

United States Agency for International Development (USAID) Education Cost Reporting Forms

Forms for reporting on contributions¹ to USAID-funded education activities by host country governments, non-governmental entities² and implementing partners

B-1. WORKSHEET FOR REPORTING ON GOVERNMENT CONTRIBUTIONS

1. Government staff time ³	[# of staff and their time ⁴]	[location ⁵]	[cost category ⁶]	[brief description of the purpose]
2. Government staff time in training ⁷	[# of staff and their time]	[location]	[cost category]	[brief description of the training]
3. Office Space	[# of staff ⁸]	[location]	[cost category]	[brief description of the purpose]
4. Venue	[Capacity ⁹ or value estimate ¹⁰]	[location]	[cost category]	[brief description of the purpose]
5. Materials/Equipment/Supplies	[# of units or value estimate ⁶]	[location]	[cost category]	[brief description of the contribution and its purpose]
6. Transportation	[# of units or value estimate ⁶]	[location]	[cost category]	[brief description of the contribution and its purpose]
7. Direct monetary contributions	[amount ¹¹]		[cost category]	[brief description of the purpose]
8. Other			[cost category ⁴]	[brief description of the purpose]
Comments/notes				

B-2. WORKSHEET FOR REPORTING ON CONTRIBUTIONS BY NON-GOVERNMENTAL ENTITIES

1. Non-government staff time ¹²	[# of staff and their time ¹³]	[contributor ¹⁴]	[location ¹⁵]	[cost category ¹⁶]	[brief description of the purpose]
2. Non-government staff time in training ¹⁷	[# of staff and their time]	[contributor]	[location]	[cost category]	[brief description of the training]
3. Office Space	[# of staff ¹⁸]	[contributor]	[location]	[cost category]	[brief description of the purpose]
4. Venue	[Capacity ¹⁹ or value estimate ²⁰]	[contributor]	[location]	[cost category]	[brief description of the purpose]
5. Materials/Equipment/Supplies	[# of units or value estimate ⁶]	[contributor]	[location]	[cost category]	[brief description of the contribution and its purpose]
6. Transportation	[# of units or value estimate ⁶]	[contributor]	[location]	[cost category]	[brief description of the contribution and its purpose]
7. Direct monetary contributions	[amount ²¹]	[contributor]		[cost category]	[brief description of the purpose]
8. Other				[cost category]	[brief description of the purpose]
Comments/notes					

B-3. WORKSHEET FOR REPORTING ON COST SHARE CONTRIBUTIONS

1. Partner ²² staff time	[value in USD]	[contributor ²³]	[cost category ²⁴]	[brief description of the purpose]
2. Office Space	[value in USD]	[contributor]	[cost category]	[brief description of the purpose]
3. Venue	[value in USD]	[contributor]	[cost category]	[brief description of the purpose]
4. Materials/Equipment/Supplies	[value in USD]	[contributor]	[cost category]	[brief description of the contribution and its purpose]
5. Transportation	[value in USD]	[contributor]	[cost category]	[brief description of the contribution and its purpose]

6. Direct monetary contributions (project co-funding)	[value in USD]	[contributor]	[cost category]	[brief description of the purpose]
7. Other		[contributor]	[cost category]	[brief description of the purpose]
Comments/notes				

Form for reporting on details of USAID-funded education interventions

C-1. WORKSHEET FOR REPORTING ON DOSAGE²⁵ AND DETAILS OF SCHOOL-BASED INTERVENTIONS IN ONE SCHOOL YEAR

Brief description of the intervention's²⁶ theory of change²⁷: _____

Brief description of beneficiaries²⁸ (are they vulnerable/disadvantaged²⁹? how are they selected? their ages/grades of children/student beneficiaries? where are they located geographically³⁰?) _____

Schools are state _____ or non-state³¹ _____; formal _____ or non-formal³² _____.

Reporting period is a school year; begins on: _____ ends on: _____

Subject (reading, math, etc. - specify)³³: _____

Is this intervention evaluated? Yes ___/No ___ If yes - impact³⁴ evaluation _____/or performance³⁵ evaluation _____. Evaluated learning outcomes (list all): _____

GRADE LEVEL ³⁶ (adjust as applicable)	# of minutes in a week of subject-specific ³⁷ instruction in the curriculum	# of hours of group training received by each teacher	# of hours of individualized training ³⁸ (e.g., coaching) received by each teacher	# of teachers trained ³⁹ in reporting year	# of TLMs ⁴⁰ received by each learner in a subject/grade ⁴¹ in the reporting year	# of TLMs ⁴² received by each teacher in a subject/grade in the reporting year	Total # of TLMs distributed in the reporting year per grade	# of learners reached ⁴³ by intervention in the reporting year
Early childhood								
Pre-primary								
Primary								
Secondary								
Accelerated/ non-formal education ⁴⁴								
NOTES ⁴⁵								

