Educational Planning and Management in the Earthquake Affected Areas

Introduction to Education
Project Planning and Management

Disaster

Monitor
Evaluate

Implement

Assess

Analyze

Plan, Design
Redesign

Directorate of Education Extension, AJK

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l’éducation, la science et la culture

Trainer’s Notes
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Table of Contents

Note to the trainers................................................................. 2
Agenda .................................................................................. 4
Session 1.1: Workshop Opening and Welcome............................ 6
Session 1.2: Introduction and Objectives ................................... 7
Session 1.3: Introduction to education project cycle management .... 8
Session 1.4: Using SWOT analysis ............................................. 14
Session 1.5: SWOT analysis: practical exercise .......................... 18
Day 1 Review........................................................................ 20
Session 2.1: The Learning System ............................................ 21
Session 2.2: Practical steps in ensuring a rights-based approach .... 28
Session 2.3: Quality Education ................................................ 32
Session 2.4: Dimensions of Educational Quality ....................... 38
Day 2 Review........................................................................ 40
Session 3.1: Introduction to Logical Framework Approach .......... 42
Session 3.2: Problem Tree Analysis .......................................... 45
Session 3.3: Problem Trees and Objective Trees ....................... 49
Session 3.4: Setting SMART Objectives .................................... 53
Session 3.5: Introduction to Logical Framework Matrix ................ 56
Day 3 Review........................................................................ 59
Session 4.1: LogFrame Exercise, II .......................................... 62
Session 4.2: LogFrame Exercise, III .......................................... 66
Session 4.3: Presentation of project proposals and workshop closing .. 68
Note to the trainers

How was this guide developed?

This manual has been designed in response to the needs identified by senior education officials in the earthquake-affected areas of NWFP and AJK. The objective of the workshop is to strengthen the management skills of senior-level managers, especially with regard to the project cycle and the Logical Framework Approach.

The workshop is based on an interactive approach, which follows the essential principles of adult learning and models the type of approach that is necessary for teachers and managers to use with students in order to build a stronger and more effective education programme following the tragedy of the earthquake. The workshop uses a variety of approaches and active learning to ensure that participants can internalise what they are learning. It is also designed to be practical and give participants tools that they can use effectively in their work.

How is this guide organised?

There are two books: the Trainer’s Notes for the person doing the training and the Workbook for those being trained. The master trainer needs to read these books very thoroughly.

Trainer’s notes

The trainer’s notes consist of:

- **Session plans**: These explain the objectives, the time allocated for the session (although this can only be a guide) and directions for the activities. To conduct this training effectively, trainers need to familiarize themselves with the content of each session before conducting it.

- **Materials required**: In addition to the basic materials that are necessary for the running and implementation of this course (see below), each session includes a list of items that are specifically required in order to run the session effectively. The trainer should make sure that all of these materials are prepared in advance of the session.

- **Activities** are designed to be undertaken as they are written. All instructions are provided to the trainer and time allocations are listed both in the trainer’s note and also in the Workbook for the actual activity. Tables, questions, case studies, role play scenarios and extra space for notes are all laid out in the Workbook. Where sample responses are included in the training guide, possible responses (or responses to be added) are included in the text.

Workbook

The Workbook is designed as a ‘take-home’ reference for the participant. Encourage participants to record all their notes and responses to activities in
their Workbook. All tables, questions and scenarios – everything the participant needs to be able to complete the exercise is in the Workbook. The Workbook also includes reference materials which the trainer should read and familiarize him/herself with in advance of conducting the training.

**Materials needed for this course**

Each session plan contains a list of materials that are specifically needed for each session. In addition, the following materials are required for all sessions:

- Flipchart paper (at least 100 white sheets)
- Tape or yellow tack to post flip charts on the wall or cards on charts
- Permanent markers (at least 24)
- Pens, pencils and erasers for participants
- Index cards or post-it notes (pieces of paper that are sticky on the back); if these are not available heavy stock paper can be cut into pieces that are approximately 10 x 15 centimetres each. You will need approximately 300 of these.
- Balloons (approximately 30)
- Crayons (approximately 200 in various colours)

In addition, this course has been developed with a series of PowerPoint presentations. If you have a data projector and laptop available, you can use these presentations. If you do not have a data projector and laptop, you can print the PowerPoint slides on overhead transparencies for use with an overhead projector. If you do not have an overhead projector, you should transfer key points or illustrations from the slides onto flipchart paper for use during the sessions.

**Basic Training Tips**

While it is assumed that the course facilitators are experienced trainers, it would still be useful to review the “basic training tips” that are included in both the middle-managers’ course “Quality Educational Response” and the teacher training course for teachers affected by the earthquake. These basic training tips are a helpful reminder to even the most experienced trainers.
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
<th>Key Learning Points/Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Registration</td>
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<tr>
<td>9:00-10:00</td>
<td>1.1 Workshop Opening and Welcome</td>
<td>• Opening of the workshop</td>
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<tr>
<td></td>
<td></td>
<td>• Welcome</td>
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<tr>
<td></td>
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<td>• UNESCO’s support in the earthquake-affected districts and the context for this workshop</td>
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<tr>
<td>10:00-10:30</td>
<td>Tea break</td>
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<tr>
<td>10:30-11:00</td>
<td>1.2 Introduction and Objectives</td>
<td>• Workshop objectives and agenda shared</td>
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<tr>
<td></td>
<td></td>
<td>• Participants introduced to one another</td>
</tr>
<tr>
<td>11:00-13:00</td>
<td>1.3 Introduction to education project cycle management</td>
<td>• Steps in the project cycle</td>
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<td>• Contextual analysis: effects of the earthquake on education in the affected districts</td>
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<tr>
<td>13:00-14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00-14:45</td>
<td>1.4 Using SWOT analysis</td>
<td>• Introduction to the SWOT analysis tool</td>
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<td>• Practice using SWOT with an example</td>
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<td></td>
<td>• Identification of educational problems in the earthquake-affected areas that can be analysed using SWOT</td>
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<tr>
<td>14:45-15:00</td>
<td>Tea break</td>
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<tr>
<td>15:00-16:30</td>
<td>1.5 SWOT analysis: practical exercise</td>
<td>• Practice using SWOT analysis based on identified problems of access and quality in the earthquake-affected areas</td>
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<td>• Identification of strategies based on the SWOT analysis</td>
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<td>16:30</td>
<td>Adjourn</td>
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<tr>
<td><strong>DAY 2</strong></td>
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<tr>
<td>8:30-9:00</td>
<td>Day 1 Review</td>
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<tr>
<td>9:00-10:30</td>
<td>2.1 The Learning System</td>
<td>• The various components of the learning system and how they are inter-related</td>
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<td>• The relationship between the learner, the teaching/learning system, the education sectors and the environment</td>
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<td>• The link between values and rights and how values are reflected in the learning system</td>
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<tr>
<td>10:30-11:00</td>
<td>Tea break</td>
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<tr>
<td>11:00-13:00</td>
<td>2.2 Practical steps in ensuring a rights-based approach</td>
<td>• Evaluate educational actions within the context of a rights-based approach</td>
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<td></td>
<td></td>
<td>• Why a rights-based approach is particularly important in disaster/emergency situations</td>
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<tr>
<td>13:00-14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00-15:00</td>
<td>2.3 Dimensions of educational quality</td>
<td>• Discussion of the various components of quality education</td>
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<td></td>
<td>• How certain inputs or processes affect educational quality</td>
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<tr>
<td>15:00-15:15</td>
<td>Tea break</td>
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<tr>
<td>15:15-16:30</td>
<td>2.4 Dimensions of educational quality, continued</td>
<td>• Outline of priority responses to achieving educational quality</td>
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<td>16:30</td>
<td>Adjourn</td>
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<tr>
<td>Time</td>
<td>Session/Activity</td>
<td>Key Learning Points/Themes</td>
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<tr>
<td><strong>DAY 3</strong></td>
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<tr>
<td>8:30-9:00</td>
<td>Day 2 Review</td>
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<tr>
<td>9:00-9:30</td>
<td>3.1 Introduction to Logical</td>
<td>• Introduction to the Logical Framework Approach</td>
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<td>Framework Approach</td>
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<tr>
<td>9:30-10:30</td>
<td>3.2 Problem tree analysis</td>
<td>• Introduction to problem tree analysis</td>
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<tr>
<td></td>
<td></td>
<td>• Creating a problem tree</td>
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<tr>
<td>10:30-10:50</td>
<td>Tea break</td>
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<tr>
<td>10:50-12:50</td>
<td>3.3 Problem trees (continued)</td>
<td>• Adjustment of problem tree analyses</td>
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<td></td>
<td>and objective trees</td>
<td>• Identification of potential projects</td>
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<td></td>
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<td>• Development of objective tree for identified problem</td>
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<tr>
<td>12:50-13:50</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>13:50-15:15</td>
<td>3.4 Setting SMART objectives</td>
<td>• Define SMART objectives</td>
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<td>• Practice developing SMART objectives</td>
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<td></td>
<td></td>
<td>• Develop project objectives</td>
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<tr>
<td>15:15-15:30</td>
<td>Tea break</td>
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<tr>
<td>15:30-16:30</td>
<td>3.5 LogFrame exercise, I</td>
<td>• Introduction to the LogFrame matrix</td>
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<td></td>
<td></td>
<td>• Incorporating objectives into the LogFrame matrix</td>
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<td></td>
<td></td>
<td>• Focus on results and activities</td>
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<tr>
<td><strong>DAY 4</strong></td>
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<tr>
<td>8:30-9:00</td>
<td>Workshop Review</td>
<td></td>
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<tr>
<td>9:00-10:30</td>
<td>4.1 LogFrame exercise, II</td>
<td>• Focus on verifiable indicators and means of verification</td>
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<td></td>
<td>• Focus on assumptions and preconditions</td>
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<tr>
<td>10:30-10:45</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>10:45-12:45</td>
<td>4.2 LogFrames and Preparing</td>
<td>• Review of completed LogFrames</td>
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<tr>
<td></td>
<td>Project Proposals</td>
<td>• Next step: creating a project proposal</td>
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<tr>
<td>12:45-13:45</td>
<td>Lunch</td>
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<tr>
<td>13:45-15:00</td>
<td>4.3 Presentation of project</td>
<td>• Preparation of proposals</td>
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<td></td>
<td>proposals and workshop closing</td>
<td>• Review of project proposals</td>
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<tr>
<td></td>
<td></td>
<td>• Completion of workshop evaluations</td>
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<tr>
<td>15:00</td>
<td>Adjourn</td>
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</tbody>
</table>
Session 1.1: Workshop Opening and Welcome

Learning objectives

At the end of this session:

- The workshop will be officially opened and participants welcomed
- Participants will be familiar with UNESCO’s programme in the earthquake-affected areas and how this workshop fits into that programme

Session activities

1. Workshop opening and welcome 45 minutes

- In advance of the workshop, arrange for one or more senior educational representatives to officially open the workshop and welcome participants.
- Share with the representative(s) the objectives and content of this workshop so that he/she can discuss how this workshop fits into the goals of “building back better” in the districts affected by the workshop.

2. UNESCO remarks (optional) 15 minutes

- You may also want to invite a UNESCO representative to attend the opening and to give some brief remarks about why this training is being offered and to share more generally UNESCO’s planned support in the earthquake-affected districts.
Session 1.2: Introduction and Objectives

Learning objectives

At the end of this session, participants will:

- Be familiar with the workshop objectives and agenda
- Have been introduced to one another

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop agenda and objectives</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>Participant introductions</td>
<td>20 minutes</td>
<td>Individual introductions</td>
</tr>
<tr>
<td>Total Time</td>
<td>30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Slips of paper for participants to write their names on
- Flip charts for recording participants’ objectives

Session activities

1. Workshop agenda and objectives 10 minutes

- Review the workshop agenda and objectives with participants.
- Review logistical arrangements with participants – lunch and tea breaks, restrooms, etc.

2. Participant introductions 20 minutes

- Since participants in these workshops may already know each other, ask them to think of something that describes themselves (e.g. married with five children, or 30 years of experience in the education department) on a slip of paper. They should not write their names on the paper. Collect all the papers in a box or bag and mix them up.
- Move around the room and have each participant take one slip. They should quickly check to make sure that they did not draw their own piece of paper. (If they do, they should replace it and take another one).
- Now tell the participants to find the person whose paper they have drawn and to find out that person’s name, title and district where they are working. Remind them that while they are looking for a person, somebody else is looking for them.
- Explain that they have 10 minutes for this exercise. Then each participant introduces his/her partner briefly – no more than one minute!
Session 1.3: Introduction to education project cycle management

Learning objectives

At the end of this session, participants will be able to:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Introduction to the project management cycle</td>
<td>20 minutes</td>
<td>Presentation and small group work</td>
</tr>
<tr>
<td>3. Activities for each stage of the project cycle</td>
<td>35 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. The context: educational data for the earthquake-affected districts</td>
<td>65 minutes</td>
<td>Small group activity</td>
</tr>
<tr>
<td>5. Conclusion</td>
<td>5 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>130 minutes</strong></td>
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</tbody>
</table>

Materials needed for the session

- Sets of cards (approximately 10 x 15 cm) labeled: assess; analyse; plan, design; implement; monitor, evaluate. Prepare enough sets for 4-5 groups, depending on how many participants are in the workshop.
- One flipchart for each of the contextual factors labeled ‘climate and geography’, ‘organisational/management capacity’, ‘culture’, ‘gender’, and ‘societal norms and values’.
- Five flipcharts labeled ‘how the earthquake has affected the work of district education officials’
- Flipchart with the education development cycle drawn on it (see “project cycle – another model” below)
- Flipchart with the humanitarian project cycle and the elements that will be covered during the workshop drawn on it (see “elements we will cover” below)

Session activities

1. Introduction 5 minutes

- Review the objectives with participants
Tell them that during this session we will introduce one project management cycle that is commonly used in emergencies and compare this to a more standard education project management cycle that is typically used in “development” situations.

During this session, participants will also begin to work on the analysis phase of the project cycle.

2. Introduction to the project management cycle  20 minutes

Ask participants to close their Workbooks for this activity.

Distribute a set of cards to each group. (Prepare these cards in advance of the workshop. Each set should consist of five cards – each with one element of the project management cycle listed on it.)

Tell the groups that they should arrange the cards on a piece of flipchart paper in the order that they think represents a project management cycle. Once they have agreed on the placement of their cards, they should draw arrows between each element in a way that they think best represents the cycle.

Give the groups 10-15 minutes to arrange their cards and draw their cycles.

Once all of the groups have finished laying out their project management cycles, review the slide that shows the “humanitarian project cycle”.

Explain that we are reviewing this project cycle so that participants become familiar with the framework under which most international organizations operate during emergencies.

Ask participants to define each element of the project cycle. Try to obtain responses that are similar to the following:

- **Assess**: This relates to the task of gathering data in order to determine the needs and resources of communities affected by a disaster.

- **Analyse**: During the analysis phase, information is reviewed to recognise patterns and make judgements. In this process raw data that are collected during the assessment stage are transformed into useable information. This provides decision makers with the information that they need to prioritise responses and develop plans for action.

- **Plan, design**: Once the problems are defined and prioritised, and the response capacity determined; programmes and projects can be planned. Planning combines analysis of the problems with the mission and capacities of the organisations involved.
Implement: At this stage, plans are put into action. The specific modes of implementation are defined in the project plans.

Monitor and evaluate: These are two separate activities that occur during and after implementation. We monitor to make sure that the activities are taking place according to the plans and to make adjustment in our plans, as necessary.

Evaluation is primarily concerned with impact and results. Are we achieving our desired objectives? If not, what do we need to do in order to achieve them? This information should then be re-incorporated back into our analyses so that we can learn from past projects and improve the quality of our projects and programmes.

If there were any disagreements in the groups regarding the placement of the arrows, ask for a summary of their discussions. Stress that the loop between monitoring and evaluation and analysis is critical. Because projects generally do not happen on a one-time basis, it is essential that results of monitoring and evaluation are fed back into the analysis stage so that future projects and activities benefit from the lessons learned.

After you have finished reviewing the humanitarian project cycle, show this illustration of a more typical education project management cycle. (Either use the prepared overhead or draw a flipchart in advance of the session.)

Stress that the underlying components of this model are the same as the humanitarian cycle. For example, the “identification” component is essentially equivalent to the “analysis” stage of the humanitarian project cycle; and “formulation” and “financing” are components of “plan, design” in the humanitarian cycle. It is most important to understand the basic underlying concepts. Therefore we will be working with the simplified humanitarian project cycle during the remainder of the workshop.

3. Activities for each stage of the project cycle 35 minutes

After reviewing the education development project management cycle, ask participants to spend the next 20 minutes in their groups listing the...
**Educational Planning and Management in the Earthquake Affected Areas:**

*Introduction to Education Project Planning and Management*

**Trainer’s Notes**

Various activities that they think should be conducted at each stage of the project cycle.

- Ask them to write these activities on their flipcharts next to (or underneath) each element of the project cycle. They should be as specific as possible in their answers. (Remind them to keep their Workbooks closed for this activity.)

- After 20 minutes, ask participants to tape their flipcharts to the wall. Ask the group to review all of the flipcharts and notice whether other groups listed the same or different activities.

- Summarise and discuss key differences. Highlight the specific tasks that have been identified.

**Elements we will cover**

<table>
<thead>
<tr>
<th>Project Management Cycle</th>
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</thead>
<tbody>
<tr>
<td>Assess</td>
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<tr>
<td>Monitor</td>
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<tr>
<td>Evaluate</td>
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<tr>
<td>Analyse</td>
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<tr>
<td>Plan, Design, Redesign</td>
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<tr>
<td>Context, Problem Trees, Objective Trees, SWOT</td>
</tr>
<tr>
<td>SMART Objectives, Logical Framework Matrix, Proposal Outlines</td>
</tr>
</tbody>
</table>

- Next review the elements that we will cover in this workshop. You can either use the prepared slide or prepare a flipchart that illustrates the components.

- Ask if there are any questions or comments before moving on to the next part of the session.

**4. The context: educational data for the earthquake-affected districts**

**Activity 1: Question 1, page 7, What other data do you need? [15 minutes]**

- For this exercise, form participants into five small groups. If the participants are from multiple districts, it may be useful for this exercise to have them work in district groups or with others from districts that have been similarly affected or are similar in some other way, e.g. geographical location or magnitude of destruction.

- Tell participants that in this part of the session we will begin the analysis stage of the project cycle, which includes a description of the context.

- In their Workbooks, participants have three tables with the latest information regarding number of schools destroyed or partially damaged, students and teachers in the affected districts. They should review the data and, in their groups, answer question 1, “what else would you like to know in order to help plan and support the earthquake recovery efforts?” found on page 7 of the Workbook.
Tell them that they have 10 minutes to answer this question. Ask for at least one person in the group to write the group’s answer in their Workbook (but encourage everyone to write the answers in their books).

As participants work, move around the room to see if they have any questions.

After 10 minutes, stop the groups. Tell them that we will discuss their answers to question 1 shortly but first they should consider question 2. (See Activity 2 below.)

While the groups are working on question 2, walk around the room and write down each group’s answers to question 1.

Prepare a flipchart with a consolidated summary of all the groups’ answers. Use this flipchart for the debriefing that will take place during Activity 2.

**Activity 2: Question 2, page 7, What contextual factors affect the goal of building back better? [30 minutes]**

Explain that the analysis of the context includes not only the numerical data but also includes considerations related to climate and geography; organizational or management capacity; culture; gender; and societal norms and values. All of these things affect how an organization or system responds to a disaster. Responses that do not take the context into consideration often fail. While this is especially true for the work of international agencies, educational managers must also consider these issues when designing policies and programmes; otherwise, communities may not accept them.

Give each group one of the flipcharts that have been labeled with the five different contextual factors.

Each group should answer question two for the factor that is written on their flipchart. One person from each group should be prepared to give a 2-minute summary presentation of their group’s work.

Give participants 10 minutes to complete their answers to question two.

As participants work, move around the room to see if they have any questions.

After 10 minutes stop the groups.

Begin the review by discussing the consolidated list of answers from question 1. Ask if anything is missing from the list. Explain that for proper analysis to be conducted, data must be broken down into useful levels of analysis. In addition, the context must be considered.

Then, ask a representative from each group to give a two-minute summary of the contextual factor that their group worked on.
Take comments from participants.

**Activity 3: Question 3, page 8, In what ways has the work of education officials been affected? [20 minutes]**

- Finally give each group a flipchart labeled “ways the earthquake has affected the work of district education officials”. In their groups, participants should **brainstorm** all the ways that their work has been affected and write these on the flipchart.

- Give participants 10 minutes to complete the brainstorm activity.

- After 10 minutes, post all the flipcharts on a wall and summarize the similarities and differences among the charts. Categorise the responses, for example, by noting those that relate to **physical damage and destruction**, such as loss of infrastructure, facilities, equipment and learning materials; **psychosocial effects** including stress, loss of friends and family, destruction of homes and changed living conditions; **changes in the nature of work** – people being asked to focus on different things such as delivery of tents or collection of data, etc.)

**5. Conclusion 5 minutes**

- Conclude this session by noting that the analysis process cannot only be limited to collecting data on the number of schools destroyed and damaged, number of students, and number of teachers. Beyond this, programme planners need to consider various contextual factors to design programmes that will be acceptable to local communities as well as to teachers and administrators.
Session 1.4: Using SWOT analysis

Learning objectives

At the end of this session, participants 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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to SWOT analysis</td>
<td>15 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Sample SWOT analysis</td>
<td>20 minutes</td>
<td>Plenary activity</td>
</tr>
<tr>
<td>3. Identification of problems to analyse using SWOT</td>
<td>10 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>45 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Flip chart prepared with SWOT headings to use for the SWOT example

Session activities

1. Introduction to SWOT analysis 15 minutes

- Refer participants to page 13 in their Workbooks. This is a brief description of SWOT. They may want to follow along during the presentation.

- Begin the presentation by telling participants that SWOT (strengths, weaknesses, opportunities, threats) is a tool that can be used to help analyse problems to determine strategic directions. It is often used during strategic planning processes to determine future directions or strategies for addressing particular challenges.

- The objective of SWOT is to determine proactive strategies for maximizing strengths and opportunities while minimizing weaknesses and threats.

- At times a SWOT analysis may result in a decision not to proceed with a specific course of action.

- SWOT can be used by managers at all levels and is used in the business world as well as in the non-profit sector. It is also useful for educational managers.
Explain that strengths and weaknesses are internal to the system. These are things that managers can control or address directly. A good SWOT analysis depends on an honest assessment of the system’s current strengths and weaknesses – not a vision of how we would like the system to be.

Opportunities and threats, on the other hand, are external to the system. These are things in the environment that we have little or no control over. We must, however, try to influence these factors in order to take advantage of opportunities and minimize threats. A careful analysis of threats will also help in planning programmes in such a way as to minimize them. For example, if seasonal weather is a threat, then programme elements should be designed by taking this into account.

Give some examples of questions to ask for each SWOT category. [Note: there is also a prepared slide with these questions written on it. You may want to show the slide while discussing each SWOT category.]

- Strengths: underlying philosophy and values; capabilities; resources, assets and people; experience, knowledge, data
- Weaknesses: gaps in capabilities; reputation, presence and reach; own known vulnerabilities; timescales, deadlines and pressures; morale, commitment, leadership; resource limitations; processes and systems
- Opportunities: global influences; outside resources; ‘competitors’ vulnerabilities; partnerships, agencies
- Threats: political effects; ‘competitor’ intentions; demand for services; vital contracts and partners; sustaining internal capabilities; loss of key staff; sustainable financial backing; economy; seasonality, weather effects

Ask if there are any questions so far.

2. Sample SWOT analysis 15 minutes

Walk participants through a short example of how to develop a SWOT matrix.

“National and local authorities in Pakistan, supported by the international community, have vowed not just to reinvigorate the education system, but to build back better than before the earthquake.” If this is our objective, then how can we use SWOT to help us achieve it?

Facilitate a discussion among participants to obtain a few examples of each SWOT category. Some possible answers are shown on the next page:
### Strengths
- Basic intellectual infrastructure of system still intact
- Teachers know curriculum
- Many teachers have years of experience
- DEOs, deputies, assistants have years of experience – management structures still intact
- Teachers and education managers committed to restarting system

### Weaknesses
- Nearly 300 teachers in AJK died during the earthquake
- Infrastructure destroyed on a large scale
- Quality of education in some areas was low before earthquake
- Teachers and students traumatized or severely stressed
- Educational managers often unable to reach the affected schools (for logistical reasons)
- Teachers and students unable to cope with effects of disaster

### Opportunities
- Commitment on part of government and international community to ‘build back better’
- Presence of multiple actors (UN, NGO, international financial institutions (World Bank, ADB)) provides additional expertise and resources
- Parents and children want education

### Threats
- Local capacities are ignored or overwhelmed by international response
- Some may not want to build back better
- Political will to rebuild may not be lasting or sufficient
- Lack of resources ultimately forthcoming
- Local communities may not have patience to wait for reconstruction
- Lack of infrastructure may lead to frustration on part of communities, parents, children—may result in children dropping out of school
- Over-crowded classrooms and poor quality may de-motivate children

- After the matrix has been completed, ask participants what strategies they think that they could pursue in order to maximize their strengths, reduce their weaknesses, take advantages of the opportunities and minimize the threats.

- Note that the opportunity presented by international resources is tremendous in terms of building back better. Participants should also think about how they can use this opportunity to turn their weaknesses into strengths, for example, by requesting support with regard to improving the quality of education (through training of teachers and managers) – not just with respect to obtaining new facilities.
3. Identification of problems to analyse using SWOT  10 minutes

- After walking participants through the example, ask them to suggest specific educational problems that they are currently facing that they think can be analysed using SWOT.

- List these on a flip chart.

- If participants have trouble thinking of problems, try to nominate a couple that address issues of access and quality, for example, increasing enrolment or reactivating SMCs.

- Depending on how many problems the group generates, prioritize four or five of them for further analysis by the groups. The problems selected for analysis should not be related to physical facilities.

- Tell them that you will assign one problem to each group and that they will be responsible for analyzing it using SWOT.
Session 1.5: SWOT analysis: practical exercise

Learning objectives
At the end of this session, participants will have:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem analysis using SWOT</td>
<td>45 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>2. Identification of strategies based on SWOT</td>
<td>45 minutes</td>
<td>Small group work and plenary discussion</td>
</tr>
<tr>
<td>analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>90 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Flip charts prepared with SWOT headings for the groups

Session activities

1. Problem analysis using SWOT 30-45 minutes

- Based on the problems prioritized in the last session, assign one problem to each group (4 or 5 groups).

- Tell the groups that for this activity they should concentrate on filling out the entire SWOT matrix. Remind them that SWOT analysis only works when the analysis is realistic and honest. Therefore, they need to be honest about their strengths and weaknesses for the analysis to have value.

- Tell the groups that they have 20 minutes to complete the SWOT matrix for their assigned problem. (Allow up to 30 minutes to complete the matrix, if necessary.)

- As the groups work, circulate around the room to answer any questions.

- Make sure that the groups stay on task and have some points listed for each category of the SWOT matrix.

2. Identification of strategies based on SWOT analysis 45 minutes

- After 20-30 minutes, ask the groups to stop working.
Now, ask them to analyse their results. What strategies could they put in place to maximize the use of their strengths and to reduce or minimize their weaknesses? How can they use the opportunities to maximum advantage (while not relying on them) and minimize the threats?

Tell them to think of as many realistic strategies as they can. While they should try to maximize their opportunities, their strategies should not be entirely dependent on outside resources in order to succeed. They also need to consider specific ways in which they can use their strengths in order to implement the proposed strategies.

Ask the groups to write their specific strategies on flipchart paper.

Give the groups 30 minutes to think of as many specific strategies as they can.

As the groups work, circulate around the room to answer any questions and to encourage the groups to be specific.

After 30 minutes, ask each group to present their strategies to the plenary. In the discussion, point out areas where the groups could be more specific and stress again that realistic strategies should not rely solely on opportunities such as international resources.
Day 1 Review

Learning objectives

After this session, participants will be able to:

- Explain the key points of Day 1 learning

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Review of Day 1</td>
<td>15 minutes</td>
<td>Facilitated discussion</td>
</tr>
<tr>
<td>3. Conclusion</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>30 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Ball or scrunched up paper taped into a ball

Session activities

1. Introduction 10 minutes

- Explain to the group that this is a review session to see what was learned from the sessions of Day 1.
- Remind participants of the sessions that were conducted during Day 1: the project cycle and the SWOT analysis

2. Introduction 15 minutes

- Explain that you will throw the ball to one participant who will tell one thing that they learned or one thing that impacted on them from Day 1. All participants should listen carefully as there should be no repeat statements from the group.
- When one person has finished they should throw the ball to another participant and so on until everyone has had an opportunity to speak.
- Throw the ball to one participant and ask for two things that they learned from Day 1.

3. Conclusion 5 minutes

- Remind participants that this course will build each day on what was learned the day before. Therefore, we need to learn from each other and also from the course work so that we can help to “build back better”.

Session 2.1: The Learning System

Learning objectives

After this session, participants will be able to:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Objectives</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Introduction to the learning system</td>
<td>30 minutes</td>
<td>Facilitated discussion</td>
</tr>
<tr>
<td>3. Which values?</td>
<td>25 minutes</td>
<td>Presentation and group brainstorm on values</td>
</tr>
<tr>
<td>4. How are values exhibited in the learning system?</td>
<td>10 minutes</td>
<td>“Cube game”</td>
</tr>
<tr>
<td>5. The link between values and rights</td>
<td>15 minutes</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>6. Conclusion</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>90 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Pre-made learning system chart on flip chart paper. Tape together six pieces of flipchart paper as shown below.

```
  1       2
       tape
  3       4
       tape
  5       6
```

1 This session was originally developed by Pamela Baxter of UNESCO/PEQ and is used with permission.
Then, draw the diagram of the Learning System (see below) onto the taped together flip charts. After you have drawn the diagram, hang it on the wall where you can easily access it during the session and where all participants can see it.

- Four cards labelled knowledge, skills values and attitudes – one word on each card.
- Cardboard box wrapped in white paper that can be used for the “cube game”
- Index cards, post-it notes or heavy stock paper cut into 10 x 15 cm pieces.

Session activities

1. Objectives 5 minutes

- Review the session objectives with participants, discussing the key concepts that will be covered in the session.

2. Introduction to the Learning System 30 minutes

- Begin the session by referring participants to the diagram of the Learning System.
- Ask participants what they think the diagram means. Why, for example, is the learner in the centre circle?
- Ask participants what they think is included in each of the circles.

  - The learner is at the centre which is the key point of the diagram. To ensure appropriate learning outcomes, we must see the learner as central.

  Ask participants “what it would mean if finance were at the centre instead of the learner? What would that mean in terms of the learning system?” The learning outcomes would be of lesser importance as the system would exist for the amount of money it generates or spends.
The teaching/learning circle consists of all the elements that directly relate to the teaching/learning process (e.g. teachers, pedagogy, teaching materials, etc.)

The education sectors circle consists of all of the elements that support formal and non-formal education, such as curriculum developers, the Ministry of Education, teacher salaries, educational planners, education budgets, etc.

Finally, the environment 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.

Ask the group, “What is the relationship or bridge between the inner circles: Learner, Teaching/Learning, Education Sectors, and the Environment?”

[everybody comes from the environment (and brings its influences into the learning process) and one objective of the learning process is to enable learners to impact successfully on the environment as productive citizens.]

Ask the group, “What is the purpose of a learning system? Why do we have a learning system?” [To transmit knowledge, skills values and attitudes.]

As the groups respond with knowledge, skills, values and attitudes, place these cards on the outside of the learning system diagram.

Ask if the transmission of these four things goes one way or two ways.

Elicit from the group that each of these moves from the environment through all the sectors to the learner and then back again. It is because the transmission is two-way that all components of the learning system are vital.

Now ask, “While knowledge and skills are understood and accepted as part of the learning process, what values and attitudes do we try to pass on?”

Take a few responses before moving on to the next part of this activity.

Ask participants what it is that they personally deal with in their work within the learning system. Encourage them to think of elements of their work that relate to each of the circles. They should think about their job responsibilities or tasks as well as other things that impact on their work within the learning system.

Ask them to write each element on a separate card. When they have finished writing their cards, ask them to come to the front of the room and post them...
where they belong in the learning system. If a response affects more than one circle, place it on the border between the two circles. (For example, collection of education data is a responsibility of the education sector but it is also influenced by environmental factors such as roads and transport, etc.)

- After everyone has posted their cards, discuss a few examples from the chart and where they are placed. Make sure that participants understand why cards are placed in different circles or on borders between circles.

### 3. Which values? 25 minutes

- Generally we know that learning systems transfer knowledge and skills, but what kind of values do they transfer – or what kind of values do we want them to transfer? Note that here we are referring to values as ideals or principles – qualities that are considered constructive and worthwhile by a society. Ask participants to spend some time in their small groups answering this question.

- To do this, divide participants into four groups and ask the groups to brainstorm the values that are required by society and therefore are (or should be) modelled by the learning system.

- Give the groups 10 minutes to complete the brainstorm activity. Tell them that at least one person in the group must write the group’s answers.

- After 10 minutes, develop a combined list of values by conducting a round robin activity.
  - Ask the group at one table to state one of the values from their list.
  - Make sure that what is stated actually represents a value and not a behaviour that is socially desirable. (For example, if participants say punctuality, ask them to identify the underlying value – that is, respect.)
  - If the group mentions a category of values, such as religious values or moral values, ask them to give one specific value that is included within that category, such as justice.
  - Ask whether everyone in the room agrees with the stated value. If there is disagreement, try to reach resolution of a common shared value. If this is not possible, do not include the disputed value on the list.
  - Write the agreed value on a flipchart.
  - Ask the next table for one of their values that is not already included on the list.
  - Continue this process until none of the groups has any additional values to add to the list.
4. How are values exhibited in the learning system? – Cube game 

- From the list of values generated by the participants, choose six values and write them on the cube that you made in advance. (Note: for the purpose of this exercise, it does not matter which six values you choose from the list – just make sure that they are values and that they are somewhat different from one another.) (Note: it will save time if you arrange with your co-facilitator to do this while you are facilitating the session.)

- Take the wall chart of the learning system (with the cards taped on it) and place it on the floor. Ask participants to form a circle around the chart so that everybody can see.

- Give the cube to one participant and ask him/her to throw it (lightly) onto the chart.

- Now ask the group to give an example of one way in which the value shown can be acted out in relation to the subject on which it landed. Keep the pace moving. Ask for one quick example each time the cube is thrown – different people should throw it each time but anybody can answer. Stop the game after four or five throws. The next part of the session functions as a debriefing for the cube game.

5. The link between values and rights

- In many countries, ‘values’ is one area that education systems (and educators) historically have ignored – at least explicitly, although in Pakistan Islamic Values are included in the curriculum. The cube game, however, provides examples of how we model and transfer values through our work to the various elements of the learning system.

- Ask participants “what are rights?” [Rights have been formalized internationally so people tend to see them as rules or laws.]

- Ask them if they can think of any specific international agreements that specify rights related to education. [For example, the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the international Education for All framework.]

- Ask, “What is the link between values and rights?”

Some values are universal (although they may be more emphasised in some societies and cultures than in others). These values are the ones that have been enshrined in legal instruments such as the Universal Declaration of Human Rights (UDHR). The fundamental rights that appear in the preamble to the UDHR are the right to respect and dignity for all humankind regardless
of race, religion, colour, sex or social status. Everything else (that is, the articles of the UDHR) are explanations of these fundamental rights.

- Explain that the rights found in legal instruments are therefore actually based on the values of societies and cultures, even though they may be expressed very differently from one society to another. For example, if one society believes in the right to freedom of expression but only for some, then the right exists, but it needs to be expanded to include everybody.

Rather than being assumed (or part of the hidden curriculum), it is now understood that rights need to be structured so that learners can really understand what values – and therefore rights – are important in a society. This is even more important in cases when there are extraordinary stresses on the system.

Rights-based education occurs when we make sure that everything we do in a learning system reflects fundamental rights and that nothing contradicts them.

- Ask participants whether they can think of any specific contradictions that exist between the learning system and the fundamental rights of those involved (that is, the learners, their parents, education staff)? What are the implications of these contradictions? If participants speak only in generalities, ask the following questions:

  What does it mean when the professional needs of the classroom teacher and the school principal are ignored?
  - Teachers are likely to be resentful which will be reflected in the teaching in the classroom
  - Teachers leave the system
  - Teachers and system personnel may become corrupt (accepting money to pass candidates in exams, accepting more children than can be effectively taught because of the fee structure, charging special fees for services that should be part of teaching)
  - Teachers are more likely to be absent

  What does it mean when the most basic data on enrolment and attendance are not available?
  - If we do not know who is enrolled, then
    - We do not know who is excluded or missing – e.g. girls, disabled, slow learners, particular tribal or ethnic groups etc.
    - We cannot develop accurate projections for school structures and necessary physical and human resources
    - We may develop inappropriate responses to the needs of the learners
    - We cannot address the social problems of out-of-school children
  - Without monitored attendance records, there is no way to adjust staffing in order to meet targeted pupil-teacher ratios.
6. Conclusion 5 minutes

Without a learning system that reflects our values at every level, we are in danger of being hypocritical: to ask children to absorb the values that are important in our society and to act on them without us doing the same is unjust. It is extremely important for the rehabilitation and the progress of nations to preserve values. Religious values are equal to worship. It is the duty of the teacher to promote these values. This is possible only when these are part and parcel of our character. The environment of educational institutions should also reflect these core values.
Session 2.2: Practical steps in ensuring a rights-based approach

Learning objectives

After this session, participants will be able to:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensuring a rights-based approach</td>
<td>75 minutes</td>
<td>Small group exercise</td>
</tr>
<tr>
<td>2. Debriefing</td>
<td>45 minutes</td>
<td>Participant presentations, plenary discussion</td>
</tr>
<tr>
<td>Total Time</td>
<td>120 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- No special materials needed.

Session activities

1. Exercise: ensuring a rights-based approach  60 minutes

- The cube game gave us an opportunity to see some examples of what we can do to ensure a rights-based approach. Now we will look at a few scenarios and see what strategies we can put into place in a very structured way to ensure that school policies and responses to the challenges faced in disaster/emergency situations also reflect a rights-based approach.

- Ask participants to turn to the exercise "Ensuring a rights-based approach" in their books (page 18). Form four small groups and assign a different scenario to each group. For each scenario, the groups should identify a key problem for each element of the learning system (environment, education sectors and teaching/learning) and then discuss low or no cost solutions to the problems. They should also be prepared to discuss which rights and values are reflected in their proposed solutions.

As the groups work, move around the room to ensure that they are identifying a key problem for each component of the learning system and that they are discussing specific strategies for addressing the problems.
Challenge the groups to think of low or no cost solutions to the problems they have identified.

If the groups are having difficulties, ask questions based on the information shown below to help them get started. **Do not** share this information unless the groups are having trouble.

- Give the groups 45 minutes to work on this activity. Instruct them to write their answers on flip chart paper.

### Scenario A: Involving Parents

<table>
<thead>
<tr>
<th>Possible problems</th>
<th>Possible solutions</th>
</tr>
</thead>
</table>
| **Environment**: parents think that the school is responsible for educating their children; or parents think that their views are not valued | ▪ Develop strategies to encourage community ownership of learning environment  
▪ Encourage genuine participation of parents by listening to what the community needs/wants and acting on their suggestions  
▪ Proactively involve parents in discussions of school management/policy – do not only ask for their assistance when there is a problem  
**Values/Rights:** respect, communication, listening, caring |
| **Education sectors**: school system does not respond to what parents say           | ▪ Give parents a genuine role (not just asking for their labour or financial resources) in policy and management of schools  
**Values/Rights:** respect, honesty, hospitality, justice |
| **Teaching/learning**: parents are unwelcome in the classroom. Children are punished for things that their parents do; for example, if children are late to school because they must do chores at home, they are punished for being late. | ▪ Encourage parental involvement in classroom – cultural activities, presence and/or assistance  
▪ Encourage parents, through discussions, to redistribute chores so that education has a higher priority.  
**Values/Rights:** Tolerance, empathy, communication, justice, honesty, care |

### Scenario B: Classroom Management

<table>
<thead>
<tr>
<th>Possible problems</th>
<th>Possible solutions</th>
</tr>
</thead>
</table>
| **Environment**: Societal attitude that corporal punishment in school is acceptable | ▪ Encourage genuine participation of the community in discussions about the disadvantages of corporal punishment and the advantages of constructive behaviour management.  
**Values/Rights:** Respect, dignity, care, empathy, tolerance |
| **Education sectors**: Lack of enforcement of policy; teachers not properly trained | ▪ Teacher training related to constructive classroom management and improved teaching practices (at least 50% of teacher |
### Educational Planning and Management in the Earthquake Affected Areas:

**Introduction to Education Project Planning and Management**

**Trainer's Notes**

<table>
<thead>
<tr>
<th>in alternative classroom management techniques</th>
<th>training)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Institute peace education or conflict management programme</td>
</tr>
<tr>
<td><strong>Values/Rights:</strong> Equality, dignity, communication, empathy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching/learning: teachers not properly trained in alternative classroom management techniques; teachers do not understand that corporal punishment is ineffective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Focus on constructive classroom management practices</td>
</tr>
<tr>
<td></td>
<td>▪ Discuss whether corporal punishment is actually effective (does it have desired results or do teachers punish the same children over and over again?)</td>
</tr>
<tr>
<td></td>
<td>▪ Focus on preparedness (better lesson planning, etc.)</td>
</tr>
<tr>
<td><strong>Values/Rights:</strong> Dignity, professionalism, honesty, truthfulness, empathy</td>
<td></td>
</tr>
</tbody>
</table>

### Scenario C: Using Educational Data

<table>
<thead>
<tr>
<th>Possible problems</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment:</strong> schooling is not valued for all children</td>
<td>▪ Pro-actively bring community into discussions regarding educational access for all children in the society (girls, children with disabilities, e.g.)</td>
</tr>
<tr>
<td></td>
<td>▪ Encourage genuine participation of parents by listening to what community needs/wants and acting on their suggestions</td>
</tr>
<tr>
<td></td>
<td><strong>Values/Rights:</strong> Equality, access, caring, justice</td>
</tr>
<tr>
<td><strong>Education sectors:</strong> administrators do not have the time/resources to analyse educational data or are unable to change policy based on the analyses</td>
<td>▪ Enlist teachers in discussions of which data to collect and why</td>
</tr>
<tr>
<td></td>
<td>▪ Consider which educational data are really necessary and what they can be used for; focus on collection of essential data only</td>
</tr>
<tr>
<td></td>
<td>▪ Communicate reasons why data are needed, how they can be used and for what purpose</td>
</tr>
<tr>
<td></td>
<td>▪ Use data to:</td>
</tr>
<tr>
<td></td>
<td>▫ Improve teaching/learning environment, e.g. if monitoring pupil-teacher ratios, how can classroom size be adjusted if there is a need?</td>
</tr>
<tr>
<td></td>
<td>▫ Follow-up on children who have dropped out or are not attending</td>
</tr>
<tr>
<td></td>
<td>▫ Work for changed educational policies, if necessary</td>
</tr>
<tr>
<td></td>
<td><strong>Values/Rights:</strong> Honesty, inclusion, equality, caring</td>
</tr>
<tr>
<td><strong>Teaching/learning:</strong> teachers do not know why they are being asked for information or do not have the time/resources to follow-up</td>
<td>▪ Collect only essential data</td>
</tr>
<tr>
<td></td>
<td>▪ Enlist assistance (perhaps through community involvement efforts) to follow-up on children who are absent</td>
</tr>
<tr>
<td></td>
<td><strong>Values/Rights:</strong> Communication, empathy, honesty, equality, respect</td>
</tr>
</tbody>
</table>
Scenario D: Teacher Absenteeism

<table>
<thead>
<tr>
<th>Possible problems</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td>▪ Enlist support of external organizations to help teachers, e.g. by providing tents</td>
</tr>
<tr>
<td></td>
<td>▪ Enable teachers to temporarily re-locate to other schools, e.g. in displaced camps</td>
</tr>
<tr>
<td></td>
<td><strong>Values/Rights:</strong> Empathy, dignity, respect, sympathy</td>
</tr>
<tr>
<td><strong>Education sectors</strong></td>
<td>▪ Enable teachers to relocate temporarily</td>
</tr>
<tr>
<td></td>
<td>▪ Provide teachers with psychosocial training</td>
</tr>
<tr>
<td></td>
<td>▪ Enlist support of government or outside agencies in providing support, such as tents,</td>
</tr>
<tr>
<td></td>
<td>to teachers</td>
</tr>
<tr>
<td></td>
<td><strong>Values/Rights:</strong> Communication, empathy, dignity</td>
</tr>
<tr>
<td><strong>Teaching/learning</strong></td>
<td>▪ Provide teachers with psychosocial training</td>
</tr>
<tr>
<td></td>
<td>▪ Depending on devastation of community, enlist support of parents, community members to help teachers</td>
</tr>
<tr>
<td></td>
<td><strong>Values/Rights:</strong> Caring, empathy, respect, honesty</td>
</tr>
</tbody>
</table>

2. Debriefing  

- Ask each group to briefly review their scenario and to give a brief report of their deliberations. What were the main problems in their scenario and how would they seek to address them? Which rights and values are reflected in their proposed solutions?

- After each report, make sure to stress the importance of the low-cost ways (or ways that do not require outside assistance).

- Sum up the activity by clarifying the major points illustrated by the groups. Point out that this exercise helps illustrate the types of analyses that are necessary to ensure that the learning system reflects the values and rights that are desired – and therefore what we mean by a ‘rights-based’ approach to education.

- Ask participants if they have any remaining questions about the material that was covered in the session.

- Stress again the definition of a rights-based approach to education, that is making sure that everything we do in a learning system reflects fundamental rights and that nothing contradicts them.
Session 2.3: Quality Education

Learning objectives

After this session participants will be able to:

- Describe various components of quality education
- Discuss how certain inputs or processes affect educational quality

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and objectives</td>
<td>30 minutes</td>
<td>Individual activity</td>
</tr>
<tr>
<td>2. Dimensions of educational quality</td>
<td>30 minutes</td>
<td>Presentation and plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>60 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- White index cards or white heavy stock paper cut into pieces of approximately 10 x 15 cm each.
- Crayons
- 10 flipcharts with one dimension of quality written on each (according to the template shown in Exercise 2.3 in the Workbook).
- Three cards that are labelled “inputs”, “process” and “outputs.”
- Flipchart with the two EFA goals related to quality written on it (see below)
- Two flipcharts with the 10 dimensions of quality written on them, as shown below

How UNESCO Defines Quality

- Quality Education for the Learner
  - Seek out the learner
  - Respond to what the learner brings
- Processes (of Learning)
- Content (what is learned)
- Learning Environment

Quality Education Systems

- Education systems
  - Managerial & administrative support to effective learning
  - Implementation of good policies
  - Appropriate Legislative Framework
  - Measurement of learning outcomes
  - Resources
### Session activities

#### 1. Introduction and objectives  
30 minutes

- Review the learning objectives for this session.

- Tell participants that in this session we will focus on “quality education” what it is and how we might improve the quality of education in disaster and reconstruction situations.

- Ask participants why we care about improving the quality of education? Why do we want good quality?

- Take a few responses and then explain that EFA also includes two goals related to quality. Show the flipchart with the two EFA goals written on it.

![EFA Goals and Quality](image)

2. All children have access to and complete primary education of good quality.

6. Improve all aspects of the quality of education, and ensure excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills ...

- Ask why participants think quality is explicitly listed in these two goals. Why do they think it is important to emphasise quality education?

- These goals reflect the realization that access alone is not enough. For education systems to be more effective, quality must also be addressed.

- Now ask participants to individually think about their definition of “quality.” What does quality education look like to them?

- Ask each participant to draw his/her image of quality on one of the cards that have been placed on their table. Encourage them to be creative and to use the crayons or markers at their tables.

- Give participants 5-10 minutes to draw their images. Then collect the cards and post them on a board in the front of the room. Categorise the cards according to whether they are inputs, processes or outputs. As you collect each card, show the image to everyone before posting it.
State that one typology for looking at the quality of an education system analyses the inputs and processes in order to achieve better outputs. Place the three cards labeled “inputs”, “processes” and “outputs” above these categories. The outputs (or outcomes) that are considered important or desirable by a particular society affect the definition of quality and how we achieve it.

2. Dimensions of educational quality 30 minutes

Another typology has been put forward by Mary Joy Pigozzi from UNESCO’s Division for the Promotion of Quality Education. (The paper is included in the participants’ books starting on page 22.) She sees quality education as a “dynamic” concept since it evolves to meet the needs of societies. For example, most societies now see education as important not only for acquiring the basic skills of “reading, writing and arithmetic” but also to teach certain values, skills/competencies and behaviours. This is what we talked about earlier when we discussed the learning system.

She argues that even though quality is impossible without access, “access without quality is often meaningless to those for whom access is made possible.” It is for this reason that the quality of education needs to be considered at the same time as issues of access are addressed.

To achieve quality, she argues that one has to consider multiple dimensions of quality at two levels: the level of the learner and the level of the system.

Briefly review each of the dimensions of quality as discussed in her paper. Study the excerpts below in order to briefly summarize each dimension for participants.

Level of the learner

- **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. It uses a wide range of methods, 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.

- **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 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.

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 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, and what they believe in. They need to be treated with 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 psychosocial 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.

**Level of the system**

- **Managerial and administrative system**: 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 at-risk children 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.

Because the structure, organization and management of education play an important role in providing the necessary checks and balances, 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.
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.

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. In the short-run, it is essential that the costs of education be distributed equitably.

Means to measure learning outcomes: As discussed previously, the focus of the learning system should be on the learner. Thus, it is only appropriate that the last of the ten dimensions of quality come full circle and address learning outcomes. The following main types of learning outcomes may be appropriate: (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, however, 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. In general, however, more effort has gone into the measurement of knowledge and competencies, than into values and behaviours.
Session 2.4: Dimensions of Educational Quality

Learning objectives

After this session participants will be able to:

- Outline priority responses to achieving educational quality based on the ten dimensions of quality at the level of the learner and of the system.

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving quality</td>
<td>25 minutes</td>
<td>Small group activity</td>
</tr>
<tr>
<td>2. Prioritising responses and responsibilities</td>
<td>40 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>3. Conclusion</td>
<td>10 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>75 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Ten flipcharts; each with a different dimension of quality written on it. See example below.

<table>
<thead>
<tr>
<th>Seek out the learner</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is currently being done?</td>
<td>What else can you do?</td>
</tr>
</tbody>
</table>

Session activities

1. Improving quality 25 minutes

- Introduce participants to the exercise on improving quality. Each small group will be assigned one of the ten dimensions of quality. They should then fill out their flipchart by listing what is currently being done, what else they can do to address their assigned dimension of quality. (They may also want to write their individual notes in the tables on pages 29 and 30 of their Workbooks.)
Educational Planning and Management in the Earthquake Affected Areas: 
Introduction to Education Project Planning and Management 
Trainer’s Notes

- Ask participants to work in groups of two or three. Assign one or two of the dimensions of quality to each of these small groups. Ask them to spend 20 minutes discussing their assigned dimension and thinking about specific ways that they can be involved in improving quality related to that dimension. They should use the template shown in Exercise 2.3 as a guide for writing their group’s responses on a flipchart.

- After 20 minutes, post the five flipcharts for each level (learner and system) on opposite sides of the room.

2. Prioritising responses and responsibilities 40 minutes

- Divide participants into two groups. Ask participants who worked on the five dimensions that focus on the level of the learner to join one group, and the participants who worked on the five dimensions that focus on the level of the system to join the other group.

- These two groups should review all of the suggested responses for each of their five dimensions and agree on five priority responses (one priority from each dimension of quality) that would most improve education quality in the earthquake-affected districts. They should write these five priority responses on a piece of flipchart paper.

- Each group should be prepared to make no more than a three-minute presentation of their priorities.

- Tell the groups that they have 30 minutes to determine their priorities and prepare their three-minute presentations.

3. Conclusion 5 minutes

- Conclude by explaining that all 10 dimensions of quality must be addressed in order to achieve the goal of quality education. Addressing one dimension without the others will not be sufficient.
Day 2 Review

Learning objectives
By the end of this session participants will be able to:

- Explain the key points of Day 2 learning

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Puzzle and Day 2 review</td>
<td>20 minutes</td>
<td>Team puzzles</td>
</tr>
<tr>
<td>3. Conclusion</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>Total Time</td>
<td>30 minutes</td>
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</tr>
</tbody>
</table>

Materials needed for the session

- Puzzles cut out of six or seven pieces of paper that have written on them the following sentences:

  To show respect is a principle of Islam and a fundamental right!
  Working together takes everybody’s knowledge, skills and experience!

  Write each sentence with a different coloured marker so that you can tell which pieces belong to which puzzle

Session activities

1. Introduction 5 minutes

- Tell participants that today’s review session involves a group problem solving exercise.

- Divide participants into two groups. Distribute the pieces of the two puzzles to the team members of each group. Give each person two or three pieces of the puzzle.

- Tell the groups that their goal is to put the pieces together into a complete sentence.

- Each member of the group must participate in the process of completing the puzzle.

- Tell them that after they have completed the puzzle, they are to discuss, as a group, how their sentence relates to what was learned yesterday.
2. Puzzle and Day 2 Review 20 minutes

- As the groups work, monitor their progress and provide some hints if groups are having trouble.

- While they are working, observe how each team allocates responsibilities to complete the puzzle. Different team members will exhibit different skills during the process. Some may be the visionaries (that is the ones who step back to try to make sense of the sentences); some will be implementers (the ones who put the pieces into places) and some will be detailers (the ones who line up the edges and make sure that the puzzle forms a readable sentence.

- After each group solves their puzzle, ask them to read the sentence and discuss as a group, how the sentence relates to what was discussed on Day 2 of the workshop.

3. Conclusion 5 minutes

- Ask the groups to take their seats.

- Comment on the processes that the groups followed when putting together the puzzles.

- Ask each group to say their sentence and explain how it relates to what was learned on Day 2. Groups should mention the discussion of rights and values that occurred.
Session 3.1: Introduction to Logical Framework Approach

Learning objectives

By the end of this session participants will be able to:

- Describe the Logical Framework Approach

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Logical Framework Approach</td>
<td>30 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>Total Time</td>
<td>30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- No special materials needed for this session.

Session activities

1. Introduction to the Logical Framework Approach 30 minutes

- This session is a brief presentation on the Logical Framework Approach (LFA), which may not be familiar to workshop participants.

- Begin by asking whether anyone is familiar with LFA. If some participants are familiar, ask them how they have used LFA.

- Tell participants that we are discussing LFA in this workshop, since this is a framework that is widely accepted and used by international donors. The LogFrame matrix and resulting proposal is similar to the PC-I form that is used within Pakistan.

- The LFA is a process, not just a product (the LogFrame matrix).

- In the early years of LFA, the focus quickly became the production of high quality LogFrame matrices that followed a standard format so that donors could compare different projects. As a result, organisations often erred by hiring consultants to simply draft the matrix and submit it to donors for funding. The result was often that project results did not meet the needs of various stakeholders.

- Considering the Logical Framework as an approach, however, is essential to ensuring a well-conceptualised plan. LFA is actually a "toolkit" that consists of
multiple tools, including the problem tree, objective tree and SWOT analyses that we will use in our work together.

- The value of LFA occurs when it is conducted as a consultative process in which multiple stakeholders participate and have input to the entire process – not just the final product.

- One of the benefits of LFA is that it helps to make thinking “explicit” and clear by listing the assumptions that are made and clarifying those with the various stakeholders.

- Refer participants to the project cycles that they drew during the session on the first day of the workshop. Note that LFA – as a process – is applicable to the analysis, design and monitoring and evaluation phases.

- Tell participants that for the rest of workshop, we will be using this approach in order to begin the process of identifying a project and drafting a preliminary proposal. The steps that we will cover in the next sessions will build on one another. Therefore, participants need to make sure that they incorporate work from each session into the following sessions.

- Briefly review each of the tools that we will use in the succeeding sessions. Tell participants that you will give more detailed instructions for each tool as we proceed throughout the course.

  **Problem tree analysis:** This tool is used to identify cause and effect relationships among problems. The goal is to break down a problem into sub-problems until the root causes of a problem are reached. This helps us identify specific elements of problems that we can address through various strategies and helps us identify relevant projects.

  **Objective tree analysis:** This tool builds on the analysis done through the problem tree and addresses the question of how and why certain elements should be addressed. Problems specified in the problem tree are converted into objectives for this analysis.

  The objective tree represents a positive image of the overall problem situation. It is unlikely, however, that a particular project can ever address all of the problems for a given situation. Therefore, the tree is likely to contain more objectives than will be included in the final 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 of the project are finalised.

  **The Logical Framework matrix (LogFrame):** After the problem tree and objective tree analyses have been conducted, a project can be identified that addresses the strategy or number of strategies identified during the previous analyses. The LogFrame matrix identifies the overall and specific objectives of
the project as well as what the project will monitor/evaluate in order to determine whether it has achieved its desired results. The LogFrame matrix also clearly states the assumptions or conditions that are necessary in order for a project to meet its objectives and succeed.

**Project proposal:** The final step in the Logical Framework Approach is the drafting of a project proposal. In this course, we will not be able to develop a full proposal but you will be asked to outline and present a project proposal for your identified project. This final project proposal should be based on all of the analyses that you do for the rest of the workshop.

- Ask if there are any questions before moving on to the next session.
Session 3.2: Problem Tree Analysis

Learning objectives

By the end of this session participants will:

- Know how to use the problem tree as a tool for problem analysis
- Practise use of the problem tree to analyse a specific problem

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to problem analysis and the problem tree</td>
<td>15 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. How to create a problem tree</td>
<td>20 minutes</td>
<td>Plenary discussion and demonstration</td>
</tr>
<tr>
<td>3. Completing the problem tree</td>
<td>25 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>Total Time</td>
<td>60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Six pieces of flipchart paper taped together and hung on the wall for the problem tree example
- Per group, two pieces of flip chart paper taped together for participants to draft their problem trees; spare flip chart paper
- Large cards or post-it notes for participants to use for their problem trees
- Flipchart with the example problem tree drawn on it (see below)
Session activities

1. Introduction to problem analysis and the problem tree 15 minutes

- Refer to the diagrams of the project cycle that are hanging on the walls.
- Ask participants which part of the project cycle includes problem analysis.
- Stress the value of the Problem Tree as a problem analysis tool, notably for emphasising sequences of causes and effects and for clarification of different stakeholders’ perceptions of the nature and causes of problems identified.
- Illustrate problem tree analysis using the flipchart on “Lack of knowledge of the curriculum”, which is reproduced below.

![Problem Tree Diagram](image)

- Go through reasons for selecting one problem area for a project’s focus.
  - The problem may be well recognised and documented
  - A series of solutions to the problem may already be known
  - There may be a strong social or political demand to address the particular problem
  - There may be a trend within the donor community to focus on certain problem areas rather than others

- Review the strengths and limitations of problem tree analysis, primarily that it is a useful tool to help clarify a problem and to identify certain aspects on which to focus. The danger is that the analysis may over-simplify the problem.
2. How to create a problem tree  

- Explain to participants that we will now begin to develop a problem tree.

- Ask participants to consider the problem “Child is not in school”. They should write on cards two or three reasons why a child might not be in school. Participants can assume any reasons that they want.

- After everyone has written at least one reason, collect their cards and group them in order to begin the process of creating a problem tree.

- Pick one of the reasons suggested by participants (one that you think will be relatively easy to walk through, which will not have too many sub-problems) and create one branch of the problem tree with participants. An example from a previous workshop is included below.

```
Problem Tree Example

Child is not in school
  Why?
  Child is ill
    Why?
    Some home problems
      Why?
      Parents traumatized/stressed
      Parents need child to work
    Lack of nutritious food
      Why?
      Medical facilities destroyed
      Why?
      Parents do not have income
        Why?
        Remote area
        Poverty
        Earthquake
    Lack of medical facilities
      Why?
      Medical facilities destroyed
      Why?
      Parents do not have income
        Why?
        Remote area
        Poverty
        Earthquake
    Lack of clean water & sanitation
      Why?
      Water & sanitation facilities destroyed
```

- For the chosen problem, ask “why does this problem exist?” If the answer is included on one of the other cards that was written by participants, tape that card underneath the problem and draw a line between the cause and effect (problem). If there are additional reasons, ask participants to write those on cards and then tape them underneath the problem and draw the lines between them.

Then for each sub-problem, again ask why do these sub-problems exist? Then place these reasons on the chart under their related sub-problems. Repeat this procedure until the group has identified the root cause(s) for this branch of the problem tree.
3. Completing the problem tree  

- Explain to participants that this type of analysis should be conducted for each branch of the tree.

- Identify three or four higher level problems, such as “unattractive learning environment” or “teaching is of poor quality” and assign one of these to each of 4-5 small groups.

- For their assigned problem, each group should fully develop all the branches of its problem tree. Remind participants to keep asking the question why? do certain problems exist. What causes them?

- When the groups have placed all their cards, they should review their problem trees to make sure that causes are listed below effects and that, when there are multiple causes for a specific problem, they are shown beside each other and under the related problem.

- As the groups work, circulate around the room helping to clarify the exercise and asking specific questions to make sure that the groups are identifying specific problems and placing them in proper cause-effect relationships.

- Give the groups approximately 20 minutes to work on their problem trees before breaking for tea. Tell them that they will have more time to finish their problem trees after the break.
Session 3.3: Problem Trees and Objective Trees

Learning objectives

By the end of this session participants will:

- Have finalised their problem trees
- Have developed objective trees that correspond to their problem trees

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completing problem trees</td>
<td>40 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>2. Project identification</td>
<td>20 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>3. Why create an objective tree?</td>
<td>15 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>4. Creating objective trees</td>
<td>40 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>5. Conclusion</td>
<td>5 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>120 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Flip chart paper for participants to draft their objective trees
- Large cards or post-it notes for participants to use for their objective trees
- Flipchart with the example of the curriculum problem tree drawn on it (see below)

Session activities

1. Completing problem trees

- After the tea break, give participants an additional 30-40 minutes (if needed) to complete their problem trees.

- Continue to circulate around the room helping to clarify the exercise and asking specific questions to make sure that the groups are identifying specific problems and placing them in proper cause-effect relationships.

2. Project identification

- Next review the reasons why a particular project may be identified as a result of the problem tree analysis. Refer back to the example problem tree and not three possible projects that could take place as a result of this analysis.
1. A teacher training project
2. A school clustering project to create professional communities/peer support groups among teachers
3. A project to supply textbooks to schools

- Now ask each group to consider their problem tree. Ask each person in the group to nominate a specific project that they think will address one branch of their problem tree.

- Give the groups 15 minutes to discuss and agree on a project that they think could realistically be implemented and that is a priority. Tell them not to select a project related to school construction.

- Ask them to draw a coloured line around the “branch” of the problem tree that will be addressed by their identified project.

- Circulate around the room to answer any questions that groups have regarding identification of a project.

**4. Why create an objective tree?**

- After 15 minutes bring the plenary back together.

- Ask if there are any final questions or comments on the problem trees.

- Tell the group that the next step in project preparation/analysis is to convert their problem trees into objective trees.

- To create an objective tree one converts the problems into positive objective statements. These objectives can then be reviewed in order to develop specific projects.

- A second reason for developing objective trees is so that the objective statements can later be used included in their LogFrame matrices, which we will start later in the afternoon.
- Show the group the flipchart that contains the example problem tree that was reviewed earlier.

- For this example, ask them how they would rephrase the “specific problem” (lack of knowledge of the curriculum) as a project objective. Write their proposed objective in a different colour on the flipchart.

- Do this for each of the problems shown in the problem tree. Then, if necessary, show the example objective tree that is included below.

- Note that when you read a problem tree from the bottom up, you should be able to see the cause and effect relationships between each level of the tree.

- When you read objective trees from the bottom up, you should be able to see the types of activities necessary to achieve a project’s or programme’s intended results or objectives. That is you should be able to answer the questions how? and why?
Ask if there are any questions about objective trees.

5. Creating objective trees  

Ask participants to work in their small groups to convert the branch of their problem tree that relates to their identified project into an objective tree. Completing this objective tree will help them to develop their LogFrame matrix and subsequently their project proposals.

Explain that because their problem trees are more detailed and specific than the example just reviewed, they may be able to address multiple problems with one objective. Each specific sub-problem does not necessarily need to have a corresponding objective.

Give the groups 30-40 minutes to work on the branch of their objective tree that relates to the problem on which they wish to focus for the rest of the workshop.

As participants work, circulate around the room and work with the groups to make sure that they understand how to make their objective trees and to answer any questions.

6. Conclusion

Bring the groups back together and ask if there are any final questions on either problem trees or objective trees.

Review the project cycle again and note that SWOT, problem trees and objective trees are all part of the Logical Framework Approach and are all tools that can be used to analyse situations and help with project formulation.

They will continue to work on their identified projects in the remaining sessions with the goal of beginning to draft a project proposal by the end of the workshop.
Session 3.4: Setting SMART Objectives

Learning objectives

By the end of this session participants will:

- Know what makes project objectives SMART
- Practise setting SMART objectives for their identified projects

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to objective setting and the SMART concept</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Analysis of objectives – the balloon game</td>
<td>30 minutes</td>
<td>Team game</td>
</tr>
<tr>
<td>3. Developing SMART objectives</td>
<td>30 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. Review of SMART objectives</td>
<td>15 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>85 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Balloons – around 1.5 times the number of participants (e.g. 30 balloons for 20 participants) – blown up before the session begins.

Session activities

1. Introduction to objective setting and the SMART concept 10 minutes

- In the last session participants created objective trees. In this session, we are going to review the objectives included on those trees in order to create SMART objectives.

- On a flipchart, write:
  
  S
  M
  A
  R
  T
Ask if anyone knows what this acronym stands for. As participants answer, write the rest of the word next to each letter. That is:
- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-bound**

Refer participants to the definitions on page 39 of the Workbook. Emphasise the value of objectives being **Specific**, **Measurable**, **Achievable**, **Relevant** and **Time-bound**, that is, they enable us to monitor how successful we are at achieving our objectives.

### 2. Analysis of objectives – the balloon game 30 minutes

- Ask participants to gather in a separate room or in a large area in one part of the room. Then give them the instructions for this activity.
- Arrange participants into two teams.
- Explain that in this game each team will receive a different objective. Each team will be responsible for achieving its objective – the other team is not allowed to help.
- Give the teams their objectives. Team 1 is **to keep as many balloons in the air for as long as possible** and Team 2 is **to keep at least ten balloons in the air for 30 seconds**.
- Ask all the members of Team 2 to pick up at least two balloons and return to their line. On your signal, they should throw all the balloons into the air and toward Team 1 and then step backward to allow Team 1 to achieve its objective.
- Allow 30-45 seconds for Team 1 to keep their balloons in the air. Stop the activity and count how many balloons they have in the air when you stop the exercise.
- Now ask Team 1 to gather up all the balloons and hold on to them while you give Team 2 their objective.
- Remind Team 2 that their objective is **“to keep at least ten balloons in the air for 30 seconds.”**
- On you signal, instruct Team 1 to throw all the balloons into the air and step backward so that Team 2 can achieve its objective. Team 1 should not help or hinder Team 2 in their “task”.
- After 30 seconds, stop the game and count how many balloons remain in the air.
- Ask participants to return to their seats.
Then lead a plenary discussion of questions 1 and 2 on page 40 of the Workbook. Ask them to consider the five characteristics of SMART objectives one by one, in relation to the two balloon game objectives.

Now ask them to think about implementing educational projects. Ask them to consider questions 3 and 4 on page 40: the impact on implementation of a project objective being vague or unachievable.

Give them 10 minutes to answer the questions.

Then spend a few minutes discussing the questions in the plenary.

3. Developing SMART objectives 30 minutes

For this exercise, participants should refer back to their objective trees.

They should choose three of the objectives included on their objective trees and convert them into SMART objectives.

Give the groups approximately 20-30 minutes to draft their objectives.

Move around the groups to answer questions and to ask questions which help the groups to make their objectives SMARTer.

4. Review of SMART objectives 15 minutes

After 30 minutes, ask the groups to stop working on their objectives.

Ask each group to share one of its SMART objectives with the plenary.

Write each one on a flipchart and ask the plenary whether the objective is SMART. Go through each letter of the acronym to evaluate the objective.

Take suggestions from the plenary to make the objective SMARTer.
Session 3.5: Introduction to Logical Framework Matrix

Learning objectives

By the end of this session participants will:

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

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Logical Framework Matrix</td>
<td>20 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. First step in developing a LogFrame matrix</td>
<td>35 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>3. End of day</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>60 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Four to five LogFrame matrices (two flipcharts taped together) for each group, prepared in advance (see below).

<table>
<thead>
<tr>
<th>WHY?</th>
<th>HOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Objective</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Improve quality of education</td>
<td>Identify schools Design training Train teachers</td>
</tr>
<tr>
<td><strong>Purpose/project objective</strong></td>
<td><strong>Outputs</strong></td>
</tr>
<tr>
<td>Improve teachers' pedagogy</td>
<td>Train 1,000 teachers in multigrade teaching</td>
</tr>
<tr>
<td><strong>Results/Outputs</strong></td>
<td><strong>Narrative description</strong></td>
</tr>
<tr>
<td>Train 1,000 teachers in multigrade teaching</td>
<td>Verifiable Indicators</td>
</tr>
<tr>
<td><strong>Assumptions</strong></td>
<td>Means of verification</td>
</tr>
</tbody>
</table>

Logical Framework Matrix

UNESCO/DEE 56
**Session activities**

### 1. Introduction to the Logical Framework Matrix  20 minutes

- The first part of this session is a brief presentation on the components of the Logical Framework (LogFrame) matrix.

- Remind participants that the LogFrame matrix 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.

- Review the matrix with participants going over each major category.
  - 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** (or outcomes) 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 developed by participants
  - 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.

- 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.

### An Example

<table>
<thead>
<tr>
<th>WHY?</th>
<th>WHAT?</th>
<th>Narrative description</th>
<th>Verifiable indicators</th>
<th>Mean of verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Objective</td>
<td>Improve quality of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose/project objective</td>
<td>Improve teachers’ pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Objectives</td>
<td>Increase teachers in multiple learning</td>
<td>Improve ratio group size within the teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Identify shortage group size among teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Show an example of how the narrative description column might be filled out for a larger programme that is focused on improving the quality of education in a given country. (Either use the prepared slide or draw this LogFrame matrix onto a piece of flipchart paper.)

- The specific project objective to achieve this goal is improved pedagogical skills of teachers but other projects would also be necessary to achieve this broad development objective.

- In the LogFrame matrices that the groups will produce, their overall objectives will be focused at a lower level. They will not be focused at the overall goal or vision level, but their projects should fit into such a larger vision.
2. First step in developing a LogFrame Matrix  35 minutes

- Ask each group to review their objective trees and to decide on their overall objective, their project objective (or purpose) and the results that they want their project to achieve. Ask them to write these on a piece of paper.

- Tell the groups that after they have agreed on their objectives and results, they should call one of the workshop facilitators to make sure that their objectives will correctly transfer onto their LogFrame matrix.

- After a group has agreed on its overall objective, project objective and results, give them a flipchart that has a LogFrame matrix drawn on it. Ask them to fill in the narrative description column with these objectives.

- Next ask the group to list the detailed activities that must be conducted as part of their project in order to achieve the various levels of objectives. They should be as specific as possible when listing their activities.

- Give the groups 30 minutes to fill in the narrative description column of their LogFrame matrices.

- As the groups work, circulate around the room to answer any questions and to make sure that the groups are identifying the correct level of objectives and listing detailed activities.

3. End of day  5 minutes

- Ask if anyone has any specific questions related to what has been covered today.

- Explain that tomorrow they will complete the remaining sections of their LogFrame matrices.
Day 3 Review

**Learning objectives**

By the end of this session participants will be able to:

- Explain the key points of learning in the workshop so far

**Session outline**

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Quiz</td>
<td>25 minutes</td>
<td>Team puzzles</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>30 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Materials needed for the session**

- Questions and answers for the quiz, which are included below.

**Session activities**

1. **Introduction** 5 minutes

- This is the final day of the course. A lot of material has been covered in this course and hopefully some new ideas have been developed and thought about.

- Today the review is in the form of a quiz.

2. **Quiz** 25 minutes

- Ask the participants to form two teams facing each other about five steps apart.

- Tell the participants that they will be asked a question and can ask their team members for help in answering if necessary.

- Explain that you will throw a ball to somebody on one team who is to answer the question. They are allowed to consult with their team members before answering, if necessary.

- After the group answers the question correctly, the person with the ball then throws the ball to somebody on the opposite team who then has to answer a question and so on.

- If the participants want, keep a score as to which team answers the most correct questions.
- The quiz is at the end of this session.

- After the quiz has been completed, explain that the things we learn during this course are not so that we have academic knowledge. This course is to enable us to conduct better analyses and planning in order to help the children and communities in which we work.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Name 2 parts of the project cycle</td>
<td>Assess; analyse; plan and design; implement; monitor and evaluate</td>
</tr>
<tr>
<td>2 Name another 2 parts</td>
<td>See above</td>
</tr>
<tr>
<td>3 What is the last one</td>
<td>See above</td>
</tr>
<tr>
<td>4 There are 4 components to the Learning System. What are they?</td>
<td>Learner, teaching and learning, education sector, environment</td>
</tr>
<tr>
<td>5 What is the connection between the learner and the environment?</td>
<td>Everyone comes from the environment and brings with them their experiences and learning and everyone returns to the environment to make it better.</td>
</tr>
<tr>
<td>6 What is being transferred from the environment to the learner and back to the environment?</td>
<td>Knowledge, skills, values and attitudes</td>
</tr>
<tr>
<td>7 How do we ensure a rights-based approach?</td>
<td>Everything we do should demonstrate basic rights and nothing we do should contradict them</td>
</tr>
<tr>
<td>8 What does SWOT mean?</td>
<td>Strengths, weaknesses, opportunities and threats</td>
</tr>
<tr>
<td>9 Which ones are inside the system?</td>
<td>Strengths and weaknesses</td>
</tr>
<tr>
<td>10 Why should we not depend on the opportunities?</td>
<td>Because they come from the outside, we cannot guarantee them and, if we depend on them, it is not sustainable</td>
</tr>
<tr>
<td>11 There are 2 parts to quality education, each of which has 5 dimensions. What are they?</td>
<td>Learner and system</td>
</tr>
<tr>
<td>12 Name 3 dimensions at the level of the learner</td>
<td>Seek out the learner; respond to what the learner brings; content; processes of learning; learning environment</td>
</tr>
<tr>
<td>13 Name the other 2</td>
<td>See above</td>
</tr>
<tr>
<td>14 Name 3 dimensions at the level of the system</td>
<td>Appropriate legislative framework; management and administrative structure; resources; means to measure learning outcomes; implementation of good policies</td>
</tr>
<tr>
<td>15 Which is the most important dimension?</td>
<td>All of them are necessary for a true quality education system – not one is more important than the other</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>We have discussed four components of the Logical Framework Approach. Name three.</td>
</tr>
<tr>
<td>17</td>
<td>What is the benefit of using the logical framework approach?</td>
</tr>
<tr>
<td>18</td>
<td>Why do we use problem trees as a tool?</td>
</tr>
<tr>
<td>19</td>
<td>What is the purpose of the objective tree?</td>
</tr>
<tr>
<td>20</td>
<td>Name 1 way you will apply something that you have learned so far in this course</td>
</tr>
</tbody>
</table>
Session 4.1: LogFrame Exercise, II

**Learning objectives**

By the end of this session participants 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 their LogFrame matrices
- Be able to describe what is meant by assumptions and preconditions

**Session outline**

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review of narrative description column</td>
<td>20 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>2. Verifiable indicators and means of verification</td>
<td>20 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>3. Identifying verifiable indicators and means of verification</td>
<td>30 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. Assumptions and preconditions</td>
<td>20 minutes</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

**Total Time** 90 minutes

**Materials needed for the session**

- The groups’ partially completed LogFrame matrices from the previous day

**Session activities**

1. **Review of narrative description column** 20 minutes

- Ask the groups to review their LogFrames from the previous day.

- Give them 15 minutes to finish the narrative description column. Make sure that their results closely match their SMART objectives and that the activities listed are those that are necessary in order to achieve the specified results.

- As the groups work, circulate around the room to answer any questions that they may have.

2. **Verifiable indicators and means of verification** 20 minutes

- Tell the groups that today they will be completing the remaining columns of the LogFrame matrices and then developing a proposal based on their results.
The next two columns of the LogFrame matrix relates to how a project will be monitored.

As with the SMART objective, the column labelled **verifiable indicators** should list realistic, measurable success criteria that allow project managers and stakeholders to monitor the progress of the project and evaluate its achievements.

Indicators are defined for objectives and outputs (results) but not for activities.

The next column in the matrix is labelled **“means of verification”**. This column includes a description of where the information can be found for each verifiable indicator (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) or how the information will be produced (for example through school visits and interviews with principals).

Refer participants to the project cycle and explain again that the two columns labeled “verifiable indicators” and “means of verification” are directly related to the monitoring and evaluation stage of the project cycle. This is where it is clearly stated how the success of a project can be measured and from where that information will come.

Review the examples of verifiable indicators with participants. For each of the overall objective (improve quality of education), project objective (improve teachers’ pedagogy) and results (1,000 teachers trained in multigrade teaching techniques), ask participants what specific things they could monitor to determine that the project was meeting its objectives.

Take a few examples and then show the examples at left.
### Identifying verifiable indicators and means of verification

30 minutes

- Ask the groups to review the objectives and results included in their LogFrame matrices and to discuss verifiable indicators that will allow them to monitor/evaluate progress with regard to each of the objectives.

- Encourage them to think creatively about what they could look at to determine whether their project has been successful in achieving its objectives. They should be as specific as possible.

- They should write their verifiable indicators into the appropriate cells of their LogFrame matrices.

- They should then complete the “means of verification column” by indicating how and where they will obtain the information related to each of their verifiable indicators. Identifying the means of verification is a crucial step in order to make sure that the indicators can be monitored in order to determine how well the project is meeting its objectives.

- Tell them that they have 30 minutes to complete the “verifiable indicators” and “means of verification” columns.

### Assumptions and preconditions

20 minutes

- The final column in the LogFrame matrix reflects the assumptions and preconditions that must hold true in order for the project to be successfully implemented and achieve its objectives.

- Preconditions are those things that absolutely must occur before a project can even be started. For example, if the DEE proposes a project related to training teachers in multigrade teaching, they must first obtain approval from the Director; otherwise the project will not be implemented. Donors need to know which preconditions exist in order to judge the realism of proposed projects.

- Once the preconditions have been met and the funding secured, however, the project can be started.
Assumptions then relate to how the project will move forward to achieve its objectives. Assumptions answer a series of if→then questions. **It is best to fill in the assumptions column from the bottom up by answering the following questions.**

If the **project activities** are completed, **then** what assumptions are we making that mean we will achieve our **anticipated results**? [For example, teachers will attend the training during the school holidays.]

Similarly, **if** the **project results** are achieved, **then** what assumptions are we making that mean we will achieve our **project objective**? [For example, the teachers that are trained will already be at the minimum level of competency to benefit from and implement the training.]

Finally, **if** the **project objective** is achieved, **then** what assumptions are we making that mean we will achieve our **overall objective**? [For example, after this project is completed, donor inputs will continue so that we can implement more projects to continue to improve the quality of education.]

- Ask if there are any questions.
- If tea is ready, break for tea. Otherwise, ask participants to begin work on their assumptions and preconditions.
Session 4.2: LogFrames and Preparing Project Proposals

Learning objectives

By the end of this session participants will have:

- Completed their LogFrame matrices
- Begun to draft project proposals that correspond to their LogFrame matrices

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completion of LogFrame matrices</td>
<td>30 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>2. Introduction to project proposal writing</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>3. Preparing a project outline</td>
<td>40 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. Presentation of project proposals</td>
<td>40 minutes</td>
<td>Gallery walk and discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>120 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Participants’ partially completed LogFrame matrices

Session activities

1. Completion of LogFrame matrices 30 minutes

- After the break, ask participants to complete the “assumptions” column.

- As the groups work, circulate around the room to answer any question and to make sure that the assumptions are specific and are expressed as positive statements. Also make sure that the assumptions are based on their project proposals and not just a repetition of the examples given in the last session. Challenge participants to think creatively.

2. Introduction to project proposal writing 10 minutes

- Explain that a LogFrame matrix is usually prepared as part of a project proposal. Developing a full project proposal is usually a long process that results in a comprehensive document.

- Explain that before spending the time to write a full project proposal, it is generally wise to contact donors in advance with a concept note or brief project outline to determine whether they are interested in the proposed project.
Educational Planning and Management in the Earthquake Affected Areas:
Introduction to Education Project Planning and Management
Trainer’s Notes

- Explain that the contents of a typical project outline are indicated on page 44 of the Workbook.

- Explain that it should be possible to complete a project outline based on the work that was completed in the analysis stage of the project cycle and via the contents of the LogFrame matrix.

3. Preparing a project outline 40 minutes

- Ask participants to work in their small groups to prepare a project outline based on the projects identified in their LogFrame matrices

- They should draft an outline on flipchart paper that includes the main points of their project. They should follow the headings provided on page 44 of their Workbooks.

- Move around the groups, to assist them in completing their project outlines.

- Each group should nominate one person who will be responsible for making a three to five minute presentation to a donor regarding their projects. In their presentations, they should present their proposed projects and try to persuade the donors of why their project should be funded (that is, why it is justified in order to help with the earthquake recovery process).

4. Presentation of project proposals 40 minutes

- Once all of the groups are finished (but in no more than 45 minutes), ask for a volunteer to come to the front of the room and present their project proposal to the donors. Their presentation should last no more than 5 minutes.

- The workshop facilitator(s) should be prepared to play the role of the donors in this exercise. Take notes during each presentation. After each presentation, ask follow-up questions to clarify the proposal.

- Conduct this process for each of the groups.

- Conduct as many presentations before lunch as possible. If lunch arrives, tell participants that we will finish the remaining presentations after lunch and then conclude the workshop.
Session 4.3: Presentation of project proposals and workshop closing

Learning objectives

After this session, participants will have:

- Presented their project proposals and received feedback on them
- Completed their workshop evaluations
- Received their course completion certificates

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final presentations</td>
<td>30 minutes</td>
<td>Participant presentations</td>
</tr>
<tr>
<td>2. Concluding remarks on the Logical</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>Framework Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Workshop evaluation</td>
<td>20 minutes</td>
<td>Individual activity</td>
</tr>
<tr>
<td>4. Workshop closing</td>
<td>20 minutes</td>
<td>Official closing</td>
</tr>
<tr>
<td>Total Time</td>
<td>75 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Course completion certificates
- Official speaker to close the workshop
- Workshop evaluation forms

Session activities

1. Final presentations 30 minutes

- Ask the remaining groups to make their presentations.

- After all of the groups have made their presentations, conclude with a few remarks on which proposals are likely to be funded. These should be based on how realistic the proposals are, the amount of money requested in comparison to the stated objectives and activities of the projects and the level of detail, specificity included in the proposals.

- Thank all of the groups for their presentations and congratulate them on their efforts. For those groups who are interested in pursuing their proposed projects, encourage them to refine their project outlines and LogFrame matrices in order to do so.
5. Concluding remarks  5 minutes

- Review with participants all of the work that has been conducted in order to reach the point of preparing their project proposal outlines. It is this kind of detailed analysis that is required in order to plan and design effective projects that have a good chance of obtaining funding from donors.

- Encourage participants to put all of the skills that they have learned into practice. The analysis skills can also be useful to them when drafting PC-I forms for submission to the Ministry of Education.

3. Workshop evaluation  20 minutes

- Before the official closing, ask participants to complete the workshop evaluation form that is included in the last page of their Workbooks.
- They should tear out the page and hand it in when they are finished.
- Allow up to 20 minutes to complete the evaluation.

4. Workshop closing  20 minutes

- In advance of the workshop, arrange to have a senior level education official come to close the workshop. Provide that person with enough background information so that they can discuss the objectives of the workshop.
- After the official has spoken, ask him/her to distribute the workshop completion certificates to the participants.
- Conclude the workshop by thanking the participants for their time and effort.
Educational Planning and Management in the Earthquake Affected Areas

Introduction to Education Project Planning and Management

Directorate of Education Extension, AJK

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l’éducation, la science et la culture

WORKBOOK
The Directorate of Education Extension, AJK and UNESCO gratefully acknowledge the support of the U.K. Department for International Development (DFID) and the Government of Japan in the production of this material.
Table of Contents

AGENDA ................................................................................................................................... 2

SESSION 1.1: WORKSHOP OPENING AND WELCOME ................................................................. 4
  UNESCO’s support for education in the earthquake areas ....................................................... 4

SESSION 1.2: INTRODUCTION AND OBJECTIVES ................................................................... 5
  Objectives of the workshop .................................................................................................... 5

SESSION 1.3: INTRODUCTION TO EDUCATION PROJECT MANAGEMENT CYCLE ............... 6
  Exercise 1.3: Contextual Issues ............................................................................................ 6
  Background Reading 1.3: The Project Cycle ....................................................................... 9

SESSION 1.4: USING SWOT ANALYSIS .................................................................................. 13
  Background Reading 1.4: SWOT Analysis ......................................................................... 13

SESSION 1.5: SWOT ANALYSIS: PRACTICAL EXERCISE .................................................... 14
  Exercise 1.5: Using SWOT analysis .................................................................................... 14

SESSION 2.1: THE LEARNING SYSTEM ................................................................................. 16
  Reading 2.1: The Learning System ..................................................................................... 16

SESSION 2.2: PRACTICAL STEPS IN ENSURING A RIGHTS-BASED APPROACH ............... 18
  Exercise 2.2: Ensuring a rights-based approach ................................................................. 18

SESSIONS 2.3 AND 2.4: DIMENSIONS OF EDUCATIONAL QUALITY ................................. 22
  Reading 2.3: How should we define the ‘quality of education’? ......................................... 22
  Exercise 2.3: Improving Quality ....................................................................................... 29

SESSION 3.1: INTRODUCTION TO LOGICAL FRAMEWORK APPROACH ............................ 31
  Background Reading 3.1: What is the Logical Framework Approach? ............................. 31

SESSION 3.2: PROBLEM TREE ANALYSIS .......................................................................... 32
  Background Reading 3.2: Introduction to Problem Tree Analysis ...................................... 32
  Exercise 3.2: Creating a Problem Tree .............................................................................. 33

SESSION 3.3: CONVERTING PROBLEM TREES TO OBJECTIVE TREES ......................... 34
  Background Reading 3.3: Analysis of Objectives ................................................................ 34

SESSION 3.4: SETTING SMART OBJECTIVES .................................................................... 35
  Exercise 3.4.1: Analysis of Objectives .............................................................................. 36
  Exercise 3.4.2: Developing SMART Objectives ................................................................. 37

SESSION 3.5: INTRODUCTION TO THE LOGICAL FRAMEWORK MATRIX ........................ 38
  Background Reading 3.5: The Logical Framework Matrix ................................................ 38

SESSION 4.1: LOGICAL FRAMEWORK EXERCISE ............................................................... 40
  Background Reading 4.1: Additional Elements of the LogFrame Matrix ........................... 40

SESSION 4.2: LOGFRAMES AND PREPARING PROJECT PROPOSALS ............................ 43
  Background Reading 4.2:Preparing a Project Outline ....................................................... 43
  Exercise 4.2: Preparing a project outline .......................................................................... 44

EVALUATION FORM ............................................................................................................... 45
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
<th>Key Learning Points/Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D A Y 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Registration</td>
<td></td>
</tr>
</tbody>
</table>
| 9:00-10:00      | **1.1 Workshop Opening and Welcome**         | - Opening of the workshop  
- Welcome  
- UNESCO’s support in the earthquake-affected districts and the context for this workshop |
| 10:00-10:30     | Tea break                                    |                                           |
| 10:30-11:00     | **1.2 Introduction and Objectives**          | - Workshop objectives and agenda shared  
- Participants introduced to one another |
| 11:00-13:00     | **1.3 Introduction to education project cycle management** | - Steps in the project cycle  
- Contextual analysis: effects of the earthquake on education in the affected districts |
| 13:00-14:00     | Lunch                                        |                                           |
| 14:00-14:45     | **1.4 Using SWOT analysis**                  | - Introduction to the SWOT analysis tool  
- Practice using SWOT with an example  
- Identification of educational problems in the earthquake-affected areas that can be analysed using SWOT |
| 14:45-15:00     | Tea break                                    |                                           |
| 15:00-16:30     | **1.5 SWOT analysis: practical exercise**    | - Practice using SWOT analysis based on identified problems of access and quality in the earthquake-affected areas  
- Identification of strategies based on the SWOT analysis |
| 16:30           | Adjourn                                      |                                           |
| **D A Y 2**     |                                              |                                           |
| 8:30-9:00       | **Day 1 Review**                             |                                           |
| 9:00-10:30      | **2.1 The Learning System**                  | - 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 |
| 10:30-11:00     | Tea break                                    |                                           |
| 11:00-13:00     | **2.2 Practical steps in ensuring a rights-based approach** | - Evaluate educational actions within the context of a rights-based approach  
- Why a rights-based approach is particularly important in disaster/emergency situations |
| 13:00-14:00     | Lunch                                        |                                           |
| 14:00-15:00     | **2.3 Dimensions of educational quality**    | - Discussion of the various components of quality education  
- How certain inputs or processes affect educational quality |
<p>| 15:00-15:15     | Tea break                                    |                                           |
| 15:15-16:30     | <strong>2.4 Dimensions of educational quality, continued</strong> | - Outline of priority responses to achieving educational quality |
| 16:30           | Adjourn                                      |                                           |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
<th>Key Learning Points/Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Day 2 Review</td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>3.1 Introduction to Logical Framework Approach</td>
<td>- Introduction to the Logical Framework Approach</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>3.2 Problem tree analysis</td>
<td>- Introduction to problem tree analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Creating a problem tree</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>10:50-12:50</td>
<td>3.3 Problem trees (continued) and objective trees</td>
<td>- Adjustment of problem tree analyses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identification of potential projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Development of objective tree for identified problem</td>
</tr>
<tr>
<td>12:50-13:50</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:50-15:15</td>
<td>3.4 Setting SMART objectives</td>
<td>- Define SMART objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Practice developing SMART objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop project objectives</td>
</tr>
<tr>
<td>15:15-15:30</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>15:30-16:30</td>
<td>3.5 LogFrame exercise, I</td>
<td>- Introduction to the LogFrame matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Incorporating objectives into the LogFrame matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Focus on results and activities</td>
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<tr>
<td></td>
<td>Adjourn</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Workshop Review</td>
<td></td>
</tr>
<tr>
<td>9:00-10:30</td>
<td>4.1 LogFrame exercise, II</td>
<td>- Focus on verifiable indicators and means of verification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Focus on assumptions and preconditions</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>10:45-12:45</td>
<td>4.2 LogFrames and Preparing Project Proposals</td>
<td>- Review of completed LogFrames</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Next step: creating a project proposal</td>
</tr>
<tr>
<td>12:45-13:45</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:45-15:00</td>
<td>4.3 Presentation of project proposals and workshop closing</td>
<td>- Preparation of proposals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Review of project proposals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Completion of workshop evaluations</td>
</tr>
<tr>
<td>15:00</td>
<td>Adjourn</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>District</th>
<th>Destroyed/Fully Damaged</th>
<th>Partially Damaged</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Bagh</td>
<td>340</td>
<td>262</td>
<td>602</td>
</tr>
<tr>
<td>Muzaffarabad</td>
<td>635</td>
<td>494</td>
<td>1,129</td>
</tr>
<tr>
<td>Neelum</td>
<td>63</td>
<td>43</td>
<td>106</td>
</tr>
<tr>
<td>Poonch</td>
<td>80</td>
<td>44</td>
<td>124</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Kachi – primary</th>
<th>Secondary</th>
<th>Higher secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Bagh</td>
<td>21,920</td>
<td>17,633</td>
<td>39,553</td>
</tr>
<tr>
<td>Muzaffarabad &amp; Neelum</td>
<td>34,887</td>
<td>33,519</td>
<td>68,406</td>
</tr>
<tr>
<td>Poonch</td>
<td>17,862</td>
<td>16,639</td>
<td>35,401</td>
</tr>
</tbody>
</table>

Teacher estimates

<table>
<thead>
<tr>
<th>District</th>
<th>Kachi – primary</th>
<th>Secondary</th>
<th>Higher secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Bagh</td>
<td>451</td>
<td>316</td>
<td>767</td>
</tr>
<tr>
<td>Muzaffarabad</td>
<td>703</td>
<td>545</td>
<td>1,248</td>
</tr>
<tr>
<td>Neelum</td>
<td>156</td>
<td>93</td>
<td>249</td>
</tr>
<tr>
<td>Poonch</td>
<td>376</td>
<td>450</td>
<td>826</td>
</tr>
</tbody>
</table>
Questions

1. Review the data in the tables on the previous page, what else would you like to know in order to help plan and support the earthquake recovery efforts?

2. What are the contextual factors that affect education and the goal of building back better?
   - Climate and geography
   - Organisational/managerial capacity
   - Culture
   - Gender
   - Societal norms and values
3. Think about the effects of the earthquake in your district. In what ways has the work of district education officials been affected?
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.

---

1 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.²

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)

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:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>Strengths</td>
</tr>
<tr>
<td>External</td>
<td>Opportunities</td>
</tr>
</tbody>
</table>

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: ________________________________________________________________

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
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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

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.

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3 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

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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4 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.

References

UNESCO. 1990. Education for All: meeting basic learning needs. New York: UNICEF.
## Exercise 2.3: Improving Quality

### Level of the Learner

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<thead>
<tr>
<th>Component</th>
<th>What is currently being done?</th>
<th>What else can you do?</th>
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<tbody>
<tr>
<td>1. Seek out the learner</td>
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<td>2. Respond to what the learner brings</td>
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<tr>
<td>3. Content (what is being learned)</td>
<td></td>
<td></td>
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<tr>
<td>4. Learning environment</td>
<td></td>
<td></td>
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<tr>
<td>5. Processes (of learning)</td>
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**Level of the System**

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

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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5 This section is adapted from the UNESCO/IIIEP 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\(^6\) - as in this example:

<table>
<thead>
<tr>
<th>WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result 1</td>
</tr>
<tr>
<td>Activity 1.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result 1</td>
</tr>
<tr>
<td>Activity 1.1</td>
</tr>
<tr>
<td>Activity 1.2</td>
</tr>
<tr>
<td>Activity 1.3</td>
</tr>
<tr>
<td>etc.</td>
</tr>
</tbody>
</table>

⇒ The methodology is outlined in this breakdown of activities.

\(^6\) Danida, LF A, 1998, p.34.
## Format of Logical Framework Matrix

<table>
<thead>
<tr>
<th></th>
<th>Narrative Description</th>
<th>Verifiable Indicators</th>
<th>Means of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Objective</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose/Project Objective</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
<td><strong>Inputs Required</strong></td>
<td><strong>Preconditions</strong></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Output/result</th>
<th>Verifiable indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 head teachers trained in school administration</td>
<td>500 head teachers <strong>obtain course certificate in school administration by the end of year 2</strong></td>
</tr>
</tbody>
</table>

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 (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

---

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.
<table>
<thead>
<tr>
<th>ENDS</th>
<th>Overall Objective</th>
<th>Achieve or contribute to the will under given</th>
<th>Assumptions about the context: other donor inputs continue to be available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i.e. development objective): Improve the quality of primary education in the country</td>
<td>Project objective</td>
<td>Achieve or contribute to the will under given</td>
</tr>
<tr>
<td></td>
<td>(i.e. specific/immediate objective): Improve pedagogical skills of teachers.</td>
<td>Output/result</td>
<td>Produce the will under given</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assumptions about the context: basic level of teachers sufficient (trainability) and motivated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. 1,000 primary teachers are trained in multi-grade teaching methods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 1,000 teachers are trained in learner-centred teaching methods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td></td>
<td>Assumptions about the context: teachers available, for sessions during holidays and after teaching</td>
</tr>
<tr>
<td></td>
<td>1. Identify schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Design/test TT programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Train teachers in multi-grade teaching methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Identify teachers to be trained</td>
<td></td>
<td>Preconditions:</td>
</tr>
<tr>
<td></td>
<td>1.2 Design/test TT programme</td>
<td>National legislation enacted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Train teachers</td>
<td>Incentive structure for multi-grade teaching agreed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Observe teachers in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct demonstration lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inputs</td>
<td>(Hypothesis: if – then)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trainers, staff time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEANS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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.