schools used 3 sets of data. First, the monitoring and evaluation team used the SCOPE data gathered on teacher performance in each school. Second, using some of the criteria of EQF (Ecole de qualite fondamentale) the monitoring and evaluation team assessed the overall school environment. Third and last, using an OTL (opportunity to learn) framework, M&E were able to incorporate a holistic view of top performing schools. It should be mentioned that this phase of data collection was completed by school directors, inspectors as well as Master Trainers and Local Assistants. The following table is a breakdown of the participating schools during this first edition.

	Number of prize winners attending	Women	Number of non-attendees		Total Number of Absences
			Men	Women	
ALIBORI	10	1	1	0	1
ATACORA	10	2	2	0	2
ATLANTIQUE	10	1	1	0	1
BORGOU	10	2	0	0	0
COLLINES	10	1	1	0	1
COUFFO	10	1	0	0	0
DONGA	10	3	1	1	2
LITTORAL	10	3	0	0	0
MONO	10	2	1	0	1
OUEME	10	0	0	0	0

	Number of prize winners attending	Women	Number of non-attendeess		Total Number of Absences
PLATEAU	10	1	0	0	0
ZOU	10	4	0	1	1
TOTAL	120	21	7	2	9

In all, the first edition of MAP produced 120 top performing teachers which 10 among them being recognized as the top 10 and also produced 24 top performing schools of which 3 were considered the top 3. A well attended ceremony took place in Porto Novo on December 2, 2011 commemorating this historic project event and important activity. The following table breaks underscores the level of participation during the event.

By region and commune, the breakdown of participating schools was as follows:

PILOT SCHOOLS			PARTICIPATING PILOT SCHOOLS	
Region	Commune	Number of Schools	Number of Schools	PARTICIPATION RATE
ALIBORI	BANIKOARA	4	2	50%
	GOGOUNOU	1	1	100%
	KANDI	2	2	100%
	KARIMAMA	1		0%
	MALANVILLE	1	1	100%
	SEGBANA	1	1	100%
Total ALIBORI		10	7	70%
ATACORA	BOUKOUMBE	3	2	67%
	COBLY	2	2	100%
	KEROU	2	1	50%
	KOUANDE	2	1	50%
	MATERI	2	1	50%
	NATITINGOU	4	4	100%
	PEHUNCO	1	1	100%
	TANGUIETA	2	2	100%
Total ATACORA		18	14	78%
ATLANTIQUE	ABOMEY-CALAVI	5	3	60%
	ALLADA	1		0%
	KPOMASSE	3	3	100%
	OUIDAH	2	2	100%
	SO-AVA	2	1	50%
	TOFFO	2	1	50%
	ZE	3	2	67%
Total ATLANTIQUE		18	12	67%
BORGOU	BEMBEREKE	2	1	50%
	KALALE	3	3	100%
	N'DALI	2	1	50%
	NIKKI	2	1	50%

	PARAKOU	4	3	75%
	PERERE	1	1	100%
	SINENDE	2	1	50%
	TCHAOUROU	4	1	25%
Total BORGOU		20	12	60%
COLLINES	BANTE	3	3	100%
	DASSA-ZOUME	3	2	67%
	GLAZOUE	3	3	100%
	OUESSE	3	2	67%
	SAVALOU	4	3	75%
	SAVE	2	2	100%
Total COLLINES		18	15	83%
COUFFO	APLAHOUE	3	2	67%
	DJAKOTOME	3	1	33%
	DOGBO	4	3	75%
	KLOUEKANME	3	3	100%
	LALO	3	1	33%
	TOVIKLIN	2	2	100%
Total COUFFO		18	12	67%
DONGA	BASSILA	5	5	100%
	COPARGO	2	1	50%
	DJOUGOU	9	7	78%
	OUAKE	2	2	100%
Total DONGA		18	15	83%
LITTORAL	COTONOU	8	8	100%
Total LITTORAL		8	8	100%
MONO	ATHIEME	2	2	100%
	BOPA	3	0	0%
	COME	1	1	100%
	GRAND POPO	3	2	67%
	HOUYOGBE	4	4	100%
	LOKOSSA	3	2	67%
Total MONO		16	11	69%
OUEME	ADJARRA	2	1	50%
	ADJOHOUN	3	3	100%
	AGUEGUES	1		0%
	AKPRO-MISSERETE	3	3	100%
	AVRANKOU	2	1	50%
	BONOU	2	2	100%
	DANGBO	2	1	50%
	PORTO-NOVO	3	3	100%
	SEME-KPODDJI	2	2	100%
Total OUEME		20	16	80%
PLATEAU	ADJA-OUERE	4	4	100%
	IFANGNI	2	1	50%
	KETOU	3	1	33%
	POBE	3	0	0%
	SAKETE	2	2	100%

Total PLATEAU		14	8	57%
ZOU	ABOMEY	2	2	100%
	AGBANGNIZOUN	2	2	100%
	BOHICON	4	4	100%
	COVE	1	0	0%
	DJIDJA	4	4	100%
	QUINHI	1	1	100%
	ZAGNANADO	2	2	100%
	ZA-KPOTA	3	2	67%
	ZOGBODOMEY	3	2	67%
Total ZOU		22	19	86%
Total GENERAL		200	149	75%

Progress to Date:

- **Two rounds of teacher data collected and analyzed**
- **School data collected and analyzed**
- **Teacher and school awardees identified**
- **First Merit Awards Ceremony held**

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.

While the first media campaign around MAP began with the MAP ceremony, the follow up to this event that targets both subcomponents listed is scheduled to begin in year 3 in Quarter XI. The project thought that it was crucial to hold the first ceremony in order to determine the actual needs moving forward. Thus the first ceremony allowed the project to evaluate the real costs and needs moving forward, something that most sponsors will request as part of their obligations.

Progress to date

- **3 primary sponsors identified**

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 decision was made to limit sponsor use in the Merit Awards Program. A plan for recruitment is in development and will be in place before the 2nd launch of the MAP ceremony in 2012.

Progress to Date

- **Potential sponsors identified**

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.

A third round of planning was to take place with central level officials in December 2011. However due to conflicts in scheduling within the ministry of education, this planning session is now scheduled to occur in quarter X1. The final outcome of this planned session is to have the central level officials a) agree on the approach to training supervisors. b) adopt the content of supervisory institutes and c) designate central level liaisons to each training team d) propose new language to for the rewrite of identified policies

Next Steps

- a) Adopting the content of the Supervisory Institutes**
- b) Agreement on the process and approach to train supervisors**
- c) Designation of central level officials to each region**
- d) Proposition of new language to rewrite identified policies**

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.

Since year 2 marked the launch and first MAP ceremony, there have been several key lessons learned about how to move the process forward. First and foremost, before the project comes to an end, there will be a second MAP ceremony and additional lessons learned. In order to make recommendations and to transfer the initiative to the Ministry these findings must be studied. Thus far, the project has not devised a formal plan but some preliminary findings have already been integrated into what a future Ministry initiative should look like. These include two crucial areas:

- 1) Defining a data collection process that include 2-3 tiers and that covers the academic year
and
- 2) Defining the types, categories and quantities for both individual teachers and schools

Progress to Date

- Preliminary definition of key MAP components

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** Final version distributed
- 1.3** Delivery of remaining materials (furniture and books). Set up of remaining equipment. Training Resource Center managers. Inauguration of resource centers.
- 2.2/2.3**
Training school directors to use SCOPE.
Commence training of school supervisors in 3 day institute on supervision
- 2.4** Data collection for 2nd edition of Merit Awards Program
- 2.5** Documentary on MAP to air on television. Radio spots on MAP as well as the valorization of the teaching profession to air on radio in 4 different languages
- 2.6** Plan for recruitment of 3 major sponsors elaborated

6. CONCLUSION

Year 2 of the project year arguably was the year of the Merit Awards Program. Year 2 began with the launch of the Program in Porto Novo and ended with the first MAP ceremony which also took place in Porto Novo. While it is true this aspect of the project brought with it many questions around whether it would work and whether it would make a difference in combating many of the ills that plague the Beninese educational system namely that of low morale and absenteeism, the first edition proved successful. Feedback was highly positive, participation was high, with support from the ministry of education, especially after understanding the methodology and criteria behind the awards program and the selection of top teachers and schools.

