

# Creating a Logical Framework (LogFrame) Worksheet

A LogFrame provides a roadmap for the program and ensures that everyone (project staff, donors, beneficiaries, etc.) has the same understanding on the project's goals and objectives. Remember that the LogFrame should be continuously revisited and adapted to ensure that it is flexible enough to incorporate changes in the context.

	DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	RISKS AND ASSUMPTIONS
GOAL				
OUTCOMES				
OUTPUTS				
ACTIVITIES				

## Step 1 - Description

Fill out the description column. Each LogFrame level causes the one above it and should be able to be read with "If" and "then" statements. This is a good way for you to check that your activities are creating the outcome and impact you desire. Therefore, when filling in this column you should start at the activity level, then move up the column to think about outputs, outcomes, and the goal. If you have not yet determined your activities, you may choose to start on the goal level, and make your way down instead.

A. What are your program's activities? (Activities are the actions or events that the program implements to achieve its goal). You can refer back to the activity design worksheet from the Design module, and list your activities below.

- a.
- b.
- c.

B. What are the outputs (tangible products or services) that your project makes? (Note: outputs are often easy to count)

ACTIVITY	OUTPUT

- C. What are the outcomes (positive effects) for each of your activities/outputs? (Note: these can be long term, such as system- or societal-level results, or short term, such as immediate effects of the program on learning skills or changing behaviors. This may also align with your program objectives.)

ACTIVITY	OUTPUT

- D. What is the goal of your project have based on your proposed activities and outputs? What is the positive change it will make?

**Check your Description (extracted from RAND Checklist 2.2):**

- Do you have adequate resources (staff, space, and materials) to conduct program activities?
- Are all outputs corresponding to activities listed?
- Are all outcomes corresponding to activities listed?
- Are the outcomes possible within the time frame of your program?
- Do the outcomes correspond to the community's needs?

If your logframe is done correctly, then you should have an if/then statement when reading from activities up to goal.

**For example:**

*If* we provide life skills training to at-risk youth (activity) **then** the number of at-risk youth trained increases (output). *If* the at-risk youth are trained (output), **then** participants will demonstrate more positive attitudes and behaviors (outcome). *If* participants demonstrate more positive attitudes and behaviors (outcome), **then** there will be a reduced number of Violent Extremism incidents (goal).

## Step 2 – Risks/Assumptions:

After activities, outputs, outcomes and the program goal are decided, it is important to determine whether there are any critical risks and assumptions that may impact programming. These assumptions often describe events, contexts, and/or community beliefs that may impact the success of your activities, outputs, outcomes and goal. You should determine risks and assumptions for each level of the LogFrame.

Once you have identified the risks and assumptions, you will need to determine how likely it is to occur, and it's risk on the project. You may use step 3 of the risk management framework as described in the implementation module, and also below. If you decide the risk has a high likelihood to occur or significant impact on the program, it may be necessary to redesign the program activities.

This means 'unpacking' everything you know about the risks you have identified and using both quantitative and qualitative methods to determine the risk level. There are three central questions to be answered during the risk analysis phase for each of the risks you have identified:

- A. What is the likelihood (or probability) of this event/or risk occurring? This is measured as a combination of whether the event is expected to occur and how often – measured on a scale of 'very likely' to 'rare'

LIKELIHOOD	VERY LIKELY	LIKELY	POSSIBLE	UNLIKELY	RARE
Occurrence	The event is expected to occur in most circumstances	The event will probably occur in most circumstances	The event may occur at some time	The event could occur at some time	The event may occur in exceptional circumstances

B. What will the consequence (or impact) of this event/risk be on the programme? This is measured on a scale of 'extreme' to 'insignificant'

CONSEQUENCE	EXTREME	MAJOR	MODERATE	MINOR	INSIGNIFICANT
Occurrence	An event leading to massive or irreplaceable damage or disruption	An event leading to critical damage or disruption	An event leading to serious damage or disruption	An event leading to some degree of damage or disruption	An event leading to limited damage or disruption

C. What is the risk level? This involves a risk matrix, which is used to combine the scale for measuring likelihood/probability and the scale for measuring consequence/impact into one generic 5x5 table, numerated to make the analysis more efficient.

		Consequence				
		Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Likelihood	Very Likely (5)	Medium (5)	High (10)	High (15)	Very High (20)	Very High (25)
	Likely (4)	Medium (4)	Medium (8)	High (12)	High (16)	Very High (20)
	Possible (3)	Low (3)	Medium (6)	High (9)	High (12)	High (15)
	Unlikely (2)	Low (2)	Low (4)	Medium (6)	Medium (8)	High (10)
	Rare (1)	Low (1)	Low (2)	Medium (3)	Medium (4)	High (5)

#### Check your Assumptions:

The easiest way to check your risks and assumptions are to add them to your if/then statement.

#### For example:

*If* we provide life skills training to at-risk youth (activity) **and** \_\_\_\_\_ (assumption) **then** the number of at-risk youth trained increases (output). **If** the at-risk youth are trained (output) **and apply what they learned (assumption), then** participants will demonstrate more positive attitudes and behaviors (outcome). **If** participants demonstrate more positive attitudes and behaviors (outcome) **and** \_\_\_\_\_ (assumption), **then** there will be a reduced number of Violent Extremism incidents (goal).

### Step 3 - Indicators

Once you have the description completed, you can begin to identify key indicators that will demonstrate the activity, output, outcome, or goal were completed. You can visit the [Indicator Bank](#) from International Alert/UNDP, and CVE indicators from CT Bureau for examples of strong P/CVE indicators. In your LogFrame, for each level (activity, output, outcome, and goal) write an indicator that will prove that each was completed.

- A. How will you measure if your activity was completed? \_\_\_\_\_
- B. How will you measure if your output was completed? \_\_\_\_\_
- C. How will you measure if your outcome was achieved? \_\_\_\_\_
- D. How will you measure if your goal was achieved? \_\_\_\_\_

### Check your Indicators:

A common acronym used when creating strong indicators is SMART – Specific, Measurable, Attainable, Relevant, and Timely.

Is your indicator:

- **Specific:** Is your indicator narrow enough that it is clear what you are trying to measure? Does it include a "who" and a "what"?
- **Measurable:** Can the indicator be counted, observed, or otherwise measured?
- **Attainable:** Is it clear how the indicator will be achieved?
- **Relevant:** Is the indicator linked to the program's outcome and goal?
- **Timely:** Can the indicator be monitored in a cost-effective manner? Can it be measured within the necessary time constraint?

### Step 4 – Means of Verification:

After creating the indicators, it is necessary to identify tools that will be used to collect the necessary data in order to measure change and progress. While only the data collection method and source needs to be included in the LogFrame, completing the below for each indicator will help you ensure that you have a plan for the data collection.

PLAN FOR MEANS OF VERIFICATION / DATA COLLECTION
Indicator:
Data Collection Method (examples: survey, focus group discussion, key informant interview, observation, etc):
Data Source (examples: survey, attendance log, social media source, record, assessment test, etc)
Frequency and Timing of Data Acquisition: (examples: annually, quarterly, weekly, etc)
Estimated Cost of Data Acquisition:
Individual(s) Responsible:
Location of Data Storage: