Session 3.1: Introduction to Logical Framework Approach

Learning objectives

By the end of this session participants will be able to:

- Describe the Logical Framework Approach.

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Logical Framework Approach</td>
<td>30 minutes</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Total Time 30 minutes

Materials needed for the session

- No special materials needed for this session.

Session activities

1. Introduction to the Logical Framework Approach 30 minutes

- This session is a brief presentation on the Logical Framework Approach (LFA), which may not be familiar to workshop participants.

- Begin by asking whether anyone is familiar with LFA. If some participants are familiar, ask them how they have used LFA.

- Tell participants that we are discussing LFA in this workshop, since this is a framework that is widely accepted and used by international donors. The LogFrame matrix and resulting proposal is similar to the PC-I form that is used within Pakistan.

- The LFA is a process, not just a product (the LogFrame matrix).

- In the early years of LFA, the focus quickly became the production of high quality LogFrame matrices that followed a standard format so that donors could compare different projects. As a result, organisations often erred by hiring consultants to simply draft the matrix and submit it to donors for funding. The result was often that project results did not meet the needs of various stakeholders.

- Considering the Logical Framework as an approach, however, is essential to ensuring a well-conceptualised plan. LFA is actually a “toolkit” that consists of
multiple tools, including the problem tree, objective tree and SWOT analyses that we will use in our work together.

- The value of LFA occurs when it is conducted as a consultative process in which multiple stakeholders participate and have input to the entire process – not just the final product.

- One of the benefits of LFA is that it helps to make thinking “explicit” and clear by listing the assumptions that are made and clarifying those with the various stakeholders.

- Refer participants to the project cycles that they drew during the session on the first day of the workshop. Note that LFA – as a process – is applicable to the analysis, design and monitoring and evaluation phases.

- Tell participants that for the rest of workshop, we will be using this approach in order to begin the process of identifying a project and drafting a preliminary proposal. The steps that we will cover in the next sessions will build on one another. Therefore, participants need to make sure that they incorporate work from each session into the following sessions.

- Briefly review each of the tools that we will use in the succeeding sessions. Tell participants that you will give more detailed instructions for each tool as we proceed throughout the course.

  **Problem tree analysis:** This tool is used to identify cause and effect relationships among problems. The goal is to break down a problem into sub-problems until the root causes of a problem are reached. This helps us identify specific elements of problems that we can address through various strategies and helps us identify relevant projects.

  **Objective tree analysis:** This tool builds on the analysis done through the problem tree and addresses the question of how and why certain elements should be addressed. Problems specified in the problem tree are converted into objectives for this analysis.

  The objective tree represents a positive image of the overall problem situation. It is unlikely, however, that a particular project can ever address all of the problems for a given situation. Therefore, the tree is likely to contain more objectives than will be included in the final project.

  The final step when analysing objectives is to identify a strategy or number of strategies that will be included in the project, and what will remain outside its scope. It is only when the strategy(ies) have been selected and the project identified that the specific objectives and overall objective of the project are finalised.

  **The Logical Framework matrix (LogFrame):** After the problem tree and objective tree analyses have been conducted, a project can be identified that addresses the strategy or number of strategies identified during the previous analyses. The LogFrame matrix identifies the overall and specific objectives of
the project as well as what the project will monitor/evaluate in order to determine whether it has achieved its desired results. The LogFrame matrix also clearly states the assumptions or conditions that are necessary in order for a project to meet its objectives and succeed.

**Project proposal:** The final step in the Logical Framework Approach is the drafting of a project proposal. In this course, we will not be able to develop a full proposal but you will be asked to outline and present a project proposal for your identified project. This final project proposal should be based on all of the analyses that you do for the rest of the workshop.

