

# Illustrative Examples of Foundational Results

Increased Capacity of Government Institutions

Improved Policy and Regulatory Framework

Increased Government Support

Increased Engagement of Local Organizations and Community Groups

<p><b>More Consistent Teacher Attendance</b></p>	<p><b>WHAT:</b> Build local skills, knowledge and tools necessary to monitor teacher attendance and address constraints.</p> <p><b>HOW:</b> Development of tools, processes and procedures for tracking and reporting; Assessments of constraints and plans to remove barriers/increase incentives.</p>	<p><b>WHAT:</b> Support the development, implementation and enforcement of policies and regulations that lead to more consistent teacher attendance.</p> <p><b>HOW:</b> Help school officials draft attendance policies for teachers, including reporting and enforcement procedures.</p>	<p><b>WHAT:</b> Increase government support for teachers through increased teacher salaries, hiring of more teachers, providing improved benefits to teachers.</p> <p><b>HOW:</b> Help school officials advocate for more teachers or for increases to teacher salaries.</p>	<p><b>WHAT:</b> Increase ability of communities, including parents, PTAs, local community groups and the private sector to have an impact on the consistency of teacher attendance.</p> <p><b>HOW:</b> Train as teacher’s aids and/or substitute teachers; increase awareness of attendance through newsletters; empower communities to help address obstacles - e.g. housing, transport.</p>
<p><b>Better Access to School Supplies and Materials</b></p>	<p><b>WHAT:</b> Build local skills, knowledge and tools to ensure students and teachers have the supplies and materials they need, such as books, paper, pencils, chalk, blackboards, etc.</p> <p><b>HOW:</b> Developing tools and procedures for assessing needs and coordinating procurement and delivery of materials on a timely basis.</p>	<p><b>WHAT:</b> Development of ministry policies and guidance regarding the minimum ratio of supplies in a classroom to teachers/or students.</p> <p><b>HOW:</b> Work with school officials to analyze supply needs and build appropriate and practical policies.</p>	<p><b>WHAT:</b> Increase in government funding for school supplies and materials.</p> <p><b>HOW:</b> Helping school officials collect and analyze data on essential school supplies, so that they can advocate for increased budgetary support.</p>	<p><b>WHAT:</b> Increase the capacity of the community to support the availability of classroom supplies and materials.</p> <p><b>HOW:</b> Teach PTAs how to hold fundraising events and partner with and solicit donations from private companies and organizations.</p>
<p><b>Improved Literacy Instructional Materials</b></p>	<p><b>WHAT:</b> Increase the capability of education staff (e.g. MoE) to revise or strengthen literacy instructional materials.</p> <p><b>HOW:</b> Provide training to staff on curriculum development or partner with institutions to create supplemental teaching materials.</p>	<p><b>WHAT:</b> Create or strengthen policies and guidance regarding the quality of literacy education, which would mandate improvements to literacy curricula and instructional materials.</p> <p><b>HOW:</b> By providing technical support to ministry of education officials on international best practices for youth literacy education.</p>	<p><b>WHAT:</b> Increases in the budget for development of literacy curriculum and/or the purchase of new books for teachers and students.</p> <p><b>HOW:</b> Help MOE officials assess the cost to develop or procure the improved instructional material for a district, region or nation.</p>	<p><b>WHAT:</b> Increase the ability of the community to advocate for improvements to literacy materials, including the curriculum.</p> <p><b>HOW:</b> By holding town hall meetings to discuss changes to the curriculum and providing an opportunity for community input.</p>
<p><b>Increased Skills and Knowledge of Teachers</b></p>	<p><b>WHAT:</b> Building the capacity of school administrators to provide training and support to teachers.</p> <p><b>HOW:</b> By working with school administrators to develop teacher assessment tools or by collaborating with school officials to develop a training program for teaching basic literacy to children.</p>	<p><b>WHAT:</b> Development and implementation of policies regarding the minimum qualifications and/or training required for teachers.</p> <p><b>HOW:</b> Work with administrators to establish basic skill sets that teachers must have (hiring requirements) or must acquire through in-service training to teach literacy.</p>	<p><b>WHAT:</b> Increase budgets for training teachers.</p> <p><b>HOW:</b> Work with officials to assess the cost of training teachers, establishing a teacher training college, developing a new training curriculum, etc., so that they can include it in their budget requests.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for qualified teachers and support the needs of teachers to get the training they need.</p> <p><b>HOW:</b> Train PTAs on how to advocate for better trained teachers and introduce them to fundraising techniques that they can use to raise money to support teacher training.</p>
<p><b>Increased Skills and Knowledge of School Administrators</b></p>	<p><b>WHAT:</b> Building the capacity of school administrators to give principals and school managers the training and guidance they need to support effective literacy education programs.</p> <p><b>HOW:</b> By training a cadre of district level school supervisors to be able to train school principals on methods for assessing the strengths of their schools’ teachers and ways to coach them to improve.</p>	<p><b>WHAT:</b> Development and implementation of policies regarding the minimum qualifications and/or training required for principals and school administrators.</p> <p><b>HOW:</b> Work with ministry of education officials to establish basic skill sets that principals must have (hiring requirements) or must acquire through in-service training.</p>	<p><b>WHAT:</b> Increase budgets for training principals and/or hiring more qualified principals</p> <p><b>HOW:</b> Work with officials to assess the cost of training principals, developing a new training course for principals, etc., so that they can include it in their budget requests.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for qualified principals and support the needs of principals to get the training they need.</p> <p><b>HOW:</b> Train PTAs on how to advocate for better trained principals and introduce them to fundraising techniques that they can use to raise money to support the skills development of principals in their schools.</p>

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<b>Reduced Short Term Hunger</b>	<p><b>WHAT:</b> Building the operational and administrative capacity of local partners and/or government to carry out a school feeding program.</p> <p><b>HOW:</b> Activities may include providing technical assistance to equip local institutions with the skills, tools, and procedures necessary to implement a school feeding program. Development of school feeding plan, procurement procedures, quality control guidelines, financial management tools, etc.</p>	<p><b>WHAT:</b> Development and implementation of school feeding policy and regulations.</p> <p><b>HOW:</b> Assistance to draft ration and meal timing guidelines, guidance on targeting programs to areas with highest potential impact on attendance and enrollment, etc.</p>	<p><b>WHAT:</b> Increasing government resources to provide school-aged children with food.</p> <p><b>HOW:</b> This may include providing technical assistance to develop budget projections and staffing requirements necessary to carry out school feeding programs in targeted areas.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for and support school feeding programs.</p> <p><b>HOW:</b> Help establish opportunities for local purchase or donation of food by communities to support the school feeding program.</p>
<b>Increased Economic and Cultural Incentives (or Decreased Disincentives)</b>	<p><b>WHAT:</b> Building the capacity of local organizations and/or government to provide incentives for school-aged children to attend school.</p> <p><b>HOW:</b> Providing assistance to conduct assessments of economic and cultural constraints to attendance and develop plans to remove barriers/increase incentives. An example of this could include the following: working with the local community and the Ministry of Education to plan the school schedule around harvest season.</p>	<p><b>WHAT:</b> Development and implementation of policies and guidance that address certain constraints to attendance or to provide incentives for school-aged children to attend school.</p> <p><b>HOW:</b> This may include assisting the development of government policies/regulations that incentivize attendance or address barriers to non-attendance. For example, a policy that allows for the school year to be planned around the local harvest season, a policy mandating that equal amounts of education funding be spent on girls and boys, or a requiring separate classrooms for boys and girls (where appropriate).</p>	<p><b>WHAT:</b> Increasing government resources to increase incentives or decrease disincentives for school-aged children to attend school.</p> <p><b>HOW:</b> Supporting the Ministry of Education or local school authorities to develop budgets that include components that address cultural and economic issues that impact attendance. For example, increasing facilities for female students, providing subsidies for transportation to school, etc.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for and support programs and policies that address barriers to attendance.</p> <p><b>HOW:</b> Creating forums for parents, communities, and school administrators to discuss barriers to attendance and to develop solutions for overcoming them.</p>
<b>Reduced Health-related Absences*</b>	<p><b>WHAT:</b> Building the capacity of local communities and/or government to implement programs and activities that support good health and dietary practices.</p> <p><b>HOW:</b> Develop the capacity of local staff to carry out training on health, hygiene, and nutrition education. Train cooks and food handlers on safe food preparation and storage practices. Provide technical assistance to train ministry staff on procuring and distributing preventative health treatments (mosquito nets, malaria pills, vitamin supplements, etc.).</p>	<p><b>WHAT:</b> Development and implementation of policies and guidance aimed at reducing the risk of illness for school-aged children.</p> <p><b>HOW:</b> Provide technical assistance to draft policies and guidance regarding disease vaccinations, water quality in schools, safe food preparation and storage practices for school feeding programs, etc.</p>	<p><b>WHAT:</b> Increasing government resources to implement programs and activities that support good health and dietary practices.</p> <p><b>HOW:</b> Provide assistance to government to assess the financial and human resource requirements of implementing good health, hygiene, and dietary programs.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for and support health initiatives, particularly as they relate to school aged-children.</p> <p><b>HOW:</b> This may include training parents and PTAs in WASH techniques, safe food prep and storage practices, etc. This may also include increasing communities' ability to mobilize and advocate for the procurement and use of preventative measures such as bed nets, malaria pills, etc.</p>
<b>Improved School Infrastructure</b>	<p><b>WHAT:</b> Building the capacity of local communities and/or government to build and repair school infrastructure.</p> <p><b>HOW:</b> This may include providing assistance to local officials to develop school maintenance plans. Activities to inform the plan may include a needs assessment, an inventory of the materials needed and recourses available, etc.</p>	<p><b>WHAT:</b> Development and implementation of policies or codes for school infrastructure.</p> <p><b>HOW:</b> This may include providing assistance to the MOE or local government to develop regulations regarding basic school infrastructure requirements such as separate latrines for girls and boys in schools, running water, kitchens for food preparation, etc.</p>	<p><b>WHAT:</b> Increasing government resources for building and repairing school infrastructure.</p> <p><b>HOW:</b> Providing technical assistance to assist ministry officials in assessing the financial and human resource requirements of school construction or repair needs for a district, region or nationally.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for and engage in repairs and building of school infrastructure.</p> <p><b>HOW:</b> This may include facilitation of joint meetings between government officials and the community to identify infrastructural needs and develop plans to carry out the development or repairs.</p>
<b>Increased Student Enrollment</b>	<p><b>WHAT:</b> Building the capacity of local organizations and/or government to improve enrollment policies and procedures.</p> <p><b>HOW:</b> Technical assistance to help conduct assessments of constraints to attendance and to develop strategies to remove enrollment barriers. This may also include providing training and developing materials for school administrators to carry out enrollment campaigns.</p>	<p><b>WHAT:</b> Development and implementation of policies and guidance aimed at increasing enrollment in school.</p> <p><b>HOW:</b> Provide assistance to the local or national government to develop laws mandating primary school enrollment for certain age groups, laws that allow for enrollment fee or uniform subsidies for qualifying students, etc.</p>	<p><b>WHAT:</b> Increasing government resources for efforts aimed at increasing student enrollment, such as enrollment campaigns, enrollment fee or uniform subsidies for qualifying students, etc.</p> <p><b>HOW:</b> Provide assistance to assess the costs associated with the activities necessary to increase enrollment.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for and engage in enrollment efforts.</p> <p><b>HOW:</b> This may include holding meetings with parents to explain the enrollment process and the subsidies available to them, involving PTAs in enrollment campaigns, etc. This may also include providing training and developing materials for PTAs to carry out enrollment campaigns.</p>
<b>Increased Community Understanding of the Benefits of Education</b>	<p><b>WHAT:</b> Building the capacity of government and local organizations to effectively engage communities on the importance and benefits of primary school education for children.</p> <p><b>HOW:</b> Providing training for school administrators on how to develop and implement a communication and outreach strategy focused on the benefits of education. Provide assistance developing communication materials (e.g. posters, presentations, flyers, newsletters, etc.).</p>	<p><b>WHAT:</b> Development and implementation of policies and guidance aimed at increasing community understanding and buy-in for primary education.</p> <p><b>HOW:</b> Provide assistance to develop policies and guidance for school administrators to establish and implement community outreach plans.</p>	<p><b>WHAT:</b> This includes increased government resources for activities and materials aimed at increasing community members' understanding of the benefits of education.</p> <p><b>HOW:</b> Providing technical assistance to help assess the costs associated with developing and implementing a communication and outreach plans.</p>	<p><b>WHAT:</b> Increase the ability of communities to advocate for and engage in education promotion.</p> <p><b>HOW:</b> This may include assisting PTAs or other local organizations to raise awareness of the importance of education in the broader community. This may involve assisting with developing presentations or printed materials, mobilizing audiences, conducting town hall meetings, etc.</p>

\*Note- The highest level result of Result Framework 2 (RF2 -(Increased Use of Good Health and Dietary Practices) contributes to reduced health-related absences. Therefore, elements of RF2 reflected in this row of the matrix.