
AN INTRODUCTION TO MULTI-AGENCY PLANNING USING THE LOGICAL FRAMEWORK APPROACH

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and the
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INTRODUCTION

Project management and planning can be difficult at the best of times, when the project is one that involves a whole range of partners and agencies, it can be made even more so.¹

The process of developing a Logical Framework (Logframe) for a project is a process for developing thorough and clear plans with the involvement of key partners². The logical framework can help organise the thinking within the project and to guide the purpose, with built-in mechanisms for minimising risks and monitoring, reviewing and evaluating the work. Completed logical frameworks form the basis of a project plan and can be used as a reference tool for on-going reporting.

The Logical Framework process works through 7 core questions. This guidebook devotes a section to each question.

HERE



THERE

1 - Who are 'we'?

Who has an interest? Who should be involved?

2 - Where are we now?

What are the problems? What the possibilities?

3 - Where do we want to be?

What are our objectives? What are the options?

4 - How will we get there?

What activities do we have to undertake?

5 - What may stop us getting there?

What are the Risks and how can we manage them?
What Assumptions are we making?

6 - How will we know if we've got there?

How will we know if we are on target?
What are our Milestones and Indicators?

7- Where will we find the evidence that tells us we are on target and/or have achieved our objectives?

What evidence do we have?
What are our Means or Sources of Verification?

¹ For more background on project management, see Appendix 2

² For more information on Logical Frameworks, see Appendix 3

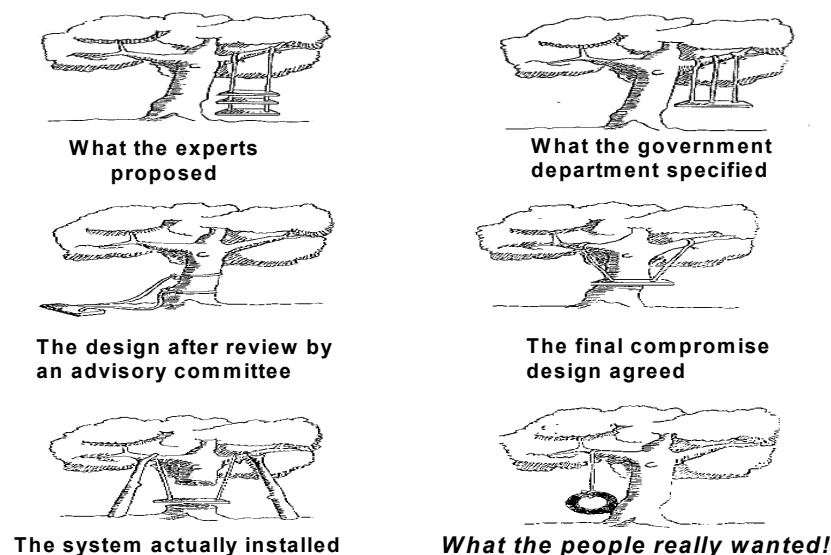
1. WHO ARE WE?

1.1 Why do we involve others?

Involving all key partners in the early stages of project planning helps ensure all groups are 'signed up' to the project and 'own' the plan. This can help minimise tensions later on and has the added benefit that it pools knowledge and experience; helping to ensure the plan is as robust as possible. In a multi-agency project this early involvement is vital.

Effective engagement is likely to result in:

- Improved **effectiveness of your project**. There is likely to a greater sense of **ownership** and agreement of the processes to achieve an objective. **Responsiveness** is enhanced; effort and inputs are more likely to be targeted at perceived needs so that outputs from the project are used appropriately.
- Improved **efficiency**. In other words project inputs and activities are more likely to result in outputs on time, of good quality and within budget if local knowledge and skills are tapped into and mistakes are avoided.
- Improved **sustainability** and **sustainable impact**. More people are committed to carrying on the activity after outside support has stopped. And active participation has helped develop skills and confidence and maintain infrastructure for the long term.
- Improved **transparency** and **accountability** if more and more stakeholders are given information and decision making power.
- Improved **equity** is likely to result if all stakeholders' needs, interests and abilities are taken into account.



Participation can have some simple but very important benefits!³

³ The original of this cartoon was published about 30 years ago. We have been unable to trace the cartoonist but we would very much like to acknowledge them.

Participation is likely to have many benefits. But it is not a guarantee of success. Achieving participation is not easy. There will be conflicting interests that come to the surface; managing conflict is likely to be an essential skill.

Participation can be time consuming. And it can be painful if it involves a change in practice; for example in the way institutions have 'always done things'.

Working out who needs to be involved and what their input/interest is likely to be needs to be done as early as possible, but should also be repeated in the later stages of the project to assess whether the original situation has changed and whether the involvement of groups is being adequately addressed.

1.2 Who do I need to involve?

Analysing the stakeholders who need to be involved is one of the most crucial elements of any multi-agency project planning. Stakeholder analysis is a useful tool or process for identifying stakeholder groups and describing the nature of their stake, roles and interests.

Doing a stakeholder analysis can help us to:

- identify who we believe should be encouraged and helped to participate
- identify winners and losers, those with rights, interests, resources, skills and abilities to take part or influence the course of a project
- improve the project sensitivity to perceived needs of those affected
- reduce or hopefully remove negative impacts on vulnerable and disadvantaged groups
- enable useful alliances which can be built upon
- identify and reduce risks; for example identifying areas of possible conflicts of interest and expectation between stakeholders so that real conflict is avoided before it happens
- disaggregate groups in our thinking.

Stakeholder analysis needs done with a variety of stakeholders to explore perceptions and verify them by cross-reference.

Some potential groups you may want to consider are:

- Users groups - people who use the resources or services in an area
- Interest groups - people who have an interest in or opinion about or who can affect the use of a resource or service
- Winners and losers
- Beneficiaries
- Intermediaries
- Those involved in and excluded from the decision-making process.

Another useful way of thinking about stakeholders is to divide them into:

- **Primary stakeholders.** They are generally the vulnerable. They are the reason why the project is being planned. They are those who benefit from or are adversely affected by the project. This term describes people who may be highly dependent on a resource or service or area (e.g. a neighbourhood, a health clinic) for their well-being. Usually they live in or very near the area in question. They often have few options when faced with change so they may have difficulty adapting.
- **Key stakeholders.** Those who are really important in what the project is trying to deliver or achieve.
- **Secondary stakeholders.** These include **all other** people and institutions with a stake or interest or intermediary role in the resources or area being considered. Being secondary does not mean they are not important; some secondaries may be vital as means to meeting the interests of the primaries.

1.3 Undertaking a Stakeholder Analysis

There are many different tools to help us to think about our stakeholders. Which ones are used depends upon the questions that need to be addressed. This example is one way (but not the only way) of doing a stakeholder analysis.

There are several steps:

1. List all possible stakeholders, that is, all those who are affected by the project or can influence it in any way. Avoid using words like 'the community' or 'the Local Authority'. Be more specific, for example, '12 to 14 year olds' or the 'Youth Service'
2. Identify, as thoroughly as possible, each stakeholders' interests (hidden or open) in relation to the potential project. Note some stakeholder may have several interests. (see example 1).
3. Consider the potential impact of the project on the identified stakeholders. Will the project have a positive or negative impact on them? (Award it + or - or +/- or ?).
4. Now consider, How much do we value the interests of each stakeholder? A high 'Priority of Interest' means the project is being designed in the interest of that stakeholder – for their benefit. Rank stakeholders with those with a high priority at the top and low priority at the bottom.
5. Now consider how much influence each stakeholder has. Put each Stakeholder onto the stakeholder matrix according to the 'Priority of Interest and 'Level of Influence' (see example 2) The Interest/Influence matrix gives you some guide as to how your project should work with each.
6. Decide when you need to engage with the stakeholder groups and at what level (see example 3). Remember you cannot work with all groups all of the time. Complete participation can lead to participatory paralysis!

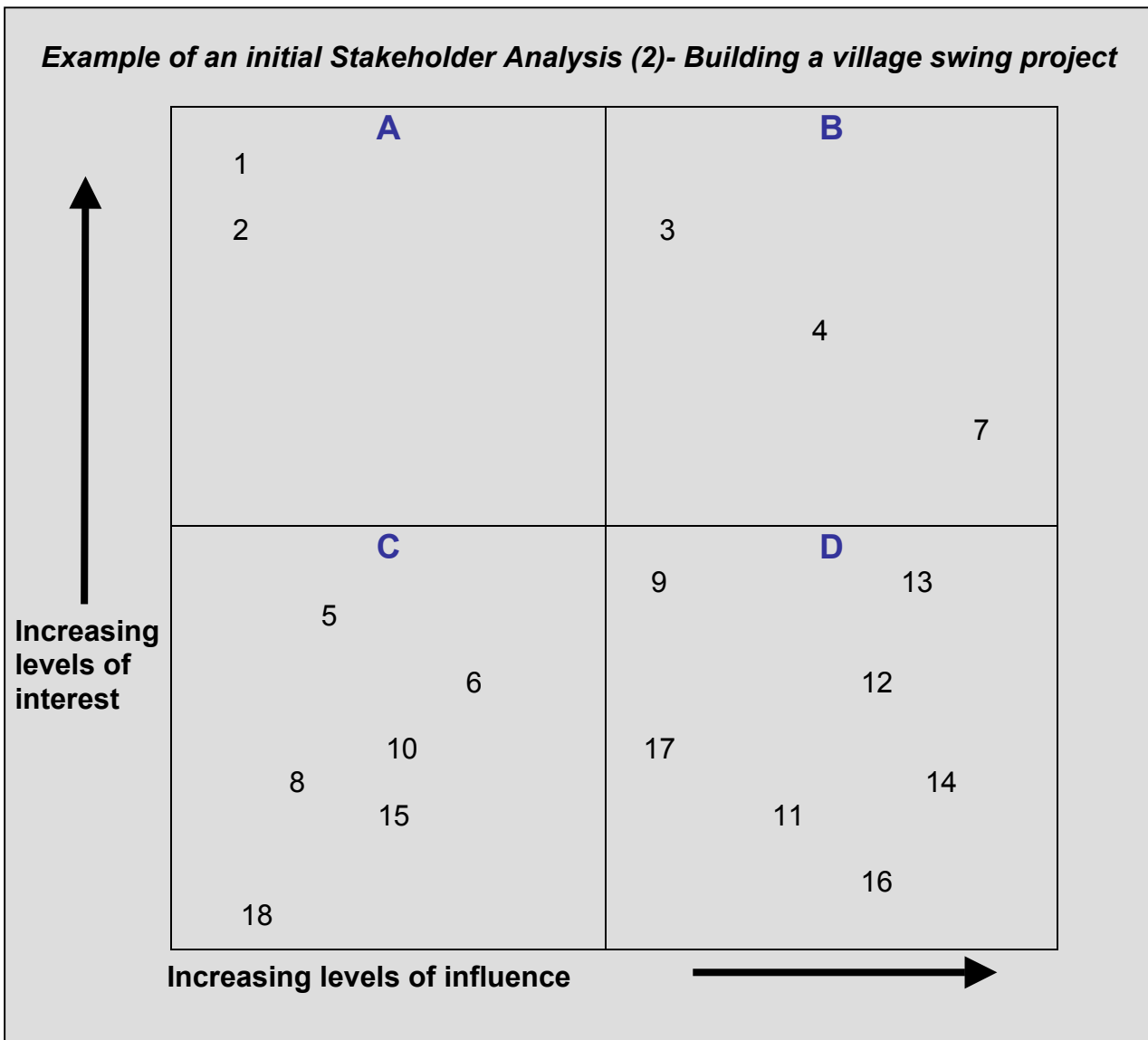
Example of an initial Stakeholder Analysis (1)- Building a village swing project

Stakeholders		Interests	Likely IMPACT (+, -, ?)
Primary stakeholders			
1	Children in the village	Somewhere to play during the week and weekends	+
2	Children from nearby villages	Somewhere to play after school while waiting for the school bus	+
3	High income parents	Somewhere for their children to occasionally play	+
4	Lower income parents	Somewhere for children to regularly play during the week and weekends	+
Key stakeholders			
5	Local Builders	Potential income	+
6	Football club members	Potential loss of Football club land for other recreational purposes	- /?
7	Village council	Providing improved village facilities Acting on behalf of all village residents	+/-
Secondary stakeholders			
8	Swing manufacturers	Income from selling swings	+/-
9	Local school teachers	Children's education and welfare	+/-
10	Village maintenance worker	Regular work and income	?
11	Health and Safety Inspectors	Providing a local service Safe recreational facilities	+/-
12	Local healthcare providers – Local hospitals, Primary Care centres	Improved health of children Fewer accidents	+/?
13	Local clergy	Happy active community	+
14	Local media e.g. Newspaper	Local news stories	?
15	After-School Club leaders	Potential loss of children from the after school club	-/?
16	Local Police	Less vandalism in the village	+ /-
17	Local village shop	Loss of potential income	-/?
18	Local Guides and Scout Groups	Loss of potential members	- /?

