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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

I. USAID/LEBANON PERFORMANCE MANAGEMENT PLAN

A. KEY ELEMENTS OF THE PERFORMANCE MANAGEMENT PLAN (PMP)

As described in ADS 203.3.3, the PMP is “A tool to plan and manage the process of monitoring, evaluating, and reporting progress towards achieving an Assistance Objective.” The PMP includes the following required components:

1. **Results Framework.** Although not required in a PMP, a graphical representation of the results framework is recommended in order to give a succinct overview of the program strategy and development hypothesis. The results framework is accompanied by a list of critical assumptions.
2. **Performance Indicator Reference Sheets (PIRS).** One PIRS is completed for each indicator, with at least one indicator for each result in the Results Framework. The PIRS include all of the ADS-required information for each indicator:
 - The source of the data and the method for data collection including estimated cost levels
 - The schedule for data collection along with the person(s) responsible
 - Known data limitations, where applicable, and a plan for data quality assessments
 - Baseline and targeted values
3. **Performance Data Tables.** These tables are complementary to the PMP document and include baselines and targeted values for each AO and IR level indicator. As part of the PMP review and updating process, these tables should also be populated with actual values as data are collected.

B. MANAGING FOR RESULTS

1. Conducting Evaluations and Other Special Studies

Evaluations are relatively structured, analytical efforts undertaken to answer specific program management questions. These take place on a periodic basis and are viewed as a complementary management tool to create an effective performance management system. The Program Office works with the AO teams to determine which evaluations need to be done and maintains copies of such evaluations.

No special studies or evaluations are indicated for the AO Education. Each project should, however, conduct a rigorous project-level evaluation to complement the project monitoring system and the data it generates. For example, under IR 3.3: “Increase people’s access to education programs with USAID assistance,” USAID can require IPs to conduct a follow-up survey of individuals six months after they complete the training or scholarship initiative to examine what they are doing. This information can be used to indicate USAID’s contribution to strengthening the following: 1) the Lebanese workforce; 2) an individual’s employment; or 3) an individual’s ability to pursue further study.

2. Data Quality Assessments

ADS 203.3.5.2 states that “data reported to USAID/Washington for Government Performance and Results Act (GPRA) reporting purposes or for reporting externally on Agency performance must have had a data quality assessment at some time within the three years before submission.” However, the ADS does not

prescribe a particular way to conduct such an assessment, stating: “the rigor of data quality assessments depends on the kind of source and the level of control that USAID has over the data.” For USAID/Lebanon, data quality assessments are conducted in two ways, as follow:

- *PMP Development:* Data quality is first assessed during the development of the PMP in the context of identifying indicators. USAID uses the following criteria to select performance indicators:
 - Direct
 - Objective
 - Useful for Management
 - Practical
 - Attributable to USAID Efforts
 - Timely
 - Adequate

Whether the indicator is objective, attributable, and timely has a direct bearing on data quality. In the PMP, the specific procedures for data collection are described (to facilitate objective data collection) and any data limitations are identified (e.g., where other issues such as attribution or timeliness are identified). As a result, data quality issues may be identified in the performance indicator reference sheet.

- *Data Quality Assessment (DQA) Report:* These are more formal assessments to examine data quality issues in depth and more systematically, particularly for high-priority indicators. These formal assessments are required every three years for data reported to USAID/Washington. The Mission’s last formal DQA was conducted in January 2009, yet for the new indicators included in this PMP, formal DQAs will be conducted within six months of PMP approval. Annex 1 includes a worksheet and checklist for conducting formal DQAs.

