



Thematic Area: Education

Logical Framework Matrix
Joint UN Programme in Education

EDUCATION TWG

Final version of post 17-18 June 2008 Workshop

Mutually agreed “Outcomes” and “Outputs” between Technical Committee of MOE and UN Co-Chairs on June 28, 2008

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 1: PRE- and ELEMENTARY EDUCATION			
UNDAF outcome(Goal/ long term Outcome): <input type="checkbox"/> Universal, free and compulsory quality basic education for all children, especially girls.			
Joint Programming Outcomes (Intermediate Outcome)			
JP Outcome 1: Sustained policy commitment to education reforms and increased budgetary allocations and expenditures for ECE, (Improved/ strengthened Kachi), universal and free compulsory education by 2015 and up to class 10 by 2025 (in accordance with draft National Education Policy 2008). Outputs: <ol style="list-style-type: none"> 1. Policy, Reforms and Initiatives in Education for ECE and free and compulsory elementary education developed. 2. Increased awareness for promoting equity in education through provision of equal opportunities of education to all sections of society. 3. EFA Forums as well as EFA/ ECE Units established and activated at national, provincial/ area and district level 4. Provincial/ Area and National plans for ECE, Universal Primary/ Elementary Education developed 	Indicator(s): Approval and enforcement of New Education Policy (with ECE and free and compulsory elementary education) by Cabinet/Parliament Budgetary allocations and expenditures (as % of GDP) to/in primary & middle education and ECE with special emphasis on girls, marginalized ¹ groups and refugees where applicable. Relevant policy documents in place # of favorable statements and announcements by the policy makers emphasizing on inclusive education policy and implementation. No of districts and provinces where EFA units established. Number of meetings of EFA forums held in a year. Number of schools in UN Districts/UPE districts where ECE classes have been initiated and strengthened	Target: By end 2009 By 20% increase over the baseline Interim and final achievement report to be prepared by federal and provincial governments (Cross cutting) Progress report National budget review, Public expenditure report, etc Monitoring report jointly prepared by Federal and Provincial Governments	The Government will continue to accord due priority to education No economic crisis; No natural disaster (The 3 assumptions above cut across all outcomes)

¹ A marginalized person or group involves a social process of becoming or being made marginal, often as a group within the larger society.

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 1: PRE- and ELEMENTARY EDUCATION			
<p>JP Outcome 2: Improved elementary school enrolment, retention and completion especially for girls and vulnerable² groups by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Community influentials, school and district authorities mobilized to encourage parents to enroll their children, particularly girls. 2. Increased awareness for promoting equity in education for eliminating social exclusions and promoting national cohesion through provision of equal opportunities of education to all sections of society. 3. District education situation analyses (on excluded children) conducted in selected districts 4. District EFA plans (including ECE and UPE) developed in selected districts. 5. Community members mobilized to participate in the management of schools in selected districts 6. Demonstrated and applied best practice/strategies to improve enrolment, retention, and completion for girls and vulnerable groups 7. Increased enrolment through campaigns by head teachers and teachers in their school catchment areas 	<p>Indicator(s):</p> <p>Net Enrolment Ratio by districts, sex, refugees (where applicable) and location</p> <p>Gross Enrolment Ratio by districts, sex, refugees (where applicable) and location</p> <p>Completion rate (grade 5 and 8) by districts, refugees (where applicable) sex and location</p> <p># and type of awareness raising events</p> <p># of community members/ representatives/ women's groups/CSOs, faith-leaders, refugees (where applicable) participated in the awareness raising events</p> <p># of districts with disaggregated situation analysis report</p> <p># of meetings/ workshops for dissemination of information on missing facilities</p> <p># of women and members of marginalized groups included in meetings/workshops for dissemination of information on missing facilities.</p> <p># of districts with inclusive³ education plans</p> <p># of meetings of PTAs and SMCs</p>	<p>Target:</p> <p>Increase by 35% over the baseline (2007-08 SY)</p> <p>Increase by 9 % over the baseline (2007-08)</p> <p>It is important to monitor learning achievements with increase of enrolment ratios</p> <p>UPE in selected districts achieved</p>	<p>EMIS, PSLMS, MICS</p> <p>EMIS, PSLMS, MICS</p> <p>Progress reports</p> <p>Interim and final achievement report to be prepared by federal and provincial governments</p> <p>Recognition of value of education by parents & community;</p> <p>Secure law and order situation.</p>

² A person or group is vulnerable when it is lacking strength and support is required to enable or promote independent living and safe and active participation in the Community.