- Ask if there are any questions before moving on to the next session.
Session 3.2: Problem Tree Analysis

Learning objectives

By the end of this session participants will:

- Know how to use the problem tree as a tool for problem analysis
- Practise use of the problem tree to analyse a specific problem

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to problem analysis and the problem tree</td>
<td>15 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. How to create a problem tree</td>
<td>20 minutes</td>
<td>Plenary discussion and demonstration</td>
</tr>
<tr>
<td>3. Completing the problem tree</td>
<td>25 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>Total Time</td>
<td>60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Six pieces of flipchart paper taped together and hung on the wall for the problem tree example
- Per group, two pieces of flip chart paper taped together for participants to draft their problem trees; spare flip chart paper
- Large cards or post-it notes for participants to use for their problem trees
- Flipchart with the example problem tree drawn on it (see below)
Session activities

1. Introduction to problem analysis and the problem tree 15 minutes

- Refer to the diagrams of the project cycle that are hanging on the walls.

- Ask participants which part of the project cycle includes problem analysis.

- Stress the value of the Problem Tree as a problem analysis tool, notably for emphasising sequences of causes and effects and for clarification of different stakeholders’ perceptions of the nature and causes of problems identified.

- Illustrate problem tree analysis using the flipchart on ”Lack of knowledge of the curriculum”, which is reproduced below.

- Go through reasons for selecting one problem area for a project’s focus.
  - The problem may be well recognised and documented
  - A series of solutions to the problem may already be known
  - There may be a strong social or political demand to address the particular problem
  - There may be a trend within the donor community to focus on certain problem areas rather than others

- Review the strengths and limitations of problem tree analysis, primarily that it is a useful tool to help clarify a problem and to identify certain aspects on which to focus. The danger is that the analysis may over-simplify the problem.
2. How to create a problem tree  

- Explain to participants that we will now begin to develop a problem tree.

- Ask participants to consider the problem "Child is not in school". They should write on cards two or three reasons why a child might not be in school. Participants can assume any reasons that they want.

- After everyone has written at least one reason, collect their cards and group them in order to begin the process of creating a problem tree.

- Pick one of the reasons suggested by participants (one that you think will be relatively easy to walk through, which will not have too many sub-problems) and create one branch of the problem tree with participants. An example from a previous workshop is included below.

For the chosen problem, ask "why does this problem exist?" If the answer is included on one of the other cards that was written by participants, tape that card underneath the problem and draw a line between the cause and effect (problem). If there are additional reasons, ask participants to write those on cards and then tape them underneath the problem and draw the lines between them.

Then for each sub-problem, again ask why do these sub-problems exist? Then place these reasons on the chart under their related sub-problems. Repeat this procedure until the group has identified the root cause(s) for this branch of the problem tree.
- Explain to participants that this type of analysis should be conducted for each branch of the tree.

3. Completing the problem tree 25 minutes

- Identify three or four higher level problems, such as “unattractive learning environment” or “teaching is of poor quality” and assign one of these to each of 4-5 small groups.

- For their assigned problem, each group should fully develop all the branches of its problem tree. Remind participants to keep asking the question **why?** do certain problems exist. What causes them?

- When the groups have placed all their cards, they should review their problem trees to make sure that causes are listed below effects and that, when there are multiple causes for a specific problem, they are shown beside each other and under the related problem.

- As the groups work, circulate around the room helping to clarify the exercise and asking specific questions to make sure that the groups are identifying specific problems and placing them in proper cause-effect relationships.

- Give the groups approximately 20 minutes to work on their problem trees before breaking for tea. Tell them that they will have more time to finish their problem trees after the break.
Session 3.3: Problem Trees and Objective Trees

Learning objectives
By the end of this session participants will:

- Have finalised their problem trees
- Have developed objective trees that correspond to their problem trees

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completing problem trees</td>
<td>40 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>2. Project identification</td>
<td>20 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>3. Why create an objective tree?</td>
<td>15 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>4. Creating objective trees</td>
<td>40 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>5. Conclusion</td>
<td>5 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>120 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Flip chart paper for participants to draft their objective trees
- Large cards or post-it notes for participants to use for their objective trees
- Flipchart with the example of the curriculum problem tree drawn on it (see below)

Session activities

1. Completing problem trees 40 minutes

- After the tea break, give participants an additional 30-40 minutes (if needed) to complete their problem trees.

- Continue to circulate around the room helping to clarify the exercise and asking specific questions to make sure that the groups are identifying specific problems and placing them in proper cause-effect relationships.

2. Project identification 20 minutes

- Next review the reasons why a particular project may be identified as a result of the problem tree analysis. Refer back to the example problem tree and not three possible projects that could take place as a result of this analysis.
1. A teacher training project
2. A school clustering project to create professional communities/peer support groups among teachers
3. A project to supply textbooks to schools

- Now ask each group to consider their problem tree. Ask each person in the group to nominate a specific project that they think will address one branch of their problem tree.
- Give the groups 15 minutes to discuss and agree on a project that they think could realistically be implemented and that is a priority. Tell them not to select a project related to school construction.
- Ask them to draw a coloured line around the “branch” of the problem tree that will be addressed by their identified project.
- Circulate around the room to answer any questions that groups have regarding identification of a project.

4. Why create an objective tree? 15 minutes

- After 15 minutes bring the plenary back together.
- Ask if there are any final questions or comments on the problem trees.
- Tell the group that the next step in project preparation/analysis is to convert their problem trees into objective trees.
- To create an objective tree one converts the problems into positive objective statements. These objectives can then be reviewed in order to develop specific projects.
- A second reason for developing objective trees is so that the objective statements can later be used included in their LogFrame matrices, which we will start later in the afternoon.
Show the group the flipchart that contains the example problem tree that was reviewed earlier.

For this example, ask them how they would rephrase the “specific problem” (lack of knowledge of the curriculum) as a project objective. Write their proposed objective in a different colour on the flipchart.

Do this for each of the problems shown in the problem tree. Then, if necessary, show the example objective tree that is included below.

Note that when you read a problem tree from the bottom up, you should be able to see the cause and effect relationships between each level of the tree.

When you read objective trees from the bottom up, you should be able to see the types of activities necessary to achieve a project’s or programme’s intended results or objectives. That is you should be able to answer the questions how? and why?
Ask if there are any questions about objective trees.

5. Creating objective trees 40 minutes

- Ask participants to work in their small groups to convert the branch of their problem tree that relates to their identified project into an objective tree. Completing this objective tree will help them to develop their LogFrame matrix and subsequently their project proposals.

- Explain that because their problem trees are more detailed and specific than the example just reviewed, they may be able to address multiple problems with one objective. Each specific sub-problem does not necessarily need to have a corresponding objective.

- Give the groups 30-40 minutes to work on the branch of their objective tree that relates to the problem on which they wish to focus for the rest of the workshop.

- As participants work, circulate around the room and work with the groups to make sure that they understand how to make their objective trees and to answer any questions.

6. Conclusion 5 minutes

- Bring the groups back together and ask if there are any final questions on either problem trees or objective trees.

- Review the project cycle again and note that SWOT, problem trees and objective trees are all part of the Logical Framework Approach and are all tools that can be used to analyse situations and help with project formulation.

- They will continue to work on their identified projects in the remaining sessions with the goal of beginning to draft a project proposal by the end of the workshop.
Session 3.4: Setting SMART Objectives

Learning objectives

By the end of this session participants will:

- Know what makes project objectives SMART
- Practise setting SMART objectives for their identified projects

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to objective setting and the SMART concept</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Analysis of objectives – the balloon game</td>
<td>30 minutes</td>
<td>Team game</td>
</tr>
<tr>
<td>3. Developing SMART objectives</td>
<td>30 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. Review of SMART objectives</td>
<td>15 minutes</td>
<td>Plenary discussion</td>
</tr>
<tr>
<td>Total Time</td>
<td>85 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session

- Balloons – around 1.5 times the number of participants (e.g. 30 balloons for 20 participants) – blown up before the session begins.

Session activities

1. Introduction to objective setting and the SMART concept 10 minutes

- In the last session participants created objective trees. In this session, we are going to review the objectives included on those trees in order to create SMART objectives.

- On a flipchart, write:
  
  S
  M
  A
  R
  T
Ask if anyone knows what this acronym stands for. As participants answer, write the rest of the word next to each letter. That is:
- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-bound**

Refer participants to the definitions on page 39 of the Workbook. Emphasise the value of objectives being **Specific**, **Measurable**, **Achievable**, **Relevant** and **Time-bound**, that is, they enable us to monitor how successful we are at achieving our objectives.

### 2. Analysis of objectives – the balloon game 30 minutes

Ask participants to gather in a separate room or in a large area in one part of the room. Then give them the instructions for this activity.