3. Reviewing and Updating the PMP

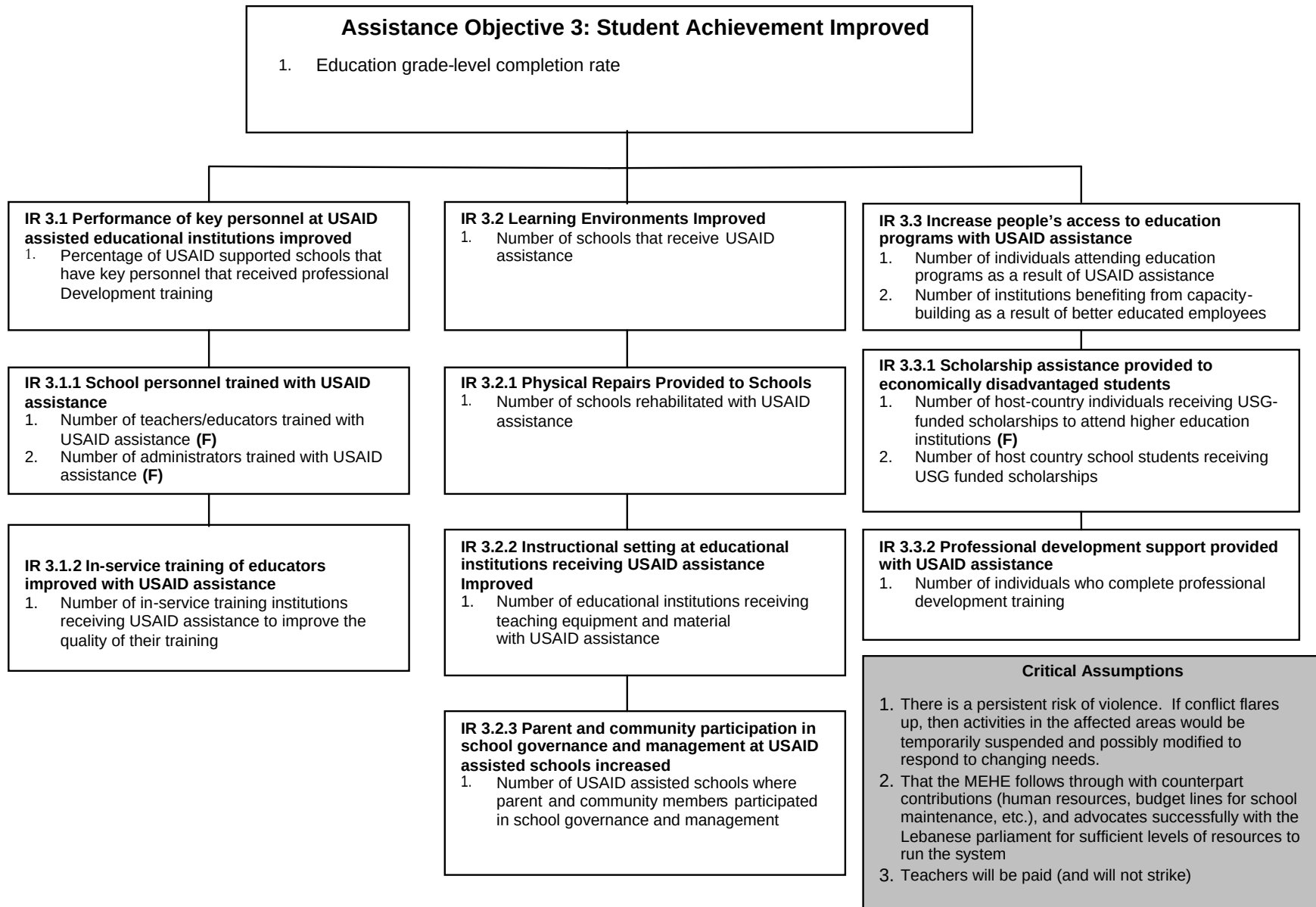
What is the System for Using PMP Data? In order to maintain relevance, the PMP must be updated on a regular basis to reflect the development and evolution of AOs and IRs. USAID/Lebanon will use the following process to analyze data and update the PMP:

- **Step 1:** AO Performance Review- A review of performance with the AO team and the implementing partners takes place to review data, analyze performance, and recommend any adjustments to the strategy or indicators. This strengthens performance analysis because it provides an opportunity for implementers to provide their input and analysis on performance and indicator issues. The implementer may also provide any additional information or analysis that is not specifically included in the PMP.
- **Step 2:** Portfolio Reviews- AO teams summarize the performance of the strategy and identify operational and budget issues for USAID senior management.
- **Step 3:** PMP Revisions- Based on the series of review sessions noted above, appropriate changes are identified that need to be incorporated into the PMP. Once PMPs are revised and updated, they are forwarded to the AO team, the program office, and the Mission Director for approval.

As noted in the ADS and in USAID's PMP toolkit, the PMP serves as a "living" document that teams use to guide their performance management efforts. One of the key principles of the PMP is that it should be a useful tool for management and organizational learning; the PMP is not merely a mechanism to fulfill USAID/Washington reporting requirements. As such, it should be updated as necessary to reflect changes in strategy and/or activities. As a result, the PMP can be adjusted at any time as needed. The need for changes can emerge from implementing partners or AO team members.

II. AO 3: STUDENT ACHIEVEMENT IMPROVED

A. RESULTS FRAMEWORK



B. PERFORMANCE INDICATOR REFERENCE SHEETS

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved Intermediate Result: NA Program Element: Custom Indicator Indicator: Education grade-level completion rate
DESCRIPTION
Precise Definition(s): Percentage of students completing the last year of primary/intermediary/secondary school. Calculated by taking the total number of students in the last grade of primary/intermediary/secondary school, (optional based on MEHE methods: " <i>minus the number of repeaters in that grade</i> "), divided by the total number of children of official graduation age. This indicator is to be provided by the Lebanon MEHE. Unit of Measure: Percentage of students Disaggregated by: grades 6, 9 and 12, gender, geographic area, public/private school Justification/Management Utility: Because these indicators measures education system coverage and student attainment the primary/intermediary/secondary completion rate are considered comprehensive indicators of human capital formation and school system quality and efficiency. In addition, to graduate from primary/intermediary/secondary students must pass the national standardized education test. This is an impact indicator.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Statistics provided by the Ministry of Education Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner in coordination with Ministry of Education. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Annual Estimated Cost of Data Acquisition: Low Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: Pending first DQA
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Primary analysis: 1) Primary completion rate, both genders, and primary completion rate, boys/girls, 2) intermediary completion rate, both genders, and intermediary completion rate, boys/girls; 3) Secondary completion rate, both genders, and secondary completion rate, boys/girls. Data will be compiled and then disaggregated data by grades 6, 9 and 12, gender, geographic area, public/private schools Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 2/18/10 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved IR 3.1 Performance of key personnel at USAID assisted educational institutions improved Program Element: Custom indicator Indicator: Percentage of USAID supported schools that have key personnel that received professional development training
DESCRIPTION
Precise Definition(s): Percentage of USAID supported schools that have key personnel that received professional development training is defined by the number of USAID target schools that have at least one individual per grade who successfully completed professional development for teacher and one who successfully completed the professional development for administrators. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration (based on the ADS standard for in-country training). Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once. Unit of Measure: Number of schools Disaggregated by: gender, public/private school, pre-/in-service, school/university Justification/Management Utility: Training teachers and administrators supports individual and institutional capacity building in countries. USAID training supports capacity building for host country education administrators and officials – and their institutions. These indicators provide an overall sense of scope by giving a count of the total number of teachers/educators trained. However, because the depth of USAID supporting interventions varies (e.g. this includes both short term and long term training), this is a limited indicator, meant to help ‘tell the story’.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: attendance sheets from trainings conducted Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect attendance sheets from trainings conducted. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, public/private school, pre-/in-service, school/university Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved IR 3.1 Performance of key personnel at USAID assisted educational institutions improved Program Element: IIP 2.1-Basic Education Sub Intermediate Result 3.1.1 School personnel trained with USAID assistance Indicator: Number of teachers/educators trained with USAID support
DESCRIPTION
Precise Definition(s): Number of individuals who have successfully completed in-service training program to teach (academically and non-academically) in schools or equivalent non-school-based settings (pre-primary; primary; lower-secondary; upper-secondary), with USG support (e.g. scholarships or a training program funded in whole or in part by USG). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration (based on the ADS standard for in-country training). Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once. Unit of Measure: Number of teachers Disaggregated by: gender, public/private school, pre-/in-service, school/university Justification/Management Utility: Training teachers supports individual and institutional capacity building in countries. This indicator provides an overall sense of scope by giving a count of the total number of teachers/educators trained. However, because the depth of USAID supporting interventions varies (e.g. this includes both short term and long term training), this is a limited indicator, meant to help 'tell the story'.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: attendance sheets from trainings conducted Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect attendance sheets from trainings conducted. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, public/private school, pre-/in-service, school/university Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved IR 3.1 Performance of key personnel at USAID assisted educational institutions improved Program Element: IIP 2.1-Basic Education Sub Intermediate Result 3.1.1: School personnel trained with USAID assistance Indicator: Number of administrators trained with USAID assistance
DESCRIPTION
Precise Definition(s): Number of education officials (public or private) or administrators of education programs, funds or institutions who receive training in aspects of their current positions, including areas such as finance, management (e.g., logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement) or infrastructure (e.g. building, supplies). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration (based on the ADS standard for in-country training). Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once. Unit of Measure: Number of Administrators Disaggregated by: gender, public/private school, school/university Justification/Management Utility: USAID training supports capacity building for host country education administrators and officials – and their institutions the intention is to improve administrative, financial and management practices. Counting the number of trainees provides an overall sense of scope. However, because the depth and duration of USAID supported interventions varies, this is a limited indicator, meant to help 'tell the story' by giving an overall sense of the number of administrators/officials affected by USAID-supported efforts.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: attendance sheets from trainings conducted Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect attendance sheets from trainings conducted. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, public/private school, pre-/in-service, school/university Presentation of Data: frequency tables, trend tables
Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved
IR 3.1 Performance of key personnel at USAID assisted educational institutions improved
Sub Intermediate Result 3.1.2: In-service training of educators improved with USAID assistance
Program Element: Custom Indicator
Indicator: Number of in-service training institutions receiving USAID assistance to improve the quality of their training
DESCRIPTION
Precise Definition(s): The number institutions that receive assistance to: 1) train their trainers who work at the institute and train either teachers or administrators; and 2) training, teaching and learning materials provided with USAID assistance (funded in whole or in part by USAID). Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, educational tapes and CDs, and reference material in hard or electronic copies for use in primary, intermediate, secondary, adult education, and/or teacher training classes. Library books or materials, and support materials for educational radio, cassette, CD or TV broadcasts should be counted;
Unit of Measure: Number of institutions
Disaggregated by: type of trainer, gender of trainer, type of materials, , in-service institution