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 1: PRE- and ELEMENTARY EDUCATION			
<p>JP Outcome 3: Improved learning outcomes for all children up to grade 8 by 2010.</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Primary and middle schools, especially for girls, staffed with trained teachers, equipped with, and using, better learning materials in selected districts. 2. Minimum Levels of Learning (MLL) for Grade 1 to 8 developed, tested, and approved. 3. A system of continuous school-based assessment of learners performance at all levels introduced. 4. Learning achievement levels of students in selected districts assessed, keeping in view MLL and other proposed framework. 5. Increased knowledge of provincial, and district authorities and communities about learning achievement levels of students in their areas to facilitate education planning. 	<p>Indicator: Learning achievement scores at grades 4 and 8 by districts, gender and location # of Trained (with required certification) Teachers by sex in primary and middle schools by districts (Indicators to be developed) # of teachers who attended in-service training courses by sex # of boys and girls schools receiving text-books on time (within one week of the start of academic calendar) # of meetings, workshops, seminars, training courses for district officials on learning achievements of students in their areas # of female district officials successfully attending meetings, workshops, seminars, training courses on learning achievements of students in their areas # of refugee school teachers included (where applicable) in meetings, workshops, seminars, training courses on learning achievements of students in their areas # of teachers in UPE districts well versed with curricula and syllabus. # of teachers applying teaching skills and methods learned through pre and in-service training. # of students whose performance has been improved through MLL developed. # of research studies conducted on access and quality.</p>	<p>Target: Improve by 10% for each subject</p> <p>100% teachers trained</p> <p>This target is to be made progressively</p>	<p>NEAS</p> <p>EMIS</p> <p>Progress reports</p> <p>Progress reports</p> <p>Govt. continues support to NEAS, PEAS and DEAS</p>

³ *Inclusive* refers to all sections of the society comprising all right-holders and duty-bearers (e.g., boys and girls, young and adults, people living in poor conditions, people with physical or mental disabilities, people living with PHLIV, displaced, refugees, religious-ethnic minorities)

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 1: PRE- and ELEMENTARY EDUCATION			
<p>JP Outcome 4: Increased enrolment and retention in ECE (Advanced Kachi) in selected districts by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Community influentials, school and district authorities mobilized to encourage parents to enroll their children in ECE (advanced Kachi). 2. Community members mobilized to participate in the in the management of schools. 3. Increased knowledge of district authorities (elected representatives and education managers, in particular women staff) about learning standards and best practices of ECE (Improved/strengthened Kachi) to improve enrolment 4. Demonstrated/applied best practices/strategies to improve enrolment, retention, and completion for girls and vulnerable groups 	<p>Indicator: Gross Enrolment Ratio in public and private schools) by districts; sex, refugee status (where applicable) and location Dropout rates in ECE (Advanced Katchi) and ECE by sex.</p> <p># and type of awareness raising events especially targeting women and those from vulnerable groups</p> <p># of community members/women's groups participated in the awareness raising events</p> <p># of meetings of PTAs and SMCs</p> <p># of sensitization meetings, workshops, seminars, training courses for district officials on standards and best practices in ECE</p> <p># of female staff members successfully attending sensitization meetings, workshops, seminars, training courses for district officials on standards and best practices in ECE</p>	<p>Target: 100% GER</p> <p>Reduced by 25%</p> <p>EMIS</p> <p>AEPAM Surveys</p>	<p>Commitment of the government partners</p>

