

Planning for change

- A Guide to DPODs Logframe Format

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Disabled People’s Organisations Denmark (DPOD) is the trustee of the Danish Disability Fund which supports development work between Danish disability organizations and their partners in the Global South.

Following an internal review process where several disability organizations asked for DPOD guidance on the choice of logframe, DPOD has developed a revised logframe format presented in this guide.

Introduction to the reader

It can be difficult to know whether a development project succeeds or fails, if the expected results have not been clearly articulated at the beginning of the project.

This guide introduces the **Logframe** as a tool for designing development projects with explicit and measurable results. The Logframe is a so-called Results Framework¹; a clear and logic representation of the expected results and the expected cause-effect relationship between the essential project elements.

The logframe is not a new tool, but the format introduced in this guide is a revised version and may differ slightly from the format you already know. The principal changes are:

- Previous common logframe terminology: “purpose/development objective, objectives and results”, have been replaced with: “impact, outcome and output”.
- SMART indicators have been divided into separate components (columns): Indicator, baseline and targets. In addition columns for milestones have been added.
- Activities are not included in the format, but should appear separately in an activity plan.

The logframe will enable you to present your expected results in a concise manner, helping you focus on the expected outcome and thereby providing you with a robust project management tool which can also serve as a key tool for monitoring and evaluation. With clear milestones and targets it becomes much easier to monitor and report on results at different phases of the intervention.

Furthermore, the logframe helps you to apply a logical and results-based approach to tackling the complex and ever-changing challenges of poverty and human rights violations, but the logframe is *not* a stand-alone-tool. Before using it you need to undertake a thorough analysis of the context in which the project will operate, ensure that the experiences and opinions of relevant stakeholders are taken into account, encourage a harmonized approach with strategic partners and other donors, as well as acknowledge, identify and review risks and assumptions and develop robust mitigating actions to address them. In doing so, you will need to undertake a number of analyses, such as problem analysis, SWOT, stakeholder analysis, and risk analysis.

Please be aware that the guide is **not** a complete guide for how to plan a development project. For a comprehensive introduction to the analytical tools and methodologies needed for making the necessary analysis etc. we refer you to other materials; for example CISUs [Guide for the Formulation of NGO-projects](#) (chapter 1-5).

¹ Different development agencies use different Results Frameworks. A Results Framework can consequently be a matrix, a graphical representation or a summary of the different levels of results. Results Frameworks come in the form of logic models, theories of change, results chains, outcome mapping, etc.

1. Background

The Danish Disability Fund is governed by Danish development policy, in particular the [Policy for Danish Support to Civil Society](#), which aims to combat poverty and inequality, and promote human rights and sustainable development through a focus on **partnerships, capacity development and advocacy**.

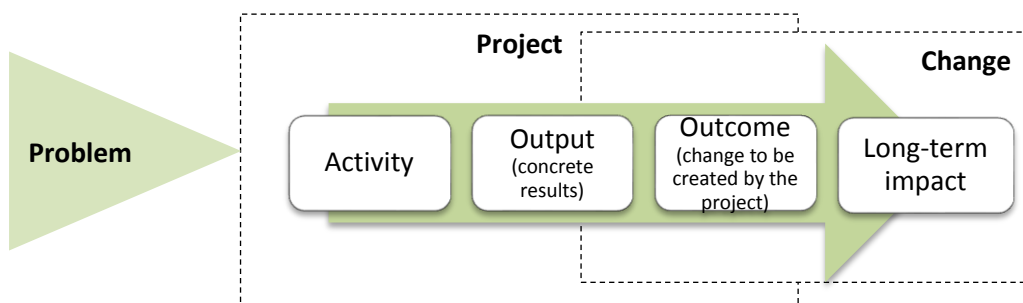
The change logic

Any development project must be based on a desire for change, which derives from a particular development problem or human rights violation. Consequently, every project must demonstrate a clear relationship between 1) the identified problem(s), 2) the project itself, and 3) the expected immediate change and the desired long-term change.



This relationship can be illustrated as a so-called **results chain**, where the content of the project is based on a thorough analysis and understanding of the problem and the context in which it unfolds (please refer to other materials for a guide on how to conduct problem and context analysis).

The results chain illustrates how planned activities should lead to certain intermediate and immediate results defined as outputs and outcomes (the distinction between outputs and outcomes will be described later), which in turn will contribute to creating the long-term desired change in society.



① PLEASE NOTE:

In developing a results chain you need to consider *why* a particular intervention leads to the outputs identified and the outcomes expected, and to formulate a development hypothesis.

Such development hypothesis can be represented as a linear results chain or a multifaceted theory of change illustrating the complexity and changeability affecting the development intervention.

For more information about the change and theory of change please refer to:

- Grant Craft: Mapping Change
- UNDP/HIVOS: [Theory of Change](#)

Disability projects

In many disability projects the desired change is formulated along the lines of *equality, dignity and inclusion of persons with disabilities*, with the core project components to achieve change including:

- **Capacity development:** Organisational, administrative and professional capacity building of organisations of persons with disabilities (staff and leaders);
- **Empowerment:** Rehabilitation, mobilisation, organisation and training of persons with disabilities (individual members);
- **Awareness raising and attitudinal change:** Public information, campaigning and community dialogues;
- **Strategic service delivery:** Developing models for service delivery as a strategic response to a particular need and documenting the effectiveness of the model;
- **Advocacy:** Developing policy proposals and proposals for policy implementation, lobbying duty bearers, building capacity of duty bearers to respond to legitimate claims from persons with disabilities, and building strategic alliances.

Not every project contains all these components, but the components are often considered to be interlinked and mutually reinforcing. In particular, capacity development of organisations of persons with disabilities is considered to be a prerequisite for successful interventions within the other areas.

Building on the common project components, a simple case has been developed for this guide to exemplify how to use the logframe in the process of designing a project or programme. We recommend that you read through the case before jumping to the presentation of the logframe.

CASE: Education for all - promoting access for children with disability

According to Article 24 in the UN Convention on the Rights of Persons with Disabilities (UNCRPD) states are to ensure equal access to all forms of education. Pupils with support needs are to receive support measures, and pupils who are blind, deaf and deaf-blind are to receive their education in the most appropriate modes of communication from teachers who are fluent in sign language and braille. Education of persons with disabilities must foster their participation in society, their sense of dignity and self-worth and the development of their personality, abilities and creativity.

Despite the fact that the Government of Country X, has ratified the UNCRPD and adopted a number of disability policies and legislation to operationalize its commitments, children with disabilities remain seriously underrepresented among school children in the public school system.

The government has recently issued a policy stating that public schools should implement inclusive education, but no provisions have been made to implement the policy, and parents of children with disabilities are generally unaware of or reluctant to exercise their children's right to education.

'Our Right' is a well-established national organisation of persons with disability in Country X. It has for some time followed the policy development on inclusive education, and has now decided to actively engage in the issue with the aim of influencing duty-bearers (policy-makers, educational authorities, parents, etc.) to take responsibility for the education of children with disabilities.

The desired change is a society where a vast majority of children with disabilities are included in the official schooling system and are completing primary school.

To be able to achieve this societal change a more favorable environment for the implementation of the policy on inclusive education must be established. This is a complex process, and 'Our Right' acknowledges that it is a process that is likely to take a number of years. The organisation has decided initially to focus strategically on:

- *Principal* duty-bearers such as policy-makers and education authorities who have to acknowledge the need to; 1) train a sufficient number of competent special needs teachers, 2) ensure accessible physical school structures, and 3) provide budgets for the procurement of assistive devices and pedagogical aids.
- *Moral (non-state)* duty-bearers such as parents and guardians who need to be informed about their children's right to education and how best to help their children access school.

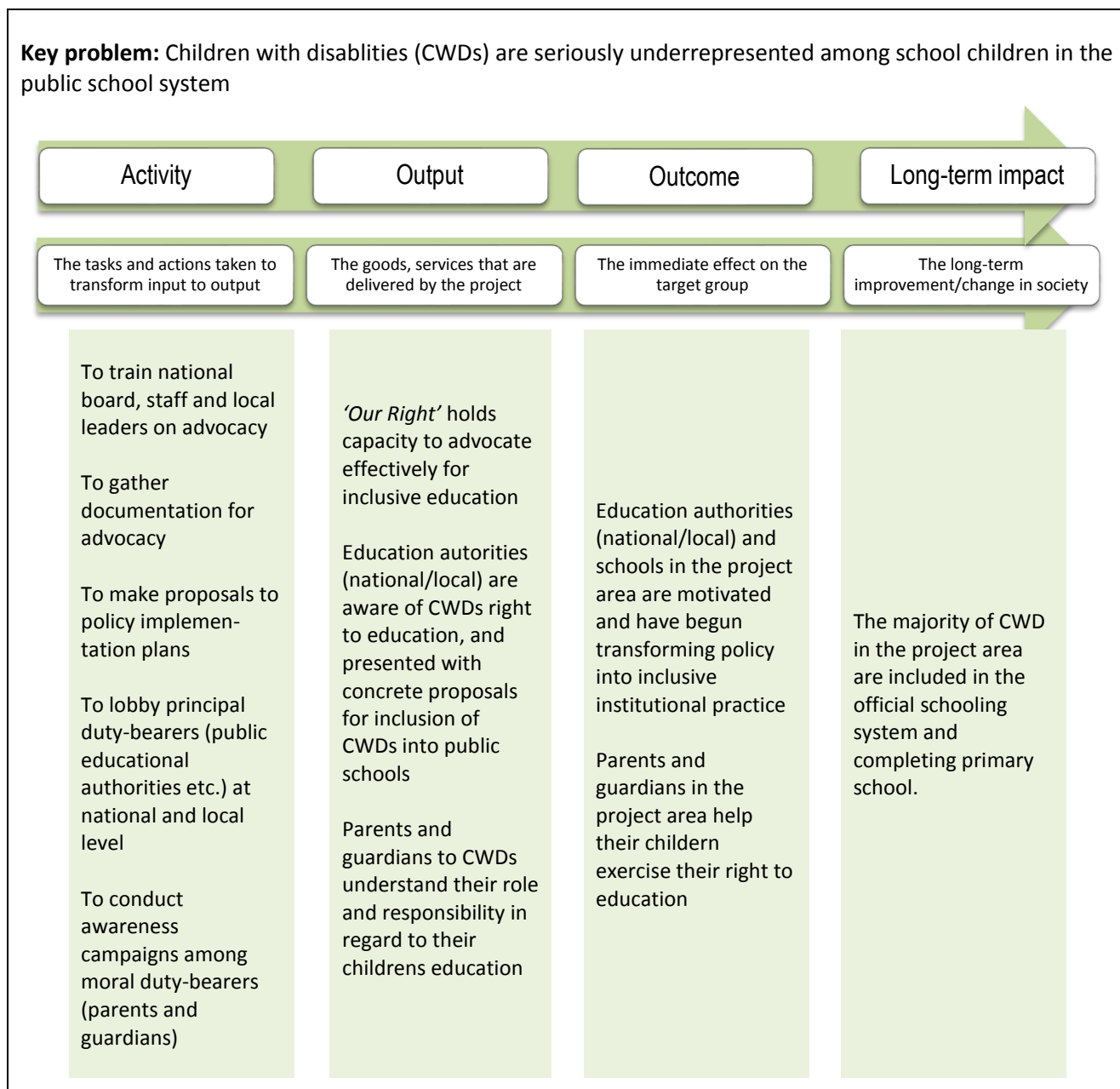
In order to effectively influence principal and moral duty-bearers the organisation, 'Our Right', has to strengthen its existing advocacy capacity. National and local board members and staff need to be trained on national and international law, policies and practices pertaining to inclusive education, and on advocacy principles and methods for dealing strategically with principal duty-bearers who are responsible for implementing the policies on education. Furthermore, the local leaders and active members need to be trained in creating awareness on the right to education among moral duty-bearers, parents and guardians to children with disabilities.

A potential add on to the project could be strategic support to a selected model school, where experience and good inclusion practices could be piloted and documented and used for evidence based advocacy. But we choose to leave that part out of the case for now.

The project will involve national and local duty-bearers within the public education sector. The local outreach will initially be limited to two districts where 'Our Right' has active branches. The project is considered a first phase of a larger project and the budget amounts to approximately 1 million DKK.

