



**Ministry of Education and Sports Republic of Serbia
Vocational Education and Training Reform Programme**



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**TRAINING PROGRAMME FOR SENIOR STAFF OF THE
MINISTRY OF EDUCATION AND SPORTS**

***PROJECTS DEVELOPMENT AND MANAGEMENT AS TOOLS FOR
QUALITY POLICYMAKING IN EDUCATION***

Module 2:

- 2.1. Needs Assessment and Project definition**
- 2.2. Writing successful project proposals**

24-26 of May, 2007

Trainer: Lucian CIOLAN

“Seeking grants is a competitive business. The amount of funds available is finite while the number of applicants competing is quite large. To receive a grant, a proposal must be well-planned, well-written, and addressed to appropriate funding source(s). Essentially, the proposal must be better than the competitors”. (Local Government Initiative – *Guidebook to Proposal Writing in CEE and the Former Soviet Union*, 1999).



Vocational Education and Training Reform Programme - Phase II
An EU-funded project managed by the European Agency for Reconstruction

Module II

Needs assessment and project definition

Aim: Understand the role of the needs assessment in defining good project ideas and consider conditionalities involved in project formulation

Competences:

- Define, analyze and prioritize the development needs in a specific sector
- Use basic needs assessment tools and techniques
- Define intervention projects to address the needs of the beneficiaries

Content outline:

- Defining and understanding the needs
- Needs assessment tools and techniques
- Setting up priorities
- Consultation and validation processes
- Defining intervention projects to meet the needs
- Conditionalities in project formulation

Module III

Writing successful project proposals (including project planning and application design)

Time: 15 h

Aim: Create capacity for successful project application writing in order to obtain funding

Competences:

- Define clear objectives and activities for development projects in education
- Planning implementation and identify key actors
- Define potential risks and identify prevention measures
- Assemble application elements in a coherent manner
- Advocate for developed project proposals

Content outline:

- Structural and textual elements of a project application.
- ToRs / project fiches for development projects
- Define the focus of the project according to priorities and needs
- Criteria for successful project application; tools for quality check

TIMETABLE

Day 1, Thursday, 24th of May

TIME	SESSION
09.00 – 10.30	1. Needs assessment. Understanding the process in the PM context
10.30 – 11.00	Coffee break
11.00 – 13.00	2. Methodologies for needs assessment. How to use different tools and approaches
13.00 – 14.30	Lunch break
14.30 – 16.00	3. Needs assessment and strategic planning
16.00 – 16.30	Coffee break
16.30 – 18.00	4. Defining the needs for the identified project ideas (from last training)
19.00 –	Dinner

Day 2, Friday, 25th of May

TIME	SESSION
09.00 – 10.30	5. Proposal writing: basic characteristics of the proposal
10.30 – 11.00	Coffee break
11.00 – 13.00	6. Development projects proposals under IPA. Regulatory and institutional framework
13.00 – 14.30	Lunch break
14.30 – 16.00	7. Logical Framework Approach. How to develop the matrix
16.00 – 16.30	Coffee break
16.30 – 18.00	8. Project proposal writing. Application (I)
19.00 –	Dinner

