

**FY2013 Food Aid
Proposal Guidance**

Annex III

**Manual for the Use of
Results Frameworks and
Indicators**

Food Assistance Division
Office of Capacity Building and Development
Foreign Agricultural Service
U.S. Department of Agriculture

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INTRODUCTION AND PURPOSE

This manual was developed to guide program participants in their use of results-oriented frameworks and performance indicators when applying for US Department of Agriculture (USDA), Foreign Agricultural Service (FAS) food aid programs. The goal is to ensure that our integration and implementation of the results-oriented management (ROM) system is transparent, easy to understand, and simple to apply. This policy applies to all entities and organizations that apply to FAS food aid programs and is effective from the date established.

FAS's adoption of the results-based approach in food aid is being used to strengthen the delivery of more efficient and effective food aid programs through a greater focus on results and accountability of taxpayer resources. This approach also provides a platform for more meaningful program evaluations and opportunities to learn what interventions are working well and why others may not. Increasing demands and resource constraints are perhaps one of the most compelling reasons for using a results-based approach in the management of food aid programs.

FAS expects to improve its ability to measure the impact of FAS food aid programs by: 1) clarifying program strategy; 2) identifying results we expect to achieve; 3) linking measurable indicators to results, and 4) mapping program objectives and results back to the agency's strategic plan. In turn, organizations will be expected to identify results that their project can achieve and verify that they have achieved them.

To this end, FAS has developed results frameworks and measurable indicators for the Food for Progress and McGovern-Dole programs. The frameworks are key tools in communicating the intent of FAS's food aid programs both internally and externally. Food aid frameworks are also used in support of the "whole of government" effort to coordinate across US Government agencies and focus the conversation on results, rather than process and activities.

This manual serves to define key ROM terminology and to explain the Food for Progress (FFPr) and McGovern-Dole (MGD) program-level results frameworks (RFs).

TERMS AND DEFINITIONS

There are a number of terms and definitions specific to ROM that will be used by FAS when communicating with you about your specific project. In addition to the terms identified and illustrated in this manual, when referring to results frameworks, FAS uses the following key terms:

- **Strategic Objective (SO):** highest level result in a results framework
- **Results Framework (RF):** An RF should illustrate how results contribute toward the highest level result (SO).
- **Program-level RF:** FAS's graphical representation of the set of low- and mid-level results that lead to the achievement of a program's strategic objective
- **Project-level RF:** a graphical representation of the linkages between activities and results, which lead to the achievement of a highest level result.
- **Performance Indicators:** directly measure achievement of results. These indicators can be either FAS standard indicators or custom indicators. Performance indicators are essential for monitoring program performance.
- **Standard Indicators:** a common set of mandatory indicators identified by FAS that must be used by all projects that address results, if applicable.
- **Custom Indicators:** additional performance indicators that are not included in FAS's list of standard indicators. These indicators can be drawn from or based upon FAS's list of illustrative indicators.
- **Illustrative Indicators:** example indicators provided by FAS.
- **Baseline Data:** initial data that serves as the basis of comparison for measuring project results
- **Outputs:** the immediate and tangible results of a projects' inputs, such as number of children fed, number of schools built, number of trainings provided, etc.
- **Critical Assumption:** external conditions that must hold in order for the results in a results framework to be achieved. These assumptions are beyond the control of the implementing organization.
- **Direct Beneficiary:** people or organizations that are directly affected by the proposed project.
- **Indirect Beneficiary:** people or organizations that are indirectly affected by the proposed project (i.e. family members of direct beneficiaries).

Food for Progress Results Framework Explanation

Food for Progress has developed two results frameworks with the overarching goal of promoting the development of the agricultural value chain. To support the achievement of this goal, FFPr has utilized the “farm to fork” value chain paradigm to identify two results frameworks: one focusing on agricultural activities at the farm level and another that targets the sale of agricultural products.

While RF 1 presents a strategy to increase the physical productivity of crops or animals, RF 2 illustrates a causal logic that leads to the expanded trade of these products. RF 1 is seen to occur principally on-farm (save cases where off-farm infrastructure is needed) and goes right up to the preparation of the products at the field-level before they are ready to leave the farm gate. RF 2 focuses on adding value to the agricultural products and, in turn, expanding their exchange through markets. Both RFs are explained below in a detailed narrative.

Food for Progress Results Framework #1

The first FFPr results framework focuses on the initial segment of the agriculture value chain, on-farm activities. Accordingly, the highest-level result or the strategic objective of RF 1 is *Increased Agricultural Productivity*. FFPr RF 1 possesses two key “results streams” that will lead to the achievement of this SO: Result Stream 1, which is under the result *Increased Use of Improved Agricultural Techniques and Technologies* and Result Stream 2, which is under the result *Improved Farm Management (Operations, Financial)*. Collectively, these two streams—along with the stand-alone result linked to Results Stream 1, *Improved Quality of Land and Water Resources*—will support the achievement of the SO *Increased Agricultural Productivity*. This narrative presents the results strategy of FFPr RF 1 via each of the two result streams as well as the foundational results.

Results Stream 1: Increased Use of Improved Agriculture Techniques and Technologies

It is important to first note that the highest result in this stream, *Increased Use of Improved Agricultural Techniques and Technologies*, feeds into another result at the same level, *Improved Quality of Land and Water Resources*. FAS believes that *Improved Quality of Land and Water Resources* does belong in the RF because FAS desires that implementers achieve *Increased Use of Improved Agriculture Techniques and Technologies* in a manner that has a positive impact on natural resources and that does not compromise the environmental health or integrity of on-farm or off-farm resources. *Improved Quality of Land and Water Resources* has no result connections below it, as FAS expects implementers to contribute to it almost exclusively through the parallel result, *Increased Use of Improved Agriculture Techniques and Technologies*, through the increased use of more sustainable agricultural techniques and technologies.