Example of a results chain

Building on the case study above, a results chain for the Education for All-project can be designed as follows:

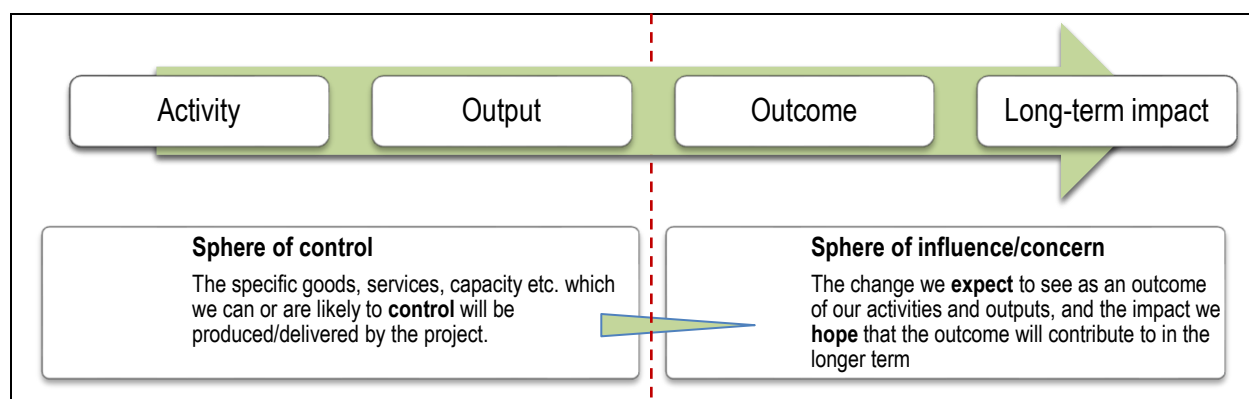


The results chain helps to establish a development hypothesis or a change logic which illustrates how activities will result in specific (intermediate) goods, services or capacity; small results which are again expected to lead to an immediate benefit for the target group, and in turn contribute to creating the desired longer term change in society.

Sphere of control versus sphere of influence

Though the result chain is based on causal linkages between the different levels, it is important to note that development is never a straight-forward, fixed process where A leads to B which leads to C... The development hypothesis represents a qualified estimate of how certain actions are likely to lead to the desired change, but the process is not cast in stone, and has to be constantly monitored and adjusted if circumstances change or if the assumptions on which an intervention is based, turn out not to 'hold water' .

You can explain the uncertainty of the change logic by making a distinction between the things you are likely to **control**, namely the project activities and outputs, and what you are likely to **influence**, namely the outcome and long-term impact of the project.



The next section will take you through a demonstration of the logframe format, recommended by Disabled People’s Organisations Denmark (DPOD).

2. The logframe format

As mentioned earlier, the logframe is by no means a new tool for planning and managing development projects. The format below is a slightly revised version, which enables you to present the causal links between output, outcome and the long-term societal change (impact), as well as the relevant quantitative and qualitative information needed to monitor progress and measure the results.

As mentioned in the introduction the changes made to the revised logframe format are:

- Previous logframe terminology: “purpose, objectives and results”, have been replaced with: “impact, outcome and output”. This is done to be more precise.
- Previous SMART indicators have been divided into separate components (columns): indicator, baseline and targets. A column for milestones has also been added. The rationale behind the new columns is to enable you to measure the results of your project against the baseline situation; against specific (annual) milestones indicating the expected gradual outputs, and against end of project targets indicating the desired change created as a result of the project.
- Activities are not included in the format, but should appear separately in an activity plan (for example in sheet 2 of the logframe format). This is recommended to simplify the format and to maintain a focus on and better overview of the expected outputs and outcomes – ie. on the immediate change the project generates or contributes to. Activities can however, be added to the logframe if it is more suitable for your purpose.

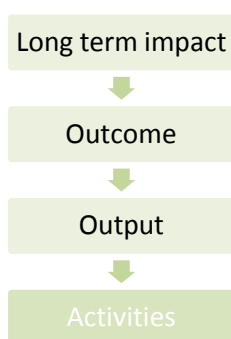
The Log frame format					
Project title:					
Long-term impact					
Outcome (1 – 3)	Outcome Indicators	Baseline [year]	Target [year]	Assumptions	
		Source:			
		Source:			
Outputs (for outcome 1 – 3)	Output Indicators	Baseline [year]	Milestone [year]	Target [year]	Assumptions
		Source:			
		Source:			

The logframe should be seen as a dynamic tool that can be used to plan, monitor and revise the project as it develops and as circumstances may change. In the design phase it will help you to define a desired change and establish what outcomes and outputs are needed to achieve such change.

The logframe articulates as a key principle the desired societal change which you expect/hope that the project will contribute to, and provides you with a tool to demonstrate and monitor the expected pathway towards the long-term impact.

How to complete the logframe

The following is a demonstration of how you can complete the logframe.



Please be aware that the logframe should always be completed from top to bottom, starting by defining the long-term impact, outcome, etc. (contrary to implementation which follows a bottom-up-logic from input over activities towards outputs and outcome).

It is strongly recommended to begin by filling the leftmost column in a vertical order to ensure a clear and logical relationship between impact, outcome and output. Subsequently it is appropriate to fill in the various assumptions in the rightmost column before you define your indicators, baseline and targets.

PLEASE NOTE:

1. The best logframes are a result of a participatory process where the local partner organization and other relevant stakeholders (rights-holders as well as duty-bearers) have been actively involved in analyzing the problem and the context, and defining the context, and defining the content and approach of the project.
2. The larger the project, the more extensive the logframe and the greater the expectations for the quality of the logframe

A: Project Title

The first thing is to find a meaningful, easily understood, brief and catchy Project Title, which someone new to the project is able to grasp without having to delve into the details of the project. For example:

Project title:	Education for ALL in County X - promoting access for children with disabilities
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B: Long-term impact

Secondly you should define the long-term impact of the project; that is the overall societal change which you hope the project will *contribute* to in the *longer term*².

The long-term impact is not intended to be achieved by the project alone or within the timeframe of the project. It should consequently be formulated as a *visionary* but *realistic* changed state of affairs - a head-in-the-sky-feet-on-the-ground desired change - which reflects the identified problem or rights violation, and which is logically linked to the project's output and outcome. For example:

Long-term impact	The majority of children with disability in the project area are included in the official schooling system and completing primary school.
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C: Outcome

Thirdly you must identify the outcome, which explains *what* is expected to change as an *immediate consequence* of your project.

The outcome of the project is within the sphere of **influence**; meaning that it cannot be controlled by the project, but it should be likely to materialize once the project outputs have been produced. Furthermore, the outcome should be a relevant contribution to the achievement of the long-term impact. It must be formulated as the changed state of affairs which the target group(s) realistically is/are expected to experience as a result of the project's output. For example:

Outcome 1	Education authorities (national/local) and schools in the project area are motivated and have begun transforming policy into inclusive institutional practice
Outcome 2	Parents and guardians to children with disabilities (CWD) in the project area help their children exercise their right to education

Please try to limit the number of outcomes in order to focus the project and make it manageable. A rule of thumb is to identify no more than three outcomes. The number could be a little less or a little more depending on the size of your project/programme.

Along with the outcome you must develop **indicators** and (to the extent possible) establish a **baseline**³ against which you make some concrete **targets** (end-targets) for your project.

² It is not required to develop indicators at impact level, but it is recommended for larger projects and long-term project cooperation in order to assess partial impact by the end of the project and/or impact some years after the project is completed. As an example the impact indicator for the inclusion case could be: 1) # of CWD completing primary school (5 years after the project period)



³ If you are unable to establish the baseline as part of the planning process you can instead collect the needed baseline information as part of the inception phase. Such an activity should appear in the activity plan.

① PLEASE NOTE: It is advisable to define the related outputs and assumptions before you fill in the indicators, baseline and targets at outcome level (see D: Outputs)

The **Indicators** should tell you *what you are going to measure*, not what is to be achieved, in relation to your set outcome/output. The actual performance measurement will appear in the columns: Baseline and Target.

You are therefore not expected to go through the laborious work of developing SMART⁴ indicators. Instead you are requested only to determine what you will measure, and thereafter identify your reference points (i.e. your baseline) and define what you expect to achieve (i.e. targets) in separate columns.

Two examples of how an indicator should, and should NOT be formulated in the logframe format:

# of students admitted to the special-needs teacher training institutes		✓
Increased number of students admitted to special-needs teacher training institutes by 2018		X

Indicators should be specific and clearly measurable. Indicators can be either quantitative, reflecting head counts, percentages, etc. or they can be qualitative reflecting people’s knowledge, skills, attitudes or actions in regard to a particular issue or situation. They can include changes in confidence/self-esteem, opinions, awareness, competences, influence, action, conduct, sense of well-being, etc.

Best practice suggests a maximum of three indicators per outcome/output. Remember that an indicator is only useful if you are able to establish a baseline for it! If not, you will need to create another indicator. For more information on indicators please refer to chapter 5.

Baseline data is information that describes the initial situation (related to the indicator) at the start of a project in order to compare progress at a later stage. The baseline should to the extent possible be established prior to project implementation, but in some cases it will be necessary to collect baseline data as part of the project inception phase.

Baseline data can, as indicators, be either quantitative or qualitative. Quantitative data can be established by counting heads/frequency/quantity (actual numbers or sampling) or by consulting existing statistics or public figures. Qualitative data on the other hand can be established through observation, questionnaires, interviews, focus group discussions, and action-research in regard to behavioral patterns, quality of practice, level of knowledge, etc.

It is important that the baseline data and analysis is current, consistent and as accurate as possible, and disaggregated (e.g. by sex, age, profession) when appropriate.

⁴ Indictors which are Specific, Measurable, Achievable, Realistic and Time bound

Targets are specific and measurable signs of change. In line with indicators and baseline, targets should be disaggregated where appropriate.

① PLEASE NOTE: Milestones are only required at output level, but for larger long-term projects it is recommended to define milestones also at outcome level in order better to monitor and manage the project in the process of implementation.

Source (also known as Means of Verification) is where you are getting your information from; the information you need in order to demonstrate what has been accomplished.

Using our case the outcome level can be formulated as demonstrated below:

Outcome	Outcome Indicators	Baseline [2015]	Target [2018]
1. Education authorities (national/local) and schools in the project area are motivated and have begun transforming policy and strategies into inclusive institutional practice	# of students admitted to the special-needs teacher training institutes	50 (by 2014); 10 braille, 5 sign language, 35 general special needs teachers	100 % increase in overall numbers; 150 % increase in sign language teachers
	Status of Physical Accessibility Standards for public schools	Draft guidelines (dated 2010) for physical accessibility in schools	Physical Accessibility Guidelines and Standards for Schools adopted by the General Services Administration and disclosed to the district technical departments
	Scale of budgets for procurement of assistive devices and pedagogical aids	No specific budget for procurement of assistive devices and pedagogical aids to schools (2014)	An earmarked (national and local) budget line for procurement, and availability of funds for schools with an inclusion strategy
		Source: Registers of the Teachers Training Institute	
		Source: Minutes from GSA meetings and published version of the final guidelines and standards	
		Source: The national budget and district budgets	
2. Parents and guardians to CWD in the project area help their children exercise their right to education	## of CWD enrolled and retained in primary school in the project area	A total of 25 CWDs enrolled (2014), specifics on disability categories must be documented	100% increase in enrolment rate (rates for specific disability categories is specified) and a drop-out rate equal to that of non-disabled children
	# of parents and guardians to CWD elected to the Parents-Teachers Association	1 parent to a CWD elected to the PTAs in [district] (2014)	At least 8 parents or guardians elected to the PTAs in the 2 districts
		Source: District school statistics	
		Source: Annual schools reports	

As part of completing the logframe, you will need to define the important assumptions, which are linked to the realisation of the project.

Assumptions are external situations, events, conditions or decisions outside the direct control of the project, which are required in order for the project to succeed.

