

Centre for International Development and Training

A Guide for Developing a Logical Framework

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A Guide for developing a Logical Framework¹

Introduction

The Logical Framework is a tool to help strengthen project design, implementation and evaluation. This means that you use it throughout the project cycle.

The Logical Framework is a simple tool which helps you:

- * organise your thinking;
- * relate activities and investment to expected results;
- * set performance indicators;
- * allocate responsibilities;
- * communicate information on the project concisely and unambiguously.

Advantages of the Logical Framework approach

The major advantages of the Logical Framework approach are:

- * *It brings together in one place a statement of all key components of the project or programme.*
Having all key components of projects or programme in a systematic, concise and coherent way helps you clarify and demonstrate the logic of how projects and programmes are expected to work. It can also help you separate the various levels in the hierarchy of objectives, and consequently ensure that inputs and outputs are not confused with each other or with objectives. This can be particularly helpful when there is a change of staff.
- * *It meets the requirements of good project design and enables possible responses to past weaknesses in many designs.*
It can help ensure that fundamental questions are asked and weaknesses are analysed in order to provide decision makers with better and more relevant information. It can also guide you in systematically and logically analysing the inter-related key elements which constitute a well designed project. This approach can help you improve planning by highlighting linkages between project elements and important external factors.
- * *It is easy to learn and use.*
Effective training in the basics of the Logical Framework approach can be given in a few days. If this is combined with follow-up training and process consultancy to sort out difficulties a key group of project staff can be trained effectively in a short period of time.

¹ Adapted from Mel Blunt's (Organisation Development Associates) adaption of the PC TeamUp User's Manual

- * *It does not add time or effort to project management, but reduces it.*
Like many other management tools the Logical Framework approach has to be learnt before it can be effectively used. Once learnt however, it can save you a lot of time. Many project staff report that they are often short of time and work against the clock on a regular basis. Any time saved in relation to project management work would be of great value.
- * *It can be used internally for design and appraisal process and can be used externally with consultants working for development organisations.*
The Logical Framework approach can be used to help both design and appraise projects internally. Likewise it can be used with external consultants who may be involved with design and appraisal processes. In addition the Logical Framework approach encourages a multi-disciplinary approach to project design and supervision.
- * *It anticipates implementation.*
The Logical Framework approach helps sets up project activities with a clear purpose. The approach facilitates common understanding and better communication between decision makers, managers and other parties involved in projects. Likewise the use of Logical Frameworks, with systematic monitoring, ensures continuity of approach if and when any original project staff move or are replaced.
- * *It sets up a framework for monitoring and evaluation where planned and actual results can be compared.*
By having objectives and indicators of success clearly stated before the project starts the approach helps you set up a framework for evaluation. It is notoriously difficult to evaluate projects retrospectively if the original objectives are not clearly stated. The Logical Framework approach can help clarify the relationships which underlie judgements about the likely efficiency and effectiveness of projects, likewise it can help identify the main factors related to the success of the project.
- * *It assists communications between project donors and implementors.*
As more and more institutions adopt the Logical Framework concept communications between project implementors and donors will be facilitated. This will have major advantages for organisations who are continually presenting projects to donors for funding. In earlier times, budgets seemingly grew more easily and rapidly than now is often the case.

Limitations to the Logical Framework approach

These are that:

- * *It is not a substitute for other technical, economic, social and environmental analyses. It cannot replace the use of professionally qualified and experienced staff.*
The Logical Framework approach can help project design, implementation and evaluation, but clearly does not do away with the need for other project tools especially those related to technical, economic, social and environmental analyses. Likewise the approach does not replace the need for professional expertise and experience.
- * *Rigidity in project management may arise when objectives and external factors specified during design are over emphasised.*
Rigidity in project administration and management can sometimes arise when Logical Framework objectives and external factors specified during design are over emphasised. Note that this can, however, be avoided by regular project reviews where the key elements can be re-evaluated and adjusted. If the Logical Framework approach is taken up it is recommended that regular project reviews are undertaken and Logical Framework project documents kept up to date.
- * *It requires a team process with good leadership and facilitation skills to be most effective.*
To prepare a good Logical Framework, where different professional perspectives are taken into consideration, a team approach is required. In order to get the team functioning there is a need for both leadership and facilitation skills. Many organisations that have adopted the Logical Framework approach have used external consultants to train their staff in the Logical Framework approach, facilitate their Logical Framework workshops and assist with the preparation of finalised Logical Frameworks. In the development of these Logical Frameworks the objectives, objectively verifiable indicators, means of verification and assumptions/risks are agreed by all participants.
- * *The process requires strong facilitation skills to ensure real participation by appropriate stakeholders.*
To prepare a good Logical Framework with the active participation of appropriate stakeholders is not easy. Participation requires the active involvement of stakeholders in the decision making process. Such participation will lead to greater effectiveness, ownership, efficiency, transparency, equity and sustainability. Facilitating, for example illiterate primary stakeholders effectively through the process requires great skill.
- * *The whole culture of the Logical Framework can be alien.*
The jargon can be intimidating even for those familiar with its 'culture'. In some cultures the Logical Framework can be very alien.

