



Logical Framework Methodology in Proposal Writing and Reporting

Outline

- Why Capacity-building projects use LFM?
- How to use the LFM in Proposal Writing
- Some tips for a good proposal
- How EACEA uses the LFM in Report Analysis
- Some tips for a good report

Why Capacity-building Projects Use the LFM

- A **management tool** for designing, planning, implementing, and monitoring and evaluating a project.
- A tool for relating inputs to the implementation of activities, activities to the production of outputs, outputs to the achievement of a defined purpose, and purpose to a high-level goal or impact.

- A tool for identifying and assessing **risks** — by **listing critical assumptions** inherent in project design and implementation.
- A tool for **measuring project progress** — through objectively verifiable indicators and means of verification.
- A tool for **developing consensus** and communicating a project's intent and strategy

- It brings together, in one place, **a statement of all the key components of the project** and programme.
- **Facilitates participation** by appropriate stakeholders in the decision making process
- Facilitates **team approach** where objectives, OVI, means of verification and assumptions are agreed to by all participants.

Logic of the Framework

Wider Objective (intervention logic) - The highest level of objectives. The goal constitute the long-term *vision for the project*. States the long-term social and/or economic impact and describes why the project is important for the beneficiaries and for the society.

Specific Project Objectives (project purpose) - States the expected direct effects of the project. These are the benefits which the beneficiaries derive from the project. The purpose states why the project is needed by the beneficiaries.

- **Outputs** (tangible) **and Outcomes** (intangible) - States the service(s) the beneficiaries will receive from the project. What the project will be responsible for delivering.
- **Activities** constitute *the means to achieve the goals*. The activities shall tackle the *causes/reasons of the focal or core* problem(s), the roots of the tree. The activities are the work that is done by those involved in the project.

Vertical Logic

Project Description	Indicators	Source of Verification	Assumptions
Overall Objective / Goal	<p>If the OBJECTIVES are accomplished; Then this should contribute to the overall goal</p>		
Specific Objective(s)/ Outcome(s)	<p>If DELIVERABLES are produced; Then the OBJECTIVES are accomplished</p>		
Expected Results/ Deliverables/ Outputs	<p>If the ACTIVITIES are conducted; Then RESULTS can be produced</p>		
Activities	<p>If adequate RESOURCES/INPUTS are provided; Then the ACTIVITIES can be conducted</p>		

Writing Description Statements

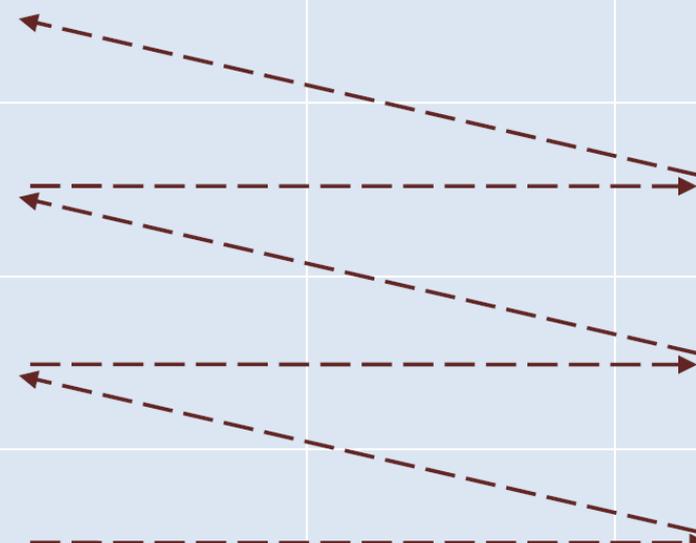
Project Description	
Goal	<p>The broad development impact to which the project contributes – at a national or sector level</p> <p>Statement Wording: “To contribute to...”</p>
Objective(s)/ Outcome(s)	<p>The development outcome at the end of the project – more specifically the expected benefits to the target group(s)</p> <p>Statement Wording: “Increased, improved, etc.”</p>
Deliverables/ Outputs	<p>The direct/tangible results (goods & services) that the project delivers, and which are largely under project management control</p> <p>Statement Wording: “delivered/produced/conducted, etc.”</p>
Activities	<p>The tasks (work program) that need to be carried out to deliver the planned results</p> <p>Statement Wording: “Prepare, design, construct, research, etc.”</p>

Example of Description Statements

Objective Hierarchy	Examples of How to Develop Statements
<i>Goal</i>	To contribute to the achievement of universal primary education (MDG 2) for children with hearing impairment in rural areas in 13 provinces of Papua New Guinea
<i>Specific Objective(s)/ Outcome(s)</i>	1. Existing barriers in education and basic health care services for hearing impaired children are eliminated.
<i>Deliverables/ Outputs</i>	<p>1.1 Availability of qualitative primary educational and basic ear health care services for children with hearing impairment increased</p> <p>1.2 Children with hearing impairment included into mainstream primary education supported</p>
<i>Activities</i>	<p>1.1.1 Select and train 13 field based teachers and 13 community health workers, 20 base teachers and 20 hearing impaired assistants.</p> <p>1.1.2 Provide the DERU base teachers and field teachers, as well as the community health workers with a university-based, basic pre-service training</p> <p>1.1.3 Select and train 4 national programme supervisors</p> <p>1.1.4 Etc.</p> <p>1.2.1 Train 6000 teachers (in-service and pre-service) on deafness</p>

Horizontal Logic

Project Description	Indicators	Source of Verification	Assumptions
Goal			
Objective(s)/ Outcome(s)			<p>If the horizontal logic is followed AND assumptions hold true; Then the project will likely succeed.</p>
Deliverables/ Outputs			
Activities			



The diagram illustrates the horizontal logic flow between the rows and columns of the table. Dashed arrows indicate the relationships:

- From the **Assumptions** column to the **Indicators** column (top row).
- From the **Assumptions** column to the **Source of Verification** column (middle row).
- From the **Assumptions** column to the **Indicators** column (bottom row).
- From the **Assumptions** column to the **Source of Verification** column (bottom row).
- From the **Indicators** column to the **Source of Verification** column (middle row).
- From the **Indicators** column to the **Source of Verification** column (bottom row).

Examples of Assumptions

	Project Description	Indicators	Source of Verification	Assumptions
OB / Goal	To contribute to the achievement of universal primary education (MDG 2) for children with hearing impairment in rural areas in 13 provinces of Papua New Guinea			
Deliverables/ Objectives/ Outcomes	1. Existing barriers in education and basic health care services for hearing impaired children are eliminated.			Elections - due in May/June 2007 which may see changes in government appointments, especially in Ministry of Education - have no negative consequences towards the current supporting attitude of the governmental officials
Outputs	1.1 Availability of qualitative primary educational and basic ear health care services for children with hearing impairment increased			Special Education Resource Centres at the local level cooperate fully
Activities	<p>1.1.1 Select and train field based teachers & 13 Community health workers, 20 base teachers and 20 hearing impaired assistants</p> <p>1.1.2 Provide the DERU base teachers and field teachers, community health workers</p>			<p>Availability of well qualified candidates</p> <p>Agreement reached with University of Divine Word</p>

Objectively Verifiable Indicators

- Performance Measures - If you measure it, you can manage it i.e- They specify the performance standard to be reached in order to achieve the goal, the purpose and the outputs
- The tests - specified in terms of quantity, quality, time, target group and place
- The indicators you choose for measuring your objectives must be verifiable by some means. If not, find another indicator.
- OVI should be SMART

TOP TIPS FOR WRITING A GOOD PROPOSAL

- **Don't** pay **external consultants** to write the proposal.
- The programme is **not to be used to fund activities that are ongoing in HEIs in any case** as part of the HEIs strategy or CHE strategy.
- All projects should include a **baseline study** to know what was the situation before the project began, so that the change brought about by the project intervention can be clearly measured.

- **European partners** should be **actively involved** in the development of the project outputs.
- While people-to-people contacts and intercultural learning are an important by-product of Erasmus+ CBHE activities, they are not the goal of the activities. We need to see **concrete outputs from each of the activities.**

- The goal of the programme is not to fund research projects or fund participation in international conferences. It is to create **concrete outputs that will remain in the universities for students after the people leave.**
- If you tell the EACEA that you are going to make the project sustainable by applying for further funding from the EU (CBHE or other EU programmes), we cannot consider the project as sustainable. **'Sustainability' means no longer relying on the EU for funding.**

How the LFM is Used in Analysing Reports

How I Assess a Report

- Read the log frame
- Then the project summary. To what extent does it match the initial project summary in our database.
- Then the 'Table of Achieved Outcomes'. Which activities are delayed and why?
- Then the first part of the report and the second part of the report (impact) to get more detail.
- Then I look at the statistics.
- We look for good practice, problems and recommendations we can make to overcome them.

- We use the '**Table of Achieved Outcomes**' to assess the extent to which the project is on track with the Gantt Chart. What we are interested in here is the timing of activities i.e. which activities are delayed and why.

How the Report is Scored

- Relevance x/30
- Quality of the Project design and implementation x/30
- Quality of the project team and cooperation arrangements x/20
- Impact and Dissemination x/20

How the LFM is Used in Analysing Reports

- The LFM the first thing an EACEA PO looks at **before reading a report.** (What has the project said it will achieve etc.)
- When reading the report, we don't want to know simply **what activities** have happened but **how they have contributed to these objectives.**

Indicators – We are looking for use of indicators in the description of the activities to demonstrate performance i.e. quantitative and qualitative.

Sources of verification – are the SOVs mentioned in the logframe being used as evidence? How do we really know concretely that the project has achieved these objectives?

Assumptions – Have any of the Assumptions changed that will change the outcome of the project?

Has **an alternative strategy** been proposed and can it be approved?

What is the report not telling me? What **information is missing?**

Tips on Reporting

Tips on Reporting

- We don't just want to hear about what activities took place but **what impact they had**.
- We need **tangible evidence of impact**. Telling us that a professor learned a lot during their visit abroad is useless.
- We are interested in institutional capacity-building, not individual capacity building (unless you can **show how it directly contributes to institutional capacity-building**). We want to know how what was learned on mobility was **put into practice in the home university** to contribute to institutional capacity-building.

- The report should only cover **results so far**. Telling what will happen is useless.
- The 'Table of Achieved Outcomes' is a key document. Spend the time filling it out as accurately as possible with what actually happened (**past tense**).
- Provide **links to the actual products** created so we can see what you are talking about.

- **Don't mix up project documents and project results** – baseline study, dissemination plan, sustainability plan are project documents not results.
- **Make a clear distinction between what the HEI is doing anyway in this field and what activities are specific project activities.** Other activities cannot be analysed and don't count for your reporting score.