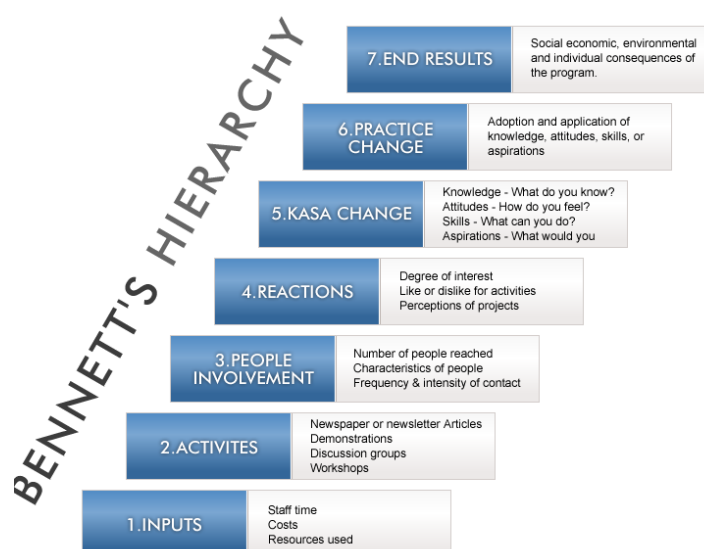


Logical frameworks

Reference: Coutts J & Stone G (2007) *Strategic Market Research and Evaluation for RD&E organisations – Workshop Booklet*, QualDATA www.qualifiedata.net.au

Logical frameworks assist in laying out a program, organisation or project in terms of sequential levels (for example, if we undertake these activities, then logically it can result in certain outputs which logically can achieve certain objectives or outcomes) over the life of the POP.

You may be aware of Bennett's Hierarchy in this regard - itself a 'logical framework':



After Bennett (1975)

The logic reads something like: *If you have sufficient resources to undertake the right activities/processes, and involve the appropriate people and you achieve a positive reaction it can lead to desirable changes in Knowledge, Attitude, Skills and Aspirations which provide the basis for practice change (technology adoption) and hence positive community/industry outcomes.*

Many programs and projects across Australia are evaluated against this 'logical' framework (or a variation). It is particularly useful in describing and evaluating extension oriented programs where there is a strong focus on impacting on people's 'KASA' - Knowledge, Attitudes, Skills and Aspirations.

An example of a program level Logical Framework based on Bennett's is provided on the next page. As you will see under activities, the Program is based on a number of complementary projects with differing emphasis and different stakeholders involved. None the less, these projects had common stakeholders that could provide input at a program level.

Bennett's Hierarchy Case Study example: Stronger Learning Pathways - at the Program level

Level	Project	Indicators	Data Collection
Community outcome	<ul style="list-style-type: none"> . Increased participation in post-compulsory education, training and employment in the Cradle Coast region. . More people employed in science and technology related jobs and careers. . Higher retention and completion rates in education and training. . Establishment of a learning culture in the region. . Increased cooperation between educational sectors, and between educational sectors and community and industry. . A firmly established and sustainable network of people and agencies working to maximise educational opportunities in the Cradle Coast region. . Education institutions work closer together, and more often. 	<ul style="list-style-type: none"> . Changes in levels of enrolments, graduations and completion of post-compulsory education. . Changes in levels of enrolment in science-related courses. . Number and types of forums and committees across education and business sectors. . Community values on-going education. . Changing proportion of local people employed in new industries. 	<ul style="list-style-type: none"> . Educational statistics. . Employment statistics. . Needs assessment survey (and repeats). . Environmental scan of young people (and repeats). . Surveys on attitudinal change (and repeats). . Web-survey of project personnel (and repeats) OPCET Destination Survey.
Practice change	<ul style="list-style-type: none"> . Pathway and career planning by students. . More students participating in post-compulsory education. . More people enrol in science and technology courses at TAFE and Uni. . Business community provides increased support for young people. 	<ul style="list-style-type: none"> . Number of students and parents completing pathway and career plans. . Changes in enrolments in courses. . Level of participation of business in school career activities and training. 	<ul style="list-style-type: none"> . Educational statistics. . Individual Project records.
Knowledge Attitude Skills Aspirations	<ul style="list-style-type: none"> . Improved community attitudes to education and training. . Parents and students know about process and value of pathway and career planning. . There is an increased interest in science education and careers. . Business community interested in projects and outcomes. 	<ul style="list-style-type: none"> . Number of parents interested in available programs for their children. . Awareness by parents, students and teachers about options and planning. . Contacts made by businesses and community groups for information or participation in programs. 	<ul style="list-style-type: none"> . Individual Project records. . School surveys. . Web-survey of project personnel (and repeats).
Reactions	<ul style="list-style-type: none"> . General support from schools and communities for projects and their objectives. 	<ul style="list-style-type: none"> . Number of schools actively wanting to participate in programs. . Level of interest in committee involvement. . Requests for information or activities. 	<ul style="list-style-type: none"> . Individual Project records.