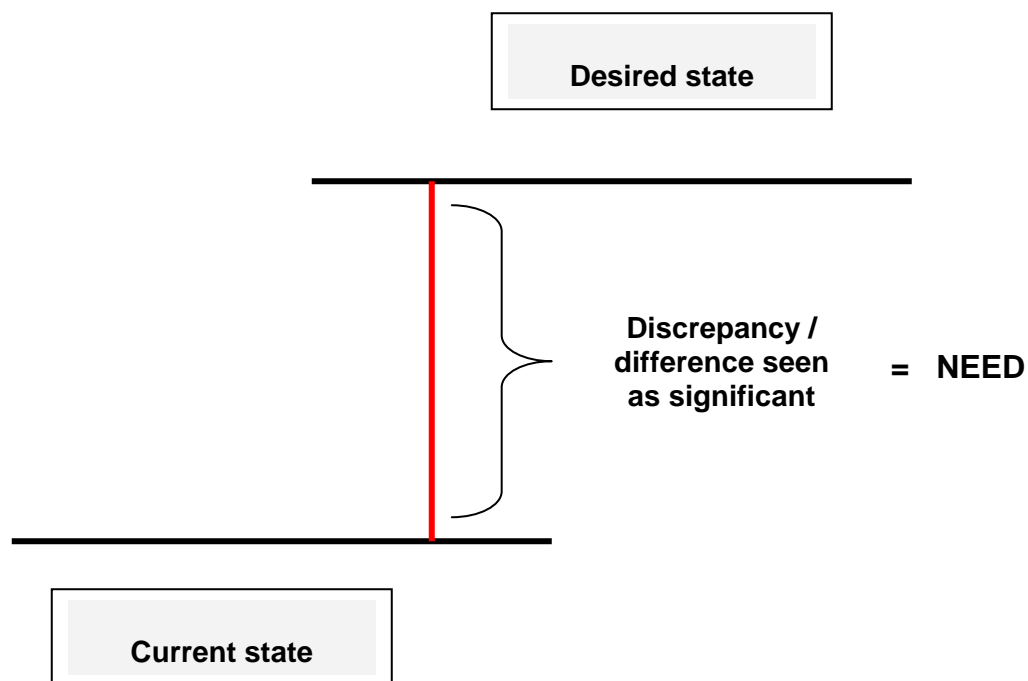
Day 3, Saturday, 26th of May

TIME	SESSION
09.00 – 11.00	9. Project proposal writing. Application (II)
11.00 – 11.15	Coffee break
11.15 – 13.15	10. Presentation of project proposals and feedback session
13.15 –	Lunch
15.00	END OF THE WORKSHOP

What is a need? What is needs assessment?

A **need** - is a discrepancy or a difference (gap) between what there is or the current state regarding the group or situation in question and what there should be, or the desired state. A need reflects the existence of a certain issue that requires an intervention, an issue that must be dealt with.

A *needs assessment* attempts to identify such gaps, to analyse their nature and causes and to establish priorities for future actions¹.



Such discrepancies can be identified, analyzed and addressed at individual level, as well as at a larger, organizational level or, if we wish, at the level of certain components of the education system or even at the level of the education system as a whole.

¹ B.R. Witkin; J.W. Altschuld, 1995, p.4

The intervention (“treatment”) proposed in order to reduce or remove such identified gaps are related to development projects. Yet, efficient interventions are subject to a good identification and assessment of needs.

***Needs assessment** consists in a set of systematic procedures applied with the aim of setting up priorities and making decisions concerning improvement of a program or organization and allocation of resources. Priorities are based on the identified needs.*

(B.R.Witkin; J.W. Altschuld, 1995, p.4)

The need is not, therefore, the current state of affairs, nor the desired, future one. It consists exactly in the difference or discrepancy between “what we have” and “what we wish to have”.

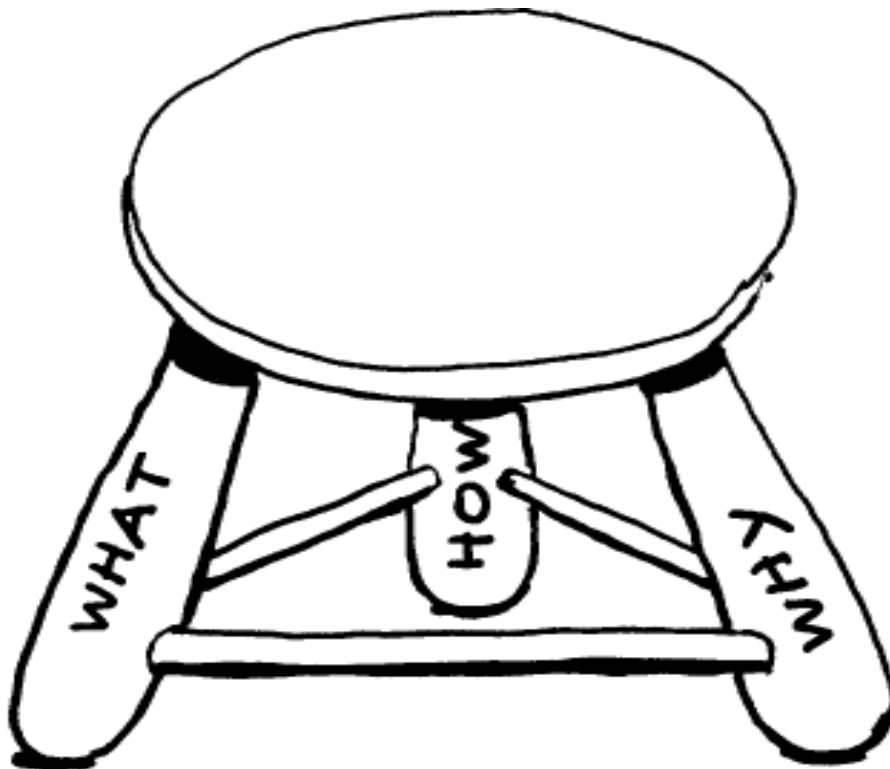
Broadbased definitions of NA



- **A needs assessment can be described as a process for identifying the knowledge and skills necessary for achieving organizational goals (Brinkerhof & Gill, 1994).**
- **A needs assessment is a method of finding out the nature and extent of performance problems and how they can be solved (Molenda, Pershing, & Reigeluth, 1996).**
- **A needs assessment is a process for pinpointing reasons for gaps in performance or a method for identifying new and future performance needs (Gupta, 1999).**
- **In general, a needs assessment is a systematic approach to identifying social problems, determining their extent, and accurately defining the target population to be served and the nature of their service needs (Rossi, P. H., Freeman, H. E., & Lipsey, Mark, W. L., 1998).**

