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.

We plan to do X, which will give Y result

If we do X, then Y will change BECAUSE
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!
Logic Model...

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
</table>

Theory of Change...

[Image: Diagram of Theory of Change]

Activities/Strategies → Mechanisms → Outputs/Results → Mechanisms → Outcomes/Impact
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...

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flour</td>
<td>Mix</td>
<td>Elastic-y dough</td>
<td>Delicious Bread</td>
</tr>
<tr>
<td>Salt</td>
<td>Knead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>Let rise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yeast</td>
<td>Bake</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Theory of Change...

**Proteins bond due to water. Yeast feeds on sugars. Water stocked in starch granules.**

- Punch until Elastic Dough

THEORY OF CHANGE OF AN EDUCATION PROGRAMME

- Activity
- Result
- Impact
- Mechanism
- Hypothesis

Increase in teachers' salaries

- Teachers do not search extra incomes activities
- Teachers put more thought in preparation
- Better methodology / materials

Better quality of teaching

- Better teachers are hired
- Better teachers teach more effectively
- Better relations teacher-students
- Better ambiance in class

Students find it easier to understand

- Students strive to please teachers
- Students work harder

Improvement in students' performance

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

**Logic Model 1**

**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.

**Logic Model 2**

**ISSUE**

**ASSUMPTIONS**

**STRATEGIES**

**ANTICIPATED CHANGES**
<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Stepping Stones</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| -Circle of Security & Nurture Heart Training | -Events-fall festival | - Number of adults and children attending program | -Number of stress events reduced | **Short**  
- Better coping skills  
- Emotionally healthy responses to child’s stress/ hardship  
- Taking care of themselves (parents)  
- 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  
- 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 | **Long**  
- 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  
- More positive feelings  
- Connection with parent & child  
- Feeling of safety/security |
| -Staff support | -Groups | - Number of sessions offered | -Increased positive language used in children | |
| -Reflective Supervision | -Women’s support group | - Number of participants in attendance | -Reports of less violence in home | |
| -Clients commitment to grow & build resiliency | -Music class Individual services (Adults & kids) | - Number of participants completing program | -Child reports doing better in school, behavior and/or grades | |
| -physical building, rooms | -Legal resources | - Number completing assessments | -Broader vocabulary of positive qualities and knowing how it applies to themselves | |
| -Grants & other funding | -Child Advocacy | -Can make eye contact | -Can make eye contact | |
| -Art & crafts supplies | -Immigration Services | -Straighter posture | -Can make eye contact | |
| -Sensory items/tables | -Educational Services | -Assertive communication | -Can make eye contact | |
| -Community support and engagement | -Housing | -More expressions | -Can make eye contact | |
| -Volunteers | -Financial Resources | -Using relaxation techniques | -Can make eye contact | |

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Enlace Comunitario Logic Model 2 (2018) – Prevention Programs

Figure 1. Logic Model for Prevention Programs

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short</th>
<th>Outcomes</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/donations (resources)</td>
<td>Youth Leaders recruited from intervention.</td>
<td>-To be determined # of individuals complete training</td>
<td>Participants have improved understanding of DV, TDV, gender, inequity, and healthy relationships</td>
<td>Change social norms that accept gender inequality</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Youth Leaders receive a to be determined # of weeks of training to facilitate community presentations</td>
<td>-Work with 10 South Valley schools, via the Parent Liaison</td>
<td>-Provide 5 sessions on DV and gender equality to parents</td>
<td>-Commit to doing the internal work (what does this entail?)</td>
<td>-Must demonstrate internalized renunciation of machismo.</td>
</tr>
<tr>
<td>Dedicated staff-Intervention AND Prevention (no silos)</td>
<td>-10 South Valley Schools with a Parent Liaison (childcare, certificate of participation, gift/incentive, food)</td>
<td>-Co-Facilitate a to be determined # of Paticas Comunitarias</td>
<td>-Do the internal work (How to demonstrate – ongoing process)</td>
<td>-Incorporate understanding and commitment to creating gender equity, ending DV, and building healthy relationships in to the presentations and trainings- develop the models</td>
<td></td>
</tr>
<tr>
<td>Focus groups with alumni Promotoras and Youth Leaders</td>
<td>Promotores recruited by Promotoras and Youth Leaders</td>
<td>-To be determined # of individuals complete training</td>
<td>-Co-Facilitate a to be determined # of Paticas Comunitarias</td>
<td>-Provide tools and opportunity to use them (identify throughout the week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotores receive a to be determined # of weeks of training to facilitate community presentations</td>
<td>-To be determined # to attend anti-violence workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Must attend anti-violence against women workshops</td>
<td>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).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Because the security of Indo-Hispano and Indigenous NM communities depends upon self-determination and the preservation of land, water, and culture:

**If individuals and communities are trained in traditional and modern agricultural practices and supported in working collaboratively & cooperatively to aggregate for greater market access; and**

**If those individuals are accompanied in organizing to advance natural resource policies that protect land and water, allowing small farmers greater access to New Mexico’s food distribution system**

**Then:**
- Local people who are otherwise faced with land loss and few occupational options other than joining the armed forces can choose more constructive career options; and
- New Mexico’s food system will be decolonized as the economic and social bases of the communities most vulnerable to land loss and economic dislocation are strengthened.
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 ACoT 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 ACoT 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

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 develop 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
- Examples of Theories of Change, with checklist for components: https://assets.publishing.service.gov.uk/media/57a08a66ed915d622c000703/Appendix_3_ToC_Examples.pdf