Engendering the Logical Framework

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Origins and Relevance of the Logical Framework

The logical framework or *logframe* is an analytical tool used to plan, monitor, and evaluate projects. It derives its name from the logical linkages set out by the planner(s) to connect a project's means with its ends. The logframe is only one monitoring and evaluation tool and its use does not pre-empt the use of other evaluation tools such as priority-setting or rate-of-return analysis.

The logframe was originally developed by the United States Department of Defense, and adopted by the United States Agency for International Development in the late 1960s. Since then, it has been applied and modified by many bilateral donors, including Germany, the United Kingdom, the European Union, Canada, and Australia.

Donor promotion of the logframe led to national and international agricultural research and development (R&D) organizations incorporating the logframe into long- and short-term program and project planning and reporting. For instance, at the Kenya Agricultural Research Institute (KARI), completion of a logframe is currently required for at least three-quarters of all research proposals submitted to donors each year. As well, KARI uses the logframe as a workplan to structure and monitor its project activities in a continuous manner.

Despite the significance and widespread use of the logframe in R&D project management, there are some important problems associated with it, which are addressed in this paper. One difficulty is that a logframe requires some effort to master the logic that relates the goal, objectives, outputs, activities, and inputs of the project.

For this reason, training workshops on the logframe are widespread and donors often offer instructional information to complete the matrix according to their specifications. While avoiding advancing any one particular template, this paper aims to draw the reader's attention to some simple ways in which to understand what the logframe is, and why it is relevant to monitoring and evaluating projects.

A second problem with the logframe, and the key issue addressed in this paper, is that a logframe is misleading when it has not been properly analyzed to fit a project intended to be participatory in nature, and therefore responsive to social equity issues, such as gender relations. ***Engendering the logical framework is about identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects.*** The conventional use of the logframe warrants critique because it has often been "gender blind" with insufficient attention paid to the nature of the process behind its preparation and use. Hence, this paper describes the potential of the logframe for R&D monitoring and evaluation, taking into account gender roles and relations.

What is a logframe?

A generic project logframe consists of a four by four matrix (Table 1). From top to bottom, the rows are labeled as follows: goal, purpose (also referred to as objectives), outputs, and activities.

Table 1: The Generic Logical Framework Matrix

	Narrative summary	Objectively verifiable indicators (OVIs)	Means of verification (MOVs)	Important assumptions and Risks
Goal *(or development objective)*				
Purpose *or immediate objective(s)*				
Outputs				
Activities		Inputs		

The *goal* of the project is stated in broad terms. It is an aim that the project anticipates reaching and it must be related to a specific national development priority. The second row of the logframe lists the objectives, or *purpose* of the project. The third row of the logframe encompasses its *outputs*, or the results anticipated by the project. Finally, the fourth row is a list of project *activities* that relate to each of its outputs.

The four columns are labeled as follows: the narrative summary, objectively verifiable

indicators, means of verification, and assumptions. In the first column, the *narrative summary* describes the project's goal, purpose, outputs and activities. In the second column are the objectively verifiable indicators for each level of the project. Indicators are quantitative and qualitative measures of tangible project achievement. These can include process, product (input/output), or impact measures. Indicators must also specify quantity, quality, and timing. These measures must be capable of being substantiated, and the sources of information for this task are indicated in the third column, referred to as *means of verification.* In the fourth and final column are the critical *assumptions.* These are contextual and content-related factors that influence the project.

Finally, it is noted that at the level of activities, under the second column, the logframe requires not indicators, but the identification of *inputs* or goods and services required for project implementation, and without which the project cannot achieve its activities, outputs, purpose, and goal. The importance of this statement of inputs will be taken up below.

In project planning, a logframe is typically shaped by working "top-down" through the matrix. First, the ultimate goal is defined, followed by the purpose of the project, then the outputs needed to achieve the goal, and finally, the activities and inputs needed to achieve the outputs. Only one goal and purpose should be stated for each project or the project will risk being unfocused. Normally, however, there are multiple activities and outputs in a project, and these are reflected in the logframe.

To help define the columns of the logframe further, Farrington and Nelson (1997) suggest questions to be asked when determining the goal, purpose, outputs, and activities of the logframe (Table 2). Note that when the component of inputs is reached (cell B4), the question to be asked is: "what resources are required to achieve it (i.e., the activity)"?