Stakeholder Classification: Interest/Influence matrix

A High Interest/Low influence <i>Their interests need to be protected You may well be trying to empower these stakeholders</i>	B High interest/High influence <i>Work in partnership and keep on all on board</i>
C Low interest/low influence <i>Keep them informed</i>	D Low interest/high influence <i>Upset these at your peril!</i>

Example of an initial Stakeholder Analysis (2)- Building a village swing project



Example of an initial Stakeholder Analysis (3) Participation/Project Stage Matrix - Building a village swing project

Action Project Stage	Inform	Consult	Partnership	Manage/Control
Identification		Children Parents Football club	Parents Village Council	
Planning	Local school teachers Local police Local clergy	Swing manufactures Health Safety inspectors Local Maintenance worker Local scouts and guides clubs After school club leaders Local Builders	Parents Village Council	
Implementing	Local clergy Local press	Health Safety inspectors	Parents Builders	Village Council
Monitoring	Local clergy	Health Safety inspectors Local Healthcare providers Parents Children Police	Local Maintenance worker	Village Council
Evaluation		Parents Children		Village Council

2. WHERE ARE WE NOW?

2.1 Identifying Problems and Possibilities (The Current Situation)

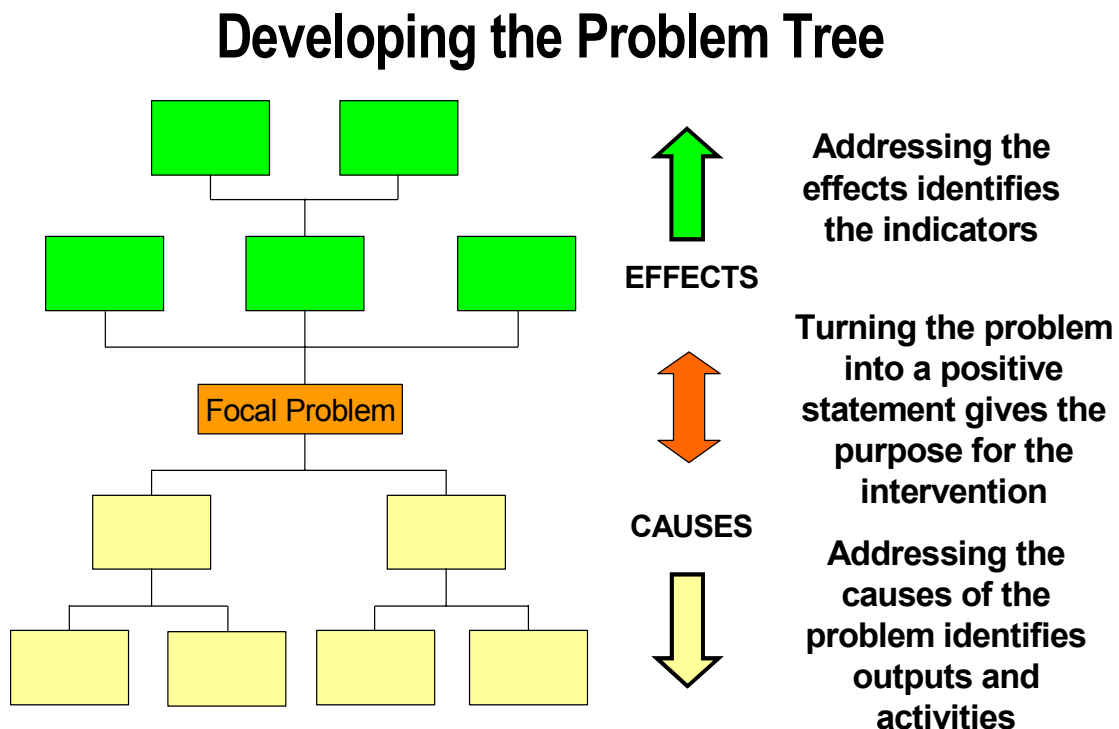
The first step has helped us to identify who needs to be involved, how and when in the initial design phase. With the right stakeholders on board, focus now turns to analysing the situation and prioritising the way forward, through Situation and Option Analysis to help us to understand the current circumstances and develop possible choices for the future.

The purpose of these activities is to develop a relationship of mutual respect and agreement between key stakeholders and to reach a position of collective understanding of the underlying issues and problem so that they can move onto the next stage.

There is no right way to do this and there are a number of options for working through the process – you should judge for yourself the best route to fit the context. Ideally this stage should include some analysis of previous research or evaluation material – potentially documents that have lead you to this stage or examples from other organisations. There may also be notes from earlier meetings that may inform the process. The exercise usually needs to be repeated with different stakeholder groups, often very different pictures of the situation emerge.

2.2 Developing a Problem Tree

Developing a **problem tree** is one way of doing problem analysis. Essentially this involves mapping the focal problem against its causes and effects.



Depending on the group or the situation there are two methods for developing a problem tree...

Start with a blank sheet of flip chart paper, pens and 2" x 2" post-its (or small card and tape).

Method 1: "Brainstorming"

This method can be more creative, but it is risky; you can get tangled up.

- Participants **brainstorm issues** around a problem(s) as yet unidentified. Each issue is recorded on a separate post-it. Don't stop and think or question, just scatter the post-its on the flipchart. When ideas for issues dry up and stop,
- **Identify and agree the focal problem.** It is probably there on the flipchart, but may need rewording. Note that a problem is not the absence of a solution, but an existing negative state.
- **Sort the remaining issues into causes and effects** of the problem.
- **Cluster the issues into smaller sub-groups** of causes and effects building the tree in the process. Tear up, re-word and add post-its as you go.
- Finish by drawing **connecting lines to show the cause and effect relationships.**

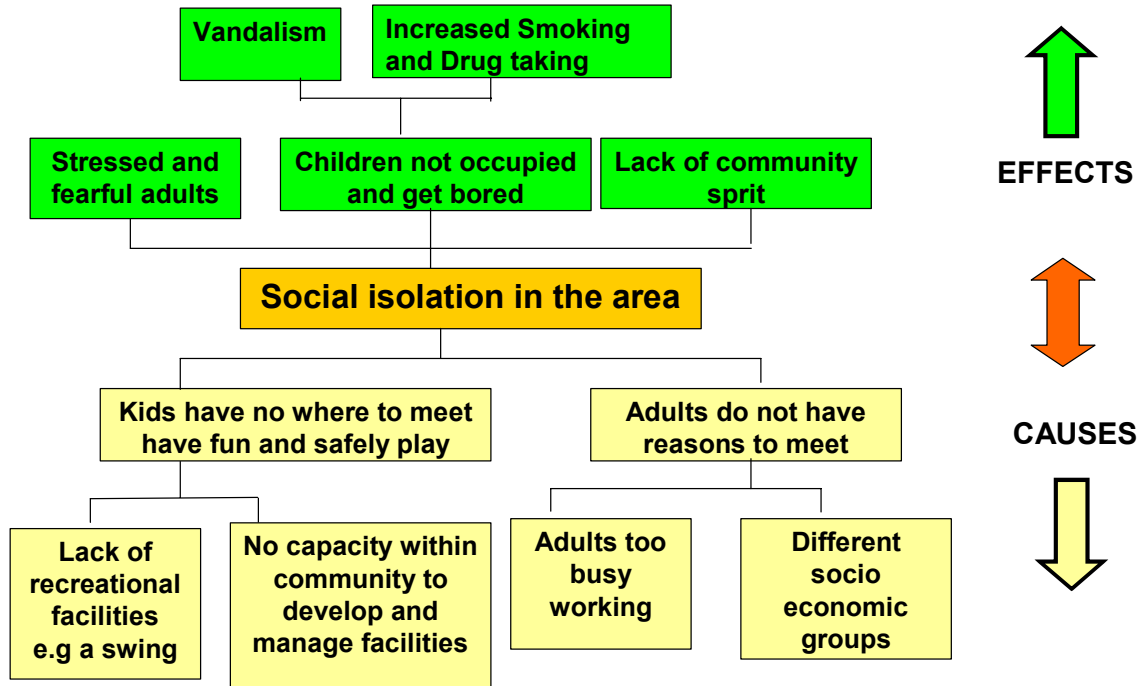
Method 2: Systematic

Better suited to the more systematic and methodical.

- Participants first **debate and agree the focal problem.** Write this on a post-it and place it in the middle of the flipchart.
- Now **develop the direct causes** (first level below the focal problem) by asking 'but why?'. Continue with 2nd, 3rd and 4th level causes, each time asking 'but why?'.
Repeat for the effects above the focal problem instead asking 'so what?'.
Draw connecting lines to show the relationships.

EXAMPLE 2a: Problem Tree -

Developing the Problem Tree



3. WHERE DO WE WANT TO BE?

3.1 Identifying our objectives

Having defined the problem that we are trying to tackle we now need to develop this into objectives that we can work towards.

Some facilitators and participants prefer to skip Step 3 the Problem Tree and move directly on to an **Objectives** or **Vision Tree**. Instead of looking back, looking forward; rather than thinking in terms of negatives, participants imagine a desired situation in the future; (this Focal Objective is placed in the centre of the flipchart.) What is needed to achieve that situation? (placed below the Focal Objective). What would result from achieving the situation? (placed above).

Going directly to an Objective Tree can be particularly useful in a post-conflict context where participants find analysis of the problem painful.