Needs assessments evaluate:

- The capacity of services in the community in relation to the expectations
- The appropriate mix of services required to respond to the diverse needs associated with the existing problems
- The co-ordination of services within a system I



Important to notice:

- Needs assessment is often thought of in a very narrow sense: many people think it is just a survey of people's needs, wants and/or preferences.
- **Needs** are defined by relating the expresses views and trends in a community to what is currently being provided. In other words needs assessment defines the gap- between what exists and what is needed.
- **Assessment** indicates that it is not just a question of developing a "laundry list" of needs. Rather, assessment suggests that you are examining the nature, urgency and priority of needs.

The main aims of a needs assessment could be:

- Offering the needed foundation (information basis) for development or improvement of an educational or social program.
- Restructuring of an organization for improving the performances in relation with the established goals.
- Setting up criteria for contractic services of human resources training and development
- Identification of a solution for a complex problem or issue.

The characteristics of a good needs analysis (assessment) are the following: It:

- focuses on the *results* that should be obtained and not on the *means* for obtaining them;
- provides an objective basis for decision-making;
- contributes to the establishment of common goals and action areas at organisation/ project level;
- involves all *stakeholders* in establishing priorities;
- is a cyclic process that integrates within the larger scope of strategic planning activities of an organisation or of a community.

The needs analysis is a systematic process including several subsequent processes:

- a. **Collecting data** by means of clearly defined methods and instruments (questionnaires, interviews, focus-groups, document research etc.)
- b. **Identifying priorities and establishing criteria** for finding a solution to a problem;
- c. **Taking action** for improving/creating a product, service or a combination product-service;
- d. **Establishing criteria for allocation of various resources** (material, financial, human, time).



Remember!

The needs assessment process should be focused on people!!!

From a management and institutional development point of view, conducting a needs assessment at organisation (e.g. school) or community level is a way to match individual needs and interests with the representative needs of the larger group we belong to.

The assessment can be regarded as an instrument which supports the decision-making on how resources should be allocated. We should bear in mind that resource allocation is a central part of organisation or community planning.

Methodologies for needs assessment

“SWOT” and “PESTE” analyses are the most common methodologies used within institutional development projects for needs analysis and assessment.

A. SWOT Analysis

The name of this analysis model is actually an English abbreviation: **S** = strengths; **W** = weaknesses; **O** = opportunities; **T** = threats.

SWOT analyses have been successfully implemented as methods for organisational analysis, but they can be used at community level as well. Strengths and weaknesses relate to the **internal environment** of the analysed structure (community, organisation). They represent inherent characteristics concerning the internal state of affairs.

Opportunities and threats relate to the external environment, that is, to what happens outside the organization, but which has an impact on the good running of activities. The context can either favor or hinder the implementation of activities within an organisation or community.

Project teams should focus on maximizing opportunities and limiting the impact of threats, as well as on enhancing strengths and improving the weaknesses.

PRACTICAL EXAMPLE:

In our example one technological high-school from the centre of the commune has generous spaces, but in two separate buildings: one is very old and includes the workshops and the other is more recent, but has roof problems. The school has 420 pupils enrolled, and the birth rate in the commune and in the area where pupils are recruited from is constant, even slightly increasing.

Most teachers come from the locality. They are qualified, but more than half have less than 4 years until retirement. There are very few commuters and actually they are not integrated: they change very often and they are seen as intruders. School endowments are outdated and scarce, and the Parents Committee has volunteered to get involved in finding funds for improving the material base and even in collecting a sum of money (most parents have incomes that exceed the average rate). The regional labour market school pupils have access to is not very promising for now, but, for the following 5 years, it is a known fact that two big investment projects are approved and they will create over 2300 work places in areas that are related to the specializations covered by the high-school curriculum. The school manager and the deputy school manager have worked together for a long time and make a good team, but their relationship with the Municipality is rather cold. More than 70% of the teachers have not participated at a training course for more than 3 years, due to the poor offer and to the long distance from the city where the training providers organize this sort of activities.

We can identify then strengths and weaknesses, opportunities and threats of the school in this specific case.

Strengths:

- good collaboration at the managerial team level;
- high percentage of qualified and non-commuter teaching staff;
- generous spaces.

Weaknesses:

- poor material base; and aged teachers;
- problems with the quality of the buildings;
- reluctant attitude towards commuters.

Opportunities:

- slightly increasing birth rate;
- parents' availability to get involved and their good economical status;
- the two investment projects.

Threats:

- distant relationship with the local public authority;
- poor training courses offer for the teachers in the school;
- great distance from the county municipal city (Teacher Training House).