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 2: ADULT LITERACY AND NON-FORMAL BASIC EDUCATION			
UNDAF outcome(Goal/ long term Outcome): <input type="checkbox"/> Literacy and non-formal basic education programmes for out-of-school children and youth, particularly girls and women			
Joint Programming Outcomes (Intermediate Outcome)			
JP Outcome 1: Increased awareness and financial allocation for adult literacy and NFE programmes by 2010 Outputs: 1. Increased awareness of policy makers, Donors and general public about the importance and functions of adult literacy and NFE programmes with increased participation of youth and women. 2. Federal, Provincial and District literacy and NFBE plans developed for advocacy particularly for higher financial allocations and implementation of literacy plans.	Indicator: Budgetary allocation to Adult Literacy and NFE especially targeting women's and vulnerable groups participation # of campaigns and advocacy events for adult literacy and NFE # of CSOs, community representatives, women's groups and faith leaders engaged in advocacy events # of meetings, workshops, seminars, activities arranged in the context of formulation of literacy plans # of CSOs, community representatives, women's groups and faith leaders engaged in advocacy events # of provinces/Regions and districts which have developed their Literacy and NFBE Plans (EFA Plans)	Target: Increase gradually up to minimum of 5% of education budget	Government budget review or Education Expenditure Report of MOE District progress report Political commitment and due priority to adult literacy and NFE in education policies/plans. Assessment tools and textual materials are in place
JP Outcome 2: Increased access to the literacy and non-formal education by 2010	Indicator: # of Adult Literacy & NFE Centers in selected districts by sex. # of Adult male and female Literacy Teachers by districts. # of adult learners by districts, sex	Target: 10% over the baseline 20% over the baseline	PSLM survey and new Literacy survey, to be conducted for this purpose No economic crisis; Secure law and order situation

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 2: ADULT LITERACY AND NON-FORMAL BASIC EDUCATION			
<p>Outputs:</p> <ol style="list-style-type: none"> 1. Increased # of Adult Literacy and NFE Centres in selected districts especially targeting women and vulnerable groups (Districts to be selected following an objective criteria, based on lowest rates of literacy, NER, and GPI of Literacy) 2. Increased enrolment in adult literacy centers and higher completion rates of women in particular 3. Increased # of gender focused literacy projects/organizations with strong post-literacy component 4. Advocacy for establishment of adult literacy and non-formal organizational infrastructure at national, provincial and district levels. 	<p>and location # of adult learners by districts, sex and location who complete literacy course</p> <p>Improvement in rates of literacy in selected districts, particularly literacy rate among youth</p> <p># of literacy projects/organizations set up with post-literacy component</p> <p># of provinces/ districts where teachers training institutions/ resource centers established</p> <p># of literacy projects/organizations set up with post-literacy component to boost women's capacities.</p>	<p>20% over the baseline</p>	
<p>JP Outcome 3: Improved learning outcomes of literacy learners by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Literacy centres staffed with trained male and female teachers and better teaching-learning materials based on the new National Literacy Curriculum. 2. Mechanisms for assessment of learning outcomes of neo-literates of literacy programmes introduced. 	<p>Indicator:</p> <p>Learning assessment tools developed</p> <p># of literacy trainers/literacy managers trained in assessment of literacy skills</p> <p>Learning achievement scores in selected districts of NFBE students and literacy learners by sex and location</p> <p># of literacy centres staffed with trained teachers (%) by sex and location</p> <p># of literacy centres for women and men equipped with good learning material.</p>	<p>Target: Improve by 10% for each skill</p>	<p>Data from NEF NCHD; Sample survey</p> <p>Implementation of the National Curriculum by the Government.</p>

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 2: ADULT LITERACY AND NON-FORMAL BASIC EDUCATION			
<p>JP Outcome 4: Expanded coverage of NFBE for out-of-school children & youth, working children and industrial workers by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> Increase in the number of functional Non-Formal Basic Education Schools/Centers (NFBES) for girls, boys, working children/child labourers and refugees (where applicable) in selected districts 	<p>Indicator(s):</p> <p># of working children (including children termed by ILO as child labour) & youth and industrial workers enrolled in NFBE schools by districts, sex and location</p> <p># of NFBE schools by districts, sex and location</p> <p># of refugee children enrolled in Non-formal Education Schools (where applicable)</p>	<p>Target:</p> <p>10% over the baseline</p> <p>10% over the baseline</p>	<p>Data from NEF; NCHD</p> <p>Data from NEF; and NCHD Data from ILO sources</p> <p>Govt. continues its political and financial commitment to NFBE programme.</p>
<p>JP Outcome 5: Established system of equivalence and certification for adult literacy and NFBE by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> Equivalency policy and guidelines for females and males developed (in line with Policy Actions No 2 & 3 envisaged in Draft National Education Policy (April 2008, at page 37) Equivalency policy and guidelines piloted in the selected districts Mechanisms of certification and accreditation of literacy introduced 	<p>Indicator:</p> <p>Minimum standards as per National literacy Curriculum/NEP established</p> <p>Ratified policy and guidelines in accordance with the minimum quality standards envisaged in NEP</p> <p># of NFBE graduates mainstreamed in the formal education system by sex and location</p>	<p>Progress report</p> <p>A research/impact study initiated in early 2010, to assess the mid-term impact of JPC 2 (bottlenecks, challenges and achievements)</p>	<p>The government policy for NFBE remains unchanged and followed by CSOs.</p> <p>Draft National Education Policy (April 2008) is approved, launched, and implemented</p>