C-2. WORKSHEET FOR REPORTING ON DOSAGE AND DETAILS OF INSTITUTION-LEVEL INTERVENTIONS IN ONE ACADEMIC YEAR

Brief description of the intervention's⁴⁶ theory of change⁴⁷: _____

Brief description of beneficiaries⁴⁸ (are they vulnerable/disadvantaged⁴⁹? how are they selected? where are they located geographically⁵⁰?) _____

Institutions are primary schools____, secondary (e.g., technical and vocation education and training schools) _____, post-secondary (e.g., technical and vocation education and training institutes)_____, or higher education institutes⁵¹_____

Institutions reached by the intervention are state_____ or non-state⁵²_____.

Reporting period is an academic year; begins on: _____ ends on: _____

Is this intervention evaluated? Yes___/No___ If yes - impact evaluation_____ or performance evaluation_____.

Evaluated outcomes (list all): _____

TRAINING AREAS (adjust as applicable)	# of hours of group training (e.g. cascade) received by each instructor/faculty in the reporting year	# of hours of individualized training (e.g. coaching) received by each instructor/faculty ⁵³ in the reporting year	# of instructor/faculty trained ⁵⁴ in the reporting year	# of TLM received by each student ⁵⁵ in the reporting year	# of TLM ⁵⁶ received by each instructor/faculty reporting year	# of hours in work-based learning per student	# of students reached by the intervention in the reporting year
Technical content							
Pedagogy							
Soft skills							
Other (specify)							
NOTES							

C-3. WORKSHEET FOR REPORTING ON DOSAGE AND DETAILS OF YOUTH-FOCUSED INTERVENTIONS

Brief description of the intervention's⁵⁷ theory of change⁵⁸: _____ .

Brief description of beneficiaries⁵⁹ (are they vulnerable/disadvantaged⁶⁰? how are they selected? their ages/grades of children/student beneficiaries? where are they located geographically⁶¹?) _____

Reporting period is an intervention cycle (e.g., cohort). Starting date____ end date_____.

Is intervention evaluated? Yes____/No_____ If yes - impact evaluation_____ or performance evaluation_____.

Evaluated learning outcomes (list all): _____

WORKFORCE DEVELOPMENT INTERVENTIONS							
TYPE OF TRAINING (select applicable)	# of hours received by each learner in group training	# of hours received by each learner in individualized training	# of TLMs ⁶² receive d by each learner	# of hours in work-based learning per learner	Internship placemen t ⁶³ (paid or unpaid)	Support services received by learners	# of learners reached by the intervention in the reporting period
WFD/vocational training ⁶⁴							
WFD/literacy							
WFD/numeracy							
WFD/ICT and digital skills							
WFD/soft skills							
WFD/entrepreneurship/livelihood							
WFD/other (specify)							
NOTES ⁶⁵							

NON-WORKFORCE DEVELOPMENT INTERVENTIONS

TYPE OF TRAINING (select applicable)	# of hours of group training received by each learner in	# of hours of individual training received by each learner in	# of TLMs⁶⁶ received by each learner	Support services received by learners	# of learners reached by the intervention in the reporting period
Civics/leadership education					
CVE education					
Health/family planning					
Other training (specify)					
NOTES					

