

Introduction to: Logic models

By Ima Miah

CEO, Asian Resource Centre, Croydon

Logic Model Can Reveal:

Whether you are doing the right activities to meet your goals

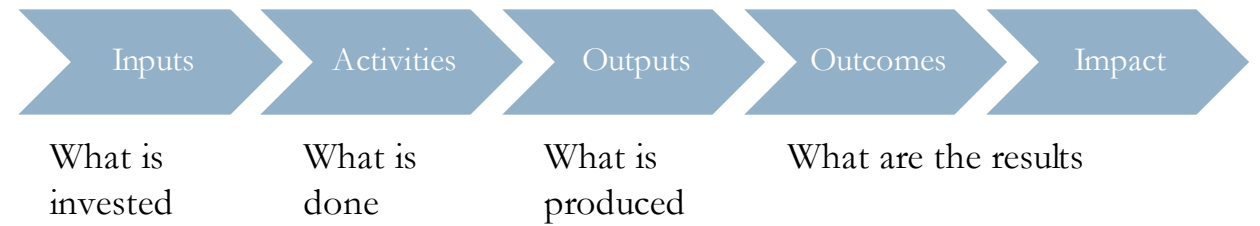
Whether there are things you do that do not help you achieve your goals

Which activities and outcomes you can achieve alone and which you cannot achieve alone; and

How to measure your impact.

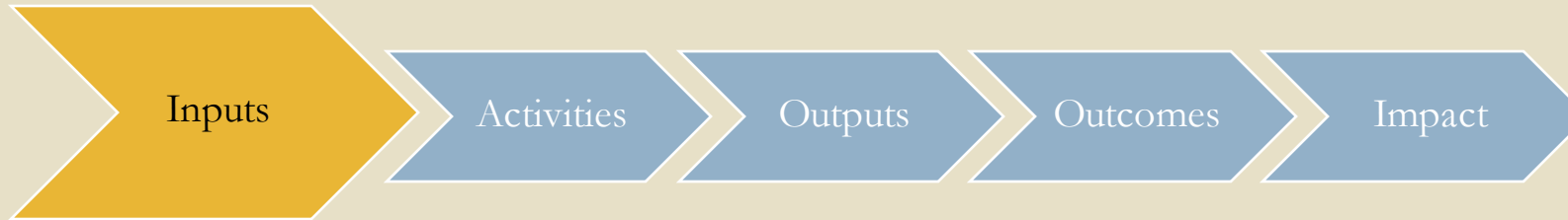
A theory of change forces you to take a clear, simple view, crystallising your work into as few steps as possible to capture the key aspects of what you do.

Logic Model



**Core of a logic model or
theory of change**





Inputs are Resources dedicated to or consumed by the program that are available to be used in order that a program can do its work.

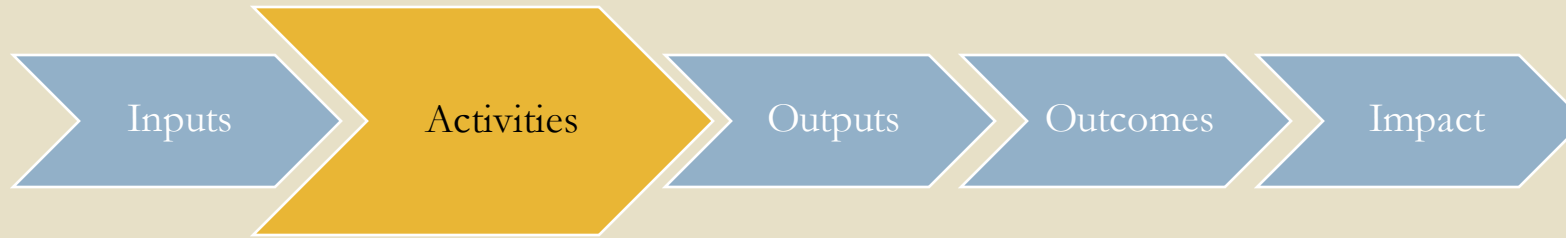


Inputs are the resources that contribute to a programme, project, or policy.