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 3: Education System Strengthening			
UNDAF outcome(Goal/ long term Outcome): <input type="checkbox"/> Strengthened education system through institutional capacity development			
Joint Programming Outcomes (Intermediate Outcome) The following outcomes are cross-cutting, to be produced in relation to each of the other programme areas for education-			
JP Outcome 1: Ensured mechanisms for partnerships and capacity building among all stakeholders for education reform by 2010 Outputs: 1. Established Coordination and Networking bodies for partnership in education reform comprising all the stakeholders at federal, provincial/Area level and in selected districts.	Indicator: # and type of stakeholders' consultative groups and coordination bodies for education reforms in place at Federal, provincial/ Area and district levels. Amount and extent of technical and financial assistance provided by the stakeholders for capacity building, networking, and increasing coordination. # of meetings of: - Consultative Group including women's groups at all levels - Coordination body comprising education and literacy department(s) - Networks of stakeholders including women's groups	Target: All groups in operation and 2 meetings per year	Activity/progress reports Political stability and continued commitment to education by stakeholders i.e., govt., NGOs, private sector and donors
JP Outcome 2: Improved education governance by 2010 Outputs: 1. Enhanced capacities of Federal, Provincial/ Area and district governments to design and implement improved educational governance practices and tools 2. Technical support extended for introduction of management cadre. 3. Increased knowledge and skills of education officials at all levels regarding their respective roles and responsibilities	Indicator: % of education funds utilized at the district level % of unfilled sanctioned education posts by sex and location Plan of action for introduction of management cadre developed % of experts/ officers/ teachers by sex present	Target: 100% utilization of budget in the selected districts Less than 10% unfilled posts 90% teachers 100% schools	District progress reports District progress reports District progress reports District progress reports District progress reports Positive attitude towards devolution

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JP AREA 3: Education System Strengthening			
<p>4. Merit-based procedures and mechanisms for recruitment, postings and promotions and a performance based accountability in-place at all levels.</p> <p>5. Head teachers empowered for good governance of educational institutions.</p>	<p>% of teachers, by sex, present for 90% of sessions.</p> <p>% boys and girls schools enjoying timely delivery of textbooks</p> <p># of meetings, workshops held for district officials, especially targeting female staff, on their roles and responsibilities</p>	<p>Progress report</p>	
<p>JP Outcome 3: Expanded coverage and analysis of learning outcomes for all levels and types of basic education (including adult literacy and NFBE) and its reflection for provision of quality education to all, by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Learning assessment capacities strengthened at national and provincial/area level to support districts 2. A mechanism in place for independent and regular assessment of learning achievements of adult literacy learners. 3. Mechanisms and processes for common national curriculum framework and integration of emerging trends and themes in curriculum strengthened/ supported. 	<p>Indicator:</p> <p># of trained officials for NEAS & PEAC (for learning achievement levels of grades 4 & 8) in place for girls and boys</p> <p># of literacy trainers/literacy managers trained in assessment of literacy skills</p> <p># of data and documents published by Provinces using PEAC database</p> <p>Follow up actions taken by the education sector, in the light of findings of NEAS and PEAC, for corrective measures/quality improvement</p> <p>Annual reports on learning achievement levels of adult literacy learners with sex-disaggregated data published and disseminated</p> <p>A common national curriculum framework developed</p> <p># of textbooks revised depicting emerging themes</p> <p># of supplementary material and</p>	<p>Target:</p> <p>All provinces</p> <p>All provinces</p> <p>Progress report</p> <p>Progress report</p>	<p>Coordination of all stakeholders to facilitate the process of learning assessment</p>