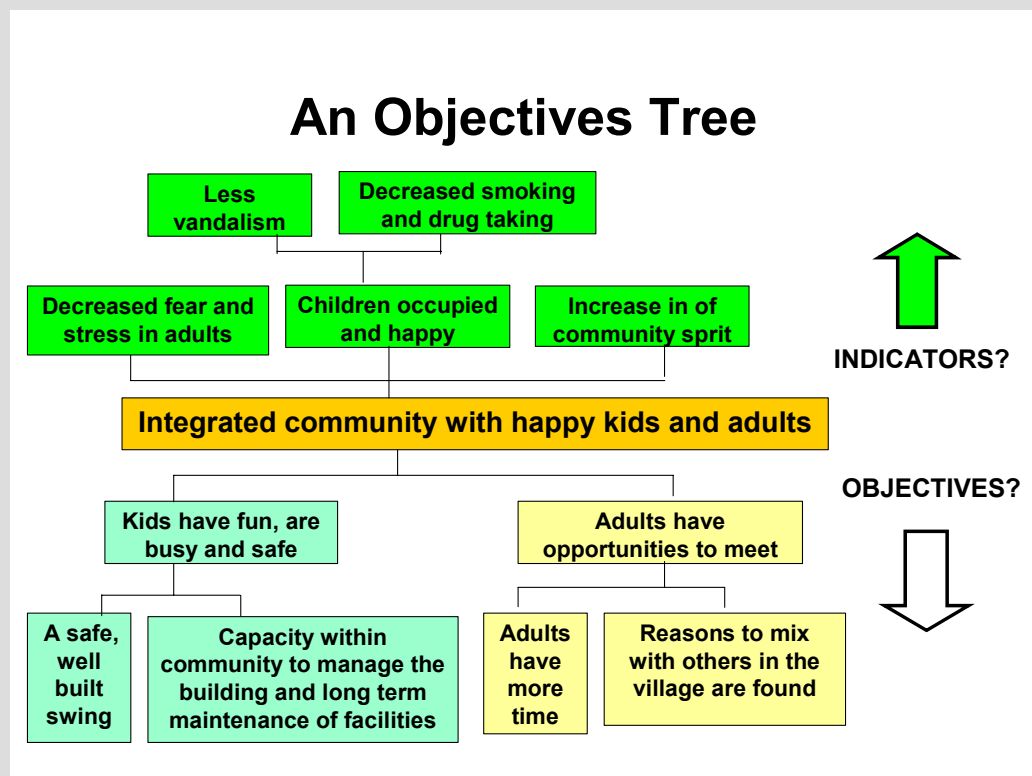
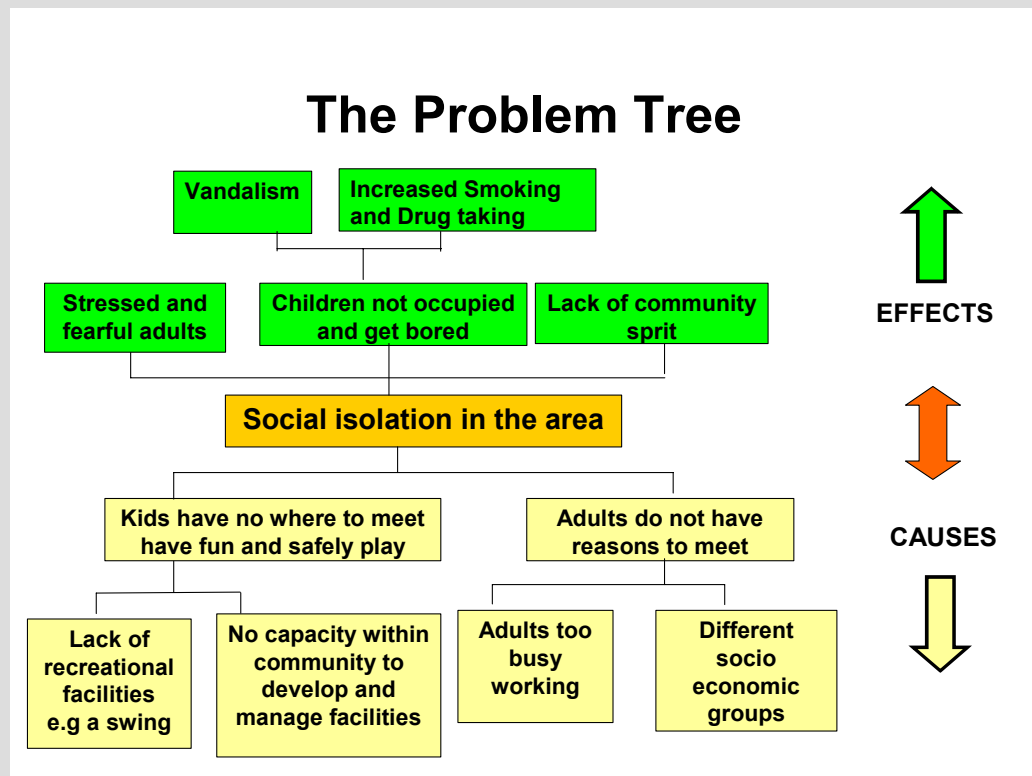
3.2 Developing an Objectives/Vision Tree

This can be done by reformulating the elements of our problem tree into positive desirable conditions. Essentially the focal problem is “turned over” to become the key objective for addressing the problem. (In logical framework terms it may be the Goal or Purpose; discussed in more detail later). *(So in our example, the problem of ‘Social isolation in the area’ becomes an objective of “Integrated community with happy kids and adults”).* Below, the focal problem, you can continue this “reversing” for each of the causes listed to create further objectives.

Above, if the problem is addressed one would expect to see changes in the effects, so there will be useful ideas here for potential indicators of progress and identification of the benefits to be achieved.

Example 3a – A Problem Tree

In the example below, you can also see the earlier problem tree example to compare how it has been ‘transformed’ into the objectives tree.

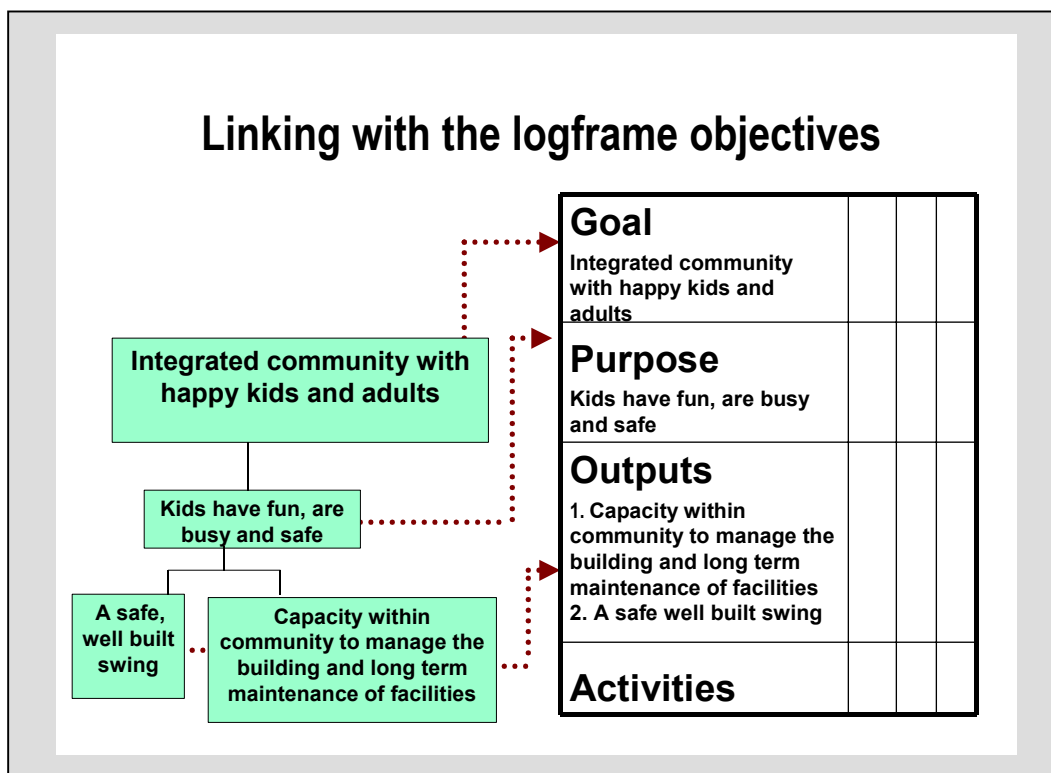


3.3 Choosing between options

This has now given us a number of options for our objectives and the group needs to decide which ones to focus on (**Options Analysis**). You should agree the criteria for assessing the various options. Key factors here could include:

- Degree of fit with macro objectives (The bigger picture)
- What other stakeholders are doing?
- The experience and comparative advantage of your organisation and partners
- What are the expected benefits? To whom?
- What is the feasibility and probability of success?
- Risks and assumptions? Who is carrying the risk?
- Social criteria – costs and benefits, gender issues, socio-cultural constraints; who carries social costs?
- Environmental criteria – what are the environmental costs and gains?
- Technical criteria – appropriateness, use of local resources, market factors?
- Institutional criteria – capacity, capacity building, technical assistance?
- Economic criteria – economic returns, cost effectiveness?
- Financial criteria – costs, cashflows, financial sustainability?

When the criteria have been set a decision as to which option to take can follow. Sometimes it is possible to link the chosen option from the objectives tree into the first “objectives” column of the logframe as shown below (more on this later).



4. How will we get there?

4.1 Identifying our objectives

Having defined our problem we now need to set our objectives. We can take our objectives straight from our problem tree (as shown on the previous page) or we can work through a simple step-by-step approach:

Step 1 - Define the Goal

The **Goal** is a higher order objective (longer term outcome) that the specific project will contribute to. It can be defined as the overall “big picture” need or problem being addressed. e.g. An integrated community with happy and safe kids.

Step 2 - Define the Purpose

The **Purpose** describes the specific and immediate outcomes of the project. This is identified by work to articulate which problem the project is there to address using a problem ‘tree’. The Purpose needs to be clearly defined so all key stakeholders know what the project is trying to achieve. e.g. Kids have fun, are busy and safe.

Step 3 - Describe the Outputs

The **Outputs** describe what the project will have delivered by the end. There are the results that the project must deliver. They can be thought as being the Terms of Reference for the Project. e.g. a). Capacity within a community to manage the building and long-term maintenance of the swing. b). A safe well built swing.

Step 4 - Define the Activities

The **Activities** describe what will be done to achieve each output. They are described as activities e.g. Establish a community committee, Consult kids, Build the swing, Test it, etc.

Step 5 - Test the Logic

When the four rows of column 1 have been drafted, the logic of the left hand column needs to be tested.

Use the IF/THEN test to check cause and effect.

When the objectives hierarchy is read from the bottom up it can be expressed in terms of:

If we do these activities, **then** this output will be achieved.

If we deliver these outputs, **then** this purpose will be achieved

If the purpose is achieved **then** this will contribute to the Goal.

The IF/THEN logic is further tested and refined by the analysis of the Assumptions in the fourth column of the Logframe as we shall see after we have looked at Risks and Risk Analysis.

4.2 Objectives Column in the Logical Framework

We put the objectives into the first column of the logical framework – the objectives column:

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
Goal: The higher order impact to which the project contributes <i>The Greater Why?</i>			
Purpose: The specific and immediate outcome of the project <i>The Why?</i>			
Outputs: The deliverables of the project or the terms of reference <i>The What?</i>			
Activities: The main activities that must be undertaken to deliver the outputs <i>The How?</i>			

EXAMPLE 4a – Logical Frameworks Column 1 –Objectives – Building a Swing!

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
<p>Goal: Integrated community with happy kids and adults</p>			
<p>Purpose: Kids have fun, are busy and safe</p>			
<p>Outputs:</p> <ol style="list-style-type: none"> 1. Capacity within community to manage the building and long-term maintenance of the swing. 2. A safe well built swing. 			
<p>Activities:</p> <ol style="list-style-type: none"> 1.1 Establish community committee 1.2 Set budget 1.3 Set up systems for maintenance 1.4 Consult kids 2.1 Consult kids 2.2 Design the swing 2.3 Get planning permission 2.4 Commission a builder 2.5 Build it 2.6 Test it 2.7 Safety inspection on it 2.8 Carry out user survey and participatory evaluation with kids. 			

4.3 Checklist - Objectives

Below is a simple checklist for checking the objectives in column 1 of the Logframe.

1. Do they answer

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

2. Does the logic work?

- Vertical logic in Column 1;



- Is it 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?
6. Is it assessable? Is the causal link reasonably strong?
7. Do we see Process as well as Product objectives?
8. Are the Outputs and Activities linked /cross-numbered?

5. What can stop us getting there?

5.1 Assessing the Risks

Risk is the potential for unwanted happenings impairing the achievement of our objectives. Every project involves risks. Risk assessment and management are essential elements in business; likewise in development and community work.

If you talk to experienced development and/or community workers they will usually agree that when projects fail, it is not generally because the objectives were wrong but because insufficient time and thought were given to the risk factors, to what can go wrong with the plan and to the assumptions that are being made.

So it is important that risks are identified in planning and that a risk management plan is built into the overall design process and implementation management.

5.2 Undertaking a Risk Analysis

- Step 1** Identify the risks. Creatively think up as many as you can. Examine the various analyses you may have done; stakeholder, economic, environmental, social, problem etc. These will usually give many clues. (See the left hand column of Example 5a)
- Step 2** Number off each risk on your list. Estimate and evaluate each risk against the two characteristics of Probability (the Likelihood that it will happen) and Impact (the effect of the risk) by placing each number on a 3 x 3 Matrix. (Example 5b)
- Step 3** Where possible, design measures to reduce or eliminate the risk. This is especially important for risks scored Medium or High. Some risks are controllable, others uncontrollable. In the example, risk 4 is a KILLER risk; if the risk cannot be reduced in some way, the project should be scrapped. Going ahead with a project with risks scoring Medium will need strong justification.
- Step 4** Return to your Objectives. Redesign your Activities, or Outputs in the light of the risk analysis to incorporate measures to reduce or eliminate the probability and/or impact of significant risks.

Example 5b - A Probability/Impact Matrix

IMPACT	Low	Medium	High
PROBABILITY			
Low		5, 3	2
Medium		1	
High			4

5.3 Managing the risks

Your risk analysis should highlight the risks that you need to manage, you may be willing to ignore those with a low probability and/or low impact, however those with a high probability or greater potential impact must be managed.

Part of the management of risks is the initial identification of them which you have done – if you know there are risks, you can look out for them and monitor them. There may also be other ways of managing them through thorough planning, resourcing or controlling them.

It may be that if there is a risk with a high probability and high impact that cannot be managed/minimised you might want to consider the feasibility of the project – it may be that the risk of doing the work is greater than the risk of not doing it.

EXAMPLE 5a – Managing the risks e. g . Building a Swing!

RISKS	MEASURES TO REDUCE OR ELIMINATE RISK
1. Community may not be really interested in getting the swing built	More local ownership of project, set up community committee
2. Design of the swing is not in line with real needs and kids do not use it	Consult kids about the design
3. Builders may not understand the requirements and specifications	Select builders carefully by getting at least three quotes
4. Swing gets vandalised	Establish community capacity to maintain the swing Ensure the swing is easy to maintain
5. Football club do not want to give up land for the swing	Get parents to lobby Football club members

5.4 Identifying our Assumptions

Assumptions are an explicit statement of factors, which will have an influence on the achievement of the project’s objectives, and therefore need to be managed. These assumptions need to be articulated early on in the project.

By adding in Assumptions our logic is extended so that:

- Once Activities have been carried out, and if the Assumptions at this level hold true, Outputs will be delivered.
- Once Outputs and Assumptions at this level are fulfilled, the Project Purpose will be achieved.
- Once the Purpose has been achieved and the assumptions at this level are fulfilled, the contribution to the achievement of the overall Goal will have been made by the project.

5.5 The Assumptions Column in the Logical Framework

We should add these assumptions into the logical framework:

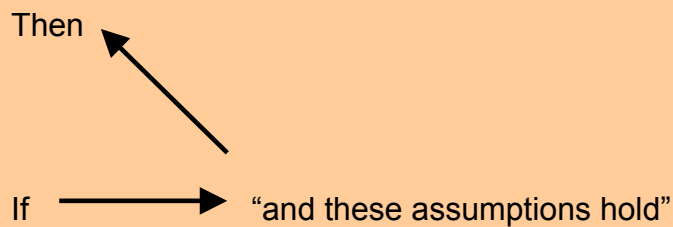
Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
Goal:			Important factors for sustaining objectives in the long term
Purpose:			Important factors needed in order to contribute to the Goal
Outputs:			Important factors needed in order to achieve the Purpose
Activities:			Important factors needed to deliver the Outputs

EXAMPLE 5c – Logical Framework Column 4 – Assumptions e.g. Build a Swing!

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
Goal: Integrated community with happy kids and adults			Birth rate continues
Purpose: Kids have fun, are busy and safe			Safe recreation leads to happiness and community integration Facilities do not create conflict
Outputs: 1. Capacity within community to manage the building and long-term maintenance of the swing. 2. A safe well built swing.			People see the benefit of it Easy maintenance No vandalism Kids like it and use it Kid's don't fight
Activities: 1.1 Establish community committee and undertake any required lobbying 1.2 Set budget 1.3 Set up systems for maintenance 1.4 Consult kids 2.1 Consult kids 2.2 Design the swing 2.3 Get planning permission 2.4 Commission builder 2.5 Build it 2.6 Test it 2.7 Safety inspection on it 2.8 Carry out user survey and participatory evaluation with kids.			Enthusiasm and participation maintained Low inflation Sufficient funds raised Permission given Building firm reliable and capable Football club give up a small portion of land for the swing

5.6 Checklist – Risks and Assumptions

1. Have all the risks been identified?
 - e.g. from the Stakeholder analysis?
 - e.g from the Problem trees? Etc.
2. Are the risks specific? Or too general?
3. Where risks are manageable, have they been managed?
4. Where possible, have they been turned into Activities and Outputs? i.e. moved into Column 1?
5. Are the Assumptions at the right level?
6. Does the logic work?
 - Check the diagonal logic between Columns 1 and 4



- Is it necessary and sufficient?
7. Should the project proceed in view of the remaining assumptions/risks?

6. HOW WILL WE KNOW IF WE'VE GOT THERE?

6.1 Identifying our indicators and milestones

Once the project objectives and assumptions have been drafted the next task is to identify indicators for each of the objectives in column 2 that might be able to measure and report on the achievement of the objectives.

For each horizontal layer of the logframe you need to define indicators that can be measured to show the project is achieving what it set out to do.

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
Goal: The higher order impact to which the project contributes	Goal level “Impact” Indicators Measures of the longer term outcomes that the project contributed to.		
Purpose: The specific and immediate outcome of the project	Purpose level “End of Project Indicators”. Measures of the immediate outcomes or effects of the delivery of the outputs.		
Outputs: The deliverables of the project or the terms of reference	Output level Indicators Measures of the delivery of the Outputs.		
Activities: The main activities that must be undertaken to deliver the outputs	Activity Level Indicators These measures are often milestones and are often presented in more detail in the project work plan.		

The simplest way of setting usable indicators is to use the maxim **Q Q T - Quantity, Quality, Time.**

Step 1: Set the basic indicator

Step 2: Add **Quantity** - an amount or percentage that will be achieved

Step 3: Add **Quality** – a built in quality measure to specify the indicator

Step 4: Add **Time** – when this should be accomplished by. (avoid using general phrases such as ‘As soon as possible.’)

EXAMPLE 6a - Quantity, Quality, Time (QQT). Indicators

Step 1: Children use the swing

Step 2 (Quantity): **60%** of children in the village use the swing at least once a month

Step 3 (Quality): 60% of children in the village use the swing **safely** at least once a month.

Step 4 (Time): 60% of children in the village use the swing safely at least once a month **by the end of the second year.**

EXAMPLE 6b – Logical Framework Column 2 – Indicators – Building a Swing!

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
Goal: Integrated community with happy kids and adults	Number of stressed families decreases by 50% Other communities adopt similar ideas		Birth rate continues
Purpose: Kids have fun, are busy and safe	60% of local young kids safely use the swing at least once a month by the end of the second year. Kids opinion on life in the village improved by the end of the second year.		Safe recreation leads to happiness and community integration Facilities do not create conflict
Outputs: 1. Capacity within community to manage the building and long-term maintenance of the swing. 2. A safe well built swing.	6- monthly meetings after completion with >5 than members Swing maintained and in use over minimum 5 year period. Swing completed and in use in 12 months Minimal number of accidents Few repairs needed		People see the benefit of it Easy Maintenance No vandalism Kids like it and use it Kid's don't fight
Activities: 1.1 Establish community committee and undertake lobbying 1.2 Set budget 1.3 Set up systems for maintenance 1.4 Consult kids 2.1 Consult kids 2.2 Design the swing 2.3 Get planning permission 2.4 Commission Builder 2.5 Build it 2.6 Test it 2.7 Safety inspection on it 2.8 Carry out user survey and participatory evaluation with kids.	Planning team set up by x Lobbying undertaken by x Committee chosen by x Monthly meetings during planning and building phase with > 8 members Budget Enough money raised by x Rota agreed amongst parents to maintain swing by x Ideas generated and incorporated into the design Designed by x Planning permission by x Tenders issued x Contract awarded by x Completion by x Tested by builders by x Inspection by x Survey carried out by x		Enthusiasm and participation maintained Low inflation Sufficient funds raised Permission given Building firm reliable and capable Football club provide land

6.2 Checklist – SMART and SPICED Indicators

Ideally a good indicator should be **SMART**, or even better **SMARTER!**

- **S**pecific to the objective it is supposed to measure
- **M**easurable (either quantitatively or qualitatively)
- **A**vailable at an acceptable cost
- **R**elevant to the information needs of those measuring the objectives
- **T**ime bound – so we all know when the objectives are to be achieved.
- **E**njoyable to measure – for the project team and all concerned!
- **R**ewarding to measure – for the project team and all concerned!

In recent years **SPICED** Indicators have been developed and successfully used by some organizations.

- **S**ubjective
- **P**articipatory
- **I**ndirect
- **C**ross checked
- **E**mpowering
- **D**iverse

The important thing is to use whichever indicators are best suited to what you are trying to measure.

7. HOW DO WE PROVE IT?

7.1 Identifying the evidence we'll use

The final element of developing the logframe is to decide how these indicators will be measured – what evidence we will use. This is a vital stage of the initial planning that is often overlooked. Building in evidence sources at this stage will make the monitoring and evaluating of the project easier. (For more information about Monitoring, Reviewing and Evaluating see Appendix 4)

Column 3 of the log frame relates to the verification. It should be considered at the same time as you formulate your indicators.

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
Goal:	Measures of the longer term outcomes that the project contributed to.	Sources of data needed to verify status of Goal level indicators	
Purpose:	Measures of the immediate outcomes or effects of the delivery of the outputs.	Sources of data needed to verify status Purpose Level indicators	
Outputs:	Measures of the delivery of the Outputs.	Sources of data needed to verify status of Output Level Indicators	
Activities:	These measures are often milestones and are often presented in more detail in the project work plan.	Sources of data needed to verify status of the Activity Level Indicators	

In specifying our Means or Sources of Verification we need to ask a series of simple questions:

- What evidence do we need?
- Where will the evidence be located?
- How are we going to collect it?
 - *Is it available from existing sources? (e.g. progress reports, records, accounts, statistics, etc)*
 - *Is special data gathering required? (e.g. special surveys)*
- Who is going to collect it? (e.g. the project team, consultants etc)
- Who will pay for its collection?
- When/how regularly it should be provided (e.g. monthly, quarterly annually)
- How much data gathering is worthwhile?

Some typical Sources of Verification

- Minutes of meetings
- Attendance lists
- Stakeholder feedback, results of focus groups
- Surveys and reports
- Project records and reports
- Project reviews
- External evaluation reports

Be careful not to commit yourselves to measuring things that will be very expensive and time consuming to measure. All quantitative indicators should be easily measurable. Go back to Column 3 if the indicators you have chosen are impractical to measure. You need to be practical!

EXAMPLE 7a – Logical Framework Column 3 – Verification – Building A Swing!