You present your Logical Framework as a table with the following layout:

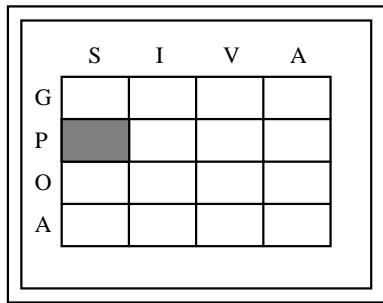
	S	I	V	A
	u	n	e	s
	m	d	r	s
	m	i	i	u
	a	c	f	m
	r	a	i	p
	y	t	c	t
		o	a	i
		r	t	o
		s	i	n
			o	s
			n	
Goal				
Purpose				
Outputs				
Activities				

Step 1: Define the Overall Goal to which your project contributes

	S	I	V	A
G				
P				
O				
A				

The Goal is the higher-order objective that you are seeking to achieve through this project, often in combination with others. It usually relates to a programme or a sector. As an example you may have a programme Goal of increasing farm family income. This may be partially achieved through a project with the Purpose of increasing farm production. Very often a group of projects will share a common Goal statement.

Step 2: Define the Purpose to be achieved by the project



This is why you are proposing to carry out the project. It summarises the impact you hope the project will have. It may describe how the world will be changed as a result of producing the project's Outputs.

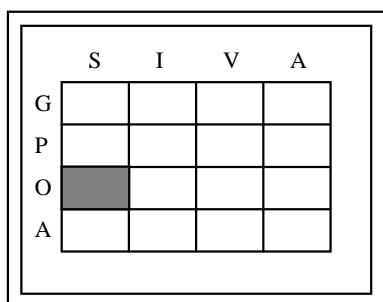
The purpose often describes a change in the behaviour of the project beneficiaries. For example, a Purpose often relates to the use of project outputs: "New production methods USED or new systems IMPLEMENTED".

You should normally have only one Purpose in a project. The reason for this is very practical. Experience has shown that it is easier to focus project Outputs on a single Purpose. If you have several Purposes the project efforts become diffused and the design is weakened.

Although the Purpose describes the reasons why the Outputs are being undertaken it is outside the control of the project team. You can hold a project team responsible for producing a certain set of results, but not for what people or institutions will do with those results. This means that you can insist that the project team achieve certain Outputs which will help to bring about the desired impact, but you cannot hold them accountable for achieving that impact.

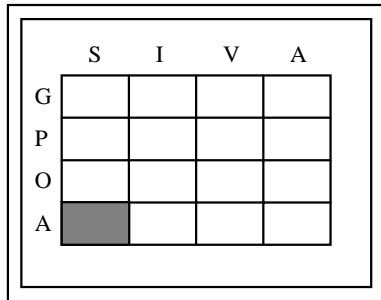
You may design a project with the Purpose of improving food production by farmers. You may design it to provide the farmers with new skills and inputs (credit, seed, tools, etc.). Although the team may achieve all of these planned Outputs, they cannot be held responsible if the farmers decide to do something completely different.

Step 3: Define the Outputs for achieving this Purpose



Outputs describe WHAT you want the project to deliver. They are often described in the Terms of Reference (TOR) for the project. If you provide the necessary resources, you can hold the project team directly accountable for achieving these results.

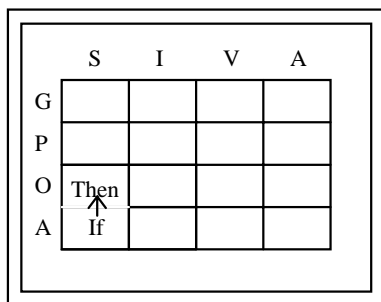
Step 4: Define the Activities for achieving each Output



Activities define HOW the team will carry out your project. Generally you should aim at providing a brief summary of three to seven activities they must implement to accomplish each Output objective. Supply just enough detail to outline the strategy for accomplishing each Activity, and to provide the basis for a Work Breakdown analysis or more elaborate Activity Chart, Bar Chart, or Gantt Chart.

Remember that project management involves carrying out certain Activities. You must include these Activities in your Logical Framework. Provide a summary schedule of periodic meetings, monitoring events and evaluations. Some planning teams emphasise these Activities by including an initial Output called “Project Management System Installed and Operational”.

Step 5: Verify the Vertical Logic with the If/Then Test



The Logical Framework’s structure is based on the concept of Cause and Effect. If something occurs or is achieved, then something else will result.

By definition, each project described by a Logical Framework is based on this If/Then or cause-and-effect logic.

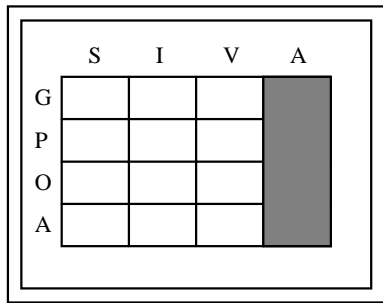
In a well planned Logical Framework, at the lowest levels on the Logical Framework you can say that if certain Activities are carried out you can expect certain Outputs to result. There should be the same logical relationship between the Outputs and the Purpose, and between the Purpose and the Goal.