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JP AREA 3: Education System Strengthening			
	teacher guidebooks produced on emerging themes like Education for Sustainable Development (ESD), Human Rights, Health Education, Inclusive Education, Population Education, Peace Education, Disaster Management etc.		
<p>JP Outcome 4: Improved system for education data collection (including financial and literacy data), analysis, and use for planning and budgeting, policy making at all levels by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Implementation of integrated decision support system (Integrated EMIS at national and sub national levels) 2. Strengthened EMIS and capacities of related institutions and experts at federal, provincial/area and district level for planning and policy formulation 	<p>Indicator:</p> <p># of districts with improved system of disaggregated data collection and use for planning and budgeting, policy making at all levels in place</p> <p># of government officials trained by sex and location</p> <p># of districts with EMIS considering vulnerable groups</p> <p># of provinces/Areas and districts where Monitoring and Evaluation has improved</p>	<p>Target:</p> <p>50% of the government officials</p> <p>All selected districts</p>	<p>Coordination of all stakeholders to facilitate the process of learning assessment</p>
<p>JP Outcome 5: Increased provision of quality teacher education and training (in-service and pre-service), especially for female teachers by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Enhanced capacities of teacher training institutes 2. Standards developed for teacher education in the areas of program standardization, institutional accreditation and teacher certification 3. A system of continuous development and evaluation of teacher training, curriculum and materials. 	<p>Indicator:</p> <p># of teacher training units or institutes set up, especially for females, by number of teachers employed</p> <p># of female teachers trained by type of service i.e., in-service, pre-service</p> <p># of Master Trainers teachers trained in districts by sex and location</p> <p># of training courses conducted under the new standards for in-service teachers</p> <p># of quality material on teacher training, including innovative-best practices developed and produced</p> <p>Ratification of standards</p>	<p>Target:</p> <p>50% of Master Trainers</p>	<p>District progress reports</p>

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions
JP AREA 4: SECONDARY EDUCATION, TVET & LIFE SKILLS			
	<p># of secondary schools with trained teachers (%) by sex and location</p> <p># of schools for boys and girls receiving secondary text-books on time (within one month of the start of academic calendar)</p> <p># of meetings, workshops, seminars, training courses for district officials, especially targeting female staff, on learning achievements of students in their areas</p> <p># of CSOs, women's groups, faith-leaders and community representatives engaged in information sharing</p>		
<p>JP Outcome 3: Increased enrolment in demand-driven TVET with a focus on girls and vulnerable groups by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> Reforms in policy , plans and strategies to strengthen technical and vocational education and life skills in secondary schools Increased infrastructural facilities for TVE and life skills especially for girls and vulnerable groups Community influentials, school and district authorities mobilized to encourage parents to enroll their children in TVET and life skills, especially girls and those belonging to vulnerable groups. 	<p>Indicator:</p> <p># students enrolled in TVET by districts, sex and location</p> <p># of refugees having access to TVET by sex (where applicable)</p> <p># of TVET institutions with good infrastructural facilities</p> <p># of new courses for which curriculum has been developed, teachers trained and # of students enrolled.</p> <p># of TVE centres by sex and location</p> <p># of awareness raising events for community and district authorities</p> <p># of participants representing various government departments and civil society, women's groups and refugees (where applicable)</p>	<p>Target: 15% increase over the baseline</p> <p>EMIS, District progress report</p>	<p>-Government's financial commitment to TVE continues;</p> <p>-Social respect for technicians (blue collar).</p>

Summary	Objectively Verifiable Indicator	Means of Verification	Critical Assumptions	
JP AREA 4: SECONDARY EDUCATION, TVET & LIFE SKILLS				
<p>JP Outcome 4: Strengthened institutional capacities of TVET sector by 2010</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. Technical capacity, Curriculum and coordination strengthened for effective implementation of The National Skills Strategy 2008-2012 2. Increase in the # of teaching and learning facilities in TVET institutions in selected districts 3. National Qualification Framework developed for horizontal and vertical movement of students in technical, vocational, general and professional education. 	<p>Indicator:</p> <p># of TVET institutes with trained teachers (%) by sex</p> <p># of TVET institutions with good leaning facilities (computer, laboratories, workshops, etc.)</p> <p>#of TVET institutions addressing specific girls and women’s needs</p> <p>NQF developed</p>	<p>Target:</p> <p>20% increase over the baseline</p> <p>20% increase over the baseline</p>	<p>EMIS, District progress report</p>	<p>Demand for TVE exists</p>

***Selected Districts implies the districts where UN is already working or will choose to work under UN reforms**