Table 2: Defining the Logframe Columns

Summary A	Indicators B	Means of Verification C	Assumptions D
What does the project want to achieve?	How can we tell if we have achieved it?	Where can we get information that will tell us this?	What else must happen if it is to succeed?

Source: Farrington and Nelson (1997)

One aspect of using the logframe is knowing how to test its underlying logic. This is done by reading the logframe from bottom to top to analyze the coherence of its arguments (see Figure 1). For example, the linkages between the components of the matrix would be read as follows: if activities (as listed in cell A4) are implemented, and the relevant assumptions are valid (cell D4), then the project will achieve the outputs (cell A3). If outputs are achieved and the related assumption remain valid (cell D3), the project will achieve its purpose (cell A2). If the purpose is achieved and the related assumption holds (cell D2), then the overall goal is achieved (A1). The middle columns (B and C) show what and how to measure the achievement of the summary at each

	A Summary	B Indicators	C Means of verification	D Assumptions
1 Goal				
2 Purpose	A2			
3 Outputs	A3			A4
4 Activities	A4			D4

If we do this .... and these assumptions are valid.......

we will achieve this output

level. These are indicators and means of verification, respectively. If at any point, the statements of inputs, activities, outputs, purpose, or goal are not clearly related, or if essential information is missing, the logframe will fail in its logic.

Figure 1: Relationship of Cells in the Rows of the Logframe (from Farrington and Nelson 1997)

Reading the logframe from the bottom up to test if its logic still holds true given the realities of project implementation is an essential step in project management. This aspect of project monitoring, and the reports that document any necessary changes to the logframe cells or logic, are then examined in depth during the evaluation process. Specific questions to guide this examination include:

How did the logframe change, and over what period of time did this change occur? (e.g., if certain inputs to the project were not forthcoming within a designated period of time, how did this affect the scheduled activities, and how did this affect the project outputs and achievement of its objectives?)

What were the most critical cells in the logframe? How did change in these cells affect the overall logic and impact of the project?

What new assumptions arose due to changes in the project activities, outputs, purpose, or even its goal?

The Logframe as a Learning Process

Compared to most other project management tools, the logframe has the potential to organize a considerable amount of information in a coherent and concise manner. Indeed, the completion of the logframe requires that early in the planning process a project does not attempt too much with too few resources. The logframe has a distinct advantage of focusing project planners, and subsequently, its implementers and

evaluators (Coleman 1987; Sartorius 1996).

Elliott (2000) suggests that the logframe also provides a link between the macro-levels and micro-fuctions of a project. Policy translated into management practice lies in the interface of rows A and B, while rows B and C represent project design. Rows C and D implicate project delivery and strategy. The logframe helps to interpret policy through its management (implementation) while at the same time providing information, guidance, decisions, or complementary inputs to get buy-in and consensus of those who will be responsible for delivering the project.

The study of implementation informs us, however, that very few R&D projects ever, and perhaps should, adhere strictly to their original plans (Tola, Gijsbers and Hambly Odame, 2001). In recent practice, the logframe is used with the expectation that some of its components may require adjustment. In other words, an annual or seasonal rolling plan or workplan summarized by a logframe becomes a "living tool" for project management. In such cases, the goal and purpose of the logframe vary little from year to year, although outputs, activities, and inputs may be adapted to fit a project's changing context. New indicators and means of verification may also arise in the course of project implementation. However, a word of caution is needed on the adjustment of the logframe. Specifically, earlier versions of the logframe should not be discarded. They are not useless, but serve as important benchmarks for project evaluation.

One major disadvantage associated with the logframe is that the tool has often been used without sufficient attention to the process of debating and negotiating the project with its stakeholders and beneficiaries. Since the logframe becomes the main summary of the project and is subsequently used for monitoring and evaluating the project, there is a strong risk that participatory inputs into project formulation will be lost in the construction and text of the logframe itself. An iterative, participatory process of assessing needs and brainstorming various components of the logframe/project is needed. To strengthen the accountability of the project to its participants, the critical components of the logframe to be reviewed include the project's inputs (resources) and anticipated outputs (results).

