

Logic Models v. Theories of Change

What's the Difference?

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Learning objectives / presentation layout

- Cover some FAQs
 - Why distinguish between a LM and ToC?
 - When do we use a LM v. a ToC?
 - Do we need both?
 - Which comes first?
- Review the definition of a Logic Model (LM)
- Define a Theory of Change (ToC)
- Highlight the differences/similarities between the LM and ToC

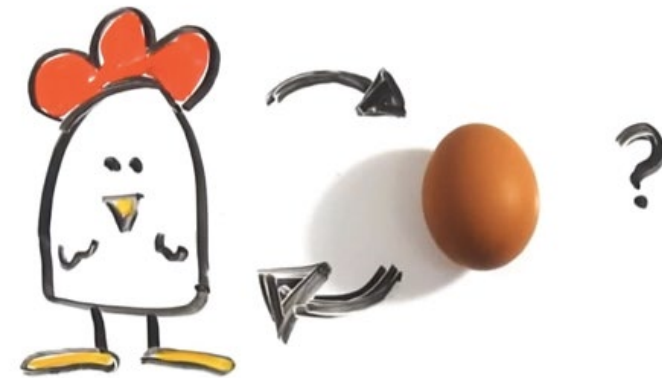


Disclaimer

- No industry standard **definition** of a Theory of Change
- However, there **are** industry standard beliefs about contents, components, purpose, etc.

Common questions

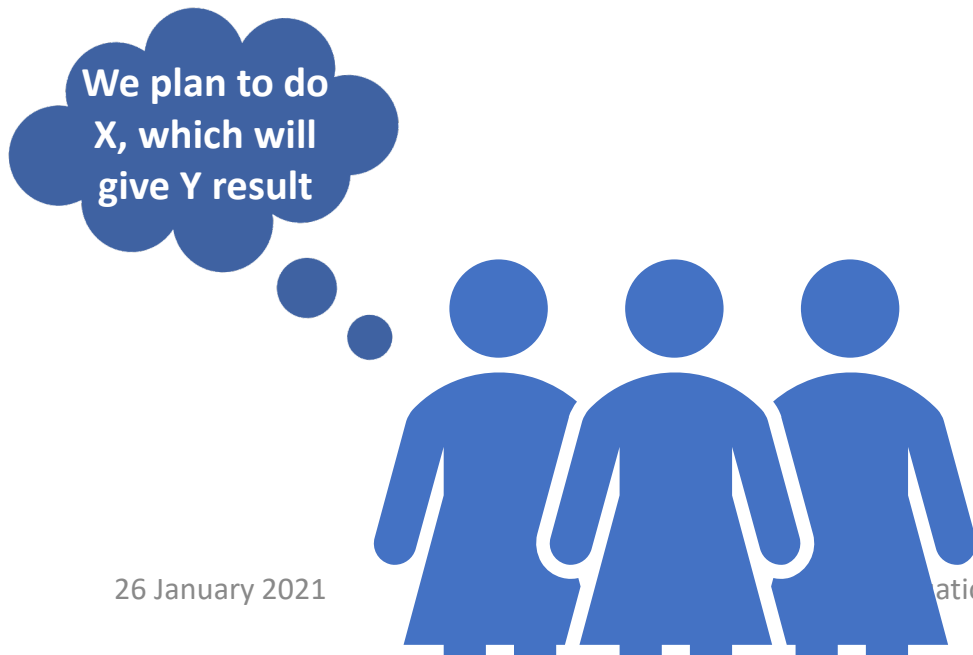
- **Why** distinguish between a LM and a ToC?
 - Because they are different and each carry their own power – and we want you to harness that power!
- **When/why** do you use a LM v. a ToC?
 - LM = illustrate your program at-a-glance, evaluation of a program, monitor progress towards a goal
 - ToC = create a program, illustrate the **research** behind your program (why you think/know it will work)
- Do we **need** both?
 - Depends on the situation...
 - Good to have both...
- Which comes **first**?
 - Logic Models are a more approachable first step



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What is a Logic Model?

- a one-page description of your program that shows the connection between day-to-day activities/resources and your outcomes.
- can be a chart, illustration or table.



What is a Theory of Change?

- shows **all** the different pathways that might lead to change, even if those pathways are not related to your program.
- describes **how** and **why** you think change happens.
- can be a chart, illustration, table, cycle, narrative, etc.





Components of ...

Logic Model

- Outcomes,
- Outputs,
- Activities,
- Resources,
- Assumptions,
- External Factors