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
<p>Goal: Integrated community with happy kids and adults</p>	<p>Number of stressed families decreases by 50% Other communities adopt similar ideas</p>	<p>Reports from village clinic and counsellors</p> <p>Newspaper articles</p>	<p>Birth rate continues</p>
<p>Purpose: Kids have fun, are busy and safe</p>	<p>60% of local young kids use the swing safely at least once a month Kids opinion on life in the village improved</p>	<p>User Survey</p> <p>Participatory evaluation with kids</p>	<p>Safe recreation leads to happiness and community integration Facilities do not create conflict</p>
<p>Outputs:</p> <p>1. Capacity within community to manage the building and long-term maintenance of the swing.</p> <p>2. A safe well built swing.</p>	<p>6- monthly meetings after completion with >5 than members Swing maintained and in use over minimum 5 year period. Swing completed and in use in 12 months Minimal number of accidents Few repairs needed</p>	<p>Minutes of meetings</p> <p>Maintenance and annual safety inspection records</p> <p>Safety certificate on completion</p> <p>Accident records; bruises, minor cuts and hospitalisation</p> <p>Maintenance log</p>	<p>People see the benefit of it Easy Maintenance No vandalism</p> <p>Kids like it and use it Kid's don't fight</p>

Example 7a (Continued)

Column 1 Objectives	Column 2 Indicators	Column 3 Verification	Column 4 Assumptions
<p>Activities:</p> <p>1.1 Establish community committee and undertake required lobbying</p> <p>1.2 Set budget</p> <p>1.3 Set up systems for maintenance</p> <p>1.4 Consult kids</p> <p>2.1 Consult kids</p> <p>2.2 Design the swing</p> <p>2.3 Get planning permission</p> <p>2.4 Commission Builder</p> <p>2.5 Build it</p> <p>2.6 Test it</p> <p>2.7 Safety inspection on it</p> <p>2.8 Carry out user survey and participatory evaluation with kids.</p>	<p>Planning team set up by x</p> <p>Lobbying undertaken by x</p> <p>Committee chosen by x</p> <p>Monthly meetings during planning and building phase with > 8 members</p> <p>Budget</p> <p>Enough money raised by x</p> <p>Rota agreed amongst parents to maintain swing by x</p> <p>Ideas generated and incorporated into the design</p> <p>Designed by x</p> <p>Planning permission by x</p> <p>Tenders issued x</p> <p>Contract awarded by x</p> <p>Completion by x</p> <p>Tested by builders by x</p> <p>Inspection by x</p> <p>Survey carried out by x</p>	<p>Minutes of meetings</p> <p>Attendance Records</p> <p>Accounts</p> <p>Income/receipts</p> <p>Quarterly rota pinned on library notice board</p> <p>Plan discussed with designers</p> <p>Design in hand</p> <p>Permit in hand</p> <p>Documentation</p> <p>Documentation</p> <p>Verbal report</p> <p>Certificate in hand</p> <p>Findings displayed in public library</p>	<p>Enthusiasm and participation maintained</p> <p>Low inflation</p> <p>Sufficient funds raised</p> <p>Permission given</p> <p>Building firm reliable and capable</p> <p>Football club provide land</p>
















7.2 A Checklist – Indicators and Verification

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
















8. CONCLUSIONS

8.1 Checking the Logical Framework

You should now have a completed Logical Framework and it is worth going through it and checking it against this checklist⁴.

- 1  The Project has one clear *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 and does not contain words like “by”, or “through”.
- 5  All the *outputs* are necessary for accomplishing the *purpose*.
- 6  The *outputs* are clearly stated.
- 7  The *outputs* are stated as results, with the noun preceding the verb.
- 8  The *activities* define the action strategy for accomplishing each output, led by strong verbs.
- 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.

⁴ Adapted from the Team up Project List.

- 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 impact 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, and are independent of the *activities*.
- 22  The goal-level *indicators* are verifiable in terms of quantity, quality and time.
- 23  The associated budget defines the resources and costs required for accomplishing the *purpose*.
- 24  The Verification column identifies where the information for verifying each indicator will be found and who will be responsible for collecting it.
- 25  The *activities* identify any actions required for gathering Means or Sources of Verification.
- 26  The *outputs* define the management responsibility of the Project.
- 27  When reviewing the Logical Framework, you can define the monitoring, review and evaluation plan for the Project.
- 28  The *purpose indicators* measure the Project outcomes to be sustained.
- 29  The *output* strategy includes a description of the project management systems.
- 30  The team designing the project are completely exhausted!

8.2 Using the Logical Framework

The logical framework now provides a comprehensive and through project plan that all partners have been involved in and that has an inherent logic running through it. The logical framework is useful for a number of purposes:

- Monitoring, Reviewing and Evaluating – Keeping track of the project, it forms a most useful monitoring, reporting and evaluation tool (*See Appendix 4 for further on this*).
- Communicating the details of what the project is about – Informing partners about the overall objectives of the project (*See Appendix 5 for further on this*)
- A commissioning tool – Section 8.3 explains how frameworks can be nested within each other – the overall goals can become purposes which other organisations can be commissioned to deliver.

8.3 Nesting the Framework

One of the interesting things about logical frameworks is how they can be linked together and 'nested' within each other. Your organisation/group may have a number of different level plans (For example a city-wide plan, an organisational plan and individual team plans within this). Theoretically the objectives should feed down through these plans so that the 'purpose' for the high level plan becomes the goal for the subsequent plans and this process continues as objectives become more and more specialised.

8.4 Next Steps

Whilst the logical framework helps to set the general plan for the project, more detailed work needs to be done on developing a budget and a more detailed work plan. (See Appendix 6 for more information on this)

8.5 Useful References

DFID (2002) Tools for Development.

<http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf>

The Multi Agency Participation Group for Children and Young people (2003) Standards in Participation – A resource to help you review your work and plan for the future.

Sheffield City Council, Corporate Consultation Group, Consultation Toolkit.

Appendix 1: GLOSSARY

Term	Description
Activities	Actions or Tasks that have to be taken to produce or deliver the Outputs.
Assumptions	External Factors that could affect the success of the project, but over which the project manager or project team have no control.
Contractor	The public/private organisation, consortium or individual with whom the contracting authority enters into a contract.
Gantt Chart	A means of visually representing planned activities. Activities are presented by horizontal bars whose length is proportional to the calendar time required for the activity.
Logical Framework or “Logframe”	A simple 4 x 4 Project matrix (made up of 16 key questions) used for Project Planning, Implementation, Monitoring, Review and Evaluation.
Goal	The higher order Impact level objective to which the project is contributing.
Milestones	Significant points in a project. Times when decisions should be made and or actions should have been completed.
Nesting	The placement of Logical Frameworks together to enable the fitting together of higher and lower level objectives
Outputs	The Deliverables or the Results of the project. These can also be expressed as the Terms of Reference for the Project.
Problem Analysis	A structured investigation of the negative aspects of a situation in order to establish Causes and Effects.
Purpose	The Immediate Outcomes of the project
Stakeholder	A stakeholder is any person, group, organisation or institution that has an interest in an activity, project or programme. This includes intended beneficiaries and intermediaries, winners and losers, and those involved or excluded from the decision making process.
Stakeholder Analysis	Identification of all stakeholders who can influence the project or are likely to be affected (either positively or negatively) by the project.
Sustainability	The continuation in the benefits produced by the project after it has ended.

Appendix 2: PROJECT MANAGEMENT

What is a project?

A project is a series of **activities** aimed at bringing about **clearly specified objectives** within a defined **time period** and with a defined budget.

A project should also have:

- clearly defined stakeholders
- clearly defined coordination, management and implementation arrangements
- a monitoring, review and evaluation system.

What is the Project Managers Role?

Every project requires management. Someone should be setting objectives, allocating resources, delegating responsibility and monitoring performance in order to keep the project on track.

Of course, as in any management situation, the style that the manager adopts can vary from a very authoritarian, vanguard leader with a hands-on, deficit approach, through a consultative, delegating manager who is one step back from the action, to a democratic, developer manager who facilitates others to achieve. We would advocate the latter, but it is up to you.

As a project manager you are key to the success of the project. To be effective you must be able to:

- Lead and/or coordinate a team of skilled individuals
- Communicate with everyone involved with the project
- Motivate the project team, stakeholders, and contractors
- Negotiate effective solutions to the various conflicts that may arise between the needs of the project and its stakeholders.
- Identify the risks to the project and limit their effects upon the project.
- Use a variety of basic project management tools and techniques
- Maintain a good sense of humour at all times!

Do however please remember:

Tools are not a substitute for professional judgement; simply complimentary!

What is Project Cycle Management (PCM)?

The term Project Cycle Management (or PCM as it is sometimes called) is used to describe the management activities, tools and decision-making procedures used during the life of the project. This includes key tasks, roles and responsibilities, key documents and decision options.

The objective of PCM is to provide a standard framework in which projects are developed, implanted and evaluated. The concept of a cycle ensures that the results of the different experiences of the project are feedback into new projects and programmes.

The use of PCM tools and decision making procedures helps to ensure that:

- Projects are relevant to agreed strategic objectives
- Key stakeholders are involved at the important stages of the project
- Projects are relevant to real problems of target groups/beneficiaries
- Project objectives are feasible and can be realistically achieved
- Project successes can be measured and verified.
- Benefits generated by projects are likely to be sustainable
- Decision-making is well informed at each stage through easily understood project design and management materials.

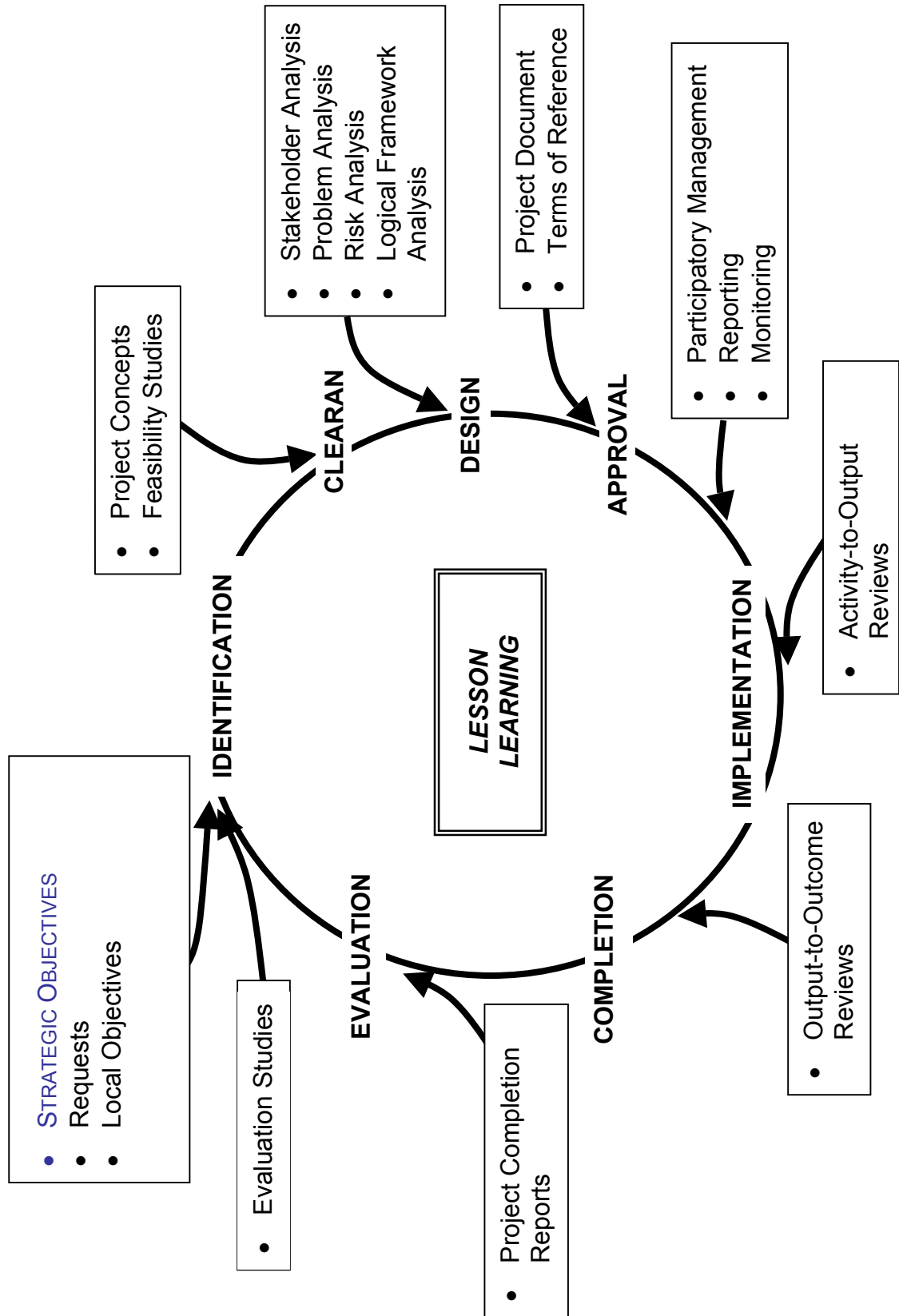
The Project Cycle

There is no “correct” or “ideal” project cycle. Different organisations can develop their own project cycle according to their own needs, requirements and operating environment.