- Examples of inputs are:
 - **funding,**
 - **staff**
 - **volunteers**
 - **funding**
 - **facilities,**
 - **equipment**
 - **supplies,**
 - **Rental,**
 - **time**
- contribution of other organizations in kind or in cash.



Inputs may include constraints on the program such as laws, regulations, and requirements (a one year grant).



Activities:

What the program does with the resources it has at its disposal in order to carry out the program.

Activities are processes, actions, techniques and events that are a part of the program implementation.

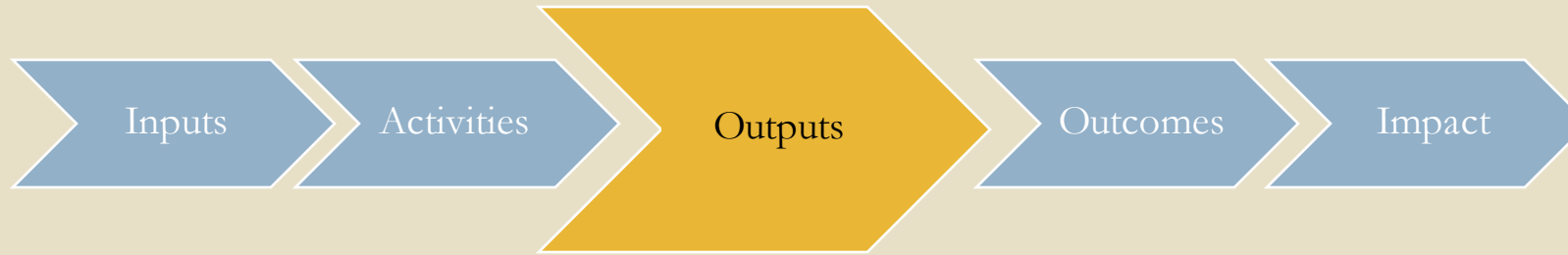
By undertaking these activities, presumably changes or results are brought about.

- Academic functions (e.g., organizing workshops, conference or panels, empirical research, and publications)
- Community outreach (e.g., affordable housing initiatives, community building initiatives, gang violence prevention, migrant population initiatives, neighbour relations initiatives)
- Education (e.g., curriculum development, teacher training, exchange programs, field trips, student organizations)
- Capacity building (e.g., conflict resolution training, training of trainers, leadership skills, facilitation skills, management skills)
- Grassroots organization (e.g., employment initiatives, faith-based initiatives, gender equality initiatives, peace initiatives, social justice initiatives)
- Media (e.g., arts, journalism, social media, apps for change, documentary)



Activities are best described using words of action to describe what those working on the project will actually do, such as: to provide, run, organise, or produce.

Monitoring activities can allow you to do two things. First, it can help you decide the merits of one intervention over another and second, it can help you track your performance over time.



Outputs – Direct products of program activities.
Outputs usually have a ***number*** associated with them
and ***measure the volume of work accomplished.***

Outputs are the products or services delivered by a programme or project.

Examples of an output are:

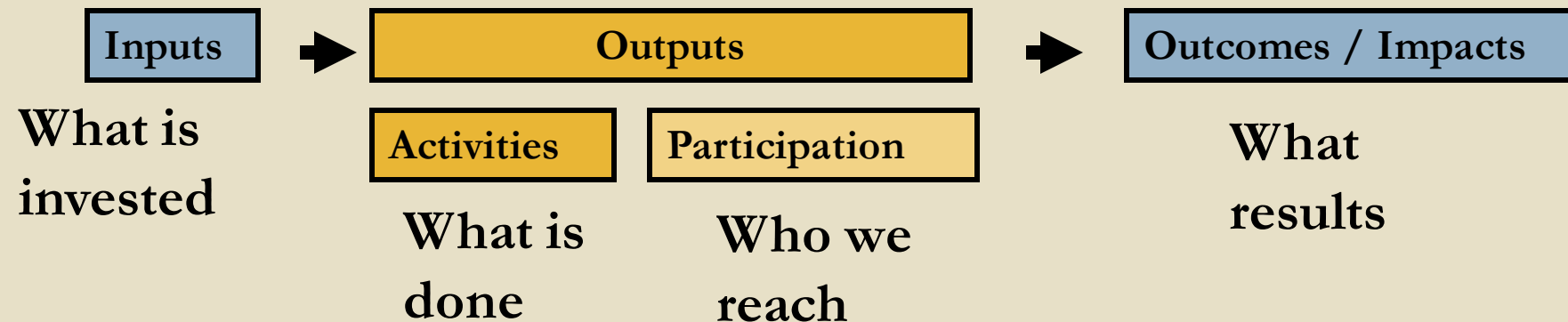
- number of customer enquiries handled
- workshops delivered
- surveys undertaken
- media stories generated
- stakeholder meetings co ordinated
- grant applications made
- businesses supported; brochures produced
- grants received, training delivered etc.
- number of clients served
- the number of volunteers trained
- the number of classes held

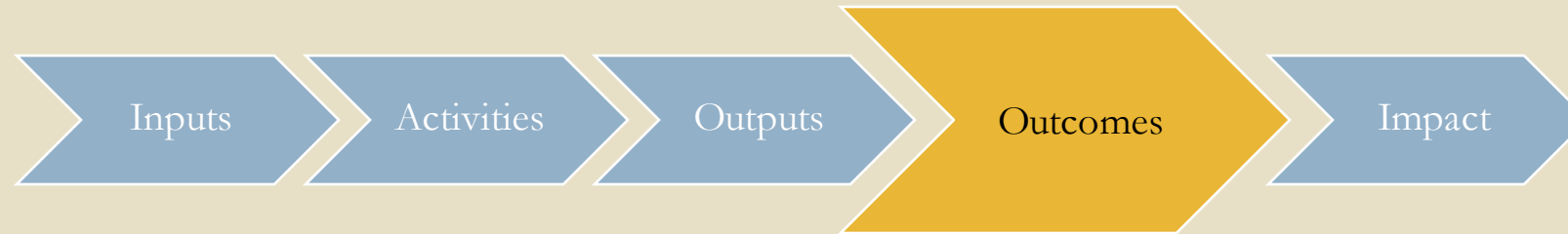


Monitoring outputs allow you to give your funders an immediate measure of progress.



Some logic models will define outputs as what is done (activities) and who is reached (participants). In such cases, outputs are shown as below.





Outcomes are changes, benefits, learning or other effects that happen as a result of your work these can be expressed as changes in behavior, knowledge, skills, status, attitudes, level of functioning, etc.



Outcomes can be divided into:

- **short-term** (learning) - awareness, knowledge, attitudes, skills, opinions, aspirations, and motivations;
- **mid-term** (action) - behavior, practice, decision-making, policies, and social action); and
- **long-term** (conditions) – social economic, civic, and environmental AKA impact

Why are outcomes important?

Information on your outcomes can help you make your work more effective, by helping you identify what works well and what you might change or improve. This will help you use your limited resources most efficiently to meet your users' needs.

Benefits of Measuring Outcomes:

- Having outcomes information will help you report to your funders
- Attract further funding
- Role clarity and shared purpose.
- Motivation for staff and users.
- Saving time.
- More useful information systems.
- Helping quality assurance.



Where do outcomes occur?

Depending on your project, outcomes can occur in many places, including:

- individuals
- families
- communities
- organisations
- the environment
- policy.

Outcomes in organisations:

Some organisations, often known as sector infrastructure organisations or second-tier organisations (for example, a Council for Voluntary Service), do not direct their work to individuals. Instead, their users are other organisations.

The outcomes for their users might include:

- more funding obtained
- better strategic planning
- better trained volunteers.

Outcomes in individuals might include:

- increased knowledge of the services available
- maintenance of independence
- increased skills in the arts
- being rehoused.



A single project may identify outcomes in several places. For example, a family centre may identify outcomes for children, their families and for local schools.

Note that outcomes may also occur in volunteers, staff or trustees as well as service users.

Outcomes occur in places other than individuals or organisations.

