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Updated Matrix of Awardee Deliverables for USAID

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The Africa Education Initiative (AEI) is a $200 million presidential initiative administered by the United States Agency for International Development (USAID) Africa Bureau/Office of Sustainable Development/Education Division. The Textbooks and Learning Materials Program (TLMP) is one of AEI’s central programs. AEI is currently active in over 40 countries in sub-Saharan Africa, through 100+ distinct activities in girls’ education, teacher training, textbook development, and innovations in education. The TLMP specifically focuses on challenges relating to the lack of sufficient textbooks and other learning materials in sub-Saharan Africa.

The six TLMP Awardees are responsible for providing (that is, identifying, selecting, developing/adapting, printing, and assisting with distribution) a minimum of 600,000 copies of high quality, cost-effective education materials for use in primary schools in its host country. This program emphasizes strengthening the capacity of U.S. implementing partners to develop and sustain links with African institutions. Awardees include Alabama A&M University, Chicago State University, Elizabeth City State University, Mississippi Consortium for International Development, South Carolina State University, and the University of Texas at San Antonio. African partners are from Ethiopia, Ghana, Senegal, South Africa, Tanzania, and Zambia.

Africa’s progress also depends on the education of Africa’s children . . . If Africa is to meet its full potential, these children must have the chance to study and learn.

President George Bush  
June 26, 2003

1 White House, “Africa Education Initiative,”  
USAID developed this guidebook to:

**Explain Why TLMP Must Monitor and Evaluate.**

The guidebook explains the context of TLMP within USAID and the Africa Education Initiative and the policy imperative to monitor and evaluate programs.

**Show How to Develop a Results-Based Monitoring & Evaluation System to Assist with Project Management.**

The guidebook explains how to develop a Performance Monitoring Plan (PMP) and tracking system. The PMP is a key management tool that, along with other documents, such as the work plan, will better ensure desired results and positive formative and summative evaluations. The PMP template, definitions, and sample should be useful to the Awardees and clarify their roles as monitors and evaluators.

**Identify Monitoring, Evaluation and Reporting Information Required by USAID.**

USAID has identified the data submission requirements for the TLMP, including indicators of performance and achievement, and reporting templates and submission timeline.

**Provide References and Other Resources.**

Apart from resources provided at the TLMP workshop, the guidebook includes other useful resources.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS</td>
<td>Automated Directives System</td>
</tr>
<tr>
<td>AEI</td>
<td>Africa Education Initiative</td>
</tr>
<tr>
<td>AFR/SD/ED</td>
<td>Africa Bureau/Office of Sustainable Development/Education Division</td>
</tr>
<tr>
<td>CTO</td>
<td>Cognizant Technical Officer</td>
</tr>
<tr>
<td>IR</td>
<td>Intermediate Result</td>
</tr>
<tr>
<td>Exegesis</td>
<td>Exegesis Consulting</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>MSI</td>
<td>Minority Serving Institution</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>PMP</td>
<td>Performance Monitoring Plan</td>
</tr>
<tr>
<td>RFA</td>
<td>Request for Application</td>
</tr>
<tr>
<td>SO</td>
<td>Strategic Objective</td>
</tr>
<tr>
<td>TLM</td>
<td>Textbooks and Learning Material</td>
</tr>
<tr>
<td>TLMP</td>
<td>Textbooks and Learning Material Program</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
</tbody>
</table>
USAID Policy Is to “Manage for Results”

In recent years, there has been a global change in governmental accountability in response to numerous internal and external forces. As a recent World Bank publication states:

Stakeholders are no longer solely interested in organizational activities and outputs; they are now more than ever interested in actual outcomes. Have policies, programs, and projects led to the desired results and outcomes? How do we know we are on the right track? How do we know if there are problems along the way? How can we correct them at any given point in time? How do we measure progress? How can we tell success from failure?

“Managing for Results” is one of the core values of USAID program policies and required procedures, spelled out in its Automated Directives System (ADS). In the TLMP, USAID and its partners—the TLMP Awardees and their country partners—should agree on the results that they are seeking to achieve and then plan and implement activities accordingly.

USAID reports to policy makers on the results of the Africa Education Initiative programs, including TLMP. Therefore, just as AEI staff must manage for results and be prepared to report if specifically stated results have been achieved, the Awardees, as the AEI implementing partners, must ensure that their work and reporting is in alignment with USAID’s systems and requirements.

USAID recommends that Awardees design an M&E system that:

- Measures RESULTS
- Considers UTILIZATION
- Employs PARTICIPATORY TECHNIQUES

Understanding the following three complementary practical M&E approaches will guide Awardees in their design of an effective M&E system:

1. Results-Based Monitoring & Evaluation
2. Utilization-Based Monitoring & Evaluation
3. Participatory Evaluation

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Monitoring & Evaluation Guidebook for the AEI TLMP

What Is Results-Based Monitoring & Evaluation?

A results-based M&E system helps to better manage resources. It is used along with annual plans and other work plans for a total results-oriented system.

Monitoring

Traditional monitoring focuses on implementation monitoring: tracking inputs (budget, human resources); activities; and outputs (products or services produced from inputs, such as the number of textbooks and learning materials [TLM] produced).

An output must be measured through performance indicators and monitored to ensure that it is helping achieve the desired results. The number of TLM produced, for example, is an output; the output would help achieve AEI’s intended intermediate result, which is Strengthened Development and Distribution of Textbooks and Learning Materials.

Results-based monitoring focuses on how well a project, program, or policy is being implemented. In the TLMP Request for Application (RFA), there are capacity-building and sustainability objectives along with the education objectives, indicating that it is essential to monitor results in program implementation as well as TLM production and distribution. Ultimately, for example, textbooks and learning materials could be delivered without achieving capacity-building and sustainability objectives. Therefore, monitoring results along the way is essential.

From page 38 of the TLMP RFA.

