LECTURE POUR TOUS

ACTIVITY MONITORING, EVALUATION, AND LEARNING PLAN

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Activity Monitoring, Evaluation, and Learning Plan

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Lecture Pour Tous

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ACRONYMS

ACR	All Children Reading
ADS	Automated Directives System
AMELP	Activity Monitoring, Evaluation and Learning Plan
ASER	Annual Status of Education Report
CAPs	*Cellules d'Animation Pédagogique*
CAQ	*Contrat d'Amélioration de la Qualité*
CDP	*Contrat De Performance*
CEB	*Curriculum de l'Education de base*
CI	*Cours d'Initiation* (First Grade)
CIME	Cellule Informatique
CLA	Collaborating, Learning and Adapting
COP	Chief of Party
COR	Contract Officer Representative
CP	*Cours Préparatoire* (Second Grade)
CRFPE	*Centre Régionaux de Formation des Personnels de l'Education*
CWPM	Correct Words per Minute
DCOP	Deputy Chief of Party
DPRE	*Direction de la Planification et de la Réforme de l'Education*
DQA	Data Quality Assessment
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessments
EMIS	Education Management Information System
FAF	Foreign Assistance Framework
GOS	Government of Senegal
HICD	Human and Institutional Capacity Development
HO	Home Office
ICT	Information and Communication Technology
IA	*Inspection de l'Academie*
IEF	*Inspection de l'Education et de la Formation*
IP	Implementing Partner
IR	Intermediate Result
KAP	Knowledge, Attitudes, and Practices
KPI	Key performance indicator
LEMA	Local Education Monitoring Approach
LOE	Level of Effort
LQAS	Lot Quality Assistance Sampling
M&E	Monitoring & Evaluation
MEL	Monitoring, Evaluation & Learning
MEN	*Ministère de l'Education nationale*
MEP	Monitoring and Evaluation Project
MIS	Management Information System

MOE	Ministry of Education
MOHEBS	*Modèle harmonisé de l'éducation bilingue du Sénégal*
PAQUET	*Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence*
PAV	*Plan d'Action Volontariste*
PDT	Performance Data Table
PIRS	Performance Indicator Reference Sheet
PNL	Programme Nationale de Lecture
PPP	Public Private Partnership
PTA	Parent Teacher Association
PTF	*Partenaires Techniques et Financiers*
RACI	Responsible; Assists, Consulted; Informed
RF	Results Framework
RF MERL	Rapid Feedback Monitoring, Evaluation, Research and Learning
SIMEN	*Système d'Information du Ministère de l'Education Nationale*
SMC	School Management Committee
SSME	Snapshot of School Management Effectiveness
SYSGAR	*Système de gestion axée sur des résultats*
SOW	Statement of Work
TEAMS	Training and Exchanges Automated Management Systems
TLM	Teaching and Learning Materials
TOC	Theory of Change
TOR	Terms of Reference
USAID	United States Agency for International Development

Overview

Activity Technical Approach

Through the *Programme d'Amélioration de la Qualité, de l'Equité et de la Transparence* (PAQUET), the Government of Senegal and its *Ministère de l'Education nationale* (MEN) have committed to strengthening teaching and learning systems for core subjects such as reading and mathematics in order to improve academic outcomes for students in the early grades. To contribute to the achievement of these national goals, the USAID-funded Lecture Pour Tous (LPT) program is supporting the MEN to significantly increase reading results in Grades 1-3 through an explicit, systematic phonics approach based on international best practices. Lecture Pour Tous, which is contracted under USAID/All Children Reading and implemented by Chemonics International and a consortium of partners, began at the end of October 2016 and runs through July 10, 2021, benefiting six regions (Diourbel, Fatick, Kaffrine, Kaolack, Louga, and Matam). This technical assistance program targets three outcomes to achieve this goal: improved early grade reading (EGR) instruction in public primary schools and daaras, improved delivery systems for EGR instruction, and improved parent and community engagement in EGR.

To achieve this, the Lecture Pour Tous team and partners are facilitating a politically savvy process to consolidate efforts around EGR in national languages in Senegal, capitalize on the best of renowned Senegalese expertise and experience, and complement these local assets and resources with world-class expertise from people who have applied the international evidence-base to achieve this kind of change in Senegal and elsewhere. Emphasis is placed on the idea that Lecture Pour Tous is there to serve the Ministry, and the program's dedication to the concept of "*faisons ensemble*." The French name of the program underlines its commitment to serving as a resource to the Ministry and to the concept of "*faisons ensemble*"; we are here to assist the MEN, not vice-versa. Lecture Pour Tous' approach is unique in that its goal is to ultimately render itself redundant. Starting in the 2018-2019 school year, the MEN began implementing the reading reform initiatives essentially on its own in the region of St. Louis; by the end of Lecture Pour Tous, the Ministry should take over both all core costs and full leadership of all actions at scale.

The underlining Theory of Change (TOC) for Lecture Pour Tous, corresponding to its logical framework (next page), is that public primary school students in the early grades, and the equivalent in *daaras* in the target regions, will have improved reading skills (Activity Goal), IF technical assistance with financial support is provided for:

- Improved teaching and learning materials; teacher training, coaching, and supervision; and student reading assessment to improve instruction in early grade reading in public primary schools and *daaras* (Outcome 1);
- Increased early grade reading coordination and communication, standards to be adopted and applied, research produced and disseminated, policies implemented, and MEN staff performance of essential functions to be improved, all to improve delivery systems for early grade reading (Outcome 2); and
- Parent and community demand for high-quality early grade reading instruction, implementation of community-based activities, at-home support to learners, parent and community monitoring of early grade reading monitoring improve, all to improve parent and community engagement in early grade reading;

AND if this technical assistance is based on an approach that:

- Applies promising practices from the latest local and international evidence base on early grade reading instruction and support, and
- Applies a thinking and working politically approach that skillfully takes into account contextual factors and constantly analyses and navigates the interests of actors involved,

This TOC is predicated on the assumption that the Government of Senegal and its Ministry of Education will continue to promote the use of national languages for reading and allow these languages for instruction, even in the case of further delays or even reversal of currently planned bilingual reforms for the elementary curricular program. In this sense, Lecture Pour Tous continues to accompany the Ministry as it develops its National Reading Program (or *Programme Nationale de Lecture*, PNL) bilingual education model for Senegal (or *Modèle harmonisé de l'éducation bilingue du Sénégal* (MOHEBS), and the corresponding changes to its basic education curriculum, *Curriculum de l'Education de base* (CEB), to continue promoting early grade reading. Furthermore, the program is working to integrate early grade reading modules into the pre-service training for teachers and inspectors.

Activity Logical Framework

Figure 1: The Lecture Pour Tous Logical Framework
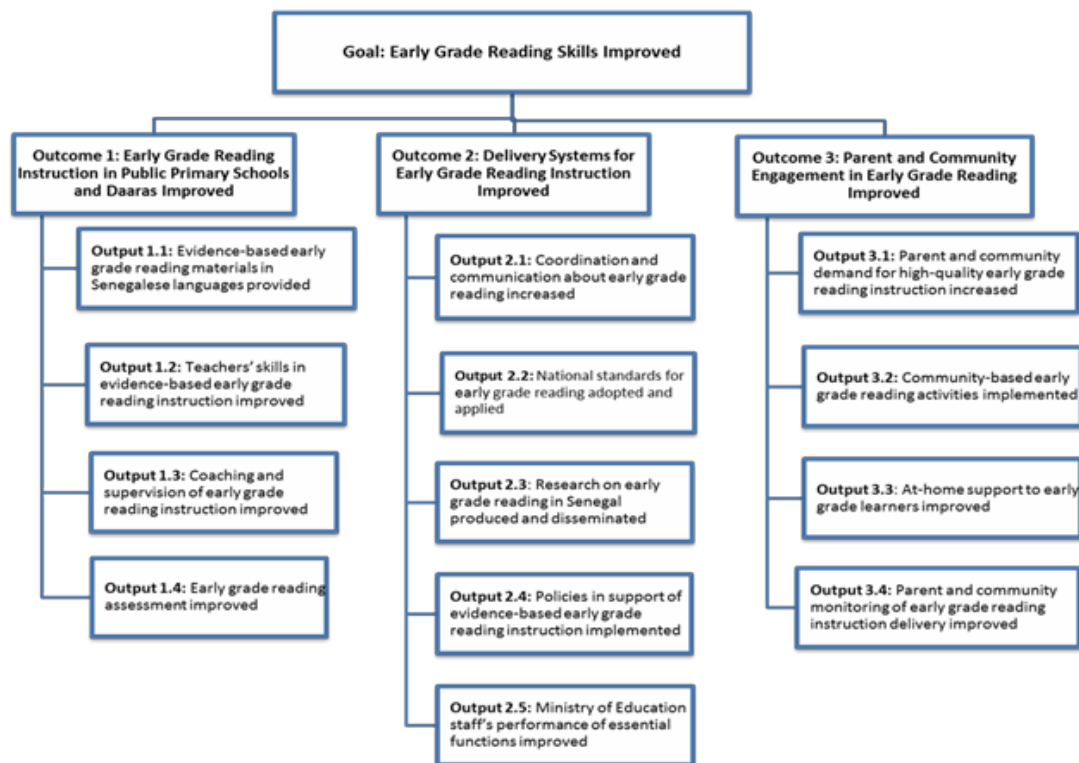
LEARNING AGENDA

Activity Learning Priorities

Lecture Pour Tous is committed to using real-time data, action research and stock-taking sessions to apply just-in-time learning to the design and adjustment of specific strategies and activities, and to cull learning from these experiences to inform policy in Senegal and the international community of practice.

The research work to be supported by Lecture Pour Tous under Output 2.3 is a major component of the program's learning plan, in conjunction with data gathered and analyzed for the performance indicators and the three additional learning questions that we present on the following page. Please see the Lecture Pour Tous Research Plan for the list and discussion of the research studies anticipated with support from Lecture Pour Tous. This list is revised on an annual basis in accordance with work the workplan for Output 2.3 and the contractual mandate of Lecture Pour Tous to assist the MEN in developing its own annual research agenda, of which some studies will be technical and financially supported by the program.

The power of analytics proposed in this Activity Monitoring, Evaluation and Learning Plan (AMELP) is based on the simple, yet powerful test-learn-adapt model embedded in our program design to achieve reading results and impacts through systematic, iterative, and planned use of emergent knowledge and learning. Working to support the MEN helps ensure that we make best use of available knowledge and contribute to Lecture Pour Tous' intended results and the broader objectives of improving education in Senegal by providing local knowledge, technical expertise, best practices, and relevant data and results.

In addition, we will use knowledge, attitude and practice (KAP) surveys for measuring changes in understanding, perceptions and behaviors among teachers, MEN staff, and parents/community members regarding early grade reading. Reports and roundtables on the studies conducted under Output 2.3, the KAP surveys, the additional analyses relative to the learning questions presented below, and from the early grade reading assessments (EGRA) will serve to share results from these learning activities and feed this learning in to the ongoing improvements to the Activity design and to policy and practice within the MEN, with other technical and financial partners working on education in Senegal, and among the international community of practice. This approach ensures that all partners are meaningfully engaged and enables the program to understand their vested interests and identify incentives that would most effectively lead to reading outcomes.

Results from routine implementation monitoring, action research, and other learning activities detailed here will be reviewed in depth at various points throughout the year to pause and reflect on the collected data together with evidence from the broader industry and research. Lecture Pour Tous and our MEN counterparts will identify any instances where interventions are not progressing as expected and identify steps to better understand and improve interventions. One of the two annual meetings will coincide with annual Lecture Pour Tous work planning during which project activities could be increased, revised, created, or eliminated with USAID consent once the data shows the effectiveness (or lack) of the activities.

Collaboration, learning, and adapting will continue during the periods between the review conferences through mechanisms such as ongoing work sessions and quarterly work planning together with MEN counterparts and contributions to international communities of practice, including reporting into and making presentations for the Global Reading Network and Basic Education Committee working groups.

Learning Questions, Timing, Activities, and Resources

Lecture Pour Tous will focus on the following research questions in pursuit of our key learning priorities. They have been chosen to cover the most important aspects of the Activity's theory of change, with one question for each of the three Activity Outcomes (improved classroom instruction, delivery systems, and parental/community engagement for early grade reading).

1. *What factors correlate with a teacher's success or failure in using the Lecture Pour Tous-provided materials as they were intended?*

   This question aims to dig deeper into the fidelity of implementation of one of the most critical aspects of the Lecture Pour Tous model. In particular, it will help to track any contextual factors that might affect how targeted teachers use the materials (including aspects of time on task); further inform the theory of change related to aspects of training, coaching and other aspects of continuous professional development that might be the most effective in increasing fidelity of implementation; and may also provide critical feedback related to the materials themselves that can be fed into improvements for future editions.

2. *What model of instructional coaching enables teachers to "master" the use of Lecture Pour Tous-provided lesson plans?*

   This question examines a critical aspect of the Lecture Pour Tous model of particular importance and interest for Senegalese policy and that also remains an important area of research for the international technical evidence base. It will explore any differences in effect on correct teacher use of Lecture Pour Tous lesson plans that might be attributed to variations in the model of instructional coaching effectively implemented. Variations in the model refer to differences regarding the frequency of coaching activities, person delivering the coaching (director or inspector), and combination of classroom visits and workshops in *cellules d'animation pédagogique* (CAPs).

3. *What factors are most favorable in getting parents/caregivers to be actively engaged in their children's reading?*

   This question aims to examine more closely aspects of social behavior change related to parental engagement in learning that remains an important area of research for the international technical evidence base and will further inform the theory of change related to different aspects of Lecture Pour Tous' parental engagement strategy. In answering this question we will track any contextual factors that might affect the extent to which parents are involved in supporting their children's reading as well as garner feedback on which activities in the intervention package were the most important in motivating and enabling parents to be engaged.[1]

   We provide more detail on the timing/key decision points, learning activities, and resources for this research in the table on the following page.