As an example, you could argue that if you achieve the output to supply farmers with improved seed then the Purpose of increased production will be seen.

As you make the cause and effect linkages between objectives at the different levels stronger, your project design will be improved.

The Logical Framework forces you to make this logic explicit. It does not guarantee a good design because the validity of the cause and effect logic depends on the quality and experience of the design team.

Step 6: Define the Assumptions related to each level



Although there may be a clear logical link between the statements in the Narrative Summary column, there is always the possibility that other factors may break the links. Assumptions are statements about the uncertainty factors which may affect the link between each level of objectives. These may be external factors which you cannot control in the project or those which you choose not to control. This is the external logic of the project.

The Assumptions may describe important natural conditions, such as 20 centimetres of rain falling between May and October. They may be human factors such as no labour strikes during start up of project, timely release of budget, farmers willing to try new methods, farmers willing to use new credit mechanism. They may be external economic factors such as crop prices remaining stable. They may relate to other projects that must be carried out in conjunction with this project, like a World Bank irrigation project remaining on schedule, or UN fertiliser project completed by start-up.

The Narrative Summary describes the IF/THEN logic, that is the necessary conditions linking each level. Assumptions complete the picture by adding the if/AND/then logic. They describe the conditions which are needed to support the cause and effect link between each level. They are also known as the sufficient conditions.

If cause and effect is the core concept of good project design, necessary and sufficient conditions are the corollary. The necessary conditions describes the cause and effect relationship between the Activity-to-Output, Output-to-Purpose and the Purpose-to-Goal objectives for accomplishing project objectives. This is the internal logic, but it does not define the different conditions at each level for accomplishing the next higher level.

These other conditions are the assumptions. This is the external logic. The objectives (necessary conditions) plus the assumptions (sufficient conditions) give us a much clearer idea of the project's design.

By definition, the project team is not responsible for assumptions. These are outside their control. The team is responsible for producing Outputs. When Assumptions fail or change, this management agreement no longer applies. The project team agrees to monitor changes in assumptions, and if this is to happen you must make the assumptions as specific as possible. This may mean putting indicators on assumptions so they can be tracked more easily, but the project team is not responsible for producing them.

In spite of the fact that they are not responsible for the Assumptions, high-performance project teams spend a great deal of time trying to influence the probability of their project assumptions holding true.

The importance of clarifying Assumptions

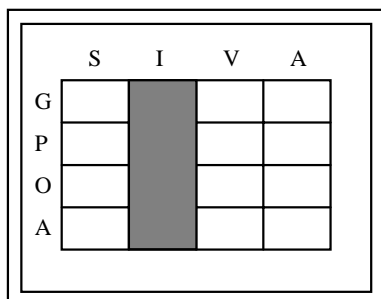
Assumptions are external conditions over which the project chooses not to exert or does not have control, but on which the accomplishment of objectives depends.

You can determine the assumptions by asking, “What conditions must exist in addition to my objective (at Activity, Output, Purpose or Goal levels) in order to achieve the next level?”

In our example, we may make the Assumption that sufficient rain will fall. Without this rainfall, the new seeds will not give the increased production we expect. If you want to measure the degree of uncertainty, you need to know the probability of this Assumption holding true. If 20 centimetres of rain during the planting season is the minimum requirement for projected crop yields, and this has occurred only three years out of the past ten, the probability of this Assumption holding true for this project is bleak (30% probability).

You can never have 100% certainty that project Outputs will cause the Purpose or the Purpose cause the Goal. In working with projects we make assumptions about the degree of uncertainty between these levels of objectives. The lower the uncertainty, the stronger the project design. Any experienced project manager will agree that killer assumptions, that is those which will prove fatal to a project, can derail a project as often as poorly executed outputs.

Step 7: Define the Objectively Verifiable Indicator (OVI) at Goal then Purpose, then Output, then Activity levels.



The basic principle of the OVI column is that “if you can measure it, you can manage it”. Indicators demonstrate results. As performance measures, they tell us how to recognise successful accomplishment of objectives. They are not the conditions necessary to achieve those results. There is no cause and effect relationship. But they define in measurable detail the performance levels required by objectives in the Narrative Summary column.

The Necessary and Sufficient Test

The OVIs tell us not only what accomplishment is necessary, but also what will be sufficient performance to assure that we can reach the next level of objective. For this reason, it is best to begin at the end. That is, begin with the higher order objective and work backwards through the causal chain: Goal then Purpose, then Outputs, then Activities.

Quantity, Quality and Time (QQT)

Normally you will state Indicators in terms of Quantity, Quality and Time (and sometimes place and cost). Putting numbers and dates on indicators is called Targeting. Although it is often claimed that higher order objectives are not

measurable, this is not true. We may choose not to put targets on them, but we can give all of Goals, Purposes and Outputs indicators and targets.

How many Indicators?

The fewer the better. Use only the number of indicators required to clarify what must be accomplished to satisfy the objective stated in the Narrative Summary column.

How do you construct an OVI?

Begin with the basic indicator. Make sure it is numerically quantifiable and then add the Quality and then Time dimensions.

$$(Quantity + Quality + time = QQT)$$

As an example:

Step 1: Basic Indicator:

Rice yields of small farmers increased

Step 2: Add Quantity:

Rice yields of small farmers increased by X bushels

Step 3: Add Quality:

Rice Yields (of some quality as 1997 crop) of small farmers (owning 3 hectares or less) increased by X bushels.

Step 4: Add Time:

Rice Yields (of same quality as 1997 crop) of small farmers (owning 3 hectares or less) increased by X bushels by the end of 1998 harvest.

Goal Level Indicators

Goal level indicators often describe the program or sector objectives to which this project and several others are directed. For this reason, the Goal level indicators may include targets beyond the scope of this project, such as small farmer income increased, where farmer income may be increased by the combined outcomes of several projects. Improved rice yields may be one necessary condition; but pricing policy, government subsidies etc. may also be required to hit income levels set at the goal level.

Examples of a Goal statement might be “wheat production in northern province doubled in 1991” or “small farmer income in northern province increased”, or “import of X products reduced.”

Purpose Level Indicators

The project Purpose is the primary reason why you are doing the project. It is why you are producing Outputs. But the Purpose very often defines the change in behaviour of project beneficiaries, or the change in the way institutions function as a result of the project's Outputs. This makes defining the OVIs at Purpose level difficult and complex. Nevertheless, the End of Project Status (EOPS), or the OVIs for Purpose, require QQT targeting as much as the Outputs do. Getting good clarity on Purpose level targets makes setting Output targets much easier.

Also when you do a cost/effectiveness assessment of a project design, it is the relationship between EOPS and costs that you look at, rather than simply Outputs and costs.

You are recommended to adopt a single Purpose in the Narrative Summary column. You should also aim at stating the EOPS simply so that it can be easily grasped. Its power will depend on its ability to galvanise action on the Outputs so that they result in the Purpose being achieved. To that end, design the Purpose EOPS so that it is motivating.

Output Level Indicators

By definition, these indicators establish the terms of reference for the project. If a project team or contractor is responsible for all the Outputs, then these indicators define the deliverables for which the contractor is accountable.

Activity Level Indicators

The OVIs at the Activity level are usually the Inputs or the Budget. Often this will look like a performance budget, since costs can be related directly to activities. Some agencies enter budget costs using standard categories like Commodities, Technical Services, Training, etc. The budget statement is usually a summary of resources which are described in greater detail in an attached document. The cost requirement defined in these OVIs are used for analysing the cost-effectiveness of the project by comparing the budget with the EOPS.

Step 8: Define the Means of Verification (MOV)

	S	I	V	A
G				
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In the Means of Verification (MOV) you describe the sources of information that will demonstrate what has been accomplished. If your objective is “Farmer income raised by X% in 19....”, where will you get the information to demonstrate this has happened? If you decide that a survey is needed, then you may need to add some action steps to the Activities List. If this costs money, you must add this to the budget.

The rule is that the Indicators you choose for measuring your objectives must be verifiable by some means. If they are not, you must find another indicator.

Step 9: Prepare the Performance Budget

You have already seen that the OVIs at the Activity level are usually the Inputs or the Budget. Now you need to prepare the full Performance Budget. Relate the costs

directly to the activities. You may need to use a set of standard categories to meet the requirements of the agency you are working for.

The Performance Budget does not form part of the Logical Framework, but is an essential document which is attached to the Logical Framework. Remember that the cost requirements defined in the Performance Budget will be used for analysing the cost-effectiveness of the project by comparing the budget with the OVIs at Purpose level.

Step 10: Check the Logical Framework using the Project Design Checklist

Work through the Project Design Checklist as an aid to ensuring that your project meets all the requirements of a well designed Logical Framework. It may be helpful to print your Logical Framework prior to reviewing the project with the checklist.

Step 11: Review the Logical Framework design in the light of previous experience

You should have been thinking about your previous experience of projects throughout the preparation of the Logical Framework. Now is the time to make a final check on this.

Project Design Checklist

- 1 • The project has one *purpose*.
- 2 • The *purpose* is not a reformulation of the *outputs*.
- 3 • The *purpose* is outside the management responsibility of the project team.
- 4 • The *purpose* is clearly stated.
- 5 • All the *outputs* are necessary for accomplishing the *purpose*.
- 6 • The *outputs* are clearly stated.
- 7 • The *outputs* are stated as results.
- 8 • The *activities* define the action strategy for accomplishing each output.
- 9 • The *goal* is clearly stated.
- 10 • The if/then relationship between the *purpose* and *goal* is logical and does not miss important steps.
- 11 • The *assumptions* at the *activity* level do not include any pre-existing conditions. (These are listed separately).
- 12 • The *outputs* plus the *assumptions* at that level produce the necessary and sufficient conditions for achieving the purpose.
- 13 • The *purpose* plus *assumptions* at that level describe the critical conditions for achieving the goal.
- 14 • The relationship between the *inputs/resources* and the *activities* is realistic.
- 15 • The relationship between the *activities* and *outputs* is realistic..
- 16 • The relationship between the *outputs* and the *purpose* is realistic
- 17 • The vertical logic among *activities*, *outputs*, *purpose* and *goal* is realistic as a whole.
- 18 • The *indicators* at the purpose level are independent from the *outputs*. They are not a summary of outputs but a measure of the *purpose*.
- 19 • The *purpose indicators* measure what is important.
- 20 • The *purpose indicators* have quantity, quality and time measures.
- 21 • The *output indicators* are objectively verifiable in terms of quantity, quality and time.
- 22 • The goal-level *indicators* are objectively verifiable in terms of quantity, quality and time.
- 23 • The *inputs* described at the activity level define the resources and costs required for accomplishing the *purpose*.
- 24 • The Means of Verification column identifies where the information for verifying each indicator will be found.
- 25 • The *activities* identify any actions required for gathering Means of Verification.
- 26 • The *outputs* define the management responsibility of the project.
- 27 • When reviewing the Logical Framework, you can define the evaluation plan for the project.
- 28 • The *purpose indicators* measure the project impact to be sustained.
- 29 • The *output strategy* includes a description of the project management systems.
- 30 • The team designing the project are completely exhausted!

OBJECTIVES CHECKLIST

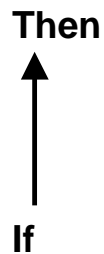
For checking Column 1 of the logical framework:

1. Do they answer

- | | |
|--------------|--------------|
| * Goal | Greater Why? |
| * Purpose | Why? |
| * Outputs | What? |
| * Activities | How? |

2. Does the logic work?

- * Vertical logic in Column 1;



- * Necessary and sufficient?

3. Where are the boundaries of the project?

4. Is there only one Purpose?

5. Is the Purpose too remote from the Outputs?

- * Is it assessable? Is the causal link reasonably strong?

6. Do we see Process as well as Product objectives?

7. Are the Outputs and Activities linked /cross-numbered?

RISKS AND ASSUMPTIONS CHECKLIST

For checking Column 4 of the logical framework:

1. Have all the risks been identified?

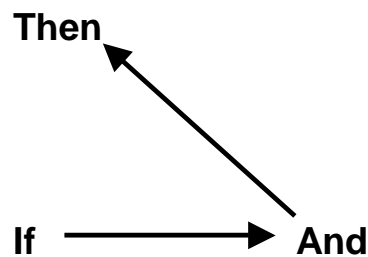
- * Stakeholder analysis?**
- * Problem trees? Etc.**

2. Are the risks specific? Or too general?

3. Are the risks/assumptions at the right level?

4. Does the logic work?

- * Diagonal logic between Columns 1 and 4**



- * Necessary and sufficient?**

5. Where risks are manageable, have they been managed?

- * Where possible, have they been turned into Activities and Outputs? i.e. moved into Column 1?**

6. What are the pre-conditions?

7. Should the project proceed in view of the remaining assumptions/risks?

INDICATORS AND VERIFICATION CHECKLIST

For checking Columns 2 & 3 of the logical framework:

1. Are the Indicators QQT'ed?
2. Are the Indicators and Means of Verification:
 - * Relevant
 - * Valid
 - * Reliable
 - * Measurable / verifiable
 - * Cost-effective / proportionate?
2. Are the Indicators necessary and sufficient? Do they provide enough triangulation?
3. Are the Indicators varied enough?
 - * Product and Process
 - * Direct and Indirect
 - * Formative, Summative and beyond
 - * Qualitative and Quantitative
 - * Cross-sectoral?
2. Who has set / will set the Indicators? How will indicators be owned?
3. Are the data collection / Means of Verification
 - * Already available
 - * Set up where necessary within the project?
4. Is there need for baseline measurement?

1. EXAMPLE OF LOGICAL FRAMEWORK - VIOLENCE AGAINST WOMEN- SOUTH AFRICA

Narrative Summary	OVI's	MoV	Assumptions
Super Goal: To fulfil rural and urban women's rights to safety			

Narrative Summary	OVI	MoV	Assumptions
and well-being in South Africa.			
Goal: Reduced violence against women.	Improvement in services for women victims of violence, and greater attention given to the issue at all levels, by mid-2001.	NNVAW / Soul City evaluation surveys.	
Purpose: To contribute to reducing violence against women and addressing the needs of victims, through strengthening the capacity of the NNVAW to effectively advocate and co-ordinate initiatives.	At least five providers in each of at least six provinces demonstrate markedly improved services by end 2000. Awareness of violence against women increased significantly amongst South African population by end 1999.	Service audit. Evaluation of media campaign.	
Outputs:			
1. Increased capacity of NNVAW to plan and implement strategically at national and provincial levels.	Comprehensive national and provincial action plans under implementation by March 1999. Consensus on clear and democratic decision-making Network structure by end 1999. Provincial / national training in management, accounting and communications completed by end 2000.	Action plans and records of. Implementation. Records of meetings and constitution. Record of training.	Network maintains cohesion. Consensus between national and provincial network levels.
2. Plans and agreements to ensure long term funding for NNVAW.	Secure financial future by mid-2001.	Accounts; concrete commitments to funding.	Funding is forthcoming.
3. Successful multi-media campaign.	Increase in understanding of key VAW issues across the adult population by >10% above baseline by end 1999.	External evaluation report.	Material reaches remote areas and campaign influences women in need and offenders' behaviour.
	Increased awareness amongst women of rights and of service availability by >20% above baseline by end 1999.	External evaluation report.	
4. Effective co-operation between NNVAW and partner organisations.	VAW-related activities of Department of Welfare, SAPS, and at least 2 other	Government records; qualitative feedback from victims.	Government capacity to co-operate

Narrative Summary	OVI	MoV	Assumptions
	government departments enhanced at national and provincial levels by mid-2001.		Services reach rural areas.
	Regular communications with all Network members and other NGO bodies established by mid-1999.	NNVAW Action plans.	Other NGOs interested in co-operation.
5. Effective contribution to official policy formulation.	National and provincial government policy, practice and legislation on VAW in Department of Welfare, Police Service and at least two other departments enhanced by mid-2001.	Government policy documents.	Government interest in co-operation, and ability to shift policy and practice.
6. Strategic assistance given to improve reach and quality of service provision by network members and other service providers.	Quality training conducted in at least two areas for all members by mid-2000; information exchanges available by end 1999.	Records of training; feedback from members and users on training and information provision.	Sufficient agreement on information and training needs across network Services reach rural areas.

Indicative Activities:	Inputs	£000s	
1a. Conduct needs assessments and develop National and Provincial Action Plans for NNVAW. 1b. Set up staffed Provincial and National offices and develop staff training programme. 1c. Establish accountable financial and decision-making mechanisms at Provincial and National levels.	Soul City NNVAW Monitoring & evaluation Total budget	1,000,000 870,000 30,000 1,900,000	
2a. Conduct audit of diverse potential funding sources, including income-generating possibilities. 2b. Develop plan for long-term network sustainability. 2c. Build capacity in provinces to seek funds independently.			
3a. Produce and broadcast television and radio series on VAW. 3b. Produce and disseminate as widely as possible accompanying printed material. 3c. Establish explicit means of collaboration between NNVAW and Soul City, in short and long term. 3d. Evaluate effect on public.			
4a. Broaden membership and raise awareness and of NNVAW. 4b. Encourage better service provision by government departments at National and Provincial levels.			
5a. Identify key landmarks and stakeholders for specific co-ordinated awareness raising activities. 5b. Brief 1999 general election candidates on VAW in South Africa. 5c. Contribute to policy in National and Provincial governments.			
6a. Develop key “fast track” services and responses for the media initiatives 6b. Formulate and co-ordinate Provincial network strategies			

<p>6c. Co-ordinate national audit of services</p> <p>6d. Develop information bank with communication channels to provincial centres</p> <p>6e. Develop demand-led strategic training programme for members</p> <p>6f. Enhance members' own capacity to deliver training</p>			
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2. EXAMPLE OF A LOGFRAME - JAMAICA ALL-AGE SCHOOLS PROJECT

Narrative Summary	Indicators	Means of Verification	Risks and Assumptions
Goal: Improved lifetime opportunities for poorer children	Increased number of children from poor communities finding employment or accessing higher levels of education	Tracer Studies of pupils from programme schemes GoJ School Profile Document.	4 Jamaican economy provides employment opportunities 5 Places available a nearby full secondary schools
Purpose: Better education for children from poor communities	By EOP 4 10% increase in the number of pupils reading at, or above, expected reading age at Grade 4 5 10% increase in attainment in core subjects at Grade 6 and Grade 7 and 9 tests. 6 10% increase in the number of pupils progressing to secondary education 7 School attendance at 85%	NAP assessment data Student Assessment Unit data	6 GoJ remains committed to poverty reduction through investment in education

Outputs: 4 Increased community participation in the management of schools	1.1 80% of school boards and PTAs operating effectively with representation from all groups in the community by Y2. 1.2 50% reduction in school vandalism by Y3 1.3 50% reduction in boys' and 25% reduction in girls' absenteeism by Y3	Minutes of meetings Empanelment reports Logbooks and attendance records Community profile conducted by CREOs	4 Co-operation from other agencies. 5 Interest of community members.
5 Improved school management	2.1 School Development plan prepared in all project schools by Y1 2.2 School Development Plans implemented in all schools by Y2.	Plans submitted to Project manager. REO records and reports TEO Monitoring reports	6 Training and support is sufficient to enable schools to formulate and implement plans
6 Distance learning established to provide initial training	3.1 Programme designed and accredited by Y1 3.2 120 teachers from project	Programme documentation Course registers	7 JBTE approves programme 8 Officers and

for unqualified teachers.	schools enrolled in training programme by Y1	and records	college staff sufficiently competent to make distance model effective 9 There are sufficient untrained teachers with entry qualifications
7 Regional and national systems strengthened to provide training and support for improved learning.	4 Systematic REO plans for INSET provision to remote schools effectively implemented by Y2 5 School based staff development in all schools by Y2 6 All teachers using interactive teaching with focus on literacy by Y2 7 Effective learning support in all schools by Y2 8 One teacher from each feeder Basic school trained in the Reading Readiness Programme by Y2 9 40% more children score higher in the NAP entry assessment by Y3 10 Effective guidance and counselling in every project school by Y2 11 50% of teachers of Grades 7-9 trained in ROSE curriculum and methodology by Y3 12 Improved data collection and processing in REOs (MIS) by Y3	Reports to project steering committee Staff development plans in SDPs Course register TEO monitoring Course registers NAP data Programme documentation NAP data TEO reports	10 Training overload of teachers, especially those in small schools. 11 Early drop-out by untrained teachers from programme 12 Sufficient capacity in Ministry to fund employment and training of Guidance Counsellors 13 ROSE training teams available to the project
8 Appropriate levels of learning resources provided to meet curriculum needs	5.1 Books and equipment being used effectively by Y2	Observation reports by TEOs	14 Efficient procurement and delivery system
9 Minor rehabilitation works identified and carried out through school development plan process	6.1 Completed work by Y3		15 Time taken to complete work
10 Phase 2 designed	7.1 Action research taking place by Y1 7.2 Appraisal and design process by Y2 7.3 Project memorandum completed by Y2	Baseline data and research reports Monitoring reports from Project Manager	16 A culture of learning will develop

<p>Activities:</p> <p>1.1 Sensitisation of communities and formalisation of community representation.</p> <p>1.2 Establish partnerships with SDC and other agencies e.g. Peace Corps, RADA, Public Health, UNICEF, JAMAL to target other forms of community development and job creation.</p>			
<p>2.1 Training for Principals/School Boards/TEOs in School Development planning.</p> <p>2.2 Training for Principals in Instructional Leadership/School Management. 5 days pa</p>			
<p>3.1 Develop a programme to meet the needs of untrained teachers in remote rural all age schools (to include a gender component)</p> <p>3.2 Inset for College staff</p> <p>3.3 Contract with Teacher Training Colleges for implementation and monitoring programmes</p>			
<p>4.1 Preparation of REO Development Plan to include INSET delivery</p> <p>4.2 Strengthen literacy and learning support training for Moneague college staff/MOEC officers at regional level.</p> <p>4.3 College staff to train literacy resource teachers</p> <p>4.4 Literacy training is provided for project school teachers</p> <p>4.5 Training of teachers in assessing and addressing special needs</p> <p>4.6 Create a focus on literacy in the community</p> <p>4.7 Provide Reading Readiness Programme to feeder Basic Schools</p> <p>4.8 Group of teachers to conduct action research on gender and boys achievement in school</p> <p>4.9 Training for College tutors of Guidance Counsellors and MOEC officials using action research model</p> <p>4.10 Study visits for MOEC officers</p> <p>4.11 Capacity of Regional Office to support remote rural schools strengthened including MIS</p>			
<p>5.1 Project menu of materials and equipment established</p> <p>5.2 Schools' Needs Assessment carried out as part of School Development Planning</p> <p>Training in use of materials and equipment</p>			
<p>6.1 Minor works which will enhance the quality of teaching and learning identified through School Development Plan</p>			
<p>7.1 Baseline study undertaken</p> <p>7.2 Action Research on specific aspects of the project</p> <p>7.3 Appraisal and design of Phase II</p>			

3. EXAMPLE OF A LOGFRAME - INTERNATIONAL PROGRAMME FOR THE ELIMINATION OF CHILD LABOUR

Andhra Pradesh State Based Project

	Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
Goal	To reduce and prevent child labour in India	The Gol and of other states show interest in the Andhra Pradesh state strategy and in replicating its elements. ILO takes elements of approach into other areas of IPEC. Progress towards ratification of ILO C138 & C182. Progress towards compliance with UN CRC targets. Achievement of Gol targets.	Gol and State documents. IPEC documents. ILO documents. Gol report to UN. ILO documents.	
Purpose	Replicable pilot interventions which contribute to the progressive elimination of child labour in Andhra Pradesh developed.	Govt has a strategy to end CL in the state. State expands measures towards universalising elementary education into additional mandals with focus on child labour. Increase in enrolment and retention of children including hardest-to-reach especially girls in schools by end of project. CL in slate industry in Markapur is eliminated by the end of the project.	State Govt records, District records. DPEP records, NCLP records. Annual statistical reports of Dept. of Education, DPEP. Reports of implementing agency and of monitoring agency.	1.Nation wide commitment to Universal Elementary Education. 2.Lack of appropriate national legislation does not impede. 3.Government commitment to the International Labour Standards. 4.Willingness to implement National legislation.
Outputs	<p>1. ILO-IPEC contribution to the development and implementation of the State's strategy to end child labour in AP.</p> <p>2. Strategy implemented for the prevention and elimination of child labour in pilot areas of AP.</p> <p>3. ILO social partners (including Trade</p>	<p>1.1 Plan for contribution developed by end Sept 2001.</p> <p>1.2. Forum for consultation on CL initiated by December 2001.</p> <p>2.1 Six Action Programmes developed in collaboration with primary stakeholders by Sept 2001 and implemented by end of project.</p> <p>2.2 Number of working children reduced in pilot area by end of project.</p> <p>3.1 Trade Unions include child labour in their</p>	<p>1.1 Report.</p> <p>1.2 Report of consultation.</p> <p>2.1 ILO –IPEC records Action Programme documents</p> <p>2.2 Implementing agency records Govt records</p> <p>3.1 and 3.2 Collation of TU records (minutes,</p>	<p>5.Government continued focus on Child Labour.</p> <p>6.Lack of adequate and appropriate AP legislation does not impede the process of elimination of child labour.</p> <p>7.No disruption due to political uncertainty and the Telangana movement.</p> <p>8.State's fiscal position does not impact on allocations for UEE and CL.</p> <p>9.AP Dept of Education and DPEP respond to needs of UEE.</p> <p>10.Limited focus on enforcement does not</p>

Unions, employers) mobilised.	agenda and policies on labour issues. 3.2 Trade Unions influence government to initiate measures to end CL. 3.3 Employers Associations advocate elimination of CL. 3.4 Collective agreements between unions and employers include a clause on CL; long-term settlement U/S 12(3) and 18(1) of ID Act.	resolutions, complaints, agreements). 3.3 and 3.4 Collation of minutes of meetings of employers associations. Press reports of employers' action.	jeopardise reduction in CL. 11.Increased resources are allocated for UEE.
4. Network of civil society organisations with common agenda addressing child labour established.	4.1 CSOs from at least 16 districts become members of the network by end March 2002. 4.2 CSO network agenda of action agreed by June 2002 and implemented by end of project. 4.3 Number of state and district level meetings on CL by CSO network.	4.1 Network records. 4.2 Reports and discussion papers prepared by CSOs Media reports on CSO activity on CL. 4.3 Minutes and reports.	
5. Strategies for addressing the hardest-to-reach child labour, including girl CL, piloted.	5.1 Strategy developed by December 2001 5.2 Baseline information on GCL in pilot areas by December 2001. 5.3 Methodology developed for collecting baseline information on the hardest-to-reach available by end of project.	5.1 Strategy document. 5.2 Implementing agency reports. 5.3 Implementing agency reports and project documents.	
6. Lessons and best practice identified, documented and disseminated.	6.1 x documents in a wide range of forms developed. 6.2 Requests from within and outside AP for information, lessons, papers etc.	6.1 Documents on file 6.2 Record of requests Press reports	

Activities ²	1.1 Draw up an action plan for contributing to scaling up ³ strategy. A, possibly B			12. There are no further delays in start-up. 13. Implementing agencies perform effectively. 14. If natural disasters occur, they have a minimal impact on the project. 15. Willingness to draw on the expertise of CSOs. 16. Key individuals
	1.2 Establish a continuous dialogue with government on CL policy and implementation. A/B			
	1.3 Conduct studies on Government policy on CL and feed in outcomes into Government policy and			

² ILO Categorisation of activities

A Activities that are done by the central project team; limited expenditure

B Mini-programmes of expenditure of less than \$5000 or external collaboration contracts; require implementing agency

C Action Programme of expenditure more than \$5000; requires implementing agency possibly with elements sub-contracted to an executing agency(ies)

³ Scaling-up here implies an influencing of others in policy development and implementation, such that lessons and processes learned are applied on a larger and wider scale outside pilot areas. It does not imply the repetition on a wider scale by the project of interventions used by the project in pilot areas.

implementation. B			trained are retained.
2.1 Develop and implement a strategy to target young children (4-8 years) at risk of joining the workforce, enrol them in schools and retain them. C			17.CL employers' response will not be such that it impedes the project.
2.2 Develop and implement a strategy for creating community level awareness on CL C			18.Proper PM&E systems can be developed.
2.3 Sensitisation and capacity building of key government agencies and civil society partners. C			19.Hidden CL can be identified with reasonable accuracy.
2.4 Support additional income opportunities to families of CL. C			
2.5 Develop and pilot a model PM & E system. C			
2.6 Develop exit strategy and conclude activities of IASP in Markapur including TECs C			
3.1 Implement the Trade Union Action Programme against CL as approved by the Steering Committee 30/4/01. C			
3.2 Develop and implement an Action Programme for mobilising 3 categories of employers against CL. C			
4.1 Draw up a plan for networking CSO. A			
4.2 Networked CSOs agree to a common position and plan. B or C			
4.3 Ensure regular flow of information amongst the CSOs on CL initiatives. B or C (with 4.2)			
5.1 Develop and implement programme for Girl Child Labour (10-15 age group) in pilot areas. B			
5.2 Support the on-going Integrated Girl Child Labour Programme of Govt of AP. C			
5.3 Research and develop strategies to address the problem of the hardest-to-reach CL in AP. B			
5.4 Influence Govt policy to reach the hardest-to-reach groups. A			
6.1 Early lessons prepared for contributing to dialogue at state level. A, or possibly B			
6.2 Document lessons in format appropriate to a range of specified audiences. B			
6.3 Disseminate lessons to audiences within and outside India. B/C			
6.4 Conduct review event involving key stakeholders 10 months prior to the end of the project. B			