In addition, year 2 was also significant on 2 other fronts. First, the training schedule and calendar intensified allowing the project to be on target to meeting training numbers in SCOPE. The final trainings of the TTC instructors also occurred and proved also successful and well attended. Second, the resource centers finally saw some significant movement as equipment and books were ordered along with furniture and the equipment was installed in 4 of the 5 TTCs throughout the country.

Year 2 also saw instrumental changes to the overall process and approach of advancing and completing project activities that were falling behind. In this regard and from a management perspective, planning calendars were revised, training schedules revamped, and the development of internal protocols were further established. All of these improvements impacted on the project moving closer to meeting its obligations and deliverables. The result was very clear; spending on essential project activities increased as they were directly tied to an increase in actual project activities, the visibility of the project in Benin also increased evidenced by the interest in many schools, ministry officials to be trained by the project, and finally, the frequency of activities resulted in the project being on track in completing its deliverables in the required time frame and period.

Challenges

Year 2 was not without its challenges. There was a presidential election that took place which delayed several project activities simply because targeted participants were not available. Logistically training participants over consecutive weeks in more than 14 sites simultaneously proved difficult but accomplished. Lastly, there were several procurement delays that required adjustments to completion dates of required project activities.

While none of these challenges halted project activities, they proved at times difficult to surmount and did ultimately impact on project work.

APPENDIX A



USAID | **BENIN**
FROM THE AMERICAN PEOPLE

EXCELLENCE REWARDED

Top Ten, Top Three, Best teachers, and Champion Schools...these were the names given to prize winners of the first edition of the Merit Awards Program (MAP) on December 2, 2011. The MAP was conceived as a response to combat low teacher motivation and morale in Benin which is often manifested in high teacher absenteeism. Benin like many other developing countries has a multitude of challenges in an attempt to reform an educational system that is besieged by inadequately trained teachers, lack of resources, and in some cases the lack of infrastructure required to provide a quality education to students especially at the primary level.

The principal idea behind MAP is to first recognize existing good classroom practices and existing quality schools based on a simple set of objective, measurable variables that highlight best practices in teaching and the provision of opportunities to learn to all students.

One hundred and twenty teachers were rewarded for their classroom practices and abilities throughout the entire country as were 24 schools that provided stellar

opportunities for students to learn coupled with solid leadership. The ceremony that was attended by the Ambassador to Benin, as well as several in-county dignitaries was a huge success. Winners received kits that included in some cases, laptops, cameras, didactic materials, as well as trophies and certificates commemorating their achievements during the 2010-2011 academic year.



This ceremony was the first of its kind in Benin and was met with applause by all whom attended. While the prize kits were certainly a hit, more important to those who attended was the simple fact that the time, effort, and energy that went into MAP constituted one of the first times teachers were given finally the public recognition for what they do.

APPENDIX B

PMP Indicator Table

Indicator	Indicator Definition	Data Source, Collection Method, and Person Responsible	Year 3 Target	Cumulative Achievement at Q9	Quarter 10	Cumulative Achievement at Q10	Observations
1.1 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.	1750 (each promotion : 350 students per promotion x 5 TTCs)	1425	no change	1425	The student teachers are currently « student teaching ». Their return is scheduled for the second half of the month of February 2012.
1.2 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)	117 : 108 males; 9 females		117 : 108 male; 9 female	All trainings have been conducted. All TTC instructors have been trained and only coaching sessions remain.
1.3 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.	300 TTC Instructor's Manuals, plus 100 supplementary instructional videos (9 per TTC, plus additional copies)	No change from year 1 (255 draft TTC instructor's manual)	no change	No change from year 1 (255 draft TTC instructor's manual)	255 copies of the draft manual were printed. To date, draft copies have been delivered to members of MEMP (10), DIP (10), DEP (10), INFRE (10), CFPEN (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.				4 of 5 resource centers are ready. The 5th will be ready in during the next quarter. Remaining are the signatures of the Memorandum of Understanding before use can begin
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)				Library personnel are identified and will be trained next quarter.
Percentage/number of TTC instructors with improved	The number of TTC instructors who show improved teaching skills as defined by upward	SCOPE observation data to be collected on an annual basis. All TTC teachers will be	--				

teaching skills	movement on the SCOPE scale.	observed.					
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	n/a	No change from year 1: 3 studies (Teacher Performance, Teacher Motivation, TTC Instructors' Performance)		No change from year 1: 3 studies (Teacher Performance, Teacher Motivation, TTC Instructors' Performance)	The baseline study on TTC instructor level finalized.
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	1708 (1405 school principals and 70 Inspectors, 233 pedagogical advisers)	20 school principals Males: 12 Females: 8	1728 (1425 school principals and 70 Inspectors, 233 pedagogical advisers)	
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.	1 new policy drafted 1 policy revised				
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.	At least 6(3 additionnal) meetings held by policy working group	No change from year 1 (Groupe de travail établi)		No change from year 1 (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
2.5 Number of people trained in monitoring and evaluation	Number of participants in classroom or remote training on any topic related to measuring performance and impacts of program (ex. indicators, qualitative & quantitative data collection methods, data analysis; nature and purpose of evaluation). Disaggregated by	Project training records	625= 150 TTC instructors + 475 (100 school principals and 125Inspectors, 250 pedagogical advisers	117 TTC Instructors+1405 school directors, 70 inspectors, 233 pedagogicals advisers 5 Master Trainers, 10 Local Assistants (9 of which are C/CS) 3 Local Researchers	20 school directors (12 male & 8 female)	117 TTC Instructors+1425 school directors, 70 inspectors, 233 pedagogical advisers 5 Master Trainers, 10 Local Assistants (9 of which are C/CS) 3 Local Researchers	A make-up training was organized to train school directors for the 2 nd year of the the Merit Awards Program. 20 school directors attended this training

	sex.			1843: 1542 male & 301 female		1863: 1554 male & 309 female	
Monetary amount (or equivalent) provided by other award sponsors	Total funding, both cash and in-kind contributed to merit-based award program on an annual basis	Project and MEMP financial records related to merit-based award program	\$20 000				
Number of schools and teachers submitted to the selection committee	Number of completed applications/ recommendations received by the awards selection committee for review. Disaggregated by applications for teachers and applications for schools	Selection committee records, project quarterly and annual reports	700 applications (300 teachers, 300 schools, 100 schools principal)	145/196 applications received from schools; 573 eligible teachers; 291 selected for final observations Male: 243 Female: 48; 120 teachers selected of whom 21 are female			The second launch of MAP has already begun and data collection is underway for the 400 schools.
Number and type of award sponsors	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.	Project and MEMP records related to the merit-based awards program, collected.	10 sponsors including at least 1 individual and 5 private sector organizations				
Percentage/number of teachers showing improved attendance	Percentage of teachers who are present 90% of school days or more, compared to baseline.	School time sheet records. OTL survey, data to be collected by the local researcher and M&E Officer.	30 %				
Percentage/ number of teachers showing improved classroom performance	The number of teachers who show improved teaching skills as defined by upward movement on the SCOPE scale. Disaggregated by sex.	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.	12%				

APPENDIX C

Program-Related Key Performance Indicator Reference Sheets

Contract Performance Indicator Reference Sheet			
<p>Program objective: Investing in People Program element: Education Indicator: Number of teachers trained with USG support</p>			
Description			
<p>Precise Definition(s): 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.</p>			
Plan for Data Acquisition			
<p>Data collection method: Records for numbers of students graduating from TTCs. M&E Officer to collect from TTCs or MEMP on an annual basis. Method of Acquisition: 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. Data Source(s): The TTCs and/or the MEMP. Frequency/Timing of Data Acquisition: At the end of each school year. Estimated Cost of Data Acquisition: Negligible. Responsible Individuals: The CoP and TMT M&E Assistant.</p>			
Data Quality Issues			
<p>Date of Most Recent Data Quality Assessment: N/A Known Data Limitations and Significant (if any): 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. Procedures for Future Data Quality Assessments: Continuation of current method of requesting figures from MEMP and TTCs.</p>			
Plan for Data Analysis, Review and Reporting			
<p>Data Analysis: 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. Presentation of Data: 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. Review of Data: 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. Reporting of Data: Program data on this indicator will be presented and interpreted as part of quarterly and annual reports. Notes on Baselines and Targets: To be developed at end of 2010-2011 school year.</p>			
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	
End-of Project Target: Five thousand two hundred fifty TTC graduates			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