In our Inclusive education case the change logic is based on the **assumption** that children with disabilities will be included in the education system in Country X if the existing supportive policies are transformed into concrete supportive actions by principal duty bearers such as Ministry of Education and the General Services Administration, and by parents and guardians (moral duty-bearers). Concrete supportive actions are in this first project phase defined as:

- An increased admission rate of students to the special needs teachers training institution, which assumingly will lead to an increased number of trained special needs teachers who can apply support measures and appropriate modes of communication to actively integrate children with disabilities into the classroom teaching.
- Adoption and disclosure of revised physical accessibility guidelines and new physical accessibility standards, which assumingly will ensure that any new school construction or re-construction is done in a manner that makes it accessible for children with physical disabilities.
- A specific budget for procurement of assistive devices, teaching aids and teaching materials, made available to schools with an inclusion strategy, which assumingly will enable these schools to procure what's needed to provide children with disabilities an appropriate schooling which develops their dignity and self-worth and their personality, academic abilities and creativity.
- Willingness and ability by parents and guardians to children with disabilities to send their children to school, which assumingly will increase the number of children with disabilities enrolled in school and change their status in their families where they may have been overprotected or neglected.
- Readiness by parents and guardians to represent the special needs of children with disabilities in the Parents-Teacher Associations, which assumingly will increase the attention to the need for comprehensive inclusion strategies; trained special needs teachers, accessible school structures, assistive devices, etc.

These logical assumptions should be reflected in the rightmost column of the logframe (and in the strategy section in the project document):

Outcome	Outcome Indicators	Baseline [year]	Target [year]	Assumptions
		Source:		

The assumptions at outcome and output level will not necessarily be the same. Assumptions that can be realized through project activities should be incorporated into the project design and deleted from the assumptions column.

The assumptions that are outside of the scope of the project must be tested and revised (if needed) as part of the regular project M&E, and the lessons learned should form basis for any new project phase.

When you have completed the outcome level, you are ready to proceed to the next and final step of the logframe format.

D: Outputs

There are many debates, and considerable controversy, on the distinctions between outputs and outcomes. A generally useful approach is to consider outputs as the **specific and verifiable deliverables** (i.e. goods, services, capacity etc.) which can be **controlled by the project** and which are **very likely to materialize/be realized as a direct consequence of the activities** (see figure on page 8).

The specific and verifiable outputs, in the form of goods, services, capacity, etc., are intermediate deliverables *necessary* to achieve the expected outcome. The change logic between output and outcome level must therefore be clear and coherent. In order to establish such a clear and coherent logic it may help to consider the outputs as intermediate **stepping-stones** towards the immediate outcome. This is further explained after the logframe example below.



The output level follows almost the same structure as the outcome level when it comes to indicators, baseline and targets. The indicators should only state what will be measured, i.e. they should not include elements of the baseline or targets. The actual measurement is indicated in the columns: Baseline, Milestone and Target. - The milestone column is new.

Examples of how an indicator should and should NOT be formulated in the logframe format:

Status of documentation of inclusive education	😊	✓
'Our Right' has documented and published best inclusion-practice from the educational system in other countries and cases/statistics of lack of inclusion in Country X by 2018	😞	✗

① PLEASE NOTE: Output indicators are mostly very concrete and related to specific goods, services, capacity etc., but they can at times be performance oriented pointing towards the change expected at outcome level.

Milestones act as an early-warning system, indicating at specific points in time how your project is expected to progress. Milestones should be set at appropriate intervals, for example every 12 months, which help you to track progress along the predicted path.

① PLEASE NOTE: Small-scale and/or short-term projects can chose *not* to include milestones.

Using our case the output level (exemplified in relation to outcome 1) can be formulated as follows from the logframe on the next page:

Outcome 1		Education authorities (national/local) and schools in the project area are motivated and have begun transforming policy into inclusive institutional practice				
Outputs		Output indicator	Baseline [2015]	Milestone [2016]	Target [2018]	
1.1	'Our Right' holds capacity to implement advocacy initiatives on inclusive education targeting principal and moral duty bearers	# of persons completing training on advocacy for inclusive education	0 trained	11 N board members, 4 staff, and 14 L leaders in 2 districts trained	Same figures as milestone for 2016. Repetitive training held yearly to cater for new board members, staff and local leaders.	
		Source: training records				
		Performance by persons trained on advocacy	No advocacy strategy and limited confidence in conducting advocacy	A strategy (incl. action plan for national/local level advocacy) drafted and approved /	At least 75% of national/local leaders/staff express to have good knowledge of and confidence in conducting advocacy	
		Source: advocacy strategy + end-term assessment (evaluation)				
1.2	Principal duty-bearers at <u>national</u> level are made aware of CWDs right to education, and presented with concrete proposals for inclusion of CWD into public schools	# of strategic partners	No strategic partners	Strategic engagement with Unicef and Handicap Int. + 2 local NGOs	At least 1 formalized strategic partnership on inclusive education	
		Source: MoU with strategic partner(s)				
		Status of documentation of inclusive education	No compiled documentation on inclusive education	Compiled best practice from other countries + cases/ statistics of lack of inclusion in Country X	Published best inclusion-practice + cases/statistics of lack of inclusion in Country X	
		Source: printed documentation materials, 'Our Right' homepage				
1.2	Principal duty-bearers at <u>national</u> level are made aware of CWDs right to education, and presented with concrete proposals for inclusion of CWD into public schools	# of proposals to support policy implementation	No proposals	Draft proposals for: increased admission rates for special-needs teachers, physical accessibility standards and procurement budgets	Detailed and well-reasoned proposals submitted to and received by relevant duty-bearers	
		Source: printed proposals, 'Our Right' homepage, confirmation of receipt				
		# of lobby meetings with national educational authorities	-	At least 4 meetings; 2 with MoE and 2 with GSA	At least 4 additional meetings to follow up on pledges/ agreements from previous meetings	

			Source: Meeting minutes with reference to the agreements		
1.3	Principal duty-bearers at <u>local</u> level are made aware of CWDs right to education and presented with concrete proposals for inclusion of CWD into public schools in the 2 districts	# of lobby meetings with local authorities and schools	-	At least 10 meetings: 2 with District Educational officers and 8 with schools in the two districts	At least 10 additional meetings to follow up on pledges/ agreements from previous meetings
			Source: Meeting minutes with reference to the agreements		
		Status of inclusion strategies at individual schools	0 schools with inclusion strategies	A template for an inclusion strategy developed and presented to at least 5 schools	At least 3 schools with an inclusion strategy
			Source: The printed and published inclusion strategies		
	# of local media outlets reflecting the view of 'Our Right' in regard to inclusive education.	No media statements/cases presented to media	At least 5 media statements/cases developed and presented to media	10 media statements/cases developed, at least 5 published	
		Source: Local print/airborne media			

In our case the theory of change for the output level (output - 1.1. - 1.3) is based on the assumption that:

- Capacity building of key persons in 'Our Right' will enable them to conduct strategic advocacy in regard to inclusive education targeting strategic duty-bearers at national and local level.
- Key persons in 'Our Right' will apply their advocacy skills and carry out efficient national and local advocacy initiatives (documentation, proposals and lobby meetings) - jointly with strategic partner(s).
- Strategic technical support (e.g. in the form of a template for inclusion strategies at school level) and the ongoing cooperation with targeted schools, will lead to greater awareness and willingness to prioritize inclusion, which in turn will lead to an implementation of inclusive education strategies and practices at school level.
- The advocacy initiatives will increase attention to the issue of inclusive education and put pressure on local and national decision-makers and education authorities, which in turn will increase the political willingness to implement policies and allocate resources, thereby creating a sound pedagogical and financial foundation for a first phase implementation of inclusive public education in Country X.

Output indicators – stepping stones from activities to real change

If we consider the outputs as the intermediate stepping-stones towards the expected outcome, then some output targets will be very tangible and controllable results of activities, while others will contain some degree of change and be in the outer sphere of control.

For example; we take the last output which is "principal duty-bearers at local level are made aware of CWDs right to education and presented with concrete proposals for inclusion of CWD into public schools in the 2 districts". An indicator for this output is the number of lobby meetings with local authorities and schools; the target here is set to be at total of at least 20 meetings. Another indicator is the status of inclusive strategies at individual schools; here the target is set to be at least 3 schools with an inclusive strategy.

Both output targets are stepping-stones towards the expected outcome situation where “Education authorities (national/local) and schools in the project area are motivated and have begun transforming policy into inclusive institutional practice”. The first target, the meetings, is a direct and quiet easy controllable result of your activities, while the other target, the inclusive strategies, is less controllable since it demands an active involvement of and goodwill from the targeted schools. The reason why the inclusive strategies are considered to be outputs, and not outcomes, is the fact that implementing organization will be able to strategically support the development of the strategies, thereby keeping it within the sphere of control. The actual implementation of the inclusive strategies, on the other hand, is entirely up to the schools and thus an outcome which is only in the sphere of influence.

3. What about activities...

As mentioned initially the logframe does not contain activities. Reason being that it is wiser to allow project managers the flexibility to achieve outputs and outcome with a budget, rather than carry out activities with a budget.

Disabled People’s Organisations Denmark (DPOD) advises you to plan and record activities (i.e. all the essential actions necessary for transforming a given input into tangible outputs) in a separate annual/bi-annual or quarterly activity log⁵, which can be used as a flexible tool for planning and implementation. If you find it more suitable for your purpose, activities can however, be added to the logframe.

The planned activities should relate to specific outputs and be realistic according to the time available and be appropriate to the situation in the partner organization/ country, in terms of institutions, technology, culture etc. Activities should be stated in terms of actions being undertaken rather than completed outputs.

Activity Log Template:

Output 1.1	Activity	
Board members and local leaders of 'Our Right' hold capacity to implement advocacy initiatives on inclusive education targeting principal and moral duty bearers	1.1.1	Arrange training facility, trainers, accommodation, transport etc. (national/local)
	1.1.2	Develop training program and compile training material (national/local)
	1.1.3	Conduct training (national/local)
	1.1.4	Conduct pre- and post-assessments

Check the logic!

When you have completed the logframe you should check if it is logical. This is:

- **IF** you undertake the activities, **THEN** you will create the outputs.
- **IF** you deliver the outputs and the assumptions hold true, **THEN** you will achieve the expected outcome.
- **IF** you achieve the expected outcome and the assumptions hold true, **THEN** you will contribute to the long-term societal change.

⁵ You can for example use the Activity Plan format in the second sheet of the excel logframe format provided by DPOD

ANNEX: More about indicators

The Danish Disability Fund supports a variety of project interventions. However, the core intervention areas can be boiled down to:

- **Capacity development** of organizations of persons with disabilities,
- **Empowerment** of individual persons with disabilities,
- **Strategic service delivery** to exemplify demands and document effectiveness
- **Advocacy** towards duty-bearers

Due to the high degree of uniformity it is possible to develop a standard set of indicators which *can* be applied when designing the projects results framework of a typical disability project.

The indicators are impact/outcome/output measures which tell us ***what we are going to measure***, not what is to be achieved, in relation to the set outcome and outputs.

Indicators should be specific and clearly measurable. Indicators can be quantitative:

- Number
- Percentage
- Rate (example: birth rate—births per 1,000 population)
- Ratio (example: sex ratio—number of males per number of females)

Or they can be qualitative reflecting people's knowledge/attitude/practice towards a given situation or subject. They can include changes in understanding/awareness/ assertiveness /satisfaction/ influence/ quality of operation/sense of well-being. Qualitative indicators measure results in terms of:

- Status of/compliance with ...
- Quality of...
- Performance of...
- Extent of...
- Level of ...

Best practice suggests a maximum of three indicators per outcome/output. By limiting the number of indicators to a few carefully selected, relevant indicators you are more likely to be able to monitor these indicators systematically and thoroughly. Remember that an indicator is only useful if you are able to establish a baseline for it! If not, you will need to create another indicator for your outcome/output. Do also remember that indicators can be revised if you, in the process of implementation, find that the initial indicators capture the actual results at output/outcome level.

Examples of indicators relevant to disability projects

The list below is a comprehensive but not a complete list of indicators that can be used as inspiration when drafting the logframe.

The list is ordered according to the four core intervention areas. Please be aware that some of the indicators can be applied at output as well as outcome level depending on the content and the stage of the project.

① You may be able to select and transfer some of the indicators directly to your logframe, but remember that the indicators need to fit and be relevant to your specific output/outcome.

