



USAID
FROM THE AMERICAN PEOPLE



| FAQs

MEASURING IMPACT IN EDUCATION: REPORTING REQUIREMENTS

IT'S OUR FIRST TIME DEVELOPING A COST REPORTING MANUAL. DOES USAID PROVIDE GUIDELINES?

Yes! You can use the [USAID Education Cost Reporting Manual](#) to specify which cost categories the activity will report on and who is responsible for what. Because the codes are standardized across all USAID Education activities, partners who have already developed reporting manuals may be able to adapt them for new activities.

IF STAFF MEMBERS ARE ASKED TO HELP OUT FOR A COUPLE OF DAYS ON A TASK THEY ARE NOT TYPICALLY INVOLVED IN, SHOULD THEY BILL TO A SEPARATE CODE?

Not necessarily. USAID recognizes that there may be “crunch” periods around accomplishing a specific deliverable where multiple people in the office pitch in, even if that’s not their job description. Staff members are not expected to learn new billing codes or change how they charge their time in these instances. Instead, they can continue billing their time to their assigned code(s).

WHAT IF STAFF MEMBERS SIT IN MEETINGS WHERE MULTIPLE TOPICS ARE DISCUSSED? SHOULD THEY SPLIT THE TIME ACCORDING TO EACH COST CATEGORY?

No. Staff are only expected to bill their time to the codes that correspond to the work they routinely do. This means if a staff member who works on community engagement gives a 10-minute update during a management meeting on progress and challenges to date, but the meeting covers a range of topics for a full hour, the staff member should still bill their entire hour to the community engagement code.

HOW SHOULD WE BILL STTAS?

The same way you would for any other staff member! If an STTA is associated with a particular technical area, their labor and all associated costs should be billed to the relevant cost category. If the STTA is for overall management support, their labor and associated costs should be billed to Category I.

DO SUBCONTRACTORS NEED TO CODE THEIR LABOR AND EXPENSES IN THE SAME WAY?

Yes! Often, subcontractors are hired to work on one or two particular topic areas. This makes it easy; all the work a subcontractor does can be billed to a single category code, including their management expenditure. If the subcontractor is working across categories, the Finance Team should assign them the relevant codes and train the subcontractor to make sure they understand how to accurately bill their time and other expenses. USAID/Washington staff are available to provide training and support, as well.

HOW SHOULD PARTNERS REPORT ON LABOR?

Reporting on labor expenditure includes disaggregating labor by locally hired staff, international staff, and consultants. Fringe benefits may be reported separately or rolled up.

OUR ACTIVITY WORKS CLOSELY WITH THE PARTNER GOVERNMENT. HOW DO WE KNOW WHAT CONTRIBUTIONS WE ARE SUPPOSED TO REPORT ON?

Remember that USAID is looking for estimates of substantial and activity-critical contributions that would otherwise need to be purchased. For example, the following needs to be reported on:

- Three MoE staff members are assigned to work with the team to develop primary grade reading curricula full-time for the first year of the activity.
- The local higher education institution provides office space for the activity staff, without which additional office space would have needed to be rented.
- The TVET provides a venue for a job fair held by a USAID-funded youth activity, without which the venue would need to be rented.

All these contributions are substantial (over \$1,000 estimated value) and activity-critical, so they need to be documented using Template B. By contrast, the following contributions do NOT need to be reported:

- A high-level government official drops by an activity-sponsored event.
- Teachers' time for when they are doing their jobs. They would be doing that job regardless of the intervention.
- A private company donates a set of company-branded tablets. Partner staff already have necessary technology and do not need the tablets.

WHERE SHOULD INFORMATION ON TEACHER COACHES HIRED BY THE MOE BE CAPTURED: IN TEMPLATE B1 (GOVERNMENT CONTRIBUTIONS) OR TEMPLATE C (DETAILS OF THE INTERVENTION)?

Both. If the activity trains teacher coaches that are hired through the MoE, their labor should be captured in government contributions (Template B1). Their time spent coaching teachers should also be captured as “the number of hours of individualized training received by each teacher in the reporting period” in Template C1.

