

## **PROJECT DOCUMENT LOGICAL FRAMEWORK**

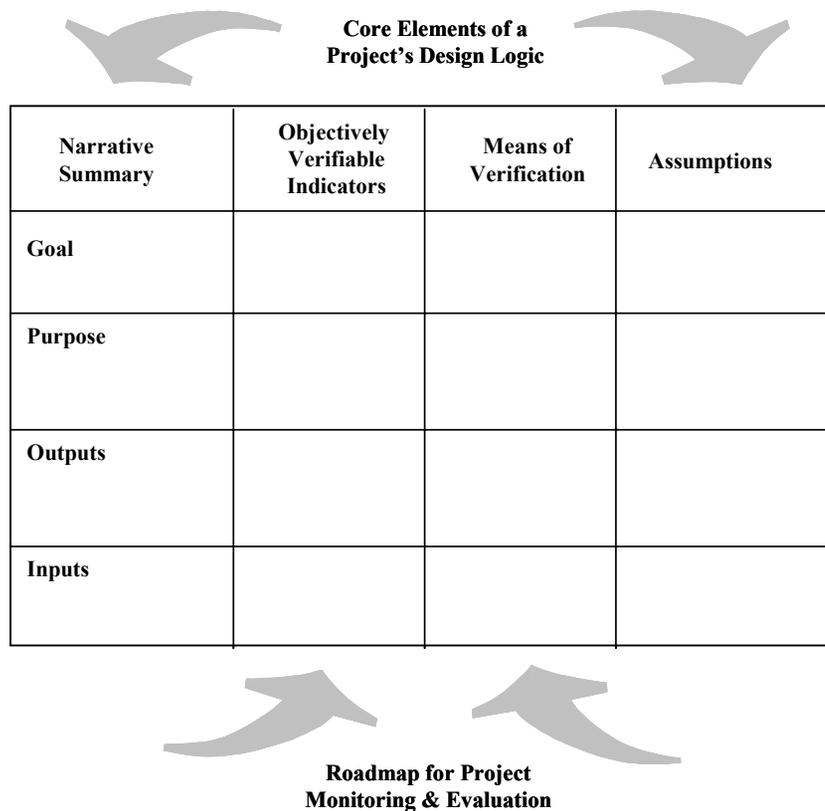
DOL/ILAB encourages the use of project design approaches that clearly articulate the cause and effect logic that teams expect will produce meaningful results. In many projects there is a hierarchy of objectives from activities (inputs), to outputs, to project purpose. Each of these levels leads to observable results in the country in which a project takes place, e.g., changes in laws, policies, programs, or practices. Those changes in turn lead to still further results, e.g., impacts on people. Ideally, project designs will display these chains of results and distinguish between those for which projects are fully accountable, e.g., outputs, from those that may be slightly beyond the project reach (purpose and goal), yet constitute the true justification for investing project resources.

Often, projects are necessary for the achievement of meaningful results, i.e., bringing children out of child labor situations and creating an environment that ensures that they will enroll in and complete appropriate educational programs rather than returning to work. Sometimes, however, projects of the type that DOL sponsors are not sufficient to bring about these changes. Other actions, e.g., new host government legislation, may also be required to establish the set of “necessary and sufficient conditions” to bring about meaningful results. For that reason, DOL/ILAB encourages project teams to articulate their “assumptions” about actions others will take as well as other conditions over which teams may have little direct control that must be in place for project success.

In addition to displaying the logic of a project, DOL/ILAB encourages project teams to articulate the most appropriate ways of discerning whether a project’s intended results are actually being achieved. Performance indicators at each level of the hierarchy of project results can usually be identified. Normally projects are expected to set performance targets for indicators both at the level of accountability (i.e., outputs) and at least one level beyond that, i.e., at the level that best represents the reason or rationale for undertaking the project in the first place (the project purpose or, in ILO terms, its immediate objective(s)).

One of the project management tools that works well as a mechanism for displaying these facets of a project’s design is the Logical Framework, which was created in 1969 under a USAID contract and subsequently adopted by a range of international development organizations including, USAID itself, the Canadian International Development Agency (CIDA), the German bi-lateral aid agency (GTZ), the United Nations, i.e., UNICEF, UNDP, ILO, etc. Recently (1997) the World Bank adopted this tool for use in all of its projects. It is both a way of thinking about project hypotheses, the inter-relationships among different elements of a project and its external environment, and a way of expressing the key elements of a project’s design in a simple matrix format. The core elements of

this matrix are shown below. In the matrix that follows this diagram, a sample child labor/education project is provided as a “worked example” of how the Logical Framework can be used.