Moving down from *Increased Use of Improved Agriculture Techniques and Technologies*, there are four mid-level results that collectively support its achievement:

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- *Increased Availability of Improved Inputs;*
- *Improved Infrastructure to Support On-Farm Production;*
- *Increased Use of Financial Services, which also supports the parallel result of Improved Infrastructure to Support On-Farm Production; and*
- *Increased Knowledge by Farmers of Improved Agricultural Techniques and Technologies.*

Results Stream 2: Improved Farm Management (Operations, Financial)

The result, *Improved Farm Management (Operations, Financial)*, is defined as farmers who are using proven business techniques (e.g., planning, inventory control, and financial analysis) to increase their revenues. Under this result exists a supporting result, *Improved Knowledge Regarding Farm Management*, which is defined as farmers who have an improved understanding of key aspects of farm management (e.g., financial literacy and planning).

RF1: Foundational Results

The foundational results for all FAS RFs are defined by three characteristics: (a) they feed into one or more higher-level results; (b) they target critical actors or areas that increase the potential for lasting outcomes; and (c) a causal relationships exists among some of the foundational results.

Under FFPr RF 1, there are five key foundational results that are important to take into consideration when developing a country-level, project results framework:

- *Increased Capacity of Government Institutions*
- *Improved Policy and Regulatory Framework*
- *Increased Access to Improved Market Information*
- *Improved Capacity of Key Groups in the Agriculture Production Sector (e.g., cooperatives and small shareholder farmers)*
- *Increased Leverage of Private Sector Resources (e.g., cost-sharing or leveraging of private sector resources, either cash or in-kind, that seeks to improve production infrastructure)*

Food for Progress Results Framework 2

The second FFPr results framework focuses on the latter segment of the agriculture value chain, including off-farm activities up until the product hits a fork (i.e., adding value to products, opening up markets, and facilitating exchange of goods, etc.). Accordingly, the SO of RF 2 is *Expanded Trade of Agriculture Products* on domestic, regional, and/or international levels.

FFPr RF 2 possesses three key “result streams” that will lead to the achievement of this SO: Result Stream 1, which is under the result *Increased Value Added to Post-Production Agricultural Products*; Result Stream 2, which is under the result *Increased Access to Markets to Sell Agricultural Products*; and Result Stream 3, which is under the result *Improved Transaction Efficiency*.

A more colloquial way to think about the result strategy between the RF’s three streams and its SO are as follows: Better products (Results Stream 1) + More places to sell products (Results Stream 2) + More efficient ways to get products to markets (Results Stream 3) = More market transactions (SO). The narrative presents the result strategy of FFPr RF 2 via each of the three result streams as well as the foundational results.

Results Stream 1: Increased Value Added to Post-Production Agriculture Products

Under the result *Increased Value Added to Post-Production Agricultural Products*, there are three mid-level results that collectively support its achievement:

- *Improved Quality of Post-Production Agricultural Products*, which is further supported by a lower-level result: o *Increased Adoption of Established Standards by Industry* (e.g., Global Gap, GMP—including HACCP);
- *Increased Efficiency of Post-Production Processes* (i.e., a decrease in the time a product takes to move through the post-production processes). This result is further supported by two lower-level results; o *Increased Use of Post-Production Processing and Handling Practices* (e.g., post-harvest transporting practices, storage practices, and processing techniques); and
- *Improved Post-Harvest Infrastructure* (e.g., processing facilities, refrigerated trucks, warehouse facilities, or power generation equipment). This result is also supported by a parallel result, *Increased Use of Financial Services*, (given that there is a need for capital to improve post-harvest infrastructure).
- *Improved Marketing of Agriculture Products* (e.g., labeling, packaging, and marketing techniques). This result supports two higher-level results: *Increased Value Added to Post-Production Agricultural Products* (in Result Stream 1) and *Increased Access to Markets to Sell Agricultural Products* (in Result Stream 2).

Results Stream 2: Increased Access to Markets to Sell Agricultural Products

Under the result *Increased Access to Markets to Sell Agricultural Products*, there are three mid-level results that collectively support its achievement:

- *Improved Marketing of Agricultural Products*, which supports two higher-level results: *Increased Access to Markets to Sell Agricultural Products* (in Result Stream 2) and *Increased Value Added to Post-Production Agricultural Products* (in Result Stream 1);
- *Improved Linkages Between Buyers and Sellers* (e.g., the number of buyer/seller contracts);
- *Improved Market and Trade Infrastructure*, which supports two higher-level results: *Increased Access to Markets to Sell Agricultural Products* (Results Stream 2) and *Improved Transaction Efficiency* (Results Stream 3). This result is further supported by a lower-level result: o *Increased Use of Financial Services* (given that there is a need for capital to improve market and trade infrastructure).

Results Stream 3: Improved Transaction Efficiency

Under the result *Improved Transaction Efficiency* (e.g., a reduction in the time necessary to clear or transport a product) there are two mid-level results that collectively support its achievement:

- *Improved Market and Trade Infrastructure*, which supports two higher-level results: *Improved Transaction Efficiency* (Result Stream 3) and *Increased Access to Markets to Sell Agricultural Products* (Result Stream 2). Similarly, this result is further supported by a lower-level result: o *Increased Use of Financial Services* (given that there is a need for capital to improve market and trade infrastructure)
- *Improved Management Practices of Buyers and Sellers Groups Within the Trade Sector* (e.g., planning, contracts, finance, procurement, and logistics)

RF 2: Foundational Results

The foundational results for all FAS RFs are defined by three characteristics: (a) they feed into one or more higher-level results; (b) they target critical actors or areas that increase the potential for lasting outcomes; and (c) a causal relationships exists among some of the foundational results.

FFPr RF 2 possesses key foundational results (almost identical to RF 1) that are important to take into consideration when developing a country-level project results framework. The five foundational results are as follows:

- *Increased Capacity of Government Institutions*
- *Improved Policy and Regulatory Framework*
- *Increased Access to Improved Market Information*
- *Improved Capacity of Key Organizations in the Trade Sector* (e.g., Processing Organizations and Trade Associations)
- *Increased Leverage of Private-Sector Resources* (e.g., cost-sharing or leveraging of private sector resources, whether cash or in-kind, that seek to improve trade infrastructure)

McGovern-Dole Results Framework Explanation

The McGovern-Dole International Food for Education and Child Nutrition Program legislation seeks to use the procurement of agricultural commodities and the provision of technical assistance to improve literacy and primary education of school-age children in developing countries. McGovern-Dole projects should involve indigenous institutions as well as local communities and governments in developing and implementing the programs to foster local capacity and leadership to achieve lasting results. McGovern-Dole legislation states that programs should be able to graduate from FAS assistance by building the capacity and commitment to manage and implement the project activities after the program terminates.