Families

- Reduced isolation
- Reduced levels of conflict
- Improved relationships

Communities

- Increased levels of recycling
- Less fear of crime
- Reduction in vandalism

The environment

- More green spaces created
- More bird species sighted Policy
- New government policy on vacant properties in London introduced
- Changes in licensing regulations

Setting outcome targets:

Sometimes you can express outcomes in numbers, for example by describing the number of people with improved skills. You might wish to identify in advance the level or extent to which outcomes will be achieved.

These are called outcome targets. For example, a supported housing project used their previous experience to set the following targets:

- 60% of users will continue to live independently.
- 25% will take part in computer training and achieve a certificate.
- 25% will start voluntary work or community activity.

SMART Outcomes:

S	SPECIFIC	Details exactly what needs to be done
M	MEASURABLE	Achievement or progress can be measured
A	ACHIEVABLE	Objective is accepted by those responsible for achieving it
R	REALISTIC	Objective is possible to attain (important for motivational effect)
T	TIMED	Time period for achievement is clearly stated



- BIG has developed a general guide to identifying and developing outcomes and milestones, called Explaining
- The Difference your Project Makes
- Chapter Two takes you through the steps involved in identifying and assessing your outcomes.



Impact - The ultimate result, the long-term outcome. It is a program' s Long-term goal. Impact is the fundamental intended (or unintended) change occurring in organizations, communities, or systems as a result of program activities.

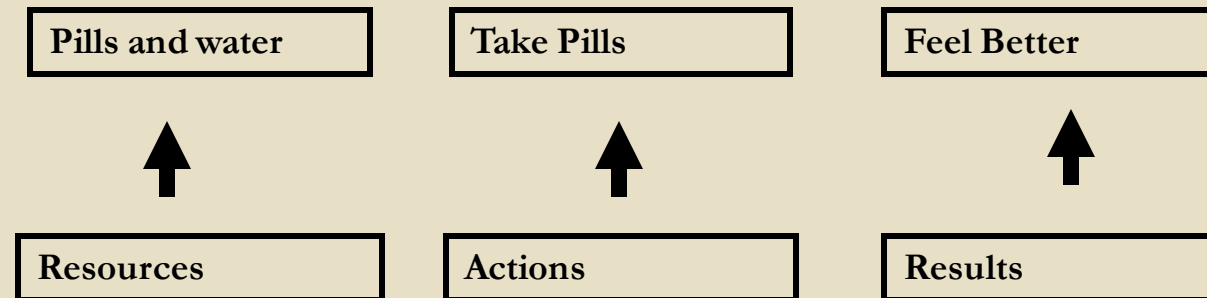
Impacts occur within 7 - 10 years, often well beyond the scope of a grant program.

- Is the effect of a project at a higher or broader level, in the longer term, after a range of outcomes has been achieved.
- It often describes change in a wider user group than the original target, and many organisations may play a part in achieving impact.
- An example would be a reduction in offending in a community.
- It is much more difficult to assess this level of change within the lifetime and resources of a small, time-limited project.

Impact

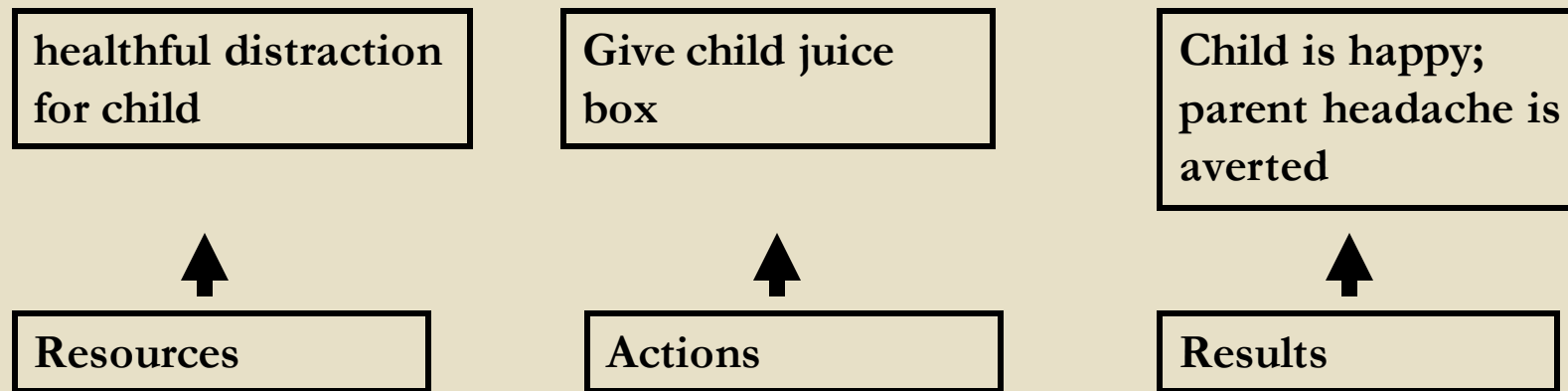
LOGIC MODEL for a HEADACHE:

Situation: Your head is pounding like a steel drum.



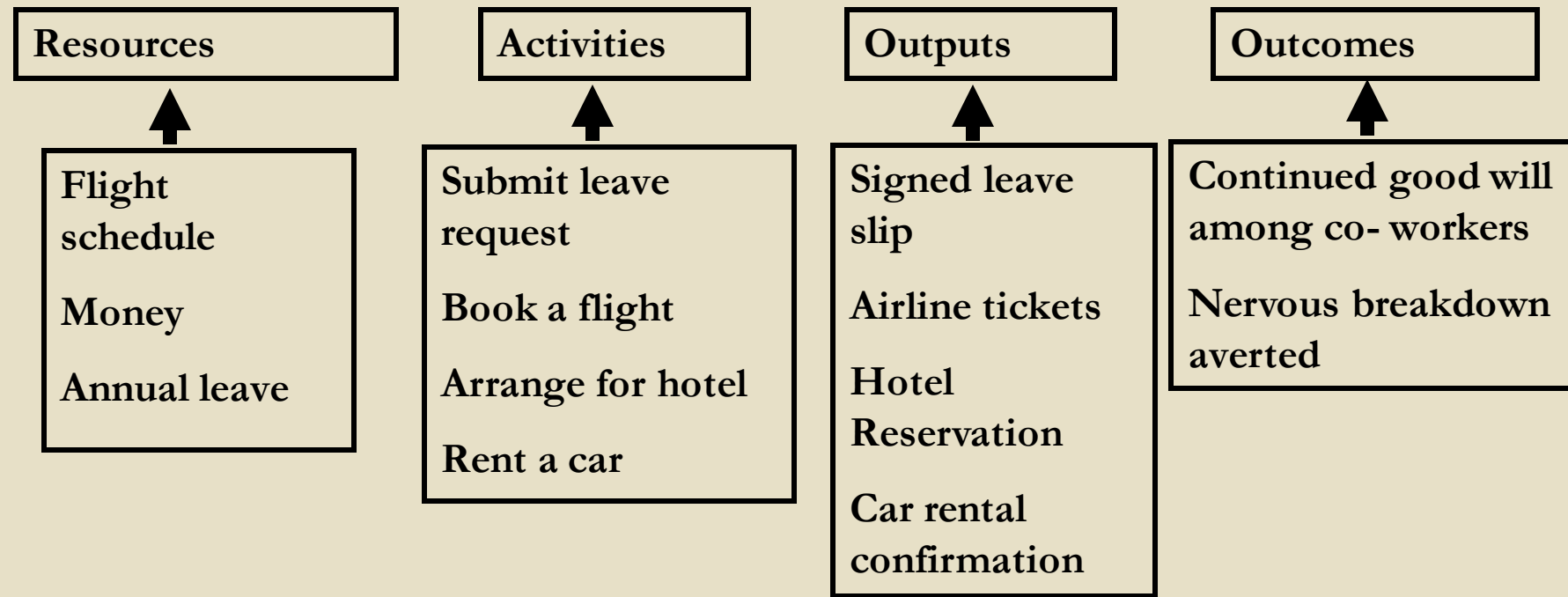
LOGIC MODEL for a PARENT:

Situation: While shopping with her health conscious parent, a toddler begins crying and begging for every sweet in the grocery store.