A typical Project Cycle is shown in Figure 1 (over)

Throughout the entire cycle a process of reflection is encouraged to ensure that **LESSON** learning is at the heart of the process, enabling adjustment to activities, indicators of success, appreciation of risks and the focus of achievements.

THE PROJECT CYCLE



Appendix 3: FURTHER INFORMATION ON LOGICAL FRAMEWORKS

A few more key points about the Logical Framework Approach (LFA) and its use.

1. The LFA has now been adopted by many different UK projects and programmes. It has a long history of use in development projects in the third world and is frequently required by their funders. It was introduced into the UK in 1998 by staff of the Centre for International Development and Training (CIDT) of the University of Wolverhampton.
2. The LFA has now been used by Health Action Zone (HAZ) and many Regeneration projects throughout the country. A list of the practical advantages and disadvantages of the approach are given over in Table 1.
3. Support and training can be accessed via the University of Wolverhampton Centre for International Development and Training. A guide is available on their website www.wlv.ac.uk/cidt/.
4. The logical framework is a simple tool that:-
 - a. Helps organise the thinking in the project and projects purpose.
 - b. Relates activity and investment to expected results.
 - c. Sets performance indicators and the framework for monitoring, review and evaluation.
 - d. Allocates responsibility.
 - e. Communicates information about the project concisely and unambiguously.
 - f. Reduces time and effort in project management.
 - g. Utilises the best of experience and creativity. It does not replace the use of competent staff.
 - h. Requires strong facilitative and leadership to ensue real participation by all stakeholders.
4. The advantages and disadvantages of the approach have now been well documented...see over

An introduction to Multi Agency Planning using the Logical Framework Approach

Advantages	Disadvantages
<ul style="list-style-type: none"> • Logical • Helps focus on the time required for good project design. • Helps in the identification of risks and how to manage them. • Highlights weaknesses in project designs • Encourages real partnerships. • Allows monitoring and management of assumptions. • High potential for community involvement. • Systematic and very thorough • Focusing • Helps you clearly identify the real problem • Can decrease bureaucracy and paperwork • Has to include stakeholders • Structures your thinking • Sets up a useful framework for monitoring • Sets up a useful framework for evaluation • Involves stakeholders in all stages • Links activities to purpose etc • Highlights the assumptions being made • The “process” itself is useful • Values peoples contribution through projects to outputs and purpose • Can challenge long held assumptions • Good strategic tool • Useful commissioning tool • Verification process is valuable • Adds real discipline and structure • Clearly defines the links between projects, programmes and strategies • Ensures completeness of a project • Flexible/adaptable 	<ul style="list-style-type: none"> • Too late for some existing programmes. • Needing to know the Logframes above you. • Controlling. • Assumption that there is partnership. • Can be time consuming • Could be perceived as inflexible • Could generate bureaucracy if not used correctly • The jargon can put some people off • Doesn't fit with existing systems • You need training in the approach

Table 1- Summary of Advantages and Disadvantages of Logical Frameworks for HAZ work as perceived by HAZ staff who have used the Logical Framework Approach. (Dearden et al 2001).

Useful websites

<http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf>

Tools for Development - A handbook for those engaged in development activity, Performance and Effectiveness Department, **Department for International Development** September 2002.

Or <http://www.dfid.gov.uk> and type in “Tools for Development “ in the search facility.

This comprehensive handbook can be downloaded a chapter at a time.

http://europa.eu.int/comm/europeaid/gsm/index_en.htm

Useful site from EuropeAID (part of the European Union) with link to EU’s project cycle management guide with lots of useful project cycle management tools.

Further Training/Facilitation

The Centre for International Development and Training (CIDT) of the University of Wolverhampton cidt@wlv.ac.uk offer two and three-day tailor made training courses for groups of staff who want to have full training and develop a usable logical framework for project implementation and management. We also offer trained facilitators who are able to ensure participation of key stakeholders with project teams

Contact CIDT at:

Phone 01902323219

Fax 01902323212

Email: cidt@wlv.ac.uk

Appendix 4: MONITORING, REVIEWING AND EVALUATING

Accountability

We are all accountable for the work that we do. We are accountable for the stewardship of the resources that we have been given; skills, time, money, good health etc. At work, we are accountable to our manager or boss, to whoever pays us. Teaching or health staff are accountable to their clients, their pupils or those needing health care. We are often accountable to a variety of people involved; foremost to the people and communities we serve, but also to others including the authorities and those who provide resources.

Asking ourselves ‘How does our progress measure against our objectives?’ and ‘What is the quality of our service?’ are important questions whether we work in business management or community and/or development work.

Lesson Learning

We also need to learn lessons. We need a system to reflect on and analyse performance both:

- on an on-going day-by-day basis so that we can change direction and improve what we are doing, and also
- on an occasional (stop-what-we’re-doing-and-think) basis, perhaps quarterly, annually or every three years, when we examine our effectiveness, outcomes and impact so that we can build lessons into future plans.

Monitoring, Review and Evaluation

It is crucial to plan M,R&E from the outset; e.g. when doing an organisational strategic plan, when planning a project. A system is needed that will answer questions of:

- **relevance** (Does the project address the needs?)
- **efficiency** (Are we using the available resources wisely and well?)
- **effectiveness** (Are the desired outputs being achieved? Is the organisation or initiative delivering the results it set out with?)
- **impact** (Have the wider goals been achieved? What changes have occurred that help targeted individuals and/or communities?)
- **sustainability** (Will the impact be sustainable? Will any structures and processes established be sustained?)

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The use of the terms **Monitoring**, **Review** and **Evaluation** varies in different organisations. Be aware that when talking with others, they may use different words, or the same words may mean different things. A common interpretation of them when used with Logframes is:

Monitoring

The collection and analysis on a regular basis of information for checking performance. This is usually done internally to assess whether inputs are being used, whether and how well activities are being completed, and whether outputs are being delivered as planned. Monitoring focuses in particular on **efficiency**, the use of resources. Key data sources for monitoring will be typically internal documents such as monthly/quarterly reports, work and travel logs, training records, minutes of meetings etc.

Review

A more substantial form of monitoring, carried out less frequently; perhaps annually or at the end of a phase. It usually involves insiders working with outsiders. Review focuses in particular on **effectiveness, relevance** and **immediate impact**. It assesses whether the activities have delivered the outputs planned and the impact of those outputs; in other words whether there is indication that the outputs are contributing to the purpose of the organisation, project or programme. Reviews set up specifically to examine impact are sometimes called Output-to-Purpose Reviews. 'Review' in many organisations is called evaluation. Key data sources for review will typically be both internal and external documents, such as ½ yearly or annual reports, a report from a stakeholder participatory review event, data collection documents, consultants' reports etc.

Evaluation

In many organisations is a general term used to include review. Other organisations use it in the more restricted sense of a comprehensive examination of the outputs and impact of a initiative; how it contributes to its purpose and goal. Evaluations are usually carried out by both insiders and outsiders in order to help stakeholders and decision makers to learn and apply lessons. Evaluations focus in particular on **impact** and **sustainability**. They may happen:

- at the end of a phase or initiative (terminal or summative evaluations) to assess immediate impact
- and/or beyond the end of the initiative (ex-post evaluations) to assess the longer-term impact of the initiative and its sustainability.

Key data sources for evaluation will be both internal and external. They may include review reports, consultants reports, national and international statistics, impact assessment reports etc.

Appendix 5: USING LOGICAL FRAMEWORKS AS A COMMUNICATIONS TOOL

The logical framework is an important communication tool. It can help us to explain to our project partners and other stakeholders what we are doing and why. It can help us prepare reports for sponsors and other key stakeholders. This can be achieved by taking:

A Step-by-step presentation approach⁵

1. *Goal:* "The overall goal is to"
2. *Purpose:* "In order to contribute to this goal we in this project will....."
3. *Outputs:* "We will achieve this objective by taking direct responsibility for....."
4. *Activities:* "Let me describe our strategy in more detail. We believe that if we"
5. *Activity level Assumptions:* "and if"
6. *Output level Indicators:* "we will achieve our targets of"
7. *Purpose (EOPI):* "In addition to reaching these targets, several other things must happen if we are to achieve our major objective of"
8. *Output level Assumptions:* "These other factors, outside our direct control, include"
9. *Purpose level Assumptions:* "We believe that if we can achieve our major objective, we are likely to achieve our overall goal. The achievement of this goal is, however, affected by factors outside of this project. These include All of these factors taken together will be sufficient to realise this goal. The strategy we propose is an important and cost effective step towards that end."
10. *Verification:* "We propose that our performance be monitored and assessed in the following way....."

⁵ Adapted from the original Team Up Project Checklist

Appendix 6: SETTING A PROJECT BUDGET AND PROJECT PLAN

Prepare the Project Budget

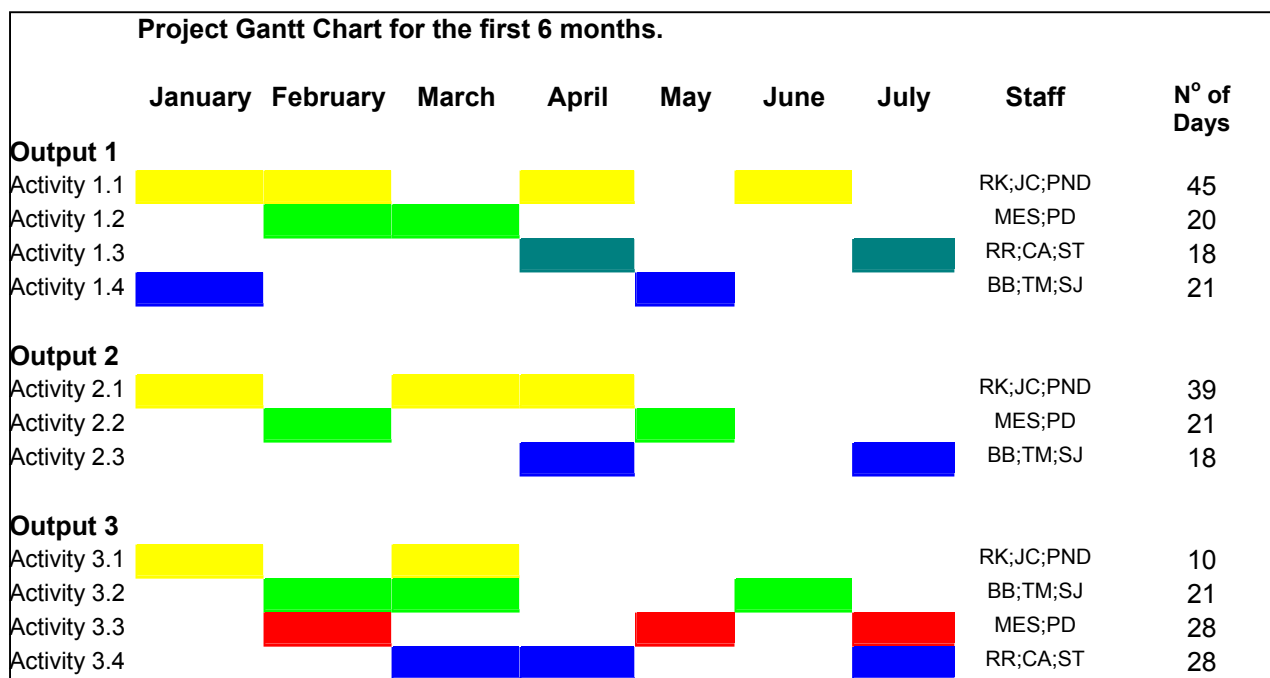
Now you need to prepare the full Budget. Relate the costs directly to the activities. You may need to use a set of standard categories to meet the requirements of the agency you are working for. The Budget does not form part of the Logical Framework, but is an essential document that is attached to the Logical Framework. Remember that the cost requirements defined in the Budget will be used for analysing the cost-effectiveness of the project by comparing the budget with the Indicators at Purpose level.