Arrange participants into two teams.

Explain that in this game each team will receive a different objective. Each team will be responsible for achieving its objective – the other team is not allowed to help.

Give the teams their objectives. Team 1 is **to keep as many balloons in the air for as long as possible** and Team 2 is **to keep at least ten balloons in the air for 30 seconds**.

Ask all the members of Team 2 to pick up at least two balloons and return to their line. On your signal, they should throw all the balloons into the air and toward Team 1 and then step backward to allow Team 1 to achieve its objective.

Allow 30-45 seconds for Team 1 to keep their balloons in the air. Stop the activity and count how many balloons they have in the air when you stop the exercise.

Now ask Team 1 to gather up all the balloons and hold on to them while you give Team 2 their objective.

Remind Team 2 that their objective is “**to keep at least ten balloons in the air for 30 seconds.**”

On you signal, instruct Team 1 to throw all the balloons into the air and step backward so that Team 2 can achieve its objective. Team 1 should not help or hinder Team 2 in their “task”.

After 30 seconds, stop the game and count how many balloons remain in the air.

Ask participants to return to their seats.
Then lead a plenary discussion of questions 1 and 2 on page 40 of the Workbook. Ask them to consider the five characteristics of SMART objectives one by one, in relation to the two balloon game objectives.

Now ask them to think about implementing educational projects. Ask them to consider questions 3 and 4 on page 40: the impact on implementation of a project objective being vague or unachievable.

Give them 10 minutes to answer the questions.

Then spend a few minutes discussing the questions in the plenary.

3. Developing SMART objectives 30 minutes

For this exercise, participants should refer back to their objective trees. They should choose three of the objectives included on their objective trees and convert them into SMART objectives.

Give the groups approximately 20-30 minutes to draft their objectives. Move around the groups to answer questions and to ask questions which help the groups to make their objectives SMARTer.

4. Review of SMART objectives 15 minutes

After 30 minutes, ask the groups to stop working on their objectives. Ask each group to share one of its SMART objectives with the plenary. Write each one on a flipchart and ask the plenary whether the objective is SMART. Go through each letter of the acronym to evaluate the objective.

Take suggestions from the plenary to make the objective SMARTer.
**Session 3.5: Introduction to Logical Framework Matrix**

**Learning objectives**

By the end of this session participants will:

- Be able to describe the components of the LogFrame matrix
- Have placed the objectives from their objectives trees onto their LogFrame matrices
- Have begun to draft a LogFrame matrix for their identified projects

**Session outline**

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Logical Framework Matrix</td>
<td>20 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. First step in developing a LogFrame matrix</td>
<td>35 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>3. End of day</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>60 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Materials needed for the session**

- Four to five LogFrame matrices (two flipcharts taped together) for each group, prepared in advance (see below).

![Logical Framework Matrix](image)
Session activities

1. Introduction to the Logical Framework Matrix  20 minutes

- The first part of this session is a brief presentation on the components of the Logical Framework (LogFrame) matrix.

- Remind participants that the LogFrame matrix is part of the Logical Framework Approach and is a result of the various analyses and activities undertaken so far, including the problem tree and objective tree analyses.

- Review the matrix with participants going over each major category.
  - The **overall objective** is the overall goal of the project that emerged from the problem tree analysis. For large programmes, the overall objective may be a broad development goal such as “Improved quality of education”
  - The **purpose/project objective** is the objective for the specific project. This should clarify the desired outcome at the end of the project.
  - The **results** (or outcomes) should be the anticipated direct, tangible results that will occur if the project is implemented. These are the sub-objectives and should correspond most closely to the SMART objectives developed by participants.
  - The **activities** are the detailed steps that need to occur in order to achieve the results and the project objective in order to contribute to the overall objective.

- When reading the matrix from the bottom to the top, one should be able to answer both how a project will be implemented and why.

![An Example](image)

- Show an example of how the narrative description column might be filled out for a larger programme that is focused on improving the quality of education in a given country. (Either use the prepared slide or draw this LogFrame matrix onto a piece of flipchart paper.)

- The specific project objective to achieve this goal is improved pedagogical skills of teachers but other projects would also be necessary to achieve this broad development objective.

- In the LogFrame matrices that the groups will produce, their overall objectives will be focused at a lower level. They will not be focused at the overall goal or vision level, but their projects should fit into such a larger vision.
2. First step in developing a LogFrame Matrix 35 minutes

- Ask each group to review their objective trees and to decide on their overall objective, their project objective (or purpose) and the results that they want their project to achieve. Ask them to write these on a piece of paper.

- Tell the groups that after they have agreed on their objectives and results, they should call one of the workshop facilitators to make sure that their objectives will correctly transfer onto their LogFrame matrix.

- After a group has agreed on its overall objective, project objective and results, give them a flipchart that has a LogFrame matrix drawn on it. Ask them to fill in the narrative description column with these objectives.

- Next ask the group to list the detailed activities that must be conducted as part of their project in order to achieve the various levels of objectives. They should be as specific as possible when listing their activities.

- Give the groups 30 minutes to fill in the narrative description column of their LogFrame matrices.

- As the groups work, circulate around the room to answer any questions and to make sure that the groups are identifying the correct level of objectives and listing detailed activities.

3. End of day 5 minutes

- Ask if anyone has any specific questions related to what has been covered today.

- Explain that tomorrow they will complete the remaining sections of their LogFrame matrices.
Day 3 Review

Learning objectives
By the end of this session participants will be able to:

- Explain the key points of learning in the workshop so far

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>2. Quiz</td>
<td>25 minutes</td>
<td>Team puzzles</td>
</tr>
<tr>
<td>Total Time</td>
<td>30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Materials needed for the session
- Questions and answers for the quiz, which are included below.

Session activities

1. Introduction 5 minutes
- This is the final day of the course. A lot of material has been covered in this course and hopefully some new ideas have been developed and thought about.
- Today the review is in the form of a quiz.

2. Quiz 25 minutes
- Ask the participants to form two teams facing each other about five steps apart.
- Tell the participants that they will be asked a question and can ask their team members for help in answering if necessary.
- Explain that you will throw a ball to somebody on one team who is to answer the question. They are allowed to consult with their team members before answering, if necessary.
- After the group answers the question correctly, the person with the ball then throws the ball to somebody on the opposite team who then has to answer a question and so on.
- If the participants want, keep a score as to which team answers the most correct questions.
The quiz is at the end of this session.

After the quiz has been completed, explain that the things we learn during this course are not so that we have academic knowledge. This course is to enable us to conduct better analyses and planning in order to help the children and communities in which we work.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Name 2 parts of the project cycle</td>
<td>Assess; analyse; plan and design; implement; monitor and evaluate</td>
</tr>
<tr>
<td>2 Name another 2 parts</td>
<td>See above</td>
</tr>
<tr>
<td>3 What is the last one</td>
<td>See above</td>
</tr>
<tr>
<td>4 There are 4 components to the Learning System. What are they?</td>
<td>Learner, teaching and learning, education sector, environment</td>
</tr>
<tr>
<td>5 What is the connection between the learner and the environment?</td>
<td>Everyone comes from the environment and brings with them their experiences and learning and everyone returns to the environment to make it better.</td>
</tr>
<tr>
<td>6 What is being transferred from the environment to the learner and back to the environment?</td>
<td>Knowledge, skills, values and attitudes</td>
</tr>
<tr>
<td>7 How do we ensure a rights-based approach?</td>
<td>Everything we do should demonstrate basic rights and nothing we do should contradict them</td>
</tr>
<tr>
<td>8 What does SWOT mean?</td>
<td>Strengths, weaknesses, opportunities and threats</td>
</tr>
<tr>
<td>9 Which ones are inside the system?</td>
<td>Strengths and weaknesses</td>
</tr>
<tr>
<td>10 Why should we not depend on the opportunities?</td>
<td>Because they come from the outside, we cannot guarantee them and, if we depend on them, it is not sustainable</td>
</tr>
<tr>
<td>11 There are 2 parts to quality education, each of which has 5 dimensions. What are they?</td>
<td>Learner and system</td>
</tr>
<tr>
<td>12 Name 3 dimensions at the level of the learner</td>
<td>Seek out the learner; respond to what the learner brings; content; processes of learning; learning environment</td>
</tr>
<tr>
<td>13 Name the other 2</td>
<td>See above</td>
</tr>
<tr>
<td>14 Name 3 dimensions at the level of the system</td>
<td>Appropriate legislative framework; management and administrative structure; resources; means to measure learning outcomes; implementation of good policies</td>
</tr>
<tr>
<td>15 Which is the most important dimension?</td>
<td>All of them are necessary for a true quality education system – not one is more important than the other</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>We have discussed four components of the Logical Framework Approach. Name three.</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>What is the benefit of using the logical framework approach?</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>Why do we use problem trees as a tool?</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>What is the purpose of the objective tree?</td>
</tr>
<tr>
<td><strong>20</strong></td>
<td>Name 1 way you will apply something that you have learned so far in this course</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16</strong></td>
<td>SWOT analysis, problem tree, objective tree, logical framework matrix</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>It is logical! It helps us to structure and so make clear the steps involved in project implementation and why we are doing something.</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>To help us to analyse (to see more clearly) the cause and effect relationships so that we can identify appropriate strategies</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>To help identify the steps (sub-objectives) and ultimately the strategies and/or activities necessary to meet the objectives</td>
</tr>
<tr>
<td><strong>20</strong></td>
<td></td>
</tr>
</tbody>
</table>
Session 4.1: LogFrame Exercise, II