McGovern-Dole Programs work to provide long-term benefits to its recipients and sustain the benefits to the education, enrollment, and school attendance of children within the target communities. In keeping with key goals of the legislation, the Food Assistance Division of FAS has developed two results frameworks, each of which depicts a development hypothesis or a theory about how the highest-level result (the strategic objective) can be achieved based on a cause-and-effect logic. Each RF shows how the achievement of lower-level intermediate results (IRs) leads to the achievement of the next highest level of results, ultimately achieving the framework's strategic objective (SO). These program-level frameworks provide FAS and its partners with a strategy by which to design projects and assess their effectiveness in achieving the McGovern-Dole program's goals. FAS recognizes that within a particular country context, it may be necessary to address additional intermediate results (IR) that are not included in the program-level RFs. Similarly, a particular McGovern-Dole project may not need to address all the IRs in the program-level framework because certain IRs have either been addressed or are being addressed to an acceptable extent by the host government, local partners, or other donors. While results may be achieved over a period of years, FAS expects that the SOs of the two frameworks can begin to be achieved in whole or in part within a 4-6 year time period.

The two results frameworks for McGovern-Dole are:

- **RF 1: Literacy Results Framework:** The strategic objective of this framework is the *Improved Literacy of School-Age Children*. Achievement of this SO is dependent upon the achievement of three "result streams" related to *Improved Student Attendance, Improved Quality of Literacy Instruction, and Improved Attentiveness*.
- **RF 2: Health and Dietary Practices Results Framework:** The strategic objective of this framework is the *Increased Use of Health and Dietary Practices*, primarily by school age-children but also by those who influence school-age children's health and well-being, such as parents, families, and school staff. The achievement of the SO is intended to support the IR *Reduced Health-Related Absences* in RF 1. RF 2 is complementary to RF 1.

McGovern-Dole Results Framework #1

The strategic objective of this framework is the *Improved Literacy of School-Age Children*. In order to achieve this SO, children need to attend school regularly and consistently, to be alert and attentive in class, and to receive high-quality literacy education. This logic corresponds to the three IRs leading up to the SO. These three IRs include *Increased Quality of Literacy Instruction*, *Improved Attentiveness*, and *Improved Student Attendance*. The achievement of each of these three results is based on a cause-and-effect logic of lower-level IRs being achieved. The following discussion will describe the logic behind each of the three ‘results streams.’

Results Stream 1: Improved Student Attendance

In order to improve school attendance rates, it is necessary to achieve a set of lower-level intermediate results, which include the following:

- *Increased Economic and Cultural Incentives (or Decreased Disincentives)* may be achieved by any number of activities that ease the economic burden of attending school for children or reduce cultural barriers to attendance by a particular group, such as girls or ethnic minorities. A major component of the McGovern-Dole program is school feeding, which provides meals and rations to students. As illustrated in the framework, *Increased Access to Food* through a school feeding program provides a strong incentive for children to attend school, especially girls. Other examples of incentives include subsidies for books or school uniforms, transportation to school, or a more flexible school year to accommodate the needs of the local community.
- *Reduced Health-Related Absences* is a necessary result for improving the consistency of attendance. If children increase their use of good health and dietary practices—such as hand washing after using latrines, drinking clean water, and eating a nutritious diet—then they will be less likely to be sick and thus absent from school. RF 2 provides a theory of change as to how the use of improved practices can be achieved.
- *Improved School Infrastructure* may be achieved through a wide array of infrastructure projects that could make attending school more practical, more enjoyable, and more acceptable for children. Some examples of this include building or repairing new schools, adding new classrooms, adding kitchens, or creating separate latrines for boys and girls.
- *Increased Student Enrollment* is typically a precursor to attendance, as children usually must be enrolled in order to attend class. In some instances, administrative paperwork, enrollment fees, or other factors can serve as barriers to enrollment. Overcoming such barriers to enrollment, along with the achievement of the other results on the same level in this stream of the RF, is expected to lead to increased attendance.
- *Increased Community Understanding of the Benefits of Education* is a necessary result for improving attendance, since the value and importance that parents and community leaders place on educating their children is an important factor in determining whether children attend school regularly. As such, activities that increase a community’s understanding of, and support for, primary school education should contribute to increased attendance rates.

Results Stream 2: Improved Quality of Literacy Instruction

In order to improve the quality of literacy instruction for school-age children, it is necessary to achieve a set of lower-level intermediate results that include:

- *More Consistent Teacher Attendance* is a necessary result for improving the quality of literacy instruction. Projects should seek to support activities and approaches that promote and incentivize consistent teacher attendance.
- *Better Access to School Supplies and Materials* is necessary for quality instruction, since without proper supplies such as paper, pencils, chalk, blackboards, desks, and books, teachers will be limited in how and what they can teach, and students will be limited in their ability to practice and learn new literacy skills.
- *Improved Literacy Instructional Materials* means that teachers have access to higher-quality tools for teaching literacy. Instructional materials may include a literacy curriculum as well as teacher guidelines, workbooks, pacing guides, and other supplemental teaching materials.
- *Increased Skills and Knowledge of Teachers* to effectively teach literacy to children of different skill levels is essential to improve the overall quality of instruction. This result could be achieved through a number of interventions such as training, mentoring, and capacity building, as well as through hiring and recruitment practices that raise the minimum qualifications of teachers.
- *Increased Skills and Knowledge of School Administrators*, such as school principals or superintendents, will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning. Examples of activities that could achieve this might include training administrators on what constitutes good literacy instruction and on how to evaluate the quality of literacy instruction by teachers, the quality of educational materials, and the overall learning atmosphere for students.