Let us consider one example of how improving the process of developing a logframe can strengthen the management of the R&D project. Firstly, note that the final column of the logframe captures the 'assumptions' of a project. This column tends to frustrate project planners and evaluators because the assumptions behind program and project planning and its implementation could be limitless. One might state any number of uncertainties that influence the achievement of a project, including negative and unforeseen trends in weather, economy. or political crises, etc. However, the real "killer assumptions" that exist in project development are often less drastic but equally influential. These obstacles can include mismanagement of the project, insufficient resources (including time, human, physical, and financial resources) and lack of participation or breakdown in communication with project stakeholders and beneficiaries. Attention to the process behind constructing a logframe leads to early identification of the "killer assumptions" and action taken to address them. This makes the logframe more realistic and achievable.

Gender Analysis and the Logframe

Opening up the logframe to review by project stakeholders and beneficiaries is only part

of making the tool more appropriate for participatory projects. The logframe must also incorporate an awareness of the social relations that are intrinsic to project implementation, monitoring, and evaluation. In particular, two common assumptions must be critiqued. One is that participatory projects benefit both women and men, and the other is that women are generally a homogeneous social group. More than three decades of gender analysis in research and development work informs us that neither of these assumptions is true.[1] The task is to converge gender analysis and the logical framework to improve gender equity in R&D projects.

An *engendered logframe* requires that the process of planning a project, as well as each component of the logframe matrix, be seen through a "gender lens." This lens is informed by gender analysis, which is a methodology to investigate the socially constructed differences between men and women, and between women themselves (Moser 1993; Goetz 1997). These differences determine the extent to which men and women vary in their access to and control over resources and encounter different constraints and opportunities in society, whether it is at the level of the household, community, or state. Established patterns of gender inequality and inequity can be exposed, explored, and addressed through gender analysis. *(Note: an example of a logframe before and after it is engendered will be used in Exercise 5)*.

Incorporating gender analysis in the project management process requires that it be clearly reflected in the logframe. In effect, preparation of an engendered logical framework matrix involves project planners, stakeholders, and beneficiaries in analyzing gender relations and addressing questions at each level of the framework (Table 3). This analysis takes place not only once during project start-up, but throughout the course of monitoring and evaluation, keeping in mind that the logframe is both adjustable and applicable to long-term project management.

Table 3: Questions for Engendering the Logframe

	Narrative summary	Objectively verifiable indicators (OVIs)	Means of Verification (MOVs)	Important assumptions and Risks
Goal *(development objective)*	Do gender relations in any way influence the project goal?	What measures can verify achievement of the gender-responsive goal?	Are the data for verifying the goal sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in impact assessment)?	What are the important external factors necessary for sustaining the gender-responsive goal?
Purpose *or immediate objective(s)*	Does the project have gender-responsive objective(s)?	What measures can verify achievement of the gender-responsive objective(s)?	Are the data for verifying the project purpose sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in Rapid Rural Appraisal exercises)?	What are the important external factors necessary for sustaining the gender-responsive objective(s)?
Outputs	Is the distribution of benefits taking	What measures can verify whether project	Are the data for verifying project	What are the important external

	gender roles and relations into account?	benefits accrue to women as well as men, and the different types of women engaged in or affected by the project?	outputs sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in participatory field evaluations)?	factors necessary for achieving project benefits (specifically, benefits for women)?
Activities	Are gender issues clarified in the implementation of the project (e.g., in workplans)?	**Inputs:** What goods and services do project beneficiaries contribute to the project? Are contributions from women as well as men accounted for? Are external inputs accounting for women's access to and control over these inputs?	Are the data for verifying project activities sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in monitoring the activities)?	What are the important external factors necessary for achieving the activities and especially ensuring the continued engagement of men and women participants in the project?

[1] For further information on gender analysis, the reader is referred to the many excellent toolkits and resource materials available, particularly in the area of agricultural R&D, including Wilde (1998), FAO (2000), Fong and Bhushan (1996), ISNAR (1996), and Poats et.al. (1988).

The process behind the engendered logframe implicates the critique of the notion of 'participation' in R&D planning and activities (Guijt and Shah 1998). One must ask: Who participates in project development, implementation and evaluation, and why? Are the needs of women and men both known and responded to in the project? Did women and men (or certain groups of women) have a complementary or competing agenda during project formulation or delivery? Have women and men both been actively involved in project monitoring and evaluation? Was there an intention to consult women, both as a separate group as well as in the presence of men, during the discussions? Such questions will determine the extent to which the project brings a gender-responsive approach to its work.