ORGANIZATIONAL CAPACITY BUILDING /DEVELOPMENT OF PARTNER ORGANIZATION	
Legitimacy measures	<ul style="list-style-type: none"> • Status of statutes/bylaws; e.g. [drafted/approved/implemented] • Status of registration; e.g. [in the process of registering/registered] • Status of [specific] policies/strategies; e.g.: <ul style="list-style-type: none"> ○ Organizational development ○ Advocacy ○ Equality/gender ○ Training • Level of recognition by authorities/other NGO's/donors/etc.
Democratic governance measures	<ul style="list-style-type: none"> • Status of (national/local) general assembly and election procedures; e.g. in compliance with statutes/by laws • Performance of (national/local) board(s); e.g.: <ul style="list-style-type: none"> ○ Adoption and compliance with meeting and attendance policy /procedures for handling urgent matters between meetings / procedures for documentation, openness and transparency etc. • Status of division of roles and responsibilities between Board and Executive Director • Level of democratic and accountable governance (national/local) as perceived by e.g. members/partners
Representativity measures	<ul style="list-style-type: none"> • Proportion of female board members (national/local) • Proportion of local boards where women hold the position as President / Vice President • Proportion of young (under 25) board members (national/local) • Proportion of [specific] disability groups represented in the board (national/local) • Proportion of district or regional representation (measures at national level only)
Membership measures	<ul style="list-style-type: none"> • # of members, possibly distributed according to gender /disability /age /etc. • Proportion of paying members • Status of national/local member registers; e.g. system for registering members developed / applied locally and nationally • Credibility of member registers; e.g.: <ul style="list-style-type: none"> ○ Computerized registers ○ Detailed contact information of members ○ Regular update of registers

	<ul style="list-style-type: none"> ○ Proportion of members who confirm their membership ● # of [active] members / Proportion of members who confirm having participated in at least [X # of] membership activities in [X period of time] ● Proportion of members who confirm having read one or more issues of the member magazine/newsletter in [X period of time] ● Level of membership satisfaction
Training measures	<ul style="list-style-type: none"> ● # of [specific] trainings / # of [specific group of people] who have completed [specific] training ● Performance of trained members/staff/leaders, etc., for example: <ul style="list-style-type: none"> ○ Proportion who declare having substantial <u>knowledge and skills</u> related to the [specific topics included in the training] / <u>confidence</u> to apply new knowledge/skills ○ Proportion who actually apply the new knowledge/skills ○ # who have obtained a more senior position in the organization ○ Proportion who remain active after two years of training ● Extent of standardized (institutionalized) training program(s); e.g. leadership training package and organizational handbooks and manuals available and used in regular leadership trainings
Operational measures	<ul style="list-style-type: none"> ● # of women's or youth wings / [specific] committees or working groups ● # of active women's or youth wings / committees or working groups working in accordance with their mandate ● # of local branches ● # of active local branches ● # of active local branches with own office in own, rented or loaned premises ● # of regions with active branches ● Status of annual activity plans and budgets (national /local) ● # of interventions specifically designed to ensure that [specific groups] are targeted/included ● # of cultural / sports [or other] activities provided for members ● # of member magazines / newsletters published ● Proportion of members who feel very well/well informed about the organization's work ● Level of member satisfaction with the quality and range of activities and services
Staff and volunteer recruitment and management measures	<ul style="list-style-type: none"> ● # of staff / volunteers ● Retention rate; e.g. # of months for average retention of staff/volunteers ● Status of procedures for staff recruitment; e.g. procedures developed/recruitment in compliance with procedures ● Status of job descriptions for staff/volunteers ● Extent of staff performance appraisals ● Level of satisfaction with staff performance appraisals

	<ul style="list-style-type: none"> • Extent of opportunities for professional development and training of staff /volunteers • # of staff/volunteers who complete professional development and training • Level of satisfaction with professional development opportunities (staff/management score 1-5) • Level of job satisfaction among staff/volunteers • Extent of recognition and commendation towards staff/volunteers and their efforts
<p>Accountability measures</p>	<ul style="list-style-type: none"> • Status of accounting system; e.g.: accounting systems developed and used/systems complies with international standards • Level of regular activity/financial reporting; e.g. from: <ul style="list-style-type: none"> ○ national board to local branches ○ organization to members ○ management to staff ○ national organization to partners • Quality of reporting • Proportion of target group [of specific activity/intervention] who feel very well/well informed about activity budget/expected results/complaint mechanisms/etc.
<p>Financial measures</p>	<ul style="list-style-type: none"> • # of partners (donors) • Diversification of income base; e.g.: <ul style="list-style-type: none"> ○ Level of income from partners ○ Level of income from membership base ○ Level of income base from local resource mobilization • Level of self-financing of operational costs (percentage)

EMPOWERMENT INDICATORS	
Personal empowerment	
Personal and interpersonal life skills development measures	<ul style="list-style-type: none"> • # of life-skills trainings / PWD trained to grow as individuals, be healthy, relate to others and protect themselves • # of trained PWDs with a plan for their personal development/share of PWDs pursuing their personal development plan • Performance of trained PWDs (for example): <ul style="list-style-type: none"> ○ Proportion who declare having awareness of rights/coping skills for dealing with anxiety, abuse, trauma, etc./courage to engage in relationship with others/courage to speak in public (pre- and post-assessment) ○ Proportion who declare having a large or average amount of self-esteem/a very good or good relationship with family and relatives/spoken in public/participated in social activities outside the home on a frequent basis/optimistic thoughts about the future (pre- and post-assessment)
Political empowerment	
Influence and self-determination measures	<ul style="list-style-type: none"> • # of PWDs trained to influence their own development and to hold decision-makers to account • # of trained PWDs with a plan for influencing their own development and holding decision-makers to account/share of PWDs pursuing their plan • Performance of trained PWDs (for example): <ul style="list-style-type: none"> ○ Proportion who declare having awareness of [specific] legal issues or human rights/being able to identify relevant [issue based] information and information sources/being able to develop and present a rational chain of arguments on a [specific] political issue or topic/being able to read and understand the implication of [specific sections of] a local/national law or budget (pre- and post-assessment) ○ Proportion who declare having lobbied decision-makers/ having hold decision-makers to account for their political and budgetary positions in regard to accessibility and inclusion of PWDs • #/type of [specific] actions taken by trained PWDs to hold decision-makers to account
Decision-making measures	<ul style="list-style-type: none"> • # of PWDs trained to vote / # of PWD sensitized/trained as candidate for a [particular] political office • Performance of trained PWDs (for example): <ul style="list-style-type: none"> ○ Proportion who vote at [a particular national/local] election ○ Proportion of candidates who declare having capacity as spokesperson for PWDs rights at national/local level • # of PWD contesting for seats in [a specific national/local] election • # of PWD elected in [a particular national/local] election • # of PWD represented in [a particular political decision-making fora] • Performance of elected PWDs (for example):