KEEP IN MIND:

- ***Strengths and weaknesses*** refer to school and to what happens with it.

- **Opportunities and risks** refer to the external environment, to what happens outside the school and the community, but affects a good performance. Context can favour or block the progress of an organization or of a community.

YOUR OWN INSTITUTION

Having the example in mind, please review the Strength, Weaknesses, Opportunities and Risks of your institution in relation to the project development and implementation and then identify priorities.

	Opportunities	Threats
	1. 2. 3.	1. 2. 3.
Strengths	1. 2. 3.	<i>Strengths & Opportunities</i>
		<i>Strengths and threats</i>
Weaknesses	1. 2. 3.	<i>Weaknesses & Opportunities</i>
		<i>Weaknesses & threats</i>

B. PEST(E) Analysis

The way to conduct and use this needs analysis and assessment is similar to the above mentioned model. PEST(E) is also an abbreviation which refers to the analysis of the **P**olitical, **E**conomic, **S**ocial, **T**echnological and, more recently, **E**nvironmental (this last aspect does not appear always) context.

- The political aspect** concerns mainly the existent educational policies (and less the distribution of power among different political parties) at national, regional and local level – especially the reform policies and programmes and the way these can influence the school activity and development. The regional and local development policies can also be added here, given the current decentralisation of public administration.
- The economic aspect** concerns the resources available at the analysed level (national, regional or local): if there is economic recession or recovery, what economic activities represent a priority and the resources they can provide to education and training, the average level of income etc.
- The social aspect** concerns the existence of social issues (such as unemployment, poverty, crime etc.) and the way they are dealt with at national, regional and local level, as well as the

position of different stakeholders towards education (for instance, whether education is seen as a means for ensuring social achievement).

- d. **The technological aspect** concerns the technological level of education or training. For instance: whether there is educational television in the area; whether there are resources for distance education and training; whether there are enough properly equipped training facilities, the number of families in the area having television, the number of TV channels broadcast, the number of families having a PC and how many of these have Internet connection etc.

The additional aspect that might be included in such analysis and which can be extremely relevant for certain projects is the environmental one.

- e. **The environmental aspect** concerns the analysis of the environment in which the organisation or the community operates.

The SWOT and PESTE are just two examples of common techniques or methodologies for assessing the needs approached here in order to offer a broader context for the process.

Levels of needs assessment

Development needs can be identified at various levels, such as individual, organisational, community or education system needs.

1. Level 1 (primary) – the beneficiaries of the services who can be either pupils or students, as well as other users of education and training services. In the context of this TNA handbook the target group is represented by teachers and school principals as part of continuous professional development.

Based upon the TNA, the school will be able to develop training specifications by identifying the aims and objectives needed by the course developers to design and deliver competence based credit related training programmes which match the individual training needs of teachers.

2. Level 2 (secondary) – the providers of services or products and those involved in policy making: teachers, parents, administrators, education managers etc.

Particular attention should be given to the available resources or solutions to satisfy the needs: buildings, facilities, equipment, technology, programmes, teaching materials, salaries and other benefits, working conditions, time intervals etc.



Any needs analysis and assessment must consider especially level 1, of the beneficiaries. So that the providers can deliver quality services, the analysis, assessment and prioritisation of needs should be as clear and accurate as possible.

Phases / steps of needs assessment

To assess, in the context of „needs assessment” means a complex process which includes three phases or steps:

- Pre-assessment
 - Assessment
 - Post-assessment
1. **Pre-assessment** is an exploratory phase which tries to identify what is already known on the respective needs at the level of the envisaged system. In this stage the main problems are identified, as well as the main concerns and types further data needed.
 2. **Main assessment** is focused on data and opinion collection and analysis on the respective needs. Now the first version of priorities is being set and there is an attempt to clarify causes producing certain needs, identified and described.
 3. **Post-assessment** establishes the final order of priorities, produces alternative solutions to answer the needs and makes the passage to utilization of data in order to develop concrete action plans. An important aspect in this stage is the public communication on the decisions about priorities and courses of further actions.

Phase I Pre-assessment (exploration) —————▶	Phase 2 Assessment (data collection) —————▶	Phase 3 Post-assessment (utilization) —————▶
Defining the general aims of the NA	Collecting data on identified needs	Set up „final” version of priorities
Identification of major needs / main areas of concern	Set up preliminary priorities from the perspective of beneficiaries	Develop alternative solutions
Identification of available information	Identify causes	Develop action plans
Determine methods for data collection and sources of information	Analysis and synthesis of data	Communicate results

And finally....