Results Stream 3: Improved Attentiveness Stream

Hungry children typically have low levels of energy and are unable to concentrate and focus in the classroom. Through its traditional school feeding projects, the McGovern-Dole program seeks to increase access to food for children through provision of snacks, take-home rations, and meals. In doing so, it will reduce short-term hunger and subsequently improve attentiveness.

- *Increased Access to Food* is the result of the school feeding program. The purpose of the school feeding program, as illustrated in the RF, is to both reduce short-term hunger and to provide an incentive for students to attend school. This key component of the McGovern-Dole program supports the achievement of results in two results streams.

RF 1: Foundational Results

To increase the likelihood of achieving the SO and intermediate results, as well as the likelihood of sustaining those results after FAS assistance ends, a set of foundational results that are common to the two McGovern-Dole frameworks has been identified. The achievement of foundational results will help foster the capacity and commitment of the host government,

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local community groups, and other actors to support the achievement of other results in the framework and eventually graduate from FAS assistance.

Foundational results are defined by three characteristics: (a) they feed into one or more higher-level results, (b) they target critical actors or areas that increase the potential for lasting outcomes, and (c) causal relationships exist between some of the foundational results. In designing and implementing projects, partners are expected to incorporate foundational results into their projects as appropriate.

The foundational results are the following:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local ministries and educational institutions to manage and administer activities in support of the results in the framework. Increased capacity also includes the development or attainment of the tools, methods, and procedures necessary to perform the activities.
- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, human resources (e.g., teachers, principals, health professionals, and administrators), and infrastructure (e.g., schools, classrooms, and equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result is about increasing the knowledge, skills, and opportunities of community members and groups (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

McGovern-Dole Results Framework #2

The strategic objective of the second MGD RF is the *Increased Use of Health and Dietary Practices*. This SO is aimed primarily at improving practices of school-age children, as well as those that can have a direct impact on children's health and diet, such as their parents, families, school cooks, and food handlers. The achievement of the SO is intended to link to RF 1 and supports the result *Reduced Health-Related Absences*. The achievement of the SO for RF 2 is predicated on the achievement of six intermediate results that are related to increasing the knowledge of various health and dietary practices and increasing access to the inputs, such as clean water and preventative medicine that are necessary to engage in good health and dietary practices.

Intermediate Results

The intermediate results include the following:

- *Improved Knowledge of Health and Hygiene Practices*: A critical factor in changing behavior related to the use of good health and hygiene practices is to equip beneficiaries with the knowledge of good health and hygiene practices and an understanding of how the practices can reduce the spread of bacteria, viruses, and parasites that cause illness. Activities in support of this result might include training and information campaigns (posters, flyers, etc.) that promote practices like hand washing after using the bathroom, brushing one's teeth after meals, or visiting a doctor for an annual check-up.
- *Increased Knowledge of Safe Food Prep and Storage Practices*: This result seeks to increase cooks' and food handlers' knowledge of food borne illnesses as well as how good food preparation and storage practices (e.g., wiping down countertops and cooking and storing food at the appropriate temperatures) can prevent the transmission of food borne pathogens. Examples of activities to support this result could include training and the production of posters and checklists for display in food preparation and storage locations.
- *Increased Knowledge of Nutrition*: This result aims to increase knowledge and understanding of nutrition and healthy eating practices. The more informed that beneficiaries are about good nutrition, the more likely is it that they will be to eat a balanced and diverse diet with the right nutrients.
- *Increased Access to Clean Water and Sanitation Services*: In order to practice good health and hygiene, beneficiaries need access to clean water and sanitation services. Activities to support this result could include building and maintaining wells and latrines for children's use in targeted schools.
- *Increased Access to Preventative Health Interventions*: Access to preventative health interventions may include things such as access to check-ups with a health professional, access to preventative medicines, and access to basic health and hygiene supplies like toothpaste, toothbrushes, and soap. Examples of activities in support of this result may include the provision of health and hygiene products or making a doctor or nurse available at school.

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- *Increased Access to Requisite Food Prep and Storage Tools and Equipment:* In order to practice good food preparation and storage practices, cooks and food handlers may need access to different types of equipment and supplies such as storage containers, ovens, refrigerators, sinks with clean running water, detergents, and cleaning products. Activities that make these available (for example, in a school kitchen) will help achieve this result.

RF 2: Foundational Results

To increase the likelihood of achieving the SO and intermediate results, as well as the likelihood of sustaining those results after FAS assistance ends, a set of foundational results that are common to the two McGovern-Dole frameworks has been identified. The achievement of foundational results will help foster the capacity and commitment of the host government, local community groups, and other actors to support the achievement of other results in the framework and eventually graduate from FAS assistance.

Foundational results are defined by three characteristics: (a) they feed into one or more higher-level results, (b) they target critical actors or areas that increase the potential for lasting outcomes, and (c) causal relationships exist between some of the foundational results. In designing and implementing projects, partners are expected to incorporate foundational results into their projects as appropriate.

The key foundational results are the following:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local ministries and educational institutions in managing and administering activities in support of the results in the framework. Increased capacity also includes the development or attainment of the tools, methods, and procedures necessary to perform the activities.
- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, increased human resources (e.g., teachers, principals, health professionals, and administrators, etc.), and infrastructure (e.g., schools, classrooms, and equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result is about increasing the knowledge, skills, and opportunities of community members and groups (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

McGovern Dole Foundational Results Matrix

The “Illustrative Examples of Foundational Results” matrix in Attachment A of this document shows how key results in the Literacy Results Framework (RF 1) can be directly supported and enhanced by the achievement of each of the foundational results. In the following table, foundational results are presented horizontally across the top of the page, and results from the main body of the RF are presented vertically. Where the two types of results intersect, a description of possible capacity that can be developed in support of the result is discussed along with a few examples of possible activities that an implementing partner could undertake to build the capacity. The information presented in the following table is not meant to be exhaustive or prescriptive but rather to provide examples and ideas.

The following are definitions for the capacity building results:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local and national government to manage and administer activities in support of the results. In addition, increased capacity also includes the development or attainment of the tools, methods, and procedures (i.e. inputs) necessary to perform the activities in support of the results.
- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, human resources (e.g., teachers, principals, and administrators), and school infrastructure (e.g., schools, classrooms, and school equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result refers to increasing the knowledge, skills, and opportunities of communities (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

STANDARD AND ILLUSTRATIVE INDICATORS

Standard Indicators

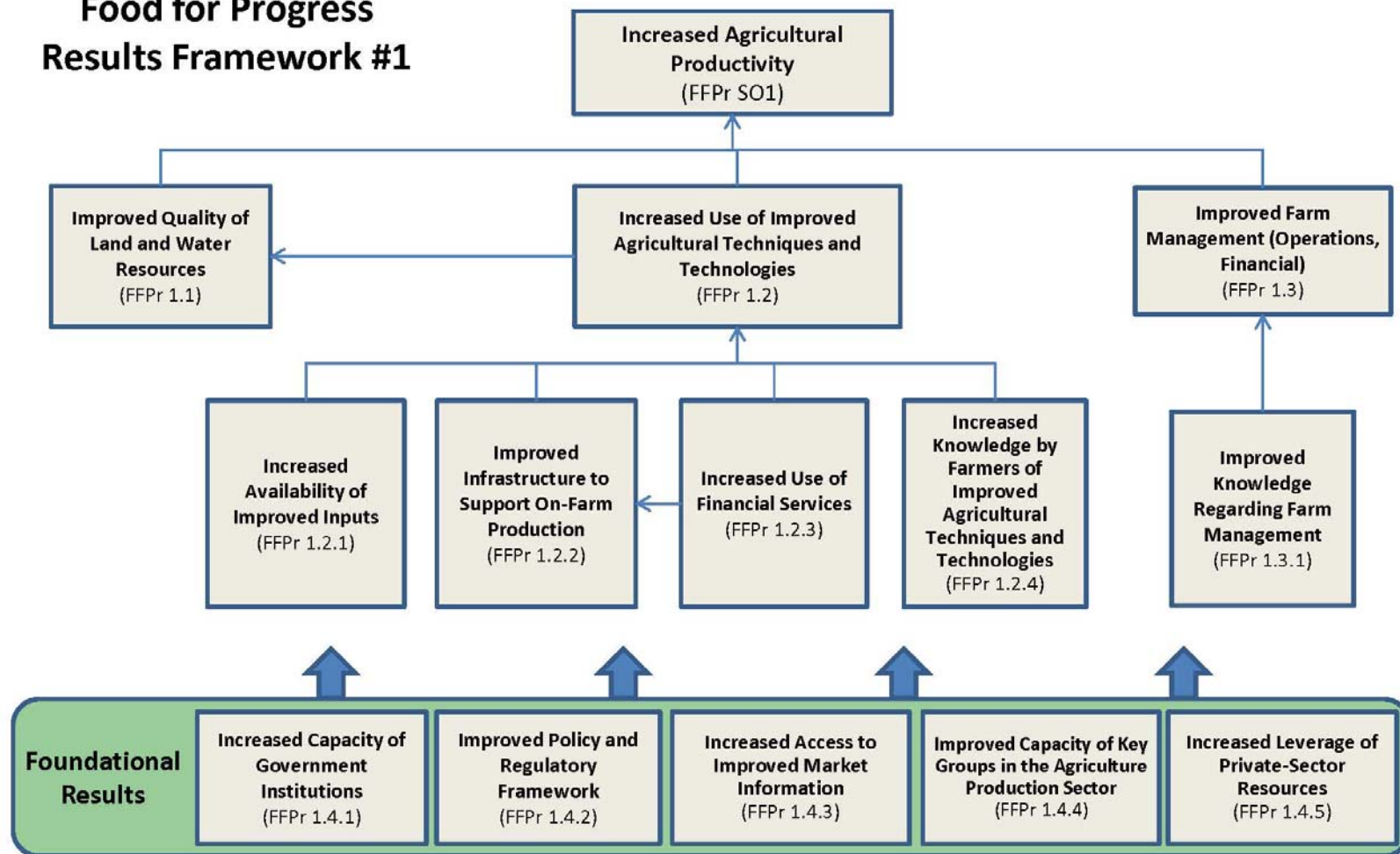
Program applicants are required to use the standard indicators developed by FAS when applying to the Food for Progress or McGovern-Dole programs. All projects are required to collect data against the standard set of indicators, if applicable. The standard indicators will allow FAS to report progress among all of its projects across results areas (i.e. literacy, good health and dietary practices, agricultural productivity and trade) or country specific achievements. The standard indicators are available in Annex II of this guidance document.

Custom Indicators

Applicants also may choose to develop custom indicators because the FAS standard indicators alone do not adequately measure the results. Applicants may design custom indicators using FAS's list of illustrative indicators as a guide. The illustrative indicator lists are intended to provide examples of indicators that implementing partners may use to track progress towards results. The illustrative indicators are available in Annex II of this guidance document.

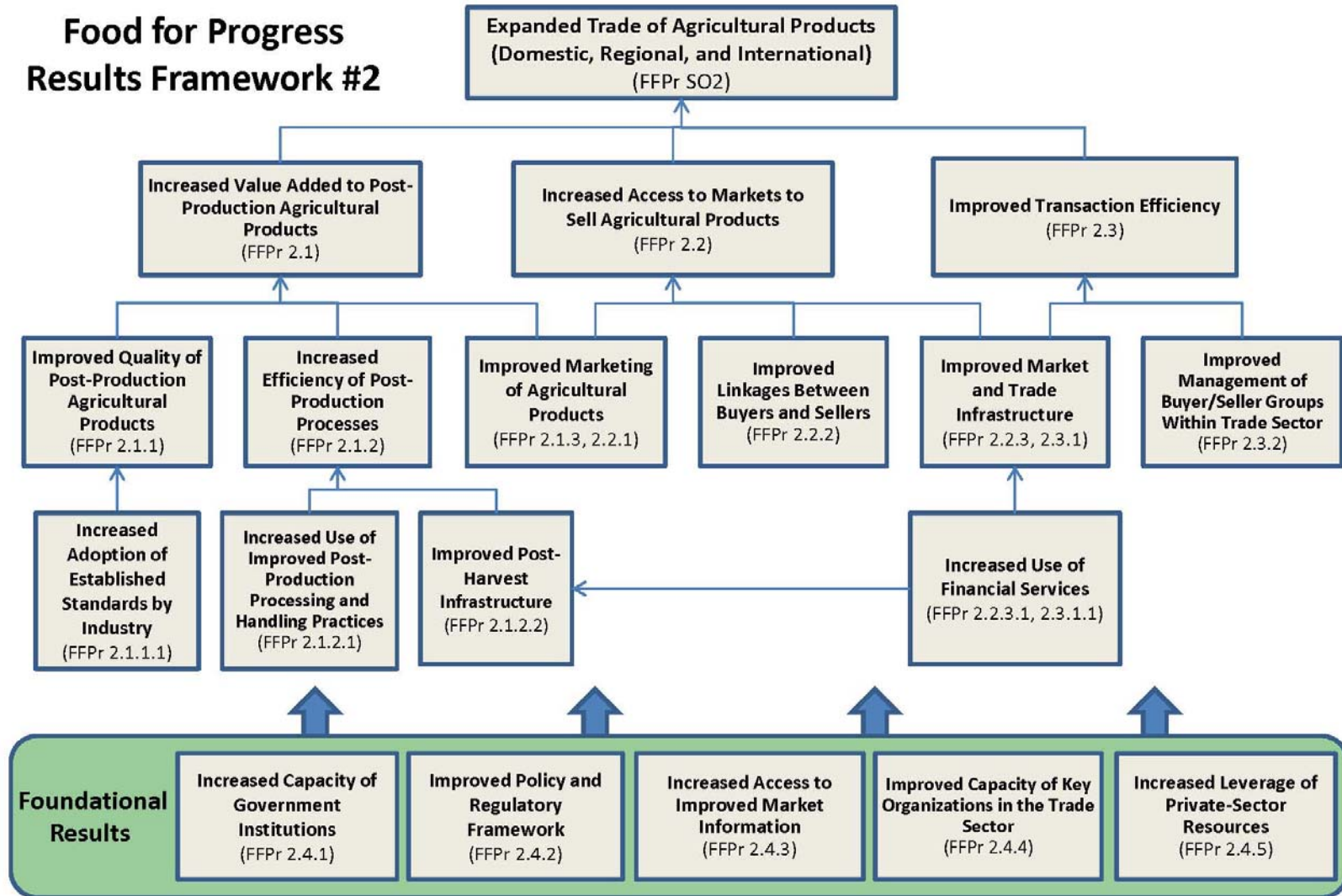
ATTACHMENT A: PROGRAM-LEVEL RESULTS FRAMEWORKS AND RESULT MATRICES

Food for Progress Results Framework #1

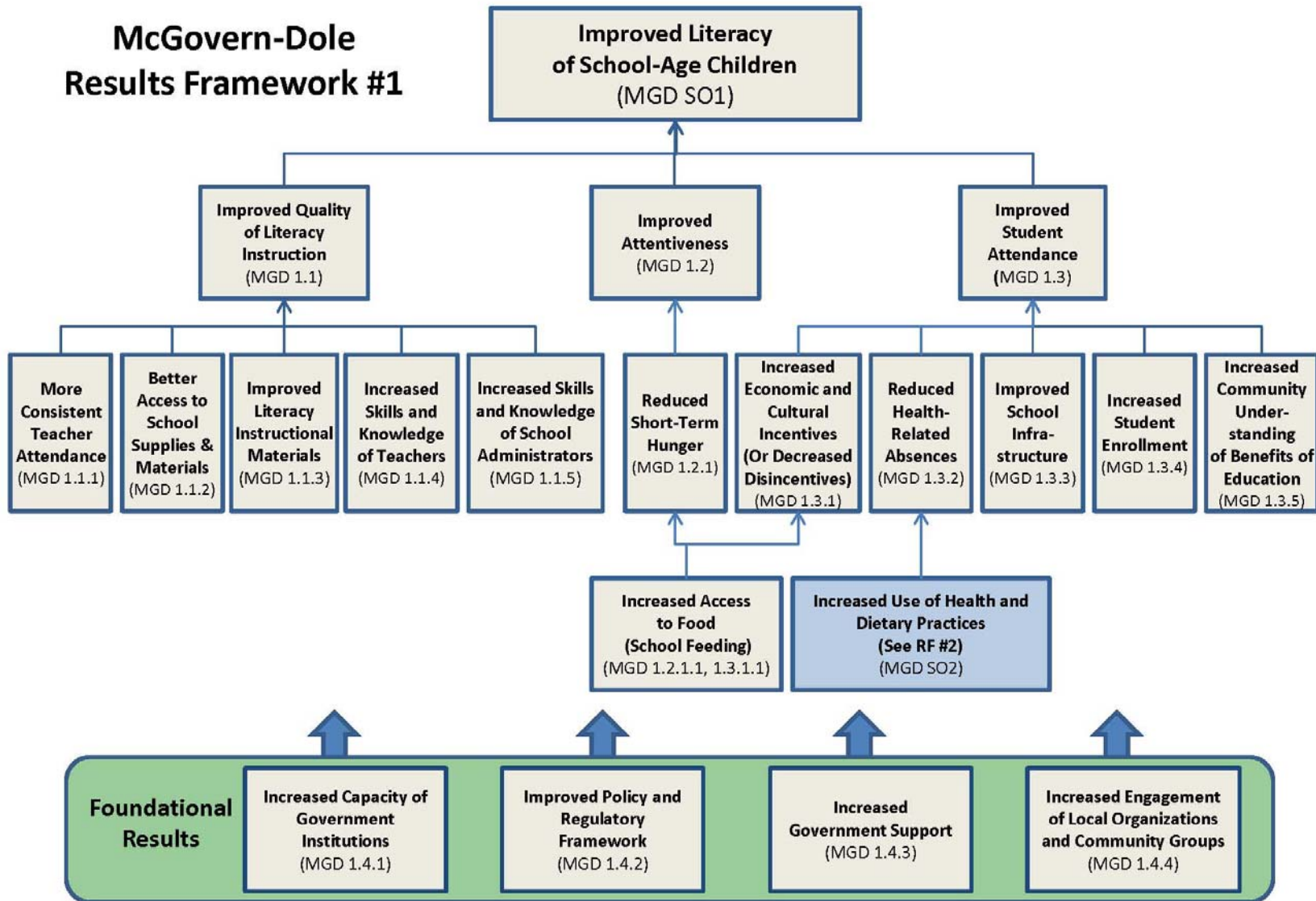


A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

Food for Progress Results Framework #2

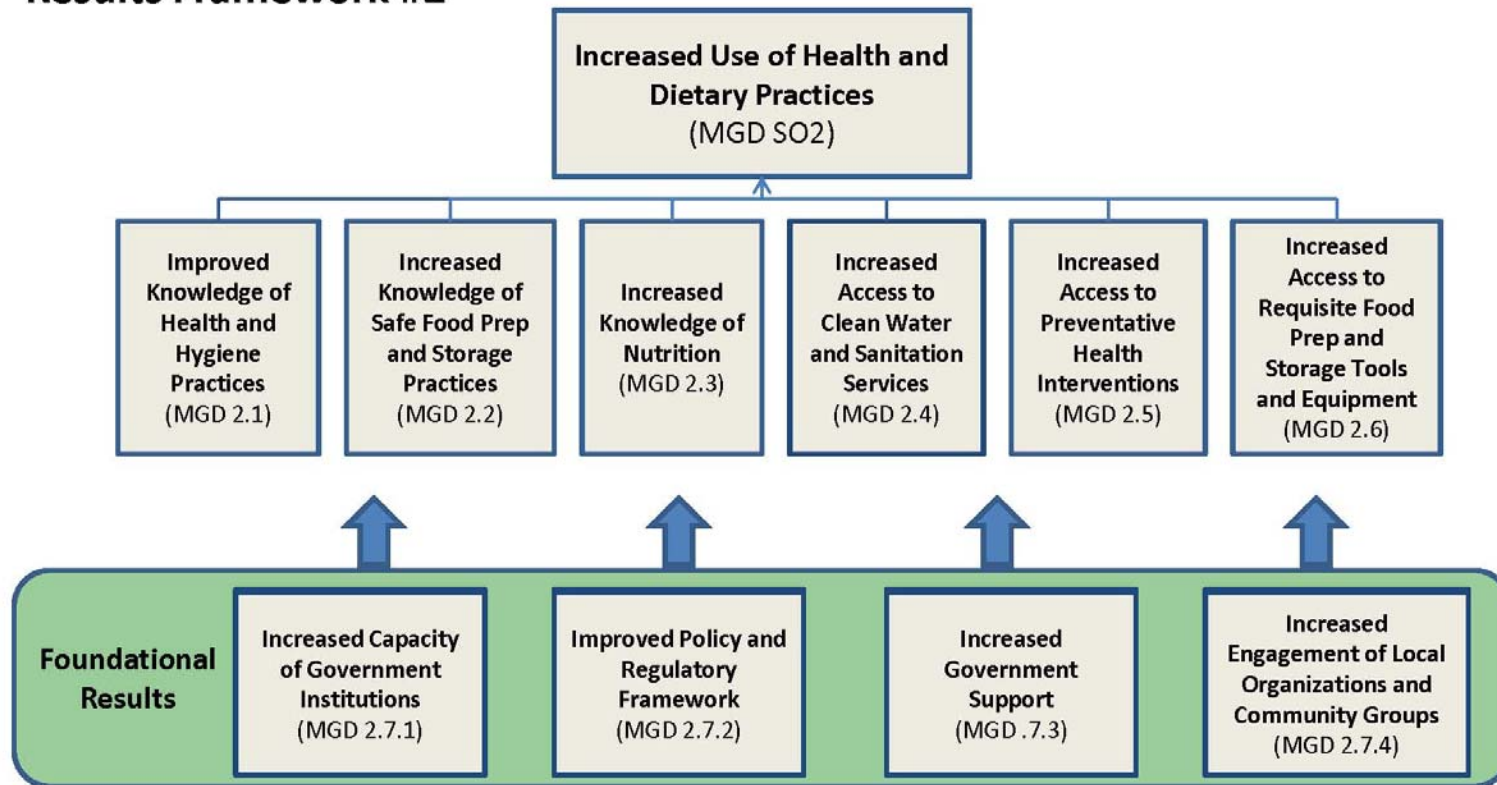


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McGovern-Dole Results Framework #2



