

SAMPLE LOGICAL FRAMEWORK – FOR PORTFOLIO PURPOSES ONLY

All donor names, NGO names, and budget amounts have been redacted to protect confidentiality. This document shows my ability to design results-based logical frameworks, including impact, outcomes, outputs, indicators, baselines, targets, verification sources, and activities.

LOGICAL FRAMEWORK

Impact

Contribute to equitable access to quality, inclusive, and gender-sensitive education, as well as to vocational training and employment opportunities in a protective and safe environment for 30,000 children aged 6 to 18 in the Tombouctou region by 2027

Outcomes & Outcome Indicators

Outcome	Outcome Indicator (OVI)
Outcome 1: Ensure access to an inclusive, safe, and protective educational environment for 30,000 children aged 6 to 18 in the Tombouctou region.	OVI 1.1: 80% of enrolled children (disaggregated by sex and disability) report feeling safe at school by 2027.
Outcome 2: Provide quality, continuous, inclusive, and adapted education to 30,000 children aged 6 to 18 in the Tombouctou region.	OVI 2.1: 50% of children achieve minimum proficiency levels in reading and numeracy by the end of the project.
Outcome 3: Strengthen coordination for a rapid, adapted, and inclusive education response in the Tombouctou region.	OVI 3.1: 70% implementation of planned actions from coordination mechanisms by 2027.

Outputs, Indicators, and Verification Sources

Output 1

Girls and boys aged 6 to 18 have access to formal or non-formal education in an inclusive, safe, and protective learning environment in the Tombouctou region.

Indicator (IOV)	Baseline	Target	Verification Source (F.V.)
IOV 1.1: Number of learning spaces created or restored to minimum safety standards and accessible to all learners	0	34	F.V. 1.1.1: Handover report for rehabilitation and accessibility works F.V. 1.1.2: Minutes of establishment of temporary learning spaces F.V. 1.1.3: Donation certificate
IOV 1.2: Number of adolescents (disaggregated by age, sex, and disability) targeted by the project who benefited from socio-professional integration (IGA, vocational training including functional literacy) by project end	0	200	F.V. 1.2.1: Participant list F.V. 1.2.2: Database F.V. 1.2.3: Training report
IOV 1.3: Number of children aged 6 to 18 (disaggregated by age, sex, and disability) benefiting from services adapted to their needs – such as child protection, health/rehabilitation, psychosocial support (PSS), and mental health – through [NGO Name] and/or its partners	0	30,000	F.V. 1.3.1: Participant list F.V. 1.3.2: Database F.V. 1.3.3: Field team activity reports

Indicator (IOV)	Baseline	Target	Verification Source (F.V.)
IOV 1.4: Number of community members (disaggregated by sex and age) benefiting from awareness-raising sessions on access to education for all children (including children with disabilities) and on protection risks	0	15,000	F.V. 1.4.1: Community volunteer activity notebooks F.V. 1.4.2: Awareness-raising form F.V. 1.4.3: Database
IOV 1.5: Number of targeted girls and boys (disaggregated by age, level, commune, and disability) enrolled in inclusive non-formal basic education services through [NGO Name] and/or its partners in the project intervention areas	0	2,705	F.V. 1.5.1: List of children enrolled and supported by SSA/P, EAT, and ECOR F.V. 1.5.2: Child assessment reports F.V. 1.5.3: Attendance sheet
IOV 1.6: Number of schools and learning centers supported to improve equity of access and/or learning opportunities for girls and boys with disabilities, marginalized, and vulnerable	0	92	F.V. 1.6.1: List of supported institutions

Output 2

Girls and boys aged 6 to 18 benefit from continuous, inclusive, and quality education adapted to their needs.

Indicator (IOV)	Baseline	Target	Verification Source (F.V.)
IOV 2.1: Number of targeted girls and boys (disaggregated by age, level, commune, and disability) enrolled in formal basic education services benefiting from quality educational practices through [NGO Name] and/or its partners in the project intervention areas	22,410	23,530	F.V. 2.1.1: Pedagogical advisor monitoring reports F.V. 2.1.2: School enrollment database F.V. 2.1.3: List of children from educational alternatives reintegrated into formal systems
IOV 2.2: Percentage of teachers/teaching staff (disaggregated by age, profile, thematic areas, CAP, sex, and disability) demonstrating increased pedagogical knowledge and skills on inclusion and protection to meet children's learning needs in project intervention areas by project end	0	80%	F.V. 2.2.1: Pedagogical advisor monitoring reports
IOV 2.3: Number of schools and learning centers receiving adapted learning materials for teachers, girls, and boys (including children with disabilities)	0	92	F.V. 2.3.1: Donation certificate
IOV 2.4: Percentage of girls and boys (disaggregated by age, level, commune, and disability) actively participating in school and extracurricular activities, including student clubs, student committees, or other participation initiatives	0	70%	F.V. 2.4.1: Student participation registers for school and

Indicator (IOV)	Baseline	Target	Verification Source (F.V.)
			extracurricular activities F.V. 2.4.2: Survey report

Output 3

Improve the governance of the education system in the Tombouctou region.

Indicator (IOV)	Baseline	Target	Verification Source (F.V.)
IOV 3.1: Number of meetings of consultation frameworks, multi-sectoral steering committees, coordination and networking on education and protection supported	0	6	F.V. 3.1.1: Steering committee meeting report F.V. 3.1.2: Attendance lists
IOV 3.2: Number of local initiatives promoting inclusive education, prevention and response to GBV, protection, and respect for children's rights	0	10	F.V. 3.2.1: List of initiatives F.V. 3.2.2: Survey report
IOV 3.3: Percentage of members of community-based organizations effectively applying their roles and responsibilities in promoting inclusive education	0	70%	F.V. 3.3.1: Post-training assessment reports of actors F.V. 3.3.2: Minutes or reports of initiatives led by trained actors F.V. 3.3.3: Testimonies or interviews with

Indicator (IOV)	Baseline	Target	Verification Source (F.V.)
			beneficiaries on the effectiveness of actions led by trained actors
IOV 3.4: Number of inclusive education communal commissions reaching a level of autonomy in promoting inclusive education	0	5	F.V. 3.4.1: Assessment reports of communal commissions F.V. 3.4.2: Meeting minutes of commissions F.V. 3.4.3: Local action plans developed and implemented by commissions without external support F.V. 3.4.4: Field monitoring reports attesting to autonomous initiatives led by commissions

Activities

Output 1 Activities

- A.1.1: Conduct rehabilitation and accessibility works
- A.1.2: Support the establishment of semi-durable temporary learning spaces
- A.1.3: Mobilize education actors and communities to ensure access for all children (including children with disabilities)
- A.1.4: Facilitate school enrollment for age-eligible children through adapted approaches
- A.1.5: Support household resilience in situations of increased vulnerability
- A.1.6: Recruit volunteer teachers to ensure learning continuity in areas where schools are closed
- A.1.7: Support prevention and response initiatives to GBV; protection and respect for children's rights
- A.1.8: Organize adapted and gender-sensitive accelerated education programs
- A.1.9: Support socio-professional integration of adolescents (IGA, vocational training including functional literacy)

Output 2 Activities

- A.2.1: Capacity building for teachers and community facilitators
- A.2.2: Supply schools with adapted learning materials for teachers

- A.2.3: Support teacher supervision and pedagogical monitoring
- A.2.4: Support the functioning of teacher learning communities
- A.2.5: Provide adequate materials and textbooks to children from vulnerable households
- A.2.6: Develop and implement school risk reduction plans
- A.2.7: Strengthen capacities of teachers and other education actors on psychosocial support and mental health

Output 3 Activities

- A.3.1: Organize multi-sectoral steering committee meetings at regional level
- A.3.2: Ensure coordination and networking between community-based organizations (CGS, APE, AME, GDE), local authorities, and education technical services
- A.3.3: Support the functioning of community organizations (CGS, APE, AME, GDE), local authorities, and education technical services, while ensuring effective participation of women in decision-making
- A.3.4: Strengthen capacities of community-based organization members on their roles and responsibilities