Level	Project	Indicators	Data Collection
People involvement	<ul style="list-style-type: none"> . 63 state schools and colleges private schools in the region. . Staff in individual projects. . SLP Reference Group. . Community Education. . Committee members. . Business community. . Councils. . UTas. . TAFE Tasmania. . Dept of Education. 	<ul style="list-style-type: none"> . Number of total schools actively engaged in programs. . Number project staff and their spread across schools. . Range of businesses and educational institutions involved in committees and activities. 	<ul style="list-style-type: none"> . Individual Project records. . Overall project records.
Activities	<ul style="list-style-type: none"> . Projects: Student Pathways; Skilling the Cradle Coast Community for the 21st Century; Learning Leading; Personal Futures. . Community Education Forums. . Community Education Committees. . Campaign to promote and showcase value of education and training. . Training Needs Analysis for Central Coast Municipal area. . Environmental scan of young people. . Collection of statistics. . SLP Reference Group. . Coordination across projects. 	<ul style="list-style-type: none"> . Activities are run as planned. . Participants are positive about their experience and quality of activities. . Information obtained is of high quality and useful in planning and evaluation. 	<ul style="list-style-type: none"> . Individual project records and evaluation. . Overall Project records. . Participant feedback sheets and surveys. . Web survey for project personnel.
Resources	<ul style="list-style-type: none"> . \$225000 - Sustainable Regions . \$75000 - UTAS . \$75000 - TAFE Tasmania . \$75000 - Dept of Education . Individual Project resources . [overall: \$5M] . Project Officer. 	<ul style="list-style-type: none"> . Resources are received, allocated and spent according to budget. 	<ul style="list-style-type: none"> . Project records, budget reporting and audits.
Context/ Issues	<p>At the 2001 census, 39.1% of employed persons held some form of post-school qualification. This was lower than the average for Tasmania (42.5%) and for Australia as a whole (46.8%). A downturn in the economy about a decade ago caused industries and mining companies to shut down with consequent employment loss. There has been a recent upsurge in the economy and a need for trained workers is evident. The newer economy requires people with a higher level of education and skilling. The remoteness of the region means that there is a high reliance on local people to be engaged in the regional development process - and there may be a need to attract people from other regions. The increased industry demands, however, also draws some young people to leave school early and not go on to higher education.</p>		

Note the **vertical logic** (the flow of the project from input to outputs) and the **horizontal logic** (flow of project level activities to indicators to evaluation data collection methods).

For example, with the **vertical logic**: the resources are meant to be able to support the planned activities - projects and support activities identified - which are expected to involve the identified stakeholders (schools, university, TAFE ,etc), impact on attitudes to education, cooperation, etc

and hence impact on career planning of students and so increase participation in post-compulsory education, etc.

The **horizontal logic** for the Practice Change level, for example, says that if we want to know if more students are participating in post-compulsory education etc, we need to know changes in the numbers of students who enroll in different courses, and we can determine this from educational statistics and enrolment records.

This example is the program level. Each project mentioned in the activities also had its own log frame to frame the evaluation at project level.

Note that while Bennett’s Log Frame is good for projects or programs that focus on extension and education – voluntary change – it has limitations where there are research components or use of other policy instruments to bring about change.

For this reason, we have developed the QualDATA log Frame©.

The QualDATA Log Frame

As described above, “Log Frames” refer to *Logical Frameworks* used for both program planning and evaluation. They are a way to layout the logic of the ‘*pathway to impact*’ - from using program resources to achieving the desired impact.

The 8 levels in the base QualDATA logFrame below show this program logic. The premise is that each level is a *key link in the chain on the pathway to impact* and needs to be monitored as the program progresses. A weak link in a ‘lower level’ would make it difficult to achieve the critical Level 2 *Key Result Areas* (KRAs). Likewise, strong performance in these lower levels can provide confidence that the program is on the way to achieving these KRAs - and that the program itself will deliver the promised impacts.

The table pivots around Level 2 - the Key Result Areas or KRAs. This provides the focus for all of the activities of the program or organisation. The way to define these KRAs is to answer the question:

What can we *actually achieve* in the life of the program or organisation which provides the basis for the flow on benefits promised as longer term outcomes (Level 1) from our activities?

An example QualDATA log frame (not a real project) is shown on the next page:

Project Level Gun-Irrigator Project	Project Logic	Key Performance indicators
1.Higher Level Outcomes Longer term broader impacts flowing on from the achievement of the KRAs	<ul style="list-style-type: none"> Improved river health Improved returns /ML Sustainable water access 	<ul style="list-style-type: none"> Changes in health indicators Changes in industry \$/ML Changes in access variation
2.Key Result Areas Targeted actual achievements within the life of the program or project – within defined boundaries	<ul style="list-style-type: none"> KRA 1: Increased awareness and capacity of irrigators KRA 2: Use of software and on-ground changes KRA 3: Evidence of measurable impact 	KPI 1: Numbers aware of and confident in applying) KPI 2: Numbers who use software and made a change. KPI 3: Quantified evidence of impact

<p>3.Uptake Strategies The use of communication, legislation, extension, training, education, commercialisation, incentives, participative activities etc to facilitate and encourage use of new innovations</p>	<ul style="list-style-type: none"> • Training in irrigation software • \$ incentives to use consultants & buy software • Newsletters and articles 	<ul style="list-style-type: none"> • Who was trained; quality • Who took up incentives • Distribution; awareness
<p>4.Outputs Research and other products that capture gains in knowledge and innovation that can be applied to achieve the KRAs</p>	<ul style="list-style-type: none"> • Irrigation scheduling software • Incentive packages • Communication strategy 	<ul style="list-style-type: none"> • User friendliness; accuracy • Clarity; sufficiency • logic
<p>5.Activities to produce outputs -designed to produce the necessary outputs and utilise the uptake strategies to achieve the KRAs</p>	<ul style="list-style-type: none"> • Research on best practice scheduling and incorporation into software • Negotiations with funders • Stakeholder analysis 	<ul style="list-style-type: none"> • Research rigour • Satisfaction with outcomes • Comprehensiveness
<p>6.Stakeholder engagement The underpinning and on-going consultation, interaction and co-learning strategies that ensure that projects and their outputs are relevant and useable</p>	<ul style="list-style-type: none"> • Steering Committee – 6 monthly meetings 	<ul style="list-style-type: none"> • Level of engagement • Satisfaction with 2-way input
<p>7.Project structures and resources The dollars, institutions, staff, management structure, facilities and assets needed to achieve the KRAs</p>	<ul style="list-style-type: none"> • Management committee • 5 project officers • \$2m 	<ul style="list-style-type: none"> • Project milestones met • Staff performance • Budget met
<p>8. Context and Issues The seasonal, environmental, policy, other programs and factors that impact on the ability to achieve the KRAs.</p>	<ul style="list-style-type: none"> • Reduced allocations • Major political issue 	<ul style="list-style-type: none"> • Changes in allocations • Types of public comments