Learning objectives

By the end of this session participants will:
- Be able to describe what is meant by verifiable indicators and means of verification
- Have completed the verifiable indicators and means of verification columns of their LogFrame matrices
- Be able to describe what is meant by assumptions and preconditions

Session outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review of narrative description column</td>
<td>20 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>2. Verifiable indicators and means of verification</td>
<td>20 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>3. Identifying verifiable indicators and means of verification</td>
<td>30 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. Assumptions and preconditions</td>
<td>20 minutes</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Total Time 90 minutes

Materials needed for the session

- The groups’ partially completed LogFrame matrices from the previous day

Session activities

1. Review of narrative description column 20 minutes
- Ask the groups to review their LogFrames from the previous day.
- Give them 15 minutes to finish the narrative description column. Make sure that their results closely match their SMART objectives and that the activities listed are those that are necessary in order to achieve the specified results.
- As the groups work, circulate around the room to answer any questions that they may have.

2. Verifiable indicators and means of verification 20 minutes
- Tell the groups that today they will be completing the remaining columns of the LogFrame matrices and then developing a proposal based on their results.
The next two columns of the LogFrame matrix relates to how a project will be monitored.

As with the SMART objective, the column labelled *verifiable indicators* should list realistic, measurable success criteria that allow project managers and stakeholders to monitor the progress of the project and evaluate its achievements.

Indicators are defined for objectives and outputs (results) but not for activities.

The next column in the matrix is labelled "*means of verification*". This column includes a description of where the information can be found for each verifiable indicator (for example, computerised list of certificates awarded for successful completion of the head master training courses, to be found at the Ministry of Education Teacher Training Department) or how the information will be produced (for example through school visits and interviews with principals).

Review the examples of verifiable indicators with participants. For each of the overall objective (improve quality of education), project objective (improve teachers’ pedagogy) and results (1,000 teachers trained in multigrade teaching techniques), ask participants what specific things they could monitor to determine that the project was meeting its objectives.

Take a few examples and then show the examples at left.
3. Identifying verifiable indicators and means of verification

- Ask the groups to review the objectives and results included in their LogFrame matrices and to discuss verifiable indicators that will allow them to monitor/evaluate progress with regard to each of the objectives.

- Encourage them to think creatively about what they could look at to determine whether their project has been successful in achieving its objectives. They should be as specific as possible.

- They should write their verifiable indicators into the appropriate cells of their LogFrame matrices.

- They should then complete the “means of verification column” by indicating how and where they will obtain the information related to each of their verifiable indicators. Identifying the means of verification is a crucial step in order to determine how well the project is meeting its objectives.

- Tell them that they have 30 minutes to complete the “verifiable indicators” and “means of verification” columns.