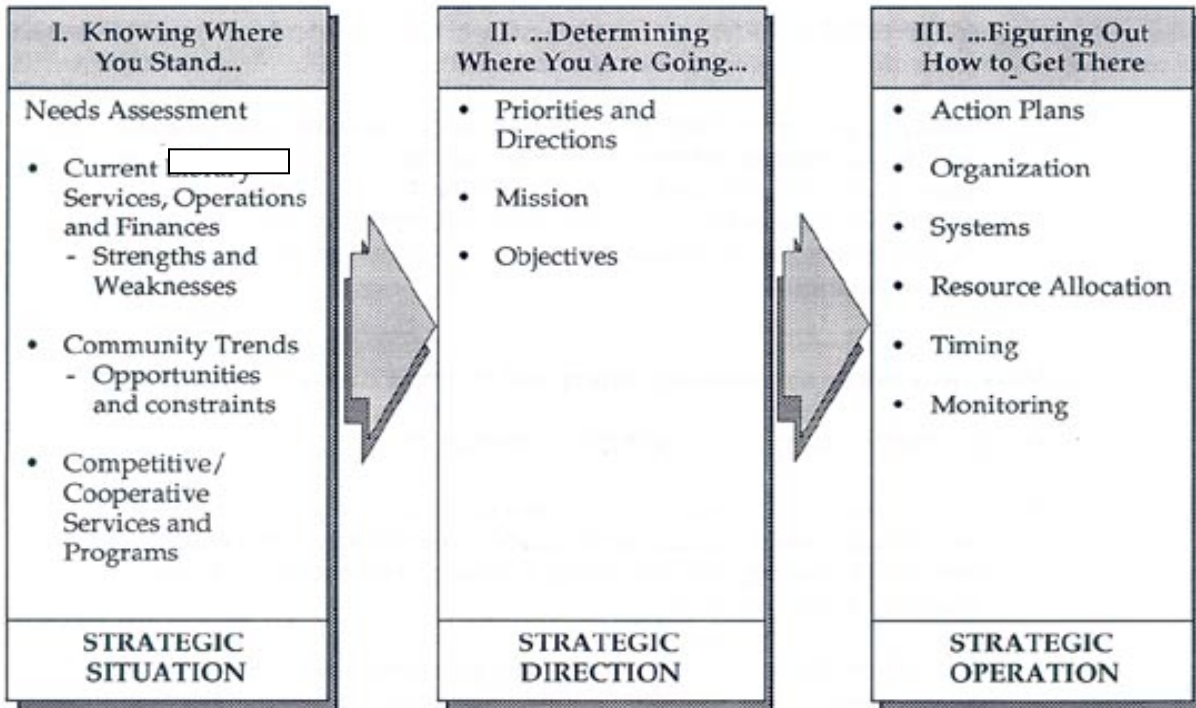
What will a needs assessment do for you?

A needs assessment answers questions about the social conditions a program is intended to address and the need for the program. Needs assessment may also be used to determine whether there is a need for a new program and to compare or prioritize needs within and across program areas.

Rossi, P. H., Freeman, H. E., & Lipsey, Mark, W. L., (1998). *Evaluation: A systematic approach*, (6th Edition). Sage Publications

NEEDS ASSESSMENT IS A TOOL FOR PROGRAM PLANNING

Needs assessment is the first phase in a strategic planning process



Strategic planning is a repetitive process. Effective organizations monitor their progress and revisit their plans regularly.

Project proposal writing

What is a proposal?

A proposal is a written request to a donor organization (foundation, corporation, business, governmental or intergovernmental body) for support of a specific project, program or policy.

Usually, a proposal serves at least the following six functions, which should be informative for the writing / development process:

a. It describes a problem.

Making the case for the project idea and demonstrating the need and the good reason for the funding is part of this aspect. The proposal should carefully describe the problem in its context, demonstrating what work has been done on the topic in that area and in other parts of the world.

b. It describes a potential solution to the problem.

Since the problem was thoroughly analyzed together with the already tried solutions, the direction of new actions should be presented, meaning the new solution to the problem. It has to be shown that solution builds on previous undertakings and is likely to work for very clear reasons.

c. It is a plan.

A proposal is a step by step plan of action, describing what need to be done to solve the problem(s) & meet the need(s). The established plan in the project proposal will be exactly followed, unless the applicant and the donor agree otherwise.

d. It is a request.

A proposal should be a well planned request for funds or technical assistance, for equipments or a mixture of these...

The request should be prepared well in advance, not to let the impression of rush and non-professionalism.

e. It is a tool of persuasion.

A proposal is a tool to convince the donor to think about the problem – solution relationship in the same way as the beneficiary (applicant). Besides this, setting the project proposal as a high priority and being confident in the capacity of the applicant are also issues related to persuasion.

f. It is a promise and a commitment.

In constructing the proposal, the applicant makes the promise that the problem will be addressed according to the proposed plan. There is commitment from both sides in conducting the project through the whole life cycle according to the planned objectives and activities. After award of the grant, the promise became an obligation, with legal implications.

