Logic Models, Theories of Change, and Strategic Plans: How to Help Funders Understand Your Impact

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Table of Contents

• Logic Models
  • Overview of Framework
  • Case Example: A Tuberculosis Program
  • Sample International Logic Models
• Theory of Change
  • Overview of Framework
  • Case Example: Khanya Youth Training
  • Sample International ToCs
• Strategic Plans
  • Overview of Document and Planning Process
  • Case Example: Aflatoun
  • Sample International Strategic Plans
• Sources
  • Sources Cited
  • Links to Sample Materials Referenced
Logic Models

Overview of Framework
What Is a Logic Model?
• A picture or a description of how the program works
• A simple representation of the program “theory” explaining what the program will accomplish
• A way to show relationships between what we put in, what we do, and results

Uses of Logic Models:
• Design programs
• Plan evaluations
• Demonstrate outcomes and impact to constituents
• Direct the efforts of staff in data collection
• Make program adjustments based on data
International Use:
• Although many programs use logic models, some international programs are now using USAID’s logical framework (logframe).

Some differences with basic logic model:
• Model includes information on Data Sources which is useful for evaluations.
• It omits the Activities section, requiring users to connect the dots on how the inputs and assumptions create the desired outputs.

USAID LogFrame (Developed in 1970s)

Note: The examples presented in this material are based on the United Way logic model.

Source: USAID; Technical Note: The Logical Framework; 2012.
Logic Models

*case example:*

*a tuberculosis program*
In order to accomplish our set of activities we will need the following:

**Mission:** To improve well-being by a collaborative effort to reduce the incidence of tuberculosis

**Context:** Eroding infrastructure for public health; community mistrust of government; new diseases such as HIV/ AIDS increasing susceptibility to TB; increasing rates of incarceration creating new settings for transmitting TB; and certain strains of TB becoming drug resistant

**Inputs**
- Trained staff
- Health info systems
- Clinics, labs, pharmacies
- Effective organizations

**Activities**

**Outputs**

**Outcomes**

Source: Community Tool Box: Developing a Logic Model or Theory of Change
**A Tuberculosis Program Logic Model**

**In order to address our problem or asset, we will conduct the following activities:**

**Mission:** To improve well-being by a collaborative effort to reduce the incidence of tuberculosis

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| - Trained staff  
- Health info systems  
- Clinics, labs, pharmacies  
- Effective organizations | - Identify TB cases  
- Identify contacts  
- Diagnose causes of local cases | | |

**Context:** Eroding infrastructure for public health; community mistrust of government; new diseases such as HIV/AIDS increasing susceptibility to TB; increasing rates of incarceration creating new settings for transmitting TB; and certain strains of TB becoming drug resistant

Source: Community Tool Box: Developing a Logic Model or Theory of Change
We expect that once completed or under way, these activities will produce the following evidence of service delivery:

**Mission:** To improve well-being by a collaborative effort to reduce the incidence of tuberculosis

**Inputs**
- Trained staff
- Health info systems
- Clinics, labs, pharmacies
- Effective organizations

**Activities**
- Identify TB cases
- Identify contacts
- Diagnose causes of local cases

**Outputs**
- Persons beginning treatment
- Persons completing treatment

**Context:** Eroding infrastructure for public health; community mistrust of government; new diseases such as HIV/ AIDS increasing susceptibility to TB; increasing rates of incarceration creating new settings for transmitting TB; and certain strains of TB becoming drug resistant

Source: Community Tool Box: Developing a Logic Model or Theory of Change
We expect that if completed or ongoing, these activities will lead to the following changes:

**Mission:** To improve well-being by a collaborative effort to reduce the incidence of tuberculosis

**Inputs**
- Trained staff
- Health info systems
- Clinics, labs, pharmacies
- Effective organizations

**Activities**
- Identify TB cases
- Identify contacts
- Diagnose causes of local cases

**Outputs**
- Persons beginning treatment
- Persons completing treatment

**Outcomes**
- Curing affected persons
- Reduction in TB rate
- Improvement of health status

**Context:** Eroding infrastructure for public health; community mistrust of government; new diseases such as HIV/AIDS increasing susceptibility to TB; increasing rates of incarceration creating new settings for transmitting TB; and certain strains of TB becoming drug resistant

Source: Community Tool Box: Developing a Logic Model or Theory of Change
Logic Models
Sample International Logic Models
Program Goal: Provide underserved female entrepreneurs around the world with business and management education that helps grow local economies and bring about greater shared prosperity.
Program Goal: BRAC’s Water, Sanitation, and Hygiene (WASH) program is aimed at achieving the seventh Millennium Development Goal to half the proportion of people without access to safe drinking water and basic sanitation by 2015.
Program Goal: The goal of the SCPII program is to reduce morbidity and mortality due to malaria in the Kwangwali settlement of Uganda.
**Program Goal:** Barefeet’s strives to move street children to safe environments and prevent their disengagement from the community in Zambia.
Theory of Change (ToC)

Overview of Framework
**Theory of Change (ToC): Overview**

**What Is ToC?:**
- A roadmap that plots the desired change and what needs to happen to get there
- An outcome-based, causal model (if-then statements)
- Not a standardized model and various types exist

**Uses of ToC:**
- Strategic Planning - Map change processes and outcomes
- Monitoring and evaluation - Articulate expected outcomes
- Description - Communicate their program externally
- Learning - Use as a thinking tool to develop theories

Source: Act Knowledge: Project Superwomen, Guided Example of Theory of Change
Theory of Change (ToC): Overview

International Use:
• Use of ToC has increased among international NGOs, government, bilateral and multilaterals agencies.
• ToC is being used as a system-thinking tool, incorporating the activities of various players within a certain country.
• Development agencies and organizations are mainly using ToC for evaluation purposes, but increasing its use for program design and implementation.

Source: Vogel, I.; Review of the use of Theory of Change in international development

Various Agencies Using ToC

Graphic Source: Vogel, I.
<table>
<thead>
<tr>
<th>Logic Models</th>
<th>Theory of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graphically summarizes the program’s outcomes, inputs, and activities</td>
<td>• Links outcomes and activities to explain why the desired change is expected</td>
</tr>
<tr>
<td>• Starts with what the organization’s activities are and leads to outcomes</td>
<td>• Starts with outcomes and identifies causal factors and processes</td>
</tr>
<tr>
<td>• Tends to be relatively simplified</td>
<td>• Tends to be complex and many types of models exist</td>
</tr>
<tr>
<td>• Is useful for illustrating a summary of the program</td>
<td>• Is useful for rigorous planning and evaluation</td>
</tr>
</tbody>
</table>
Theory of Change (ToC)

case example:

Khanya Youth Training Project
Vision: Young ex-offenders in Johannesburg are able to find secure, long-term employment and become responsible citizens again

What is the long-term social change we want to help bring about?

Source: Keystone: Developing a Theory of Change
Vision: Young ex-offenders in Johannesburg are able to find secure, long-term employment and become responsible citizens again.

What needs to happen for this change (or vision of success) to come about?

- Youth have marketable vocational skills
  - Pre-condition

- Youth have acceptable work habits and culture
  - Pre-condition

- Attractive job opportunities are accessible
  - Pre-condition

- Youth have counselling, housing & child care support
  - Pre-condition

Source: Keystone: Developing a Theory of Change
What needs to happen in order to achieve the pre-conditions?

**Vision:** Young ex-offenders in Johannesburg are able to find secure, long-term employment and become responsible citizens again

- Youth have marketable vocational skills
  - Training on relevant skills for job opportunities in the area

- Youth have acceptable work habits and culture
  - Training on essential workplace habits and behaviors

- Attractive job opportunities are accessible
  - Employer partners willing to take on youth

- Youth have counselling, housing & child care support
  - Social support services or referral partnerships

Source: Keystone: Developing a Theory of Change
Theory of Change (ToC)

Sample International ToCs
Promoting the rights of poor women to engage in governance systems
Able Child Africa ToC

Working to achieve equal rights for disabled children and families in Africa

- Disability should be a mainstream rather than a specialist issue
- Existing organisations in Africa share our vision
- Adherence to Social Model of Disability
- Inclusive child participation activities and training
- Working with and alongside partners in Africa
- Disabled Children and their families have increased agency over their lives
- Mentoring and capacity building
- Rights Based Approach
- Quality and success depends on understanding that is grounded in the local context

A world in which disabled children are fully included as equal members of society and are able to achieve their full potential.

