Capacity Building of Government Officials

Logical Framework for Project Design

Payson Center for International Development
Tulane University

Development in the 1970's

- Slow shift of International Agencies to personnel intensive organizations
- Slow change of US policy away from technology, US training – (Green Revolution) towards:
- Contract and beltway driven activities.
- Move towards vertical projects
- Concern with evaluation after great society efforts

Project Logical Framework

- Developed by a USAID consulting firm
- Responding to the need for a planning and evaluation framework.
- Evolved over 30 years
- Widely used by development community
- Not used by USAID

What is the Logical Framework Approach?
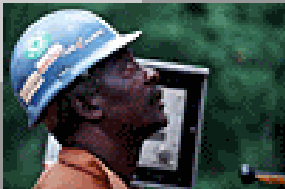
- The Logical Framework Approach (LFA) is a results-based tool for conceptualizing, designing, implementing, monitoring and evaluating projects.

- It provides structure to the project planning process and helps to communicate essential information about the project to stakeholders in an efficient, easy-to-read format.

What does the IDB's Logical Framework Course Cover?

- The course focuses on the use of the Logical Framework Approach for project design and conceptualization covering

  1. Stakeholder analysis,
  2. Problem analysis,
  3. Analysis of objectives,
  4. Analysis of alternatives, and
  5. The Logical Framework Matrix (LFM).

Logframe Approach

| ANALYSIS PHASE | PLANNING PHASE |

Identify stakeholders
Identify/ analyse
Deduct
Select the option

Define the project logic
Specifying and operationalising

- **Stakeholder Analysis** - identifying & characterising major stakeholders, target groups & beneficiaries, defining whose problems will be addressed by a future intervention, and which potentials can be used
- **Problem analysis** - identifying key problems, constraints and opportunities; determining cause and effect relationships
- **Analysis of objectives** - developing objectives from the identified problems; identifying means to end relationships
- **Strategy analysis** - identifying the different strategies to achieve objectives; selecting the most appropriate strategy(ies); determining the major objectives (overall objectives and project purpose)

- **Logframe** - defining the project/ programme structure, testing its internal logic, formulating objectives in measurable terms, defining means and cost (overall)
- **Activity scheduling** - determining the sequence and depen-dency of activities; estimating their duration, setting milestones and assigning responsibility
- **Resource scheduling** - from the activity schedule, developing input schedules and a budget

Stakeholders

- Any individuals, groups of people, institutions or firms that may have a relationship with the project/ programme

- They may – directly or indirectly, positively or negatively – affect or be affected by the process and outcomes of projects or programmes

Step 1: Stakeholder Analysis

- Identifying Key Stakeholders (beneficiaries, vulnerable groups, possible adversely effected groups, socio-economic characteristics, relationships etc.)

- Determining Stakeholder Interests (benefits, expectations, resources they could mobilise etc)

- Determining Stakeholder Power and Influence (power and dependency relationships, control of decision making, resources etc.)

- Formulating a Stakeholder Participation Strategy in view of analysis, planning and implementation

Stakeholder Analysis (Summary)

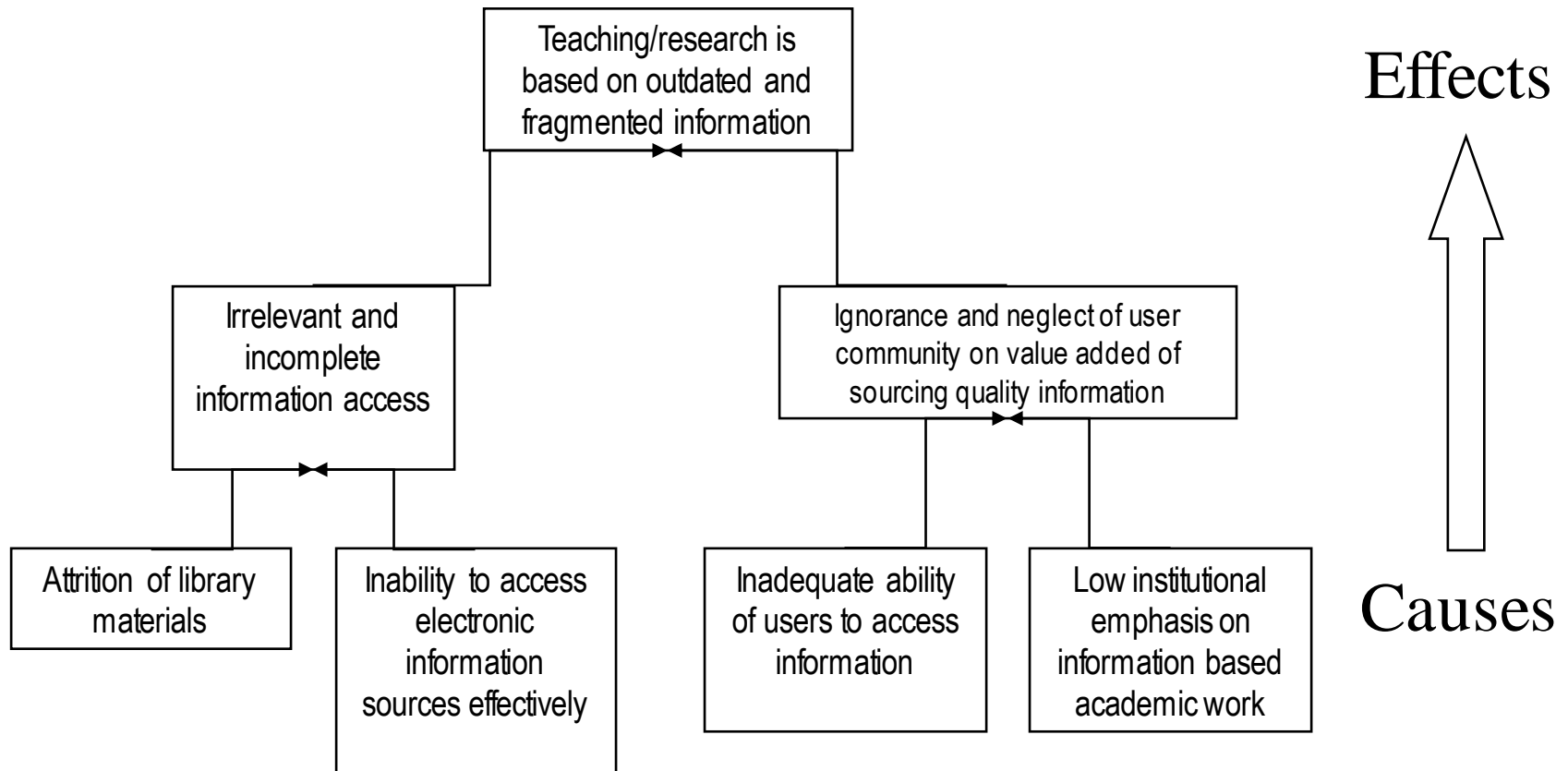| •Stakeholder	• Characteristics • social, economic • gender differentiation • structure, organisation, status • attitudes...	• Interest & expectations • interests, objectives... • Expectations	• Potentials & deficiencies • knowledge, experience... • potential contribution	• Implications and conclusions for the project • possible action required • how to deal with the group

