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PERFORMANCE MONITORING AND EVALUATION PLAN

**STRENGTHENING EDUCATIONAL PERFORMANCE - UP
(STEP-UP) ZAMBIA**

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ACRONYMS

DEBS	District Education Board Secretary
DMC	Data Management Committee
DQA	Data Quality Assessment
FY	Fiscal Year
ICT	Information and Communication Technology
LLPT	Local Learner Performance Tracker
LPIS	Learner Performance Improvement Strategy
M&E	Monitoring and Evaluation
METC	Monitoring and Evaluation Technical Committee
MOGE	Ministry of General Education,
MMU	MOGE Management Unit
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Office
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PMEP	Performance Monitoring and Evaluation Plan
PPP	Public-Private Partnership
RDQA	Routine Data Quality Assessment
SIR	Sub-intermediate Results
SOP	Standard Operating Procedure
STEP-Up Zambia	Strengthening Educational Performance – Up
T&C	Testing and Counseling

SECTION I. INTRODUCTION

The Strengthening Educational Performance – Up (STEP-Up) Zambia project’s Performance Monitoring and Evaluation Plan (PMEP) guides the project team and project stakeholders in collecting high-quality data pertaining to performance of the education system and using it to manage project activities, monitor progress, and communicate verifiable, evidence-based results. The PMEP reflects quantitative and qualitative data, and is designed to capture the dynamic process of education management reform in Zambia with particular focus on relating project support to education management and oversight to improve learner reading achievement. STEP-Up carries out monitoring and evaluation (M&E) in collaboration with ministry counterparts, a practice that will strengthen local institutions’ ability to collect and use data to inform decision-making in support of continued improvements in the Zambian education system.

Setting targets, monitoring progress, and evaluating results are vital management and accountability functions that support appropriate decision-making, such as when there is a need to adjust implementation approaches and timing to meet targets. The indicators in the PMEP define the metrics by which progress — and, ultimately, project success — is defined. However, monitoring is a dynamic process that will incorporate additional metrics as activities evolve. Through continuous and high-quality data collection, the PMEP framework will enable STEP-Up’s staff and stakeholders to track the transformation of education management in Zambia and the impact of project-supported reforms on the reading abilities of early grade pupils.

A. APPROACH TO MONITORING, EVALUATION, ANALYSIS, AND COMMUNICATION

The project’s PMEP is the main guide that the STEP-Up team will follow to ensure the systematic and timely data collection, monitoring, analysis, and reporting of all performance data. It provides the detailed information needed to establish and operate a functional M&E system that ensures continuous assessment and evaluation of project implementation in relation to agreed-upon deliverables, targeted results, timelines, and resources. It is designed to provide the STEP-Up team with feedback mechanisms that can help it anticipate and identify potential problems and obstacles, as well as opportunities and threats, to allow for timely adjustments in project operations. This fosters staff’s ability to assess project-level outputs and outcomes. The PMEP is a major resource document that will serve as the official guide for all M&E activities that the STEP-Up team will undertake. STEP-Up also follows a Standard Operating Procedure (SOP) document which details the process for data collection.

Regular monitoring of STEP-Up progress towards expected results is important as it allows the project team to examine the quality, timeliness, and usefulness of project outputs and outcomes, which are expected to impact STEP-Up’s overall performance, which in turn, will lead towards achieving end-of-project results. Tracking project performance ensures that quality outputs are delivered on time and

that important outputs such as effective processes, tools, technical assistance instruments, and implementing mechanisms, through which stated objectives are to be realized, are all generated for successful project implementation. Timely identification of problems and implementation issues, through a good project monitoring process, will allow for timely application of corrective measures. Hence, one effective way of tracking project performance is the holding of quarterly, semi-annual, and annual reviews of pre-set performance benchmarks.

STEP-Up's approach to implementing the PMEP is guided by the following principles:

- *Useful for decision-making and learning.* The primary purpose of performance monitoring is to measure progress against results and provide information to decision-makers to guide ongoing project implementation. Throughout the project, our PMEP will provide STEP-Up Zambia and Ministry of General Education (MOGE) staff with the data they need to plan the next phase of project interventions.
- *Results-oriented.* The results framework (see page 3) is the foundation for the PMEP. Each project output and input links to a specific result area in the results framework.
- *Collaborative.* The most important measures in the PMEP — those related to learner performance — are designed to integrate with MOGE systems as part of the STEP-Up Zambia project design. Part of the project's core approach is to work collaboratively with MOGE staff to develop instruments and tools to measure those indicators and strategies to address data analysis reveals, helping in reporting, measuring the progress of project implementation and making changes where necessary.
- *Efficient and effective.* STEP-Up has streamlined its systems of measurement so that the team is collecting and reporting on the information that is most useful for performance management and meets USAID's reporting needs. Through the posting of provincial advisors, who will collect timely district-level and provincial data, STEP-Up is minimizing the management burden and cost M&E, while meeting information needs in time and achieving results whilst balancing efficient and effectiveness of the project
- *Communication* plays a vital role in performance management. In communicating STEP-Up Zambia's results, the project team will share information in a transparent manner that will advance learning and accurately demonstrate the project's results. Communications will make it clear that project results have been jointly achieved by USAID and MOGE. When communicating achievements, the STEP-Up team will be careful to communicate any limitations in data quality and attribute results honestly through quarterly reports, annual reports, review meetings, project publications and routine meetings with USAID.

B. PROJECT DESIGN

Project activities are organized under five technical areas, with task leaders overseeing each one:

- *Task 1: Integrate and strengthen systems for evidence-based decision-making.* This task enhances information systems to capture and link data, particularly on reading achievement, to more effective decision-making and related policy issues. The focus in the final year will be to provide DMCs with hands-on experience in the use and troubleshooting of the Local Learner Performance Tracker (LLPT). Field monitoring results show that some districts still need more support to actualize the benefits of LLPT. (The concept of a local data system evolved from the idea of LEMIS into what the ministry has coined as LLPT. The LLPT is a ministry-led and ministry-owned initiative that complements the existing national EMIS data such as enrolment, drop out and repetition data with qualitative data on learner performance, particularly focused on primary level and specifically in early grade literacy.)
- *Task 2: Promote equity in policy development and management reform.* Under this crosscutting task, STEP-Up Zambia promotes equity as a central theme in policy development and education management reform. The project team works with the MOGE to improve equity for all learners, especially girls, rural residents, poor children with special needs, and OVCs. The goal is to ensure that all students can: 1) access quality and relevant education; 2) progress at even rates through the Zambian education system; and 3) achieve comparable learner outcomes. Activities to achieve Task 2 objectives are integrated in all STEP-Up Zambia task areas
- *Task 3: Institutionalize MOGE’s management of HIV/AIDS workplace programs.* In the last four years, STEP-Up Zambia assisted MOGE to raise awareness and improve health in the education community. The project team supported MOGE to develop and publish HIV/AIDS guidelines for improving prevention, detection, and treatment of HIV/AIDS-affected populations to decrease teacher absenteeism and contribute to improved learner performance. (STEP-Up’s PMEP includes PEPFAR indicators.)
- *Task 4: Strengthen decentralization for improved education management reform in support of improved learner performance measurement.* This task addresses critical decentralization and local empowerment issues to generate stronger “push-pull” dynamics from districts and provinces to the central ministry. Its goal is to increase authority and decision-making at the provincial, district, and school levels. In this final year, STEP-Up will focus on monitoring progress made in achieving the set objectives and providing mentoring and coaching in areas of weakness.
- *Task 5: Engage Zambian institutions of higher education in educational research related to oversight, management, accountability and improved reading.* Under this task, STEP-Up helps elevate the level of collaboration between MOGE and higher education institutions to undertake applied research in areas that will support improved policy and strategic planning for increased learner performance. During this last year, the focus will be to consolidate and synthesize the work done under this task area.

Crosscutting Task Area: Communications, information and communication technology (ICT), and public-private partnerships (PPPs). This multidisciplinary task area promotes the development and implementation of a MOGE communications strategy to institutionalize reforms generated through the five technical task areas and generate community participation in education delivery. This task also involves the piloting and scale-up of innovative technologies to enhance education management and forge closer links between the public and private sectors to increase the availability of local resources for education in Zambia.

C. THE STEP-UP ZAMBIA APPROACH

STEP-Up works across all 10 provinces in Zambia in tandem with all operational units of the Ministry of General Education (MOGE) – including central, provincial, and district levels – to increase the MOGE’s capacity to implement institutional reforms that will ultimately improve learner performance, particularly reading outcomes. STEP-Up also assists the MOGE to leverage its existing resources to achieve sustainable improvements in education management, oversight, and accountability. The heart of STEP-Up’s approach is to assist the MOGE, through collaborative partnerships, to undertake a structured journey to identify and apply practical interventions that drive systemic reform.

STEP-Up has facilitated a significant change in the mindsets and practices of individual education officers and helped them embrace more structured goal-setting, planning and monitoring of progress towards goals. In Year 1, STEP-Up visited schools jointly with education leaders and asked a simple question: “*How many of your children are reading?*” Exposure to the realities of how schools are operating opened the eyes of the leaders who expressed an urgent desire to address low learner performance. With a critical mass of education managers at all levels undergoing these experiential visits, leaders realized the need to convert their excitement for change into an action plan. With the leadership of the MOGE’s Directorate of Standards and Curriculum, by the end of Year 1, all 10 provinces had begun the process of developing Learner Performance Improvement Strategies (LPIS). In Years 2 and 3, the strategic planning process was rolled out and plans were developed in 40 districts in all 10 provinces. In Year 4, STEP-Up began the process of measuring the implementation of the LPISs using a self-assessment rubric. The main activity under this area was working with MOGE to revise or develop their templates and protocols for monitoring, reporting, and communicating within the Directorate of Curriculum and Standards (as applicable).

Throughout Year 3 and 4, STEP-Up provincial advisors guided all 10 provinces and 40 districts through the strategic planning process, a process which put learner performance at its core. Although STEP-Up advisors provided support, provincial and district education officers were empowered to lead the effort: they set their own reading targets and the practical steps needed to progress towards their goals. Through this process, MOGE officers at all levels were able to pinpoint actions they could and should do to effect change, including identifying necessary policy reforms and determining how to reallocate existing resources to better focus on learners.

STEP-Up consolidated partnerships and consensus with the ministry and facilitated a planning process that helped education managers at all levels to better focus on –

and track progress towards – feasible goals (teacher attendance, presence of readers, etc.) that support improved learning outcomes. To ensure these inputs were achieving the desired outcome, provincial and district education managers gathered and reviewed assessment data from schools to ensure progress towards their targets. In addition, to support improved services for education professionals living with HIV, the project supported HIV counseling and testing and also trained parasocial workers and supported prevention messaging, policies, and planning. Through this work, the MOGE helped improve teacher’s health which enabled them to better support pupil learning.

D. STATUS OF INDICATORS AT THE END OF YEAR 4

At the end of Year 4, the life of project performance in indicators reflect strong progress toward changing attitudes of administrators and policymakers (see Exhibit I).

Exhibit I. Status of STEP-Up Indicators at the End of Year 4
(Updated August 8, 2016)

Intermediate Results Indicator		Life Of Project			Comments
		Planned Target	Achievement (as of end of year 4)		
Code	Indicators		N	%	
Task Area 1: Integrate and strengthen systems for evidence based decision-making					
1.2	Number of MOGE districts and provincial offices that have reading tracking targets and tool(s)	96	116	121	Data collected using strategic plan assessment tool
1.2	Number of districts generating and disseminating quarterly reports from LLPT to stakeholders.	40	24	60	
1.2	Number of districts and provinces whose DMC meets at least quarterly to review and analyze data	51	52	102	
1.2	Number of guidelines, policies, advisory memos generated as a result of LLPT (LLPT) data analyses conducted by DMCs	51	35	70	
TASK AREA 2: Promote equity as a central theme in policy development and education management reform					
2.1	Number of districts tracking resource allocation for equitable access to education	83	34	41	
2.1	Number of districts that have reallocated resources in support of equity	83	32	39	
TASK AREA 3: Institutionalize MESVTEE’s management of HIV and AIDS workplace programs					
4.3	Number of individuals who have received Testing and Counseling (T&C) services and received their test results (PEP)	50000	58135	116	

Intermediate Results Indicator		Life Of Project			Comments
		Planned Target	Achievement (as of end of year 4)		
Code	Indicators		N	%	
TAASK AREA 4: Strengthen decentralization for improved education management reform in support of improved learner performance measurement					
4.1	Number of district / province strategic plans that have rated higher in quality based on the LPIS scoring rubric.	91	53	54	
4.2	Number of MOGE management units that use reading tracking tools to develop and disseminate reading improvement plans	126	126	100	
4.4	Number of PPPs that have made commitments to support education improvement programs	10	7	70	
TASK AREA 5: Engage Zambian institutions of higher education in educational research related to oversight, management, accountability and improved reading					
5.2	Number of policies developed by MOGE as a result of project-supported higher education research activities	5	13	260	
5.2	Number of education research internships completed	50	72	144	
All Tasks : STEP UP					
Crosscutting	Increase of 15% in learning achievement in reading at grade 5 by 2017	40.56	35.3		
Standard	Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services	96	116	120	
Standard	Number of education officials or administrators and officials successfully trained with US government support	2631	4923	183	

E. YEAR 5 PRIORITIES

Key priorities of Year 5 include:

- Document/disseminate examples of best management practices through existing ministry structures such as the Monitoring and Evaluation Technical Committee (METC)
- Promote equity discussions based on the completed gender equity gap analysis study
- Promote ministry-led peer-to-peer exchanges between provinces and within districts to learn from each other and through onsite visits to schools.
- Strengthen mechanisms for ministry headquarters to track provincial strategic plan progress.
- Consolidate the role of the DMC in the provinces as the home for data analysis, policy dialogue, and decision making based on the strategic plan targets.

- Encourage central ministry and provincial leaders to ground-truth their information through site visits to leading districts.
- Promote the use of learner data collected through the Local Learner Performance Tracker (LLPT) at the school and district levels as well as the trickling down of LPIS and LLPT from the province to the districts and schools through ongoing dialogue.
- Promote the office of HIV and AIDS coordination to monitor the application of the new policy, guidelines, and manuals.
- Track the impact of project-facilitated policies in targeted districts and provinces.
- Consolidate and complete the private-public partnership opportunities at the provincial level.

As the plan to transition from project support to full MOGE leadership is implemented, STEP-Up staff will be consolidated into core cross-task technical team based in Lusaka.

Changes to the PMEP in Year 5 (Annex B: Tracking amendments to the PMEP) include the addition of new targets on indicator number eleven (number of administrators trained because of the demand for additional DMCs training in project Years 4 and 5). STEP-Up has also discontinued the following indicators due to changes in PEPFAR reporting guidelines as noted below:

- Discontinued: Number of target population reached with individual and/or small group-level preventative interventions that are based on evidence and/or meet the minimum standards
- Reason: Met the LOP targets; STEP-Up offers once off activities without monitoring however PEPFAR new guidelines require frequent follow up to the site of implementation which outside our scope of work
- Discontinued: Number of community health and para-social workers who successfully completed a pre-service training program
- Reason: STEP-Up train community members and teachers as parasocial workers yet the guideline requires health and parasocial workers to be trained therefore our indicator do not meet those guidelines as we are an educational project.
- Discontinued: Number of eligible adults and children provided with a minimum of one care service
- Reason: The new guideline requires partners to offer clinical care but STEP-Up is not offering clinical care hence we are discontinuing this indicator

F. INFORMATION ON EXCEEDED LOP TARGETS

There are some specific cases and rationale for STEP-Up exceeding the LOP targets. Specifically, the project has exceeded the following indicator targets and our justification follows:

- Indicator: 3. Number of MOGE management units that have reading tracking targets and tool(s)
Justification for Achievements above LOP Target: Initially the project envisioned engaging 10 provinces and 40 districts however the interest from the PEOs and the desire to cover more districts in their provinces meant that they had extend

the invitations to non-STEP-Up districts. The provinces met the cost of this expansion while the project provided technical support.

- Indicator: 4. Outcome:
- Number of MOGE management units that use reading tracking tools to develop and disseminate reading improvement plans

Justification for Achievements above LOP Target: Initially the project envisioned engaging 10 provinces and 40 districts however the interest from the MOGE and their response allowed the project to increase our reach to a greater number of provinces.

- Indicator: 5. Outcome: Number of policies developed by MOGE as a result of higher education research activities

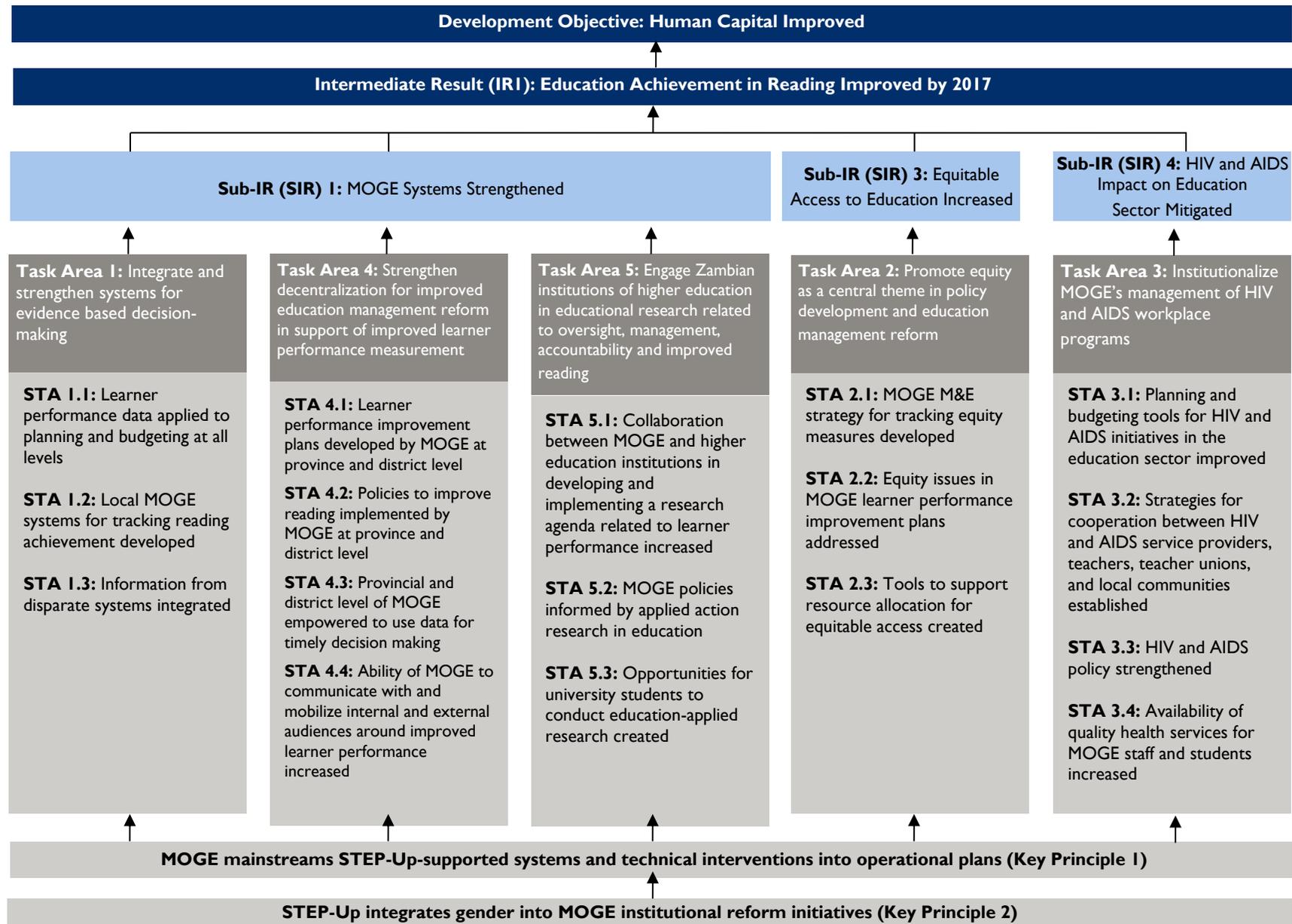
Justification for Achievements above LOP Target: The project engaged with higher learning institutions to conduct research. In conducting the research, the findings often yielded more than one policy brief which increased the actual results.

- Indicator: 6. Output: Number of education research internships completed
Justification for Achievements above LOP Target: The project engaged with higher learning institutions to engage interns. We initially estimated that a smaller number of interns would be engaged however based on the interest and the scope of the work, the higher learning institutions increased the number of needed interns.

- Indicator: 7. Output: Number of individuals who received testing and counseling (T&C) services and received their test results, (LOP)

Justification for Achievements above LOP Target: The overachievement was due to demand for health services in hard-to-reach areas where health market fairs were held. It was evident in all the health market fairs that there were many learners who wanted to access HIV counseling and testing compared to what was initially planned. It was also evident that despite the health market fairs targeting members of the education community, they also helped in serving an important role in filling up health service gaps especially in the rural areas.

Exhibit 2. STEP-Up Zambia Results Framework



G. CRITICAL ASSUMPTIONS

In developing the PMEP, STEP-Up focused on indicators that would allow tracking and measurement of results attributable to the project. The project's ability to demonstrate improvement in these measures relies on the following assumptions:

- *Partnerships will remain strong.* To achieve project objectives, STEP-Up assumes that the partnership with MOGE will remain in place and continue to deepen, even if individual leaders change, and that each partner will contribute the necessary technical resources.
- *MOGE is ready and has the capacity to expand the decentralization process to all levels.* Without this level of readiness, project objectives could be delayed or compromised.
- *MOGE is willing to lead and sustain organizational learning.* Embedding the concept of change at the ministry's central and provincial levels will be essential to ensuring the necessary changes and social dynamics required to improve learner performance in reading. The concept is to help the system focus its operations on service to its final beneficiaries — the learners.
- *MOGE is successful in strengthening its financial management systems.* Financial management has historically been a challenge for the ministry. The assumption is that the Ministry will continue to prioritize systemic reform, increase the capacity of ministry staff and enforce necessary safeguards to ensure funds are accounted for properly which may give donors and citizens greater confidence.

Annex A “Consolidated List of Indicators and Targets,” provides a more detailed listing of specific assumptions.

Annex B “Tracking Amendments to the PMEP,” describes changes made to the PMEP over the life of the project.

SECTION II. PERFORMANCE MANAGEMENT PLAN

A. OVERVIEW OF INDICATORS, BASELINES, AND TARGETS

The STEP-Up Zambia project is supporting MOGE to strengthen its management systems and improve education oversight norms, with a view to improving reading achievement by as much as 15 percent over the life of the project. To track progress toward this overall goal that is shared by all current USAID/Zambia education projects, the project team has identified life-of-project indicators for impact, outcomes, and outputs in the results framework (these indicators are included in Annex A). The indicators are designed to track implementation of activities against targets, capture project outcomes for learning and communication, and contribute to USAID's performance management and reporting needs. STEP-Up's performance management plan also includes selected indicators that measure project-level results.

To enable comprehensive review of progress, troubleshooting, and management, the M&E system will track two main types of performance indicators:

- Quantitative measures, represented principally by USAID's standard education and PEPFAR indicators, track output results and provide feedback to managers on project performance so they can identify areas where implementation strategies may need to be adjusted. The quantitative data will also allow for trend analyses over time.
- In addition to the quantitative results, STEP-Up systematically collects and analyzes qualitative data on project performance, success stories and achievements through monthly reports to show anecdotally how the program is generating results. Qualitative data collection and analysis will include the project baseline assessment, monthly reports, documentation of field visits and meetings with ministry staff, the project's midterm review, and research carried out by higher education institutions under Task 5. Qualitative measures will demonstrate the value of implementing project activities by documenting compelling personal stories of education managers and their attitudes toward new management approaches, pedagogical methods, curriculum content, and performance assessment. These measures will also reveal the depth of decentralization practices in the ministry, such as information sharing, policy development and implementation, and resource allocation.

Disaggregation. Indicator data is disaggregated by sex, location, level of administration, document type, qualifications, age, teachers, family members, and other appropriate criteria. Doing so allows us to analyze project results within these required criteria.

Baselines and targets. STEP-Up Zambia's Year I, December 2011 to December 2012, was the baseline year, and targets for many indicators are valued at 0. During the project's first 18 months, the M&E team was working with project staff and partners

to set baselines, where needed, and to develop or adapt existing data collection tools.

B. DATA SOURCES AND DATA COLLECTION METHODS

STEP-Up collects data monthly, quarterly, semiannually, annually, or at the end of the project, depending on the indicator. We will obtain indicator data from a variety of sources, including host-country counterparts, internal project records, and public records. The detailed table in Annex A provides specific data sources and frequency of collection and reporting for each indicator. Generally, data sources are grouped in the following categories:

- *Primary data collected through, assessment tools, surveys, and interviews.* STEP-Up will track learning outcomes in reading, using credible sources to measure improvements (for example, the MOGE national assessment, the reading assessments conducted by USAID’s Read to Succeed and Time to Learn projects, mock exam scores provided by provincial and district officials, and the education management information system).
- *Primary data from project records.* A number of proposed indicators directly measure project activities, so data for these can be obtained from STEP-Up’s HCT testing registers, attendance registers, meeting attendance registers, policy trackers, physical project documents produced as a result of project support i.e. strategic plans, policy briefs and local policies.
- *Secondary data from project partners.* Collecting data for the remaining indicators will require collaboration with partners, particularly the MOGE’s reports from districts and provinces. STEP-Up’s provincial advisors will facilitate this process by working with ministry staff to collect any information needed to measure project performance.

C. DATA QUALITY CONTROL

To ensure that project M&E data are of the highest possible quality and meet USAID standards (listed in the box), STEP-Up has identified and planned data quality control measures for each indicator, which are detailed in the indicator reference sheets (Annex C). Additionally, STEP-Up is conducting internal data quality assessment (DQA) annually following the PMP review.

USAID’s Data Quality Standards

- *Validity.* Data should clearly and adequately represent the intended result and reflect no bias.
- *Reliability.* Data should reflect consistent collection and analysis methods over time.
- *Timeliness.* Data should be sufficiently current and available to be practical for use by management.
- *Integrity.* Mechanisms must be in place to reduce the possibility for manipulation of data.
- *Precision.* Data should be precise enough to present a fair picture of performance and enable management decision-making.

STEP-Up Zambia’s M&E work will manage quality control at two levels. First, the technical task leaders provide ongoing quality control for the data supporting each indicator related to their task area. At least once a year, each task leader will examine the quantitative and qualitative data to verify the data and provide recommendations in case of errors. If a problem is identified, the task leader is responsible for verifying the data against original sources (and any other required forms of verification such as site visits from alternate data

sources). STEP-Up has developed SOPs and all project staff are trained in the use of SOPs to ensure efficient management of the M&E system.

Second, the project M&E specialist provides overall data quality control and collation of the entire PMEP based on data reported by technical staff and verified by task leaders. The M&E specialist will cross tabulate data to identify potential errors and design a spot-check system to verify data at the source (e.g., through visits to the field offices, feedback with data collectors, MOGE or other partners).

D. REPORTING

STEP-Up Zambia includes M&E data in its quarterly progress and PEPFAR reports. In these reports, the project team presents indicator data for the reporting period and aggregate data by fiscal year. Along with quantitative data, STEP-Up reports include narrative descriptions and present qualitative data and success stories collected through interviews and focus groups, and images (including photography, as appropriate) that USAID can share with stakeholders. The final report will contain life-of-project indicator values, along with conclusions drawn from activities, such as an analysis of targets compared to achievements, an analysis of any shortfalls, a discussion of best practices, lessons learned, and presentation of success stories.

E. STAFF RESPONSIBILITIES

The M&E specialist, in collaboration with technical staff is responsible for regularly analyzing and reporting on data in a timely, consistent, and complete manner to allow for appropriate monitoring, reporting, and delivery of performance information to project decision-makers. At the end of each fiscal year, the M&E specialist will review the appropriateness of the PMEP and propose necessary additions or adjustments in coordination with the Chief of Party for consultation with USAID.

Each STEP-Up Zambia task leader manages to the process of primary data collection for his or her task area. After the M&E team performs data analysis and quality control, the chief of party and headquarter technical staff will use the information to make management decisions on implementation and communicate progress to stakeholders. The Chief of Party supervises the overall M&E system, guides the long-term M&E specialist in deciding which indicator data are critical for management and communication, and uses M&E information for strategic decision-making to address project needs.

ANNEX A. CONSOLIDATED LIST OF INDICATORS AND TARGETS

Development Objective 3: Human Capital Improved

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
Intermediate Result 1: Education achievement in reading improved by 2017									
1. Increase of 15% in learning achievement in reading at Grade 5 by 2017	Measures progress toward the ultimate goal of improving learner performance in reading by tracking the percentage of primary school learners in Grade 5 who are achieving the minimum performance on the National Assessment, and on assessments conducted by USAID implementing partners.	Mission Custom Impact	1. Province and district 2. Type of school 3. Sex 4. OVCs 5. Urban/rural	15% cumulative increase by the end of 2017	Baseline is set 2008 National; Assessment score of 35.3 percent reading in English	Depends on schedule of MOGE testing	National Assessment survey scores from the Examinations Council of Zambia. These scores will be checked against reader performance as assessed by USAID project partners Read to Succeed and Time to Learn.	STEP-Up project M&E Team- This is a shared target across USAID education partners	MOGE is committed to monitoring and evaluating this information consistently, and implements project-recommended management reforms leading to improved reading outcomes.
2. Number of laws, policies, regulations, or guidelines developed by MOGE to improve equitable access	Measures the project's contribution to the development of documented statements of policy and guidance by government to improve education, including laws, policies, regulations and	USAID mandatory outcome/operational plan	1. National, province, district 2. Type of documents 3. Improve equitable access	Fiscal Year FY 1: 5 documents FY 2: 40 documents FY 3: 20 documents	0.	Annual	Designated national and provincial MOGE staff, task area leaders, provincial advisors	Task area leaders, provincial advisors	MOGE is willing to produce new documents to reform the education system. Higher education institutions will agree to

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
to or quality of education services	guidelines. Outcome indicator; documents counted are only those produced at national, provincial and district levels. Documents may be new or modified to improve equitable access to education services, or to improve the quality of such services.		4. Improve quality of education 5. Date document completed	FY 4: 10 documents FY 5: 21 documents Total: 96 documents					collaborate with MOGE to produce research informing new policies.
Sub-intermediate Result 1, Task Area 1: Systems for improved decision-making integrated and strengthened									
3. Number of MOGE districts and provincial offices that have reading tracking targets and tool(s)	This indicator tracks the number of MOGE provincial and district offices that routinely track early grade reading. This indicator counts the total number of province and district offices that have reading tracking goals and generate a report on early reading performance based on schools reports.	Project Outcome	1. By national, province and district 2. Type of school 3. Type of tracking system	FY 1: 5 MMUs FY 2: 20 MMUs FY 3: 20 MMUs FY 4: 20 MMUs FY 5: 0 MMUs Total: 60 MMUs	0 province and 0 districts.	Annual	Designated staff of the District Education Board Secretary (DEBS) and Provincial Education Offices (PEOs)	Provincial advisors	The districts use the information generated from the systems to inform decision making.
Sub-intermediate Result 2, Task Area 4: Decentralization for improved learner performance strengthened									
4. Number of MOGE management units that use reading tracking tools to develop and disseminate reading	This indicator measures the shift in priorities at national, province and district level to focus on management for reading improvement as a gateway to improving learner performance. Reading	Project Outcome	1. By national, province and district 2. Type of school 3. Type of system	FY 1: 0 MMUs FY 2: 46 MMUs FY 3: 20 MMUs FY 4: 10 MMUs FY 5: 0	0 province and 0 districts	Quarterly	Task area leaders, provincial advisors, DEBS and PEOs, and project-supported information	Provincial advisors	Schools implement strategies aimed at improving reading and provide necessary information to districts. Districts in turn report

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
improvement plans (Task 4)	improvement strategies are defined by each management unit in the LPIS developed with project support. Having developed these strategies is not sufficient; strategies need to be <i>in use</i> in order for the districts and provinces to be counted. The number counted will include all provincial and district offices (with or without improvement plan/system) that have a reading tracking system, reading improvement plan and are implementing specific reading improvement strategies			Total: 76 MMUs			management systems		accurate information to the project.
Sub-intermediate Result 2, Task Area 5: Zambian institutions of higher education engaged in MOGE policy research and analysis									
5. Number of policies developed by MOGE as a result of project-supported higher education research activities (Task 5)	This indicator measures the outcome of collaborative efforts between MOGE and Higher Education Institutions. Policies developed include new policies, which are created as well as the reformation of existing ones. Policies include documents produced at provincial, district and school level	Project Outcome	1. Type of document 2. Reading-focused 2. Type of institution 3. Province, district, school 4. Sex 5. OVCs	FY 1: 0 FY 2: 1 policies FY 3: 2 policies FY 4: 1 policies FY 5: 1 policies Total: 5 policies	0	Semiannual	Policy and research advisor, interns, provincial advisors, MOGE	Policy and research advisor, M&E specialist	Higher education institutions and MOGE are willing to collaborate with one another and to share research information for policy development. Higher education institutions and MOGE are willing to undertake

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	that inform decision-making and guide actions. To be counted, the policies must be influenced by the project-supported applied research. Developed means that the policies are actively implemented.								research focused on improving learner performance.
6. Number of education research internships completed (Task 5)	This indicator measures the outcome of collaborative efforts between the MOGE and Higher Education Institutions to conduct applied education research through students and professors at local universities and colleges.	Output	1. Institution 2. Sex 3. Qualification 4. District 5. Province	FY 1: 0 FY 2: 12 FY 3: 20 FY 4: 18 FY 5: 0 Total: 50	0	Annual	Local higher education institutions	Policy and research advisor	Both Higher Education Institutions and MOGE are willing to collaborate with one another. Students are willing to accept internship positions.
7. Number of individuals who have received Testing and Counseling (T&C) services and received their test results (PEP) (Task 3)	This indicator measures the numbers of MOGE staff and students who received project-supported testing and counseling services and have received their test results. Service delivery points could include fixed health care facilities such as, hospitals, public And private clinics, free standing sites not associated with medical institutions, mobile testing	PEPFAR Mandatory Output (P11.1.D)	1. National, Provincial, district, zone, school 2. MOGE Staff, students 3. Type of school 4. Age (<15, 15+) 5. Sex 6. Test results	FY 1: 0 FY 2: 25,000 FY 3: 15,000 FY 4: 10,000 FY 5: 0 Total: 50,000	0	Quarterly	HIV/AIDS advisor, local subcontractors, provincial advisors	HIV/AIDS advisor	Health service delivery points supported by the project are well-attended. Local subcontractors properly monitor and report results of the fairs.

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
	centers, and workplace testing events.								
Crosscutting; Sub-intermediate Results 1, 2, 3, 4; Task Areas 1, 2, 4, 5									
8. Number of administrators and officials successfully trained with U.S. government support (All task areas)	Number of education officials or administrators of education programs who participate in collaborative learning opportunities in relation to their current positions. Learning experiences include, but are not limited to: strategic planning and policy development processes for MOGE province and district staff that are structured to produce specific oversight and management tools for improved accountability; leadership for reading improvement; and coaching and mentoring exercises facilitated by technical and provincial advisors designed to reinforce results driven management norms.	USAID mandatory output/ operational plan	1. National, province, district 2. Sex 3. Duration 4. Position 5. Training themes	FY 1: 200 (100 male; 100 female) FY 2: 1,531 (1,167 male; 364 female) FY 3: 350 (245 male; 105 female) FY 4: 200 (110 males, 90 females) FY 5: 350 (210 males, 140 females) Total: 2,631 (1579 male; 1052 female) Note: Sex disaggregation targets set through Mission Operational Plan	0	Quarterly	Post evaluations collected by project staff.	Project staff	Participants submit post evaluation forms. U.S. government support is consistently provided through the program.

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
9. Number of districts tracking resource allocation for equitable access to education. (Task 1&2)	This indicator monitors funding for, but not limited to, gender-related issues and OVCs in districts. Resource allocations pertain, amongst other items, to school text books, school feeding programs, guidance and counseling services, and bursaries.	Project outcome	1. Province, district 2. Sex 3. OVCs	FY 1: 0 FY 2: 0 FY 3: 40 FY 4: 23 FY 5: 20 Total: 83	Number of districts tracking resource allocation for equitable access in the first year of the project.	Quarterly	Designated staff at DEBS	Provincial advisors	Districts are willing to use developed tools to track resource allocations and are trained
10. Number of districts that applying resources in support of equity based on data (Task 1&2)	This indicator monitors district response to equitable resource allocation to education needs especially those that are most disadvantaged. Provinces have annual education census data and budgets to gauge how resources are allocated to disadvantaged pupils.		1.Provinces 2. District 3. Resource allocation category 4.Type and quality of resource allocation	FY 3: 40 FY 4: 23 FY 5: 20 Total: 83	Based on EMIS annual census	Annually	School management and DEBs	Provincial Advisors	Districts will be willing to track resource allocation in support of gender/equity.
11.Number of PPPs ¹ that have made commitments to support education improvement programs (Task 4)	This indicator measures number of established partnerships committed to providing financial, material or other in-kind technical support towards supporting education improvement programs.	Process/ input	1. Province 2. District 3. PPP 4. By Type of commitment 5. Cost equivalent of commitment	FY 3: 5 FY 4: 5 FY 5: 0 Total: 10	Number of PPP have committed to support the education improvement programs	Semi-Annual	DEBs ,PTA and designated staff,	Provincial Advisors and Task manager	PPP are willing to support education programs and the project have the capacity to engage with Private sectors

¹ PPP defined as any and all non-governmental agents, especially private sector, that support in kind or financially MOGE activities related to improved education in support of schools, teachers and learners

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
12. Number of districts generating and disseminating quarterly reports from learner performance tracking (LLPT) to stakeholders. (Task 1)	This indicator measures the capacity of districts to use Learner Tracking System (LEMIS) to generate and disseminate reports to key stakeholders.	Process	1.Province 2.District 3.Type of report 4.Type of stakeholder	FY 3: 20 FY 4: 20 FY 5: 0 Total: 40		Quarterly	DEBs, Data management committee and Task manager	Provincial Advisor and PEOs	STEP-Up will have rolled out Learner Tracking System and key people would have been trained on how to use the system
13. Number of districts and provinces whose DMC meets at least quarterly to review and analyze data (Task 1)	This indicator measures the commitment of district and provinces to use information for decision making.	Process	Provinces District DMC	FY 3: 40 FY 4: 11 FY 5: 0 Total: 51	0	Quarterly	DEBs, Data management committee and Task manager	Task Leaders, Provincial Advisors, PEOs & DEBS	The DMC will have enough time to hold quarterly meetings.
14.Number of guidelines, management actions, or advisory memos generated as a result of learner performance tracking (LLPT) data analyses conducted by DMCs (Task 1)	This indicator measures the output of DMCs data review meetings. DMC meetings are expected to generate information that will influence decision making at provincial and district levels. The guideline, management actions and advisory memos need to be circulated to the relevant stakeholders.	Project Outcome	1. Province 2. District 3.Type of documents 4.Type of stakeholder	FY 3: 40 FY 4: 11 FY 5: 0 Total: 51	0	Quarterly	DEBs, Data management committee and Task manager	Task Leaders, Provincial Advisors, PEOs & DEBS	They will have the capacity to analyze the data and make appropriate policy recommendation
15. Number of district / province strategic plans that have rated	This indicator measures the quality of LPIS and the extent to which plans have been implemented.	Outcome	1.Province 2.District 3.Average score	FY 3: 65 FY 4: 26 FY 5: 0 Total: 91	0	Annually	Task Managers, Provincial Advisors, PEOs & DEBS	Task Leaders, Provincial Advisors, PEOs & DEBS	Districts/ Provinces will be willing to participate in the

Indicator	Definition	Indicator Type	Disaggregated	Fiscal Year and Life-of-Project Targets	Baseline	Frequency	Data Source	Responsible	Critical Assumptions
higher in quality based on the LPIS scoring rubric. (Task 4)	Measurement of quality is represented by the average score against 10 categories of quality as defined in the LPIS rubric. Each category (or aspect of quality) is graded by a score of 1 to 4 with 4 being the highest score. The average of all ten grades will represent the quality of a LPIS. An improvement in the average score represents an improvement in quality of the LPIS.		4. Category of quality 5. Status of strategic Plan						review process. Copies of strategic plans copies will be available for review.

ANNEX B. TRACKING AMENDMENTS TO THE PMEP

DATE	DETAILS
9/02/2015	<p>Discontinued: Number of target population reached with individual and/or small group-level preventative interventions that are based on evidence and/or meet the minimum standards</p> <p>Reason: Met the LOP targets; STEP-Up offers once off activities without monitoring however PEPFAR new guidelines require frequent follow up to the site of implementation which outside our scope of work</p>
	<p>Discontinued: Number of community health and para-social workers who successfully completed a pre-service training program</p> <p>Reason: STEP-Up train community members and teachers as parasocial workers yet the guideline require health and parasocial workers to be trained therefore our indicator do not meet those guidelines as we are an educational project.</p>
	<p>Discontinued: Number of eligible adults and children provided with a minimum of one care service</p> <p>Reason: The new guideline requires partners to offer clinical care but STEP-Up is not offering clinical hence we are discontinuing this indicator</p>
	New targets for Year 4 and 5 added: Number of administrators trained
	Achievement and key priorities updated
5/07/2015	Adjusted targets for indicator number 2 and 8

ANNEX C. INDICATOR REFERENCE SHEETS

1. Impact: Increase of 15% in learning achievement in reading at Grade 5 by 2017

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 1
Indicator: Increase of 15% in learning achievement in reading at Grade 5 by 2017
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened; SIR 3: Equitable access to education increased; SIR 4: HIV/AIDS impact on education sector mitigated.
Level of Indicator: Mission Custom Impact
DESCRIPTION
Definition: This indicator measures progress toward achieving the ultimate goal of improving learner performance in reading by tracking the percentage of primary school learners in Grade 5 who are achieving the minimum level of performance on the National Assessment, as well as on assessments conducted by USAID implementing partners.
Unit of Measure: Percentage of learners achieving minimum level of performance on National Assessments and other assessment conducted by USAID implementing partners per subject area, with gender disaggregation.
Disaggregation: 1. Province and district 2. Type of school 3. Sex 4. OVCs 5. Urban/Rural
Justification of Management Utility: This is the final measure of the impact the project is expected to realize by 2017. A percentage change of learners achieving minimum performance in reading assessments will provide the program management team and donors with a means of measuring increased learner performance as a result of STEP-Up Zambia interventions to improve oversight and management of primary education. Improvements in reading can be linked to all SIR categories and through these to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: National Assessment Survey Scores provided by the Examinations Council of Zambia, in particular Grade 5 assessment scores. Furthermore, these scores will be checked against reader performance as assessed by USAID project partners Read to Succeed and Time to Learn.
Data Collection Method: National Assessment scores will be obtained from the Examinations Council of Zambia on an annual basis, or as frequently as such scores are generated.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with annual assessments for report on progress each year. Baseline is set at 2008 National Assessment scores.
Individual Responsible: STEP-Up project M&E specialist. This is a shared target across USAID education partners
Data Collation Method: Scores will be viewed in light of other relevant indicators, the results of which will be collated to Project Database, which will manage information for reporting purposes.
Frequency and Timing of Data Collation: Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E specialist. This is a shared target across USAID education partners.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 1
Location of Data Storage: project technical staff will maintain physical data in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: 1) Quality issues with the data management systems and supporting structures that will affect the information used to assess progress toward targets – validity, reliability, integrity, precision, timeliness and completeness; 2) Sample size and representation; and 3) timely receipt of data.
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing routine data quality assessment (RDQA) process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected in the first year of the project.
Review of Data: Data is reviewed by chief of party and M&E specialist.
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports dependent upon schedule of MOGE testing.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 1

BASELINES AND TARGETS

Baseline: Baseline is set at 2008 National Assessment scores.

Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Comment
Cumulative Totals	35.3%	--		--		--		--		40.56%		15% of 35.3 Improvement from 2012 National Assessment scores by end of 2017
Central												
Copperbelt												
Eastern												
Luapula												
Lusaka												
Muchinga												
Northern												
North-Western												
Southern												
Western												

This sheet was last updated on: February 9, 2015

Critical Assumption: MOGE is committed to monitoring and evaluating this information consistently, and implements project-recommended management reforms leading to improved reading outcomes.

2. Outcome: Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 2
Indicator: Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 3: Equitable access to education increased
Level of Indicator: USAID mandatory outcome/operational plan
DESCRIPTION
Definition: This indicator measures the project's contribution to development of documented statements of policy and guidance by government to improve education, including laws, policies, regulations, and guidelines. As an outcome indicator, documents counted are only those produced at the national, provincial and district levels. Documents may be new, or those modified to improve equitable access to education services, or to improve the quality of such services.
Unit of Measure: Number of government documents that have been produced as a result of project-supported interventions, in terms of the kind of document and the purpose of the document.
Disaggregation: 1. National, provincial, and district 2. Type of documents 3. Improve equitable access 4. Improve quality of education 5. Date documents completed
Justification of Management Utility: One of the objectives of the project is to facilitate improved policy-making leading to more efficient and equitable delivery of education services. Policies can take a number of forms of documentation - laws, regulations, circulars, and guidelines – and are intended to assist educators with effectively overseeing, managing, and implementing education reform. The majority of important documents produced with project support will be seen in resultant learner performance improvement strategies (LPIS) produced by provinces and districts. Other types of documents will also grow out of project support, such as the MOGE's revised HIV/AIDS policy, new local homework policies, and policies created as a result of applied research by higher education institutions. The production of these documents can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Designated national and provincial MOGE staff, provincial advisors, and task area leaders.
Data Collection Method: Provincial advisors collect policies developed as a result of project assistance. These policies should be in final form with the date and MOGE representative signature. It should have been distributed to the intended beneficiaries for it to be counted. All copies of the policies are then submitted to STEP Up offices for capturing in the electronic database. Actual copies are also attached to the summary data and stored electronically.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with semiannual assessments for report on progress during the year. Monthly updates using the indicator tracking tool Validated for quality and copies filed at head office in Lusaka
Individual Responsible: M&E specialist, task area leaders, provincial advisors.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office and STEP UP database
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: Missing copies from field office as these are generated at the education office, some of these polices might be verbal hence records might not be available.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 2
Actions Taken or Planned to Address Limitations: All provincial advisors will have to collect a signed copy of the document before reporting and verbal directives will not be reported
Date of Initial Data Quality Assessment: Internal DQA will be conducted before reporting to determine the validity and accuracy of data.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by task leaders, M&E specialist and chief of party,
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 2

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	Fiscal Year 1 Target	FY 1 Actual	Fiscal Year 2 Target	FY 2 Actual	Fiscal Year 3 Target	FY 3 Actual	Fiscal Year 4 Target	FY 4 Actual	Fiscal Year 5 Target	FY 5 Actual	Life Of Project Target	Actual to date	Comment
Annual Totals	0	5	5	40	56	20	23	10	27	21	0	96	116	121% achievement

This sheet was last updated on: February 2, 2016

Critical Assumptions: MOGE is willing to produce new documents to reform the education system. Higher education institutions will agree to collaborate with MOGE to produce research informing new policies.

Based on discussions with USAID in May 2015, we have adjusted the LOP target and annual targets respectively from 75 to 96.

3. Outcome: Number of MOGE districts and provincial offices that have reading tracking targets and tool(s)

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 3
Indicator: Number of MOGE management units that use reading tracking tools to develop and disseminate reading improvement plans
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved.
Intermediate Results: Education achievement in reading improved by 2017.
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened. Task Area 1: Systems for improved decision-making integrated and strengthened.
Level of Indicator: Outcome.
DESCRIPTION
Definition: This indicator tracks the number of MOGE provincial and district offices that have developed and use a system to routinely track early grade reading. The number counted towards targets represents the total number of MOGE provincial and district offices (DEBS, PEOs) that have determined reading tracking targets and tool(s) and generate a report on early reading performance at schools
Unit of Measure: Number of districts and provinces that track breaking-through reading levels using data generated from breakthrough-to-literacy assessments.
Disaggregation: 1. National, Province, District 2. Type of school 3. Type of tracking system
Justification of Management Utility: This measurement is linked to the strengthening of systems and changing the attitudes of administrators so that they begin using data to track reading levels and make informed management decisions based on this data. An increase in the number of provincial and district offices (at national, province, and district levels) tracking reading shows general improvement in the availability of data and relevant stakeholders' drive to make use of the available data. Comparisons across districts and provinces, taking into account where tracking systems have been developed and implemented, will also allow identification and modeling of provinces and districts that are more receptive to the new systems put in place. An increase in the number of provincial and district offices tracking reading levels can be linked to SIR categories on systems strengthening, and secondarily to decentralization, so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Task area leaders liaising with national level counterparts, and Provincial Advisors working in collaboration with the designated staff of the DEBS and PEOs, to collect data and utilize for project reporting and analysis by the M&E specialist.
Data Collection Method: Quantitative and qualitative data will be acquired from each national, province, and district management unit by the Provincial Advisors in conjunction with the local M&E specialist in order to determine whether or not these management units are tracking reading levels. Data in the following years will be viewed in light of other relevant indicators, the results of which will be collated to project database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with annual assessments for report on progress. Monthly data collected and validated for quality.
Individual Responsible: task area leaders, provincial advisors with supervision from the M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: Provinces might only report information at a higher level hence potential for underreporting.
Actions Taken or Planned to Address Limitations: Data collectors to document all administrative levels that have come up with ways of tracking reading data.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 3
Date of Initial Data Quality Assessment: Internal data quality assessment will be conducted annually through field visits, feedback with data collators and report reviews.
Date of Next Data Quality Assessment: Next external DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E specialist, and respective task leaders
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.
Frequency of Reporting: Baseline report within first 18 months of project, fiscal reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 3														
BASELINES AND TARGETS														
Baseline: 0 Province and 0 Districts														
Regions	Baseline	FY1 Target	FY 1 Actual	FY 2 Target	FY 2 Actual	FY 3 Target	FY 3 Actual	FY 4 Target	FY 4 Actual	FY5 Target	FY 5 Actual	Life of project target	Actual to date	Comment
Annual Totals	0	0	5	20	51	20	94	20	61	0	0	60	94	157% achievement
This sheet was last updated on: February 2, 2016														
Critical Assumptions: The provincial and district offices use the information generated from the systems to inform decision-making.														

4. Outcome: Number of MOGE management units that use reading tracking tools to develop and disseminate reading improvement plans

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 4
Indicator: Number of MOGE management units that use reading tracking tools to develop and disseminate reading improvement plans
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened.; Task Area 4: Decentralization for improved education management reform in support of improved learner performance measurement
Level of Indicator: Outcome
DESCRIPTION
Definition: This indicator measures the shift in priorities at national, province, and district level to focus on management for reading improvement as a gateway to improving learner performance. Reading improvement strategies are defined by each management unit in the strategic plans developed with project support. Having developed these strategies is not sufficient; strategies need to be <i>in use</i> in order for the districts and provinces to be counted. The number counting towards targets will include all management units (with or without improvement plan/system) that have a reading tracking systems, reading developed improvement plan and are implementing specific reading improvement strategies
Unit of Measure: Number of provincial and district offices implementing reading improvement strategies.
Disaggregation: <ol style="list-style-type: none"> 1. National, province, district 2. Type of school 3. Type of system
Justification of Management Utility: One of the project objectives is to focus education management around learning outcomes, particularly reading. Simultaneously, the project is advocating a shift toward a more decentralized system in which each province and district is responsible for its own performance and subsequent improvement in learner performance. The number of MOGE national, provincial and district offices (national, provincial, and district) implementing reading improvement plans and strategies indicates both a shift in priority toward improving reading in early grades, and also the willingness to embrace more decentralized authority for changing learner performance. As the number increases, more localities are internalizing and taking advantage of changes in the education system, indicating greater project progress. An increase in the number of Provinces and Districts implementing reading improvement strategies can be linked to SIR 1 categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Decentralization advisor and provincial advisors working in collaboration with the national directorates, DEBS and PEOs to collect data from all levels submitted and reviewed for reporting to USAID by the project team and project-supported information management systems. (Indicator 2).
Data Collection Method: Quantitative and qualitative data will be acquired from each management level by task area leaders and provincial advisors in conjunction with the M&E specialist in order to determine the number of districts, provinces, and national management units implementing reading improvement strategies. Scores will be viewed in light of other relevant indicators, the results of which will be collated to Project Database which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: M&E specialist
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 4
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party and M&E specialist.
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 4

BASELINES AND TARGETS

Baseline: 0 province and 0 Districts

Regions	Baseline	FY 1 Target	FY 1 Actual	FY 2 Target	FY 2 Actual	F Y 3 Target	FY 3 Actual	F Y 4 Target	FY 4 Actual	FY5 Target	FY 5 Actual	Life of Project targets	LOP Actual	Comment
Annual Totals	0	0	0	46	National: 1 Provincial: 10 Districts:8 1	20	10	10	24	0	0	76	126	166% achievement

This sheet was last updated on: February 2, 2016

Critical Assumptions: Schools implement strategies aimed at improving reading and provide necessary information to districts. Districts report accurate information to project.

5. Outcome: Number of policies developed by MOGE as a result of higher education research activities

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 5
Indicator: Number of policies developed by MOGE as a result of higher education research activities
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems Strengthened. Task Area 5: Engage Zambian institutions of higher education in educational research related to oversight, management, accountability and improved reading.
Level of Indicator: Outcome
DESCRIPTION
Definition: This indicator measures the outcome of collaborative efforts between MOGE and higher education institutions. Policies developed include new policies, which are created as well as the reformation of existing ones. Polices include documents produced at provincial, district and school level that inform decision-making and guide actions. To be counted, the policies must be influenced by the project-supported applied research. Developed means that the policies are actively implemented.
Unit of Measure: A policy that has been created or modified as a result of collaboration between the MOGE and higher education institutions' research efforts.
Disaggregation: 1. Type of document 2. Reading focused 3. Type of institution 4. Province, district, school 5. Sex 6. OVCs
Justification of Management Utility: One of the objectives of the project is to facilitate engagement between Higher Education Institutions and the MOGE in order to collaboratively address some of the issues faced in the Zambian education system regarding learner performance. One of the ways in which the outcome of this collaboration will be seen is in terms of the number of policies developed (either newly created or the modification of existing ones) as a result of the two institutions collaborating. An increasing number of policies will indicate increased collaboration, research activities associated with learner performance, and a general drive toward addressing existing problems and improving current systems. This can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Policy and research advisor, interns, provincial advisors, MOGE
Data Collection Method: The policy and research advisor will acquire all quantitative and qualitative data pertaining to the number of polices developed as a result of collaboration between the MOGE and higher education institutions. The M&E specialist will then obtain this information from the Policy and research advisor. Copies of the actual policies will be filled at head office Scores will be viewed in light of other relevant indicators. Responses will be collated to project database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with semiannual assessments for report on progress during the year. This information will be collected immediately once policy is signed by ministry administrators.
Individual Responsible: Policy and research advisor, M&E specialist
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 5
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E specialist
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 5

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	FY 1 Target	FY 1 Actual	FY Target 2	FY 2 Actual	FY3 Target	FY 3 Actual	FY 4 Target	FY 4 Actual	FY 5 Target	FY 5 Actual	Life of project targets	LOP Actual	
Annual Targets Totals	0	0	0	1	3	2	0	1	10	1	0	5	13	260% Achievement

This sheet was last updated on: February 2, 2016

Critical Assumptions: Higher education institutions and MOGE are willing to collaborate with one another. Higher education institutions and MOGE are willing to undertake research focused on improving learner performance.

6. Output: Number of education research internships completed

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 6
Indicator: Number of education research internships completed
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened., Task Area 5: Zambian institutions of higher education engaged in MOGE policy research and analysis
Level of Indicator: Output
DESCRIPTION
Definition: This indicator measures the outcome of collaborative efforts between the MOGE and Higher Education Institutions to conduct applied education research through students and professors at local universities and colleges.
Unit of Measure: Number of interns that complete internships in education research on topics and needs identified through collaboration between MOGE and higher education institutions.
Disaggregation: 1. Institution 2. Sex 3. Qualification 4. District, Province
Justification of Management Utility: One of the objectives of the project is to facilitate engagement between Higher Education Institutions and the MOGE in order to collaboratively and meaningfully address issues faced in successful delivery of education services. Research based on, and applied to the classroom, is needed to identify and advance locally appropriate education leadership and management practices. One of the ways in which the outcome of this collaboration will be seen is through applied research conducted by students (interns) and faculty of higher education institutions on topics selected jointly by MOGE and the academic community. This can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Higher education institutions, policy and research advisor, interns, provincial advisors, MOGE.
Data Collection Method: The policy and research advisor will acquire all quantitative and qualitative data pertaining to the number of internships completed as a result of collaboration between the MOGE and higher education institutions. The M&E specialist will then obtain this information from the Policy and Research Advisor. Scores will be viewed in light of other relevant indicators. Responses will be collated to project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with annual assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: Policy and research advisor, M&E specialist
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 6

Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.

Review of Data: Data is reviewed by chief of party, M&E specialist

Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.

Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.

Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 6

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	Fiscal Year 1	FY 1 Actual	Fiscal Year 2	FY 2 Actual	Fiscal Year 3	FY 3 Actual	Fiscal Year 4	FY 4 Actual	Fiscal Year 5	FY 5 Actual	Life of project Target	Life of Project Actual	Comment
Annual Totals	0	0	0	12	28 (M: 8, F: 20)	20	25 (M:7, F:18)	18	19 (M:10 F:9)	0	0	50	72	144% achievement

This sheet was last updated on: February 2, 2016

Critical Assumptions: Both higher education institutions and MOGE are willing to collaborate with one another. Students are willing to accept internship positions.

7. Output: Number of individuals who received testing and counseling (T&C) services and received their test results (PEP)

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 7 (PREV 8)
Indicator: Number of individuals who received testing and counseling (T&C) services and received their test results (PEP)
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 4: HIV/AIDS impact on education sector mitigated; Task Area 3: MOGE's management of HIV/AIDS workplace programs institutionalized
Level of Indicator: PEPFAR mandatory output (P11.1.D)
DESCRIPTION
Definition: This indicator measures the number of MOGE staff and students who receive project-supported testing and counseling services and have received their test results. Service delivery points may include fixed health care facilities such as, hospitals, public and private clinics, free standing sites not associated with medical institutions, mobile testing centers, and workplace testing events.
Unit of Measure: Number of individuals who have received testing and counseling, and their test results.
Disaggregation: 1. National, provincial, district, zone and school 2. MOGE staff, students 3. Type of school 4. Age (<15, 15+) 5. Sex 6. Test results
Justification of Management Utility: One of the project objectives is to mitigate the impact of HIV/AIDS on the education sector. In order to achieve this STEP-Up aims to reach out to those individuals associated with the education sector and provide Testing and Counseling (T&C) services. This will increase HIV/AIDS awareness, promote healthy attitudes and behaviors, and also inform those tested of their status so that those positive can receive the necessary medical care. The vehicle for providing these services will be through a series of health fairs to be held in all provinces of Zambia that specifically target educators and their families. Tracking the number of individuals reached will provide an indicator of the scope of reach of the project and can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: HIV/AIDS advisor, local subcontractors, provincial advisors
Data Collection Method: Local subcontractor and project M&E staff at health fairs will record the number of individuals who have received T&C, and their results. The data will be conveyed to the HIV/AIDS advisor. Provincial advisors and the local M&E specialist will collect data from the HIV/AIDS advisor. Scores will be viewed in light of other relevant indicators. Responses will be collated to project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first 18 months of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: HIV/AIDS advisor; M&E specialist
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 7 (PREV 8)
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E specialist
Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 7

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	FY 1 Target	FY 1 Actual	FY Target 2	FY 2 Actual	FY 3 Target	FY 3 Actual	FY 4 Target	FY 4 Actual	FY 5 Target	FY 5 Actual	Life of Project Target	Life of Project Actual	Comment
Totals	0	0	237	25,000	23,346 (M: 10968 F: 12,968)	15,000	16,318 (M:7,836 F:8,482)	10,000	18,234 (M:7623 F:10,611)	0	N/A	50,000	58,135	116% achievement

This sheet was last updated on: February 2, 2016

Critical assumptions: Health service delivery points supported by the project are well attended. Local subcontractors properly monitor and report results of the health fairs.

8. Output: Number of education administrators and officials successfully trained with U.S. government support

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 8 (PREV.11)
Indicator: Number of administrators and officials successfully trained with U.S. government support
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened; SIR 3: Equitable access to education increased
Level of Indicator: USAID mandatory output/operational plan
DESCRIPTION
Definition: Number of education officials or administrators of education programs who receive training in aspects of their current positions. Training includes but is not limited to strategic planning workshops for MOGE province and district staff. Sample topics of training include decentralization, communications, data collection, policy and research, management and governance, reading, and learner performance. Successful completion requires that participants meet the completion requirements of the training program, which includes full attendance and completing daily evaluations. Training should be at least 3 working days, 24 hours in duration. An individual trainee, even if s/he is trained in more than one area or instance of training that year should be counted only once.
Unit of Measure: Administrators and officials who have received successful training with U.S. government support
Disaggregation: 1. National, province, district 2. Sex 3. Duration 4. Position 5. Training themes
Justification of Management Utility: Empowerment needs to occur on an individual level in order for systems to successfully function at macro levels. Administrators and officials will acquire the skills that will enable them to take charge and full advantage of the current system and those which are being strengthened, whilst facilitating the development of local strategic plans to address specific issues. Training more administrators and officials will create more internal ownership within the Zambian education system, and will also identify which provinces and districts are in good position to adopt the systems which have been developed and which are still in need of additional training. The number trained can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Post evaluations collected by project staff
Data Collection Method: Attendance registers will be kept of all administrators and officials attending and completing training. Designated project staff will collect these registers on a quarterly basis. Scores will be viewed in light of other relevant indicators. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: Designated project staff; M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 8 (PREV.11)
Date of Next Data Quality Assessment: January 2015 – April 2015.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party and M&E specialist.
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 8

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	FY 1 Target	FY 1 Actual	F Y 2 Target	FY 2 Actual	FY3 Target	FY 3 Actual	F Y4 Target	FY 4 Actual	F Y 5 Target	FY 5 Actual	Life of Project target	Life Project Actual	Comment
Totals	2,477 (1,534 M; 943 F)	200 (100 M; 100 F)	425 (M 300, 125 F)	1,531 (1,167 M; 364 F)	2,630 (1891 M; 739 F)	350 (M:245 F:105)	484 (M:318, F:166)	200 (M: 120, F: 80)	701 (M:433 F: 268)	350 (M: 210, F:140)	246 (M:184 F:62)	2,631 (1579 male; 1052 female)	4923 (M: 3,436, F:1487)	

This sheet was last updated on: February 2, 2016

Critical assumptions: Participants submit post evaluation forms. U.S. government support is consistently provided through the program. Numbers were updated based on discussions with USAID.

9. Outcome: Number of districts tracking resource allocations for equitable access to education

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 9 (PREV.12)
Indicator: Number of districts tracking resource allocation for equitable access to education
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 3: Equitable access to education increased; Task Area 2; Equity as a central theme in policy development and education management reform promoted; STA 2.1: Performance of OVCs addressed in MOGE strategic plans at province and district levels; STA 2.2: MOGE tools for tracking and monitoring equity improved at province and district levels.
Level of Indicator: Outcome
DESCRIPTION
Definition: This indicator monitors funding for, but not limited to, gender-related issues and OVCs in districts. Resource allocations pertain, amongst other items, to school text books, school feeding programs, guidance and counseling services, and bursaries for vulnerable groups.
Unit of Measure: Districts, which track resource allocation that specifically contributes to, facilitates, enables or promotes equitable access to education for disadvantaged populations including OVCs, girls and the disabled.
Disaggregation: 1. Province, district 2. Sex 3. OVCs
Justification of Management Utility: One of the objectives of STEP-Up is to improve equitable access to education, with specific reference to sex and OVCs. Districts allocate resources to schools to address issues dealing with equitable access to education. The onus, however, falls on the schools to use these resources for their intended purposes. Districts need to track school expenditure to ensure that these funds are properly allocated. Monitoring the number of districts tracking expenditure pertaining to equitable access indicates positive attitudes toward improving education for OVCs and vulnerable groups equitable access. This can be linked to SIR categories so that results can be linked to project activities.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Designated staff at the DEBS.
Data Collection Method: District information will be conveyed from designated staff at the DEBS to the provincial advisors. Provincial advisors will collect this data as well as information from a Provincial level and pass it on to the M&E specialist. Scores will be viewed in light of other relevant indicators. Responses will be collated to project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: Provincial advisors; M&E specialist
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 9 (PREV.12)
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the data analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party, M&E specialist
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 9														
BASELINES AND TARGETS														
Baseline: 0														
Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	40	2	23	0	20	-	83	34	41% achievement
This sheet was last updated on: February 2, 2016														
Critical assumptions: Districts staff trained and willing to track resource allocation.														

10. Outcome: Number of districts that have reallocated resources in support of equity

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10 (PREV. 13)
Indicator: Number of districts that apply resources in support of equity
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 3: Equitable access to education increased; Task Area 2: Equity as a central theme in policy development and education management reform promoted; STA 2.3: Tools to support resource allocation for equitable access created.
Level of Indicator: Outcome
DESCRIPTION
Definition: This indicator monitor's district response to equitable resource allocation to education needs especially those that are most disadvantaged, including OVCs, girls and the disabled. Beyond tracking whether resources are allocated to disadvantaged populations, this indicator measures whether districts applying the allocated funds to address needs of vulnerable populations on an ongoing basis. The production of this data can be linked to SIR categories so that results can be linked to project activities.
Unit of Measure: A district that reallocates funding to promoting, facilitating or enabling access to equitable education for disadvantaged populations, including OVCs, girls and the disabled.
Disaggregation: 1. Province, district 2. Resource allocation category 4. Type and quality of resource allocation
Justification of Management Utility: One of the objectives of STEP-Up is to improve equitable access to education, with specific reference to sex and OVCs. Districts allocate resources to schools to address issues dealing with equitable access to education. Districts track school expenditures to ensure that funds are properly allocated as planned and based on need. This indicator measures how districts assess expenditures and reallocate funding to address the needs of vulnerable populations.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: Designated staff at DEBS and EMIS annual census
Data Collection Method: District information will be conveyed from designated staff at the DEBS to the provincial advisors. Provincial advisors will collect this data as well as information from a provincial level and submit to the M&E specialist. Data will also collected via EMIS annual census. Scores will be viewed in light of other relevant indicators. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with annual assessments thereafter. Within two weeks of source data collected and validated for quality.
Individual Responsible: Pas; M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10 (PREV. 13)

Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.

Review of Data: Data is reviewed by chief of party, M&E specialist.

Presentation of Data: Tables and narrative explanations highlighting separate noteworthy achievements.

Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.

Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	40	2	23	0	20	-	83	32	39% achievement
This sheet was last updated on: February 2, 2016														
Critical assumptions: Districts will be willing to track resource allocation in support of gender/equity.														

11. Output: Number of PPPs that have made commitments to support education improvement programs

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 11 (PREV. 1)
Indicator: Number of PPPs ² that have made commitments to support education improvement programs
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened;
Level of Indicator: USAID mandatory output/operational plan
DESCRIPTION
Definition: This indicator measures the number of PPP commitments, including financial, material or technical support aimed at improving education.
Unit of Measure: Any material, technical support or financial commitment made by a non-government agent in support of MOGE education improvement initiatives.
Disaggregation: 1. Province, district 2. PPP partner 3. Type of support (material, financial, technical support) 4. cost equivalent of support
Justification of Management Utility: Non-governmental agents, particularly the private sector investing in the communities in which they are based augment the resources available for MOGE education improvement programs. This indicator measures the extent to which relationships are forged and cemented by actual support provided by the private sector.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: DEBS, PEOs
Data Collection Method: Designated project staff will collect this information on a quarterly basis. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: Designated project staff, PAs, task manager; M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: most of these commitment will be verbal hence no documentation might be found except minutes in some instances
Actions Taken or Planned to Address Limitations: STEP-Up will request PPPs to put their commitments in writing for follow up and easy reference.
Date of Initial Data Quality Assessment: January 2015 – April 2015
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING

² PPP defined as any and all non-governmental agents, especially private sector, that support in kind or financially MOGE activities related to improved education in support of schools, teachers and learners

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 11 (PREV. 1)

Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.

Review of Data: Data is reviewed by chief of party and M&E specialist.

Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.

Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.

Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 10														
BASELINES AND TARGETS														
Baseline: 0														
Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	5	2	5	4	0	-	10	7	70% achievement
This sheet was last updated on: February 2, 2016														
Critical assumptions: PPP are willing to support education programs and the project have the capacity to engage with Private sectors.														

12. Outcome: Number of districts generating and disseminating quarterly reports from the Learner Performance Tracking System

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 12 (PREV. 15)
Indicator: Number of districts generating and disseminating quarterly reports from the Learner Tracking System (LLPT)
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened;; SIR 3: Equitable access to education increased
Level of Indicator: USAID mandatory output/operational plan
DESCRIPTION
Definition: This indicator is a measure of the capacity of districts to use LEMIS to generate and disseminate reports to key stakeholders.
Unit of Measure: District disseminating quarterly reports generated from LLPT.
Disaggregation: 1. Province 2. District 3. Type of Report 4. Type of Stakeholder
Justification of Management Utility: In districts where the LLPT is set-up, dissemination of LLPT generated reporting to stakeholders enables stakeholders to make informed decisions based on reliable, relevant and timely data. Dissemination also indicates collaboration with all stakeholders in a district, which promotes collective action and ownership over learner performance improvement.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: DEBS
Data Collection Method: Designated project staff will collect this information on a quarterly basis from DEBS. Scores will be viewed in light of other relevant indicators. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: Designated project staff; M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: Missing quarterly reports
Actions Taken or Planned to Address Limitations: Train district personnel on the importance of generating reports for decision making
Date of Initial Data Quality Assessment: January 2016
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party and M&E specialist.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 12 (PREV. 15)

Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.

Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.

Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 12														
BASELINES AND TARGETS														
Baseline: 0														
Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	20	0	20	0	0	-	40	24	60% achievement
This sheet was last updated on: February 2, 2016														
Critical assumptions: Districts are willing to use developed tools to track resource allocated and trained														

13. Outcome: Number of districts and provinces whose DMC meet at least quarterly to review and analyze data

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER:13 (PREV. 16)
Indicator: Number of districts and provinces whose DMC meets at least quarterly to review and analyze data
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened; SIR 3: Equitable access to education increased
Level of Indicator: Project Output
DESCRIPTION
Definition: This indicator is a measure of commitment of district and provinces to use information for decision making.
Unit of Measure: District and province with a DMC that meets at least quarterly to review and analyze data.
Disaggregation: <ol style="list-style-type: none"> 1. Province 2. District 3. DMC
Justification of Management Utility: Newly formed DMCs are expected to meet regularly to review LLPT generated reporting. It is critical that DMCs meet at least quarterly in order to make timely policy recommendations to MOGE provincial and district offices.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: DMCs, DEBS, PEOs
Data Collection Method: Designated project staff will collect this information on a quarterly basis. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during the year. Within two weeks of source data collected and validated for quality.
Individual Responsible: Designated project staff, Pas; M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party and M&E specialist.
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER:13 (PREV. 16)

Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.

Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 13														
BASELINES AND TARGETS														
Baseline: 0														
Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	40	37	11	15	0	-	51	52	102% achievement
This sheet was last updated on: February 2, 2016														
Critical assumptions: The DMC will have enough time to hold quarterly meetings.														

14. Outcome: Number of guidelines, management actions, or advisory memos generated as a result of Learner performance tracking system data analyses conducted by DMCs

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 14 (PREV. 17)
Indicator: Number of guidelines, management actions, or advisory memos generated as a result of LLPT data analyses conducted by DMCs
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened; Task Area 1: Systems for improved decision-making integrated and strengthened.
Level of Indicator: USAID mandatory outcome/operational plan
DESCRIPTION
Definition: This indicator measures the output of DMC data review meetings. DMC meetings are expected to generate information that will influence decision making at the province and district levels. The guidance, policies and memos need to be circulated to relevant stakeholders.
Unit of Measure: A policy, memo or guideline produced by the DMC aimed at improving learner performance based on data derived from Learner Performance Tracking system reports.
Disaggregation: 1. Province 2. District 3. Type of documents (memo, guidelines, policy) 4. Type of stakeholder (MOGE management unit, PPP, PTA, zone, school)
Justification of Management Utility: Data management committees are expected to manage and analyze data at the district level and to provide recommendations based on data to decision-makers. This indicator marks the institutionalization of data-driven decision-making.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: DMC, DEBS, PEOs, and stakeholders
Data Collection Method: Designated project staff will collect this information on a quarterly basis. Scores will be viewed in light of other relevant indicators. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with quarterly assessments for report on progress during following years. Within two weeks of source data collected and validated for quality.
Individual Responsible: Designated project staff; M&E specialist
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance:
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment:
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 14 (PREV. 17)

Review of Data: Data is reviewed by chief of party and M&E specialist.

Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements and challenges.

Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.

Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 14														
BASELINES AND TARGETS														
Baseline: 0														
Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	40	0	11	0	0	-	51	35	69% achievement
This sheet was last updated on: February 2, 2016														
Critical assumptions: They will have the capacity to analyze the data and make appropriate policy recommendation														

15. Outcome: Number of district / province strategic plans that have rated higher in quality based on the LPIS scoring rubric.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 15 (PREV. 18)
Indicator: Number of district / province strategic plans that have rated higher in quality based on the LPIS scoring rubric.
RELATIONSHIP TO USAID OBJECTIVES
USAID Strategic Objective: Human Capital Improved
Intermediate Results: Education achievement in reading improved by 2017
RELATIONSHIP WITHIN STEP-UP ZAMBIA RESULTS FRAMEWORK
Program Objective: SIR 1: MOGE's systems strengthened.
Level of Indicator: Outcome
DESCRIPTION
Definition: This indicator measures the quality of LPIS using the strategic plan rubric scoring parameters. In the rubric, quality is represented by 10 categories, each with four gradations of quality and associated definitions and scoring. Scores for each of the ten categories are averaged and each LPIS receives one score representing the quality of the plan. Increasing average scores for a strategic plan represents quality improvement.
Unit of Measure: Average score of 10 categories representing aspects of LPIS' quality as defined by the LPIS rubric scoring parameters. The average score across all ten categories marks the score of quality of the LPIS. An increase in the average score over time of an LPIS represents improvement of that plan.
Disaggregation: 1. Province 2. District 3. Average Score 4. Category of quality (per rubric)
Justification of Management Utility: Improved quality of LPIS, which are data-driven and devised by local authorities in a decentralized manner, will address challenges that local MOGE administrators face in the most cost-effective manner. High quality strategic plans offer a tool for MOGE administrators to track progress against targets and hold authorities accountable for results.
PLAN FOR DATA ACQUISITION (COLLECTION AND COLLATION)
Data Source: DEBS and PEOs
Data Collection Method: Provincial advisors collect data from designated staff at DEBS and PEOs. Education specialist (PA supervisor) collects and collates data and sends to M&E specialist. Scores will be viewed in light of other relevant indicators. Responses will be collated to Project M&E database, which will manage information for reporting purposes.
Frequency and Timing of Data Collection: Baseline data should be collected within the first year of the program with annual assessments thereafter. Within two weeks of source data collected and validated for quality.
Individual Responsible: Education Specialist (PA supervisor); M&E specialist.
Location of Data Storage: Physical data will be maintained by project technical staff in appropriate secure filing system. Electronic data will be maintained in central server in project office.
Estimated Cost of Data Acquisition: Part of internal project functions therefore no additional cost to the project.
DATA QUALITY ISSUES
Known Data Limitations and Significance: Availability of LPIS. DEBS/PEO willingness to participate in review process.
Actions Taken or Planned to Address Limitations:
Date of Initial Data Quality Assessment: To be determined.
Date of Next Data Quality Assessment: Next full DQA will be based on progress toward institutionalizing RDQA process within MOGE. Expected to take place in years 3 and 5 so that efficacy of RDQA processes in intermediate years can be assessed.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 15 (PREV. 18)
Procedure for Data Quality Assessment: Refer to DQA methodology within PMEP for the DQA process.
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Data Analysis: Data analysis will be detailed in the Data Analysis plan that will accompany the baseline study. There are distinct measures that are applicable to each province that will take into account the baseline information collected at project start-up.
Review of Data: Data is reviewed by chief of party and M&E specialist.
Presentation of Data: Tables and narrative explanations highlighting noteworthy achievements or challenges.
Frequency of Reporting: Baseline report within first 18 months of project, quarterly reports and project closeout reports.
Using Data: Data is used to determine if program activities have any impact on improved learner performance.

PERFORMANCE INDICATOR REFERENCE SHEET NUMBER: 15

BASELINES AND TARGETS

Baseline: 0

Regions	Baseline	FY1 Target	Year 1 Actual	FY2 Target	Year 2 Actual	FY 3 Target	Year 3 Actual	FY 4 Target	Year 4 Actual	FY % Target	Year 5 Actual	LOP Target	LOP Actual	Comment
Average increase	0	0	0	0	0	65	53	26	0	0	-	91	53	54% achievement

This sheet was last updated on: February 2, 2016

Critical assumptions: Districts are willing to use developed tools to track resource allocated and trained

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