Facilitate meaningful inclusion

- Realisation of equal rights
- Rights of disabled children to the International Commitment to the
- Collaborative with like-minded organisations, networks and coalitions
- Disability rights advocacy
- Disabled Children in Africa are some of the most marginalised in the world, yet the attention they receive is relatively low

- Sustainable and diverse funding base
- Training and consultancy
- Dealing with and reducing disabling attitudes, beliefs and practices
- Increased ownership and control of disability
- Increased respect, inclusion and participation of disabled children
- Increased support for disabled children and families
- Engaging in human rights frameworks
- High quality education and training
- High level of participation in education and training
- Line of accountability
Empowering women and men to end their own hunger

**Vision**
- Sustainable, vibrant, healthy rural communities free from hunger & poverty

**Pre-conditions (Primary)**
- Government implementing community-driven anti-poverty strategies
- Human rights supported and protected
- Decentralized political power

**Pre-conditions (Secondary)/ Strategies**
- Formation of Country-Led Strategies
- Community Impact
- Shifts in Community Capacity and Conditions

Refer to Full Diagram for Details
Strategic Plans

Overview
Strategic Planning: Internal and External Discovery
Grounded in the ToC or Logic Models

Phase 1 — Internal Discovery
- Set goals & criteria
- (Re)define vision & mission
- Review past efforts

Phase 2 — External Discovery & Analysis
- Engage stateholders — funders, customers, & business
- Research & profiles comparables

Phase 3 — Plan Development
- Develop options
- Use criteria to determine best options

Grounded in the Theory of Change/Logic Models
Key Qualities of a Basic Strategic Plan

• Serves as a unifying document or a **compass** for the organization with a 3-5 year horizon

• Defines a **future vision** encumbered by past or **current realities**, stretching the organization to transform itself over time

• Contains a compelling vision, well-articulated mission, and clearly stated **strategies** and **objectives**

• Identifies **actionable steps** to achieve the objectives
Strategic Plan Components

- **Organizational Assessment:** An objective determination of internal & external factors that impact the organization
- **Vision:** A description of the desired future, ideal state
- **Mission:** A brief description of the organization’s purpose. Why do we exist? What do we really do?
- **Values:** The principles on which an organization is built
- **Strategies and Goals:** Broad areas of activity such as 1) Services, 2) Facilities, 3) Public relations, 4) Staff Development, 5) Board Development, 6) Fundraising
- **Objectives:** Series of time-limited, measurable activities that roll up to the goal areas (include measurable outcomes)
- **Action Steps/ Implementation Plan:** Day to day activities necessary to achieve specific objectives
Ex: Superwomen - Domestic violence survivor program

Refer to Full Diagram for Complete Picture

Note: Logic Models capture inputs, activities, and outcomes so they link directly to Strategies, Goals and Objectives of the strategic plan.

Source: Act Knowledge: Project Superwomen, Guided Example of Theory of Change
Strategic Plans

*case example:*

Aflatoun
Aflatoun provides low-income children with social and finance education program

Refer to Plan for Details

**Scenario:**
In 2006, Aflatoun’s education programs were in **10 countries**. By 2010, they aimed to reach **75 countries** (1 million children) through a network of affiliates.

**Vision 2010**
Three Pillars

**Concept:** Become a thought leader in Child Social Financial Education

**Program:**
- 75 countries, 1 million children by 2010

**Network:**
- Build a movement with 400 partners
Vision 2010

- Implement quality Aflatoun programs in 75 countries, reaching one million children by 2010.

Strategy

- Facilitate and support the quality implementation of Aflatoun programs by developing a relationship with partners and providing technical assistance and services.

Objectives

- Increase number of countries with implementing partners
- Contextualize and refine program materials
- Implement quality assurance system
- Refining of the training methodology
- Facilitate cooperation between implementing partners and other stakeholders

- Example for Program Pillar - Plan highlights similar info for two other pillars.