HOW IS WHAT'S CAPTURED IN THESE TEMPLATES DIFFERENT FROM COST SHARE?

Cost share is a specific requirement referring to the resources an awardee leverages to the total cost of an award. It is part of the approved award budget and is verifiable. Template B3 captures cost-share data by relevant cost category. Partners may choose to submit existing cost-share reports as part of cost reporting, or Template B3.

HOW ARE PARTNERS SUPPOSED TO DOCUMENT REPORTED CONTRIBUTIONS?

Partners are not expected to engage in any verification activities to establish accuracy of contributions reported by third parties, nor they are expected to monetize such contributions. Basic documentation such as email exchanges, meeting notes, or an MOU with the government is sufficient. Contributions reporting will not be audited.

OUR ACTIVITY IS IMPLEMENTED IN GRADES 2 AND 3. WE DON'T SEE THESE GRADES IN TEMPLATE CI.

The templates must be adjusted to reflect the specific scope of the activity. Remove the fields in the template that are not relevant for your activity and add fields to reflect the actual scope of work.

HOW IS THE NUMBER OF TEACHING AND LEARNING MATERIALS (TLMs) RECEIVED BY EACH LEARNER/YOUTH DERIVED?

The number of TLMs per learner should be determined based on the activity reach and performance targets. For example:

- If the activity is supposed to deliver one reading book and one workbook per Grade 1 student, then the number reported should be Grade 1: 1 book, 1 workbook.
- If the activity is supposed to create small reading libraries with a set of 20 books per classroom, and the average number of children per classroom is 40, then the number recorded here should be one-half (.5).

TEMPLATE CI SAYS THE NUMBER OF TRAINED TEACHERS REPORTED IN TEMPLATE CI MIGHT DIFFER FROM WHAT IS SUBMITTED THROUGH THE PPR SYSTEM UNDER THE ESI-6 STANDARD INDICATOR? HOW SO?

It is not uncommon that the same teacher is trained by the activity multiple times in different roles. For example, a primary school teacher can be trained in reading pedagogy, in math pedagogy, and as a school-based coach. This means that the activity incurred expenses for training that teacher three times, in three different capacities. While standard indicators focus on capturing data on unique individuals, cost reporting is interested in the actual number of functions performed as a result of USAID-supported training.

THE TEMPLATES ASK FOR THE DESCRIPTION OF THE INTERVENTION. WHAT IF OUR INTERVENTION HAS EVOLVED IN RESPONSE TO CHANGES IN THE CONTEXT?

Most interventions are not implemented exactly as planned. It is important that implementers provide as detailed information as possible on the implemented intervention each time they submit the outputs and dosage reports, with notes on the changes that were made and the reasons behind those changes.

WHAT IS MEANT BY COACHING? DOES THIS INCLUDE MENTORING?

Template C asks M&E staff to split out time teachers spend in group-based training versus time spent in coaching or individualized training. USAID recognizes that the resources and inputs associated with each are quite different, though this difference is not captured in the standard indicators. If the USAID activity-trained staff are providing both group training and individualized coaching or mentoring, this should be reported in dedicated fields in the appropriate template.

SHOULD PARTNERS ONLY REPORT DOSAGE ON STANDARD INDICATORS?

If the activity reports on supplemental or custom indicators that are central to its performance management, it is recommended to include those in the reporting on details of the intervention. Templates for reporting on details of the intervention are included in [Annex C](#) of the Cost Reporting Guidance.

WHY IS USAID/WASHINGTON ONLY ASKING FOR DETAILS ON THE OUTPUT, NOT OUTCOME INDICATORS?

Information for outcome-level indicators is collected separately, from associated evaluation reports.

WE HAVE MORE QUESTIONS. WHERE CAN WE FIND HELP?



Please review the [Cost Reporting Guidance](#) and associated [Annexes](#).



If you still have questions, the USAID Center for Education provides on-demand technical assistance. Please reach out to your COR/AOR for guidance and to request support from Washington, or email educost@usaid.gov directly to receive assistance.