Therefore, engendering the logframe recognizes that both male and female participants are seen as active, rather than passive beneficiaries of the project. In other words, participants are social agents who bring to the project their own agenda, constructive or destructive, their own resources and knowledge, as well as their own interpretation of activities. This awareness can be reflected in the logframe in various ways. For instance, project "inputs" (cell B4) must reflect the resources brought to the project by its participants. These may be expressed as quantifiable goods and services such as units of labor.

Another example of recognizing project participants as social agents takes into account the complementary and competing knowledge of women and men. In the logframe this is reflected in the types of activities prioritized in the project. For example, in an agricultural research project, male farmers often encourage the project to focus on crops or animals that they control (e.g., industrial crops or grade cattle). In contrast, women farmers may prefer activities from which they can directly generate income (e.g., sale of food crops or poultry). Possibly, both types of activities are included in the logframe and reported on through use of appropriate indicators and means of verification. Similarly,

complementary gender activities may be reflected in the logframe whereby women and men share control of agricultural products (e.g., women selling milk and men selling meat). Again, suitable indicators, means of verification, and assumptions are designated for these complementary gender roles with a recognition that "women" themselves are not necessarily a homogeneous social group.

In future, research and development organizations can be expected to use the logical framework as a tool not only for summarizing complicated project information, but also for making this information, and its origins, more accountable to project beneficiaries.

Conclusion

Engendering the logframe is a practical way in which project planning, monitoring, and evaluation connects with gender analysis to strengthen the benefits of research and development for disadvantaged women and men. The logframe can be a useful and durable tool for project management, but a gender-blind logframe will counteract project performance and fail to report gender-related achievements.

More effective and efficient ways to evaluate research and development activities are called for, but the experience of the engendered logframe suggests that improvements can be made to existing project management tools and procedures, including making them more responsive to gender issues. The challenge lies in ensuring the logframe is a living tool that strengthens communication and accountability in the project to its beneficiaries and stakeholders.

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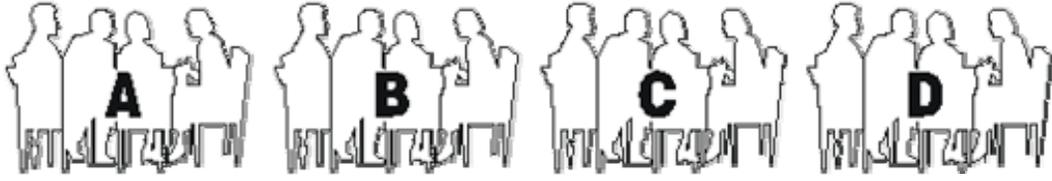
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Exercise 5: Analyze an Engendered Project Logframe

(using the "modified panel" technique)

Phase 1. Group work (60 minutes)

1. Form four groups.
2. Each group elects a rapporteur.
3. Each group reads the "before and after" logframe in handout 2.5.3 "**Case Study: Maize Improvement toward Striga Resistance in sub-Saharan Africa**" Be sure to read the original logical framework carefully and then the review team's comment on this project. Finally, read carefully the revised "engendered logframe" for the project, noting the differences between the two logframes.

4. Each group performs the following activities:
   a. a. Discuss and answer the questions in Column A (narrative summary **only**) of Tool #1 for the Engendered Logframe (handout 2.5.4). This tool is a checklist which can be used to guide the examination of a project logframe.
   b. From a gender perspective, is there a "killer assumption" in the original logframe?
   c. Examine the revised engendered logframe for this project. What do you think are the three key improvements in it? Identify at least one other improvement that can be included in the engendered logframe.
5. The rapporteurs compile the group's responses to the questions on flipchart paper and prepare to present their groups' results.

Phase 2. Reporting and discussion (55 minutes)

6. The rapporteurs sit in a semi-circle in front of the audience—they form a "panel" during this exercise. (5 minutes)
7. Each rapporteur presents in five minutes his/her group's results to the audience in the following sequence: first group A, then B, C, and D. (20 minutes)
8. After the four reports are over, the panelists (the rapporteurs) discuss among themselves similarities and differences in the results. While they are doing this, ask the audience to take note of questions or comments they would like to convey to the panelists afterwards. Facilitate a discussion with the audience. (10 minutes)
9. The audience is invited to compare the four group results displayed on the flipcharts and discuss them. (10 minutes)
10. Volunteers are asked to share the lessons learned during this exercise and their relevance to their work. (5 minutes)
11. The trainer ends the exercise by summarizing the results. (5 minutes)

Exercise 5: Case Study: Maize Improvement toward Striga Resistance in sub-Saharan Africa

A project is submitted entitled "Maize Improvement toward Striga Resistance in sub-Saharan Africa." The project underwent preliminary review and the report follows. The review team has asked the project planners to re-think the project to make it more responsive to gender issues in maize production. The project is also expected to meet the goals of sustainability, environment, and food security.

The original project is summarized in the following logical framework:

Project name: Maize Improvement toward Striga Resistance in sub-Saharan Africa

Narrative summary	Objectively verifiable indicators (OVIs)	Means of verification (MOVs)	Important assumption and risks

Goal: 1. Agencies use new maize varieties in striga-infested areas of sub-Saharan Africa	1.1 10 projects using new varieties and extension service recommendations by 12/2005 1.2 Average yields increased by 20% compared to non-striga projects by 2007	1.1. Documentation, extension bulletins, national agricultural surveys	Price policies, infrastructure, and extension support spread use of technology
Purpose: 1. Striga-resistant maize varieties created for use in sub-Saharan Africa	1.1 Production of maize in striga-infested areas increased by 40% by 12/2005	1.1. On-farm research studies: End-of project research reports	**(Purpose to Goal)** Funds and mechanisms available to adapt maize varieties for local production Farm inputs, including tools and fertilizers available on local market
Outputs: 1. Striga-resistant maize varieties identified 1. Seed multiplication: capacity of selected sub-Saharan seed companies increased 2. Striga research capacity of selected sub-Saharan research institutes increased 3. Information network for striga researchers established	1.1 2 hybrid, 2 composite, and 4 open varieties identified by 12/2003 2.1 National seed company producing 2000 mt of certified maize annually by 12/2005 3.1. 2 maize breeders, 2 weed scientists, 1 agronomist, and 1 plant biochemist trained by 2/2005 4.1. Research methods/results disseminated through semiannual net-work reports and conferences from 2002-2004	1.1. Research reports, peer reports, pub-lications 2.1 Seed company records, monitoring mission reports 3.1 Project progress reports, training records, institute per-sonnel records 4.1 Network newsletters and mailing lists, reports on conferences	**(Output to Purpose)** Research approach remains most feasible means of reducing losses from striga infestation Research program is well managed and provides peer review National seed company functioning at 80% capacity Trained staff continue to work for research project
Activities: 1.1. Obtain hybrid/open lines 1.2. Plant test plots 1.3. Harvest and measure yields 1.4. Analyze and report results 2.1. Institutional assessment	**Inputs/Resources:** Technical assist. researchers 4.5 progr. leadership 0.6 network coord. 0.2 peer reviewers 0.4 Equipment/supplies 2.3 Operating funds 0.9	1.1. Research pro-posals, peer review plan, project disbur-sement records 2.1 Project planning and documents and disbursement records	**(Activity to Output)** Constraints have been adequately analyzed and researchable problems identified Peer reviewers competent and process is timely Results from requisite research available Research program funding is for 8-10

2.2. Define equipment needs	*Total* *8.9*		years
2.3. Procure and install equipment	Time frame: 2002–2005		Seed company continues to have good management
3.1. Training assessment		3.1 (same as above)	Qualified researchers available for advanced training
3.2. Identify trainees			
3.3. Conduct training		4.1 (same as above)	Striga researchers willing to join cooperative network
4.1. Form secretariat			
4.2. Establish membership			
4.3. Produce newsletter			
4.4. Conduct conferences			
4.5. Publish findings			

Source: Example of a Project Logframe by D. McLean for Team Technologies (Monitoring and Evaluation Sourcebook, ISNAR, 1989)

Report of the Review Team [2]

The review team acknowledges that Striga has a devastating impact on cereal crops in Africa; therefore, efforts to abate Striga infestation will potentially have a significant impact on household food security and income generation for small-scale farmers.

Striga is a parasitic seed plant which penetrates the roots of other plants, including crops such as maize, sorghum, and rice, diverting essential nutrients from them and stunting their growth. Striga spreads rapidly in areas of low soil fertility. Lack of crop rotation, crop monocultures, and desertification exacerbate Striga infestation.

The review team was aware that Striga results in crop losses of up to 70% (4.1 million tonnes of cereal) among small-scale farmers in sub-Saharan Africa. Economic losses caused by Striga infestations in Africa are estimated at US $7 billion annually. The Sahelian region is most adversely affected. The countries incurring the greatest crop losses are Burkina Faso, Cameroon, Mali, Nigeria, Sudan, and Togo.