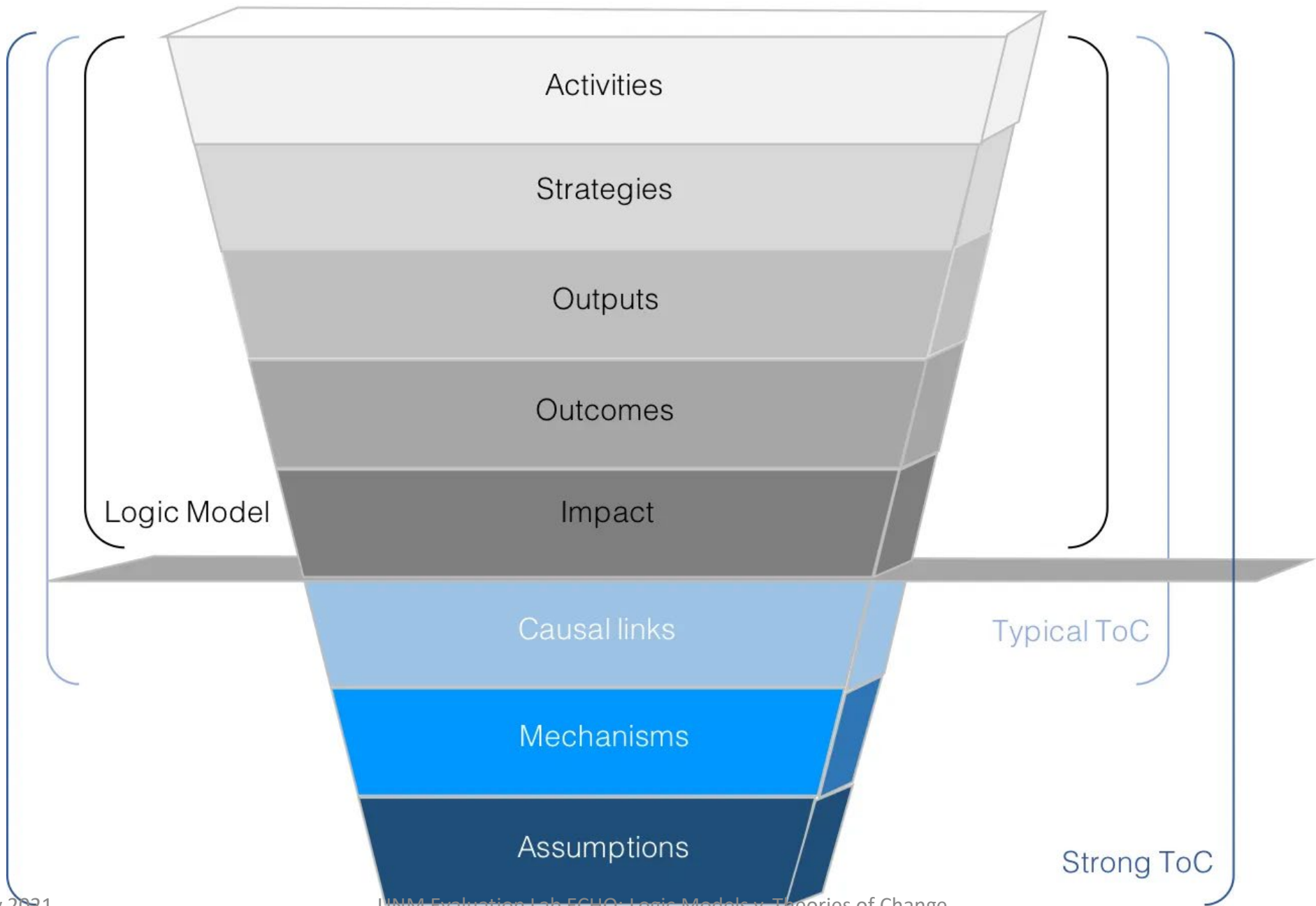
Theory of Change (can vary)

- Impact / Outcomes,
- Outputs,
- Strategies / Activities
- Generic Causal Links,
- Specific Causal Links,
- Mechanisms, and
- Assumptions
- Often inclusive of a narrative and contain an If → Then structure

Do the components sound similar?

That's because they are!

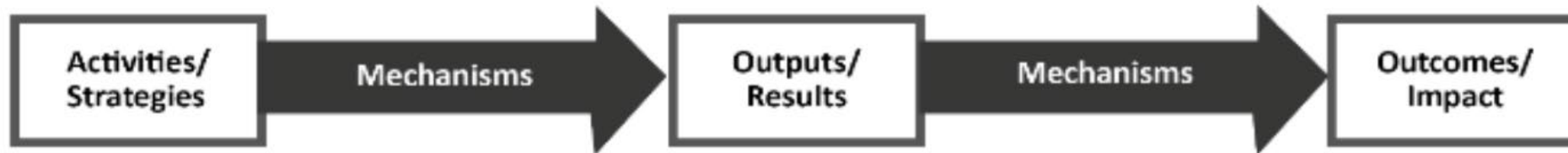
LAYERS OF A THEORY OF CHANGE



Logic Model...

Resources	Activities	Outputs	Outcomes

Theory of Change...



But I have arrows in my logic model...

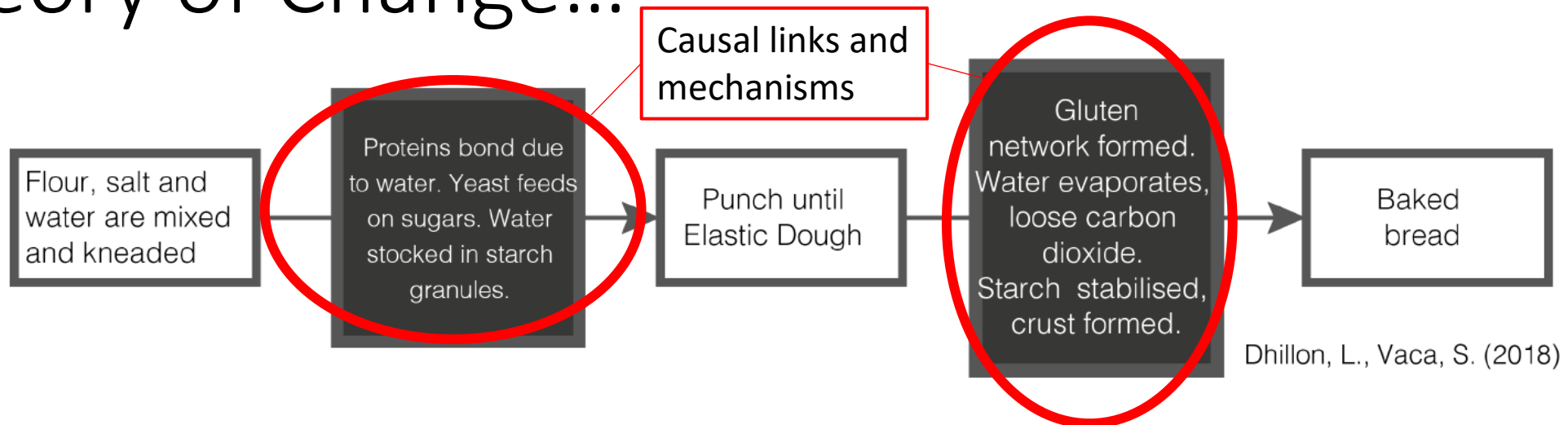
- may be showing superficial or relational link
 - a resource leads to an activity because having resources leads to using resources
 - but does not show the underlying research/hypothesis as to **why** the activity will create the desired output/outcome
 - in other words – it's a link but not necessarily **causal**

- Arrows in the theory of change are meant to be **intentionally causal** with a mechanism (explanation of how having resources leads to doing an activity)

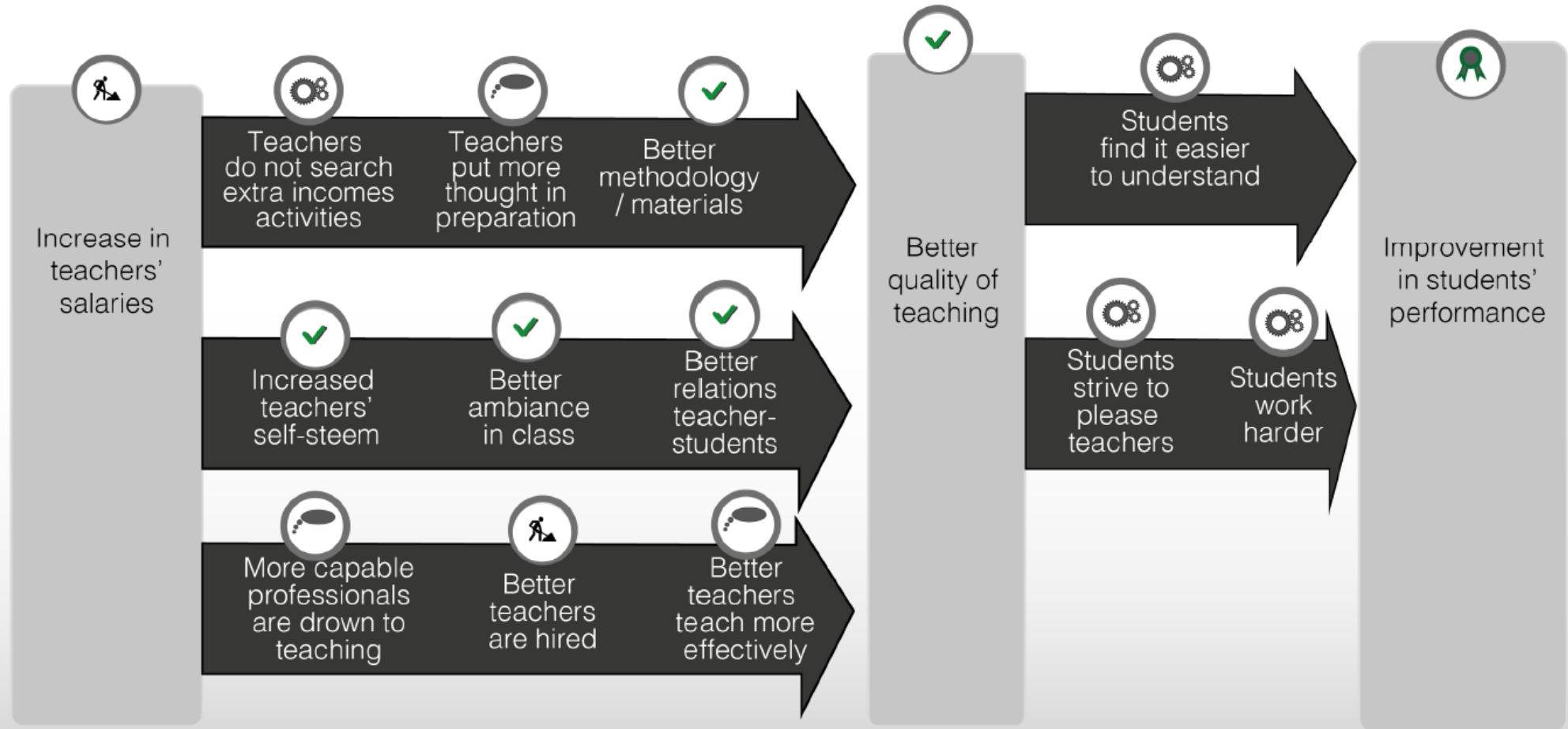
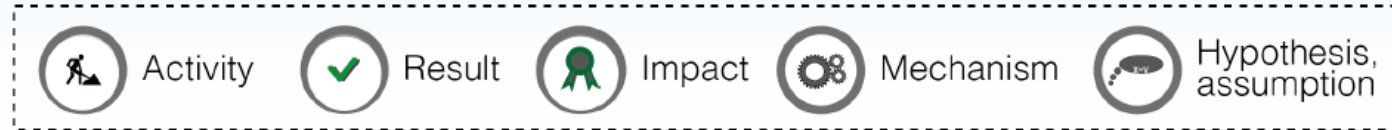
Logic Model...

Resources	Activities	Outputs	Outcomes
Flour Salt Water Yeast	Mix Knead Let rise Bake	Elastic-y dough	Delicious Bread

Theory of Change...

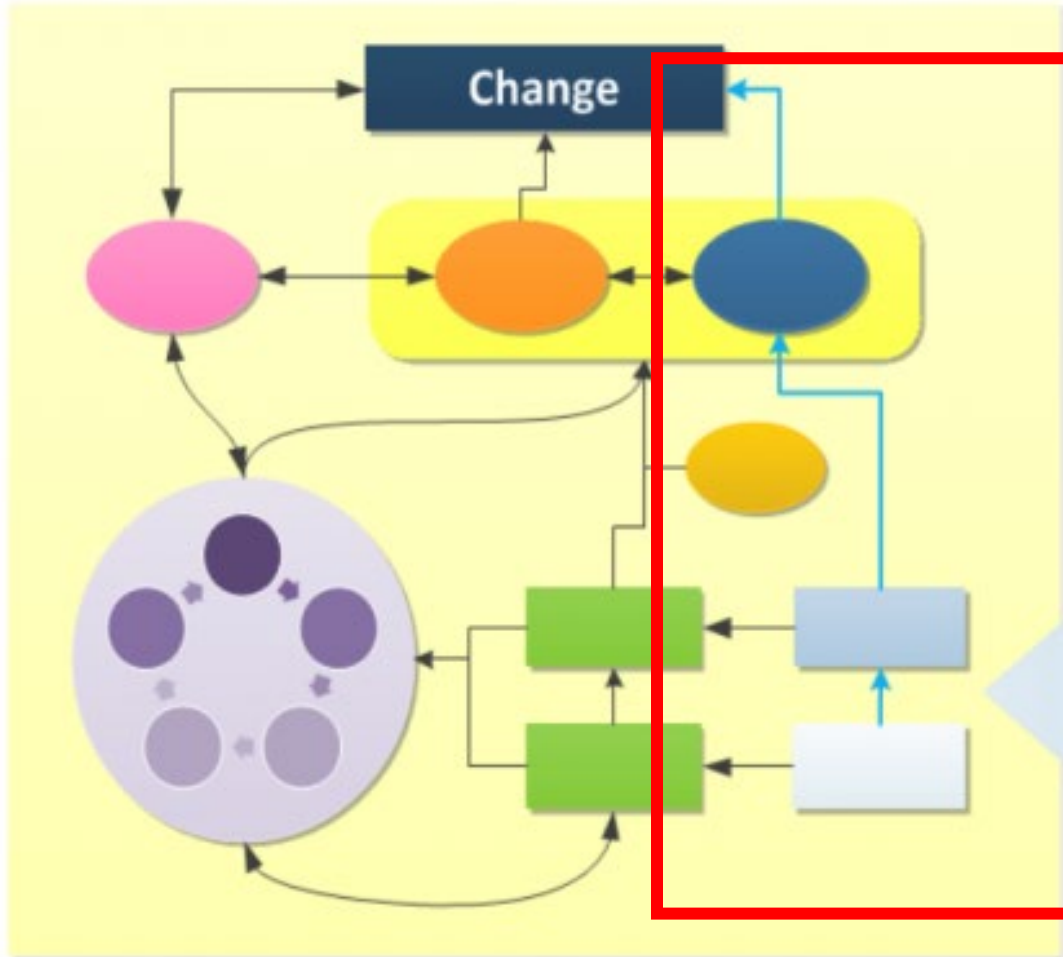


THEORY OF CHANGE OF AN EDUCATION PROGRAMME



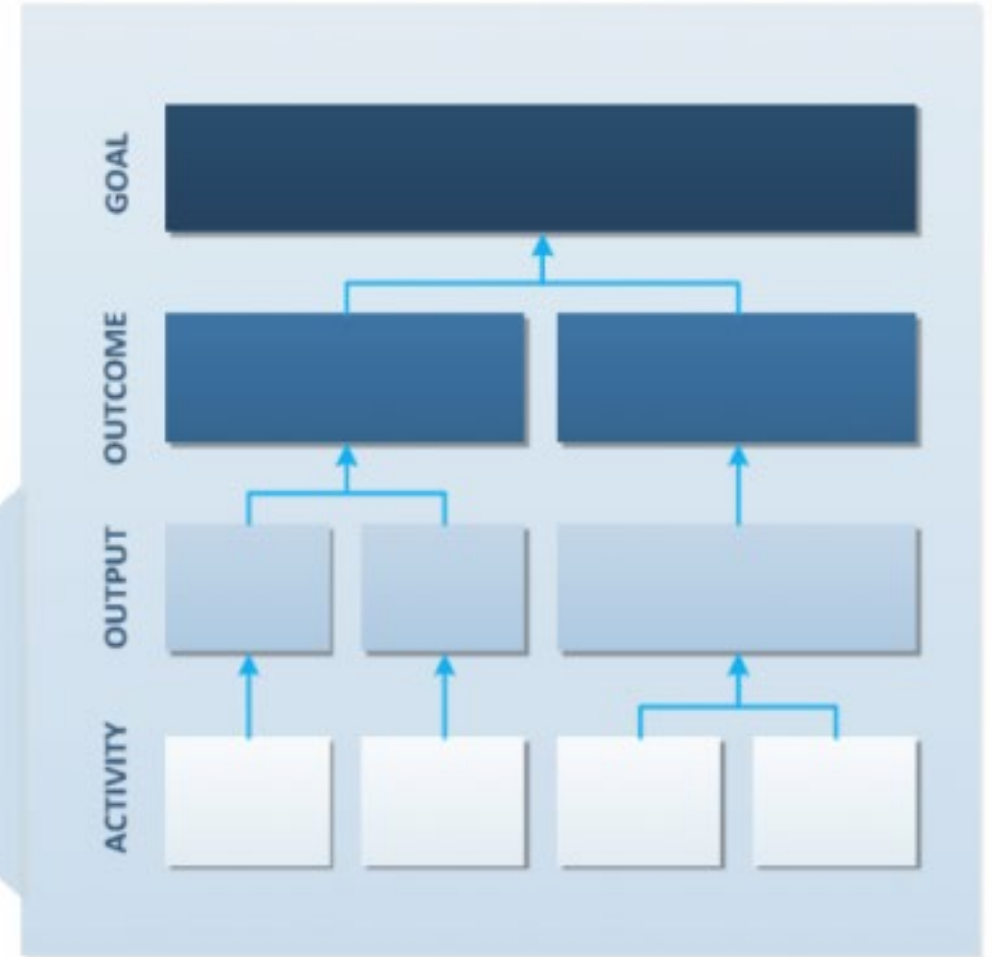
Theory of Change

Shows the big picture with all possible pathways – messy and complex



Logical Framework

Shows just the pathway that your program deals with – neat and tidy





Enlace Comunitario Theory of Change



Transforming lives of victims of domestic violence and their communities

THEORY OF CHANGE

ISSUE
High incidence of Domestic Violence in the immigrant Community in Central New Mexico

ASSUMPTIONS
Former victims and their children, who have witnessed DV, are the best leaders in breaking the cycle of abuse.
DV is a consequence of gender inequality. To eradicate DV we have to decrease gender inequality.

STRATEGIES
Providing **direct services** to Victims and their children.
Building leadership capacity of former victims and their children.
Engaging newly trained leaders in anti-violence and gender equality education.

ANTICIPATED CHANGES
Clients and their children transform into individuals that are safe, can cope with trauma and have the resources to live a stable life.
Clients and their young adult children transform into leaders.
Immigrant community members internalize that women and men have to be treated equally and that they can choose not to be violent.

