

# Workshop for Senior Managers

## Educational Planning and Management in the Earthquake Affected Areas



### Introduction to Education Project Planning and Management



Directorate of Education Extension, AJK

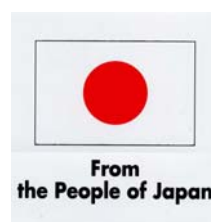


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# WORKBOOK

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# Agenda

Time	Session/Activity	Key Learning Points/Themes
<b>DAY 1</b>		
8:30-9:00	Registration	
9:00-10:00	<b>1.1 Workshop Opening and Welcome</b>	<ul style="list-style-type: none"> <li>▪ Opening of the workshop</li> <li>▪ Welcome</li> <li>▪ UNESCO's support in the earthquake-affected districts and the context for this workshop</li> </ul>
10:00-10:30	Tea break	
10:30-11:00	<b>1.2 Introduction and Objectives</b>	<ul style="list-style-type: none"> <li>▪ Workshop objectives and agenda shared</li> <li>▪ Participants introduced to one another</li> </ul>
11:00-13:00	<b>1.3 Introduction to education project cycle management</b>	<ul style="list-style-type: none"> <li>▪ Steps in the project cycle</li> <li>▪ Contextual analysis: effects of the earthquake on education in the affected districts</li> </ul>
13:00-14:00	Lunch	
14:00-14:45	<b>1.4 Using SWOT analysis</b>	<ul style="list-style-type: none"> <li>▪ Introduction to the SWOT analysis tool</li> <li>▪ Practice using SWOT with an example</li> <li>▪ Identification of educational problems in the earthquake-affected areas that can be analysed using SWOT</li> </ul>
14:45-15:00	Tea break	
15:00-16:30	<b>1.5 SWOT analysis: practical exercise</b>	<ul style="list-style-type: none"> <li>▪ Practice using SWOT analysis based on identified problems of access and quality in the earthquake-affected areas</li> <li>▪ Identification of strategies based on the SWOT analysis</li> </ul>
16:30	Adjourn	
<b>DAY 2</b>		
8:30-9:00	<b>Day 1 Review</b>	
9:00-10:30	<b>2.1 The Learning System</b>	<ul style="list-style-type: none"> <li>▪ The various components of the learning system and how they are inter-related</li> <li>▪ The relationship between the learner, the teaching/learning system, the education sectors and the environment</li> <li>▪ The link between values and rights and how values are reflected in the learning system</li> </ul>
10:30-11:00	Tea break	
11:00-13:00	<b>2.2 Practical steps in ensuring a rights-based approach</b>	<ul style="list-style-type: none"> <li>▪ Evaluate educational actions within the context of a rights-based approach</li> <li>▪ Why a rights-based approach is particularly important in disaster/emergency situations</li> </ul>
13:00-14:00	Lunch	
14:00-15:00	<b>2.3 Dimensions of educational quality</b>	<ul style="list-style-type: none"> <li>▪ Discussion of the various components of quality education</li> <li>▪ How certain inputs or processes affect educational quality</li> </ul>
15:00-15:15	Tea break	
15:15-16:30	<b>2.4 Dimensions of educational quality, continued</b>	<ul style="list-style-type: none"> <li>▪ Outline of priority responses to achieving educational quality</li> </ul>
16:30	Adjourn	

<b>Time</b>	<b>Session/Activity</b>	<b>Key Learning Points/Themes</b>
<b>DAY 3</b>		
8:30-9:00	<b>Day 2 Review</b>	
9:00-9:30	<b>3.1 Introduction to Logical Framework Approach</b>	<ul style="list-style-type: none"> <li>▪ Introduction to the Logical Framework Approach</li> </ul>
9:30-10:30	<b>3.2 Problem tree analysis</b>	<ul style="list-style-type: none"> <li>▪ Introduction to problem tree analysis</li> <li>▪ Creating a problem tree</li> </ul>
10:30-10:50	Tea break	
10:50-12:50	<b>3.3 Problem trees (continued) and objective trees</b>	<ul style="list-style-type: none"> <li>▪ Adjustment of problem tree analyses</li> <li>▪ Identification of potential projects</li> <li>▪ Development of objective tree for identified problem</li> </ul>
12:50-13:50	Lunch	
13:50-15:15	<b>3.4 Setting SMART objectives</b>	<ul style="list-style-type: none"> <li>▪ Define SMART objectives</li> <li>▪ Practice developing SMART objectives</li> <li>▪ Develop project objectives</li> </ul>
15:15-15:30	Tea break	
15:30-16:30	<b>3.5 LogFrame exercise, I</b>	<ul style="list-style-type: none"> <li>▪ Introduction to the LogFrame matrix</li> <li>▪ Incorporating objectives into the LogFrame matrix</li> <li>▪ Focus on results and activities</li> </ul>
	Adjourn	
<b>DAY 4</b>		
8:30-9:00	<b>Workshop Review</b>	
9:00-10:30	<b>4.1 LogFrame exercise, II</b>	<ul style="list-style-type: none"> <li>▪ Focus on verifiable indicators and means of verification</li> <li>▪ Focus on assumptions and preconditions</li> </ul>
10:30-10:45	Tea break	
10:45-12:45	<b>4.2 LogFrames and Preparing Project Proposals</b>	<ul style="list-style-type: none"> <li>▪ Review of completed LogFrames</li> <li>▪ Next step: creating a project proposal</li> </ul>
12:45-13:45	Lunch	
13:45-15:00	<b>4.3 Presentation of project proposals and workshop closing</b>	<ul style="list-style-type: none"> <li>▪ Preparation of proposals</li> <li>▪ Review of project proposals</li> <li>▪ Completion of workshop evaluations</li> </ul>
15:00	Adjourn	

## Session 1.1: Workshop Opening and Welcome

### ***UNESCO's support for education in the earthquake areas***

Education is a right, even in situations of emergencies and reconstruction. As importantly, at a particularly difficult time, education protects the well being of children and youth. It offers stability and structure during a time of crisis and helps to heal bad experiences. Through education we can disseminate key survival messages and build skills. Most importantly, education provides hope for the future and lays the building blocks for economic growth and social stability. In supporting the earthquake areas, government officials, national and international organizations and agencies, teachers, parents and communities, and not least children and youth themselves, all play a critical role in the process of *building back better*.

UNESCO's mandate covers support to the education system as a whole, from the level of policy making, educational planning and management to curriculum development, teacher training and psychosocial support in the classroom. UNESCO views education broadly and works to support primary, secondary and tertiary education, as well as technical and vocational education, life skills, health and environmental education, literacy training and other non formal education, recreational activities, sports and play. UNESCO's support to the earthquake areas will reflect this broad approach.

Immediately following the earthquake, UNESCO conducted an assessment of education system damages and needs in the earthquake affected areas of NWFP. Through national NGOs, UNESCO supplied tents and materials to schools in Balakot. In addition, UNESCO worked closely with the Department for Curriculum and Teacher Education (DCTE) in Abbottabad, the Directorate of Education Extension (DEE) in Muzaffarabad, UNICEF and a number of national and international NGOs to develop a teacher training manual, which will be used for in-service training for more than 15,000 government teachers in the earthquake affected areas. The training includes sessions on earthquake preparedness, psychosocial support, multi-grade teaching and child protection. UNESCO has also conducted training workshops on the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction in Islamabad, Muzaffarabad and Lahore.

Finally, working through the education cluster, UNESCO participated in the drafting of Pakistan's Earthquake Recovery and Reconstruction Authority's (ERRA) reconstruction and implementation strategy for the education sector. As a result, UNESCO will focus its efforts during recovery and reconstruction in the following areas:

1. Capacity building with education officials, including support to Education Management and Information Systems (EMIS) and school clustering
2. Continued reorientation and training of teachers
3. Support to secondary and tertiary education
4. Non-formal education, including technical and vocational education, support to literacy classes, skills training, and sports and recreational activities

We look forward to working with the education officials in the earthquake affected areas to achieve the goal of "building back better."

## **Session 1.2: Introduction and Objectives**

### ***Objectives of the workshop***

By the end of the workshop, you will be able to:

- Describe the education project management cycle and the associated activities that take place in each stage of the project cycle
- Apply techniques of educational project planning and management to specific educational problems that you are facing in recovery from the earthquake.
- Evaluate educational activities within the context of a rights-based approach to education
- Outline priority responses to achieving quality education
- Develop proposals intended to secure support for educational projects in the earthquake-affected districts.
- Use tools and skills that will facilitate the objective of ‘building back better than before.’