Justification/Management Utility: Improving the quality of trainers, and the learning materials they use is critical to supporting training quality. By improving the institutions that provide in-service training of educators, we will enhance the capacity of these educators to positively impact student achievement This measure provides an overall sense of the scope of human resource capacity building and products resulting from investments in this area. However, because the depth of USAID supporting interventions varies, this is a limited indicator that is meant to help 'tell the story'.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Implementing partner will collect number of institutions receiving support for in service training
Method of Acquisition by USAID: Performance and monitoring plans from implementing partner
Data Source(s): Implementing partner will collect monitor the training of trainers as well as review and catalog the development, printing, and or distribution of materials. The implementing partner(s) will be determined by USAID
Frequency/Timing of Data Acquisition: Quarterly
Estimated Cost of Data Acquisition: Low, relying on project records
Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None
Known Data Limitations and Significance (if any): None
Actions Taken or Planned to Address Data Limitations: None
Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval
Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by type of trainers and gender, type of materials, training institution
Presentation of Data: frequency tables, trend tables
Review of Data: Periodic spot check of data through site visits
Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD
Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon
Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved Intermediate Result 3.2: Learning environment improved Program Element: Custom Indicator Indicator: Number of schools that receive USAID assistance
DESCRIPTION
Precise Definition(s): USAID assistance defined as: 1) "repair" ranges from cosmetic upgrades such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaky roofs, rebuilding damaged walls or roofs), and mending broken furniture.; 2) equipment includes but not limited to computer lab, science lab, provision of equipment & furniture, tools for inclusive education; and 3) support for PTA, School Management Committee (SMC), or other similar governance bodies for an individual school (or equivalent non-school setting) supported by USAID to organize, meet regularly, participate more fully in education activities, contribute to school governance, or in any other way be more supportive of the school or non-school equivalent education setting. USAID support includes, but is not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body; and 4) student related extracurricular activities, community projects, awareness activities that directly benefit the school as a result of student activities Unit of Measure: Number of schools Disaggregated by: geographic area, type of assistance Justification/Management Utility: Schools in flagrant disrepair are a deterrent to attendance, especially for girls, a distraction from instruction, and frequently unsafe and inadequate for teaching and learning in inclement weather. Learning equipment such as computer and science labs are critical to supporting educational quality. Parent involvement in governance and student extracurricular activities are important for the promote school and community pride and ownership. These measures provide an overall sense of the scope of products resulting from investments in this area. However, because the depth of USG supporting interventions varies, this is a limited indicator that is meant to help 'tell the story'.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Partners count number of schools and report to USAID Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner monitoring, review of school repair, acquisition of equipment, and parent and student participation in school affairs. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly/annually Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by geographic area, type of assistance Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved IR 3.2 Learning Environments Improved Sub Intermediate Result 3.2.1 Physical Repairs Provided to Schools Program Element: Custom Indicator Indicator: Number of schools rehabilitated with USAID assistance
DESCRIPTION
Precise Definition(s): USAID assistance defined as the number of schools that receive “rehabilitation works” that ranges from cosmetic upgrades such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaky roofs, rebuilding damaged walls or roofs), and mending broken furniture. Unit of Measure: Number of schools Disaggregated by: geographic area, type of rehabilitation works Justification/Management Utility: Schools in flagrant disrepair are a deterrent to attendance, especially for girls, a distraction from instruction, and frequently unsafe and inadequate for teaching and learning in inclement weather. By rehabilitating the schools and making them more inclusive we are improving the physical learning environment leading to a positive impact on student achievement. This measure provides an overall sense of the scope of products resulting from investments in this area. However, because the depth of USG supporting interventions varies, this is a limited indicator that is meant to help ‘tell the story’.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Implementing partner will collect number of schools receiving rehabilitation works and report to USAID Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner monitoring, review of school repair. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly/annually Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by geographic area, type of rehabilitation works Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved IR 3.2 Learning Environments Improved Sub Intermediate Result 3.2.2: Instructional setting at educational institutions receiving USAID assistance Improved Program Element: Custom Indicator Indicator: Number of educational institutions receiving teaching equipment and materials with USAID assistance
DESCRIPTION
Precise Definition(s): USAID assistance defined as the number of schools that receive equipment including needed to establish an operational computer lab or science lab. Equipment includes computer equipment (CPU, monitors, modem, printers, software, work stations, furniture, computer education materials) or science equipment. Equipment also includes needed school furniture and administrative equipment for the school administration. Unit of Measure: Number of schools Disaggregated by: geographic area, equipment for Science/Computer Justification/Management Utility: Learning equipment such as computer and science labs are critical to supporting educational quality. By providing the appropriate instructional tools at schools we are improving the learning environment leading to a positive impact on student achievement. This measure provides an overall sense of the scope of products resulting from investments in this area. However, because the depth of USG supporting interventions varies, this is a limited indicator that is meant to help 'tell the story'.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Implementing partner will collect number of schools who receive instructional material support and report to USAID Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner monitoring the acquisition of equipment. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by geographic area, type of equipment purchased Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective 3: Student achievement improved IR 3.2 Learning Environments Improved Sub Intermediate Result 3.2.3 Parent and community participation in school governance and management at USAID assisted schools increased Program Element: Custom Indicator Indicator: Number of USAID assisted schools where parent and community members participated in school governance and management
DESCRIPTION
Precise Definition(s): A count of schools where PTA, School Management Committee (SMC), or other similar governance bodies for an individual school (or equivalent non-school setting) supported by USAID to organize, meet regularly, participate more fully in education activities, contribute to school governance, or in any other way be more supportive of the school or non-school equivalent education setting. USAID support includes, but is not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body. USAID Lebanon has extended this custom indicator to include student related extracurricular activities, community projects, awareness activities that directly benefit the school as a result of student activities Unit of Measure: Number of schools Disaggregated by: geographic area (governorate, district and village/town), schools Justification/Management Utility: Support for PTA or other school governance structures are an important way to promote capacity building at the grassroots, local level. Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, and educational quality. This indicator provides an overall sense of scope. Because the depth of USAID supporting interventions varies, this is a limited indicator, meant to help 'tell the story' by giving an overall sense of the number of such structures affected by USAID-supported efforts.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Implementing partner will monitor and record the number of PTA or other school governance structures activities including Student lead activities Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect attendance sheets from trainings conducted. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data public/private school, geographic area Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved Intermediate Result 3.3: Increase people's access to education programs with USAID assistance Program Element: Custom Indicator Indicator: Number of individuals attending education programs as a result USAID assistance
DESCRIPTION
Precise Definition(s): Number of school students who receive scholarships to attend a private school Number of host-country students receiving scholarships to attend University, and number of individuals attending professional development training Unit of Measure: Number of individuals Disaggregated by: Gender, geographic area, school or university attended, field of study, sector affected Justification/Management Utility: Used to measure the number of individuals with access to further schooling (private school, University, or professional development) as a result of USAID funding assistance provided to economically disadvantaged individuals to improve the economic status and contribute to the workforce human capital of Lebanon.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: review and compilation of scholarship records and training records Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect scholarship recipient records. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, school attended Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved Intermediate Result 3.3: Increase people's access to education programs with USAID assistance Program Element: Custom Indicator Indicator: Number of institutions benefiting from capacity-building as a result of better educated employees
DESCRIPTION
Precise Definition(s): the number of and sector of institutions/firms employing individuals who completed the student's private school scholarships program, the university scholarships program, and professional development training program. Unit of Measure: Number of individuals Disaggregated by: Gender, geographic area, school or university attended, field of study, sector affected, name and sector of institution/firm employing individual Justification/Management Utility: Used to measure the number of individuals with access to further schooling (private school, University, or professional development) as a result of USAID funding assistance provided to economically disadvantaged individuals to improve the economic status and contribute to the workforce human capital of Lebanon.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: Follow up mini-survey of individuals completing secondary school and entering the workforce, individuals completing university study and entering the workforce, and individuals returning to work after completing the professional development training to determine where they are working, and what sector. Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner implementing a mini survey. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly Estimated Cost of Data Acquisition: low to medium Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, school attended Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved Intermediate Result 3.3: Increase people's access to education programs with USAID assistance Sub Intermediate Result: 3.3.1 Scholarship assistance provided to economically disadvantaged students Program Element: IIP 2.2 - HIGHER EDUCATION Indicator: Number of host country individuals receiving USG funded scholarships to attend higher education institutions
DESCRIPTION
Precise Definition(s): Number of host-country individuals receiving scholarships through USG-funded partnerships, scholarship programs or exchange programs (such as Fulbright and other fellowship programs) to attend higher education institutions (US/host country/ third-country). Higher education institutions include research institutes, teacher-training colleges and institutes, universities, community colleges, and post-secondary professional skills colleges. Unit of Measure: Number individuals Disaggregated by: Gender, student home geographic area, field of study, educational institution attended Justification/Management Utility: Used to measure the number of individuals with access to higher education as a result of USG funding. Scholarship assistance provided to economically disadvantaged individuals will contribute to the individual's achievement scholastically, socially and eventually economically
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: review and compilation of scholarship records Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect scholarship recipient records. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Annually Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: January 26, 2009 Known Data Limitations and Significance (if any): As noted in the DQA, "the data are not currently disaggregated by gender as specified in the indicator definition and the format in which the schools report data to USAID (i.e., spreadsheet lists with no explanation) create the potential for errors of transcription or interpretation." Actions Taken or Planned to Address Data Limitations: To address the data limitations USAID Lebanon will follow the recommendations presented in the DQA, 1) Request that data be disaggregated by gender; and 2) request a brief narrative report to explain the data". Date of Future Data Quality Assessments: TBD. As per ADS requirements for an indicator the DQA will be conducted within three years of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, student home geographic area, field of study, educational institution attended Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved Intermediate Result 3.3: Increase people's access to education programs with USAID assistance Sub Intermediate Result 3.3.1: Scholarship assistance provided to economically disadvantaged students Program Element: Custom Indicator Indicator: Number of host country school students receiving USAID funded scholarships
DESCRIPTION
Precise Definition(s): Number of school students who receive scholarships to attend a private school Number of host-country students receiving scholarships through USAID-funded partnerships, scholarship programs or exchange programs to attend a private primary, intermediary or secondary school in Lebanon. Unit of Measure: Number of individuals Disaggregated by: Gender, geographic area, school attended Justification/Management Utility: Used to measure the number of individuals with access to private schooling as a result of USAID funding. Scholarship assistance provided to economically disadvantaged students will contribute to student achievement scholastically, socially and eventually economically
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: review and compilation of scholarship records Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect scholarship recipient records. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Annually Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment:¹ January 26, 2009 Known Data Limitations and Significance (if any): As noted in the DQA, "Instead of the number of "learners enrolled" as specified in the definition, USAID/Lebanon reports the number of USG-funded scholarships awarded to Lebanese students. The data are not currently disaggregated by gender. Also, the definition of "primary" schools used to implement this (standard OP) indicator (i.e., K-12) is probably not consistent with the spirit of the indicator (although the indicator does not precisely define primary)." Actions Taken or Planned to Address Data Limitations: To address the data limitations USAID Lebanon will follow the recommendations presented in the DQA: 1) report on the number of USAID-funded scholarships awarded to Lebanese students; 2) defined primary, intermediary and secondary schools; 3) data will be disaggregated by gender. Date of Future Data Quality Assessments: TBD. As per ADS requirements for an indicator the DQA will be conducted within three years of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by gender, school attended Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