Breeding Striga-resistant varieties of cereal crops such as maize is an option to increase crop yields in sub-Saharan Africa. Increased production could potentially increase incomes, food security, and nutrition in a continent where almost 530 million people depend directly on the land for their living.

The review team recognized that the success of this project will depend on effective technology transfer, and most importantly, on involving local communities in all stages of production and utilization of this new tool. Other factors mentioned in this review that must be taken into consideration include poor weather; too few roads, vehicles, and

telephones; weak institutional capacity within governments and official agricultural agencies; and devastating regional and ethnic conflicts.

It was also recognized that women are the food producers in sub-Saharan Africa, and the constraints facing women farmers have been shown to be obstacles to progress in agricultural development. These include women's lack of access to land, credit, and cash (to purchase improved seeds), and socio-economic barriers to growing cash crops, which are typically managed by men. Women have lower rates of access to fertilizer and manure, agricultural education and extension services, and markets.

One of the reviewers had completed a review for the World Bank on dissemination of agricultural research findings in the Sahelian region. He described the difficulties associated with defining the headship of farming households as men were reported as heads even when they had long since migrated from rural areas. The reviewer quoted the following findings and conclusions of the study:

- "Ministry of Agriculture officials generally do not consider female-headed households as important, are unaware of the significant percentages of de facto female-headed households, and so ignore them.
- De facto female heads are deprived of resources and revenues that are earmarked for heads of households.
- Targeting of extension and other services should depend on the relative importance of the various social groups in agricultural production and on their current access to extension, resources, and benefits. De facto female-headed households in particular should not be neglected."

The review team returned the logframe to the project planners with these comments. They asked the planners to ensure that their proposal was made more responsive to gender issues and to take into account their agency's goals of sustainability, environment, and food security.

[2] Helen Hambly Odame (ISNAR Research Officer) made up this case based on information from the International Development Research Centre (www.idrc.ca), the International Institute of Tropical Agriculture (www.cgiar.org) and World Bank (www.worldbank.org/afr/findings/english/find46.htm).

Revised Project and Engendered Logframe

The members of the project discussed the review team's response to their proposal. Some of the researchers on the project did not feel that as maize breeders they should be held accountable for technology transfer, rural extension, and gender issues. In the end, the project planners agreed to seek the assistance of specialists to help them with these issues, and to make their proposal more gender responsive. This resulted in the following revised and "engendered" logframe for the project.

(REVISED) Project name: Maize Improvement toward Striga Resistance and Increased Food Security in sub-Saharan Africa

Narrative summary	Objectively verifiable indicators	Means of verification	Important assumption
Goal:			
1. Agencies use new maize varieties in striga-	1.1 10 projects using new	1.1 Documentation,	Price policies, infra-

infested areas of sub-Saharan Africa to increase food security.	varieties and extension service recommen-dations by 12/2005 1.2 Average yields for resource-poor house-holds increased by 20% compared to non-striga projects by 2007	exten-sion bulletins, national and district development plans, national agricult-ural surveys (including intra-household data), socioeconomic impact assessments; nutrition surveys; press/ media releases	structure, extension support and resource-poor farmer willing-ness to spread use of technology.
Purpose: 1. Striga-resistant maize varieties created for use in sub-Saharan Africa	1.1 Production of maize in striga-infested areas increased by 40% by 12/2005 1.2 40% of resource-poor households affected by striga infestation in maize are using new varieties by 2005	1.1 On-farm research studies: end-of project research reports 1.2 Adoption surveys that include both male- and female-headed house-holds 1.3 Profile of benefits, including gender analysis (including results on domestic and market use of striga-resistant maize)	**(Purpose to Goal)** Funds and mechanisms available to adapt maize varieties for local production Farm inputs, including tools and fertilizers, available on local market Male, female, and child labor inputs required for maize production remain unchanged
Outputs: 1 Striga-resistant maize varieties identified with farmer participation and knowledge 2 Seed multiplication: capacity of selected sub-Saharan seed companies and local distribution systems increased 3. Striga research capacity of selected sub-Saharan research institutes increased	1.1 hybrid, 2 composite, and 4 open varieties identified by 12/2003 2.1 National seed company producing 2000 mt of certified maize annually by 12/2005 2.2 Alternative seed distri-bution systems asses-sed with NGO/women/ youth group involve-ment 3.1 maize breeders, 2 weed scientists, 1 agronomist, and 1 plant biochemist trained by 2/2005	1.1 Research reports, peer reports, publications 2.1 Seed company records, monitoring mission reports; field and NGO reports; farmer focus group reports 3.1 Project progress re-ports, training records, institute personnel records; NGO reports; field visit reports	**Output to Purpose)** Research approach remains most feasible means of reducing losses from striga infestation Research program is well managed and provides peer review National seed company functioning at 80% capacity (Trained staff continue to work for research project
4. Information network for striga researchers established 5. Research/ extension/ farmer linkages for new variety asses-sed and operational	4.1 Research methods/results disseminated through semiannual network reports and conferences from 2002-2004 4.2 At least 2 reports accessible to farmers (in local vernacular) 5.1 At least one annual consultation with	4.1 Network newsletters and mailing lists, reports on conferences; NGO reports 5.1 Workshop reports; farmer field school visits;	Extension staff continue to work in affected areas NGOs/women/youth groups identified and willing to collaborate with project Maize remains an important food and cash crop