	<ul style="list-style-type: none"> ○ Proportion who act as effective spokespeople for PWDs pushing for rights and contributing meaningfully to formulation of disability inclusive policies and programs at local/national level
Economic empowerment	
<p>Access to credit measures</p>	<ul style="list-style-type: none"> ● # of PWD (or groups) who have completed a training in savings/loans systems ● Performance of PWDs trained on saving and loans, for example: <ul style="list-style-type: none"> ○ Proportion who declare having relevant <u>knowledge and skills</u> / <u>confidence applying</u> knowledge and skills ○ # of savings/loans associations established ● Performance of savings/loans associations; e.g.: <ul style="list-style-type: none"> ○ # of groups complying with procedures for savings/loans associations ○ Proportion of members of savings/loans association who have significantly improved/improved their financial opportunities ○ # of savings/loans associations existing after [x] years ● # of PWD with a loan from: a micro-credit institution or organization financed by the project / a financial institution ● Proportion of PWD with account in a financial institution (%) ● Proportion of PWDs [specify target group] who declare having adequate access to credit
<p>Livelihood and employment measures</p>	<ul style="list-style-type: none"> ● # of livelihood or [particular] skills trainings / PWD who complete livelihood or [particular] skills training ● Performance of trained PWDs, for example: <ul style="list-style-type: none"> ○ Proportion who declare having relevant <u>knowledge and skills</u> / <u>confidence applying</u> knowledge and skills ○ # of small and medium enterprises initiated ○ # of small and medium enterprises generating income ○ # of small and medium enterprises existing after [x] years ● Proportion of PWDs [specify target group] who declare having adequate livelihood /employment opportunities ● Unemployment rate among PWD (%) / Share of PWD in wage employment (% in specific sectors) ●

STRATEGIC SERVICE INDICATORS	
Health measures	<ul style="list-style-type: none"> • # of PWD accessing basic health services • # of basic health centers with accessible structures • # of model health facilities constructed/rehabilitated • # of trainings / health works trained in providing [specific] health services to PWD • Proportion of pregnant WWD receiving antenatal care • Proportion of births delivered with the help of nurses, midwives or doctors • Proportion of WWD using modern methods of family planning • Proportion of PWD with advanced HIV infection with access to antiretroviral drugs • Proportion of PWD with health insurance •
Education measures	<ul style="list-style-type: none"> • # of CWD enrolled in primary /secondary school • # of schools with accessible structures • # of model classrooms and educational support facilities constructed/rehabilitated • # of teachers and other educational staff trained on special-needs • # of schools with strategies/policies for inclusion • Proportion of school-dropouts among CWD in primary/secondary school • Proportion of CWD who graduates from primary school • Rate of special-needs teachers per 100 CWD • Rate of relevant teaching aid per 100 CWD

ADVOCACY INDICATORS	
Capacity measures of partner	<ul style="list-style-type: none"> • Status of advocacy strategy, for example: [drafted/approved/implemented] • Status of advocacy messages, for example: [drafted/approved/published] • # of strategic alliance partners/strategic advocacy ambassadors • # of [specific group of people] who have completed training on advocacy • Performance of advocacy trainees, for example: <ul style="list-style-type: none"> ○ Proportion who declare having substantial <u>knowledge</u> of legal issues or human rights / <u>ability</u> to make policy analysis and develop a theory of change / <u>confidence</u> to raise public awareness on a [specific] advocacy issue or to lobby decision-makers/duty-bearers ○ Proportion who express having <u>contributed significantly</u> to advocacy work
Documentation measures	<ul style="list-style-type: none"> • # of [specific cases, best-practices, etc.]: <ul style="list-style-type: none"> ○ <u>documented</u> for the purpose of evidence based advocacy ○ <u>reproduced</u> in media outlets ○ <u>submitted</u> to [specific decision-makers] • # of [specific] cases brought to [a certain complaints mechanism] • # of disability accountability forums established by the project • Performance of [partner organization], example: <ul style="list-style-type: none"> ○ Extent of <i>internal</i> documentation of specific contribution/attribution to changes in government frameworks (policies, laws, etc.) or social practices.
Awareness measures	<ul style="list-style-type: none"> • # of [local/national] awareness campaigns on [general/specific policy, legal or social issues] • # of [general/specific] community dialogues on [specific disability issues/challenges or concerns of PWDs] • # of [media practitioners/ politicians/opinion leaders/or others] <u>sensitized/ trained</u> on [specific disability issues/challenges or concerns of PWDs] • # of [media/politician/opinion leader] disability <u>caucus</u> established by the project • # of national/local media outlets reflecting the view of [partner organization] in regard to [specific disability issues/challenges of PWDs] • Volume of publicity on [general/specific policy or legal] views of the [partner organization] • Extent of <u>change of attitude</u> towards PWD (or a particular issue) among [specific group of people]
Policy change and	<ul style="list-style-type: none"> • Performance by [partner organization], for example: <ul style="list-style-type: none"> ○ # of letters to/meetings with [specific legislators/opinion makers] in regard to [specific policy or legal issue] ○ Consultation response (additions/amendments) to [specific] policy or legislative proposals ○ # of proposals/amendments to national/local Development Plans ○ Extent of budget monitoring ○ Extent of policy implementation monitoring

implementation measures	<ul style="list-style-type: none"> • Extent of integration of consultation response into [specific] new/amended [specific] policies/law • Status of implementation of [a specific] policy/law, for example: [approved/partial implemented/fully implemented] • Extent of national/local budget <u>allocations</u> to [a particular policy area] / <u>expenditures</u> within [a particular policy area] • Extent of integration of proposals/amendments into new local/national Development Plans • Status of implementation of Development Plan, for example: [approved/partial implemented/fully implemented]
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Please be aware that a number of the above indicators can and should be made specific to gender /geography /disability /age /etc.

How to measure:

Performance is often measured by a pre- and post-assessment by the persons in question; e.g. self-assessment (scoring or rating) of particular knowledge/skills/attitude/practice in regard to a certain issue/situation prior to an activity and again after the completion of the activity.

Performance can also be measured by others; e.g. members or partners who are asked to rate the performance of a branch/the board/the organization.

Measures can also be made by counting heads, activities, goods, services, capacity etc. or more qualitatively by interviewing selected key informants or random sampled informants.