- ¹ “Contributions” refers to in-kind or monetary donations by the host government or non-governmental entity valued at or over \$1,000 and essential to achieving activity objectives.
- ² Non-governmental entities include private non-profit and for-profit organizations as well as private individuals.
- ³ Staff contributions of time (labor) should be captured here. The main criterion for deciding whether to report on the contribution of staff time is its value to the activity: if in the absence of the contribution the activity would have to hire additional personnel, then such contributions should be reported.
- ⁴ If different people contributed different amount of time, the total could be averaged or could be described in detail. E.g., 2 people contributed 30% of their time over the reporting period, 5 people contributed 10%. The time can be reported either in hours over the reporting period, or in percent of full-time employment.
- ⁵ Location codes: 1=capital; 2=non-capital urban; 3=rural. For staff contributions in different categories of location please indicate percentage breakdown or create separate rows. The template does not differentiate between different seniority levels of contributions of staff time or staff time in training. The cost estimates will be derived based on median salary among government employees in the education sector in the three categories of location: capital, urban non-capital, and rural.
- ⁶ Cost categories include the following: Category 1. General operations, management and reporting; Category 2. Assessments and evaluations; Category 3. Higher education/Pre-service teacher training; Category 4. In-service teacher training; Category 5. Teaching and learning materials (TLMs); Category 6. System strengthening; Category 7. Private sector engagement; Category 8. Parents/community engagement; Category 9. Safe schools and infrastructure; Category 10. Grants, scholarships, and cash transfers to individuals/families; Category 11. Grants to organizations; and Category 12. Other. The cost category selected should be associated with the contribution’s objectives. For contributions in different cost categories indicate percentage breakdown or create separate rows.
- ⁷ Staff time in training refers to the amount of time staff spent in USAID-supported training in the reporting period.
- ⁸ Number of staff occupying donated office space should be reported based on the actual number of activity staff who work majority of their time at the premises that USAID-funded activity is not paying for.
- ⁹ Capacity of the venue can be reported in square feet or the number of people
- ¹⁰ Value estimate, if available, can be reported in local currency or in USD.
- ¹¹ Amount of direct monetary contribution can be reported in local currency or in USD.
- ¹² Staff contributions of time (labor) should be captured here. The main criterion for deciding whether to report on the contribution of staff time is its value to the activity: if in the absence of the contribution the activity would have to hire additional personnel, then such contributions should be reported.
- ¹³ If different people contributed different amount of time, the total could be averaged or could be described in detail. E.g., 2 people contributed 30% of their time over the reporting period, 5 people contributed 10%. The time can be reported either in hours over the reporting period, or in percent of full-time employment.
- ¹⁴ Contributor codes: 1=private individual, 2=non-governmental organization (NGO), 3=private company, 4=other donor.
- ¹⁵ Location codes: 1=capital; 2=non-capital urban; 3=rural. For staff contributions in different categories of location please indicate percentage breakdown or create separate rows. The template does not differentiate between different seniority levels of contributions of staff time or staff time in training. The cost estimates will be derived based on median salary among government employees in the education sector in the three categories of location: capital, urban non-capital, and rural.
- ¹⁶ Cost categories include the following: Category 1. General operations, management and reporting; Category 2. Assessments and evaluations; Category 3. Higher education/Pre-service teacher training; Category 4. In-service teacher training; Category 5. Teaching and learning materials (TLMs); Category 6. System strengthening; Category 7. Private sector engagement; Category 8. Parents/community engagement; Category 9. Safe schools and infrastructure; Category 10. Grants, scholarships, and cash transfers to individuals/families; Category 11. Grants to organizations; and Category 12. Other. The cost category selected should be associated with the contribution’s objectives. For contributions in different cost categories indicate percentage breakdown or create separate rows.
- ¹⁷ Staff time in training refers to the amount of time staff spent in USAID-supported training in the reporting period.

- ¹⁸ Number of staff occupying donated office space should be reported based on the actual number of activity staff who work majority of their time at the donated office space.
- ¹⁹ Capacity of the venue can be reported in square feet or the number of people
- ²⁰ Value estimate, if available, can be reported in local currency or in USD.
- ²¹ Amount of direct monetary contribution can be reported in local currency or in USD.
- ²² "Partner" refers to the USAID implementing partner implementing the USAID-funded activity for which the form is filled out.
- ²³ Contributor codes: 1=private individual, 2=non-governmental organization (NGO), 3=private company, 4=other donor, 5=implementor of the activity.
- ²⁴ Cost category: the name of the activity's cost reporting category associated with the cost share contribution's objectives. For contributions in different cost categories please indicate percentage breakdown or create separate rows
- ²⁵ "Dosage" refers to the amount of intervention a beneficiary receives.
- ²⁶ "Intervention" is defined as a discreet set of tasks performed by the USAID awardee that is expected to lead to specific education-related outcomes.
- ²⁷ Theory of Change is a comprehensive description and illustration of how and why an intervention will cause a desired change to occur in a particular context.
- ²⁸ Beneficiaries of USAID-funded education interventions can typically be children, students, parents, teachers, or education officials.
- ²⁹ Vulnerable or disadvantaged children are orphans, children with disabilities, children living in extreme poverty, carriers of minority languages, children living in crisis or conflict-affected areas. Additionally, children can be designated as vulnerable or disadvantaged following locally defined criteria.
- ³⁰ The description of the location of beneficiaries should include the country and a region, at a minimum. More information is preferred as it would allow for more accurate cost estimates.
- ³¹ Non-state schools are those controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.
- ³² Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programs are characterized by their variety, flexibility, and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated learning, after-school programs, literacy, and numeracy.
- ³³ Indicate the subject based on what the activity is focusing on. If the activity works on multiple subjects, fill the table out for each subject.
- ³⁴ Per USAID 2011 Evaluation Policy, "impact evaluation" is an evaluation with a rigorously defined counterfactual, usually following an experimental research design. Impact evaluations attempt to answer attribution questions relating to the outcomes of the intervention.
- ³⁵ Per 2011 USAID Evaluation Policy, "performance evaluation" is a evaluation that follows non-experimental methodology and does not attempt to answer attribution questions relating to the outcomes of the intervention.
- ³⁶ Report only on the grades in which student beneficiaries are reached by the USAID-funded intervention. Indicate students in which grades are reached. Split level category rows into individual grades if the amount of training or number of materials received by teachers or students is different across grades.
- ³⁷ Report the number of minutes allocated for the subject-specific instruction in the current curriculum, regardless of the actual time on task.
- ³⁸ Specify in the notes or description of intervention if the individual training is face-to-face, blended or online/remote.
- ³⁹ The reporting period is one school year. Actual number of teachers trained should be reported. If the same teacher was trained more than once for different purposes (e.g., one training for reading, one for math), they should be reported more than once. Therefore, the total number may be different from the plan and performance reporting (standard indicators ES 1.6 through ES 1.9).
- ⁴⁰ TLMs refer to teaching and learning materials.
- ⁴¹ Specify which TLMs. Report the number received by each learner in each type of TLMs of the listed. Include details of TLMs (books, readers, workbooks).
- ⁴² If information and communication technology (ICT) plays a central role in the intervention, please report on ICT in a separate column from non-ICT materials. Include details of ICT in notes.
- ⁴³ This number should be the same as reported in the performance plan and report (PPR) for the corresponding standard indicators (ES 1-3, ES 1-4 or ES 1-5).
- ⁴⁴ Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programs are characterized by their variety, flexibility,