TMT Reference : Indicator 1 Result 2			
Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education Indicator: Number of educators/ instructors trained with USG support			
Description			
<p>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 (e.g., monitoring, personnel use and support). Data disaggregated by sex.</p> <p>Unit of Measure: 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>Disaggregated by 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>Data collection method: 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&E Officer to collect instructor workshop attendance data from TTCs.</p> <p>Method of Acquisition: The TMT Monitoring and Evaluation team will request official figures of TTC instructors per TTC with names and education status.</p> <p>Data Source(s): The TTCs official employment records; TMT training report.</p> <p>Frequency/Timing of Data Acquisition: At the end of the last cycle of instructor training each academic year. Estimated Cost of Data Acquisition: Negligible.</p> <p>Responsible Individuals: The M&E Specialist and M&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>Actions taken or Planned to Address Data Limitations: 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: 5th Quarter.</p> <p>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 training.</p>			
Plan for Data Analysis, Review and Reporting			
<p>Data Analysis: The TMT Training Manager and the M&E Assistant will review workshop evaluation reports and conduct focus group discussions with the instructors about their experience in the training workshops.</p> <p>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.</p> <p>Review of Data: Data will be reviewed by the CoP, the Training Manager, the M&E Specialist as well as counterparts in the MEMP and the TTCs.</p> <p>Reporting of Data: Program data on this indicator will be presented and interpreted as part of quarterly and annual reports.</p> <p>Notes on Baselines and Targets: 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	117	Second training on revised TTC instructor's manual.
End-of Project Target: 150 or more TTC instructors trained			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

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 2010/11	Approx 255 draft TTC Instructor’s Manuals (35 x 5 TTC =175+MEMP-10, DEP-10, DIP – 10, CFPEN – 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	Final version printed at time of report and being shipped

2012/13	Possible further distribution for new TTC instructors. Replacement of damaged/malfunctioning videos.	TbD	
End-of Project Target: 555 textbooks and learning materials (Instructor Manuals and videos) distributed in 5 TTCs, the MEMP and INFRE.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 1			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education Indicator: Number of students and teachers using the library/resource centers at the TTCs			
Description			
Precise Definition(s): Number of TTC instructors and student teachers. Unit of Measure: Sign-in sheets from the library/resource centers. Disaggregated by TTC, sex and status (instructor or student teacher). Justification/Management Utility or Rationale: The library/resource centers are intended to enrich the quality and diversity of learning in the TTCs.			
Plan for Data Acquisition			
Data collection method: Sign in sheets from library/resource centers. Method of Acquisition: Data entered daily by Library/Resource Center Manager and collected by the M&E team. Data Source(s): 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 Known Data Limitations and Significant (if any): Missed entries in the TTC Library entry log, TTC late reporting on the users of their library/resource centers. Actions taken or Planned to Address Data Limitations: 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. 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 library/resource centers.			
Plan for Data Analysis, Review and Reporting			
Data Analysis: Numbers and types of library/resource center users and the resources most consulted or used. 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 TMT team 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
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)	0%	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	
End-of Project Target: At least 80 percent of TTC staff and student teachers using the library-resource centers regularly.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 2			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education Indicator: Number of TTC library/resource center personnel trained in library and resource center management			
Description			
Precise Definition(s): See above. Unit of Measure: Individuals trained. Disaggregated by TTC and sex. Justification/Management Utility or Rationale: The library/resource centers are intended to enrich the quality and diversity of learning in the TTCs.			
Plan for Data Acquisition			
Data collection method: Project training records. Method of Acquisition: by the Training Manager. Data Source(s): 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. Actions taken or Planned to Address Data Limitations: Ten persons will be trained, so data should be clear and unambiguous. 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 and Training Manager.			
Plan for Data Analysis, Review and Reporting			
Data Analysis: Description of skills acquired. 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. Reporting of Data: 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	Scheduled for January 2012
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: December 31, 2011

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	TTCs scheduled to be in first year of operation
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: December 31, 2011

TMT Reference: Indicator 1/Quality: Proposed Custom Indicator 4			
IP Performance Indicator Reference Sheet			
Program objective: Investing in People Program element: Education Indicator: Number of TTC instructors with improved teaching skills			
Description			
<p>Precise Definition(s): TTC instructors are expected to show improved teaching skills as a result of feedback and coaching based on observation of their teaching using SCOPE.</p> <p>Unit of Measure: Median scores on SCOPE observations of TTC instructors in their own classrooms. Disaggregated by TTC and by sex.</p> <p>Justification/Management Utility or Rationale: 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.</p>			
Plan for Data Acquisition			
<p>Data collection method: Review of TTC records</p> <p>Method of Acquisition: 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</p> <p>Data Source(s): The TTC Directors.</p> <p>Frequency/Timing of Data Acquisition: According to a schedule of supervised observations to be determined with the Directors of the TTCs.</p> <p>Estimated Cost of Data Acquisition: 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.</p> <p>Responsible Individuals: The Cop leading the Training Manager and the M&E Team.</p>			
Data Quality Issues			
<p>Date of Most Recent Data Quality Assessment: N/A</p> <p>Known Data Limitations and Significant (if any): 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.</p> <p>Actions taken or planned to address data limitations: 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.</p> <p>Date of Future Data Quality Assessments: To be scheduled as needed.</p> <p>Procedures for Future Data Quality Assessments: Visits to the TTCs by the TMT Program Coordinator and Training Manager.</p>			
Plan for Data Analysis, Review and Reporting			
<p>Data Analysis: Financial analysis of costs and income of the resource centers.</p> <p>Presentation of Data: Data will be presented in reports from the TTC Directors.</p> <p>Review of Data: Data will be reviewed by the TMT Program and Training Managers.</p> <p>Reporting of Data: Program data will be presented and interpreted in quarterly and annual reports.</p>			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
2009 – 2010	0	0	
Baseline year 2010/11	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	All TTCs do not have 30 instructors. Ongoing
2012/13	150 TTC instructors	TbD	
End-of Project Target: Observations of 150 TTC instructors with feedback and follow up.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

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 Indicator: Number of Baseline or Feasibility Studies Completed by the Project			
Description			
<p>Precise Definition(s): 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>Unit of Measure: Each study will have different units of measure.</p> <p>Disaggregated by Dependent on the study.</p> <p>Justification/Management Utility or Rationale: 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>Data collection method: Surveys, interviews, review of the literature, direct observation</p> <p>Method of Acquisition: Research organized under the supervision of the Program Coordinator and M&E Team</p> <p>Data Source(s): multiple.</p> <p>Frequency/Timing of Data Acquisition: 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>Actions taken or planned to address data limitations: 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>Procedures for Future Data Quality Assessments: Rapid appraisals in areas of uncertain baseline results can provide additional data for programming.</p>			
Plan for Data Analysis, Review and Reporting			
<p>Data Analysis: Excel and SPSS will be used to analyze quantitative data.</p> <p>Presentation of Data: Data will be presented in reports of the findings.</p> <p>Review of Data: Data will be reviewed by the TMT senior staff and the MEMP.</p> <p>Reporting of Data: 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		
End-of Project Target: 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: December 31, 2011			

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: December 31, 2011

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 Indicator: Establishment of a system for improved teacher performance evaluation at the central and decentralized levels.			
Description			
Precise Definition(s): 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. Unit of Measure: 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. Disaggregated by Administrative level (central, district and local), type of policy and evaluation tool Justification/Management Utility or Rationale: 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			
Data collection method: Analysis of policy documents; organization of surveys, interviews, evaluation reports of training workshops for officials. Method of Acquisition: Research organized under the supervision of the Program and M&E Team. 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 teacher evaluation. 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: Evaluation reports of training workshops. 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 the appropriate Quarterly Reports.			
Baseline, Targets and Actuals			
Year	Target Value	Actual Value	Notes
Baseline year 2009 - 2010	2 policies identified for action	Accomplished	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		
End-of Project Target: Three new policies drafted; at least one existing policy revised.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