## Session 1.3: Introduction to Education Project Management Cycle

### Session objectives:

#### At the end of this session you will be able to:

- Describe the steps in the project management cycle
- Compare different project management cycles and identify similarities
- List the contextual factors that influence project analysis in the earthquake-affected areas

### Exercise 1.3: Contextual Issues

#### Damaged institutions by district: primary through higher secondary

District	<i>Destroyed/Fully Damaged</i>			<i>Partially Damaged</i>			<i>Grand Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
Bagh	340	262	602	56	43	99	701
Muzaffarabad	635	494	1,129	67	44	111	1,240
Neelum	63	43	106	22	11	33	139
Poonch	80	44	124	189	234	423	547

#### Student enrolment pre-earthquake

<i>District</i>	<i>Kachi – primary</i>			<i>Secondary</i>			<i>Higher secondary</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Bagh	21,920	17,633	39,553	9,976	7,838	17,814	13,171	10,349	23,520
Muzaffarabad & Neelum	34,887	33,519	68,406	12,354	11,870	24,224	18,300	17,583	35,883
Poonch	17,862	16,639	35,401	11,593	10,280	21,873	12,029	10,667	22,696

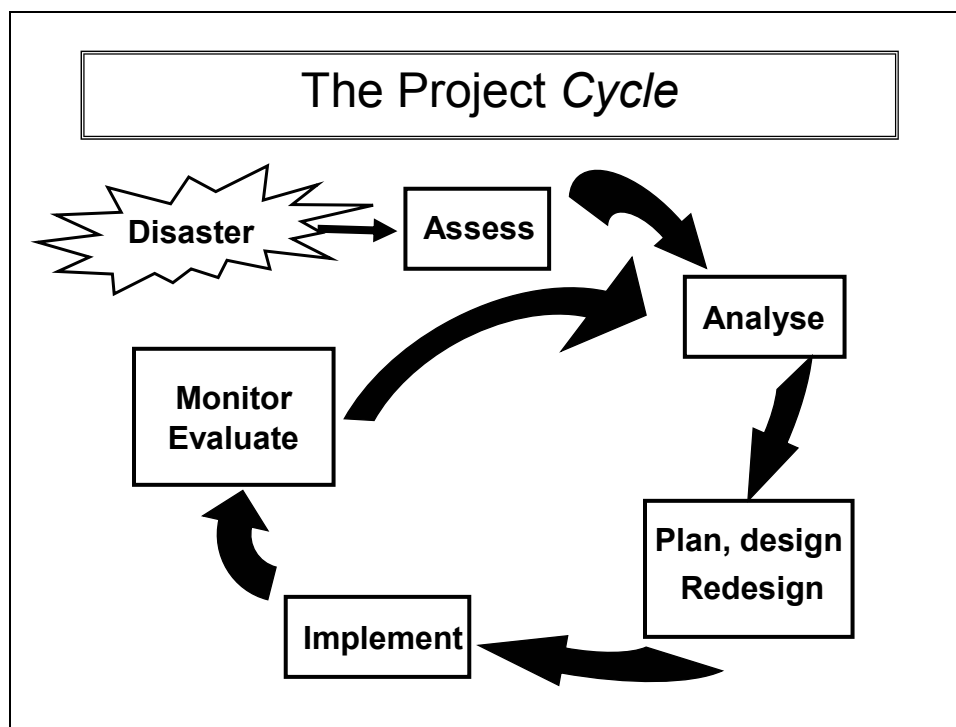
#### Teacher estimates

<i>District</i>	<i>Kachi – primary</i>			<i>Secondary</i>			<i>Higher secondary</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Bagh	451	316	767	626	661	1,287	1,093	644	1,737
Muzaffarabad	703	545	1,248	827	514	1,341	1,545	767	2,312
Neelum	156	93	249	141	89	230	320	79	399
Poonch	376	450	826	453	591	1,044	1,137	795	1,932



3. Think about the effects of the earthquake in your district. In what ways has the work of district education officials been affected?

## Background Reading 1.3: The Project Cycle <sup>1</sup>



**This is a simplified diagram of the project cycle. The project cycle:**

- is a way of conceptualising the management of projects
- a system that enables information to be managed efficiently

The first stage in the project cycle is to assess the humanitarian situation and collect information. No disaster or emergency is static and, in fact, the initial assessment only provides a snapshot of what is happening at a particular moment in time. As soon as the information is collected, it quickly becomes outdated. This is why the humanitarian project is presented as a cycle, with the steps continually repeated to keep the project relevant in a changing context.

### **STAGE: Assessment**

Assessment means:

- collecting data on a disaster situation
- identifying capacities, needs and issues

It may take place soon after a disaster, as an initial assessment, or at any time. Assessments produce a 'snapshot' of a particular disaster situation at a specific moment in time.

### **Assessment is the first step**

For every national or international organised response some degree of assessment is required. A good assessment will go a long way towards ensuring that external responders understand the situation fully.

<sup>1</sup> Adapted from the Sphere Training Materials.

An assessment will help:

- prioritise actions
- facilitate an efficient response that avoids gaps and duplication of services
- provide baseline data for future monitoring

For international responders, assessments are key for planning humanitarian responses in ways that support local capacities, both in the immediate and longer term. Since disaster conditions are dynamic, the initial assessment can identify:

- the most dynamic factors in an emergency
- key problems.

Ideally, this information is fed into a monitoring system.

## **STAGE: Analysis**

Assessment alone, without analysis, is meaningless. Analysis:

- consists of recognising patterns and making judgements
- enables the transformation of data into information
- provides humanitarian responders with decision-support tools to better respond to humanitarian crises
- is part of a logical chain of activities that begins with assessment and leads to action.

### **Some analytical tools for problem analysis**

The humanitarian community uses many analytical tools, for example:

- Brainstorm, conflict analysis
- Logical framework analysis or goal oriented planning
- Capacities and Vulnerabilities Analysis
- Livelihood security, Participatory Rural Appraisal
- SWOT (Strengths, Weaknesses, Opportunities, Threats)
- Problem trees, stakeholder analysis
- Cost-effectiveness analysis

## **STAGE: Project planning**

Assessment data are used to create an objective analysis of the problems faced by people in disasters. Once the problems are defined, prioritised, and the response capacity determined; programmes and projects can be planned. Planning combines analysis of the problems with the mission and capacity of the organisation.

From this combination, the key question is: “Which problems can my organisation address?” Once this decision has been made, projects can be defined and planned. Within programmes there will be specific disaster response projects, and within those projects, sets of activities that effectively and clearly address the needs and rights of the disaster-affected population.

### **Project planning tool: The Logical Framework (or logframe)**

The project logical framework is a tool for project planning. The logframe can be used for both individual project design, as well as larger programme design. It is particularly useful in the initial stages of planning as it forces the user to think clearly about logical relationships so that activities create outputs which meet the objectives which, in turn, meet the programme goals.

## **STAGE: Implementation**

Implementation is done at the discretion of the agency, and relies on agency defined procedures. How a project will be implemented depends entirely on the context, and every context is different.

## **STAGE: Monitoring**

Monitoring is a continuous process for the duration of the project. It is a technical activity based on data collection. The knowledge and skills required for monitoring are the same as for assessment and analysis. In fact monitoring can be viewed as a combination of assessment and analysis that occurs after a project has started.

Monitoring is essential in a rapidly changing situation. The purpose of monitoring is to find out whether the relief programme is effective, and how strategies should be modified to make sure that it is. To do this, it is necessary to monitor the following:

- the programme and projects
- the process (how it is carried out)
- the impact and changes in the situation, including population movements, political changes, and changes in factors affecting health, nutrition, and socio-economic activities.<sup>2</sup>

Evaluation on the other hand is an activity in itself, usually done by people external to the project. It can occur during implementation, at the end, or even a few years after the project is completed, and draws conclusions about whether the right job is/was done well.

Evaluation looks at the impact of the project and the appropriateness of the action. Monitoring and evaluation collect information to improve projects after they have started. These activities can often merge and are part of the continuous process of re-evaluating the needs and the appropriateness of responses to the humanitarian situation. This is particularly true in long-term, complex emergencies.

### **Different tasks in monitoring**

- preparing and planning the monitoring system:
- cost, human and material resources, means of communication and reporting
- setting up an indicators checklist: selecting, operationalising
- defining methods for data collection
- collecting data
- storing data
- analysing information
- reporting
- reflecting, reorienting, redesigning

### **What is monitored?**

Monitoring in emergencies requires information on:

- the progress of project implementation
- developments in the project environment (context)
- the interaction between the project and its environment (effect of the project on the rights of the people being assisted)

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<sup>2</sup> A Practical Guide to Assessment, Monitoring, Review and Evaluation, Toolkits, Save The Children, 1995.

## **STAGE: Evaluation**

Evaluation should serve the purpose of stepping back to assess whether the project is doing the right thing, and learn lessons for future work. Evaluation answers questions like:

- was the project design sound?
- how can it be improved?
- what were the unintended consequences of the project?
- did the project cause the observed change?

## Session 1.4: Using SWOT Analysis

### Session objectives:

#### By the end of this session you will:

- Know how to use the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis tool
- Have identified educational problems in the earthquake-affected areas that can be analysed using the SWOT tool

### Background Reading 1.4: SWOT Analysis

(Strengths, Weaknesses, Opportunities, Threats)

**What is it?** You can use a SWOT analysis to identify and analyze the Strengths and Weaknesses of your organization/system, as well as the Opportunities and Threats that exist in your external environment.