Logic Model 1

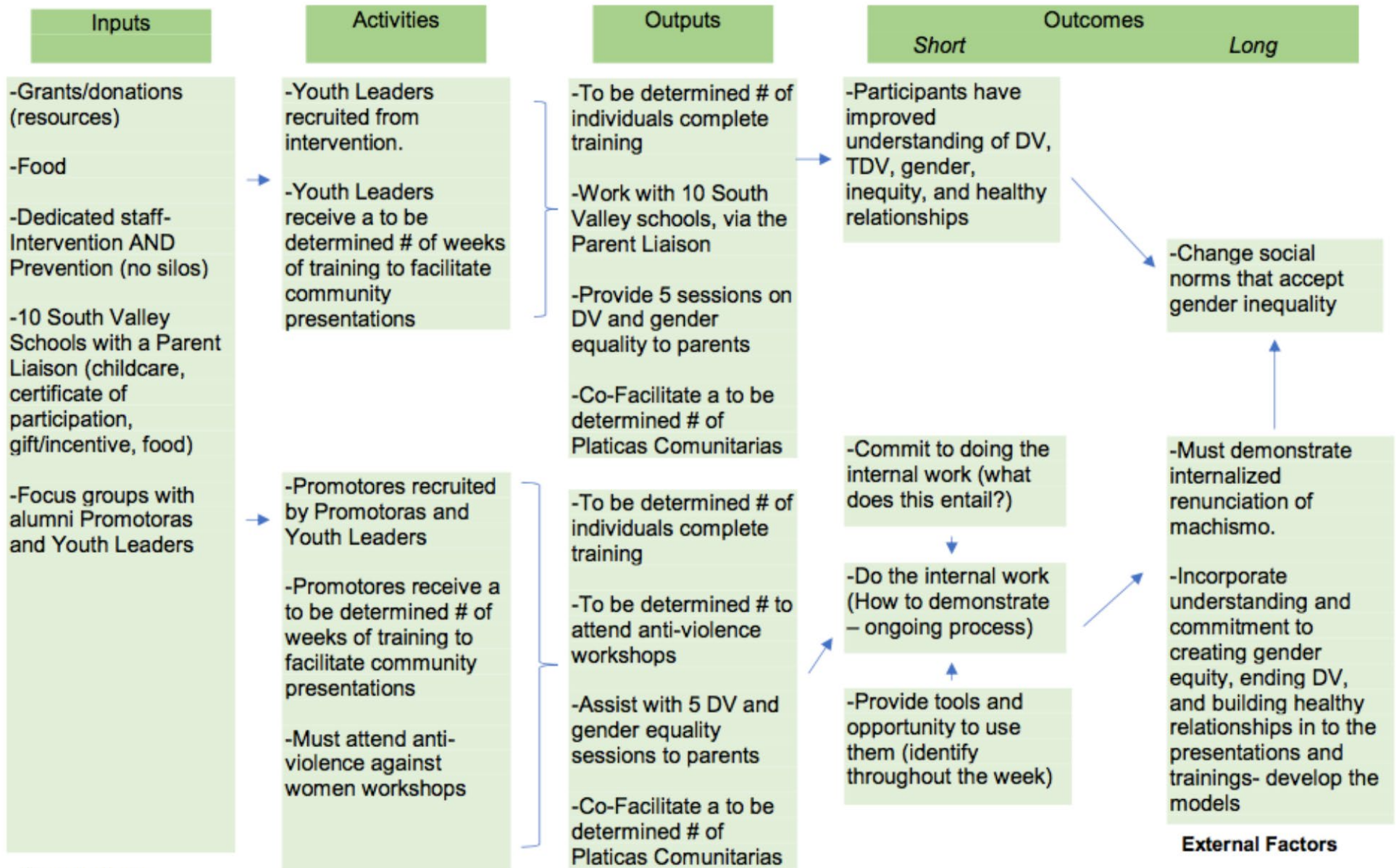
Logic Model 2

Enlace Comunitario Logic Model 1 (2018) – Evaluating the Family Program (one of the intervention services)

Resources	Activities	Outputs	Stepping Stones	Outcomes	
<ul style="list-style-type: none"> -Circle of Security & Nurture Heart Training -Staff support -Reflective Supervision -Clients commitment to grow & build resiliency -physical building, rooms -Grants & other funding -Art & crafts supplies -Sensory items/tables -Community support and engagement -Volunteers -Knowledge & experience both 	<ul style="list-style-type: none"> -Events-fall festival -Groups <ul style="list-style-type: none"> ● Life skills ● Jovencit@s ● Parenting ● Crianza 1 & 2 ● Women’s support group ● Music class ● Individual services (Adults & kids) -Nurtured Heart Approach -Individual & family therapy Case management <ul style="list-style-type: none"> ● Legal resources ● Child Advocacy ● Immigration Services ● Educational Services ● Housing ● Financial Resources 	<ul style="list-style-type: none"> - Number of adults and children attending program - Number of sessions offered - Number of participants in attendance - Number of participants completing program - Number completing assessments 	<ul style="list-style-type: none"> -Number of stress events reduced -Increased positive language used in children -Reports of less violence in home -Child reports doing better in school, behavior and/or grades -Broader vocabulary of positive qualities and knowing how it applies to themselves -Can make eye contact -Straighter posture <ul style="list-style-type: none"> -Assertive communication -More expressions -Using relaxation techniques 	<p style="text-align: center;">Short</p> <ul style="list-style-type: none"> -Better coping skills <ul style="list-style-type: none"> ● Emotionally healthy responses to child’s stress/ hardship -Taking care of themselves (parents) Self-esteem (children) -Able to identify one positive thing about themselves (P-C) -Recognize responsibility as a parent -Children know they are not at all at fault for difficult situations. -Time-out for parents <ul style="list-style-type: none"> ● How parents react with children ● Increase self-awareness (reason why they are doing certain things like raising their voices) -Children can recognize tools & people to enhance their safety 	<p style="text-align: center;">Long</p> <ul style="list-style-type: none"> -Improved parent-child relationship -Parent is emotionally supportive -More attentive -Able to handle difficult emotions better (parents and children) -Able to recognize child’s emotional state easier -Improved emotional Q.O.L <ul style="list-style-type: none"> ● More positive feelings ● Connection with parent & child ● Feeling of safety/ security

Enlace Comunitario Logic Model 2 (2018) – Prevention Programs

Figure 1. Logic Model for Prevention Programs



Assumptions

DV survivors are the best change agents to prevent future DV.

Survivors of Childhood Domestic Violence (CDV) ARE survivors.

One cannot unlearn a behavior in just one "touch"/session. Must have multiple touches/sessions (amount TBD).

External Factors

Political landscape

Closing: Side-by-Side Comparison

Logic Model

- Answers “What” – descriptive/representative
- Completes the sentence “we plan to do X, which will give Y result”
- List of components
- Is normally shown as a **matrix**, independently
- Is linear: all activities lead to outputs which lead to outcomes and the goal – **there are no cyclical processes or feedback loops.**
- Includes space for risks/external factors and assumptions, although these are usually only basic. Doesn’t include **evidence** for **why** you think one thing will lead to another.
- Is mainly used as a tool for monitoring and program evaluation.
- Can be **part** of the Theory of Change!

Theory of Change

- Answers “How” – explanatory, critical thinking
- Completes the sentence “if we do X then Y will change **because...**”
- Pathway(s) to change
- Is normally presented as a diagram **accompanied by narrative text**
- The diagram is flexible and doesn’t have a particular format – it **could include cyclical processes, feedback loops, one box could lead to multiple other boxes**, etc.
- Describes **why** you think one box will lead to another box (e.g., if you think increased knowledge will lead to behavior change, is that an assumption or do you have evidence to show it is the case?).
- Is mainly used as a tool for program design.
- Can contain **several** Logic Models

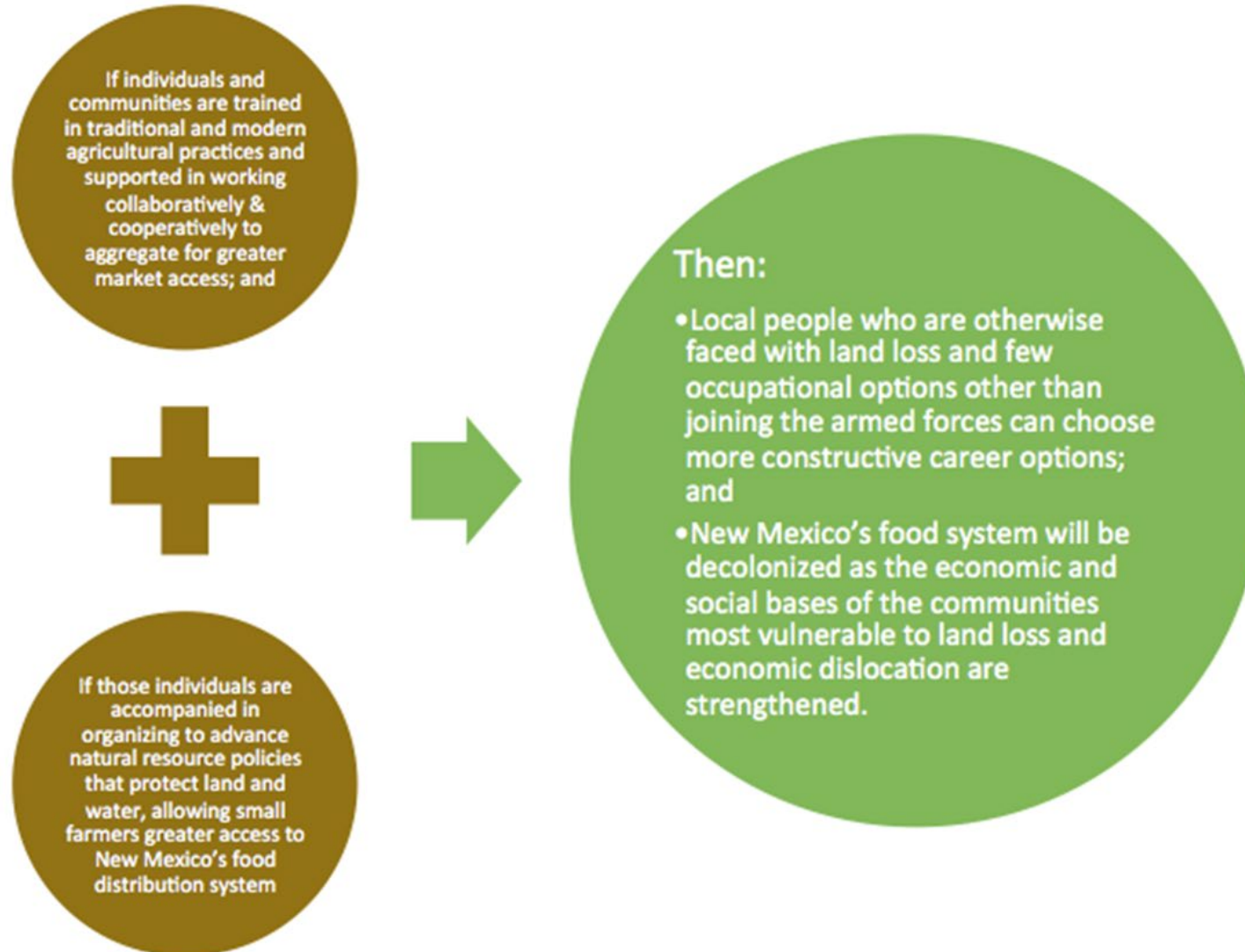
Bottomline

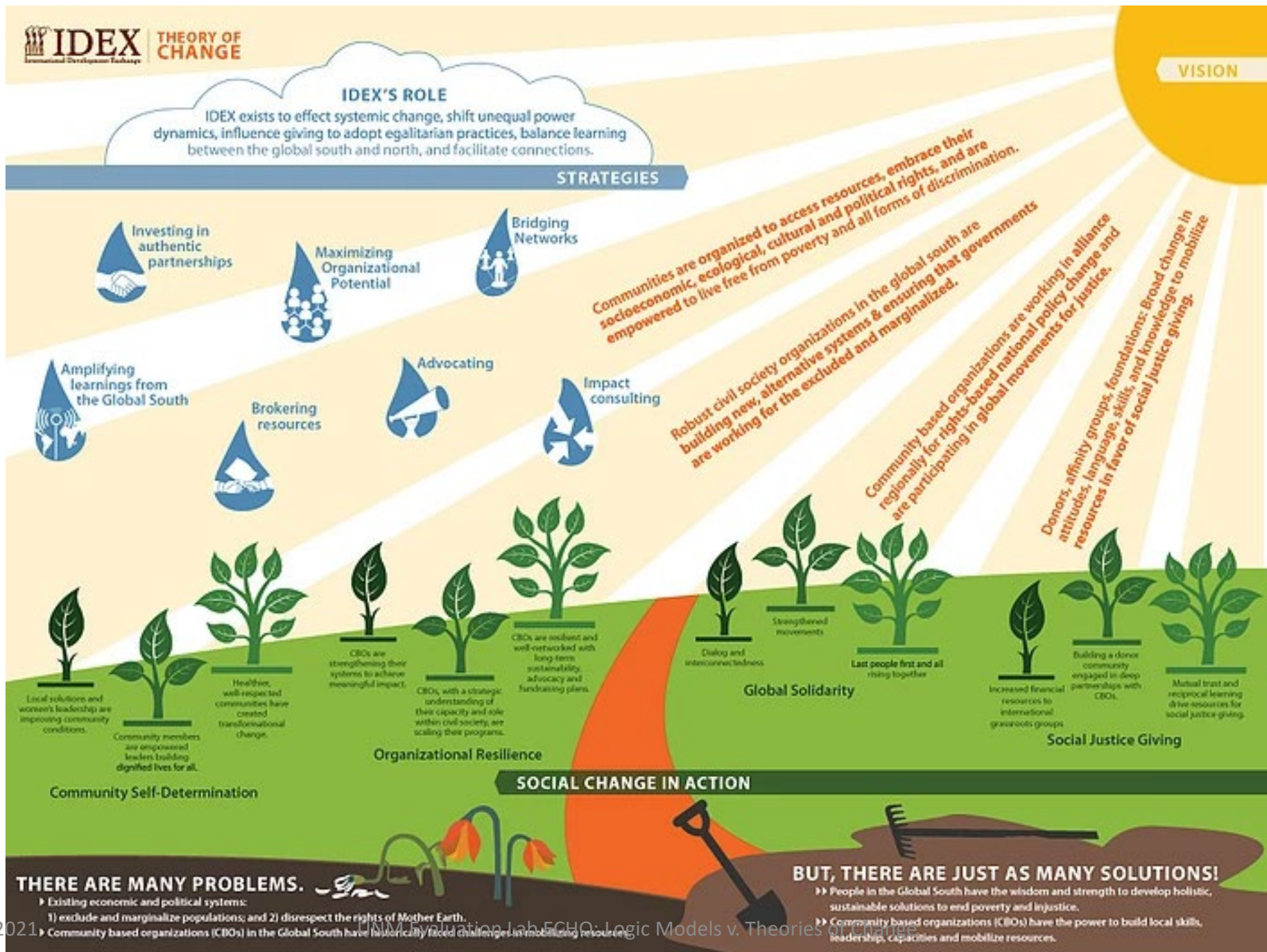
- Logic models are a snapshot of what you do in your program, without much detail about WHY
- Theories of change provide that context – the WHY, the research behind the logic model

