PROPOSAL PREPARATION USING THE LOGICAL FRAMEWORK APPROACH

DAY 3

Cook Islands

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Recap Day 2

Day 3 overview

• Creating your own Logframe matrix
• Verifying your Logframe matrix.
• Donor agency presentation.

• Breaks at 10:30am; 12:30pm; 3:00pm
• Finish at 4:30pm
Small group activity

• **Name:** Marshmallow challenge
• **Objective:** Build the highest tower
• **Materials available:** spaghetti and marshmallows.

**Rules:**
- You CAN NOT use any other materials
- You can break the spaghetti into shorter lengths
- The tower can not be stuck to the table or desk.
- Time: 12 minutes
### Step 5. Logframe matrix - in detail

<table>
<thead>
<tr>
<th>Project description</th>
<th>Indicators</th>
<th>Source of verification</th>
<th>Assumptions</th>
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<tbody>
<tr>
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<td>8</td>
<td>9</td>
</tr>
<tr>
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<td>2</td>
<td>10</td>
<td>11</td>
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<td>Outputs</td>
<td>3</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Activities</td>
<td>4</td>
<td></td>
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Goal

• Documents the project’s contribution to high level policy or programme objectives (impact)
• The project will only partially contribute to achieving the goal
• The statement should include:
  – a major issue or thematic area
  – focus population and location
  – clear and concise terminology
  – Often starts with the words “To contribute to…..”
Goal

Examples:

• To contribute to establishing a healthy marine ecosystem that supports local fisheries in the Cook Islands

• To contribute to improved family health, particularly the under 5s, and to improve the general health of the tablelands rivers and lakes system

• What is wrong with this goal? Can you improve it?
  “Increase knowledge about sexual and reproductive health.”
Purpose

• More specific than the goal and describes the desired future state
• The project should achieve the purpose
• The statement should refer to:
  – the development outcomes at the end of the project
  – target group
  – specific location
  – time period
  – use verbs like: decreased, increased, strengthened, enhanced, improved
Purpose

Example:

• Improved livelihoods of Vava’u fishing community due to higher water quality in mangroves by 2015.

• What is wrong with this purpose? Can you improve it?

  “Train 20 students to promote physical exercise.”
  “Increased fisheries catch”
Output

• Project can be held accountable for the delivery of outputs

• The statement should refer to:
  – the tangible services or products delivered as a result of the activities
  – use verbs like: delivered, conducted, produced etc.
Outputs

Examples:

• River water quality standards developed

• 20 students trained in peer education strategies

• New patrol boat purchased to monitor fisheries

• 4 week radio program on composting household waste produced
Activities

• The main tasks that need to be carried out to achieve the outputs
• Detailed supporting tasks will be documented in the Activity Schedule - don’t include them here.
• The statement should use:
  – present tense written with active verb
  – use verbs like: train, provide, produce, establish, create, conduct etc.
Activities

Examples:

• Conduct baseline study of the use of LFA in PSIS

• Train PSIS government staff in the use of LFA

• Review existing river water quality standards in Samoa and other PSIS

• Purchase monitoring buoy for Manihik lagoon
Group activity

Complete the:
  – Goal
  – purpose

... components of the logframe matrix for the ‘LFA training’ problem

• 10 minutes
Activity

In pairs, improve the purpose statements in your learner guide on page 24

• 10 minutes
Group activity

Complete the:

– Outputs
– Activities

... components of the logframe matrix for the ‘LFA training’ problem

• 15 minutes
Break

# Logframe matrix - Assumptions

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Logframe matrix - Assumptions

• Key factors outside the direct control of the project
• Worded as a positive statement of a condition that must be met in order for the project’s output, purpose or goal to be achieved.
• Can be converted to risks that can be assessed
Logframe matrix - Assumptions

THEN
+ ASSUMPTIONS
IF

GOAL

PURPOSE

OUTPUTS

ACTIVITIES

THEN
ASSUMPTIONS +
IF

• Rural communities know how to respond to tsunami warning

• International tsunami warning system covers PSIS

• Rural village has reliable internet
• Local disaster risk officer know how to use smartphone
Logframe matrix - Assumptions

Assessing assumptions as risks:

• Turn the positive assumption statement into a negative risk statement
• Assess the risk on the risk matrix to determine how it should be treated
Group activity - Assumptions

Turn assumptions into risks and assess the risk on the risk matrix. What action should be taken?

Assumption 1: Local DRR officer knows how to use smartphone

Assumption 2: Tsunami warning system covers PSIS

Assumption 3: Rural communities know how to respond to tsunami warning

<table>
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<tr>
<th>Likelihood</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
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<tbody>
<tr>
<td>Impact</td>
<td>Manage risk</td>
<td>Manage risk</td>
<td>Do not include</td>
</tr>
<tr>
<td></td>
<td>Manage risk</td>
<td>Manage risk</td>
<td>Manage risk</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
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Rethink or redesign project
Group activity

- Define assumptions and assess risks for our LFA training example
- Populate the matrix
- 20 minutes
Logframe matrix - Indicators and Sources of verification

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Logframe matrix - Indicators

• Sets targets to measure:
  – outputs created / delivered
  – project’s success (objective achieved?)
  – how much has the project contributed towards achieving the goal

• Quantitative and Qualitative (ideally choose both)
• Include quantity, quality, timeframe (QQT)
• Baseline and post-program data
Logframe matrix - Sources of verification

- Related to the specific indicators
- Documents:
  - **Where** the indicator data will come from (source)
  - **How** it will be collected
  - **Who** will collect the data
  - **When** the data will be collected

- Consider:
  - Existing sources
  - Time / cost / difficulty of collecting data
<table>
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<tr>
<th>Output: Increased capacity of doctors to identify dengue fever</th>
<th>Indicators</th>
<th>Source of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All doctors (18) receive accredited training by mid 2013</td>
<td>• Training attendance sheet completed by trainer, reviewed by PM in Sept 2013</td>
</tr>
<tr>
<td></td>
<td>• Post-program dengue knowledge test scores are on average 90% or above</td>
<td>• Assessment spreadsheet at Tarawa clinic. PM to review data in Dec 2013</td>
</tr>
</tbody>
</table>
Group activity

• Define indicators and sources of verification for our LFA training example
• Start with the Goal indicator

• 20 minutes
Logframe matrix - Reviewing the logframe matrix
Checking that the logframe make sense

**Vertical logic**
Check the means-end relationship (column 1) and assumptions (column 4)

**Horizontal logic**
Check if indicators (and sources) are a good measure of goal, objectives, outputs. Are targets realistic?
Group activity

• Verify the vertical and horizontal logic of the ‘LFA training’ matrix

• 20 minutes
Lunch

Activity - Knots

Image Source: http://www.trendhunter.com/trends/helena-dietrich
Project group activity

• Review project team’s solution tree
• Complete the logframe matrix for your project
Break
Recap - LFM

Guest speaker
Day 3 evaluation

What you liked best

What could be improved

What you want more of