and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated learning, after-school programs, literacy, and numeracy.

⁴⁵ In Notes field, please add information that could help interpret output data in the context of cost data and outcome data. For example, the timing of delivering intervention (beginning of the school year versus middle versus end of the school year), issues with implementation (e.g., disruption caused by crises or conflicts), specifics about the intervention that may influence results, and any other information useful for interpreting provided data.

⁴⁶ "Intervention" is defined as a discreet set of tasks performed by the USAID awardee that is expected to lead to specific education-related outcomes.

⁴⁷ Theory of Change is a comprehensive description and illustration of how and why an intervention will cause a desired change to occur in a particular context.

⁴⁸ Beneficiaries of USAID-funded education interventions can typically be children, students, parents, teachers, or education officials.

⁴⁹ Vulnerable or disadvantaged children are orphans, children with disabilities, children living in extreme poverty, carriers of minority languages, children living in crisis or conflict-affected areas. Additionally, children can be designated as vulnerable or disadvantaged following locally defined criteria.

⁵⁰ The description of the location of beneficiaries should include the country and a region, at a minimum. More information is preferred to allow for more accurate cost estimates.

⁵¹ Higher education institutions may include public or private universities, colleges, community colleges, academically affiliated research institutes, and training institutes, including teacher training institutes. Please specify which type the activity is working with.

⁵² Non-state schools are those controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.

⁵³ Please specify in the notes or description of intervention if the individual training is face-to-face, blended or online/remote.

⁵⁴ The reporting period is one academic year. Actual number of teachers trained should be reported.

⁵⁵ Only teaching and learning materials (TLMs) issued to enrollees of technical and vocational education and training (TVET) and higher education institutions are considered "students". Report on books (textbooks, readers), not workbooks, procured by USAID-funded activity and delivered to students in the reporting year. Report the number received by each student in each of the training areas.

⁵⁶ If information and communication technology (ICT) plays a central role in the intervention, report on ICT in a separate column. Include details of ICT in notes.

⁵⁷ "Intervention" is defined as a discreet set of tasks performed by the USAID awardee that is expected to lead to specific education-related outcomes.

⁵⁸ Theory of Change is a comprehensive description and illustration of how and why an intervention will cause a desired change to occur in a particular context.

⁵⁹ Beneficiaries of USAID-funded education interventions can typically be children, students, parents, teachers, or education officials.

⁶⁰ Vulnerable or disadvantaged children are orphans, children with disabilities, children living in extreme poverty, carriers of minority languages, children living in crisis or conflict-affected areas. Additionally, children can be designated as vulnerable or disadvantaged following locally defined criteria.

⁶¹ The description of the location of beneficiaries should include the country and a region, at a minimum. More information is preferred as it would allow for more accurate cost estimates.

⁶² If information and communication technology (ICT) plays a central role in the intervention, please report on ICT in a separate column from non-ICT materials.

⁶³ Internship placement codes: 1 = paid internship placement; 2 = unpaid internship placement; 3 = other (specify)

⁶⁴ May be vocational skills or necessary foundational skills.

⁶⁵ In Notes field, please add information that could help interpret output data in the context of cost data and outcome data. For example, issues with implementation (e.g., disruption caused by crises or conflicts), specifics about the intervention that may influence results, and any other information useful for interpreting provided data.

⁶⁶ If information and communication technology (ICT) plays a central role in the intervention, please report on ICT in a separate column from non-ICT materials. Include details of ICT in notes.