Other examples of ToC

Theory of Change visual for AFSC-NM

Because the security of Indo-Hispano and Indigenous NM communities depends upon self-determination and the preservation of land, water, and culture:





Example of a Completely Text Based Theory of Change

With these INPUTS

If civil society organisations are carefully selected and respond to individual support tailored to their programming and internal systems, they will be able to utilise grants

Assumptions from inputs to process:

- the AcT teams selection process is successful in identifying organisations that are committed to bringing about change (as opposed to just administering aid money with a governance spin on it)
- the AcT team has the skills and judgement to provide appropriate support, manage risk, and pro-actively manage the portfolio
 - the CSOs have the relevant sectoral and district-specific knowledge and understanding
- The CSOs can develop familiarity with, and confidence in, working with the changing dynamics of political economy and/or develop organisationally to facilitate working with this understanding

and the following PROCESSES

to develop better targeted strategic interventions which are sensitive to changes over time and in the broader political economy, as well as their geographic location, their sector, institutional mandate and values; and if these organisations also commit to systematic learning individually and collectively the work they do will be more effective.

Assumptions from process to outputs:

- Systematic learning enables CSOs to grow and move beyond:
 - 'business as usual' – rolling out the same approaches and methodologies
 - 'copy cat approaches' e.g. the spate of PETS training and studies that were carried out
 - 'chasing the money' i.e. following donor priorities rather than their own analysis
- CSOs become aware of the positive and negative lessons learned by others working in similar fields
 - CSOs monitor their own effectiveness and make changes as appropriate
- The learning strategy, to which CSOs contribute and derive benefit, enables them to document 'lessons learned' in a way which will be useful to themselves and others.
 - CSOs maintain ethics and integrity

We can expect the PROCESS OUTPUTS

CSOs implementing programmes will engage in a range of knowledge generating and information dissemination activities as well as developing the capacity of other stakeholders to articulate their roles and responsibilities.

Assumptions from process output to programme output:

- Citizens are stimulated to respond to the knowledge and information made available either by being directly engaged in the process, or in planning action on the basis of findings.
 - Citizens see the value of taking action based on knowledge, information and capacity built.
 - Participatory approaches are empowering and can stimulate action
 - Citizens overcome fear and apathy and encourage others to join action
- Decision makers recognise that they will not retain power unless they respond to the increasingly assertive citizen
 - Decision makers are open to citizen and civil society action.

That will result in the PROGRAMME OUTPUTS

Some participatory activities build directly into citizen action and civil society strengthening, whereas others focus on influencing the behaviour of elected and appointed officials and of the judiciary – at local and national levels.

Influencing activities can be formal or informal, inside track or outside track, and CSOs become more adept at selecting which is going to be most effective under what circumstances.

Assumptions from outcome to purpose:

- Individual elected representatives, appointed officials and members of the judiciary are able to influence the politics and systems that frame their actions.
 - Legislation, state systems and official processes are open to change.

That will ensure the PURPOSE WILL BE ACHIEVED

The result of the behaviour changes on the part of key stakeholders is the purpose level of the programme: 'Increased responsiveness and accountability of government through a strengthened civil society

Want to learn more?

- Sara Vaca's journal article: https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/496/444
- Piroska Bivists Bullens article: <http://www.tools4dev.org/resources/theory-of-change-vs-logical-framework-whats-the-difference-in-practice/>
- Helene Clark & Andrea Anderson presentation from AEA in 2004: https://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/TOCs_and_Logic_Models_forAEA.pdf
- Sara Vaca's blog post: <https://aea365.org/blog/the-difference-between-magic-i-mean-logic-models-and-theories-of-change-by-sara-vaca/>
- Another take on similarities and differences: <https://www.acacamps.org/news-publications/blogs/research-360/curious-friendship-between-logic-models-theory-change>
- Examples of Theories of Change, with checklist for components: https://assets.publishing.service.gov.uk/media/57a08a66ed915d622c000703/Appendix_3_ToC_Examples.pdf