# LOGICAL FRAMEWORK/GRANT PROJECT

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| Please note:  - *The logical framework may only be a useful tool when conceived in a collaborative mode. Without collaborative process, the result chain may be invalid. Also, the logical framework does not replace other complementary analysis as target group analysis.*  - The *logical framework* is used for monitoring purposes. At the latest in the first progress report, implementing partners should include a complete *logical framework* with the corresponding Indicator Tracking Table (ITT). ITT will include full indicator title, calculation mode, data collection period and current values. Indicators are to be presented, when relevant and possible, disaggregated by sex, age, area, disadvantaged group category…  - The indicative logical framework should have a maximum of 10 expected results. The term “results” refers to outputs, outcomes, and impact of the project. “Assumptions” reflect our recognition that there are factors beyond our control that are necessary for successful achievement of objectives at all levels of the project: they should reflect potential risks and related management strategies identified in the risk analysis.  - The *logical framework* will evolve during the lifetime of the project. The activities, the expected outputs and related indicators are indicative and may be updated during the implementation of the project as agreed by the parties. |

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| **Applicant:** | | | **Date of submission:** | | | |
| **Project title:** | | | | | | |
|  | **Results chain:**  **Main expected results (maximum 10)** | **Indicators**  **(at least one indicator per expected result)** | **Baselines**  **(incl. reference year)** | **Targets**  **(incl. reference year)** | **Sources of data** | **Assumptions** |
| **Impact (Overall Objective)** | The long-term changes the project aims to **contribute** to. | Which indicators could measure the progress toward overall objective?  Macro **(context/impact) indicators**  At start, these indicators define the macro-economic and sector environment in which we intervene: **they act as context indicators.** Their evolution suggests whether the environment is moving in the expected direction and how it has evolved.  e.g. Literacy rate disaggregated by sex. | If available, initial value for the measurement.  To be used for comparison purposes.  e.g. Literacy rate in 2019: x% | To be drawn from partner’s country development vision | Where does the information comes from? (e.g. National Statistical Institute) | Not applicable |
| **Outcome(s)**  **(Specific Objective(s))** | **Expected effects at the time of project closure.**  *These are medium-term effects of the project focusing on behavioural or institutional changes.*  *If the project has several components, these may be reflected in several Specific Objectives.* | **STATUS AT THE END OF PROJECT**  What indicators may measure the progress toward specific objective?  Indicators are quantitative or qualitative variables that provide a simple and reliable metric to measure the achievement of the corresponding expected results. Indicators should have a clear measurement unit and be formulated in a neutral way.  E.g. Number of students enrolled on the E-Learning platform, disaggregated by sex | Initial value for comparison purposes.  E.g.  No students enrolled in the learning platform. | The intended value to be attained.  E.g. 500 students enrolled in the e-learning platform in 2022, out of which 50% are females | This information is to be extracted from the project Indicator Tracking Table.  This table will include indicators titles and calculation mode, level of disaggregation (e.g. gender), data collection period. | Factors beyond project management’s control necessary to convert outcomes into impacts. |
| **Outputs** | **Direct, tangible products** (infrastructure, goods and services) delivered by the project and expected to lead to expected objectives.  Directly under the project control and responsibility. | What indicators may measure and validate activities actually transformed into specific products and services?  e.g. The E-Learning platform is delivered on-time, active and functional.  Number of teachers trained to the e-learning platform. | Initial value for comparison purpose.  e.g. No existing e-learning platform exists in 2020. | The intended value to be attained.  e.g. :  - The e-learning platform is operational on xx.xx.2021.  - 100 teachers are trained to the platform by xx.xx.2021 | Same as above | Factors beyond project management’s control necessary to convert outputs into outcomes. |
| **Activities**  **Milestones** | Which activities will be undertaken and in what order in order to deliver expected outputs? | **Means**  What are the human and material resources required to implement these activities, e.g. staff, equipment, supplies, operational facilities, etc.  **Costs**  What is the overall budget of the action? What are the three main budget lines (or total budget per component)? | | | | Factors beyond project management’s control necessary to transform activities into outputs |

**Necessary preconditions for the project to start:**

Refers to prerequisites and necessary preconditions that may affect the full project relevance if not achieved: for example, internet access, access to computer, computer literacy etc.