Preparing a Project Work Plan

The indicators at Activity level can easily be used to outline sub-activities or tasks. These can form the basis of a work plan – often set out as a Gantt chart.

Each Output is listed together with its associated activities (sub-activities and/or indicators and milestones are sometimes used as well). Then some form of horizontal bar coding is given against a monthly (or sometimes weekly) calendar.

To this is added other columns such as the identity of the staff who will do the activity; the proposed number of days; priority; rough estimate of cost; etc.. As shown below:



An introduction to Multi Agency Planning using the Logical Framework Approach

The beauty of the work plan in this form is that it is highly visual, relates back to the logical framework in precise ways, and it can be used to give order and priority to inputs.

It is an opportunity to review the time scale and feasibility of the project activities, allocate responsibility for undertaking actions (or achieving indicators), and can also inform issues of cash flow.

It is also a participatory tool that can be used with the project team to explore precisely the issues listed above. In this role it may begin as a timeline onto which indicators are placed (thus making them milestones), which in turn informs the timing of the actions to achieve them.

Appendix 7: EXAMPLES

Project Title: Community Recreation Facilities for Kids - Building a Swing!

Objectives	Indicators	Verification	Assumptions
Goal: Integrated community with happy kids and adults	Number of stressed families decreases by 50% Other communities adopt similar ideas	Reports from village clinic and counsellors Newspaper articles	Birth rate continues
Purpose: Kids have fun, are busy and safe	60% of local young kids use the swing safely at least once a month by end of year 2. Kids' opinion on life in the village improved by end of year 2.	User survey Participatory evaluation with the kids	Safe recreation leads to happiness and community integration Facilities don't create conflict
Outputs: 1. Capacity within community to manage the building and long-term maintenance of the swing	6-monthly meetings after completion with > 5 members. Swing maintained and in use over minimum 5 year period	Minutes of meetings Maintenance and annual safety inspection records	People see the benefit of it Easy maintenance
2. A safe, well-built swing	Swing completed and in use in 12 months Minimal number of accidents Few repairs needed	Safety certificate on completion Accident records; bruises, minor cuts & hospitalisation Maintenance log	No vandalism Kids like and use it Kids don't fight
Activities: 1.1 Establish community committee and undertake lobbying required	Planning team set up by x Committee chosen by x Monthly meetings during planning & building phase with > 8 members	Minutes of meetings Attendance records	Enthusiasm and participation maintained Football club will give up a small amount of land for the swing
1.2 Set budget	Budget	Accounts	Low inflation
1.3 Raise funds	Enough money raised by x	Income/receipts	Sufficient funds raised
1.4 Set up systems for maintenance	Rota agreed amongst parents to maintain swing by x	Quarterly rota pinned on library notice board	
2.1 Consult kids	Ideas generated and incorporated in design	Plan discussed with designers	
2.2 Design it	Designed by x	Design in hand	
2.3 Get planning permission	Planning permission by x	Permit in hand	Permission given
2.4 Commission builder	Tenders issued by x Contract awarded by x	Documentation	Building firm reliable and capable
2.5 Build it	Completion by x	Documentation	
2.6 Test it	Tested by builders by x	Verbal report	
2.7 Safety inspection on completion	Inspection by x	Certificate in hand	
2.8 Carry out user survey and participatory evaluation with the kids	Survey carried out by x	Findings displayed in public library	

Participation of Children in Sheffield Services - Logical Framework March 2005

Objectives	Indicators	Verification	Assumptions
Goal To improve the health, resilience, well-being and educational achievement of vulnerable children in Sheffield			<ul style="list-style-type: none"> • Current government remains in power • CYPU funding continues
Purpose To ensure services in Sheffield are responsive to the needs of children.	<ul style="list-style-type: none"> • All services include children's consultation • Children feel they are involved 	<ul style="list-style-type: none"> • Survey of services • Survey of children • Summary report 	<ul style="list-style-type: none"> • Services can be improved • Children and parents want to comment on services that affect them
Outputs 1. Children have confidence to voice their views	<ul style="list-style-type: none"> • 500 children feel satisfied with their level of participation 	<ul style="list-style-type: none"> • Survey of children • Video / interview of children's satisfaction • Staff feedback 	<ul style="list-style-type: none"> • Children want to voice their opinions • Children have opinions
2. Services respond to children's wishes	<ul style="list-style-type: none"> • Level of satisfaction of children within services has increased 	<ul style="list-style-type: none"> • Survey of providers • Children's user satisfaction survey 	<ul style="list-style-type: none"> • Services are willing to sign up to children's participation strategy • Children continue to have needs
3. Children's participation as standard in services	<ul style="list-style-type: none"> • 100 service providers include children's views in planning, delivery and evaluation • 35 service providers are signed up to the participation charter and standards 	<ul style="list-style-type: none"> • Survey of providers • Evaluation event – representative sample • Service-focussed children's user satisfaction survey 	<ul style="list-style-type: none"> • All parties are willing to be actively involved
Activities 1 Children have confidence to voice their views			
<ul style="list-style-type: none"> • Develop children's skills and confidence for participating 	<ul style="list-style-type: none"> • 500 children are involved in participation projects and processes • SheffKids website developed and accessed by 1000 children 	<ul style="list-style-type: none"> • Attendance records (consent forms for involvement) • Website counter • Website competition entries 	

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<ul style="list-style-type: none"> Ensure children's voices are heard by Children's Fund Partnership board and other key agencies 	<ul style="list-style-type: none"> 50 children involved in communication activities leading to publications of newsletters, reports, videos, etc which are then circulated to Children's Fund Partnership Board and other key relevant agencies 	<ul style="list-style-type: none"> Number of reports published Distribution lists 	
<ul style="list-style-type: none"> Develop techniques and systems to provide feedback for children on consultation outcomes 	<ul style="list-style-type: none"> 500 children feel satisfied with their level of participation 	<ul style="list-style-type: none"> Survey of children Video / interview of children's satisfaction Staff feedback 	
<ul style="list-style-type: none"> Ensure most hard to reach children gain confidence and skills to participate 	<ul style="list-style-type: none"> 50 BME (10%) 25 homeless (5%) 25 disabled (5%) 25 asylum seeker (5%) children involved in participation activities 	<ul style="list-style-type: none"> Consent forms 	
2. Services respond to children's wishes			
<ul style="list-style-type: none"> Deliver participation training workshops to all key services 	<ul style="list-style-type: none"> 50 managers attended training 	<ul style="list-style-type: none"> Attendance registers Survey of services regarding levels of participation 	
<ul style="list-style-type: none"> Develop mechanisms for children to influence services 	<ul style="list-style-type: none"> 100 service providers attend participation training 	<ul style="list-style-type: none"> Attendance registers 	
<ul style="list-style-type: none"> Support providers in delivering best practice techniques through shared learning and networking 	<ul style="list-style-type: none"> 10 regular attendees at WIPPY meetings 4 provider conferences attended and contributed to 100 service providers supported in participation projects 2 toolkit follow up documents developed and distributed 4 regional and national events attended 	<ul style="list-style-type: none"> Attendance registers Minutes from meetings Conference agendas/programmes Distribution lists 	
3. Children's participation as standard in services			
<ul style="list-style-type: none"> Promote involvement of children at all levels of service delivery 	<ul style="list-style-type: none"> 50 service managers given briefings 100 service providers involve children in key decision making processes 	<ul style="list-style-type: none"> Attendance records Survey of services 	

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<ul style="list-style-type: none">• Contribute to strategic development of children's participation	<ul style="list-style-type: none">• MAP charter circulated to and agreed by 30 key services• MAP standards document circulated to and agreed by 30 key services• Training programme developed in collaboration with existing providers and advertised to 100 service providers	<ul style="list-style-type: none">• Distribution lists• Attendance lists	
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Sheffield Healthy School Standard - Logical Framework October 2004

Objectives	Indicators:	Verification:	Assumptions
<p>GOAL All children in Sheffield are healthy, safe and fulfil their potential</p>	Same as Children's Trust		All those who are involved and work with children work effectively together to achieve this goal
<p>PURPOSE Children are able to develop/learn safety with increased self-esteem.</p>	<ol style="list-style-type: none"> 1. SHSS schools show greater improvement in GCSEs and SATs and value added scores than non SHSS schools 2. Improved levels of self-reported self-esteem in Healthy Schools 3. Increase in school attendance in sample of schools with breakfast clubs 4. Number of school exclusions reduced in target schools 5. Children in Healthy Schools report healthier eating and drinking than children in non healthy schools 	<ol style="list-style-type: none"> 1. GCSE, SAT and value added scores 2. Focus Group Reports (SHS Health Related Behaviour Survey) 3. Tracking of Breakfast Club attendees by teachers 4. School exclusion figures for target schools 5. 24 Hour Questionnaire 	<p>It is difficult to attribute the impact of SHSS on improvements in schools and attainment.</p> <p>There is evidence that Healthy Schools activities have an impact on self-esteem.</p> <p>Children's needs whether physiological, for safety, love or esteem must be met in order for them to be able to reach their potential.</p>

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OUTPUTS			
<p>Output One Children's views actively influence new approaches to their health, safety and self-esteem</p>	<p>1.1 By 2006, in school at SHSS accreditation stage, pupils/students both on the school council and not say their views have been taken into account</p> <p>1.2 New actions taken on health, safety and self-esteem prompted by school councils in SHSS schools by 2006</p>	<p>1.1 Completed questionnaires and evidence from class discussion</p> <p>1.2 School Councils' reports from SHSS schools</p>	<p>1.1 Children will provide views and are heard.</p> <p>1.2 New approaches are delivered</p>
<p>Output Two Key partners identified and engaged at strategic level</p>	<p>2.1 HS Objectives given priority in action plans and strategies across the city by April 2005 (eg Children's Trust Single Plan, LEA 5-year strategy documents, NHS Local Delivery Plans, and health plans linked to the National Service Framework for Children, Young People and Maternity Services)</p> <p>2.2 Resources for Healthy Schools Team (people time/cash) increased by 300% (to match best practice in other areas) by 2005.</p>	<p>2.1 City strategies, city plans</p> <p>2.2 Funding statements from partner organisations</p>	<p>2.1 Shared understanding of what it is to be a partner</p> <p>2.2 Shared agenda can be agreed</p> <p>2.3 Willingness to align strategies</p> <p>2.4 National and local policy promotes work and provides coherent framework</p>
<p>Output Three Schools supported to develop capacity themselves and within the community to influence and deliver new approaches and activities</p>	<p>3.1 Increase in number of parents and volunteers consulted with and involved with schools in running/leading sustained activity around health, safety and self-esteem</p> <p>3.2 Questions/feedback from Citizens Panel indicates levels of awareness and engagement</p> <p>3.3 All school sport co-ordinator partnership plans incorporate and deliver new approaches to health, safety and self-esteem (2005)</p>	<p>3.1 Reports</p> <p>3.2 Questionnaire and feedback from Citizens Panel</p> <p>3.3 Accreditation and Monitoring process</p>	<p>3.1 Support can be identified and made available</p> <p>3.2 Community willing to engage</p> <p>3.3 Schools willing to develop community capacity</p>
<p>Output Four The SHSS is effectively adopted by schools, and children access a range of opportunities to improve health, safety and self-esteem</p>	<p>4.1 All schools in Sheffield with 20% or more FSME recruited to SHSS (89) by 2006</p> <p>4.2 All target schools achieve Level 3 status through the accreditation process by 2006</p> <p>4.3 One certified teacher of PSHE for each secondary school and a certificated school nurse available to each secondary school by 2006</p>	<p>4.1 Healthy Schools database and reports</p> <p>4.2 Healthy Schools database and reports</p> <p>4.3 Healthy Schools database and reports</p>	<p>4.1 Schools able to adopt SHSS and incorporate best practice.</p> <p>4.2 There is a wide range of opportunities for children to improve health, safety and self-esteem</p> <p>4.3 Children are motivated and willing to participate and able to access the opportunities</p> <p>4.4 Staff willing and able to engage in certification of PSHE course</p>

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ACTIVITIES	Who is responsible?	Timescale	Assumptions for Activities
<p>To achieve Output One</p> <p>1.1 Co-ordination of training, advice and consultancy on setting up mechanisms for children to make their views known e.g. school councils, pupil rep on Governors Board, notice boards, questionnaires.</p> <p>1.2 Monitoring how well the mechanisms work in all recruited schools</p> <p>1.3 Facilitating networking and sharing of good practice between school student/pupils</p> <p>1.4 Linking schools to other city wide initiatives e.g. area panels</p>	<p>1.1 Children and Young People Multi-agency Group (through the Pupil Participation Steering Group) Chair: Jill Lancaster, North Sheffield Primary Care Trust</p> <p>1.2 Healthy Schools Team</p> <p>1.3 Healthy Schools Team</p> <p>1.4 Children and Young People Multi-agency Group (through the Pupil Participation Steering Group) Chair: Jill</p>	<p>1.1 Ongoing</p> <p>1.2 Twice a year</p> <p>1.3 Ongoing</p> <p>1.4 Ongoing</p>	<p>Not all of these mechanisms are required under level 3 of the Healthy School Standard.</p> <p>Schools are willing and have capacity</p> <p>Healthy Schools Team has the capacity</p>
<p>To achieve Output Two</p> <p>2.1 Ongoing review of existing partners in the SHSS Partnership Group</p> <p>2.2 Produce a strategic document to influence others</p> <p>2.3 Develop an action plan for influencing (at strategic level):</p> <ul style="list-style-type: none"> - senior level decision makers (city wide) - Social Services - All Primary Care Trusts - Education Department, schools and head teachers - Area Action <p>2.4 Devise and put into action a Healthy School Champion Scheme</p> <p>2.5 Devise and put into action a Publicity strategy</p>	<p>2.1 Healthy Schools Partnership Group</p> <p>2.2 Healthy Schools Team/Partnership Group</p> <p>2.3 Healthy Schools Partnership Group</p> <p>2.4 Healthy Schools Partnership Group</p> <p>2.5 Healthy Schools Partnership Group Chair: Robert MacDonald</p>	<p>2.1 Twice a year</p> <p>2.2 March 2005</p> <p>2.3 June 2005</p> <p>2.4 End of 2005</p> <p>2.5 September 2005</p>	<p>New guidance/policy expected from National Healthy Schools</p> <p>White paper of public health expected</p>
<p>To achieve Output Three</p> <p>3.1 Map existing community liaison practice</p> <p>3.2 Publicise good practice to teachers, school nurses and learning mentors</p> <p>3.3 Assist schools to engage in Area Panels and other area based initiatives</p> <p>3.4 Keep up to date, liaise with and influence all key community development initiatives affecting schools directly e.g. School Sport Co-ordinator Partnership, extended schools</p> <p>3.5 Encourage and assist schools to take up</p>	<p>3.1 Healthy Schools Team</p> <p>3.2 Healthy Schools Team</p> <p>3.3 Area Panels: Sheffield City Council Area Co-ordinators</p> <p>3.4 Healthy Schools Partnership Group Chair: Councillor Robert MacDonald</p> <p>3.5 Healthy Schools Partnership Group Chair: Councillor</p>	<p>3.1 Ongoing</p> <p>3.2 Ongoing</p> <p>3.3 Ongoing</p> <p>3.4 Ongoing</p> <p>3.5 Ongoing</p> <p>3.6 Ongoing</p>	<p>There are linkages and possibilities of collaboration with Extended Schools.</p> <p>There will be an increase in capacity/resources in the Healthy Schools Team</p>

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<p>opportunities to host a wider range of services e.g. health providers, sports and connexions.</p> <p>3.6 Keep SHSS Directory (of support services and initiatives for schools) up to date</p>	<p>Robert MacDonald 3.6 Healthy Schools Team</p>		
<p>To achieve Output Four</p> <p>4.1 Review and implement a recruitment strategy</p> <p>4.2 Devise and implement a retention strategy</p> <p>4.3 Devise and implement a transparent accreditation process</p> <p>4.4 Devise and implement a monitoring strategy, which reviews schools against level 3 accreditation, working as partners with schools</p> <p>4.5 Devise and implement an evaluation strategy</p> <p>4.6 Co-ordinate themed task groups (on physical activity, healthy eating, sex and relationship education, emotional health and wellbeing, drugs alcohol and tobacco, inclusion and participation), encouraging a whole school approach</p> <p>4.7 Co-ordinate training opportunities for school staff</p>	<p>4.1 Healthy Schools Team</p> <p>4.2 Healthy Schools Team</p> <p>4.3 Healthy Schools Team</p> <p>4.4 Healthy Schools Team</p> <p>4.5 Healthy Schools Partnership Group Chair: Councillor Robert MacDonald</p> <p>4.6 Healthy Schools Team</p> <p>4.7 Healthy Schools Team</p>	<p>4.1 April 2005</p> <p>4.2 January 2005</p> <p>4.3 Mid 2005</p> <p>4.4 January 2005</p> <p>4.5 April 2006</p> <p>4.6 Ongoing</p> <p>4.7 September 2005</p>	<p>An effective strategy will be written. Level 3 requirements are agreed to be best practice by schools</p> <p>Changes to level 3 requirements (from the National Healthy School Standard) are within the scope and resources of schools and the Healthy Schools Team</p>

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Developing Effective Arrangements for Safeguarding Children in Sheffield Logical Framework

OBJECTIVES	INDICATORS	VERIFICATION	ASSUMPTIONS
<p>Goal:</p> <p>To improve the health, well-being* and attainment of children and young people in Sheffield.</p> <p>* Children stay safe</p>	<p>Govnt's 5 key outcomes:</p> <ul style="list-style-type: none"> ◆Being Healthy ◆Staying safe ◆Enjoying and achieving ◆Making positive contribution ◆Economic well-being <p>CYPP Board's 11 measures, including:</p> <ul style="list-style-type: none"> ◆Better safeguarding of all our children and young people 	<p>Inspection framework</p> <p>Needs analysis</p>	<p>1. No major economic downturn</p> <p>2. No significant national policy change</p>
<p>Purpose:</p> <p>Development and implementation of an effective safeguarding system, consistent with the requirements of the Children Bill and the priorities of the CYPP Board.</p>	<ol style="list-style-type: none"> 1. Performance Assessment Framework - +ve PIs 2. e.g. % of conferences in timescale; length of time on CP Register; low re- registration rate 3. Low number of child deaths; reduced incidence of significant harm 4. High quality Common Assessments 5. Increasing, appropriate use of the new Safeguarding Service for consultation and Advice 6. Involvement of children and young people in safeguarding – improved resilience, self-protection, awareness, and understanding of processes/ systems 	<p>PAF and performance management data</p> <p>Case Reviews and SCR reports</p> <p>Sample by audit</p> <p>Safeguarding Service monitors and reports usage</p> <p>External inspection – CSCI + new Joint Inspection regime</p>	<ol style="list-style-type: none"> 3. Government continues to give priority to Safeguarding 4. Safeguarding is fully integrated/reflected in children's service planning 5. Sustained attention and prioritisation is given to Safeguarding by the CYPP Board and all agencies involved
<p>Outputs:</p> <ol style="list-style-type: none"> 1. Staff and communities (citizens) aware of and recognise vulnerability 2. Intervention in cases of actual or potential significant harm is authoritative and effective 3. Local Safeguarding Children Board is proactive, authoritative and has high local/national reputation 	<ol style="list-style-type: none"> 1.1 % of staff trained in safeguarding 1.2 Staff ratings of training provided 1.3 25% of relevant staff trained within 12m target period 1.4 3x campaigns/promotions to the community each year 1.5 Monitor referral rates 	<p>Agency and LSC Board audits</p> <p>Safeguarding (training) Service monitoring</p> <p>Practice Review and Standards Group activity and reporting</p> <p>Contact and referral data – Access, Duty, Family Support</p> <p>Legal & Admin data re</p>	<ol style="list-style-type: none"> 6. All agencies give high priority to safeguarding in strategic planning, service delivery, recruitment and training of staff. 7. CYPP Board members consistently 'champion' safeguarding 8. Government policies and guidance support effective intervention

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	<p>following each promotion</p> <p>2.1 No. of children referred to Court – expected increase over 12m period</p> <p>2.2 Evaluation interviews with Team Managers</p> <p>3.1 Level of attendance by Board members</p> <p>3.2 Agency self audits against Safeguarding Standards</p> <p>3.3 Within 12m of estb of LSCB</p>	<p>proceedings</p> <p>LSC Board minutes and Annual Report</p>	
<p>Activites:</p> <ol style="list-style-type: none"> 1. Establish co-located/ integrated multi-disciplinary teams 2. Establish co-located/ integrated Safeguarding Service 3. Develop protocols for Safeguarding (Advisory/ Support) Service governing communication between staff operating at different tiers 3. Develop common/core skills and knowledge for all staff in contact with children and young people 4. Devise and deliver Tiers 1 and 2 targeted training 4. Secure budget to support LSC Board activity and infrastructure 5. Chair to meet Exec Sponsors re required culture change 6. Align child protection information systems with SafetyNet and Integrated Children's System 7. Twice yearly agency reports to LSC Board re effectiveness of safeguarding arrangements – identifying gaps, shortfalls, issues; making recommendations for change/improvement, together with action plans 			<ol style="list-style-type: none"> 9. The Partnership can identify and fund suitable and different accommodation requirement. 10. Senior Managers give, and continue to give, fulsome support and commitment 11. Effective leadership and management of the LSC Board, together with support infrastructure and adequate secure funding arrangements 12. Representatives on the LSC Board are of sufficient seniority 13. Successful succession/continuity planning – experienced and skilled personnel remain available 14. The Workforce Development workstream delivers 15. Staff can implement a more authoritative approach