**Who uses it?** Managers

**Why use it?** To develop a plan that takes into consideration many different internal and external factors. The plan should maximize the potential of the strengths and opportunities while minimizing the impact of the weaknesses and threats.

**When to use it.** SWOT is useful when developing a strategic plan, or planning a solution to a problem. To conduct a SWOT analysis, you must already have analyzed the external environment (for example, the effects of the earthquake on the education system and on the local populations, sources of funding, etc.)

**How to use it.**

1. *Internal Analysis:* Examine the capabilities of the district educational management staff. Analyse the strengths and weaknesses at all levels (EDOs, DEOs, deputies, assistants, principals).
2. *External Analysis:* Look at the main points in your environment (all external actors including government officials, community and religious leaders, parents, organizations working in your areas). Analyse and identify those that pose opportunities for your mission, and those that pose threats or obstacles to your performance.
3. *Presentation:* Enter the information you have collected in steps one and two into a table as illustrated below:

	Positive	Negative
Internal	Strengths	Weaknesses
External	Opportunities	Threats

This information is then used to help develop a strategy that uses the strengths and opportunities to reduce weaknesses and threats, and to achieve your educational goals.

Note: "Strengths" and "weaknesses" are the organization's/system's *current, internal* attributes. "Opportunities" and "threats," on the other hand, are *external* to the organization, and are *future-oriented*.

## Session 1.5: SWOT analysis: practical exercise

### Session objectives:

#### By the end of this session you will have:

- Practiced using SWOT analysis based on identified problems of access and quality in the earthquake affected areas.
- Identified possible strategies based on your SWOT analysis.

### Exercise 1.5: Using SWOT analysis

Problem: \_\_\_\_\_

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

Remember: "Strengths" and "weaknesses" are the organization's/system's *current, internal* attributes. "Opportunities" and "threats," on the other hand, are *external* to the organization, and are *future-oriented*.

What strategies do you recommend to maximize your strengths, take advantages of the opportunities presented, eliminate the weaknesses and minimize the threats?

## Session 2.1: The Learning System

### Session objectives:

#### By the end of this session you will be able to describe:

- The various components of the learning system and how they are inter-related
- The relationship between the learner, the teaching/learning system, the education sectors and the environment
- The link between values and rights and how values are reflected in the learning system

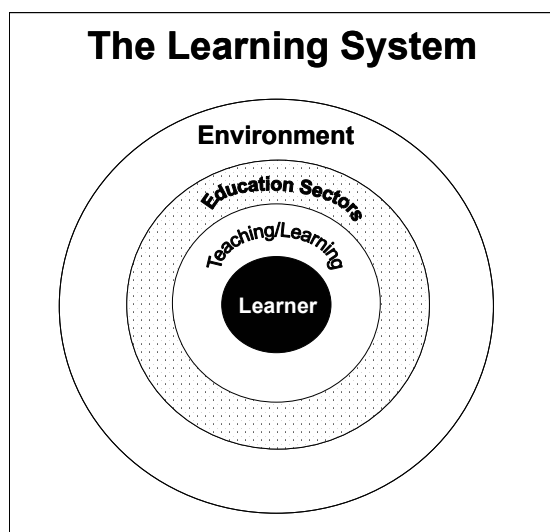
### Reading 2.1: The Learning System<sup>3</sup>

The accompanying diagram provides a policy framework for improving the quality of teaching and learning by taking into account the various levels of and key actors in the education process. Each of the levels includes multiple components as indicated below.

*The learner:* Learners do not come to the classroom equal. Socio-economic background, gender, disability, race, ethnicity, HIV/AIDS and emergency situations such as conflicts and disasters create inequalities that must be taken into account in policies to improve quality. The extent to which pupils and students have benefited from learning opportunities in early childhood also comes into play.

*Teaching and learning:* This dimension involves what happens in the classroom and the school. Pedagogical processes lie at the heart of day-to-day learning. Indicators such as time spent learning, use of interactive teaching methods and how progress is assessed are among those applied to these processes. School safety, community involvement, expectations and leadership have an indirect impact on teaching and learning.

*Education sectors:* This category includes material resources (textbooks, learning materials, classrooms, libraries, school facilities), human resources (managers, supervisors, inspectors, curriculum developers, educational planners, and, most importantly, teachers) – all of the elements that support formal and non-formal education. It also includes teacher salaries and education budgets. The indicators most widely used to measure inputs are pupil/teacher ratios, teacher salaries, public current expenditure per pupil and proportion of GDP spent on education.



<sup>3</sup> This reading is adapted from the *EFA Global Monitoring Report 2005: Education for All: The Quality Imperative*.

*Environment:* Education tends to strongly reflect society's values and attitudes. Circumstances ranging from a society's wealth to national policies on goals and standards, curriculum and teachers have an influence on quality. Therefore, this circle represents all those elements outside of the education system and classroom that can potentially affect the learner, such as parents, community and religious leaders, labour markets, peer groups, health care systems, poverty, HIV/AIDS, civil conflict, etc.

Because elements within each of the circles have an effect on the teaching and learning process – and ultimately the learner – everything we do relating to the learning system must keep the learner and the needs of the learner at the centre of our planning, if we are to be truly effective.

## **Rights-based education as the conceptual underpinning of the quality of education<sup>4</sup>**

UNESCO promotes a high quality of education as a human right, and supports a rights-based approach to the implementation of all educational activities. There are three important aspects of education as a human right: (a) participation in a high quality of education as an important end in itself; (b) the practice of human rights in education; and (c) education as a right that facilitates the fulfilment of other rights.

UNESCO's work in this area is based on a number of international instruments – including the first Human Rights Convention (United Nations, 1948) – that identify education as a human right. Several of these international instruments have indicated the desired nature, or quality of this type of education. When we look at these instruments together and interpret them, we go far beyond single issues to a web of commitments that speak to the depth and breadth of how we must begin to understand the concept of the quality of education.

The interpretation of these instruments must also be embedded within current local and world contexts and expectations of education. That is, education must be placed and understood in terms of a larger context that reflects learning in relation to the learner as an individual, a family and community member, a citizen and as part of a world society.

The quality of education must recognize the past, be relevant to the present, and have a view to the future. It must also relate to knowledge building and the skilful application of all forms of knowledge by unique individuals who function both independently and in relation to others. A high quality of education will always reflect the dynamic nature of culture and languages, the value of the individual in relation to the larger context and the importance of living in a way that promotes equality in the present and fosters a sustainable future.

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<sup>4</sup> This section is excerpted from "How should we define the 'quality of education'? A UNESCO perspective" by Mary Joy Pigozzi, UNESCO.

## Session 2.2: Practical steps in ensuring a rights-based approach

### Session objectives:

#### By the end of this session you will be able to:

- Evaluate educational actions within the context of a rights-based approach
- Explain why a rights-based approach is particularly important in disaster/emergency situations

### *Exercise 2.2: Ensuring a rights-based approach*

#### Scenario A: Involving Parents

In many countries, Parent Teacher Associations (PTAs) are often considered to be ineffective. Very often parents are not interested in being members of the PTA as they see it as a situation where the teachers and principal use their authority over the parents to get them to do extra work. Parents have no say in running the school or in the philosophy of the school and are not usually asked their opinion on educational issues. As a result, PTAs generally consist of less than 5% of the parenting community.

Using a rights-based approach, what can you do to increase the effectiveness of PTAs?

#### Instructions:

1. Read the scenario.
2. In your group, discuss the scenario and identify a key problem associated with each level of the learning system as listed below:
  - Environment
  - Education sectors
  - Teaching/learning
3. For each problem, discuss specific solutions for overcoming the problems using a rights-based approach. The proposed solutions should be low/no cost.
4. What rights and values are reflected in your proposed solutions?
5. Write the problems, proposed solutions and reflected rights and values on flip chart paper.

### **Scenario B: Classroom Management**

In many countries, teachers use corporal punishment as a classroom management technique. This includes not only caning, but all sorts of physical punishments, many of which are, in fact, child abuse. A rights-based approach, which respects the dignity of both teachers and learners, cannot work if corporal punishment is used. Banning corporal punishment is frequently not considered practical because many people in the community are used to the system (and went through it themselves) and also because the teachers have very few alternatives.

Using a rights-based approach, what can you do to address this problem?

#### **Instructions:**

1. Read the scenario.
2. In your group, discuss the scenario and identify a key problem associated with each level of the learning system as listed below:
  - Environment
  - Education sectors
  - Teaching/learning
3. For each problem, discuss specific solutions for overcoming the problems using a rights-based approach. The proposed solutions should be low/no cost.
4. What rights and values are reflected in your proposed solutions?
5. Write the problems, proposed solutions and reflected rights and values on flip chart paper.