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 Indicator: Pilot a merit-based award program for the best schools and their teachers. (Number and amount of awards will depend on funding availability.)			
Description			
Precise Definition(s): 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. Unit of Measure: a) Number of awards presented. Disaggregated by Administrative level (central, district and local) and sex of teachers. Justification/Management Utility or Rationale: 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			
Data collection method: Reports of the Awards Committee Method of Acquisition: Review of documents about the awards process. Data will be presented in periodic monitoring reports, and annual reports. Data Source(s): Multiple: Minutes of the meetings of the stakeholder working group. Advertisement of awards ceremony Frequency/Timing of Data Acquisition: Quarterly data collection and reporting in advance of the awards. Estimated Cost of Data Acquisition: To be determined. Responsible Individuals: 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 Actions taken or planned to address data limitations: 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. 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: Evaluation of reports of the award working group. 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	\$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 th .
2011/12	\$20,000		
2012/13	\$45,000		
End-of Project Target: \$70,000.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

IP Performance Indicator Reference Sheet

Program objective: Investing in People

Program element: Education

Indicator: 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

Precise Definition(s): 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.

Unit of Measure: a) Number of media campaigns, sensitization workshops

Disaggregated by: n/a.

Justification/Management Utility or Rationale: 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

Data collection method: Review of communication strategy documents; survey of teachers in pilot schools.

Feedback from AME/APE

Method of Acquisition: Review of documents about the awards process.

Data Source(s): multiple.

Frequency/Timing of Data Acquisition: Quarterly data collection and reporting in advance of the awards.

Estimated Cost of Data Acquisition: To be determined.

Responsible Individuals: 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

Actions taken or planned to address data limitations: 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.

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: Evaluation of reports of the Motivation Awards Manager.

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	100 pilot school communities		
2010/11	Nationwide campaign	0	Media campaign did not begin during this year as it was determined that there were not sufficient completed project activities. Further as the MAP ceremony (first year) did not occur until the 2011/2012 year
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: December 31, 2011

TMT Reference: Indicator 1/Quality: Result 2: Improved Teacher Performance. Required Standard Indicator 6

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		First MAP ceremony did not include sponsors. The second addition will and it was decided along with USAID, that the sponsor list would be

	organizations.		reduced to 3, with the possibility to adding additional at the end of project.
2012/13	20 sponsors, including at least 5 individuals and 10 private sector organizations.		
End-of Project Target: At least 35 sponsors of different categories.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

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	Accomplished	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
End-of Project Target: Operationalization of policy on teacher motivation, evaluation and supervision.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

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.
End-of Project Target: Full integration of the merit awards program in MEMP procedures.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			

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 Indicator: Impact of merit award program on teacher behavior and student learning outcomes
Description
Precise Definition(s): 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. Unit of Measure: 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. Disaggregated by Sex, type of school (merit award program participant/non-participant), geographic location. Justification/Management Utility or Rationale: 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
Data collection method: MEMP statistics will provide data on student outcomes. Results from OTL on teacher presence or absence and results from SCOPE in evaluating teaching behavior. Method of Acquisition: Central and district reports will provide most data needed. Data Source(s): See above Frequency/Timing of Data Acquisition: 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. Responsible Individuals : The COP and M&E Specialist.
Data Quality Issues
Date of Most Recent Data Quality Assessment: N/A Known Data Limitations and Significant (if any): 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.

Procedures for Future Data Quality Assessments: Visits to District education offices may be needed to collect missing data on teacher and student issues.			
Plan for Data Analysis, Review and Reporting			
Data Analysis: Brief reports on school-level findings will be prepared once the data are reported.			
Presentation of Data: Data will be presented in reports to the MEMP and USAID.			
Review of Data: Data will be reviewed by TMT senior staff, the MEMP, and USAID.			
Reporting of Data: 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.	completed	Student data not yet available
2011/12	Expanded data collection as more awards are given		
2012/13	Expanded data collection as more awards are given		
End-of Project Target: Identification of preliminary links between awards and teacher behavior and student learning outcomes. Publication of results.			
THIS SHEET WAS LAST UPDATED ON: December 31, 2011			