Step 2: Problem analysis (I)

- Is a procedure which allows to :
  - analyse an existing situation
  - identify key problems in this context
  - visualise the problems in form of a diagram/tree (cause-effect relationships)

Problem analysis (II)

Establishing cause-effect relations between problems

Effects

Causes

Teaching/research is based on outdated and fragmented information

Irrelevant and incomplete information access

Ignorance and neglect of user community on value added of sourcing quality information

Attrition of library materials

Inability to access electronic information sources effectively

Inadequate ability of users to access information

Low institutional emphasis on information based academic work
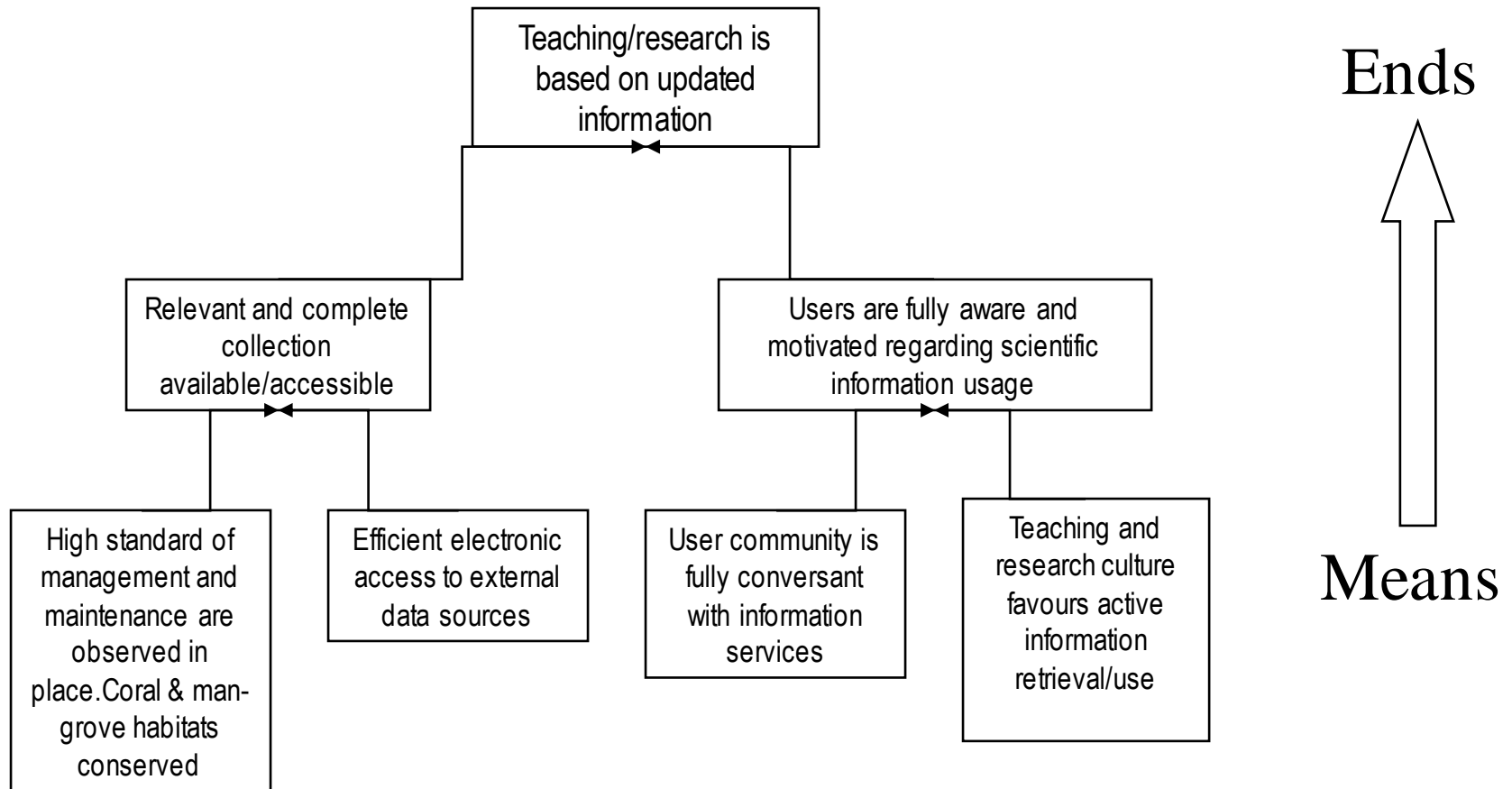
Problem analysis (III)