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[1] There will be no intentional differentiation of the intervention package to achieve Outcome 3 in the 20% of school-communities targeted by Lecture Pour Tous, and so this is not a quasi-experimental design. However, we will look to see if there are any variations in activities naturally occurring at the school-community level (such as the choice of engagement strategies in school development plans) that could allow for comparison between school-communities that could be deemed comparable in other critical ways (e.g. the same in relation to socio-economic status, functionality of their school-management committees, language, etc.)

Learning Questions	Timing / Key Decision Points	Learning Activities	Resources
1. What factors correlate with a teacher's success or failure in using the Lecture Pour Tous-provided materials as they were intended?	• Before the refresher training in Q3, 2019, informed with findings to date from staff follow-up in classrooms and coaching data • Before the expansion of push SMS messages to use learning to identify what aspects should be emphasized for better use of the materials • After the 2018-2019 (Y3) school year to inform improvements to teacher and coaching training and inform revision of the CI & CP materials in another edition (following the Teacher KAP and EGRA midline, and analysis of all other data sources) • After the 2019-2020 (Y4) school year to inform further improvements to teacher and coaching training and revision of the CE1 materials • After the 2020-2021 (Y5) school year, analysis of final Teacher KAP data, and EGRA endline to inform any further refinements to the materials and models the Ministry will take forward and to inform the global community of practice generally	• Follow-up (observation, consultations, etc.) in classrooms by LPT staff and counterparts • The Teacher KAP midline (2019) and endline (2021) study for aspects related to teacher use of materials • EGRA midline (2019) and endline (2021) teacher and director questionnaire to include related questions • Training, coaching, CAP, ICT tool data (participation and frequency, etc.) • Coaching observation data • Interviews with a sub-sample of teachers and their coaches (linked to their individual training/coaching data) • Analysis conducted to synthesize data from different sources and run correlation analysis based on factors identified, and regression on independent variables such as coaching frequency already thought to have a direct effect on teacher practice • Workshops at central and deconcentrated level to share and get feedback on results and discuss implications of findings on Lecture Pour Tous programming and Ministry policy and practice; presentations at international and regional conferences	Lecture Pour Tous
2. What model of instructional coaching enables teachers to "master" the use of Lecture Pour Tous-provided lesson plans?	• Before the refresher training in Q3, 2019, informed with findings to date from staff follow-up in classrooms and coaching data) • After the 2018-2019 (Y3) school year to inform Lecture Pour Tous practice and Ministry policy related to coaching, and any subsequent adjustments to the coaching/supervision framework and related training (following the Teacher KAP and EGRA	• Follow-up (observation, consultations, etc.) in classrooms by Lecture Pour Tous staff and counterparts • The Teacher KAP midline (2019) and endline (2021) study for aspects related to coaching • EGRA midline (2019) and endline (2021) teacher and director questionnaire to include related questions • Training, coaching, CAP, ICT tool data (participation and frequency, etc.)	Lecture Pour Tous

Learning Questions	Timing / Key Decision Points	Learning Activities	Resources
	midline, and analysis of all other data sources) • After the 2019-2020 (Y4) and 2020-2021 (Y5) school years, analysis of final Teacher KAP data, and EGRA endline to make any further refinements to the coaching/supervision framework for Senegal and to inform the global community of practice generally	• Coaching observation data • Interviews with sample of teachers and their directors (linked to their individual training/coaching data) • Analysis conducted to synthesize data from different sources and run correlation analysis based on factors identified, and regression on independent variables such as coaching frequency already thought to have a direct effect on teacher practice • Workshops at central and deconcentrated level to share and get feedback on results and discuss implications of findings on Lecture Pour Tous programming and Ministry policy and practice; presentations at international and regional conferences	
3. What factors are most favorable in getting parents/ caregivers to be actively engaged in their children's reading?	• After initial feedback received from RF MERL activities to inform follow-up activities with parents during the 2018-2019 school year • At the end of the 2018-2019 (Y3) school year, before updating the Community Literacy Support Plan and related training and communications materials informed with findings to date from staff follow-up and the Community KAP and EGRA midlines • At the end of the 2019-2020 (Y4) school year, to make any further refinements in the Community Literacy Support Plan and related training and communications materials – as well as any related Ministry policy and teacher/director competencies related to parental engagement – as informed by staff follow-up and any further RF MERL activities	Regular follow-up consultations with parents and teachers by Lecture Pour Tous community mobilizers, *Inspections de l'Education et de la Formation* (IEF)- and *Inspections de l'Academie* (IA)-level staff and counterparts ▪ The Community KAP midline (2019) for aspects of this question ▪ EGRA midline (2019) and endline (2020) student questionnaire related to home factors ▪ RF MERL data (2019) • Workshops at central and deconcentrated level to share and get feedback on results and discuss implications of findings on Lecture Pour Tous programming, Ministry policy and practice, and programming led by other NGO actors; presentations at international and regional conferences	Lecture Pour Tous RF MERL

Learning Questions	Timing / Key Decision Points	Learning Activities	Resources
	• At the end of the 2020-2021 (Y5) school year, using the EGRA/SSME endline to make any further recommendations for Ministry policy and practice, NGO actor practice, private sector investment, etc. related to parental engagement for reading and to inform the global community of practice generally		

Maintenance

The Learning Agenda is a living document that will be evaluated and updated annually to reflect new strategic direction, information, technical approaches, and changes to the development context. Through the process of addressing the learning questions described above, Lecture Pour Tous will continuously reevaluate its implementation strategy and identify new opportunities to identify lessons learned and adapt accordingly. Lecture Pour Tous will work with USAID/Senegal to discuss priorities and questions included in the Learning Agenda on an annual basis as part of the MEL Plan review.

PERFORMANCE MONITORING

Lecture Pour Tous' selected indicators are direct measures of program activities, demonstrate achievement of results and support the Senegalese government's results-based management systems. There are three kinds of indicators included in the AMELP for Lecture Pour Tous, categorized into Performance Reporting and Performance Monitoring for the purposes of this document:

Performance Reporting:

1. Standard Foreign Assistance Framework (FAF), or "standard" indicators that are relevant to the Activity and are monitored by USAID/Senegal, including those needed to report to USAID/Washington on Senegal's contributions to achievement of Goal 1 of the continued Education Strategy;

Performance Monitoring:

1. Contract custom indicators that USAID/Senegal has also made required of this Activity per the Senegal Lecture Pour Tous task order contract; and

2. <u>Additional custom</u> indicators to round out measurement of each Output and Outcome of the Senegal Lecture Pour Tous results framework such that all key expected results of the Activity design will be monitored in order to track progress and know if they have been achieved.

Additional custom indicators were selected based on a number of factors. These include the requirements of the contract and the scope of each activity; previous use of related indicators in similar contexts, promising practices adapted to the Senegalese context, and an assessment of achievability and data reliability.