## Sample Logical Framework for a Child Labor Education Initiative Project

| Narrative Summary   | Objectively Verifiable Indicators  | Means of Verification   | Assumptions  |
|---|--|---|--|
| <p><b>Goal (<i>Development Objective</i>).</b></p> <p>Children in worst forms of child labor in the country reduced.</p>  | <ul style="list-style-type: none"> <li>▪ Total number of children engaged in worst forms of child labour declines by at least 2,040 by the year 2006.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Government and ILO records</li> </ul>  |  |
| <p><b>Purpose (<i>Immediate Objective</i>).</b></p> <p>Children withdrawn from three worst forms of child labor, transitioned into the formal school system or skills training.</p> | <p>Targeted numbers of children withdrawn from:</p> <ul style="list-style-type: none"> <li>▪ Agriculture – 800 (200/year) [Northern and Western Province].</li> <li>▪ Stone crushing at quarry mines – 1,000 (250/year) [Southern Province and Southwest Townships].</li> <li>▪ Child prostitution or otherwise earning a living on the street – 240 (60/year) [Eastern Province and capital city].</li> <li>▪ 100% enroll in project non-formal schools/ project-funded skills training.</li> <li>▪ 80% complete 6 months at project non-formal schools/ project skills training.</li> <li>▪ 75% of the children who finish non-formal school program make the transition to formal schools.</li> <li>▪ At least 65% finish the year in the formal school and re-enroll at least once.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Project records/database of children withdrawn and educated.</li> <li>▪ Project check sheet (registration record) and registration records of the formal schools where transition children will be transferred.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Convention 182 will be passed by Parliament and implementing legislation will be adopted and enforced, e.g., penalties on businesses that employ children.</li> </ul> |

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|--|--|--|---|
| <p><b>Outputs.</b></p> <p><b>1. Awareness raised.</b></p> <p>1.1 Parents, teachers, and community members increasingly aware of the importance of education and the negative effects of child labor.</p> <p>1.2 Children's work hours reduced.</p> <p><b>2. Transitional and formal education systems strengthened.</b></p> <p>2.1 Targeted non-formal education (NFE) schools strengthened in quality.</p> <p>a. Basic education skills attained.</p> <p>b. Performance by children from project-supported NFE schools on standard formal school entry tests improved.</p> <p>c. Teacher retention in NFEs increased.</p> <p>d. Classroom practices improved.</p> <p>e. School infrastructure improved.</p> | <p>1.1 Change in knowledge and awareness among:</p> <p>a. teachers and headmasters</p> <p>b. parents</p> <p>c. other community members.</p> <p>1.2 Number of hours worked by children reduced by at least 50% (function of minimum age of work) or eliminated (for worst forms of child labor and children under legal working age).</p> <p>2.1 80% of NFE schools fully achieve all quality objectives:</p> <p>a. 80% of children demonstrate mastery of curriculum, literacy, numeracy, life skills, and/or vocational skills.</p> <p>b. At least 75% of the children achieve score of 65% on national standardized school entry tests before proceeding to formal schools or vocational training.</p> <p>c. 80% NFE teacher retention achieved.</p> <p>d. 80% of teachers in NFE schools use improved classroom practices, (e.g., pupil participation, use of appropriate curriculum and teaching method, textbook to pupil ratio of 1:3, and notebooks and pencils for each child.)</p> <p>e. 80% of project non-formal schools meet physical appearance and function standards.</p> | <p>1.1 Periodic surveys of parents, teachers, headmasters and other community members.</p> <p>1.2 Results of questionnaire on hours of work used when withdrawing children and every year thereafter.</p> <p>2.1</p> <p>a. Pre-enrollment assessment (tests) results compared to assessments made at end of NFE program.</p> <p>b. Test records.</p> <p>c. Project records.</p> <p>d. Classroom observation instrument.</p> <p>e. School inspector assessment form adopted from Ministry of Education.</p> | <ul style="list-style-type: none"> <li>▪ Family income levels permit child's attendance in school.</li> <li>▪ Traditional practices and beliefs do not hamper efforts to reduce child labor.</li> <li>▪ Free education policy does not adversely affect the availability of spaces in schools.</li> <br/> <li>▪ Access to schools not prevented by civil unrest in country.</li> <li>▪ Favorable and competitive conditions for retaining teachers in project schools are achieved</li> </ul> |

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| <p><b>2. Transitional and formal education systems strengthened (continued).</b></p> <p>2.2 Barriers to the success of children removed from or at risk of WFCL in formal school system reduced.</p> <p><b>3. National institutions and policies strengthened.</b></p> <p>3.1 National government support for NFE and formal programs for working children increased.</p> <p>3.2 National government programs to encourage increased retention, and transition by working children from NFE to formal/vocational schools developed.</p> | <p>2.2 Number of Barriers addressed</p> <p>a. Frequency with which students identify particular barriers to schooling at beginning and end of project.</p> <p>b. Number and percentage of EI assisted formal schools for which PTAs and other actors define and act to reduce school specific barriers to enrollment and persistence in school</p> <p>3.1 Resources for formal and non-formal education programs targeting working children or children at risk of working increase by at least 30%.</p> <p>3.2 Number of pilot programs/projects initiated by government to test ideas that reflect policy enabling statements and proposals.</p> | <p>2.2</p> <p>a. Intake and annual questionnaire.</p> <p>b. PTA records and school surveys.</p> <p>3.1 Budget records.</p> <p>3.2 Program/project documents and interviews with implementing staff.</p> |             |