The output results to be achieved by each Awardee are as follows:

• Strengthened capacity of the Awardee to ...
• Production of printed materials...
• Selection of a printer/publisher in Africa...
• Increased knowledge and skills of host country partners, including the MOE, and the Awardee through the active involvement of the partners in each stage and sharing of knowledge with partners, other TLMP Awardees, and the Awardee’s institution.

A stack of some of the books that are part of the Africa Education Initiative Textbooks Program, as seen on stage Jan. 17, 2006 in Accra, Ghana.
Evaluation

While monitoring describes what a project or program is doing, evaluation addresses why and how.

Results-based evaluation considers the monitoring data that addresses how well a project, program, or policy is being implemented and then probes further and asks why? For example, an evaluation examines how well each Awardee achieved its objectives and why the objectives were or were not met. Finding out why an objective has, or has not, been met is important. Also, by evaluating implementation across the six countries, comparative findings should provide valuable lessons for AEI as it moves forward. For example, what conditions create the best situation for successful TLM production and which create challenges?

Exegesis will collect monitoring data from all Awardees to evaluate TLMP; this will become part of the AEI evaluation. Monitoring data, therefore, is the foundation for evaluation.

What Is Utilization-Focused Monitoring & Evaluation?

In utilization-focused M&E, the monitoring and evaluation design and facilitation processes should take into consideration the intended use and the intended users of M&E products.

Utilization-focused M&E

• Moves from the abstract to the real and specific
• Allows intended users to do the monitoring and evaluating
• Is highly personal and situational
• Promotes action, reaction, and adaptation by evaluators and users
• Incorporates all relevant stakeholders

For TLMP this means that M&E should be conducted—and the results disseminated and discussed—for the purposes of programmatic improvement.

What Is Participatory Evaluation?

Experience shows that participatory evaluation improves program performance.

Participatory Evaluation

• Provides for active involvement in the evaluation process of those with a stake in the program (providers, partners, beneficiaries, and other stakeholders)
• Occurs throughout the evaluation
• Includes planning and design; gathering and analyzing data; identifying the evaluation findings, conclusions, and recommendations; disseminating results; and preparing an action plan to improve program performance

Participatory evaluation should yield collaboration between stakeholders in the African host countries, USAID, and the Awardee institutions.


USAID. “Conducting a Participatory Evaluation TIPS” Number 1 (1996).
**TLMP Monitoring and Evaluation**

TLMP monitoring and evaluation will take place on two levels:

**Level 1**

**Project Monitoring and Evaluation at the Awardee level:**

Each Awardee will monitor its own project according to the objectives/intermediate results, indicators, and activities that it has identified and designed. The Awardee will document its monitoring activities; this will serve as a record of activities during a particular performance period. The AEI Monitoring and Evaluation Contractor, Exegesis Consulting, will not evaluate individual Awardees, but rather, the TLMP as a whole.

**Level 2**

**Overall TLMP Program Monitoring and Evaluation.**

Exegesis Consulting will prepare an interim monitoring report and a summative evaluation of the integrated TLMP to see how well the program has performed in achieving its intermediate results. According to USAID, the intermediate result (IR) is an essential step to achieving a strategic objective (SO), which is the most ambitious result that the USAID initiative can materially affect. “The IR is a measurable result that may capture a number of discrete and more specific results.” In conducting its comprehensive program evaluation, Exegesis will review Awardee monitoring documents. While Exegesis is not evaluating each individual Awardee, Exegesis’ TLMP monitoring and evaluation reports will highlight Awardees’ projects using information from Awardees’ monitoring reports, direct observations, and other information gathered by Exegesis.

By working collaboratively, USAID, Exegesis, and the Awardees will be able to track if activities are moving in the right direction, suggest potential adaptations for subsequent stages, and provide data to monitor and evaluate if results are being achieved. This process will ultimately ensure that AEI’s Strategic Objective of Improved Education Programs in Africa is met.

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**Program vs. Project Definitions**

- A program is a series of projects with a common strategic objective.
- A project is a series of activities with set objectives, designed to produce a specific result in a specified time.


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**M&E must be integrated into the program and project cycles.**

Monitoring and evaluation is part of both the individual project and larger program management cycles; it is not a phase tacked on to the end. Figure 2, on the following page, illustrates this point. Furthermore, Figure 2 shows Exegesis in the middle of the program cycle to convey a second point: while each Awardee is required to monitor and evaluate its individual project, Exegesis is required to monitor and evaluate TLMP overall; monitoring and evaluation is therefore occurring on parallel levels—at the individual project and overall program levels. For both parties, success at the initiative level is the ultimate goal.
Figure 2 shows the cycle of the TLMP program. Figure 3 shows the same cycle, but tailored to the Awardee's project cycle. Included are the major activities and deliverables that occur at each stage of the project cycle.

**TLMP Project Cycle (Includes Major Activities)**

<table>
<thead>
<tr>
<th>Attend Post-Award Workshop</th>
<th>Implementation &amp; Monitoring</th>
<th>Evaluation</th>
<th>Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Post-Award Workshop</td>
<td>Complete Operational Work Plan</td>
<td>Conduct Field Test</td>
<td>Annual Work Plan Update</td>
</tr>
<tr>
<td>Conduct Country Assessment</td>
<td>Design Learning Materials Outline and Roadmap to Publication</td>
<td>Record Lessons Learned</td>
<td>Annual PMP Update</td>
</tr>
<tr>
<td>Conduct Organizational Assessment</td>
<td>Complete Final Draft Learning Materials</td>
<td>Success Stories</td>
<td>TLM ready for publication</td>
</tr>
<tr>
<td>Work Plan (Activity Design Plan)</td>
<td>Design M&amp;E/PMP Plans</td>
<td></td>
<td>TLM Production</td>
</tr>
<tr>
<td></td>
<td>Monitor activities with Tracking Form</td>
<td></td>
<td>TLM Distribution</td>
</tr>
<tr>
<td></td>
<td>Write Quarterly Technical and Financial Reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3  TLMP Project Cycle

- Submitted with Quarterly Report Deliverable
- Separate deliverable to USAID for African Institution

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Monitoring & Evaluation Guidebook for the AEI TLMP — 10
Introduction

This section defines, illustrates, and outlines the monitoring and reporting process. It is intended to guide each team in the creation of a Performance Monitoring Plan (PMP) and tracking system.