Indicators measuring individuals or groups will be disaggregated as appropriate by sex, grade, and geographic location: all training data will be disaggregated by sex, type of training, geographic location, and any other categories required by USAID. Where appropriate we have also disaggregated by disability/non-disability to ensure we are capturing and tracking performance of all students, regardless of gender or disability. Percentages will also be expressed as Numerator and Denominator. (See Annex I for a table of indicators with targets.)

Lecture Pour Tous will support the reporting of performance monitoring indicator data through multiple channels. These include:
1. Ad-hoc reports generated at any time from the Lecture Pour Tous database/DevResults system (and, for some indicators, eventually the MEN)
2. Quarterly Reports: updates for those indicators intending to be reporting quarterly
3. Annual Reports: with the data and analyses from the past year
4. TraiNet/Training and Exchanges Automated Management Systems (TEAMS): for all training and participant data
5. Biannual Performance Review Conferences: held together with key MEN counterparts at the national and regional levels, and in advance of biannual USAID/Senegal-MEN Lecture Pour Tous Steering Committee meetings

Lecture Pour Tous will be collecting data on a continuous/ongoing basis according to the implementation of activities in the workplan. The mobile tools will allow Lecture Pour Tous staff to view collected data as it is uploaded. This will allow the Lecture Pour Tous team to keep a close watch on and facilitate review of data during the collection process. This will allow staff to identify possible errors quickly and make adjustments as needed. The tools will also encourage communication among coaches, school directors and teachers to review and use collected data.

Lecture Pour Tous will produce quarterly reports detailing implementation progress against the approved work plan, progress against intended results using performance monitoring and other available data, learning generated by collaborative review of available data, and adaptations identified to improve activity effectiveness. The quarterly report will provide details about any challenges encountered by Lecture Pour Tous that may result in delays in achievement of intended results and solutions proposed to address those challenges where appropriate. Quarterly and other performance reports will form the foundation for documentation of priority performance information about Lecture Pour Tous and will be shared with all relevant stakeholders as appropriate in order to ensure informed understanding of and learning from available MEL system data and also effective participation in activity adaptive management processes. All reports are presented in draft to the COR before final submission. Once approved, reports for subsequent quarters will be used to document any changes required for results and data reported in previous reports.

The Senior MEL Specialist will be responsible for overseeing the production of the MEL reports on time, and in a technically valid, high-quality, and policy-relevant manner, with the purpose of providing

required information for effective learning and management decision-making by activity stakeholders. He oversees the Data Management Specialist, who maintains the project's internal indicator database, DevResults, and will ensure internal program management data is stored, analyzed, and disseminated over the life of Lecture Pour Tous. Progress reports will be shared with Senegalese counterparts to support their internal reporting against the *Contrats De Performance* (CDPs) within the *Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence* (PAQUET).

Chemonics will track the costs of each intervention, and then use our internal software to link costs with activities using the ingredients method. In addition to providing USAID with clear information on the usefulness of interventions provided by the MEL system, this cost information will help ensure continuity of activities after program end by supplying the Senegalese government with information on the cost of Lecture Pour Tous activities that must be absorbed into the government's budget.

Performance Plan and Report (PPR) Indicators

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Activity-level outcome indicator	1	Percent of learners who demonstrate reading fluency and comprehension of grade level text by the end of two grades [ES.1-1 PPR]	A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. Learners should be counted in the total (denominator) if they are enrolled in grade 2 of primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc. Reading ability should be measured through an assessment system that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments. There is no universal benchmark or threshold indicating the ability to read with fluency and comprehension. The benchmark used should be tailored to the language, context, and assessment utilized, and should be developed in consultation with local reading experts and policymakers. In the absence of a context-specific benchmark, a common alternative is the level of Oral Reading Fluency associated with 80% reading comprehension (where 80% reading comprehension is

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
			operationalized at the ability to answer at least 80% of comprehension questions correctly).

Reading fluency and reading comprehension are distinct skills that are closely correlated. "Learners who demonstrate reading fluency and comprehension" should be operationalized as learners whose reading fluency score is at or above the reading fluency threshold associated with reading comprehension.

The language(s) of assessment will be determined by country policies. If individual students are assessed in more than one language, the grade 2 language of instruction should be used as the basis for the calculation.

A census of all the students and learners who received the intervention is not necessary. Rather, a statistical sample that is representative of that population is adequate. Those findings then may be extrapolated to the population.

Proportion is reported as a percentage:
• Numerator: Number of learners reached with USG reading programs/interventions who demonstrate reading fluency and comprehension of grade level text at the end of grade 2
• Denominator: Total number of learners reached with USG reading programs/interventions who are at the end of grade 2. |
| Cross-Activity indicator | 2 | Number of learners reached in reading programs at the primary level [ES.1-5 PPR] | A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum.

Learners enrolled in kindergarten can be included in this number only if kindergarten is accepted and funded by the government as an integrated component of primary education. |

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
			Learners should be counted here if they are enrolled in primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc. Examples of USG-supported education assistance that does not support improved reading outcomes include but are not limited to: EMIS or assessment data collection; and administrative training for non-educators. When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once. This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.
Output 1.1: Evidence-based early grade reading materials in Senegalese languages provided	6	Number of primary secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance [ES.1-49 PPR]	Textbooks and other teaching and learning materials (TLM) are the aids used by the educator to help in teaching/instructing effectively and the aids used by the learner/student to help in learning more effectively. Some materials are designed, printed, and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USG support. In the totals, materials should be counted only once. For example: One (1) teacher manual and one (1) student textbook are designed and developed with USG assistance. • 2,000 copies of the teacher manual and 100,000 copies of the student textbook are printed and distributed with USG assistance. • The total count would be 102,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance. (2,000 teacher manuals + 100,000 student textbooks = 2,000 TLM).

Examples of TLM include, but are not limited to, the following: textbooks; student workbooks; supplementary reading books; educational tapes and CDs; library books; reference material in paper or electronic formats; support material for educational radio and TV broadcasts; teacher manuals and guides; etc.

"Sets" of small materials (e.g. flash cards; alphabet cards) should be counted as a single TLM rather than individual TLMs. For example:
• One (1) complete set of alphabet flash cards contains 26 cards.
• 5,000 sets of alphabet flash cards (130,000 individual cards) are purchased and distributed with USG assistance.
• The total count would be 5,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance.

Essentially, TLMs are associated with content embedded in the material itself. Materials and means of conveying content that have no content themselves are not included.

Examples of materials that are NOT counted include, but are not limited to, the following: pencils, pens, and other writing utensils; handouts used in training and professional development; chalk; chalkboards; slates; whiteboards; etc. These materials are not counted as TLM because they do not convey content in and of themselves.

For Lecture Pour Tous, the TLMs being tallied in this indicator consist of the following, printed and distributed:

• the total number of copies of the teacher's guide
• the total number of alphabet charts
• the total number of sets or volumes of read-aloud stories for use by teachers
• the total number of copies of the student textbook or "tool"
• the total number of copies of student take-home workbooks/readers
• the total number of sets of leveled, decodable readers, with one set covering one level of reader (and the objective of providing one set for every 10 students in the grades for which the level is intended)

The tallies and estimates for this indicator include the total number of copies printed and distributed with USAID/Lecture Pour Tous support, including copies for school directors, inspectors, resource people, trainers, ministry officials and other key actors who need copies in order to do their job.

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Output 1.2: Teachers' skills in evidence-based early grade reading instruction improved	8	Number of primary (or secondary) educators who complete professional development activities with USG assistance [ES.1-6 PPR]	Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.

Professionals who work in the education sector but whose primary function is not to transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include but are not limited to: school administrators such as principals (unless principals also teach); ministry officials, supervisors; and teacher trainers (if these teacher trainers are not also teachers).

Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.

Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

Educators reported in other indicators, such as ES.1-9, ES.1-10 or ES.1-11, should also be counted towards this indicator.

When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed). |

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Output 1.3: Coaching and supervision of early grade reading instruction improved	10	Number of education administrators and officials who complete professional development activities with USG assistance [ES.1-12 PPR]	Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g. school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g. school, NGO). Their roles do not involve teaching or direct instruction of students. Examples include, but are not limited to, the following: principals; superintendents; coaches; trainers; inspectors; technical specialists; managers; etc.

Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.

Education administrators and officials who benefit from services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

When calculating the total numbers of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed). |

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Outcome 3: Parent and community engagement in early grade reading improved	17	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported by USG assistance [ES. 1-13 PPR]	Provide a count of the number of parent teacher associations (PTAs) or community-based school governance structures that are receiving USG support and are engaged in primary or secondary education. Community-based school governance structures are School Management Committees (CGEs) that include representatives from school leadership, teachers, PTAs and local community resource persons. Engagement in education includes promoting the participation of parents (or caretakers) and other community members in school-level decision making around early grade reading interventions (for the first three grades of primary school-CI, CP-CE1), monitoring the quality of early grade reading teaching, organizing school-based reading events, and integrating and monitoring of EGR activities in school support plans (*Plan d'Action Volontariste*, or PAV). Examples of USG support to community-based school governance structures includes but is not limited to: direct financial support (grants); and training in skills related to serving on a PTA, School Management Committee (SMC), or equivalent governance body.

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Output 1.1: Evidence-based early grade reading materials in Senegalese languages provided	22	Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations [ES.1-45 PPR]	A "learner" is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled to meet requirements of the end of primary school. Host-country governments define through policy which grades are included in primary school in their country, and activities should follow this designation in determining whether a grade is a primary grade. This indicator counts the percent of learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers.

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Outcome 1: Early Grade Reading Instruction in Primary Schools and Daaras Improved	23	Number of public and private schools receiving USG assistance [ES.1-50 PPR]	The purpose of this indicator is to facilitate reporting on the balance of public and private schools that receive USG assistance. When reporting on this indicator, it is essential that the public/private disaggregations are reported along with the overall value. If all assistance goes to one category or the other, then report the full number for one disaggregate and zero for the other.

Activity Result	Indicator Number	Indicator Type (PPR, Initiative)	Indicator Description
Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved	24	Percent of USG-assisted organizations with improved performance [IM-level] (CBLD-9)	This indicator measures whether USG-funded capacity development efforts have led to improved organizational performance in organizations receiving organizational capacity development support. Capacity is the ability of people, organizations and society as a whole to manage their affairs successfully. Capacity development is the process of unleashing, strengthening and maintaining such capacity. Capacity is a form of potential; it is not visible until it is used. Therefore, performance is the key consideration in determining whether capacity has changed. Organizational performance improvement reflects a deliberate process undertaken to improve execution of organizational mandates to deliver results for the stakeholders it seeks to serve.

Performance Management Indicators

TABLE 3: PERFORMANCE MANAGEMENT INDICATORS

Activity Result	Indicator Number	Indicator Type (Non-PPR, Initiative)	Indicator Description
Outcome 1: Early grade reading instruction in public primary schools and *daaras* improved	3	Percent of target schools allocating at least one hour a day to reading instruction (Grades 1-3) [Non-PPR]	Percent of target public schools and *daaras* whose written time table for each grade targeted by the program includes at least one hour a day for reading instruction in national language.
	4	Average oral reading accuracy for first grade students (or the equivalent) after one year of reading instruction in a language they speak and understand [Non-PPR]	Average student score for accuracy in reading connected text, measured in the percentage of correct words read of connected grade-level text, in language students speak and understand (Wolof, Seereer, Pulaar) and at the end of one school year of reading instruction supported by the program.
Output 1.2: Teachers' skills in evidence-based early grade reading instruction improved	5*	Percent of first, second and third grade teachers who apply the techniques and methods of evidence-based early grade reading instruction [Non-PPR]	This indicator represents the proportion of targeted teachers who are able to correctly use new techniques and materials in instruction at the classroom level. In order to count, the teachers must be observed in the classroom demonstrating at least 70% correct adherence to the criterion-referenced observation grid that covers expected instructional routines, use of materials, and other practices.
Output 1.1: Evidence-based early grade reading materials in Senegalese languages	7	Percent of classrooms in which students are using evidence-based early grade reading materials provided with Lecture Pour Tous support [Non-PPR]	This is the proportion of classrooms observed on sample basis in which all or nearly all students are seen to be using a textbook or reading text during an early grade reading lesson using Lecture Pour Tous-supported methods and materials. "Using" signifies that the student is observed in possession of an individual copy of the textbook or reading text, and this book or text is open. "All or nearly all" is defined by an observer's recorded assessment that "yes, approximately" ("*Oui, à peu près*") each student has her/his own reading tool [book] in front of her/him and is using it ("*Chaque élève a son propre outil de lecture devant lui/elle et l'utilise*".)

Activity Result	Indicator Number	Indicator Type (Non-PPR, Initiative)	Indicator Description
Output 1.3: Coaching and supervision of early grade reading instruction improved	9*	Percent of early grade teachers who receive coaching with adequate frequency for the implementation of evidence-based early grade reading approach [Non-PPR]	This indicator measures the proportion of supported early grade teachers who receive coaching with adequate frequency for the implementation of the reading approach. In order to be included in the percentage a teacher must be coached at least one session twice a month for the first three years that a teacher is implementing the program, including group coaching during teacher learning circles or "*cellules d'animation pédagogiques*".
Output 1.4: Early grade reading assessment improved	11	Ratio of targeted departments using Local Education Monitoring Approach (LEMA).[2] for assessing school status of early grade reading performance [Non-PPR]	This indicator refers to the proportion of program-assisted department-level education offices (*Inspections de l'Education et de la Formation*, IEFs) whose monitors use LEMA with Lot Quality Assistance Sampling (LQAS) at least once during the year to assess early grade reading outcomes in their department. The denominator of "targeted" departments refers to the total number of departments targeted in a given year, i.e. 15 in Year 1 and 21 starting in Year 3.
Output 2.1: Coordination and communication about early grade reading increased	12	Percent of targeted MEN directorates, chefs de divisions, and regional key staff surveyed demonstrating awareness and understanding of key themes related to early grade reading and the national reading program [Non-PPR]	This indicator measures MEN staff awareness and understanding of key themes related to early grade reading and the objectives and main strategies of the national reading program (Le *Programme national "Lecture Pour Tous"*). Specifically, it is the proportion of MEN staff surveyed whose overall responses demonstrate a rating of "good" or above for awareness and understanding as measured by the survey's scale. Targeted population includes: MEN staff at the central, regional, and departmental levels who are intended to be involved in the Lecture Pour Tous national program. The specialized knowledge, attitudes and practices (KAP) survey for MEN staff will focus on their current level of awareness related to the importance of early grade reading, effective approaches to teaching early grade reading, and the engagement of many different kinds of actors for its success, as well as on understanding of their roles and responsibilities and MEN systems related to core reading program elements — policies, plans,

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[2] Note that the USAID/All Children Reading (Lecture Pour Tous) contract refers to LQAS, but this term has been replaced by LEMA, which uses LQAS.

Activity Result	Indicator Number	Indicator Type (Non-PPR, Initiative)	Indicator Description
			strategies, and objectives.
Output 2.2: National standards for early grade reading adopted and applied	13	Number of sets of early grade reading performance standards developed and validated with Lecture Pour Tous support [Non-PPR]	Number of sets of standards, including both student and teacher standards that have been validated by the MEN.

For student performance standards, a "set" refers to all standards and benchmarks established for a single grade level (and all target languages), and covers, at a minimum, a standard for fluency (correct words per minute) and a standard for comprehension.

For teacher performance standards, a "set" refers to the framework covering expectations for teaching early grade reading, valid for any and all languages. The early grade reading performance standards for teachers refer to the minimum competencies required to teach students reading with quality.

"Developed" = Standards have been established in a workshop with MEN staff, at least provisionally while they undergo further testing and review.

Validated = Standards having gone through a validation process and then adopted by a decree or *note circulaire* signed by the authorities of the MEN. |
| | 14 | Number of program stakeholders provided with information on student and teacher performance standards [Non-PPR] | This indicator tracks the number of program stakeholders (including Senegalese government institutional partners, key central Ministry staff, government officials, local authorities, *partenaires techniques et financiers* [PTF], other implementing partners [IPs], NGOs) provided with information about provisional and/or validated student and teacher performance standards with regard in part to how these standards can be applied to guide instruction and assessment.

Information will be provided through information-sharing meetings and sessions convened at the various levels in the education system. For the purposes of this this indicator, we proposed to measure the number of people who have formally and purposefully received this information either through meetings organized by Lecture Pour Tous or with support from Lecture Pour Tous. |
| Output 2.4: Policies in support of | 15 | Number of laws, policies, regulations, or guidelines developed or modified to | Number of laws, policies, regulations, or guidelines created or modified with the purpose of improving the quality of education services (particularly with |

Activity Result	Indicator Number	Indicator Type (Non-PPR, Initiative)	Indicator Description
evidence-based early grade reading instruction implemented		support evidence-based early grade reading instruction [Non-PPR]	respect to early grade reading and not including fluency and comprehension standards).
Output 2.5: Ministry of Education staff's performance of essential functions improved	16	Percentage of targeted MEN units demonstrating improved performance in relation to delivery of early grade reading instruction [Non-PPR]	This indicator tracks the number of ministry units receiving technical assistance from Lecture Pour Tous that demonstrate improved performance in supporting early grade reading reforms in relation to a set number of key priorities. Ministry units include directorates at the central level as well as IAs, IEFs, and CFRPEs at decentralized levels. Key priorities for each unit are defined in the updated Lecture Pour Tous Sustainability and Scale-up Plan, particularly in the *Plan d'actions prioritaires* (Plan of Priority Actions) annex. The *Plan d'actions prioritaires* defines indicators and sources of verification to monitor the level of "autonomy" (or performance) of MEN units sought in relation to key priorities for the education system's delivery of early grade reading to ensure sustainability of reforms. For each key priority, the *Plan d'actions prioritaires* also includes the intended date by which this level of autonomy is to be achieved. For Indicator 16, a MEN unit will be therefore counted as having "improved performance in supporting early grade reading reforms in relation to a set number of key priorities" if it has achieved at least one progress indicator target for at least one key priority for which it is responsible during the reporting year in question. Lecture Pour Tous will continuously monitor the achievement of progress indicator targets during the year throughout the implementation of the *Plan d'actions prioritaires*, per the means of verification given in this plan.
Output 3.1: Parent and community demand for high-quality early grade reading instruction increased	18**	Percent of targeted households surveyed showing demand for high-quality early grade reading instruction [Non-PPR]	The proportion of households among those surveyed whose responses, in quantified form, are at an average or above composite rating for the "demand" rubric of the community KAP survey.

Activity Result	Indicator Number	Indicator Type (Non-PPR, Initiative)	Indicator Description
Output 3.2: Community-based early grade reading activities implemented	19**	Number of community-based events held to increase students' engagement in and enjoyment of reading [Non-PPR]	This is a count of individual events held at the school-community level or with two or more school-communities to support early grade reading, and may include reading competitions, plays, award ceremonies to recognize students who have shown that they can read and/or have improved in learning to read, reading camps during school vacations, events to create texts for students to read and other public gatherings designed to promote early grade reading. Students are those children in the first three grades of primary schools (CI, CP and CE1). An event is described as a discrete set of time dedicated to supporting early grade reading. An "event" may be a collection of different activities above combined on a single day or over consecutive days. In the event that a reading competition and award ceremony occur on the same day as part of the same campaign the event the individual activities will not be counted twice. If, however a school holds two reading competitions at different points during the year, i.e. in different terms, that will be reported as 2 events.
Output 3.3: At-home support to early grade learners improved	20**	Percent of targeted households where parents or other caretakers regularly undertake activities suggested by their school/PTA to support their early grade students' reading acquisition [Non-PPR]	This represents the proportion of households in targeted communities (based on a sample) that have children in Grades 1-3 (in keeping with the Lecture Pour Tous roll-out plan starting with Grade 1 in Year 2) and that report at least one parent or caregiver regularly completing activities suggested by teachers, school directors, and/or parent association members to support early grade children's learning at home relative to reading. These activities could include using the student's take-home book to do reading exercises at home, using the simple home-school communication tool to track student progress, attending parent-teacher conferences about their child's reading learning, attending PTA meetings or community forums about supporting early grade reading at home, etc. "Regularly" will be defined for each activity according to the frequency recommended for that activity.

Activity Result	Indicator Number	Indicator Type (Non-PPR, Initiative)	Indicator Description
Output 3.4: Parent and community monitoring of early grade reading instruction delivery improved	21**	Number of community forums held to monitor early grade reading instruction delivery [Non-PPR]	This indicator counts the number of events, or forums, designed for sharing school and/or reading information with the school community (i.e. parents and caregivers). A forum is defined as an event open to the public where school officials can present information and residents have an opportunity to voice opinions. A forum could be specifically designated for sharing results or the topics could be covered as part of a pre-planned event. Events that involve the community but do not discuss the following issues results of EGRA; to share reading data, discuss regular classroom assessments; and to discuss parental support of reading do not count as a forum in this context. These events will be held by local NGO partners and/or community liaisons and participating school management committees/PTAs, with the support of the Outcome 3 team. A forum must involve the representatives of the following groups: school administrators; parents and caregivers; teachers or any other community groups such as women and youth groups.

*Denotes relevance to Learning Agenda Questions 1 and 2
**Denotes relevance to Learning Agenda Question 3

DATA MANAGEMENT

With a diverse set of indicators and Research Plan, Lecture Pour Tous will implement several different data collection methodologies during the life of the project. While Lecture Pour Tous works with MEN counterparts and with NGO partners for Outcome 3 to collect data from relevant actors on an ongoing basis, we will work to minimize the potential burden of reporting and data collection. This means using multi-purpose tools, collecting data for multiple indicators at the same time, and as much as possible, taking advantage of coaches' and technical staff visits to schools to gather additional data, while paying close attention to data quality and reliability.

Data Collection. Lecture Pour Tous will use a variety of quantitative methods to gather the information necessary for indicator reporting, action research, and activity planning. These include:
- EGRA assessments using tablet-based Tangerine software, and that include teacher questionnaires generating data for both the Lecture Pour Tous research agenda and to be able to better interpret results
- Intermediary assessment using LEMA that uses LQAS to provide binary spot-checks to monitor progress

- School-level observation tools and logs, with data transmitted by school directors and/or coaches via smartphones and tablets (verified with spot-checks from Lecture Pour Tous personnel and MEN counterparts)
- SMS-based surveys of teachers
- Teacher, parental/community and MEN personnel surveys of knowledge, attitudes, and practices (KAP) at baseline, midline, endline – using local Senegalese research entities and consultants – under the supervision of each respective Outcome technical team and the MEL team, together with their MEN counterparts.
- Quarterly school visits by inspectors and other resource people to, among other things, collect observation data related to teacher application of new techniques, student use of materials, etc.

Lecture Pour Tous will leverage its VPN network to communicate via text messages with trained teachers and administrators. The program will use the Telerivet platform to send quick survey questions to receive feedback and collect feedback from training participants.

For coaching data collection as well as other monitoring surveys, the MEL team will use the SurveyCTO data collection technology which allows for data collection in surveys with several sections, complex skip logic and internal validation. The MEL team will work with technical staff in the development of survey instruments that which will then be translated to digital format on the website and then downloaded to tablets for use by the enumerators. SurveyCTO includes provisions for review and approval of collected data. The MEL team will export results from SurveyCTO for analysis and storage. The ICT and Data Systems Specialist will manage the digitization of the instruments and conduct the training for enumerators on how to use the tablets for data collection.

To supplement the quantitative data collection directly for indicators, Lecture Pour Tous will also use qualitative methods to provide additional context to collected data such as periodic focus groups of MEN employees, teachers, administrators, and community groups. This will provide opportunities to dig deeper into nuances of reported indicators and the context and evolutions that may not be readily obvious in quantitative results. The technical teams in the departments and regions, in conjunction with MEL personnel and their MEN counterparts, will conduct these exercises at least semi-annually in preparation for the performance review conferences. The MEN will have significant and increasing responsibility for collecting and analyzing data, and staff within our reading team will be responsible for ensuring timely and accurate data collection for their activities and outcomes quarterly or, in some instances, annually. The Senior MEL Specialist and his team will work with the MEN to continually build its capacity for MEL and coordinate data analysis and reporting.

Data Quality. Following ADS 201, all data will be reviewed for validity, reliability, timeliness, precision, and integrity throughout the life of the project. High-quality data control is essential to all monitoring and takes place at each stage of the MEL life cycle. Data collection forms will be created to reduce possibilities for error and to facilitate data entry. To the extent possible, Lecture Pour Tous will use mobile/digital data collection technology to further reduce transcription error and impose validation checks. Each tool will be coupled with strict guideline and protocols on its use and associated data flow.

While every team member shares in the responsibility for data quality, for example, reading team members will provide initial quality control by examining data upon receipt from coaches, school directors, etc., and verifying data against original sources should any problems arise, the MEL Specialist will lead annual data quality reviews and make recommendations based on findings to improve data quality. These reviews will utilize the Chemonics' data quality review tool and guidance (modeled after USAID guidance and checklists) consisting of a review of the data collection protocols, spot check of records, and a refresher training for project staff on any updates to forms and/or protocols. The annual

reviews and checks will also include a review of data collection flow using the ICT-enhanced mobile tools established with support from the Lecture Pour Tous public private partnership (PPP) with Orange Labs/Sonatel.

Data Storage and Reporting. Data storage and visualization will be provided through our DevResults system, a monitoring information system that will serve as a central repository and enable analysis of project MEL data. Our team will also use DevResults to make our quarterly and annual reporting more powerful by enabling viewers to see trends in indicators, such as MEN capacity growth over time. Project progress reports will present up-to-date indicator values as part of indicator tracking and will also include analysis of progress against targets and qualitative information and success stories. Data collection efforts will be synchronized with project quarterly reporting as well as with USAID's own fiscal congressional reporting schedule to ensure that the most current information is made available. Updated AMELP indicator values will be included in quarterly and annual reports in table formats along with succinct narratives on other quarterly performance information and annexed indicator tracking sheets.

Lecture Pour Tous will comply with ADS 579 and will provide datasets and codebooks that include data on student learning outcomes, and information. This data will be used to estimate the number of unique pupils benefitting from program interventions over the life of Lecture Pour Tous. Lecture Pour Tous will execute a country-level memorandum of understanding that will define the terms with the Senegalese government allowing for sharing of datasets and other data with USAID and will enable public access to data collected through Lecture Pour Tous. Original datasets will be transmitted to USAID in accordance with ADS 579.

Data Security. Lecture Pour Tous will operate with data security as a part of its data management system and overall operating procedures. This includes, at minimum, restricting access to offices, project workspaces, and filing cabinets, and preventing unauthorized computer access through password protection. Documents that contains personal information (such as participant sign-in sheets from workshops, trainings, etc.) will be secured in locked filing cabinets in project office spaces. Similarly, project data stored in electronic spaces such as Office 365 or databases such as DevResults, will have authorized access protocols and methods as appropriate, and access permissions tracked by the project operations and IT staff.

Data Analysis and Use. Lecture Pour Tous data collection tools will enable the program to capture data in formats where they can be analyzed and used beyond tracking performance against indicator targets. Data analysis on both a rolling and routine basis (formally reported on through quarterly and annual progress reports), will be conducted to identify opportunities for adapting interventions and discussed. For example, Lecture Pour Tous will use data collection tools to work with the MEN to capture accurate geo-referenced/GIS data that can then be used by IEFs, coaches, and school directors to pinpoint teachers and schools in real-time that may need extra support, or that may be achieving results using techniques that could be replicated elsewhere.