A proposal must convince the prospective donor of two things:

1. that a problem need of significant magnitude exists, and
2. that the applicant agency has the means and the imagination to solve the problem or meet the need

Grant-Writing Tips

The most important thing for grant-writers to remember is that they might submit a perfect application and still receive a rejection. Most donors have limited resources with which to fund projects. Do not get discouraged if you get a rejection from a possible funding source.

READ the grantor's guidelines and instructions carefully. Do not try to make the grantor's program fit what you want to do - your program must be in line with the funding agency's priorities.

Ideas should be innovative, creative and educational. Grantors will rarely fund operating expenses - they usually invest in supplemental programs. They often seek creative solutions to problems/needs, but they usually do not wish to fund risky projects. Try proposing a project that puts a fresh spin on an existing idea.

Keep your goals realistic! It is important to have an evaluation plan. Grantors want to know if the projects they fund are successful--that your project is meeting its goals.

Is your project replicable? If so, tell the grantor how you plan to extend the project to other grades or schools.

Have a reasonable, detailed budget. Do your homework on costs prior to submitting your application and be sure to explain your budget even if there are no requirements to do so.

If possible, cite research that supports the program for which you are requesting funding.

Clarity in communicating your ideas is very important. Have someone who is not involved in the project in any way read and critique your draft application.

Proofread! Spelling and grammar errors do not convey a positive image.

Follow the grantor's instructions to the letter. Applications are turned away when they do not exactly meet the funding agency's requirements.

If your project is rejected, ask the grantor for reviewer comments. The comments can offer invaluable tips for improving your future grant applications. Never forget to write thank-you notes - even if your project is not funded initially!

Take time to review some successful proposals.

Studies indicate that the one quality all successful people have is persistence. They're willing to spend more time accomplishing a task and to persevere in the face of many difficult odds. There's a very positive relationship between people's ability to accomplish any task and the time they're willing to spend on it. --Joyce Brothers

Inspired from CCLC.

Grant-writing tips for the 21st Century Community Learning Center (CCLC) project are available by [clicking here](#). (There are also two winning 21st CCLC grants available for download (MS Word 6.0 format) and review on our [Sample Proposals](#) page.)

The TEN COMMANDMENTS of getting funds²

I. Only prospectors find gold.

Only by searching well you can find funds. At times, knowing *who* to ask is even more important than knowing *how* to ask (i.e. multiple donors & donor coordination).

II. Be sure that courtship precedes the proposal.

Just as you would not propose marriage to someone unless you were certain that the two of you were compatible, you and the donor must be compatible before you make the "proposal".

III. Personalize your request.

Your request should be tailored to the funder as much as possible. In general, vague proposals do not get funds. Be certain to explain why your project is just the sort of thing that the funding organization would want to fund.

IV. If you want money, you need money.

² Adapted from Th. Wolf – *Managing a Nonprofit Organization*, Prentice Hall, 1990 & LGI – *Guidebook to Proposal Writing in CEE and FSU, OSI*, 1999.

Matching funds and other sources of income, propose co-financing instead of covering all project costs, make funders more comfortable with the idea of offering you the support.

V. When asking for money, assume a YES.

A good salesman never says, *if you buy this...* but rather *when you buy this...* Avoid being tentative, and treat a financing source as if some beneficial collaboration will come from your efforts. Remember that it is the job of the individual who reviews your proposal to give money to the best / for the best projects.

VI. In written requests, if you can't scan it, can it!³

The required and important information should be found easily by the reader, in a scanned reading. Be concise and precise, then. If not... re-write!

VII. In doing budgets, use correct arithmetic.

Make sure the figures in your budget add up correctly and you respect limits and indications per category, if the case. If you want to prove you know to handle money, do a correct and accurate budget.

VIII. When in doubt, use plain language.

Jargon and technical language rarely impress anyone. Clear and simple writing is best.

IX. Don't take a NO personally.

Having a proposal turned down is especially hard for very sensitive people, but should be viewed as a challenge. Interpret a NO as TRY AGAIN. It pays to be persistent... And *don't loose the project application that failed today! It can be improved for tomorrow!*

X. No matter how many times you say it, say "Thank you!" again.

Long-term funding relationships are cultivated carefully by showing gratitude. Reference to the donor in the press or in publications, in speeches during conferences or in other public occasions, is another way of showing gratitude and building a relationship with the organization. Never take it for granted and never forget to say thanks!

³ In American slang, to "can" means to throw it into garbage can.

Project preparation under IPA

Action Plan for IPA 2008 Programming in the Republic of Serbia

3.2 Roles and responsibilities of line ministries

In order to improve interministerial coordination, coordination among other institutions, improvement of capacities and efficient IPA programming, line ministries, until the moment of establishment of PIUs within DIS, will establish working group responsible for IPA programming in line with the Action Plan. The line ministries will nominate person/persons who will manage work of appointed working group and be in charge for fulfillment of all responsibilities in line with the Action Plan. Line ministry will inform in written NIPAC about their nomination. If NIPAC estimates that coordination of programming is not been performed properly by the line ministry NIPAC can recommend to the respective minister to replace nominated person/persons.