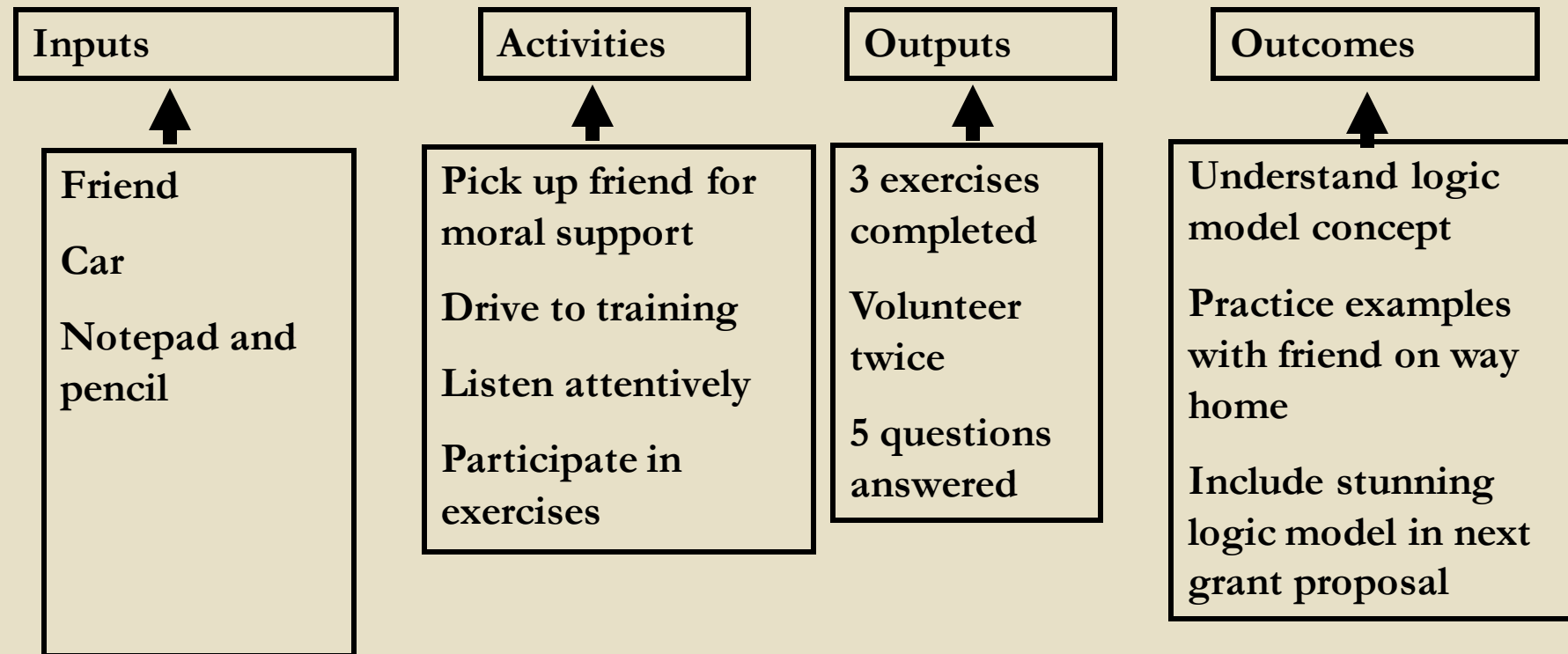
LOGIC MODEL for a TRIP:

Situation: Planning a vacation

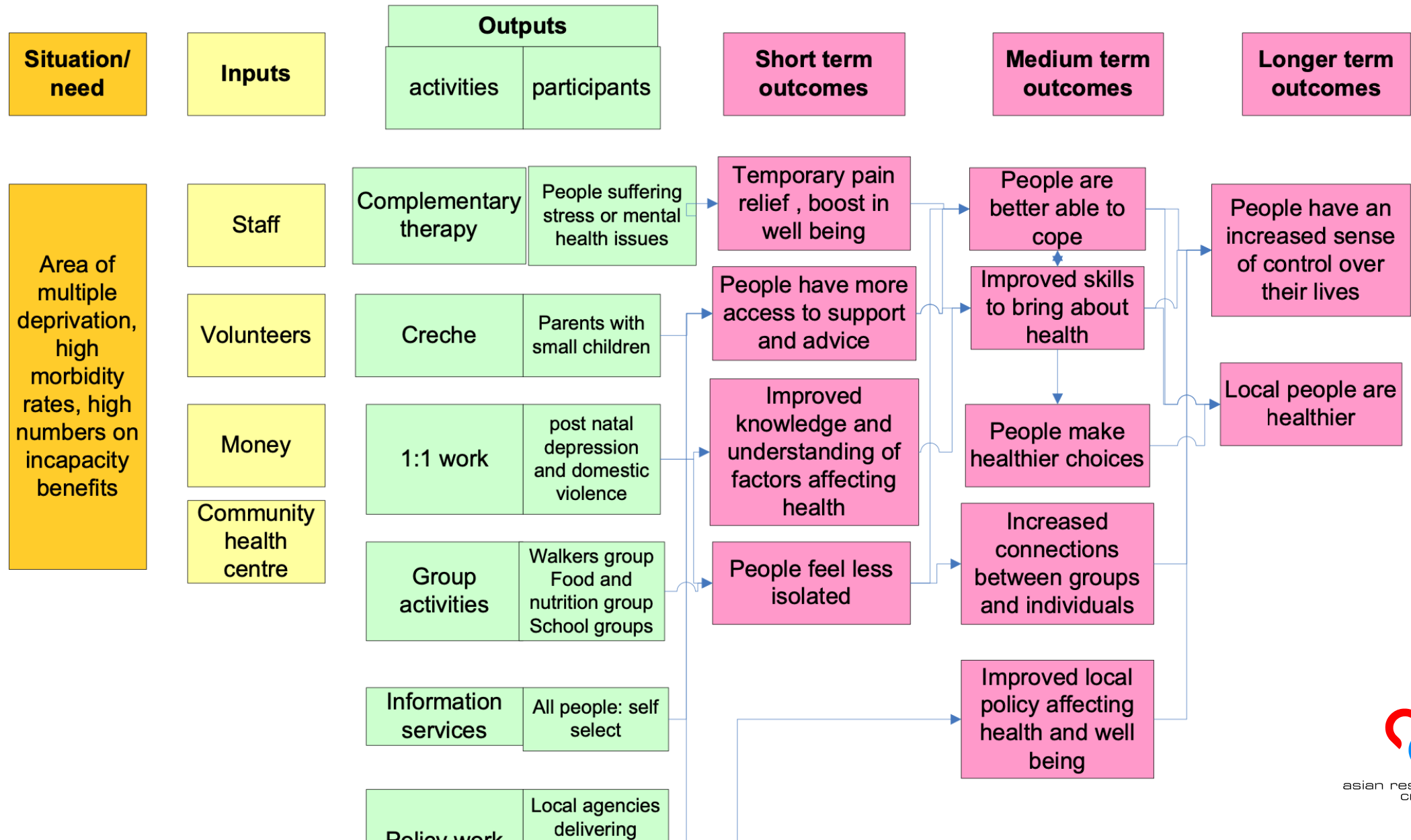


LOGIC MODEL for an EMPLOYEE:

Situation: Attending logic model training



Glasburgh Health Project



What are these boxes and what do they show?



- **Logical** relationships between the program's resources, the activities undertaken, and the anticipated changes or benefits all represented in graphic form.
- **Logical** sequence of actions and events believed to bring about results over a period of time.
- **Logical** reasoning linking investments to results.
- **Logical** way of showing connection of inter-dependent parts that make up the whole.

Inputs

In order to accomplish our set of activities, we will need the following resources

Activities

In order to address our problem, we will need to conduct the following activities

Outputs

We expect once completed or underway, these activities will produce the following evidence of service delivery

Outcomes/Impact

We expect if completed or ongoing, these activities will lead to the following changes in 1-3, 4-6 years, and 7 – 10 years: