

## NPT PROGRAMME LEVEL LOGICAL FRAMEWORK

|   | Objectives   | Objectively verifiable indicators  | Sources of information  | Assumptions |
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| <b>Impact/<br/>overall<br/>objectives</b> | A sustained and increased availability (in quantity and quality) of manpower and know-how answering the needs of specific sectors. | <ol style="list-style-type: none"> <li>1. Growing and sustainable output of graduates.</li> <li>2. Graduates find employment in the sector.</li> </ol> | <ul style="list-style-type: none"> <li>• Qualitative and quantitative data on study programmes and graduates of those education institutions involved in NPT, before and after NPT project interventions.</li> <li>• Specific evaluation studies</li> <li>• Specific tracer studies</li> <li>• Labour market surveys identifying the needs of the labour market and satisfaction of employers.</li> <li>• Annual reports of post-secondary</li> </ul> |             |

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|   |  |  | <ul style="list-style-type: none"> <li>education institutions and national level institutions.</li> </ul>  |  |
| <b>Outcome/<br/>specific<br/>objectives</b> | <p>1. The capacity of national/sectoral institutions to support post-secondary education and training provision (e.g. through quality assurance, accreditation, ICT networking, policy development and coordination) is strengthened.</p> <p>Notes:<br/>1. the way outputs are contributing to this outcome, is illustrated by mentioning the number of the output (see below) to the various indicators.<br/>2. this outcome is the result of summing the outcomes and outputs of the individual NPT projects only.</p> | <p>1.1 Quality of the services delivered by implementers (national/sectoral institutions) of NPT interventions (1,2,3,4,5,10,11,14)</p> <p>1.2 Implementers of NPT interventions effectively embedded in wider higher education system and with effective links to other institutions in society (11,14)</p> <p>1.3 Number of education institutions with effective quality assurance systems (1,2,5,7,14)</p> <p>1.4 Policies and directives approved and implemented. (3,5,11,14)</p> <p>1.5 Number of study programmes with enough quality to be accredited (2,5,7)</p> | <ul style="list-style-type: none"> <li>Annual reports delivered by national or sector level operating institutions.</li> <li>Project progress reports</li> <li>Specific evaluation studies.</li> <li>Nuffic monitoring reports.</li> <li>Nuffic's progress reports to DCO</li> </ul> | <ul style="list-style-type: none"> <li>Institutions have the mandate and the means to support post-secondary education and training providers.</li> <li>Brain drain effectively contained through functioning HR and staff retention strategies.</li> <li>Implementers of NPT interventions have capacity and mechanisms to supply relevant and reliable information.</li> </ul> |

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|  |  | <p>1.6 Coordination mechanisms in place and functioning to a level acceptable to major stakeholders (4,14)</p> <p>1.7 ICT strategies and networks in place and functioning according to pre-described quality criteria (13,14)</p>   |  |   |
|  | <p>2. The capacity of NPT supported education and training institutions to support specific sectors with post-secondary education and training is strengthened.</p> <p>Notes:<br/> 1. the way outputs are contributing to this outcome, is illustrated by mentioning the number of the output (see below) to the various indicators.<br/> 2. this outcome is the result of summing the outcomes and outputs of the individual NPT projects only.</p> | <p>2.1 NPT supported education and training institutions effectively embedded in higher education system and with effective links to other institutions in society (5, 10,11,14)</p> <p>2.2 Number of (accredited) study programmes targeted to the needs of specified sectors with a clear demand (enrolment figures) (1,2,5,6,7,8,9,13).</p> <p>2.3 Number of qualified staff available to implement and</p> | <ul style="list-style-type: none"> <li>• Annual reports of institutions</li> <li>• Project evaluations.</li> <li>• Project progress reports.</li> <li>• Nuffic monitoring reports</li> <li>• Nuffic's progress reports to DCO</li> </ul> | <ul style="list-style-type: none"> <li>• Public and private funding is available to sustain project initiated developments.</li> <li>• Projects are in line/contribute to the institution's own strategic planning.</li> <li>• Effective interaction between involved stakeholders before, during and after projects to ensure relevance.</li> <li>• Brain drain effectively contained by functioning HR and staff retention strategies.</li> </ul> |

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|  |  | <p>manage these study programmes in comparison to quantitative and qualitative criteria.<br/>(5)</p> <p>2.4 Support systems (management systems, accounting, monitoring, quality assurance etc.) functioning at satisfactory levels<br/>(1,5,11)</p> <p>2.5 Capital goods supporting the implementation of study programmes functioning well<br/>(5,9,10,13)</p> <p>2.6 Number and quality of research programmes effectively implemented and resulting in publications<br/>(5,11,12,13)</p> <p>2.7 Number and quality of outreach programmes and consultancy activities</p> |  |  |
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|  |  | (5,11,13,14) |  |  |
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| <p><b>Outputs/ results</b></p> | <p>Most common outputs are listed here. Outputs can be found in projects contributing to either Outcome 1 or Outcome 2. The list is non-exhaustive.</p> <p>Outputs depend on projects, yet can include:</p> <ol style="list-style-type: none"> <li>1. Quality assurance methodologies</li> <li>2. Accreditation methodology</li> <li>3. Policy development methodology</li> <li>4. Coordination mechanisms (by e.g. Ministries, branch organisations)</li> <li>5. Staff (Ph.D., Masters, other levels) trained in view of needs of the organization</li> <li>6. Labour market studies</li> <li>7. Curricula tailored to the needs of the sector</li> <li>8. Teaching methodologies developed</li> <li>9. Training and teaching materials</li> <li>10. Improved management systems (human resource development, financial administration, strategy development etc).</li> <li>11. Business plans, organisational development plans, etc.</li> <li>12. Research plans and research methodologies</li> <li>13. Functional equipment (teaching facilities, ICT networks, software, laboratories, equipped offices, transport etc)</li> <li>14. Institutional cooperation mechanisms (with other education/training institutions, policy institutions, labour market etc within and beyond the sector)</li> </ol> | <p>Indicators are specified in each project, yet in summary:</p> <ol style="list-style-type: none"> <li>1. QA methodologies applied in education institutions</li> <li>2. Proof of applying accreditation to study programmes.</li> <li>3. Policy documents generated, approved and implemented.</li> <li>4. Agreements reached by coordination mechanisms.</li> <li>5. Number of staff successfully completed various levels of training.</li> <li>6. Publications from labour market studies.</li> <li>7. Modules and other elements of curricula are ready and content show proof of relevance to sector needs (also accreditation).</li> <li>8. Number of modules and curricula given with new teaching methodology.</li> </ol> | <ul style="list-style-type: none"> <li>• Project progress reports</li> <li>• Verification by Nuffic monitoring</li> </ul> | <ul style="list-style-type: none"> <li>• Effective cooperation between both implementing organization and foreign partner organizations.</li> <li>• Appropriate level of operational funding (salaries, running costs) of participating institutions.</li> <li>• Appropriate and stable level of staffing.</li> <li>• HR development and staff retention policies in place</li> <li>• Participating institutions are formally established</li> <li>• Participating institutions have capacity and mechanisms to supply relevant and reliable information.</li> <li>• Validity of information can be trusted.</li> </ul> |
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|  |  | <p>9. Availability and actual use of teaching and training materials by teachers and students.</p> <p>10. Actual use of improved management systems by managers and other staff.</p> <p>11. Presence of institutional business plans and level of awareness of the content among key staff. Actual proof of using such plans.</p> <p>12. Proof of existence of research methodologies and plans and use by research staff and management.</p> <p>13. Statements of availability, use and maintenance of equipment.</p> <p>14. Meetings and agreements with external institutions. Changes in curricula and decisions by education institutions due to external contacts.</p> |  |  |
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| Inputs | A. Project level activities & costs  | Objectively verifiable indicators   | Sources of information  | Assumptions  |
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|        | <p>Project activities and inputs are defined in the project document. Activities may differ from project to project.</p> <p>In this programme level logframe, only 4 broad categories of activities and cost centres are mentioned. These categories can be assumed to cover nearly all activities which are carried out in NPT projects.</p> <ol style="list-style-type: none"> <li>1. <u>Technical assistance</u> tailored to the needs of the implementing organizations, originating from: <ul style="list-style-type: none"> <li>• The Netherlands</li> <li>• The NPT country</li> <li>• Other countries</li> </ul> </li> <li>2. <u>Training</u> opportunities tailored to the needs of the implementing organizations, offered in: <ul style="list-style-type: none"> <li>• The Netherlands</li> <li>• The NPT country</li> <li>• Other countries</li> </ul> </li> <li>3. <u>Investments</u> in books, libraries, ICT hardware and software, training materials, laboratory equipment, transport and others.</li> <li>4. Funding of incremental <u>operational management costs</u></li> </ol> | <ul style="list-style-type: none"> <li>• Overview of TA provided (# mandays) in the project, broken down into categories (nationality of expert, purpose (management, advisory, training))</li> <li>• Number of degree courses offered, specifying level (Ph.D. Masters, Bachelors, Diploma, and Certificate), subject and country of delivery.</li> <li>• Number of trainee days offered for non-degree training, including specification of topics and country of delivery.</li> <li>• Investments broken down per category (books, libraries,</li> </ul> | <ul style="list-style-type: none"> <li>• Approved individual project documents including budgets, based on: <ol style="list-style-type: none"> <li>1. Project outline</li> <li>2. Tender proposal</li> <li>3. Inception phase reports</li> </ol> </li> <li>• Annual workplans and budgets.</li> <li>• Project progress reports</li> </ul> | <ul style="list-style-type: none"> <li>• Projects objectives and strategies are in line with national/sector level policies.</li> <li>• NPT project portfolio explicitly approved by national and sector level stakeholders</li> <li>• Implementing organizations selected on basis of expected effective contribution</li> <li>• NPT mechanisms and rules and regulations allow for selection and use of optimal offer of technical assistance, training and hardware.</li> </ul> |

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|               |  | <p>ICT hardware and software, training materials, laboratory equipment, transport and others.)</p> <ul style="list-style-type: none"> <li>• Budgets available for incremental operational management costs (6%)</li> </ul>                                       |   |  |
| <b>Inputs</b> | <b>B. Policy &amp; programme management</b>  | <b>Objectively verifiable indicators</b>   | <b>Sources of information</b>   | <b>Assumptions</b>   |
|               | <p>These consist of:</p> <ol style="list-style-type: none"> <li>1. The design of the programme, elaborating the strategy in the phases of identification, demand articulation, matching demand and supply and monitoring &amp; evaluation.</li> <li>2. The activities defined with regard to programme management by Nuffic.</li> <li>3. The auxiliary activities in programme management by embassies, consultants and others.</li> </ol> | <ul style="list-style-type: none"> <li>• Summary of major policy principles</li> <li>• Established project cycle mechanisms, elaborated in clear and transparent processes.</li> <li>• Input in terms of Nuffic staff and funding of non-staff costs.</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-year programme description and management agreement, including budget</li> <li>• Annual plans and budgets for programme management.</li> </ul> | <p>Translation of policy principles into concrete activities and processes is possible.</p> <p>Interaction between DCO, Nuffic and other stakeholders leads to continuous improvement.</p> |