Objective measures and timeline included in the plan
Strategic Plan Highlight: Aflatoun (‘08 – ‘10)

### Strategic Objectives Implementation Plan (Program Pillar)

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<tr>
<td>Increase number of implementing partners:</td>
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<tr>
<td>* Increase # of countries with implementing partners</td>
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<tr>
<td>* Increase number of partners in non-formal education</td>
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<td>Refine programme material:</td>
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<tr>
<td>* Contextualise workbooks to different regions</td>
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<tr>
<td>* Refine training material</td>
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<td>Implement quality assurance system:</td>
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<tr>
<td>* Develop partner questionnaire</td>
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<td>* Send and collect and synthesise questionnaires</td>
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<tr>
<td>Evaluate and improve training methodology:</td>
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<tr>
<td>* Collect feedback from partners and consult experts</td>
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<tr>
<td>* Refined training method</td>
<td></td>
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<tr>
<td>Facilitate cooperation between partners and other stakeholders:</td>
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</tr>
<tr>
<td>* Facilitate scale up by partner cooperation and involvement of the government and Financial Institutions</td>
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<td>* Setup children participation task force (CPTF)</td>
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</tr>
<tr>
<td>* Twinning between partners</td>
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<td></td>
</tr>
</tbody>
</table>

- Example for Program Pillar - Plan highlights similar info for two other pillars.
Strategic Plans
Sample International Strategic Plans
Strategic Plan Highlight: Able Child Africa (’13-’16)
Assessment of Previous Work

How we did: what we have accomplished from our last strategy

<table>
<thead>
<tr>
<th>Strategic Objectives 2007-2012</th>
<th>Effect change in policy and practice so that the rights of young disabled people are mainstreamed across Africa, nationstate and locally.</th>
<th>Support African-led models for ensuring that young disabled people are included in the development of their communities.</th>
<th>Develop child-focused policies and systems which enable both us and partners to secure full participation, accountability and child safety.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Plan</td>
<td>Collect information &amp; resources about childhood disability. Support our partners to carry out rights based advocacy work. Build the capacity of disabled youth to advocate for their rights. Work to persuade and support mainstream development agencies to include young disabled people.</td>
<td>Develop 8 new partnerships with African-led organizations addressing childhood disability. Continue to support Uganda Society for Disabled Children. Build the capacity of all partners. Provide financial support to partners &amp; monitor its impact. Provide learning &amp; networking opportunities for partners.</td>
<td>Ensure our work is directly informed and monitored by young disabled people. Develop systems to monitor the impact of our work. Transparently report on the use and impact of donated funds. Create a child protection policy.</td>
</tr>
<tr>
<td>What we did</td>
<td>Our programmatic work over the previous strategic period focused on developing meaningful partnerships with African led organisations and working alongside them to improve the lives of disabled children in their local communities. Where partners held advocacy as a key priority, we joined with them to hold local governments to account to their stated commitments. We also began participating in like-minded networks and consortia to leverage our collective power and advocate for change in international policy and legislation.</td>
<td>We are proud to have established 8 new partnerships, while simultaneously maintaining UGSD as a long standing and valued partner. We have leveraged direct financial support and built networks and held meetings in 2008 &amp; 2010. We also provided technical assistance and significantly improved the capacity of each of our partners. In particular, we supported the development of their strategies, organizational policies &amp; procedures, sustainable fundraising, financial management, good governance procedures and MIS systems.</td>
<td>Unfortunately, the launch of ACS in 2007 coincided with the global economic downturn, which slowed growth over the last strategic period. Despite this, we have developed and sustained new partnerships and have increased our income, albeit not to the level originally intended. We have diversified our funding by building relationships with new donors and by establishing friends of AbleChildAfrica. We are proud of our board development, in particular the wide range of skills and expertise represented and the active engagement of Trustees across all areas.</td>
</tr>
<tr>
<td>Looking forward</td>
<td>We plan to: Collaborate with like-minded organizations &amp; networks. Further develop our advocacy work as a strategic priority (see obj. 1). Influence key organizations to mainstream disability in their own work streams. Continuously build the capacity of children and their families to act as agents of change in their own lives and communities.</td>
<td>We plan to: Continue working with and through our existing partners, long term. Develop new funded projects. Continuously build the capacity of African led organizations. Further develop and improve our partnership model. Address resources, develop 2-3 additional partnerships. Diversify our ways of working to have a wider impact across Africa.</td>
<td>We plan to: Further diversify sources of funding. Increase public fundraising through new corporate partnerships &amp; growth of friends of AbleChildAfrica. Strengthen existing relationships with local supporters. Develop relationships with new grant making donors. Maintain a strong and dynamic board.</td>
</tr>
</tbody>
</table>

Able Child Africa advocates for equal rights for disabled children in Africa

Refer to Plan for Details

Describes the original plan, what they did, and plan going forward for the four strategic objectives from the previous five year period.
Identifying Risk Mitigation Strategies

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk level</th>
<th>Impact</th>
<th>Risk mitigation strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline in donor funds prevents Save the Children from expanding its education programmes</td>
<td>Medium</td>
<td>High</td>
<td>Continue to mobilize resources from a variety of public and private donors. Use evidence from successful programmes to make the case for funding for Save the Children education programmes across all members</td>
</tr>
<tr>
<td>Increase in natural disasters and emergencies has a negative impact on our education programmes</td>
<td>Medium</td>
<td>High</td>
<td>Ensure that Save the Children is prepared to support education in emergency situations as part of our dual mandate role</td>
</tr>
<tr>
<td>Inadequate technical capacity to support high-quality education programmes</td>
<td>Medium</td>
<td>Medium</td>
<td>Strengthen the professional network across all Save the Children members. Ensure the quality of senior level professional appointments</td>
</tr>
<tr>
<td>Increase in conflict and/or decline in quality of governance has a negative impact on children’s learning</td>
<td>Medium</td>
<td>Medium</td>
<td>Build the capacity of civil society organizations and other partners to support education in conflict situations. Advocate for governments to give priority attention to the provision of good quality education</td>
</tr>
<tr>
<td>Governments and other stakeholders fail to give adequate attention to the importance of ECCD</td>
<td>Low</td>
<td>Medium</td>
<td>Continue to advocate for the importance of support for ECCD. Develop evidence on innovative interventions that work for ECCD</td>
</tr>
<tr>
<td>Governments and other stakeholders fail to give adequate attention to the importance of improving the quality of education</td>
<td>Low</td>
<td>Medium</td>
<td>Continue to advocate for measures to improve the quality of learning environments. Develop evidence on the impact of improving learning outcomes</td>
</tr>
<tr>
<td>Decline in member engagement and support for education</td>
<td>Low</td>
<td>High</td>
<td>Continue to build members’ ownership of and support for the Education Global Initiative</td>
</tr>
<tr>
<td>Competition between Save the Children global initiatives for scarce resources</td>
<td>Low</td>
<td>Medium</td>
<td>Actively seek opportunities for collaboration across the global initiatives and emphasize the intersectoral nature of our interventions</td>
</tr>
</tbody>
</table>

Identifies potential risks that may prevent the organization from achieving the strategic objectives, along with the mitigation strategies.
All plan examples demonstrate most of the key qualities of a basic strategic plan (refer to previous slide for these qualities). Some are stronger in certain sections than others.
Sources
Sources Cited

• Act Knowledge. *Guided Example: Project Superwoman*, 2013
• USAID, *Technical Note: The Logical Framework*, 2012
• **Theory of Change Samples**
  - [Able Child Africa](http://ablechildafrica.org/wp-content/uploads/2010/03/AbleChildAfricas-ToC-FINAL.pdf)
  - Khanya Youth Training Project
    *(refer to Keystone article under Sources Cited)*
  - [The Hunger Project](https://www.thp.org/files/Global-TOC-updated-4.8.11.pdf)
  - Tuberculosis Program
    *(refer to Community Tool Box article under Sources Cited)*

• **Logic Model Samples**
  - [Goldman Sachs 10,000 Women](http://www.bridgespan.org/Publications-and-Tools/Performance-Measurement/Measurement-as-Learning-What-Nonprofit-CEOs,-Board.aspx#.Uun0ThBdVsk)
  - [BRAC WASH Program](http://prezi.com/rxiv_efccncv/bracs-wash-program-logic-model/)
  - Action Africa Help International
  - [Barefeet](http://joysylvester.files.wordpress.com/2012/05/logic-2.png)
• **Strategic Plan Samples**