¹ The indicator examined in the January 26, 2009 DQA was "Number of learners enrolled in USG-supported primary schools or equivalent school-based settings". The indicator for the PMP has been reworded based on the DQA finding that, "Instead of the number of "learners enrolled" as specified in the definition, USAID/Lebanon reports the number of USG-funded scholarships awarded to Lebanese students".

Performance Indicator Reference Sheet
Assistance Objective: Student achievement improved Intermediate Result 3.3: Increase people's access to education programs with USAID assistance Sub Intermediate Result 3.3.2: Professional development support provided with USAID assistance Program Element: Custom indicator Indicator: Number of individuals who complete professional development training
DESCRIPTION
Precise Definition(s): Number of individuals who successfully complete professional development training course. Unit of Measure: Number individuals Disaggregated by: Gender, geographic area, sector, type of professional development training, name of firm/institution, title/position in firm/institution Justification/Management Utility: This is an output measure of training in professional development and workforce capacity building. This is a primary means to strengthen human capital among individuals in the labor market.
PLAN FOR DATA ACQUISITION BY USAID
Data Collection Method: review and compilation of training records Method of Acquisition by USAID: Performance and monitoring plans from implementing partner Data Source(s): Implementing partner will collect trainee profile information including trainee gender, geographic area, sector, type of professional development training, name of firm/institution, title/position in firm/institution. The implementing partner(s) will be determined by USAID Frequency/Timing of Data Acquisition: Quarterly/Semi-Annually Estimated Cost of Data Acquisition: Low, relying on project records Responsible Individual(s) at USAID: USAID Education Team Leader
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: None Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: None Date of Future Data Quality Assessments: TBD. As per ADS requirements for a new indicator, the DQA will be conducted within six months of approval Procedures for Future Data Quality Assessments: TBD
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Data will be compiled and then disaggregated data by ex, geographic area, sector, type of professional development training, name of firm/institution, title/position in firm/institution Presentation of Data: frequency tables, trend tables Review of Data: Periodic spot check of data through site visits Reporting of Data: Annual Performance Report data tables, annual portfolio reviews, activity monitoring reports
OTHER NOTES
Notes on Baselines/Targets: TBD Location of Data Storage: Digital and hard copies of reports maintained at USAID/Lebanon Other Notes: None
THIS SHEET LAST UPDATED ON: 12/24/09 To avoid version control problems, enter the date of most recent revision to the reference sheet.

C. SUMMARY PERFORMANCE DATA TABLE

Summary Performance Data Table – AO 3: Education															
Objective/Results	Indicator/Unit of Measure	Disaggregation	BLYear Value	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2014 Actual	Date DQA	Responsible for Indicator
AO: Student Achievement Improved	Education grade-level completion rate	grades 6, 9 and 12, gender, geographic area, public/private school												TBD	Team Leader
IR 3.1 Performance of key personnel at USAID assisted educational institutions improved	Percentage of USAID supported schools that have key personnel that received professional development training	gender, public/private school, pre-/in-service, school/university												TBD	Team Leader
IR 3.1.1 School personnel trained with USAID assistance	Number of teachers/educators trained with USAID assistance (F)	gender, public/private school, pre-/in-service, school/university												TBD	Team Leader
	Number of administrators trained with USAID assistance (F)	gender, public/private school, school/university												TBD	Team Leader
IR 3.1.2 In-service training of educators improved with USAID assistance	Number of in-service training institutions receiving USAID assistance to improve the quality of their training	type of trainer, gender of trainer, type of materials, materials gender neutral/positive/negative, in-service institution												TBD	Team Leader
IR 3.2 Learning Environments Improved	Number of schools that receive USAID assistance	geographic area, type of assistance												TBD	Team Leader
IR 3.2.1 Physical Repairs Provided to Schools	Number of schools rehabilitated with USAID assistance	geographic area, type of rehabilitation works												TBD	Team Leader