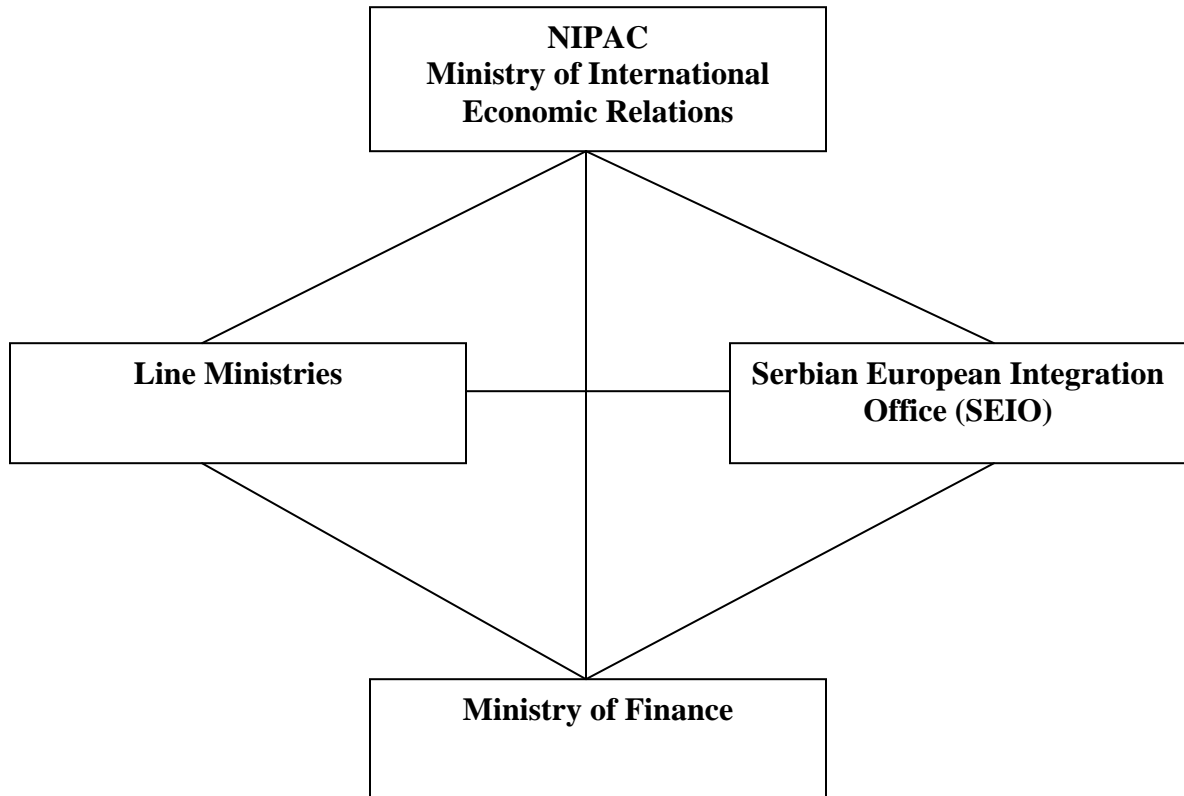
Role and responsibility of each line ministry during the programming process is to:

- a) Coordinates EU financial assistance within a ministry and prepares draft project proposals and Project Fiches proposed under the IPA by ministry;
- b) Informs authorized bodies from their scope of work about template, conditions and appraisal criteria for the submission of draft project proposals and Project Fiches;
- c) Submits to NIPAC draft project proposals and Project Fiches for EU funds and draft project proposals and Project Fiches from authorized bodies in the particular ministry's scope of operation;
- d) Keeps record of all draft project proposals and Project Fiches that were submitted by other authorized body in the Ministry's scope of operation;
- e) Carries out pre-selection of the draft project proposals and Project Fiche under the IPA Programme proposed by the ministry or other authorized bodies in their scope of work prior to their submission to NIPAC;
- f) Submits to NIPAC report on selected and rejected draft project proposals and Project Fiches and provides justification;
- g) Submits to NIPAC report on participation in Community Programmes and Community Agencies, especially on cost benefit participation in these activities;

h) Informs the NIPAC about the programming process within their scope of work in line with programming calendar of current year;

i) Submits to NIPAC Information, Decisions and other documents regarding IPA on formal approval before its submitting to the Government on adoption in line with the Government Internal rules.

Institutional arrangement



NIPAC posts binding application forms, the terms and conditions under which draft project proposals and Project Fiches are submitted, their evaluation criteria and report templates on the web page www.europa.sr.gov.yu (ISDA CON IS);

Potential beneficiaries. Programming of instruments for pre-accession assistance (IPA) 2008

Insert doc named "IPA terms and conditions.doc"

Annex: IPA 2007 Project Fiche

(insert doc. with name *IPA 2007 Project Fiche.doc*)

The Logical Framework Approach (LFA)

The LFA represent a modality for structuring the main elements of a project, underlining the relationships between the initial data of the project, planned activities and expected results. Broadly speaking, this tool is used to increase quality of the projects.

The main document informing on LFA and Logframe is the PCM manual of the EC. A selection from this paper clarifies below what is LFA and its role in project management.

The LFA is an analytical process and set of tools used to support project planning and management. It provides a set of interlocking concepts which are used as part of an iterative process to aid structured and systematic analysis of a project or programme idea.

*The LFA should be thought of as an ‘aid to thinking’. It allows information to be analysed and organized in a structured way, so that important questions can be asked, weaknesses identified and decision makers can make informed decisions based on their improved understanding of the project rationale, its intended objectives and the means by which objectives will be achieved. It is useful to distinguish between the LFA, which is an analytical **process** (involving stakeholder analysis, problem analysis, objective setting and strategy selection), and the Logical Framework Matrix (LFM) which, while requiring further analysis of objectives, how they will be achieved and the potential risks, also provides the documented **product** of the analytical process.*

The Logical Framework Matrix (or more briefly the Logframe) consists of a matrix with four columns and four (or more) rows, which summarise the key elements of a project plan, namely:

- *The project’s hierarchy of objectives (Project Description or Intervention Logic);*
- *The key external factors critical to the project’s success (Assumptions); and*
- *How the project’s achievements will be monitored and evaluated (Indicators and Sources of Verification).*

The Logframe also provides the basis on which resource requirements (inputs) and costs (budget) are determined.

The Logical Framework Approach (LFA) is a core tool used within Project Cycle Management.

- *It is used during the **identification** stage of PCM to help analyse the existing situation, investigate the relevance of the proposed project and identify potential objectives and strategies;*

- During the **formulation** stage, the LFA supports the preparation of an appropriate project plan with clear objectives, measurable results, a risk management strategy and defined levels of management responsibility;
- During project/programme **implementation**, the LFA provides a key management tool to support contracting, operational work planning and monitoring; and
- During the **evaluation** and **audit** stage, the Logframe matrix provides a summary record of what was planned (objectives, indicators and key assumptions), and thus provides a basis for performance and impact assessment.

Structural and textual elements of the Logframe

Project Description	Indicators	Source of Verification	Assumptions
<p>Overall objective: The broad development impact to which the project contributes – at a national or sectoral level (provides the link to the policy and/or sector programme context)</p>	Measures the extent to which a contribution to the overall objective has been made. Used during evaluation. However, it is often not appropriate for the project itself to try and collect this information.	Sources of information and methods used to collect and report it (including who and when/how frequently).	
<p>Purpose: The development outcome at the end of the project – more specifically the expected benefits to the target group(s)</p>	Helps answer the question 'How will we know if the purpose has been achieved'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the purpose-objective linkage
<p>Results: The direct/tangible results (good and services) that the project delivers, and which are largely under project management's control</p>	Helps answer the question 'How will we know if the results have been delivered'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the result-purpose linkage
<p>Activities: The tasks (work programme) that need to be carried out to deliver the planned results (optional within the matrix itself)</p>	<i>(sometimes a summary of resources/means is provided in this box)</i>	<i>(sometimes a summary of costs/budget is provided in this box)</i>	Assumptions (factors outside project management's control) that may impact on the activity-result linkage

General sequence of completion for Logframe components

Project Description	Indicators	Sources of verification	Assumptions
Overall objective ①	⑧	⑨	
Purpose ②	⑩	⑪	⑦
Results ③	⑫	⑬	⑥
Activities ④ <i>(optional inclusion in the matrix)</i>	<i>Not included</i>	<i>Not included</i>	⑤ <i>(optional inclusion in the matrix)</i>

An example of how to formulate....

Objective hierarchy	Example of how to write statements
<i>Overall objective</i>	To contribute to improved family health, particularly of under 5s, and the general health of the riverine eco-system
<i>Purpose</i>	1. Improved river water quality
<i>Results</i>	1.1 Reduced volume of waste-water directly discharged into the river system by households and factories 1.2 Waste-water treatment standards established and effectively enforced
<i>Activities</i> <i>(may not be included in the matrix itself, but rather presented in an activity schedule format)</i>	1.1.1 Conduct baseline survey of households and businesses 1.1.2 Complete engineering specifications for expanded sewerage network 1.1.3 Prepare tender documents, tender and select contractor 1.1.4 Identify appropriate incentives for factories to use clean technologies 1.1.5 Prepare and deliver public information and awareness program 1.1.6 etc