- agree on the unit of analysis
- identify major problems existing within a given situation (brainstorming)
- select a starter problem
- look for related problems to the starter problem
- establish hierarchy of cause and effects
  - problems which are directly causing the starter problem are put below
  - problems which are direct effects of the starter problem are put above
- complete with all other problems accordingly
- connect the problems with cause-effect arrows
- review the diagram and verify its validity and completeness

Step 3: Analysis of objectives (I)

– Describes the future situation that will be achieved by solving the problems…

– …by turning the negative aspects into positive ones (desired, realistic) Reformulate all negative situations of the problem analysis into positive situations that are

  ▢ desirable

  ▢ realistically achievable

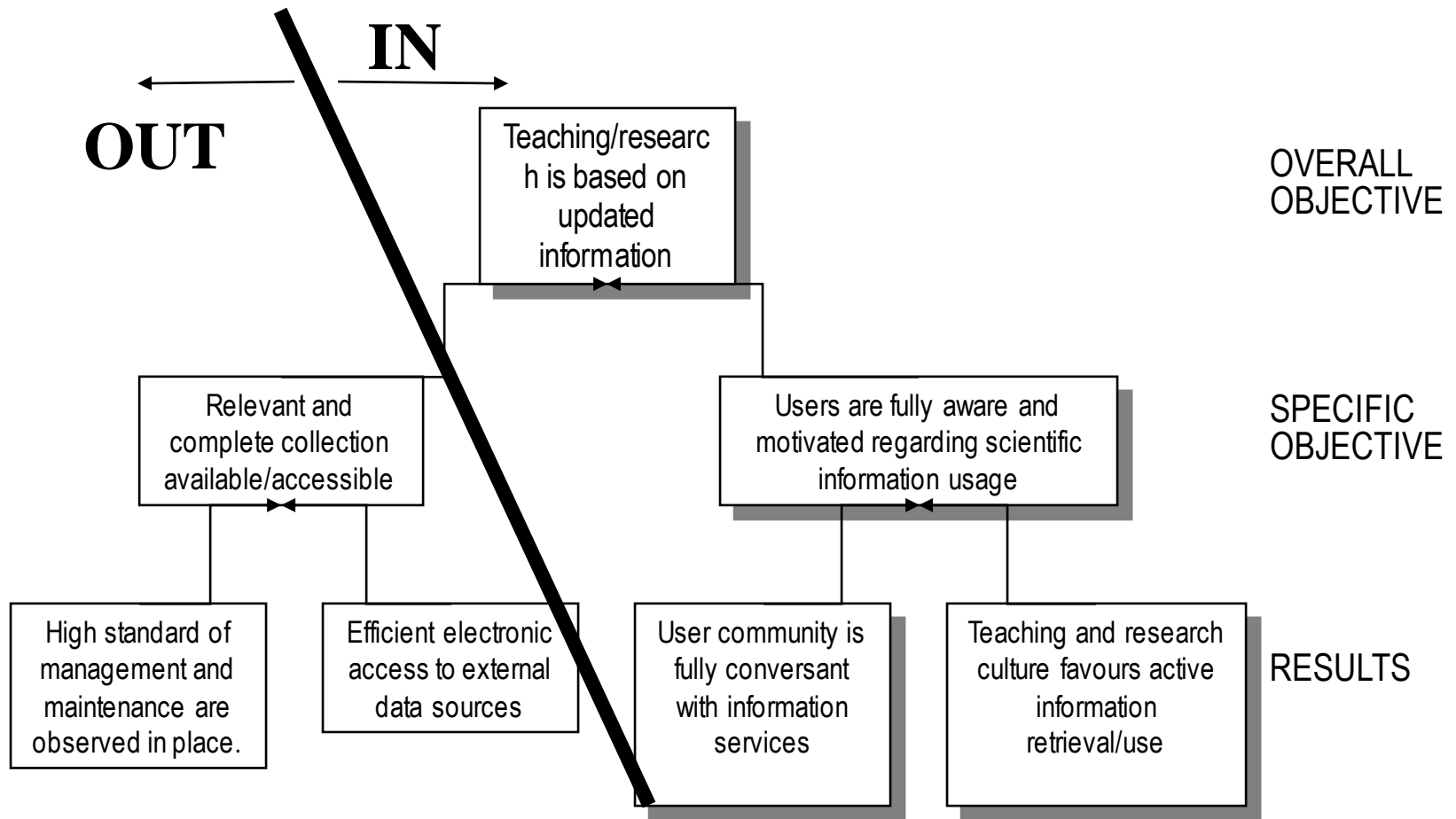– Check the means-end relationships

Analysis of objectives (II)

Turning the negative aspects into future desired, but realistic situations

Teaching/research is based on updated information

Ends

Means

Relevant and complete collection available/accessible

Users are fully aware and motivated regarding scientific information usage

High standard of management and maintenance are observed in place.Coral & man-grove habitats conserved

Efficient electronic access to external data sources

User community is fully conversant with information services

Teaching and research culture favours active information retrieval/use

Step 4: Analysis of Strategies (I)

– The purpose is:

- to identify possible alternative options or ways to contribute to the overall objectives

- to agree on priority strategies based on an assessment of the relevance, the feasibility and the sustainability of each of them

- to concentrate the means of the project on what is really important, effective and feasible

Analysis of Strategies (II)

IN

OUT

Teaching/research is based on updated information	OVERALL OBJECTIVE

Relevant and complete collection available/accessible	Users are fully aware and motivated regarding scientific information usage	SPECIFIC OBJECTIVE

High standard of management and maintenance are observed in place.	Efficient electronic access to external data sources	User community is fully conversant with information services	Teaching and research culture favours active information retrieval/use	RESULTS

Decision based on: budget, priorities, human resources available, social acceptability, urgency, ...