	researchers, extensionists, and farmers from 2002-05 5.2 At least 2 farmer field schools/ extension centers include modern/traditional knowledge of Striga in their curricula	focus group reports	

Activities:
 	
1.1 Obtain hybrid/ open lines
 	
1.2 Assess farmer needs & knowledge
 	
1.3 Plant test plots (include plots managed by male and female farmers)
 	
1.4 Harvest and measure yields
 	
1.5 Analyze and report results
 	
2.1 Institutional asses-sment (including stakeholder analysis)
 	
2.2 Assess alternative means for striga resistant seed multiplication and distribution systems (e.g., NGO seed exchanges)
 	
2.3 Define equipment needs
 	
2.4 Procure and install equipment
 	
3.1 Training assessment
 	
3.2 Identify trainees
 	
3.3 Conduct training
 	
4.1 Form secretariat
 	
4.2 Establish membership
 	
4.3 Produce newsletter
 	
4.4 Conduct conferences
 	
4.5 Publish findings
 	
5.1 Conduct meetings/
	Inputs/Resources:
	
	Technical assist.
	  researchers 4.5
	  progr. leadership 0.6
	  network coord. 0.2
	  peer reviewers 0.4
	Workshops 0.5
	Equipment/supplies 2.3
	Operating funds 0.9
	
	Sub-total 8.9
	
	In-kind contributions:
	
	Extension services 0.2
	
	Farmer time spent in meetings; labor in on-farm trials 0.5
	
	Manure; water; local transport 0.3
	
	Sub-total 1.0
	
	Time frame: 2002-2005
		1.1 Research proposals, peer review plan, project disbursement records, farmer needs assessment
		
		2.1 Project planning and documents (including stakeholder analysis report), disbursement records, audit
		
		3.1 (same as above)
		
		4.1 (same as above)
		
		5.1 Records of on-farm visits or meetings with extensionists and farmers'
			(Activity to Output)
			
			Constraints have been adequately analyzed and researchable problems identified
			
			Peer reviewers com-petent and process is timely
			
			Results from requisite research available
			
			Research program funding is for 8-10 years
			
			Seed company continues to have good manage-ment
			
			Qualified researchers available for advanced training
			
			Striga researchers willing to join cooperative net-work
			
			Research and extension staff/organizations willing to work together
			
			Researchers and extensionists are willing to work cooperatively with male and female farmers