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MGD 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
More Consistent Teacher Attendance	<p>WHAT: Build local skills, knowledge and tools necessary to monitor teacher attendance and address constraints.</p> <p>HOW: Development of tools, processes and procedures for tracking and reporting; Assessments of constraints and plans to remove barriers/increase incentives.</p>	<p>WHAT: Support the development, implementation and enforcement of policies and regulations that lead to more consistent teacher attendance.</p> <p>HOW: Help school officials draft attendance policies for teachers, including reporting and enforcement procedures.</p>	<p>WHAT: Increase government support for teachers through increased teacher salaries, hiring of more teachers, providing improved benefits to teachers.</p> <p>HOW: Help school officials advocate for more teachers or for increases to teacher salaries.</p>	<p>WHAT: 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>HOW: 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>
Better Access to School Supplies and Materials	<p>WHAT: 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>HOW: Developing tools and procedures for assessing needs and coordinating procurement and delivery of materials on a timely basis.</p>	<p>WHAT: Development of ministry policies and guidance regarding the minimum ratio of supplies in a classroom to teachers/or students.</p> <p>HOW: Work with school officials to analyze supply needs and build appropriate and practical policies.</p>	<p>WHAT: Increase in government funding for school supplies and materials.</p> <p>HOW: Helping school officials collect and analyze data on essential school supplies, so that they can advocate for increased budgetary support.</p>	<p>WHAT: Increase the capacity of the community to support the availability of classroom supplies and materials.</p> <p>HOW: Teach PTAs how to hold fundraising events and partner with and solicit donations from private companies and organizations.</p>
Improved Literacy Instructional Materials	<p>WHAT: Increase the capability of education staff (e.g. MoE) to revise or strengthen literacy instructional materials.</p> <p>HOW: Provide training to staff on curriculum development or partner with institutions to create supplemental teaching materials.</p>	<p>WHAT: Create or strengthen policies and guidance regarding the quality of literacy education, which would mandate improvements to literacy curricula and instructional materials.</p> <p>HOW: By providing technical support to ministry of education officials on international best practices for youth literacy education.</p>	<p>WHAT: Increases in the budget for development of literacy curriculum and/or the purchase of new books for teachers and students.</p> <p>HOW: Help MOE officials assess the cost to develop or procure the improved instructional material for a district, region or nation.</p>	<p>WHAT: Increase the ability of the community to advocate for improvements to literacy materials, including the curriculum.</p> <p>HOW: By holding town hall meetings to discuss changes to the curriculum and providing an opportunity for community input.</p>
Increased Skills and Knowledge of Teachers	<p>WHAT: Building the capacity of school administrators to provide training and support to teachers.</p> <p>HOW: 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>WHAT: Development and implementation of policies regarding the minimum qualifications and/or training required for teachers.</p> <p>HOW: 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>WHAT: Increase budgets for training teachers.</p> <p>HOW: 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>WHAT: Increase the ability of communities to advocate for qualified teachers and support the needs of teachers to get the training they need.</p> <p>HOW: 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>
Increased Skills and Knowledge of School Administrators	<p>WHAT: 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>HOW: 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>WHAT: Development and implementation of policies regarding the minimum qualifications and/or training required for principals and school administrators.</p> <p>HOW: 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>WHAT: Increase budgets for training principals and/or hiring more qualified principals</p> <p>HOW: 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>WHAT: Increase the ability of communities to advocate for qualified principals and support the needs of principals to get the training they need.</p> <p>HOW: 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>

FY 2013 Food Aid Proposal Guidance: Annex III

MGD 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

Reduced Short Term Hunger	WHAT: Building the operational and administrative capacity of local partners and/or government to carry out a school feeding program. HOW: 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.	WHAT: Development and implementation of school feeding policy and regulations. HOW: Assistance to draft ration and meal timing guidelines, guidance on targeting programs to areas with highest potential impact on attendance and enrollment, etc.	WHAT: Increasing government resources to provide school-aged children with food. HOW: This may include providing technical assistance to develop budget projections and staffing requirements necessary to carry out school feeding programs in targeted areas.	WHAT: Increase the ability of communities to advocate for and support school feeding programs. HOW: Help establish opportunities for local purchase or donation of food by communities to support the school feeding program.
Increased Economic and Cultural Incentives (or Decreased Disincentives)	WHAT: Building the capacity of local organizations and/or government to provide incentives for school-aged children to attend school. HOW: Providing assistance to conduct assessments of economic and cultural constraints to attendance and develop plans to remove barriers/increase incentives.	WHAT: Development and implementation of policies and guidance that address certain constraints to attendance or to provide incentives for school-aged children to attend school. HOW: This may include assisting the development of government policies/regulations that incentivize attendance or address barriers to non-attendance.	WHAT: Increasing government resources to increase incentives or decrease disincentives for school-aged children to attend school. HOW: 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.	WHAT: Increase the ability of communities to advocate for and support programs and policies that address barriers to attendance. HOW: Creating forums for parents, communities, and school administrators to discuss barriers to attendance and to develop solutions for overcoming them.
Reduced Health-related Absences*	WHAT: Building the capacity of local communities and/or government to implement programs and activities that support good health and dietary practices. HOW: 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.).	WHAT: Development and implementation of policies and guidance aimed at reducing the risk of illness for school-aged children. HOW: 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.	WHAT: Increasing government resources to implement programs and activities that support good health and dietary practices. HOW: Provide assistance to government to assess the financial and human resource requirements of implementing good health, hygiene, and dietary programs.	WHAT: Increase the ability of communities to advocate for and support health initiatives, particularly as they relate to school aged children. HOW: 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.
Improved School Infrastructure	WHAT: Building the capacity of local communities and/or government to build and repair school infrastructure. HOW: 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 resources available, etc.	WHAT: Development and implementation of policies or codes for school infrastructure. HOW: 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.	WHAT: Increasing government resources for building and repairing school infrastructure. HOW: 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.	WHAT: Increase the ability of communities to advocate for and engage in repairs and building of school infrastructure. HOW: 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.
Increased Student Enrollment	WHAT: Building the capacity of local organizations and/or government to improve enrollment policies and procedures. HOW: 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.	WHAT: Development and implementation of policies and guidance aimed at increasing enrollment in school. HOW: 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.	WHAT: Increasing government resources for efforts aimed at increasing student enrollment, such as enrollment campaigns, enrollment fee or uniform subsidies for qualifying students, etc. HOW: Provide assistance to assess the costs associated with the activities necessary to increase enrollment.	WHAT: Increase the ability of communities to advocate for and engage in enrollment efforts. HOW: 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.
Increased Community Understanding of the Benefits of Education	WHAT: Building the capacity of government and local organizations to effectively engage communities on the importance and benefits of primary school education for children. HOW: 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.).	WHAT: Development and implementation of policies and guidance aimed at increasing community understanding and buy-in for primary education. HOW: Provide assistance to develop policies and guidance for school administrators to establish and implement community outreach plans.	WHAT: This includes increased government resources for activities and materials aimed at increasing community members' understanding of the benefits of education. HOW: Providing technical assistance to help assess the costs associated with developing and implementing a communication and outreach plans.	WHAT: Increase the ability of communities to advocate for and engage in education promotion. HOW: 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.

*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.