3. Assumptions and preconditions

- The final column in the LogFrame matrix reflects the assumptions and preconditions that must hold true in order for the project to be successfully implemented and achieve its objectives.

- Preconditions are those things that absolutely must occur before a project can even be started. For example, if the DEE proposes a project related to training teachers in multigrade teaching, they must first obtain approval from the Director; otherwise the project will not be implemented. Donors need to know which preconditions exist in order to judge the realism of proposed projects.

- Once the preconditions have been met and the funding secured, however, the project can be started.
Assumptions then relate to how the project will move forward to achieve its objectives. Assumptions answer a series of if→then questions. **It is best to fill in the assumptions column from the bottom up by answering the following questions.**

**If** the **project activities** are completed, **then** what assumptions are we making that mean we will achieve our **anticipated results**? [For example, teachers will attend the training during the school holidays.]

Similarly, **if** the **project results** are achieved, **then** what assumptions are we making that mean we will achieve our **project objective**? [For example, the teachers that are trained will already be at the minimum level of competency to benefit from and implement the training.]

Finally, **if** the **project objective** is achieved, **then** what assumptions are we making that mean we will achieve our **overall objective**? [For example, after this project is completed, donor inputs will continue so that we can implement more projects to continue to improve the quality of education.]

- Ask if there are any questions.
- If tea is ready, break for tea. Otherwise, ask participants to begin work on their assumptions and preconditions.
Session 4.2: LogFrames and Preparing Project Proposals

**Learning objectives**

By the end of this session participants will have:

- Completed their LogFrame matrices
- Begun to draft project proposals that correspond to their LogFrame matrices

**Session outline**

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completion of LogFrame matrices</td>
<td>30 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>2. Introduction to project proposal</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>3. Preparing a project outline</td>
<td>40 minutes</td>
<td>Small group work</td>
</tr>
<tr>
<td>4. Presentation of project proposals</td>
<td>40 minutes</td>
<td>Gallery walk and discussion</td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td><strong>120 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Materials needed for the session**

- Participants’ partially completed LogFrame matrices

**Session activities**

**1. Completion of LogFrame matrices 30 minutes**

- After the break, ask participants to complete the "assumptions" column.

- As the groups work, circulate around the room to answer any question and to make sure that the assumptions are specific and are expressed as positive statements. Also make sure that the assumptions are based on their project proposals and not just a repetition of the examples given in the last session. Challenge participants to think creatively.

**2. Introduction to project proposal writing 10 minutes**

- Explain that a LogFrame matrix is usually prepared as part of a project proposal. Developing a full project proposal is usually a long process that results in a comprehensive document.

- Explain that before spending the time to write a full project proposal, it is generally wise to contact donors in advance with a concept note or brief project outline to determine whether they are interested in the proposed project.
Educational Planning and Management in the Earthquake Affected Areas:
Introduction to Education Project Planning and Management

Trainer’s Notes

- Explain that the contents of a typical project outline are indicated on page 44 of the Workbook.

- Explain that it should be possible to complete a project outline based on the work that was completed in the analysis stage of the project cycle and via the contents of the LogFrame matrix.

3. Preparing a project outline 40 minutes

- Ask participants to work in their small groups to prepare a project outline based on the projects identified in their LogFrame matrices.

- They should draft an outline on flipchart paper that includes the main points of their project. They should follow the headings provided on page 44 of their Workbooks.

- Move around the groups, to assist them in completing their project outlines.

- Each group should nominate one person who will be responsible for making a three to five minute presentation to a donor regarding their projects. In their presentations, they should present their proposed projects and try to persuade the donors of why their project should be funded (that is, why it is justified in order to help with the earthquake recovery process).

4. Presentation of project proposals 40 minutes

- Once all of the groups are finished (but in no more than 45 minutes), ask for a volunteer to come to the front of the room and present their project proposal to the donors. Their presentation should last no more than 5 minutes.

- The workshop facilitator(s) should be prepared to play the role of the donors in this exercise. Take notes during each presentation. After each presentation, ask follow-up questions to clarify the proposal.

- Conduct this process for each of the groups.

- Conduct as many presentations before lunch as possible. If lunch arrives, tell participants that we will finish the remaining presentations after lunch and then conclude the workshop.