| | | focus groups with farmers; field schools; women & youth groups

5.2 Identify farmers' indigenous knowledge of Striga and maize cropping system | | organizations

5.2 Participatory monitoring and evaluation report | |

Tool #1 Engendering the Logframe

	Narrative summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Goal *(development objective)*	Do gender relations in any way influence the project goal?	What measures can verify achievement of the gender-responsive goal?	Are the data for verifying the goal sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g. in impact assessment)?	What are the important external factors necessary for sustaining the gender-responsive goal?
Purpose *immediate objective(s)*	Does the project have gender-responsive objective(s)?	What measures can verify achievement of the gender-responsive objective(s)?	Are the data for verifying the project purpose sex-disaggregated and analyzed in terms of gender? What gen-der analysis tools will be used (e.g., in Rapid Rural Appraisal exercises)?	What are the important external factors necessary for sustaining the gender-responsive objective(s)?
Outputs	Is the distribution of benefits taking gender roles and relations into account?	What measures can verify whether project benefits accrue to women as well as men, and the different types of women engaged in or affected by the project?	Are the data for verifying project outputs sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in participatory field evaluations)?	What are the important external factors necessary for achieving project benefits (specifically, benefits for women)?
Activities	Are gender issues clarified in the implementation of the project (e.g., in workplans)?	**Inputs:** What goods and services do project beneficiaries contribute to the project? Are contributions from women as well as men accounted for? Are external inputs accounting for women's access to and control over these inputs?	Are the data for verifying project activities sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in monitoring the activities)?	What are the important external factors necessary for achieving the activities, and especially ensuring the continued engagement of men and women participants in the project?

Using the Engendered Logframe for Monitoring and Evaluation

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(extract from Session 6 of the training module "Gender Analysis for Monitoring and

Evaluation: the engendered logframe approach")

Introduction

The logical framework is often associated with the initial stages of program management – that is, program or project design and proposal writing. It is also, however, an effective tool for monitoring and reporting, and eventually conducting the evaluation of an individual, or a set of projects (meta-analysis or meta-evaluation).

Monitoring involves observing and checking project activities with a view to verifying achievement of outputs and changes in context that may implicate subsequent management decisions.

Monitoring makes reference to the indicators as specified in the logframe for:

1. the goal (or the development objective)
2. the project purpose (or immediate objectives)
3. the outputs
4. the activities
5. the resources (inputs)

Evaluation is an analytical assessment of the performance of a project in light of the specified purpose (or objectives, as stated in the logframe). Typically, evaluation refers to the final evaluation or impact assessment of a project (or set of projects). It is also, however, a learning and action-oriented process for improving current and future management activities and organizational development.

Both M&E include attention to the conditions described in the assumptions at each level of the project. The assumptions are also stated in the logframe and are assessed in terms of the extent to which they affected project achievements.

Using the Engendered Logframe for M&E

In initiating the M&E of a project, using the Engendered Logframe approach, it is useful to see your task as one that begins by examination of each level of the logframe, its assumptions, and its relevant strategic gender element. You then ask which analytical tool might be used to determine the achievement at each level of the logframe (remember you are working bottom-up (from activities to goal). It is also necessary to examine the process and participants behind the logframe (see Table 1).

Table 1: Analysis of the Engendered Logframe in Project Monitoring and Evaluation

Logframe Level	Strategic Gender Element	Analytical Tool*	Process & Participants who?
Goal *(and assumptions)*	Policy responsiveness	Institutional analysis/ mapping	
Purpose *(and assumptions)*	Gender needs	Practical/strategic needs	
Outputs *(and assumptions)*	Gender division of benefits (distribution)	Benefits profile	
Activities *(and assumptions)*	Gender roles and relations	Triple-role framework	
Inputs *(and assumptions)*	Access to and control of resources	Material resource flow	

* For more information about these tools see resource kits like FAO Socio-Economic and Gender Analysis (SEAGA) http://www.fao.org/sd/seaga/index_en.htm

The analytical steps involved in the use of the engendered logframe for monitoring and evaluation are summarized as follows:

1. Working from bottom up, examine the engendered logframe and ask how each of its levels responded to:
   o   the relevant strategic gender element

   Given the …

   o   choice of tool
   o   process and participants involved
2. Did the program/project achieve or fail to attain a particularly important milestone? If so, how did this affect the implementation and impact?
3. How were the views of different target groups/stakeholders reflected in the logframe? What were their views on the achievements identified during monitoring and subsequently during the final evaluation?

Other Considerations for Using the Engendered Logframe for Evaluation

The use of the engendered logframe for final evaluation requires some prior planning because final evaluation is typically conducted by an external group of reviewers. It is, therefore, important to ensure the following:

1. Terms of reference for the evaluation refer specifically to the use of the engendered logframe, and steps and tools are suggested in the analysis.
2. Data is collected and maintained by the project to support project evaluation (partly in accordance with the "means of verification" indicated in the logframe). A database of information is recommended, and may be included in project activities.
3. Evaluators have sufficient opportunity to meet with project beneficiaries to discuss their inputs to the logframe levels, or what has been referred to as the "process behind the logframe."
4. Evaluators share their results not only with project managers, but if possible also with project beneficiaries (e.g., a feedback workshop) in order to ensure that

evaluation contributes to a learning process and innovation for the future.