TABLE 4: DATA MANAGEMENT PLAN

Indicator Number	Data Collection Tool	DQA Date	Storage	Security	Analysis & Use
1	EGRA	Q3 Y1/Y3/Y5	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 1 staff in collaboration with MEL team.
2	School enrollment sheets	Q2	Sheets collected and stored at IEFs; data table in DevResults.	Secured in DevResults (access code required).	Analysis from M&E and operational research data conducted by MEL team, in collaboration with partners and stakeholders as appropriate.
3	Timetable for school classroom	Q2	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by MEL team, in collaboration with IEFs.
4	EGRA CI	Q3 Y2	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 1 staff in collaboration with MEL team.
5	Criterion-referenced direct teacher observation	Q3	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 1 staff in collaboration with MEL team.
6	Distribution form	Q2	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 1 staff in collaboration with MEL team.
7	Classroom Observation	Q3	Direct entry in DevResults	Secured in DevResults (access code required).	Appropriate analysis technique identified based on classroom observation method.
8	Training participant records (attendance sheets)	Q4	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data will be analyzed and disaggregated by sex, region, type of school.
9	Project records and SurveyCTO mobile platform	Quarterly	Data table in DevResults	Secured in DevResults (access code required).	MEL team will analyze data to review response rates and platform usage.

Indicator Number	Data Collection Tool	DQA Date	Storage	Security	Analysis & Use
10	Training participant records (Attendance sheets)	Q4	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data will be analyzed and disaggregated by sex, region, type of school.
11	*Inspection de l'Education et de la Formation* (IEF) records	Q3	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	LEMA analysis conducted and coordinated by the Assessment Coordinator, in collaboration with the IEF, as a new assessment and monitoring approach.
12	KAP survey results	Y1/Y3/Y5	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	KAP analysis will focus on survey participant awareness related to importance of early grade reading and effective approaches to teaching early grade reading.
13	Project records	Q3	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 2 staff in collaboration with MEL team.
14	Training participant records (Attendance sheets)	Q3	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data will be analyzed and disaggregated by sex, region, type of school.
15	Project records	Q4	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 2 staff in collaboration with MEL team.
16	Performance monitoring reports	Q4	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 2 staff in collaboration with MEL team.
17	Project Records	Quarterly during Y2	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 3 staff in collaboration with MEL team.
18	KAP Survey Results	Y1/Y3	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required); shared with stakeholders.	Data analysis conducted by Outcome 3 staff in collaboration with MEL team.

Indicator Number	Data Collection Tool	DQA Date	Storage	Security	Analysis & Use
19	CGE report	Q4	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 3 staff in collaboration with MEL team.
20	KAP survey	Y1/Y3	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required); shared with stakeholders.	Data analysis conducted by Outcome 3 staff in collaboration with MEL team.
21	Project records	Q4	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 3 staff in collaboration with MEL team.
22	EGRA/SSME	Q3 Y5	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 1 staff in collaboration with MEL team.
23	Project records	Q2 Y5	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 1 staff in collaboration with MEL team.
24	Performance monitoring reports	Q2 Y5	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).	Data analysis conducted by Outcome 2 staff in collaboration with MEL team.

EVALUATION

Lecture Pour Tous will coordinate closely with USAID/Senegal Mission Monitoring and Evaluation Project (MEP) on all independent evaluation endeavors, including performance evaluations and the mid- and end-lines, and any impact evaluation of certain Lecture Pour Tous components. This includes sharing of data on performance indicators, which will be facilitated through the DevResults system that presents indicator tracking and trends and can generate ad-hoc reports. We will also coordinate with Rapid Feedback Monitoring Evaluation Research and Learning (RF MERL) efforts and/or impact evaluators as needed, such as for intervention testing, sequencing and comparison groups. We will also help facilitate any data and observation needs of independent evaluators and participate in coordination meetings.

Evaluation Actions

This table is completed by the AOR/COR/GATR or appropriate M&E specialist and may be subject to changes.

The research questions below have been identified after several discussions/meetings with the Ministry of Education, Lecture Pour Tous and USAID. The Education team has identified the Rapid Feedback MERL (RF MERL) mechanism to undertake the evaluations.

<div align="center">TABLE 5: EVALUATION PLAN</div>

Activity Result	Evaluation Questions	Planned Evaluation Type (Performance/ Impact)	Evaluator (Internal/ External)	Required (Y/N)	Relevant Indicator Numbers
Result 1	*Research question*: What did the teachers learn through their participation in the multimodal in-service training, especially in relation to the FAD modules, push messages and in the internal CAPs? 4 additional questions will address FOI, success factors, satisfaction and use.	RF MERL Technical assistance to LPT: Pre/Post-test, Interviews, Surveys.	Internal/ External	N	5, 9
Result 1	*Research question*: What is the most effective approach to coaching teachers? Are the coaches of Variants A and B able to implement the system as planned? Are there any misunderstandings or problems that need to be corrected quickly or other quick improvements to be made? This learning agenda contains 3 additional questions on satisfaction, use, sustainability and cost effectiveness.	Lean testing, comparative analysis	External	N	5, 9

AMEL Plan Management

Roles and Responsibilities

Tasks related to the maintenance and execution of the AMELP must be clearly delineated to avoid duplication of effort and to ensure that appropriate resources address issues in a timely way. Thus, the AMELP defines routine tasks and notes which mission groups and individuals are responsible for, which should assist in, and which must be consulted on or informed about the task. The table below details the role and responsibility of each actor involved in the execution of AMELP tasks. Specifically, it outlines those who are responsible, who assists, who are consulted, and who are informed (RACI) as necessary to each task.

- R - responsible: Those responsible for the performance of the task. There should be exactly one person with this assignment for each task.
- A - assists: Those who assist and support the completion of the task.
- C - consulted: Those whose opinions and feedback are sought but are not required to respond.
- I - informed: Those who must be kept up to date on progress.

TABLE 6: ROLES & RESPONSIBILITIES (RACI CHART)

This table is completed by the AOR/COR/GATR or appropriate M&E specialist and may be subject to changes.

The table below the collaboration between the various stakeholders: USAID Education team, Program Office, Lecture Pour Tous and RF-MERL teams.

Action	PRM	DO Team	PRM M&E Specialist	EPOC	MEL Working Group	COR
Workshops/meetings to identify learning agenda, learning questions	I	R	A	I	C	A
Scope of work of research questions	I	R	I	I	C	A
Budget for research questions (RF-MERL)	I	R	I	I	C	A
Data collection	I	A	I	I	I	I
Evaluation report	I	A	I	I	I	A
Data Quality Assessment	I	I	A	I	I	R

LIST OF LINKED ANNEXES

I. Activity Monitoring and Evaluation Planning Workbook

    a. Indicator Summary Table

    b. Indicator Crosswalk by Sub-Activity

    c. Performance Indicator Reference Sheet (Non-PPR Indicators)

    d. Performance Indicator Reference Sheet (PPR Indicators)

II. [PERFORMANCE INDICATOR TRACKING TOOL](#)

III. List of COVID-19 indicators