### **Scenario C: Using Educational Data**

Collecting data on enrolment and attendance is very difficult in many disaster-affected countries because of the breakdown of the education infrastructure. Many school administrators, who cannot collect accurate data, fill in the forms with 'approximate' figures. As a result, much of the data collected cannot be analysed effectively and are therefore a waste of time to collect. Think about the values that are inherent in the collection and analysis of data and the values that could be transmitted through appropriate responses to the data collected.

What can you do to ensure a rights-based approach to both the collection and use of educational data?

#### **Instructions:**

1. Read the scenario.
2. In your group, discuss the scenario and identify a key problem associated with each level of the learning system as listed below:
  - Environment
  - Education sectors
  - Teaching/learning
3. For each problem, discuss specific solutions for overcoming the problems using a rights-based approach. The proposed solutions should be low/no cost.
4. What rights and values are reflected in your proposed solutions?
5. Write the problems, proposed solutions and reflected rights and values on flip chart paper.

### **Scenario D: Teacher absenteeism**

Disaster affected areas face many challenges. When communities have suffered, the first priority is family. However, there is also a strong priority for the resumption of effective schooling as psychologically this is of benefit to the children. Teacher absenteeism is a major problem in these situations as the teachers have other priorities and the conditions under which they have to work are immensely difficult. What values are inherent in this situation and which should take precedence?

What can you do to ensure a rights-based approach to minimise the problem of teacher absenteeism?

#### **Instructions:**

1. Read the scenario.
2. In your group, discuss the scenario and identify a key problem associated with each level of the learning system as listed below:
  - Environment
  - Education sectors
  - Teaching/learning
3. For each problem, discuss specific solutions for overcoming the problems using a rights-based approach. The proposed solutions should be low/no cost.
4. What rights and values are reflected in your proposed solutions?
5. Write the problems, proposed solutions and reflected rights and values on flip chart paper.

## Sessions 2.3 and 2.4: Dimensions of educational quality

### Session objectives:

#### By the end of this session you will be able to:

- Describe various components of quality education
- Discuss how certain inputs or processes affect educational quality
- Outline priority responses to achieving educational quality

### ***Reading 2.3: How should we define the ‘quality of education’?***

#### ***A UNESCO perspective***

*By Mary Joy Pigozzi*

#### **Introduction**

There is a need for a new approach to understand the concept of the ‘quality of education’ because its traditional meaning is no longer adequate for the emerging educational needs of the new millennium. In addition, in many instances, the kind of education that is being offered in many school systems is no longer pertinent to the societies in which we live. These two challenges suggest that the time has come to re-think this concept more comprehensively, particularly in regard to the understanding of the need to focus on ‘learning’ in the twenty-first century.

#### **What drives the goals of education today?**

In most countries of the world, judgements about the quality of education have been an internal affair placed under the responsibility of educational authorities at governmental and institutional levels. Today, however, issues related to the quality of education are no longer the exclusive preserve of educational authorities. Ministries other than the Ministry of Education have begun to take an interest in education. The same is true for non-governmental organisations (NGOs), businesses and the general public, which have all placed different pressures on education systems. The ramifications of these trends extend far beyond the walls of individual ministries or educational institutions. To explain why this is occurring, and why the quality of education has become such a high profile issue, it is necessary to consider several key factors.

First, viewpoints about the importance of the quality of education cannot be divorced from the heightened salience of education policy and education reform within the whole range of public policy, mainly because of widely acknowledged linkages between education and national economic performance. Much government concern about the quality of education derives from the widespread belief that poor quality will frustrate efforts to use education as an effective lever of economic growth and development at a time in world history that is experiencing an acceleration of globalization.

Second, the nature of the problem has been redefined. Traditional approaches to the quality of education have often relied upon proxy measures – such as increases in financing and other inputs in the level of educational provision. While clearly not irrelevant or unhelpful, such outlays may not prove decisive when another criterion for defining and measuring the quality of education is used – namely, measurable educational outcomes (knowledge,

competencies, skills, and behaviours). Governments and citizens are increasingly concerned about the discrepancy between outlays and what is learned, and this necessarily raises further questions about ‘What works?’ in the teaching and learning process.

Third, such questions are fuelling a growing trend towards greater government interest in, and use of, evidence through which student learning achievement may be monitored both nationally and cross-nationally. This interest has two important dimensions. The first is whether students are learning the right things to lead a decent life in a fast-changing world. The second, which is closely related, concerns monitoring student performance over time, and in a cross-national comparative perspective, in order to provide information for assessing how well, or how badly, education systems are preparing young people for future adult roles as creative, thinking citizens who can sustain themselves and contribute to the well-being of their families, communities and societies.

Fourth, such information is becoming more politically sensitive as it points to the unevenness of quality, both within and between education systems. Quality levels vary widely from one education system to another and, within a single education system, there may be sharp variations in quality (for example, between public and private schools, between urban and rural schools, and between education for the majority and education for minorities). Even in the same classrooms, boys and girls can have significantly different learning experiences. The unevenness of quality is therefore a critical issue facing education systems, and is particularly important as regards the widening economic gap between countries and its impact upon the challenges of development, and the effects of internal disparities on national social cohesion.

Fifth, the growing diversification of societies (as a result of migration, urbanization and cultural change) and increased sensitivity to individual and group identities (based on national, regional, gender, cultural, ethnic and religious classifications) are together placing fresh demands upon education systems, and thereby challenging assumptions about the purposes and functions of education. Issues concerning the quality of education cannot be separated from these trends because they can result in problems of discrimination, racism and violence – and these have a major impact on the learning environment provided by schools and other learning spaces.

Sixth (and directly related to all of the issues raised above), are questions that point to the fundamental purposes of education. Disparities in educational quality often mirror other inequalities, which many view as directly tied to the fulfilment of human and other rights. Thus, education is being asked to become one tool, of many, that can build societies based on peace, equality and democratic practice.

### **The concept of the ‘quality of education’ as a dynamic concept**

These different pressures have resulted in the concept of the ‘quality of education’ coming to the fore as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned (and how learning occurs) is as important as access to education. One difficulty is that while most people understand intuitively what they personally mean when they refer to the quality of education, there may not be a common understanding of the term. This is especially true now at the beginning of the twenty-first century when education is increasingly being understood to be ‘more than the three Rs’ (reading, writing and arithmetic), and extends to an expanded vision of education as articulated by the Jomtien Conference on Education for All in 1990 (UNESCO, 1990), and later reaffirmed by the Dakar World Education Forum in 2000 (UNESCO, 2000).

The understanding of what constitutes the quality of education is therefore evolving. Conventional definitions have included literacy, numeracy and life skills, and these have

been linked directly to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, management and administration. However, there is also a demand to reflect upon education's relevance to the modern world. While in the past much of the emphasis on education related to cognitive understanding and development, there is now a need also to address the social and other dimensions of learning. Education is expected to make a contribution to sustainable human development, peace and security, universal values, informed decision-making, and the quality of life at individual, family, societal and global levels.

...

### **The concept of the 'quality of education' in relation to the modern world**

Our primary concern is learning; therefore, the relationship between the learner and the teacher is critical. However, the inputs, processes, environments and outputs that surround and foster (or hamper) learning are important as well. These can be seen as affecting the quality of education at two levels: (a) at the level of the learner in his or her learning environment; and (b) at the level of the education system that creates and supports the learning experience. Each of these two levels can be divided to form ten dimensions related to the quality of education. ... Both of these levels operate within a specific context, which can vary considerably from location to location.

#### **Elements within the learner level**

##### *Seeks out learners*

Education must be available without discrimination. This underscores the UNESCO commitment to reach out to those who have been traditionally neglected – including the poor, girls, working children, children in emergencies, those with disabilities, and those with nomadic lifestyles. However, it is not merely a concern with quantity. Learners have a right to an education that will serve as the basis for lifelong education.

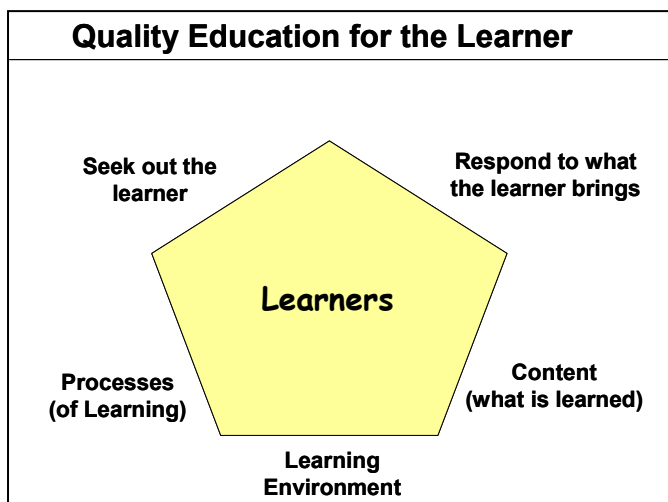
A high-quality education, therefore, implies an environment that actively seeks out learners and assists them

to learn – using a wide range of modalities, recognizing that learning is linked to experience, language and cultural practices, gifts, traits and interests. Such an approach recognizes that people learn in different ways, each emphasizing different senses and abilities.

A high-quality education also welcomes the learner adapting to meet learning needs. It is inclusive and it strives to ensure that all learners, regardless of sex, age, language, religion and ethnicity are reached, and that they have the possibility of participating in, and learning from, organized learning activities.

##### *What the learner brings*

What the learner brings to his or her own learning, and to that of a group, is extremely important. It can vary from work skills, to traumatic experiences, to excellent early childhood



development opportunities, to illness, or to hunger. A high-quality education has to consider the learner as an active participant and a central part of educational efforts. Learners bring to their learning, and to that of the group in which they participate, a large diversity of experiences, characteristics, skills and conditions, reflecting both their prior and current situation and presenting obstacles as well as opportunities for the way in which they learn.

All of these characteristics determine how a learner learns, behaves in class, interacts with the group and teacher and how she or he interprets the knowledge presented. Therefore, a high-quality education has to recognize, actively respond to, and take advantage of the diversity of learners.

### *Content*

The content of education needs to be re-examined in light of the changes that have occurred in the world. Much of what is now taught worldwide may be less relevant to future generations of learners. In many countries, there is a need for modern and relevant curricula and materials covering areas such as literacy, numeracy and ‘facts and skills for life’ (which includes education on rights, gender equality, respect for the earth and other life forms, health, nutrition, HIV/AIDS, peace, and respect for and appreciation of diversity). Learners have a right to a quality education that will serve as the basis for lifelong learning.

Access to sufficient educational materials has long been recognized as essential for learning. Low-cost teaching and learning materials can facilitate learning as well as expensive materials. However, the materials themselves need to be reviewed in light of what they convey about rights, obligations and responsibilities – with respect to gender, stereotyping and religion.

### *Processes*

The processes of education are a frequently overlooked aspect of the quality of education. How learners are enabled to frame and solve problems, how different learners in the same group are treated, how teachers and administrators are treated and behave, and how families and communities are engaged in education are all processes that affect the quality of education. Differential treatment of children puts forward the notion at an early age that some people do not have the same rights as others, which can foster intolerance towards minority groups.

High-quality educational processes require well-trained teachers who are able to use learner-centred teaching and learning methods and life-skills approaches. As a result, even the term ‘learner-centred’ must be reconstructed to address issues of disparity and discrimination with regard to, for example, culture, language and gender.

How knowledge, skills, and values are transmitted is as important a part of the curriculum as what is learned – because, in fact, the process is part of ‘what’ is learned. Within the learning environment learners must be able to express their views, thoughts, and ideas – to participate fully, associate freely, and feel comfortable about who they are, where they come from, their sex, and what they believe in. They need to be given dignity. With these facilitating processes in place, learners can develop the self-esteem that is essential for decision-making throughout life, and a sense of self-discipline that will help them pursue their personal goals.

### *Environment*

Evidence is mounting that a suitable learning environment can also be considered as contributing towards the quality of education. There must be adequate hygiene and

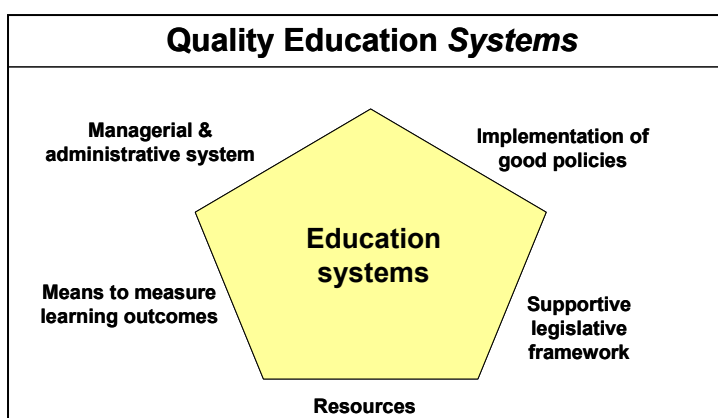
sanitation facilities accessible to all and, if possible, health and nutrition services in the vicinity. School policies and their implementation must promote safety, and both physical and mental health. While the physical environment is better understood, the psycho-social one, which is at least as important, deserves serious attention – so that practices such as gender discrimination, bullying, corporal punishment, and forced work are eliminated.

Lack of safety and security may be obvious in terms of physical dangers, such as beatings or rape. However, more insidious are the invisible forms of harassment and violence that are often exerted. Recent research has put the spotlight on violence in education, particularly gender-based violence. Violence in all its forms, any action with the intention of causing emotional or physical harm to a person, will clearly affect learning. The perpetrators may often be other students, but can also include teachers and school administrators. The particular vulnerability of girls with regard to the range of violence they may experience must continue to be highlighted.

### Elements within the education system level

#### *Managerial and administrative system*

The structure and organization of an education system usually serves as the philosophical underpinning for what occurs throughout the system – whether in the university, the school, or the curriculum development unit of a ministry of education. Because of this, education systems often exhibit a culture that reflects (perhaps necessarily) the dominant culture of a nation.



An education system must be structured and organized so that it is learner-centred. The system must be fair and transparent to all those in it. Rules and regulations need to be clear, with responsibilities and related procedures well articulated and implemented. Teachers need to be facilitated in their work by a managerial and administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep children at risk from dropping out, or otherwise losing their right to education.

Well run schools include a space for bringing difficult issues into the open, a key first step to addressing them. Education must be 'approachable' by parents and communities. They must feel positive and comfortable about their roles in the educational process. This will not occur without an enabling structure and organization of the education system at all levels.

It is clear that the structure, organization and management of education play an important role in providing the checks and balances that are necessary in any system. This means that involved institutions (such as teacher training colleges and research institutes) must also play a key role in educational activities.

#### *Implementation of 'good policies'*

Typically, ministries of education set policies that may not be widely known and understood by all, particularly at the classroom level. Therefore, a helpful starting point is to raise awareness among administrators, teachers and students about these policies. The next step

is to ensure that there are mechanisms to implement and enforce the policies, since it is pointless to have rules and procedures if they are not observed.

Some of the more successful efforts to promote, implement and enforce good policies are those that have been built upon the broad involvement of teachers and students in setting and respecting them. All school policies need to be consistent with national laws and legislation, which should be regularly reviewed and updated to ensure relevancy.

Education is not independent of the rest of society, nor of policies that are developed and implemented elsewhere in the country. For example, a high quality of education would require coherent and supportive policies in areas such as a 'responsible' media, health education, youth, early childhood development programmes, and lifelong learning opportunities.

### *Supportive legislative framework*

Legislation is essential for ensuring that agreed principles contained within the concept of the right to education can, in fact, be put into action on a daily basis in a sustained way. As with policies, both education legislation and other related legislation must be in place, understood by the general public as well as by experts, and implemented.

There must be an enabling legislative framework that does more than pay lip service to the right to education, defined broadly. It must facilitate necessary changes in the education system, both at the macro and micro levels. Clearly, a high quality of education must be accessible to all children. This means that it must be expanded in certain countries to ensure that there are sufficient places. Legislation needs to address the obligations of the provision of education (defined broadly to include both access and quality), resource allocations (human, time and financial), and the overall expectations of the system.

It is important to obligate 'the state', the trustee of the nation, to provide education for all. Too often, compulsory education is seen as a legal framework that places parents and children, especially female, in the negative role of criminal or victim. Other legislation is critical as well. For example, the Convention on the Rights of the Child (United Nations, 1989) indicates that children under 15 years of age must not have their learning diverted due to involvement in hostilities. Similarly, international law also states the minimum age for full-time work, and both labour and education law must be consistent with these agreements.

In many instances, there is a need for compensatory action to ensure equality of educational opportunity. Current data and practice, in an increasing number of countries, suggests that there might be a very strong case for affirmative action, initiated legally, for ensuring educational opportunities for those negatively affected by discrimination

### *Resources*

A high quality of education requires resources, recognizing the full range of human and material resources that can be brought to bear in support of education. It is clear that while some countries have been able to reorient budgets to emphasize education as a key engine for national development and a means to build democratic societies, others are not in circumstances where this is possible. Allocating resources to support high-quality education requires a long-term view. For example, international law calls for free compulsory education. It is recognized that this might not be possible immediately, especially as universality is not yet a reality in many countries, but plans must be put in place and action initiated toward this end. In the short-run, it is essential that the costs of education be distributed equitably.

### *Means to measure learning outcomes*

This article began by stressing the importance of learning. Thus, it is only appropriate that the last of the ten dimensions of quality comes full circle and addresses learning outcomes. In this regard, the quest for a better understanding of what is wanted from a high quality of education has expanded significantly the desired learning outcomes. The following simple classification of the main types of learning outcomes to be pursued may be helpful: (a) knowledge – the essential cognitive achievement levels that all learners should reach (including literacy, numeracy and core subject knowledge); (b) values – solidarity, gender equality, tolerance, mutual understanding, respect for human rights, non-violence, and respect for human life and dignity; (c) skills or competencies – a secure command of how to solve problems, to experiment, to work in teams, to live together and interact with those who are different, and to learn how to learn; and (d) behaviours – the capacity to put into practice what has been learned.

Our ability to measure learning achievement varies considerably in relation to the kinds of outcomes that are being measured. There are many indicators of learning achievement (or their proxies) already in use, and there are a number of systems in place to measure learning achievement and use the results for the implementation and assessment of educational policies, programmes and practices.

However, more effort has gone into the measurement of knowledge and competencies, than into values and behaviours. A number of mechanisms exist to measure learning outcomes: for example, the UNESCO MLA Project, which attempted to measure life skills as well as numeracy and literacy, and MLL in India and ABC in Bangladesh. The MLL and ABC studies focus on cognitive achievement, although they have also made efforts to measure values, skills and behaviours.

This points to the need for additional work. The evolving understanding of the various dimensions of quality suggests that some of the commonly used indicators might need to be reconsidered as well. It also suggests that while cross-national comparisons are important, they are not the only ones on which countries need to focus. In fact, in some instances, both within-country and cross-country analyses may be required for policy purposes.

### **Conclusion**

Education systems and their processes cannot be expected to change overnight. To think so is unrealistic. A vision of quality that takes into account its various dimensions sets the standard. While there are common objectives and underlying principles, there is no single approach, no 'one size fits all'. Different contexts, circumstances, systems, and resources mean that there are many different possible entry points. These may be teacher education, curriculum development, additional learning materials, or introducing different assessment systems. Teachers, schools, communities, systems and nations are the ones responsible for determining how this vision should be interpreted and, incrementally, put in place. What is important is that they understand what they expect from education and articulate those expectations in ways that can be measured.

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### ***Exercise 2.3: Improving Quality***

#### **Level of the Learner**

<b>Component</b>	<b>What is currently being done?</b>	<b>What else can <i>you</i> do?</b>
1. Seek out the learner		
2. Respond to what the learner brings		
3. Content (what is being learned)		
4. Learning environment		
5. Processes (of learning)		

### Level of the System

Component	What is currently being done?	What else can <i>you</i> do?
6. Managerial and administrative system		
7. Implementation of good policies		
8. Supportive legislative framework		
9. Resources		
10. Means to measure learning outcomes		

## Session 3.1: Introduction to Logical Framework Approach

### Session objectives:

#### By the end of this session you will:

- Be able to describe the Logical Framework Approach

### **Background Reading 3.1: What is the Logical Framework Approach?**<sup>5</sup>

The Logical Framework Approach (LFA) has been used for almost three decades in the management of the programme and project cycle. It is a method which helps to structure the process of project design, to monitor project implementation and to provide a basis for project evaluation.

In comparison with more traditional rational approaches the essential characteristic of LFA appears to be the emphasis on *structuring* the problem and solution finding process and to make the thinking behind the project *explicit*. LFA spells out the assumptions which link the different elements of a project. Making the thinking behind the project clear makes it possible to verify its internal consistency. It also helps to share ideas and clarify them in discussion with others during the project design and implementation stages.

LFA consists of a rich "tool kit" for structuring and analysing planning issues. For example,

- The **problem tree** is used to inquire about the cause-effect relation in problem analysis
- The **objective tree** is used to illustrate how certain objectives will be achieved
- **SWOT analysis** is used to analyse both the internal and external environments
- The **Logical Framework Matrix** (LogFrame matrix) is a clear standardised form which sets out the internal logic of a project and clearly describes how an identified project will be implemented and achieve its objectives.

The LFA is a tool for *improved design* of projects. The idea is that better initial design leads to more successful projects. The LFA therefore is *analytical* in nature.

LFA is applied throughout all stages of the project cycle. The way in which the problems are defined and objectives set out in the identification stage determines the planning of implementation measures during the project preparation stage.

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<sup>5</sup> This section is adapted from the UNESCO/IIEP document "Development Aid, Programmes and Projects in Education: The identification and preparation of education programmes and projects using the Logical Framework Approach" by Dominique Altner, 1998.

## Session 3.2: Problem Tree Analysis

### Session objectives:

#### By the end of this session you will:

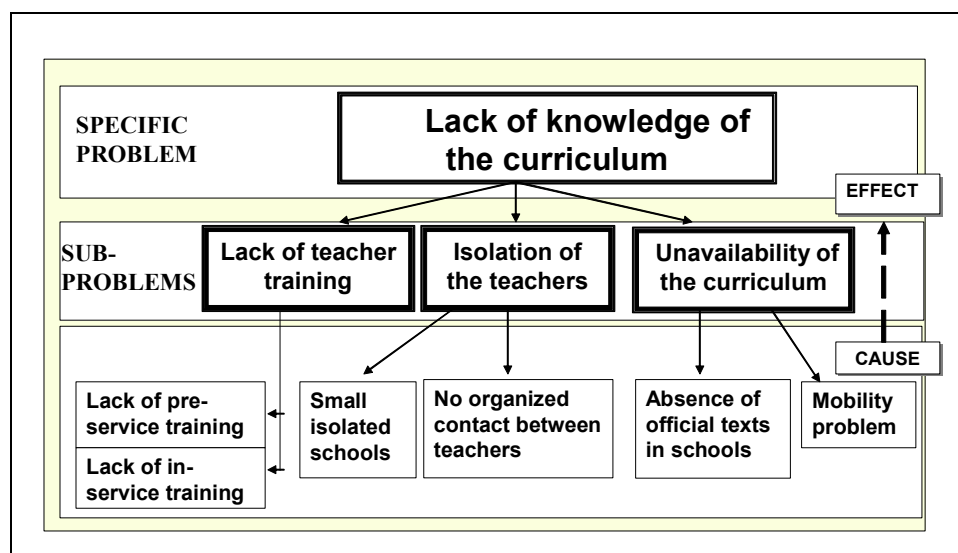
- Know how to use the problem tree as a tool for problem analysis
- Practise creating a problem tree

### Background Reading 3.2: Introduction to Problem Tree Analysis

Problem analysis allows the investigation of the main factors contributing to an unsatisfactory situation. It emphasises **causes** and **effects**.

Problems are perceived very differently by different individuals and groups of people. It is vital to involve as many stakeholders as possible in the process of formulating and defining the problem. Clarification of different perceptions and expectations among stakeholders is necessary, to minimise the risk of the project being rejected (or not actively supported) later, by those whom it is intended to “benefit”.

The Problem Tree is an analytical tool that clearly shows cause and effect relationships among problems. It helps to structure and analyse problem areas and the relationships between them. This helps in identifying problem areas that a project will then be able to address.



Reasons for selecting one problem area rather than another as a focus for the project may include the following:

- The problem is well recognised and documented
- A series of solutions to the problem is already known
- There is a strong social or political demand to address the particular problem
- There is a trend within the donor community to focus on certain problem areas rather than others.

An advantage of the Problem Tree technique is its easy-to-read format, which can facilitate communication in the definition of the problem. One potential disadvantage is that the cause and effect relationship as shown is oversimplified, which can lead to unrealistic project design.

### ***Exercise 3.2: Creating a Problem Tree***

In your group, follow the steps below to create a Problem Tree.

1. Based on the problem assigned to your group, ask **why** does this problem exist (or what is the cause of the problem?) Write this cause on a card and place it underneath the problem on the flipchart. If there are multiple causes, write each on a separate card and place them next to each other but below the problem.
2. For each cause (sub-problem) continue to ask **why** until you have reached the root cause of that branch of the problem tree. Write each cause on a separate card and place it under its associated problem.
3. If the first cause that your group identifies leads directly to a root cause, then go back to the top of your problem tree and again ask **why** does your assigned problem exist (or what is the cause of the problem?) and complete a second branch of your problem tree.
4. Continue this process until you have at least one branch that has three sub-problems leading to a root cause.
5. Once your group agrees that the logic of your problem tree is correct and that your cards are placed in the proper cause-effect order, draw arrows between the causes and related effects.