There are four steps in the monitoring and reporting process:

1. Creating a PMP
2. Incorporating the PMP tasks into the work plan
3. Recording and tracking data
4. Reporting to USAID

The narrative should also include the following information on each TLM:

- Type(s) of TLM (math textbook, concept book, science workbook, etc.)
- Grade level(s) of each TLM
- Intended beneficiaries (i.e. All 6th grader, 5th grader in regions A, B, and C, specific schools, out-of-school youth, etc.)
- Language(s) of each TLM
- Number of copies of each TLM to be produced
- Percentage of total Awardee budget allocated to each TLM(s)

Step One: Creating a PMP

The PMP Context and Narrative

Before creating the actual PMP, Awardees should write a narrative that summarizes the project and provides the PMP background. This information should be consistent with information provided in the Learning Material Outline and Roadmap to Publication. If already completed, the Design/Plan information can be utilized to write the narrative or vice versa. Writing this narrative may help you become aware of areas of design that need clarifying or strengthening.

Please provide a brief, two paragraphs or less description of each of the following:

- TLM problem or gap that this project addresses
- Approach to addressing cross-cutting themes (HIV/AIDS and community participation)
- All partners involved and brief description of their involvement
- Approach for production and distribution
- Strategy for orienting educators to the new materials
- Approach to sustainability and innovation
- Strategy for assessing utilization
- Other project elements

Details can be found on page 35 of the TLMP RFA.
The PMP

The PMP is a tool that USAID implementing partners use to plan, manage, and document performance data collection. The PMP tool “contributes to the effectiveness of the performance monitoring system by assuring that comparable data will be collected on a regular and timely basis.”

The purpose of developing a PMP is to:

• Ensure the TLMP’s success by providing a means of measuring and tracking program achievements, as well as problems encountered and solutions developed
• Meet the RFA requirements (Monitoring and evaluating progress is Task 6 in the RFA, which states, “monitoring will focus on progress based upon: annual work plan; achievement indicators of programs outputs; and implemented/completed milestones”)
• Serve as a guide by which to monitor program activities over time
• Synchronize each Awardee’s monitoring and evaluation activities with the monitoring and evaluation activities conducted by Exegesis Consulting

At a minimum, the PMP should include:

• A detailed definition of each performance indicator
• The source, method, frequency, and schedule of data collection
• The team or individual responsible for ensuring data are available on schedule

Other possible elements to incorporate are:

• How the performance data will be analyzed
• How it will be reported, reviewed, and used to inform decisions

The PMP Template and Supporting Documents

During the post-award TLMP workshop, Exegesis shared with Awardees the TLMP M&E framework document. Per the request of several teams at the workshop, Exegesis has developed a more utilization-focused template and supporting documents to guide the teams through the M&E process. The concepts from the M&E framework are incorporated into the following documents so that the PMP template and sample are comprehensive and functional.

These documents are as follows:

A. An Intermediate Results Flowchart page 13
B. PMP Definitions page 14
C. PMP Template page 16
D. PMP Example pages 17-22
E. Sample M&E Tasks in Work Plan page 19
F. M&E Tracking Form page 25

A. The TLMP Intermediate Result Flowchart

Figure 4, on the following page, shows the links between the results to be attained at the overall program level and those at the six Awardee’s project level. The activities that the Awardees manage enable the TLMP to achieve its results. In turn, the TLMP results, coupled with the results that the other AEI programs achieve, will result in the achievement of the highest level AEI Strategic Objective: Improved education programs in Africa.

The flowchart’s purpose is twofold:

1) To illustrate how the results sought through the individual project of each Awardee fit within the AEI; and,
2) To break down the two main intermediate results as stated in the RFA (shaded in yellow) into smaller sub-intermediate results (shaded in green), each of which requires a set of indicators. In other words, performance indicators should be established to measure progress on each sub-intermediate result (although not simultaneously). The flowchart demonstrates how meeting each sub-IR contributes to the success of each TLMP project, the overall TLMP, and the AEI.

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USAID, “Performance Monitoring Evaluation TIPS * Numbers 6 & 7 (1996);
HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

AEI Strategic Objective:
Improved Education Programs in Africa

AEI RESULT 1:
Promoted Equitable Access to Quality Basic Education

AEI RESULT 2:
Increased Support for Teacher Training Programs

AEI RESULT 3:
Strengthened Development & Distribution of Textbooks & Learning Materials

AEI RESULT 4:
Built Institutional Capacity

Awardee's IR 1
Provided a minimum of 600,00 copies of high quality, cost effective textbooks and other learning materials

Awardee's IR 2
Built institutional capacity and created sustainable linkages between Awardees and African institutions

Awardee Sub-IR 2.1
Established functional operative partnerships

Awardee Sub-IR 2.2
Built institutional capacity

Awardee Sub-IR 1.1
Developed high quality learning materials

Awardee Sub-IR 1.2
Successfully produced and distributed learning materials to intended recipients

Awardee Sub-IR 1.3
Designed cost effective learning materials

Awardee Sub-IR 1.4
Incorporated the intended utilization of learning materials into project design

Figure 4: AEI Flowchart
B. PMP Definitions

❖ Strategic Objective: the most ambitious result that a USAID initiative can materially affect.
Intermediate Result: a measurable result that may capture a number of discrete and more specific results.

Category 1: Performance Indicators

❖ Performance Indicators: this measure describes how well a project is achieving success; it shows results relative to the objective. Indicators are both quantitative and qualitative and define how performance will be measured along a scale or dimension.

❖ Indicator Definition and Unit of Measurement: the indicator definition clarifies terms and entities used in the performance indicator statement; it includes a unit of measurement when appropriate. It is detailed enough to ensure that different users at different times, given the task of collecting data for a given indicator, would collect identical types of data.

Category 2: Data Acquisition

❖ Data Source: the data source is the entity from which data are obtained. Data sources may include government departments, international organizations, other donors, non-governmental organizations, private firms, contractors, and similar organizations. It can also specify the actual document or report.

❖ Method of Data Collection: this provides sufficient detail on the data collection or calculation method to enable it to be replicated. For primary data collection, consider the unit of analysis, data desegregation needs, sampling techniques, and techniques or instruments for acquiring data on selected cases.

❖ Schedule/Frequency: this is how often the data is collected or aggregated. Depending on the indicator, it may be collected on a quarterly, annual, or less frequent basis.

❖ Responsible Person(s): the individual(s), office, and/or department responsible for conducting the timely acquisition of data.

Category 3: Analysis, Use, and Reporting

❖ Method of Analysis and Data Use: methods of analysis include comparing disaggregated data; comparing current performance against multiple criteria (planned performance, milestones, and so on); analyzing relationships among performance indicators; and analyzing cost effectiveness. Data use refers to plans for how the data will be used.

❖ Reporting Format & Deadline: reporting format and deadlines.

C. The PMP Template

The PMP template on the subsequent page follows USAID guidelines and tools. It is a flexible document, similar to the work plan template that each team received at the workshop. The PMP template is designed to guide Awardees in developing PMPs that are applicable and relevant to the Awardees’ project design and work plan. Please keep the following in mind when reviewing and using the following documents:

• This PMP template is designed to assist each team in addressing Task 6 in the RFA.
• Each team’s PMP will look different. The format and amount of detail should be adapted to a team’s work plan and project activities.
• The PMP is dynamic and will change as each team progresses through the project cycle.
• Exegesis adapted these definitions from the USAID “TIPS” series; these can be accessed at http://www.dec.org/usaids_eval/ (see References).

D. The PMP Example

The PMP example includes both required and suggested performance indicators for measuring project success. Awardees are expected to incorporate all of the required indicators and one or more suggested indicators (or illustrative indicators) listed in the following PMP example. Examples of quantitative and qualitative indicators are included to illustrate the importance of using both approaches in monitoring and evaluation.

Please note that the PMP should be as comprehensive as possible. While some indicators may not be measurable in the project cycle, their inclusion shows how the host country partner institutions will continue program efforts following the Awardee’s participation in the TLMP.
### TABLE 1: THE PMP TEMPLATE

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>DATA ACQUISITION</th>
<th>ANALYSIS, USE &amp; REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Indicator (What is being measured)</td>
<td>Data Source (Document, Database and/or informant)</td>
<td>Method of Analysis &amp; Data Use</td>
</tr>
<tr>
<td>Definition &amp; Unit of Measurement</td>
<td>Method of Data Collection (How data are collected)</td>
<td>Reporting Format &amp; Deadline</td>
</tr>
<tr>
<td>Schedule/ Frequency (When)</td>
<td>Responsible Person(s) (Who manages the process)</td>
<td></td>
</tr>
<tr>
<td>Responsible Person(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### AEI Strategic Objective: Improved Education Programs in Africa

**AEI Result 3 (TLMP): Strengthened Development & Distribution of Textbooks & Learning Materials**

- Awardee Intermediate Result 1: Provided a minimum of 600,000 thousand copies of high quality, cost effective textbooks and other learning materials
- Awardee Sub Intermediate Result 1.1: Developed high quality learning materials
- Awardee Sub Intermediate Result 1.2: Successfully produced and distributed learning materials to intended recipients
- Awardee Sub Intermediate Result 1.3: Designed cost-effective learning materials
- Awardee Sub Intermediate Result 1.4: Incorporated the intended utilization of learning materials into project design

- Awardee Intermediate Result 2: Built institutional capacity and created sustainable linkages between Awardees and African institutions
- Awardee Sub Intermediate Result 2.1: Established functional operative partnerships
- Awardee Sub Intermediate Result 2.2: Built institutional capacity

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*Monitoring & Evaluation Guidebook for the AEI TLMP — 16*
### TABLE 2: THE PMP EXAMPLE

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>DATA ACQUISITION</th>
<th>ANALYSIS, USE &amp; REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What is being measured)</td>
<td>(How data are collected)</td>
<td>(Who manages the process)</td>
</tr>
</tbody>
</table>

**TLMP Intermediate Result 1: Provided a minimum of 600,000 copies of high quality, cost effective textbooks and other learning materials**

**Awardee Sub Intermediate Result 1.1: Developed high quality learning materials**

(Only one example has been provided per sub-intermediate result. For Required, Illustrative, and Awardee-identified indicators, Awardees should fill in the rest of the table according to their unique needs.)

<table>
<thead>
<tr>
<th>Required</th>
<th>TLM standards of quality developed jointly with MOE and PAC (at a minimum standards should include age appropriateness, durability, and contextual relevance)</th>
<th>TLM: 5th grade math textbook; Standards: Criteria for assessing quality; Unit: Definitions of quality for TLM</th>
<th>Discussions during Needs Assessment Visit; Dialogue and communication regarding quality standards and PMP quality indicators</th>
<th>During Needs Assessment Visit; Prior to writing the Roadmap to Publication</th>
<th>Project Coordinator</th>
<th>Analysis: Determination of whether an acceptable agreement on quality has been reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Required) TLM prototype(s) has been vetted, revised, and approved by PAC, MOE, Awardee, and educators</td>
<td>Docs: MOU, Work Plan, Documentation of communication, PMP: Informants: MOE reps, Awardee team</td>
<td></td>
<td>Project Coordinator</td>
<td>Project Coordinator</td>
<td>Analysis: Determination of whether an acceptable agreement on quality has been reached</td>
</tr>
<tr>
<td></td>
<td>(Required) The TLM is aligned with the national curriculum</td>
<td></td>
<td>Project Coordinator</td>
<td>Project Coordinator</td>
<td>Analysis: Determination of whether an acceptable agreement on quality has been reached</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Illustrative) TLM exhibits appropriate translation or use of local language(s)</td>
<td></td>
<td>Project Coordinator</td>
<td>Project Coordinator</td>
<td>Analysis: Determination of whether an acceptable agreement on quality has been reached</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Illustrative) TLM includes the cross-cutting theme of HIV/AIDS</td>
<td></td>
<td>Project Coordinator</td>
<td>Project Coordinator</td>
<td>Analysis: Determination of whether an acceptable agreement on quality has been reached</td>
<td></td>
</tr>
</tbody>
</table>

**Internal:** Country Assessment Report (in first quarterly report 1/20/06), Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): PMP (4/20/06), Roadmap (4/20/06), Monitoring Tracking Form with Annual Report (10/30/06)
### TABLE 2 (continued): THE PMP EXAMPLE

<table>
<thead>
<tr>
<th>.PERFORMANCE INDICATOR</th>
<th>DATA ACQUISITION</th>
<th>ANALYSIS, USE &amp; REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition &amp; Unit of Measurement</strong></td>
<td><strong>Method of Data Collection</strong></td>
<td><strong>Frequency of the Data Collection (When)</strong></td>
</tr>
<tr>
<td><strong>Performance Indicator</strong> (What is being measured)</td>
<td><strong>Data Source</strong> (Document, database and/or informant)</td>
<td><strong>Method of Data Collection (How data are collected)</strong></td>
</tr>
<tr>
<td><strong>Required</strong> The Roadmap to Publication includes a clear production and distribution strategy as developed with the MOE and PAC</td>
<td><strong>TLM</strong>: 5th grade math textbook; <strong>Unit</strong>: One copy of TLM</td>
<td>Collection and review of publication orders against invoices and delivery confirmations to MOE; Informants: Printing Company, PAC members</td>
</tr>
<tr>
<td><strong>Required</strong> Number of TLM produced</td>
<td><strong>Docs</strong>: Printing orders and invoices, delivery confirmations to MOE; Informants: Printing Company, PAC members</td>
<td></td>
</tr>
<tr>
<td><strong>Required</strong> Number of TLM distributed per school</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required</strong> Number of pupils with access to TLM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Illustrative</strong> Number of teachers with access to TLM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 2 (continued): THE PMP EXAMPLE

<table>
<thead>
<tr>
<th>Performance Indicator (What is being measured)</th>
<th>Definition &amp; Unit of Measurement</th>
<th>Data Source (Document, database and/or Informant)</th>
<th>Method of Data Collection (How data are collected)</th>
<th>Frequency of the Data Collection (When)</th>
<th>Responsible Person(s) (Who manages the process)</th>
<th>Method of Analysis &amp; Data Use</th>
<th>Reporting Format &amp; Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awardee Sub Intermediate Result 1.3: Designed cost-effective learning materials</strong></td>
<td><strong>Affordability:</strong> as defined by comparable or budgeted TLM production/reproduction costs; <strong>Unit:</strong> Estimated cost per book for 1) production and 2) reproduction</td>
<td><strong>Docs:</strong> Previous years’ MOE budget, Awardee expenditures; <strong>Informants:</strong> PAC members, MOE reps, Awardees</td>
<td>Collection and review of MOE budget against Awardee expenditures; direct exchange with MOE staff and publication companies (telephonic, in-person, electronic)</td>
<td>Monthly</td>
<td>Project Accountant</td>
<td>Analysis: Quantitative comparison of production and reproduction costs to current MOE budget; cost-benefit analysis; Use: To ensure sustainability</td>
<td>Internal: Monitoring Tracking Form updated quarterly (4/2006, etc.); External (USAID): Quarterly Financial Reports (4/30/06, etc.), Monitoring Tracking Form submitted with Annual Report (10/30/06)</td>
</tr>
</tbody>
</table>

**Required** Expenditure and budget tracking system has been developed and disaggregates by each type of TLM

**Required** TLM is designed to be affordable for MOEs to reproduce or adapt in the future

**Required** Best-value publisher was identified through a competitive process

**Illustrative** Expenditure and budget tracking system records cost-sharing dollar values for all partners
### Table 2 (continued): The PMP Example

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition &amp; Unit of Measurement</th>
<th>Data Source (Document, database and/or Informant)</th>
<th>Method of Data Collection (How data are collected)</th>
<th>Frequency of the Data Collection (When)</th>
<th>Responsible Person(s) (Who manages the process)</th>
<th>Method of Analysis &amp; Data Use</th>
<th>Reporting Format &amp; Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE INDICATOR</strong></td>
<td><strong>DATA ACQUISITION</strong></td>
<td><strong>ANALYSIS, USE &amp; REPORTING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awardee Sub Intermediate Result 1.4: Incorporated the intended utilization of learning materials into project design</td>
<td>(Required) A vision statement that describes pupil and teacher use of the TLM is developed jointly by PAC, MOE, and Awardee</td>
<td>(Required) Utilization assessment study is completed and includes feedback from a sample of teachers and students on utilization and effectiveness</td>
<td>TLM: 5th grade math textbook; Unit: educator</td>
<td>Docs: Documents, reports, and receipts from trainings, surveys of teachers and school administrators; Informants: MOE, Awardees, educators and school administrators</td>
<td>Collection and review of reports, receipts, and documents from the trainings (or intended trainings)</td>
<td>After each training and aggregated in Annual Report</td>
<td>Program Coordinator: Analysis: Aggregate number of educators trained; Use: To ensure effective utilization of the TLM</td>
</tr>
</tbody>
</table>
### TABLE 2 (continued): THE PMP EXAMPLE

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>DATA ACQUISITION</th>
<th>ANALYSIS, USE &amp; REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Indicator (What is being measured)</td>
<td>Data Source (Document, database and/or Informant)</td>
<td>Method of Analysis &amp; Data Use</td>
</tr>
<tr>
<td>Definition &amp; Unit of Measurement</td>
<td>Method of Data Collection (How data are collected)</td>
<td>Reporting Format &amp; Deadline</td>
</tr>
<tr>
<td>Data Source (Document, database and/or Informant)</td>
<td>Frequency of the Data Collection (When)</td>
<td></td>
</tr>
<tr>
<td>Method of Data Collection (How data are collected)</td>
<td>Responsible Person(s) (Who manages the process)</td>
<td></td>
</tr>
<tr>
<td>Frequency of the Data Collection (When)</td>
<td>Method of Analysis &amp; Data Use</td>
<td></td>
</tr>
<tr>
<td>Responsible Person(s) (Who manages the process)</td>
<td>Reporting Format &amp; Deadline</td>
<td></td>
</tr>
<tr>
<td>Method of Analysis &amp; Data Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Format &amp; Deadline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLMP Intermediate Result 2: Built institutional capacity and created sustainable linkages between Awarded and African institutions**

_Awardee Sub Intermediate Result 2.1: Established functional operative partnerships_

<table>
<thead>
<tr>
<th>Required</th>
<th>Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place</th>
<th>PAC: Program Advisory Committee; Unit: PAC member</th>
<th>Docs: Country Assessment, TLMP proposal; Informants: PAC members, MOE, Awarded</th>
<th>Communication with MOE and PAC members; meeting notes; surveys administered to PAC members</th>
<th>PAC and roles/responsibilities defined in first quarter</th>
<th>Program Director</th>
<th>Analysis: Qualitative analysis of responses and feedback; Use: To ensure effective advisory, management, and implementation of the project</th>
<th>Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Quarterly Report (12/30/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Effective division of roles and responsibilities are evident in the MOU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrative</td>
<td>Members of PAC demonstrate that they are adequately informed about project’s progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 2 (continued): THE PMP EXAMPLE

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition &amp; Unit of Measurement</th>
<th>Data Source (Document, database and/or Informant)</th>
<th>Method of Data Collection (How data are collected)</th>
<th>Frequency of the Data Collection (When)</th>
<th>Responsible Person(s) (Who manages the process)</th>
<th>Method of Analysis &amp; Data Use Reporting Format &amp; Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awardee Sub Intermediate Result 2.2: Built institutional capacity</td>
<td>(Required) Strategy for strengthening each institution (Awardee and African) developed and aligned with country and organizational assessment findings</td>
<td>Awardee: The Official University; African Institution: MOE, The Math Wizards Organization; Unit: Strategy</td>
<td>Docs: Work Plan, Roadmap, or MOU; Informants: PAC members, MOE reps, Awardee reps</td>
<td>Review of Work Plan, Roadmap or MOU for strategic elements relating to institutional capacity</td>
<td>Program Director</td>
<td>Analysis: Qualitative analysis of country and organizational assessment compared to strategy for strengthening skills and capacity; Use: To demonstrate that capacity-building activities are well thought out and have attainable goals</td>
</tr>
<tr>
<td>Awardee and African institutions demonstrate areas of increased capacity (i.e. financial management, textbook design, etc.) as a result of project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awardee and African institutions apply new skills</td>
<td>(Required) Awardee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): MOU (3/1/06), Roadmap to Publication (4/20/06). Monitoring Tracking Form submitted with Annual Report (10/30/06)</td>
</tr>
<tr>
<td>Illustrative Use of innovation and technology to increase efficiency of textbook delivery or collaborative process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step Two: Incorporating PMP Tasks Into The Work Plan

After completing the PMP, Awardees should incorporate all monitoring tasks into the Operational Work Plan. Integrating PMP tasks into the Work Plan will allow Awardees to track their monitoring tasks, deadlines, and person(s) responsible for implementation. The number of tasks will depend on the indicator, and some tasks may encompass more than one indicator. The following table provides an example of how to incorporate the required indicator, number of learning materials distributed, into the work plan.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadlines</th>
<th>Baseline</th>
<th>Milestones</th>
<th>Outcomes</th>
<th>Person/Entity</th>
<th>Deliverables</th>
<th>Host Country Partner Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Survey of representatives in region for verification of distribution</td>
<td>6/15/08</td>
<td>Survey examples</td>
<td>Survey draft</td>
<td>Survey ready for pilot</td>
<td>AC, PD, PC</td>
<td>MOE provides feedback</td>
<td></td>
</tr>
<tr>
<td>2.1 Identify Sample Group and location</td>
<td>6/30/08</td>
<td>Map of regions</td>
<td>Sample selected</td>
<td>MOE, PC, AC</td>
<td>MOE will lead identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Design field instruments to measure distribution</td>
<td>7/15/08</td>
<td>Examples of instruments</td>
<td>Draft of instrument</td>
<td>Final instruments</td>
<td>AC, PC</td>
<td>MOE will review instrument before finalization</td>
<td></td>
</tr>
<tr>
<td>2.4 Travel to field</td>
<td>8/15/08</td>
<td>Travel arranged</td>
<td>Study completed</td>
<td>MOE, PC, AC</td>
<td>MOE travels with Awardee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Analyze &amp; report findings</td>
<td>9/30/08</td>
<td>Findings</td>
<td>Draft of report</td>
<td>Final Report</td>
<td>PC, PD</td>
<td>MOE receives copy of final report</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadlines</th>
<th>Baseline</th>
<th>Milestones</th>
<th>Outcomes</th>
<th>Person/Entity</th>
<th>Deliverables</th>
<th>Host Country Partner Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Design survey</td>
<td>6/15/08</td>
<td>Survey examples</td>
<td>Survey draft</td>
<td>Survey ready for pilot</td>
<td>AC, PD, PC</td>
<td>MOE provides feedback</td>
<td></td>
</tr>
<tr>
<td>1.2 Identify all survey informants</td>
<td>7/1/08</td>
<td>0</td>
<td>Final list</td>
<td>MOE leads identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Conduct surveys</td>
<td>8/30/08</td>
<td>Survey form</td>
<td>Completed surveys</td>
<td>AC, PC, MOE</td>
<td>MOE helps conduct surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Collate &amp; analyze surveys</td>
<td>9/15/08</td>
<td>Complete surveys</td>
<td>Analysis of findings</td>
<td>AC, PC</td>
<td>MOE is given analysis for review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Analyze &amp; report findings</td>
<td>9/30/08</td>
<td>Data &amp; info.</td>
<td>Draft of report</td>
<td>Final Report</td>
<td>PC</td>
<td>Final Report</td>
<td></td>
</tr>
<tr>
<td>2 Sample study for on-sight verification of distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Identify Sample Group and location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Design field instruments to measure distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7 Travel to field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8 Analyze &amp; report findings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 3: INCORPORATING PMP TASKS INTO THE WORK PLAN (EXAMPLE)
Step Three: Recording and Tracking Data

After creating a Performance Monitoring Plan and incorporating M&E tasks into the work plan, the next step is to record and track data, findings and information as the project progresses. Keeping good records is essential in identifying and monitoring trends and issues that emerge as well as informing transparent and accurate evaluations.

Awardees are expected by USAID to use the following template to record data and findings from their project. It should be included as an appendix in the Annual Report. Qualitative and quantitative examples of findings/results have been provided. Please note that indicators should describe qualitative or quantitative finding(s), or both, if available. However, in the case that there are no findings, please use the “additional comments” column to provide an explanation of any progress.

The purpose of the M&E Tracking Form is to provide a format for Awardees to 1) monitor their projects to efficiently report to USAID, and 2) identify and resolve challenges to reaching work plan goals and timelines. Findings should be utilization-focused and should reflect authentic progress made towards the sub-intermediate results. This Form is a data transmission tool for managers and is not used for punitive purposes. An absence of data can be a helpful finding, especially when combined with meaningful clarification and explanation in the Additional Comments column. The following page includes an example for filling out the M&E Tracking Form.

Step Four: Reporting To USAID

The final step involves reporting data findings as recorded in Step 3, as well as other pertinent information, to USAID. As shown on the previous page, updated PMPs and M&E Tracking Forms are required each year in addition to other deliverables. They should accompany the Annual Reports. (See Appendix A for a matrix of all Awardee deliverable deadlines).

1. Initial Performance Monitoring Plan & Narrative of Activities and Project Targets
   (submitted to USAID on April 20th, 2006 as an appendix to the second Quarterly Technical Report)

2. Updated Performance Monitoring Plan & Narrative of Activities and Project Targets
   (submitted to USAID annually on October 30th as an appendix to the Annual Reports)

3. Annual M&E Tracking Form
   (updated quarterly for internal purposes; submitted to USAID annually on October 30th as an appendix to the Annual Reports)
### TABLE 4: M&E TRACKING FORM (EXAMPLE)

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>DATA ACQUISITION</th>
<th>FINDINGS/RESULTS</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Directly from PMP)</td>
<td>(Actual vs. planned)</td>
<td>(Finding)</td>
<td>(Finding)</td>
</tr>
<tr>
<td># of TLM produced</td>
<td>Docs: Printing orders and invoices, delivery confirmations to MOE, Informants: Printing Company, PAC members</td>
<td>Collection and review of publication orders against invoices and delivery confirmations; direct exchange with MOE (telephonic, in-person, electronic)</td>
<td>200,000</td>
</tr>
<tr>
<td>Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place</td>
<td>Docs: Country Assessment, TLMP proposal; Informants: PAC members, MOE, Awardees</td>
<td>Communication with MOE and PAC members; meeting notes; surveys administered to PAC members</td>
<td>PAC members meet the needs and skills as identified during the Country Assessment. All PAC members have signed an agreement to advise the TLMP staff and uphold the objectives of the project to the best of their ability. The MOE selected 5 of the 10 PAC members and the remaining were recommended by Awardees and USAID mission staff. A formal communication flow was designed but has not yet been finalized with PAC members. The PAC team will use eTeaching to share their documents and materials and will follow the established meeting schedule.</td>
</tr>
</tbody>
</table>
At the post-award workshop, each team met with USAID’s M&E contractor, Exegesis Consulting, to discuss progress, challenges, and possible consulting service needs over the next year. This meeting was the first step in establishing a collaborative and effective partnership. M&E activities for the Africa Education Initiative were designed along several principles:

1. That which gets measured, gets done!
2. Utilization-focused M&E aims to improve programs, not to “audit” success or failure.
3. M&E efforts and products should benefit project implementers as well as provide standard data required for USAID accountability.
4. Quality M&E starts with implementer’s self-assessment/self-reporting, all other M&E products and reports should build on that.

Given these principles, it is in USAID’s best interest to ensure effective monitoring and evaluation systems are established and maintained for each TLMP Awardee. To support effective monitoring and evaluation, M&E consulting services may be available to Awardees, as requested and approved by USAID.
Monitoring and Evaluation is a critical part of the TLMP program and project cycles. At the project level, M&E is important to Awardees because it helps monitor and ensure the project’s progress with illustrative data. At the program level, the M&E contractor, Exegesis Consulting, will prepare an interim monitoring report and summative evaluation of the TLMP to be used by USAID to analyze and assess program progress and success, and to report results internally and externally.

In order to conduct evaluations, USAID and Exegesis rely greatly on the performance indicators monitored, and the data collected, by Awardees at the project level. Therefore it is important that M&E plans and systems at the program and project levels are in alignment.

USAID developed this Guidebook to reiterate the importance of M&E, outline the TLMP M&E process and requirements, provide references and other resources, and to present a results based, and utilization-focused, guide that will help Awardees develop their own M&E plan, or PMP. The PMP is a tool used by USAID implementing partners to plan, manage, and document the collection of performance data. A PMP will help Awardees monitor their project’s progress and make changes and adaptations as needed. Each Awardee’s PMP will be unique, however, all Awardees should monitor and report the same essential project information to allow USAID to conduct formative and summative evaluations of the program. Required information has been outlined in Chapter 2.

PMPs can also be shared between Awardees. Awardees expressed the desire to share information with each other at the Post-Award Workshop. Exchanging PMPs is an excellent way to facilitate this information sharing and to work together to realize the TLMP’s Intermediate Result—Strengthened Development and Distribution of Textbooks and Learning Materials. Exegesis Consulting is a resource provided by AEI and is committed to providing Awardees with practical tools that will allow them to realize project success. Collaboration between USAID’s CTOs and Backstops, the Exegesis team, and Awardees is intended to optimize successful planning, implementation, and monitoring and evaluation of each project, and the program as a whole. Project success generates program success. Developing PMPs and keeping comprehensive records will help ensure that Awardees are contributing to TLMP’s success and thus contributing to AEI’s Strategic Objective of Improved Education Programs in Africa.

Good luck and please keep up the important work that your teams are doing!
REFERENCES


USAID and Other References

USAID References:


Economic and Social Data Services, http://cdie.usaid.gov (internal USAID only).


REFERENCES

Database of R4s and Annual Reports,  
http://www.dec.org/partners/pmdb.

Database of “Development Experience,”  

TIPS No. 1: Conducting a Participatory Evaluation (1996),  

TIPS No. 2: Conducting Key Informant Interviews,  

TIPS No. 3: Preparing an Evaluation Scope of Work (1996),  

TIPS No. 4: Using Direct Observation Techniques,  

TIPS No. 5: Using Rapid Appraisal Methods (1996),  

TIPS No. 6: Selecting Performance Indicators (1996),  

TIPS No. 7: Preparing a Performance Monitoring Plan (1996),  

TIPS No. 8: Establishing Performance Targets (1996),  

TIPS No. 9: Conducting Customer Service Assessments (1996),  

TIPS No. 10: Conducting Focus Group Interviews (1996),  

TIPS No. 11: Role of Evaluation in USAID (1997),  

TIPS No. 12: Guidelines for Indicator and Data Quality (1998),  

TIPS No. 13: Building a Results Framework (2000),  


TIPS No. 15: Measuring Institutional Capacity (2000),  
http://www.dec.org/pdf_docs/PNACG612.pdf;  
the annex is available at  

Other Organizational References:


CIDA (Canadian International Development Agency).  
Results-Based Management Handbook.  
http://www.acdicida.gc.ca/cida_ind.nsf/vLUallDocBylDEn/98D3AA0746E6EFC0525698400FA4D?

http://www.oecd.org/puma/.

# APPENDIX A: Awardee Deliverables for USAID During Year 1

<table>
<thead>
<tr>
<th>Awardee Deliverable</th>
<th>Deadline</th>
<th>Description of Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Work Plan</td>
<td>Post country visit, as negotiated with CTO</td>
<td>Detailed plan with tasks, deadlines, baselines, milestones, outcomes, responsible persons/entity, deliverables, host country partner roles.</td>
</tr>
<tr>
<td>First Quarterly Technical Report, incorporating Country Assessment &amp; Organizational Assessment</td>
<td>1/20/06</td>
<td>No more than 15 pages. Includes summary of activities undertaken during reporting period, project management, and partnership interaction; next quarter planned activities; problems and solutions related to work plan milestones; Country Assessment Report; report on Organizational Assessment.</td>
</tr>
<tr>
<td>First Quarterly Financial Report</td>
<td>1/30/06</td>
<td>Includes: Financial status of work plan budget categories using a table of expenditures; quarterly actuals; cumulative actuals; commitments.</td>
</tr>
<tr>
<td>Second Quarterly Technical Report</td>
<td>4/20/06</td>
<td>No more than 15 pages. Includes summary of activities undertaken during reporting period, project management, and partnership interaction; next quarter planned activities; problems and solutions related to work plan milestones; Country Assessment Report; report on Organizational Assessment (if not included in First Quarterly Technical Report). Attach Performance Monitoring Plan as described in the M&amp;E Guidebook. (PMP updates are submitted with Annual Report. Please note that the PMP is referred to as the M&amp;E Plan in the RFA).</td>
</tr>
<tr>
<td>Second Quarterly Financial Report</td>
<td>4/30/06</td>
<td>Same as 1/30/06.</td>
</tr>
<tr>
<td>Learning Material Outline and Roadmap to Publication</td>
<td>Depends on Awardee’s work plan, as negotiated with CTO</td>
<td>Short document with an outline of TLM and a roadmap (with authors, editors, vendors, vetting plan, distribution plan, etc).</td>
</tr>
<tr>
<td>Third Quarterly Technical Report</td>
<td>7/20/06</td>
<td>Same as 4/20/06.</td>
</tr>
<tr>
<td>Third Quarterly Financial Report</td>
<td>7/30/06</td>
<td>Same as 1/30/06.</td>
</tr>
<tr>
<td>Operational Work Plan Year 2 Update</td>
<td>8/30/06</td>
<td>Update of work plan with technical and financial plan (w/cost sharing).</td>
</tr>
<tr>
<td>Success Stories</td>
<td>8/30/06 and as requested by USAID</td>
<td>Incorporate Success Stories into Quarterly Reports. 1 page text only, 1.5 text and image. Includes: project title; activity funded by AEI; what Success Story demonstrates; narrative (with purpose and results).</td>
</tr>
<tr>
<td>Fourth Quarterly Technical Report</td>
<td>10/20/06</td>
<td>Same as 4/20/06</td>
</tr>
<tr>
<td>Fourth Quarterly Financial Report</td>
<td>10/30/06</td>
<td>Same as 1/30/06</td>
</tr>
<tr>
<td>Annual Report (2005/2006)</td>
<td>10/30/06</td>
<td>No more than 25 pages. Includes summary of activities undertaken during the year, project management, and partnership interaction; next year planned activities; problems and solutions related to work plan milestones; Includes Monitoring Tracking Form filled in with appropriate and available data/findings. (Updated quarterly for Awardee internal use), and an updated Performance Monitoring Plan as attachments.</td>
</tr>
</tbody>
</table>