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| <p><b>Activities.</b></p> <p><b>1. Awareness raised.</b></p> <p>1.1<br/>a. Flyers, pamphlets, posters in local languages for awareness raising among the parents, teachers, and community members and stakeholders prepared and distributed.</p> <p>b. Drama performed (poems, music, dance) in communities.</p> <p>c. Group discussions and meetings held.</p> <p>d. Radio forum organized.</p> <p>1.2 Awareness/Hours/worked questionnaire developed and tested.</p> <p><b>2. Transitional and formal education systems strengthened.</b></p> <p>2.1 <u>NFE.</u></p> <p>a Relevant learning materials procured.</p> <p>b. School buildings identified &amp; rented.</p> <p>c. Walls painted</p> <p>d. Competitive remuneration for teachers provided</p> <p>e. Teachers trained in improved methods.</p> <p>f. Database on children developed.</p> | <p>1.1</p> <p>a. Flyers 3,000<br/>Pamphlets 8,500<br/>Posters 2,750<br/>T-shirts 700</p> <p>b. Semi annual performance in each targeted community. Once a year in each Province.</p> <p>c. Quarterly meetings &amp; discussions</p> <p>d. Semi-annual radio fora</p> <p>1.2. Final Questionnaire.</p> <p>2.1</p> <p>a. 90% of targeted text book requirement for each subject and 100 blackboards, 200 desks, 50 chairs, 20 tables, 100 maps</p> <p>b. 30 schools.</p> <p>c. 90% of schools painted inside &amp; outside.</p> <p>d. Market rate salary.</p> <p>e. 3 training courses/ teacher.</p> <p>f. Children’s records available and easily accessed.</p> | <p>1.1</p> <p>a. Periodic count of awareness raising materials seen in strategic places, i.e. markets, bus stations, schools, churches, clinics /health centers.</p> <p>b. Project records, video.</p> <p>c. Minutes of meetings.</p> <p>d. Taped radio fora</p> <p>1.2 Analysis of questionnaire data.</p> <p>2.1</p> <p>a. Project expense &amp; distribution records/inventory.</p> <p>b. Physical inspection.</p> <p>c. Physical inspection.</p> <p>d. Salary records.</p> <p>e. Training records/reports.</p> <p>f. Database.</p> | <ul style="list-style-type: none"> <li>▪ Community/policy maker apathy and resistance is not a significant impediment.</li> </ul> |

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| <p><b>2. Transitional and formal education systems strengthened (continued).</b></p> <p>g. School supplies provided (uniforms, shoes, books, pencils, and other )</p> <p>2.2 <u>Formal.</u></p> <p>a. Assess quality of existing NFE programs.</p> <p>b. Develop learning materials that link NFE to formal</p> <p>c. Organize for a to discuss performance and links between NFE and formal education.</p> <p>d. Teacher and school director training programs developed</p> <p>e. Develop scholarship program to expand formal access for most needy children.</p> <p>f. Children and families linked to social service programs.</p> <p>g. PTAs trained to provide greater support to children in formal schools.</p> <p><b>3. National institutions and policies strengthened.</b></p> <p>a. Workshops and events for policy makers and planners held.</p> <p>b. Research and documentation of best practices conducted.</p> <p>c. Pilot program design developed with government partners.</p> | <p>g. Children provided with basic supplies on a sliding income scale basis.</p> <p>a. Two-month consultancy and analysis of programs.</p> <p>b. 5 modules.</p> <p>c. One event per year.</p> <p>d. One training per year in each school.</p> <p>e. Number of scholarships given (At least 50/year).</p> <p>f. Number of new families referred to and using social services.</p> <p>g. 30 PTAs trained.</p> <p>a. One event per year.</p> <p>b. Two research reports and one best practices manual.</p> <p>c. Pilot program design document.</p> | <p>g. Project records.</p> <p>a. Consultant’s report.</p> <p>b. Document review.</p> <p>c. Proceedings.</p> <p>d. Training records/reports.</p> <p>e. Scholarship records.</p> <p>f. Project and social service agency records.</p> <p>g. Training records/reports.</p> <p>a. Event materials/proceedings.</p> <p>b. Document review.</p> <p>c. Document review/interviews.</p> |             |