## Session 3.3: Converting problem trees to objective trees

### Session objectives:

#### By the end of this session you will:

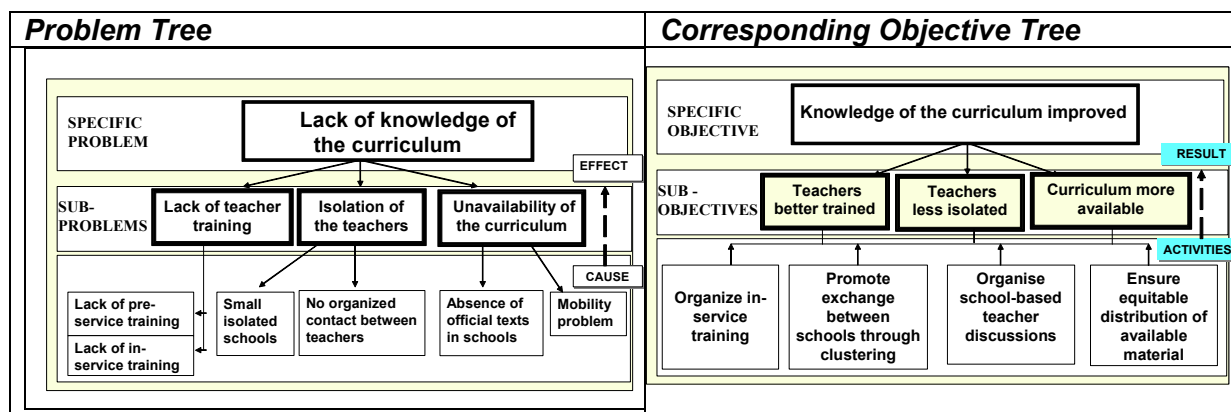
- Have finalised your problem tree
- Have developed an objective tree that corresponds to your problem tree

### Background Reading 3.3: Analysis of Objectives

While problem analysis presents the negative aspects of the existing situation, analysis of objectives presents the positive aspects of a desired future situation. This involves converting problems into objectives – the objective tree can therefore be thought of as the positive image of the problem tree.

At this stage, statements of objectives will still be fairly broad. It is only when the scope of the project is decided, and preparation of the detailed plan begins, that these statements will be reviewed and clarified.

While the objective tree represents a positive image of the overall problem situation, it is unlikely that a particular project can ever address all of the problems in a situation. Therefore, the tree is likely to contain more objectives than will be included in the project. The final step when analysing objectives is to identify a strategy or number of strategies that will be included in the project, and what will remain outside its scope. It is only when the strategy(ies) have been selected and the project identified that the specific objectives and overall objective are finalised.



## Session 3.4: Setting SMART objectives

### Session objectives:

#### By the end of this session you will:

- Know what makes project objectives SMART
- Practise setting SMART objectives for a specific project

Successful project proposals include distinct, quantifiable and measurable objectives. A useful way of conceptualizing an objective is to use the “*SMART*” approach; that is, an objective should be:

- **Specific:** The objective is not vague. There is no doubt about what the project activity is supposed to accomplish.
- **Measurable:** The objective is quantifiable — in such terms as numbers of affected children to be served, or the desired increase in the Gross Enrolment Rate.
- **Achievable:** The objective can realistically be attained; it is within the capacity of the implementing agency to achieve it.
- **Relevant:** Fulfilment of the objective is part of your ministry’s mission and helps to meet the needs of the population.
- **Time-bound:** The objective has a definite starting point and ending point.

### ***Exercise 3.4.1: Analysis of Objectives***

1. Was the objective of keeping "As many balloons as you can in the air" SMART? Why or why not?
  
2. Was the objective of keeping "All ten balloons in the air" SMART? Why or why not?

**In your groups, discuss the following questions with regard to educational projects and your work.**

3. What happens when an objective is vague?
  
4. What can occur if the objective is not achievable?

### ***Exercise 3.4.2: Developing SMART Objectives***

Refer back to your Objective Tree and revise three of your objectives using the SMART criteria.

Objective 1:

Objective 2:

Objective 3:

## Session 3.5: Introduction to the Logical Framework Matrix

### Session objectives:

#### By the end of this session you will:

- Be able to describe the components of the LogFrame matrix
- Have placed the objectives from your objectives tree onto your LogFrame matrix
- Have begun to draft a LogFrame matrix for your identified projects

### **Background Reading 3.5: The Logical Framework Matrix**

The Logical Framework matrix (LogFrame) is part of the Logical Framework Approach and is a result of the various analyses and activities undertaken so far, including the problem tree and objective tree analyses. When reading the matrix from the bottom to the top, one should be able to answer both **how** a project will be implemented and **why**. The matrix consists of four major categories as follows:

- The **overall objective** is the overall goal of the project that emerged from the problem tree analysis. For large programmes, the overall objective may be a broad development goal such as “Improved quality of education”.
- The **purpose/project objective** is the objective for the specific project. This should clarify the desired outcome at the end of the project.
- The **results** should be the anticipated direct, tangible results that will occur if the project is implemented. These are the sub-objectives and should correspond most closely to the SMART objectives that you developed.
- The **activities** are the detailed steps that need to occur in order to achieve the results and the project objective in order to contribute to the overall objective.

A common problem in the description of activities is that they may simply repeat the intended results, and thus do not give any additional information<sup>6</sup> - as in this example:

#### **WRONG**

Result 1	500 head teachers trained in school administration
Activity 1.1	Train 500 head teachers in school administration

→ This activity description does not add any information about how the output will be produced.

#### **CORRECT**

Result 1	500 head teachers trained in school administration
Activity 1.1	Identify training needs
Activity 1.2	Develop course materials
Activity 1.3	Organise course logistics
etc.	

→ The methodology is outlined in this breakdown of activities.

<sup>6</sup> Danida, LF A, 1998, p.34.

## Format of Logical Framework Matrix

	<i>Narrative Description</i>	<i>Verifiable Indicators</i>	<i>Means of Verification</i>	<i>Assumptions</i>
<b>Overall Objective</b>				
<b>Purpose/Project Objective</b>				
<b>Results</b>				
<b>Activities</b>		<b>Inputs Required</b>		<b>Preconditions</b>

## Session 4.1: Logical Framework Exercise

### Session objectives:

#### By the end of these sessions you will:

- Be able to describe what is meant by verifiable indicators and means of verification
- Have completed the verifiable indicators and means of verification columns of your LogFrame matrix
- Be able to describe what is meant by assumptions and preconditions

### **Background Reading 4.1: Additional Elements of the LogFrame Matrix**

#### **Verifiable indicators and means of verification**

**Verifiable indicators** are realistic, measurable success criteria that allow project managers and stakeholders to monitor the progress of the project and evaluate its achievements. Indicators are explicit criteria for monitoring and evaluation. They should be defined during the project planning and design stage and be included in the LogFrame matrix.

Indicators are defined for objectives and outputs (results). An indicator must state quantity, quality, time and location. For example:

<b>Output/result</b>	<b>Verifiable indicator</b>
500 head teachers trained in school administration	500 head teachers <i>obtain course certificate in school administration by the end of year 2</i>

The indicator in this example reflects the specified learning achievements of head teachers.

For each indicator, **means of verification** should be defined, that is, where the information can be found or how it will be produced<sup>7</sup> (for example, computerised list of certificates awarded for successful completion of the head master training courses, to be found at the Ministry of Education Teacher Training Department).

#### **Assumptions and preconditions**

Design, monitoring and evaluation of projects are based on certain assumptions about the context. In defining objectives, outputs (results) and activities, the project preparation team makes certain hypotheses about how the environment will behave; they anticipate risks and uncertainties. LFA attempts to state these hypotheses clearly so that they can be verified and monitored throughout the project's life time if they still apply.

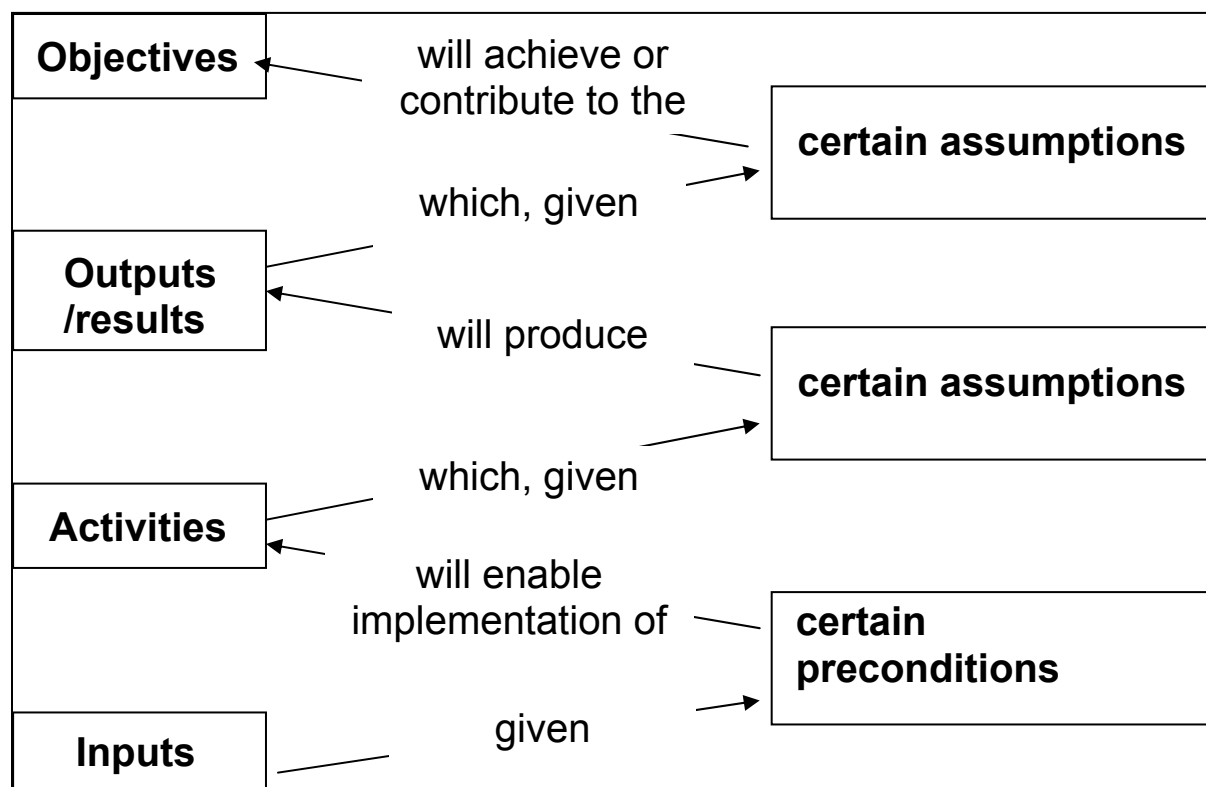
LFA distinguishes two types of hypotheses: assumptions and preconditions. **Assumptions** are important and relevant situations, events or conditions which are necessary for project success, but are outside the control of the project – for example policy priorities, behaviour of important stakeholder groups. LFA identifies assumptions on each level from activities to

<sup>7</sup> Danida, LFA, 1998, p.39.

the overall objective. They are stated as **positive conditions** that must prevail for the project to be successful.

**Preconditions** refer to factors or situations which must apply before project resources can be released. For example, obtaining the approval of a certain department before the project can proceed.

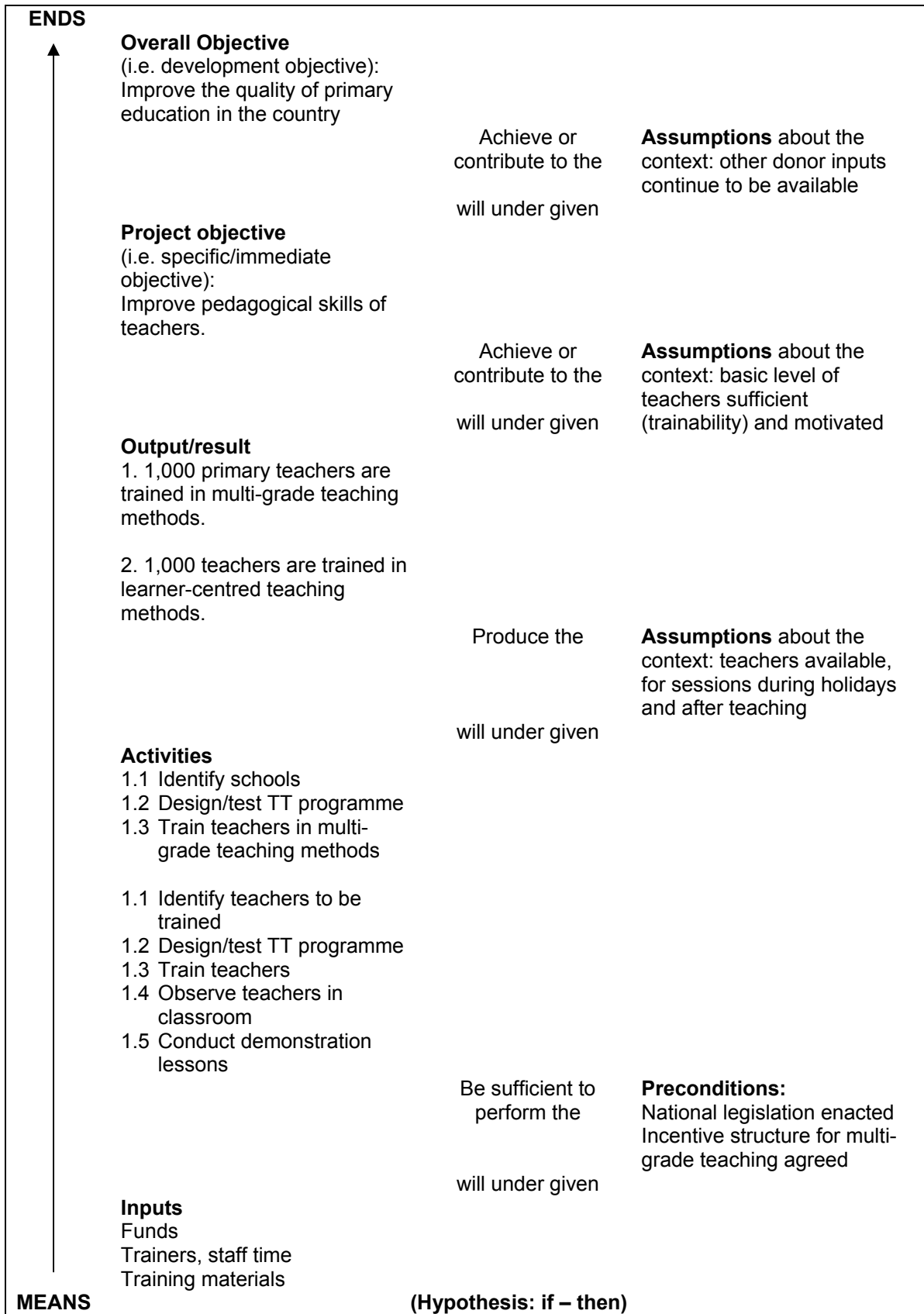
Assumptions and preconditions order the elements of the project in a hypothetical means-to-end relationship (**if** this condition applies, **then** the following can be achieved). The LFA model is presented below.



**An example from the field of education**

Post-earthquake, the Government of Pakistan has announced its intention to “build back better”, which implies improved building construction as well as improved access to and quality of education. Considering the implications of this (for example, pressures from increased pupil numbers, budget and time constraints), an implementation strategy and action plan could be designed that might include several components: for example, building of new schools and classrooms, increasing the number of places in teacher training colleges, and an in-service programme for multi-grade teaching and improved teacher pedagogical practices.

Within this context, a project could be prepared to obtain external funding to train primary teachers. The table below presents the input-activity-output (result)-objective relation with regard to some aspects of the project and the overall programme.



## Session 4.2: LogFrames and Preparing Project Proposals

### Session objectives:

#### By the end of this session you will have:

- Drafted a project outline as the basis for preparing a project proposal

### *Background Reading 4.2: Preparing a Project Outline*

It is a frequent misunderstanding that donors start being interested in a project only when they are presented with a completed draft project document. On the contrary, experience shows that potential donors appreciate being involved from the very first stage in the project formulation process which constitutes an opportunity for continued informal negotiations and dialogue.

The preparation of a project document may take a few weeks to several months and may involve several rounds of discussion with all parties concerned about preliminary drafts and subsequent adaptations of proposals. Those who prepare the project will have to comply with certain requirements and procedures geared towards the donor agency's internal decision making processes such as the application of conditions and criteria, respect of deadlines (for example, financial year, governing board meetings) and formats of presentation which are important for project appraisal.

The results of the project identification and preparation stage are generally presented in the form of a succinct project outline. This is a document of a few pages containing the main elements of the project: proposed title, agency responsible, location, timeframe, justification (context, main problems and needs), short description of the project (target beneficiaries, objectives, expected results, main activities) and a first rough budget estimate.

Some agencies propose a specific format for project outlines. If the project team has already identified a potential donor, it is useful to adopt the funding agency's format to prepare the project outline. In the majority of cases, however, a well structured, concise paper is sufficient as a basis for discussion with those possibly concerned.

## ***Exercise 4.2: Preparing a project outline***

Having completed the LogFrame matrix for your intended project, you are ready to outline a project proposal.

In your groups, write an outline on flip chart paper for the project you have identified. Use the following headings as a guide:

**Project title:**

**Agency responsible:**

**Why?** (Justification, context, main problems and needs)

**What?** (Short description of the project, objectives, expected results, main project activities)

**For whom?** (Target beneficiaries)

**Where?** (Location)

**When?** (Time frame)

**How much?** (Budget estimate)

## Evaluation Form

***Educational Planning and Management in the Earthquake Affected Areas:  
Addressing Issues of Access and Quality***

Dates: \_\_\_\_\_

Check ( ✓ ) the most appropriate box.

Please rate the following categories on a scale of 1 – 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives.				
The content of the workshop is relevant to my work.				
What I have learned will impact on the way I work.				
The quality of the learning materials and aids was useful.				
The facilitation and presentation during the workshop were open and helped me to learn.				

What parts of the workshop were most useful for you?

What improvements/changes would you suggest for similar workshops?

Please give any other comments/suggestions.

**Thank you for taking the time to fill in this form.  
Please return it to the workshop facilitators.**