Summary Performance Data Table – AO 3: Education															
Objective/Results	Indicator/Unit of Measure	Disaggregation	BLYear Value	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2014 Actual	Date DQA	Responsible for Indicator
IR 3.2.2 Instructional setting at educational institutions receiving USAID assistance Improved	Number of educational institutions that received teaching equipment and material with USAID assistance	geographic area, equipment for Science/Computer												TBD	Team Leader
IR 3.2.3 Parent and community participation in school governance and management at USAID assisted schools increased	Number of USAID assisted schools where parent and community members participated in school governance and management	geographic area (governorate, district and village/town), schools												TBD	Team Leader
IR 3.3 Increase people's access to education programs with USAID assistance	Number of individuals attending education programs as a result of USAID assistance	Gender, geographic area, school or university attended, field of study, sector affected												TBD	Team Leader
	Number of institutions benefiting from capacity-building as a result of better educated employees	Gender, geographic area, school or university attended, field of study, sector affected, name and sector of institution/firm employing individual												TBD	Team Leader
IR 3.3.1 Scholarship assistance provided to economically disadvantaged students	Number of host-country individuals receiving USG-funded scholarships to attend higher education institutions (F)	Gender, student home geographic area, field of study, educational institution attended												TBD	Team Leader
	Number of host country school students receiving USG funded scholarships	Gender, geographic area, school attended												TBD	Team Leader

Summary Performance Data Table – AO 3: Education															
Objective/Results	Indicator/Unit of Measure	Disaggregation	BLYear Value	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2014 Actual	Date DQA	Responsible for Indicator
IR 3.3.2 Professional development support provided with USAID assistance	Number of individuals who complete professional development training	Gender, geographic area, sector, type of professional development training, name of firm/institution, title/position in firm/institution												TBD	Team Leader

D. CALENDAR OF PERFORMANCE MANAGEMENT TASKS

Work Plan	RESPONSIBLE				Product/Objective	
	AO Team		Partners/Donors/STTA		Quantity	Product/Date
	Days	Person	Days	Person		
Portfolio Reviews					2 Per Yr	Nov and May
Draft Issues paper with PO	2	Team Leader	0.5	Program Office		Nov and May
Review pipeline levels from FA	1	Team Leader	0.25	Program Office		Nov and May
Review/Update Procurement Plan	1	Team Leader	0.25	Program Office		Nov and May
Update Activity Sheets & Targets	3	All CTOs	3	All Partners		Oct and Apr
Analyze Results Framework Data Trendlines w/ Partners	3	M&E Specialist	1	All Partners		Nov 1 and May 1
	1	All CTOs		All Partners		Oct and Apr
Conduct Evaluations and Revise PMP, Strategy, Implementation	5	M&E Specialist		NA	0	Ongoing
PPR					1 Per year	Jan
Portfolio Review preparation as above	See PR	See PR	See PR	See PR	See PR	See PR
Conduct Data Quality Assessments of PMP Indicators	3 ea.	AO Team	1 ea.	All Partners	15	Completes DQA Forms by September
Earmark Reporting Requirements	TDB				TBD Per Year	See Below
USAID/LEBANON TO ENTER INFORMATION	TDB	Team Leader		Program Office Backstop	1	TBD
USAID/LEBANON TO ENTER INFORMATION	TDB	Team Leader		Program Office Backstop	1	TBD
USAID/LEBANON TO ENTER INFORMATION	TDB	Team Leader		Program Office Backstop	1	TBD
USAID/LEBANON TO ENTER INFORMATION	TDB	Team Leader		Program Office Backstop	1	TBD

Work Plan	RESPONSIBLE				Product/Objective	
	AO Team		Partners/Donors/STTA		Quantity	Product/Date
	Days	Person	Days	Person		
Review Partner Performance					2 per Year.	Semi-Annual Report Validation
Review Partner Reports		All CTOs		All Partners	4 ea.	Oct 15, Jan 15, Apr 15, Jul 15
Conduct field validation visits	5	All CTOs		All Partners	1 ea.	Oct 30 and Apr 30
Conduct Evaluations/Special Studies/Audits						

ANNEX 1: DATA QUALITY WORKSHEET CHECKLIST

Refer to this checklist² when the AO team conducts both initial and periodic data quality assessments. The full list does not have to be completed—the AO team may wish to identify the most critical data quality issues for formal or informal assessment.

Name of Strategic Objective:

Name of Intermediate Result (if applicable):

Name of Performance indicator:

Data source(s):

Partner or contractor who provided the data (if applicable):

Year or period for which the data are being reported:

Is this indicator reported in the Annual Report? *(circle one)* YES NO

Date(s) of assessment:

Location(s) of assessment:

Assessment team members:

For Office Use Only

SO team leader approval: X_____ Date_____

Mission director or delegate approval:
X_____ Date_____

Copies to:

Comments

1. VALIDITY—Do the data adequately represent performance?

² "The Performance Management Toolkit: A Guide to Developing and Implementing Performance Management Plans." Integrated Managing for Results Team. IBM Business Consulting Services. January 10, 2003. USAID AEP-C-00-99-00034-00, contact: (1/10/03)

	Yes	No	Comments
Face Validity			
➤ Is there a solid, logical relation between the activity or program and what is being measured, or are there significant uncontrollable factors?	☐	☐	
Measurement Error			
<i>Sampling Error</i> (only applies when the data source is a survey)			
➤ Were samples representative?	☐	☐	
➤ Were the questions in the survey/questionnaire clear, direct, easy to understand?	☐	☐	
➤ If the instrument was self-reporting were adequate instructions provided?	☐	☐	
➤ Were response rates sufficiently large?	☐	☐	
➤ Has non-response rate been followed up?	☐	☐	
<i>Non Sampling Error</i>			
➤ Is the data collection instrument well designed?	☐	☐	
➤ Were there incentives for respondents to give incomplete or untruthful information?	☐	☐	
➤ Are definitions for data to be collected operationally precise?	☐	☐	
➤ Are enumerators well trained? How were they trained? Were they insiders or outsiders? Was there any quality control in the selection process?	☐	☐	
➤ Were there efforts to reduce the potential for personal bias by enumerators?	☐	☐	
Transcription Error			
➤ What is the data transcription process? Is there potential for error?	☐	☐	
➤ Are steps being taken to limit transcription error? (e.g., double keying of data for large surveys, electronic edit checking program to clean data, random checks of partner data entered by supervisors)	☐	☐	
➤ Have data errors been tracked to their original source and mistakes corrected?	☐	☐	
➤ If raw data need to be manipulated to produce the data required for the indicator:	☐	☐	
➤ Are the correct formulae being applied?	☐	☐	
➤ Are the same formulae applied consistently from year to year, site to site,	☐	☐	

1. VALIDITY—Do the data adequately represent performance?

	Yes	No	Comments
data source to data source (if data from multiple sources need to be aggregated)?			
➤ Have procedures for dealing with missing data been correctly applied?	☐	☐	
➤ Are final numbers reported accurate? (E.g., does a number reported as a “total” actually add up?)	☐	☐	
Representativeness of Data			
➤ Is the sample from which the data are drawn representative of the population served by the activity?	☐	☐	
➤ Did all units of the population have an equal chance of being selected for the sample?	☐	☐	
➤ Is the sampling frame (i.e., the list of units in the target population) up to date? Comprehensive? Mutually exclusive (for geographic frames)	☐	☐	
➤ Is the sample of adequate size?	☐	☐	
➤ Are the data complete? (i.e., have all data points been recorded?)	☐	☐	

Recommendations for improvement:

1. VALIDITY—Do the data adequately represent performance?

	Yes	No	Comments

2. RELIABILITY—Are data collection processes stable and consistent over time?

	Yes	No	Comments
Consistency			
➤ Is a consistent data collection process used from year to year, location to location, data source to data source (if data come from different sources)?	☐	☐	
➤ Is the same instrument used to collect data from year to year, location to location? If data come from different sources are the instruments similar enough that the reliability of the data are not compromised?	☐	☐	
➤ Is the same sampling method used from year to year, location to location, data source to data source?	☐	☐	
Internal quality control			
➤ Are there procedures to ensure that data are free of significant error and that bias is not introduced?	☐	☐	
➤ Are there procedures in place for periodic review of data collection, maintenance, and processing?	☐	☐	
➤ Do these procedures provide for periodic sampling and quality assessment of data?	☐	☐	
Transparency			
➤ Are data collection, cleaning, analysis, reporting, and quality assessment procedures documented in writing?	☐	☐	
➤ Are data problems at each level reported to the next level?	☐	☐	
➤ Are data quality problems clearly described in final reports?	☐	☐	
Recommendations for improvement:			

2. RELIABILITY—Are data collection processes stable and consistent over time?

	Yes	No	Comments

3. TIMELINESS—Are data collected frequently and are they current?

	Yes	No	Comments
Frequency			
➤ Are data available on a frequent enough basis to inform program management decisions?	☐	☐	
➤ Is a regularized schedule of data collection in place to meet program management needs?	☐	☐	
Currency			
➤ Are the data reported in a given timeframe the most current practically available?	☐	☐	
➤ Are data from within the policy period of interest? (i.e., are data from a point in time after intervention has begun?)	☐	☐	
➤ Are the data reported as soon as possible after collection?	☐	☐	
➤ Is the date of collection clearly identified in the report?	☐	☐	
Recommendations for improvement:			

3. TIMELINESS—Are data collected frequently and are they current?			
	Yes	No	Comments

4. PRECISION—Do the data have an acceptable margin of error?			
	Yes	No	Comments
➤ Is the margin of error less than the expected change being measured?	☐	☐	
➤ Is the margin of error acceptable given the likely management decisions to be affected? (consider the consequences of the program or policy decisions based on the data)	☐	☐	
➤ Have targets been set for the acceptable margin of error?	☐	☐	
➤ Has the margin of error been reported along with the data?	☐	☐	
➤ Would an increase in the degree of accuracy be more costly than the increased value of the information?	☐	☐	
Recommendations for improvement: 			

5. INTEGRITY—Are data are free of manipulation?			
	Yes	No	Comments
➤ Are mechanisms in place to reduce the possibility that data are manipulated for political or personal reasons?	☐	☐	
➤ Is there objectivity and independence in key data collection, management, and assessment procedures?	☐	☐	
➤ Has there been independent review?	☐	☐	
➤ If data is from a secondary source, is USAID management confident in the credibility of the data?	☐	☐	

5. INTEGRITY—Are data are free of manipulation?

	Yes	No	Comments
Recommendations for improvement:			

For indicators for which no recent relevant data are available

If no recent relevant data are available for this indicator, why not?

What concrete actions are now being undertaken to collect and report this data as soon as possible?

On what date will data be reported?