The Logical Framework?

- The Logical Framework Matrix provides a summary of:
  - ☐ **why** a project is carried out
  - ☐ **what** the project is expected to achieve
  - ☐ **how** the project is going to achieve it
  - ☐ **which** external factors are crucial for its success
  - ☐ **where** to find the information required to assess the success of the project
 - ☐ **which** means are required
  - ☐ **what** the project will cost

Step 5: From Strategy Analysis to Intervention Logic

HOW?

- Complete formulation of objectives
- Transfer objectives to logframe (intervention logic): **OO, SO, Results**
- Review and complete the objectives at different levels
- Identify possible activities

Logical framework

- Intervention   Objectively   Sources of   Assumptions
- Logic   Verif. Indicators   Verification

Overall Objectives			
Specific Objective			
Results			
Activities	Means	Costs	
			Pre-condi-tion
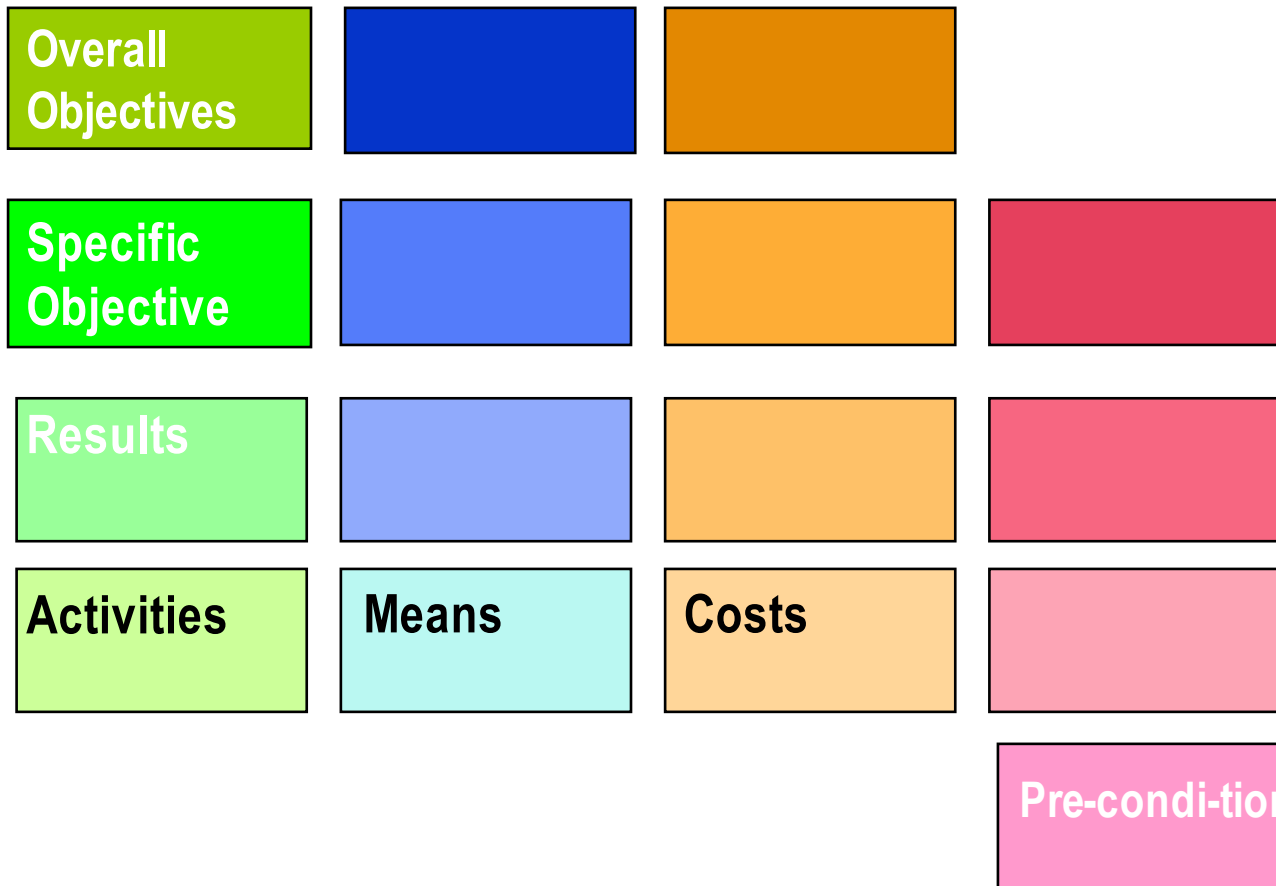
Intervention Logic

- **<u>Overall objectives</u>**: the academic long term benefits to which the project/programme will *contribute.*

- **<u>Specific objectives</u>:** the key project/programme objective that indicates the benefit(s) the major project beneficiary will obtain.

- **<u>Results</u>**: the services or products to be realised by the project/programme.

- **<u>Activities</u>**: the measures to be taken by the project to ensure the outputs.
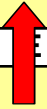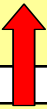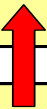
INTERVENTION LOGIC	MEANING
OVERALL OBJECTIVE(S) (OO) ACADEMIC DEVELOPMENTAL End	The higher level development and/or academic objectives towards which the project is expected to contribute (benefits for indirect beneficiaries). **WHY?** **TO CONTRIBUTE**
Means **SPECIFIC OBJECTIVE (SO)** ACADEMIC DEVELOPMENTAL End	The development and/or academic objective(s) which the project is expected to accomplish (benefits for direct beneficiaries) **WHAT?** **TO ACHIEVE**
Means **RESULTS** End	Results that the projects needs to deliver (sufficient and necessary) to ensure the accomplishment of the SO **HOW** **TO PRODUCE**
Means **ACTIVITIES (A)** End	The activities that have to be undertaken by the project in order to produce results. **WHAT TO DO** **TO DO**
Means **INPUTS (I)**	Means necessary to undertake the activity **WHAT NEEDED** **TO PROVIDE**

INTERVENTION LOGIC	CONTROL AND ACCOUNTABILITY

INTERVENTION LOGIC

OVERALL OBJECTIVE(S) (OO)

ACADEMIC
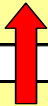DEVELOPMENTAL

End

Means

SPECIFIC OBJECTIVE (SO)

ACADEMIC
DEVELOPMENTAL

End

Means

RESULTS
SUB-RESULTS (deliverables)

End

Means

ACTIVITIES (A)

End

Means

INPUTS (I)

CONTROL AND ACCOUNTABILITY

…beyond the control of project management

…what overall the project can reasonably be accountable for achieving (.

…what is within the direct management control of a project.

PROJECT 1	PROJECT 2	PROJECT 3
Overall objective: Deficiency of computer experts on the labour market is reduced.	**Overall objective:** Access to higher education is increased throughout Zambia.	**Overall objective:** Production of small scale miners and farmers is more cost-effective.
Specific objective: The Department of Computer Studies is fully operational within the School of Natural Sciences.	**Specific objective:** The capacity of the Directorate of Distance Education (DE) to deliver services is enhanced.	**Specific objective:** Quality self-sustainable services are provided by the Departments of Geology and Soil Science.
Results: 1. A complete BSc programme in Computer Studies is offered. 2. A one year post-graduate programme in Computers Studies is offered. 3. Qualified academic staff is available for teaching and research. 4. Computer equipment is operational. 5. The necessary pedagogic and logistical provisions are in place. 6. Consultancy services are provided to third parties.	**Results:** 1. Well trained DE staff available in each centre. 2. Quality of DE courses is enhanced. 3. Access to DE has become easier for students. 4. Improved student support is in place. 5. DE administration has improved.	**Results:** 1. Quality of laboratory services has improved. 2. Staff capacity for research and consultancy is strengthened. 3. Effective management committee for laboratory services is in place.

Step 6: Completing the Logframe

- Identify assumptions
- Identify indicators and sources of verification
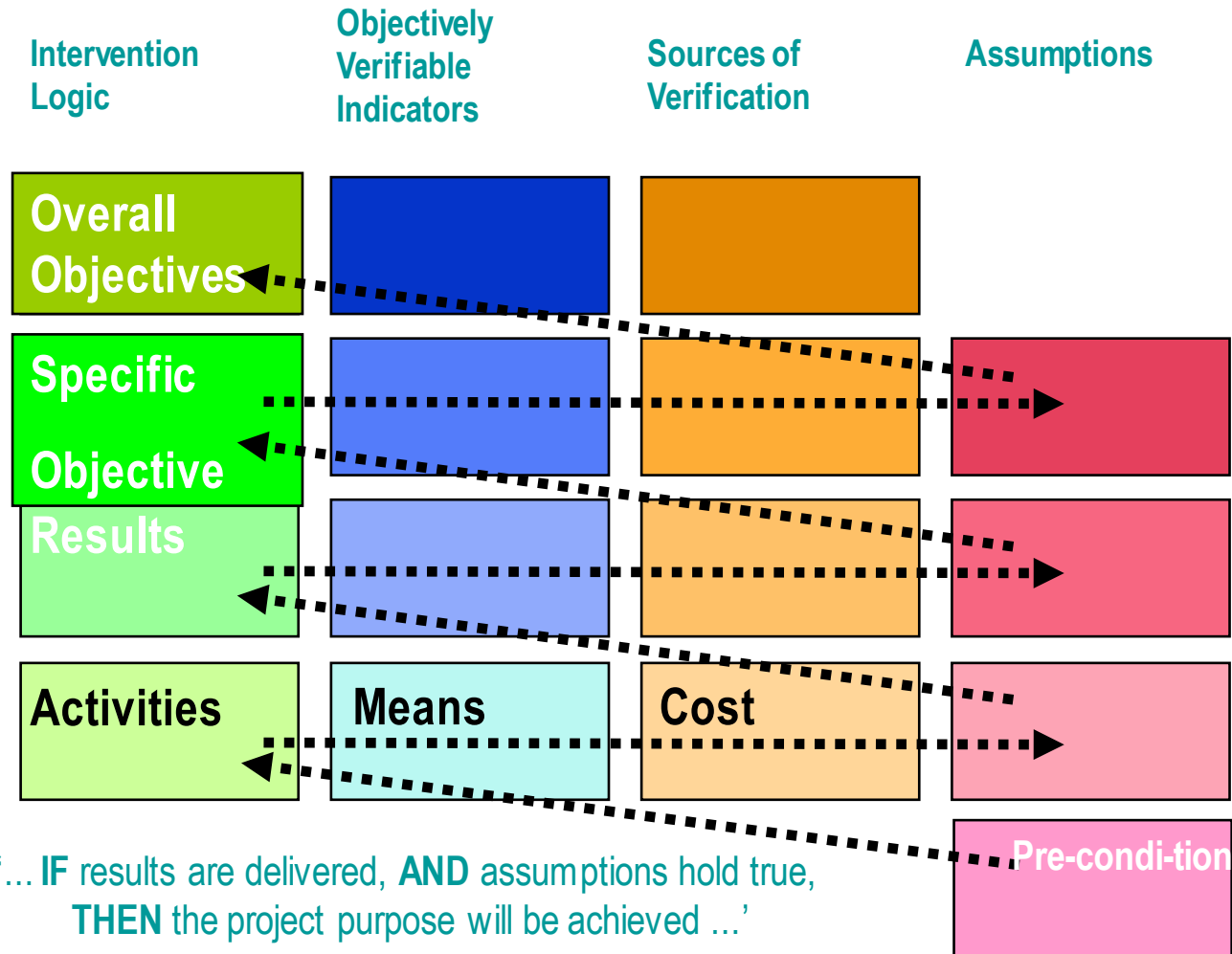
Assumptions

- **What are they?**

- They are external factors that influence or even determine the success of the project

- **Why are they required?**

- The intervention logic never covers all aspects of reality. External factors have an important influence on the success and should be identified and taken into account

- **What is a pre-condition?**

- An assumption that must be fulfilled/met before activities can start

Assumptions HOW?

- Identify in the hierarchy of objectives those objectives that are not included in the intervention logic but important for the success of the project

- Identify other external factors not included in the hierarchy which must be fulfilled to achieve the Overall Objectives, the Project Purpose, the results and the activities

- Place them as external factors at the appropriate level of the logframe

Logframe Basics

Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objectives			
Specific Objective			
Results			
Activities	**Means**	**Cost**	
			Pre-condi-tion

'... **IF** results are delivered, **AND** assumptions hold true, **THEN** the project purpose will be achieved ...'

Assumptions HOW?

- Assess the importance of the external factors by using the assessment algorithm
- Check the intervention logic and assumptions on completeness

Assessment of Assumptions
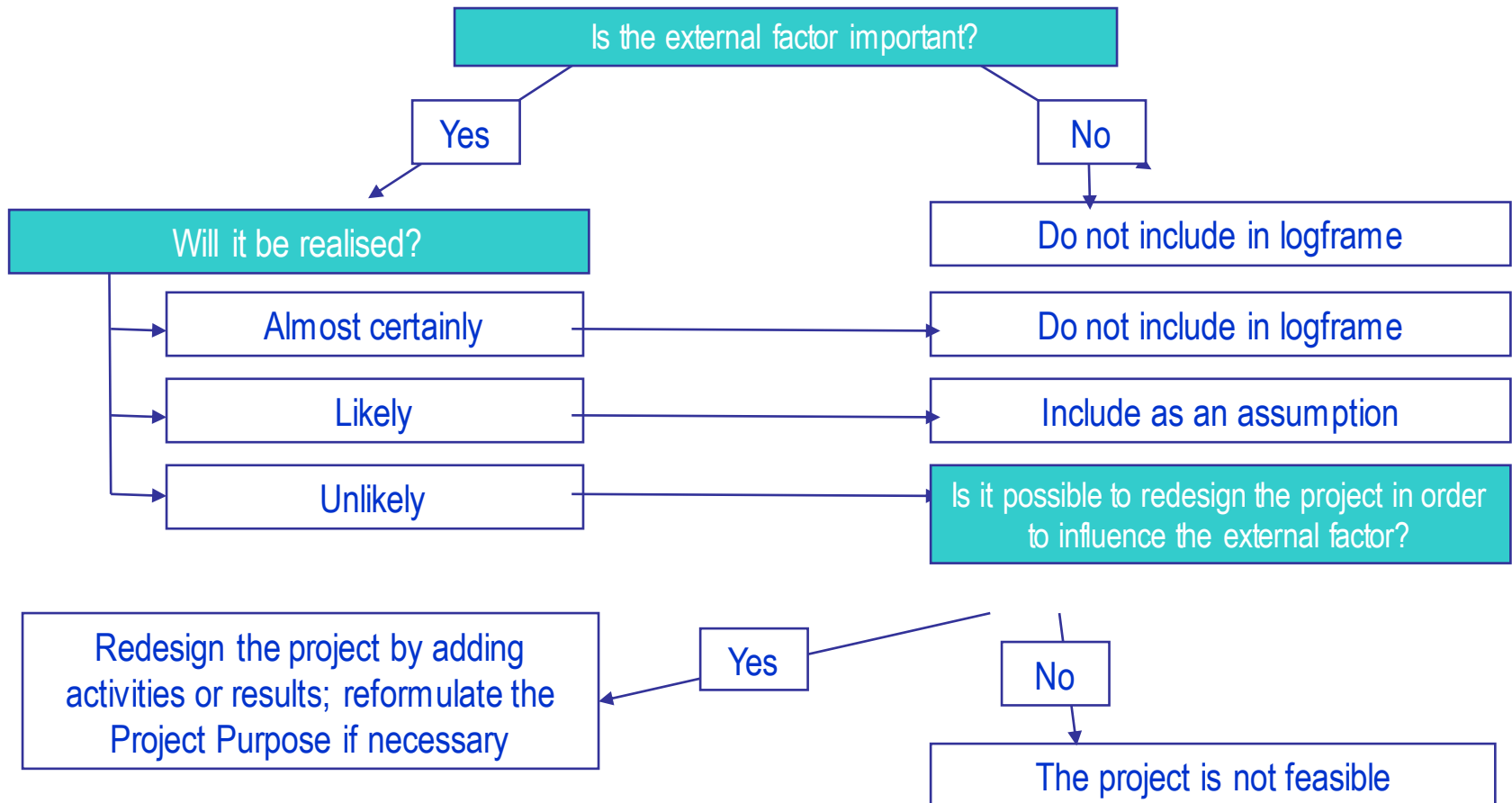
Indicators WHY?

- To:
    - Clarify the characteristics of the OO, PP and R
    - Manage the project more objectively
    - Provide a basis for performance measurement, monitoring and evaluation
- *Note:*
- Often, it is necessary to establish several indicators for one objective. Together, these will provide reliable information on the achievement of objectives.

Indicators: An Example

- **Objective:** Pollution load of wastewater discharged into the Blue river is reduced
- **Select the indicator:** _Concentration of heavy metal compounds (Pb, Cd, Hg)_
- **Define the targets:**
    - **Define the quantity:** Concentration of heay metal compounds (Pb, Cd, Hg) _is reduced by 75% compared to year x levels ..._(particular attention should be paid to the availability of baseline information)
    - **Define the quality:** ... _to meet the limits for irrigation water ..._
- **Define the target group:** ... _, used by the farmers of Blue village, ..._
    - **Define the place :** ... _in the Blue river section of the District ..._
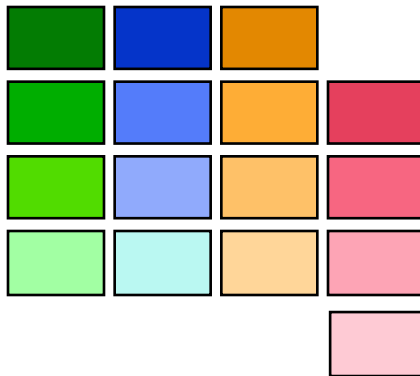   - **Determine the time:** ... _2 years after the project has started_

Sources of Verification

- They describe where and how to find the information with regard to the indicators

- Issues to be analyzed:
  - Do there exist external sources of verification?
  - If so, are they specific enough, reliable and accessible?
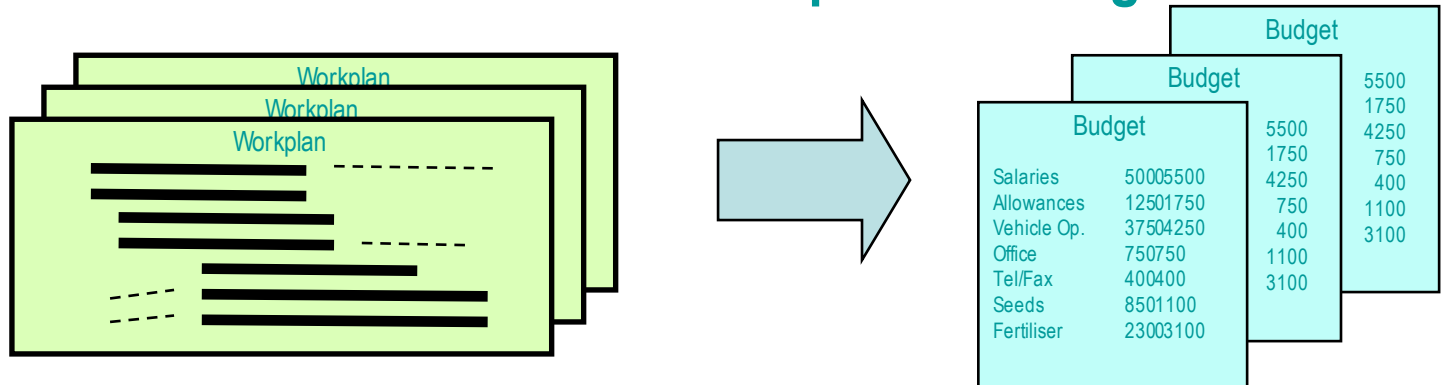 - If not, how can the information with regard to the indicators be obtained?
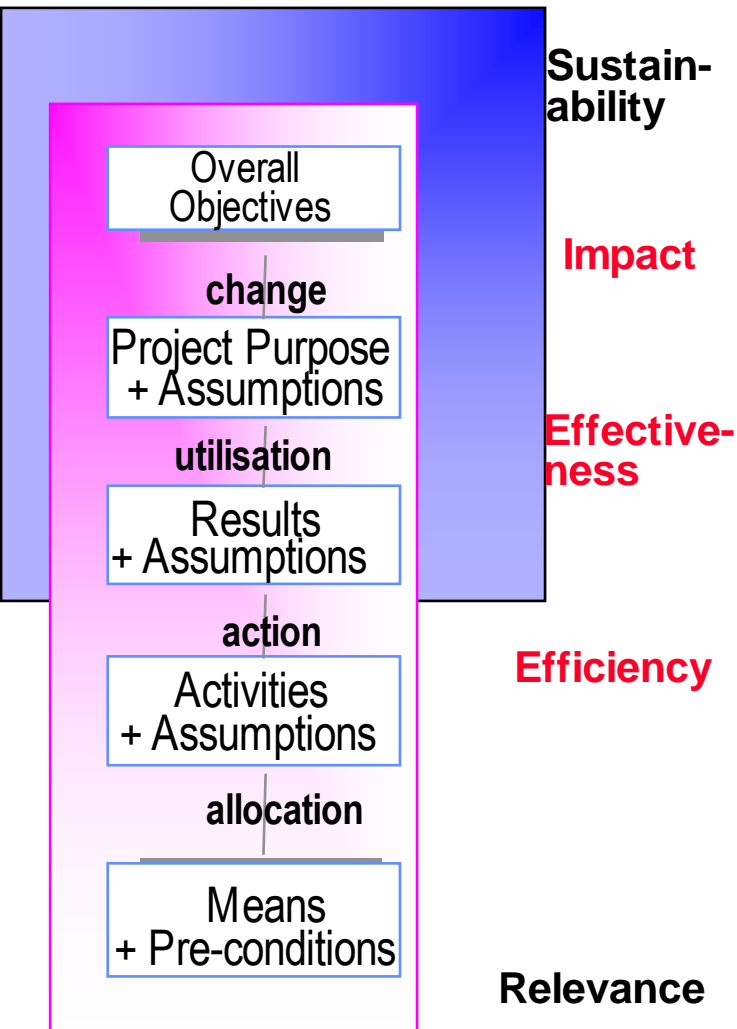
Activity & Resource Scheduling

Logframe

Results-based workplans & budgets

Workplan
Workplan
Workplan

Budget

Budget		
		5500
	5500	1750
	1750	4250
	4250	750
	750	400
	400	1100
	1100	3100
	3100	

Budget		
Salaries	5000	5500
Allowances	1250	1750
Vehicle Op.	3750	4250
Office	750	750
Tel/Fax	400	400
Seeds	850	1100
Fertiliser	2300	3100

Criteria for evaluation:

Sustain-ability

Impact

Effective-ness

Efficiency

Relevance

Overall Objectives

change

Project Purpose + Assumptions

utilisation

Results + Assumptions

action

Activities + Assumptions

allocation

Means + Pre-conditions

- Have and will services and benefits be maintained?

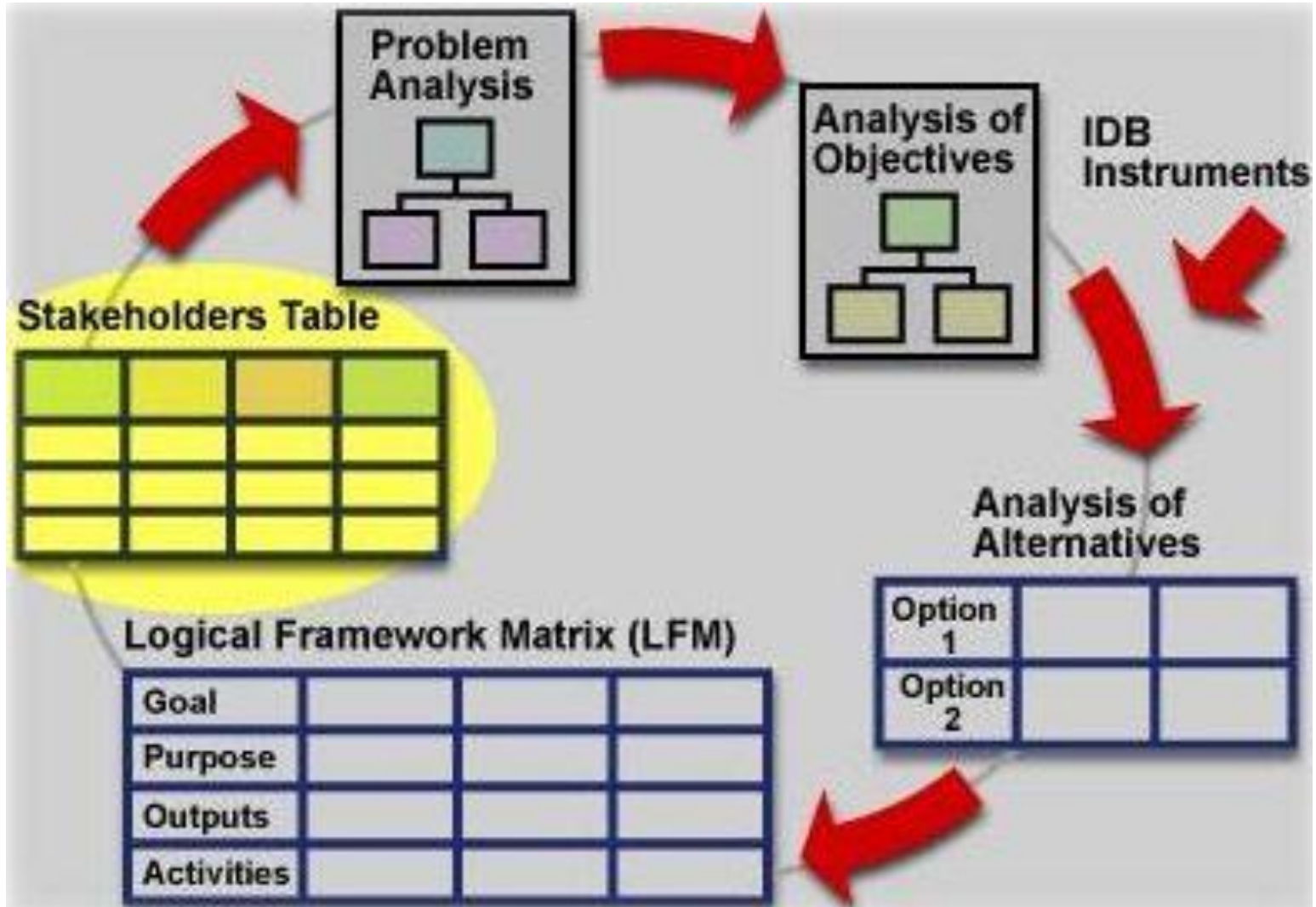- Which benefits on society and sector?

- How well did the Results contribute to the achievement of the Project Purpose?

- How were inputs and activities converted into Results?

- Quality of planning and adaptation, including relevance of problems to correct beneficiaries, OVIs, means, cost, assumptions, risks
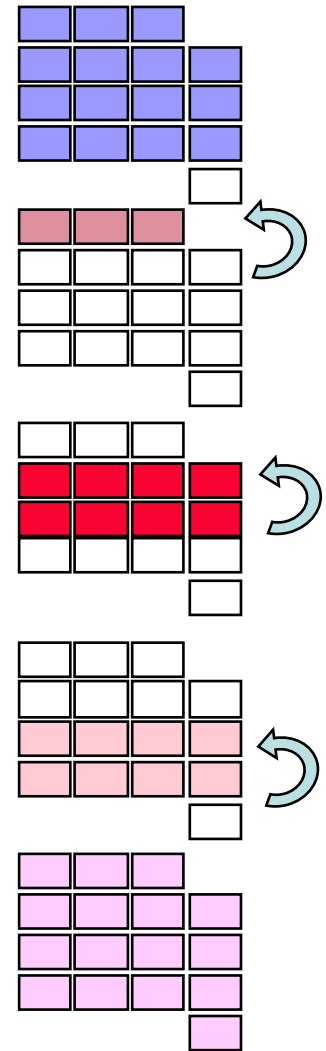
IDB Project Cycle

LFA - some reflections

1. Not revolutionary but likely to frame and articulate ongoing practices

2. Not an exact science but a supporting tool to structure learning processes

3. Widely applicable – usefulness goes beyond development

4. Value added depends on quality of its application

Many Resources Available

- Australia Development Agency
- CDC
- World Bank
- IDRC
- Germans
- Japanese
- But not USAID

Thank you for your attention!