

# Logic Models in Evaluation

Logic models can be used as a planning tool to provide narrative about the purpose of a project/programme or intervention. It sets out the components and sequences of activities needed to achieve the project’s goal/aim. It helps identify evaluation priorities and questions to be answered by the evaluation.

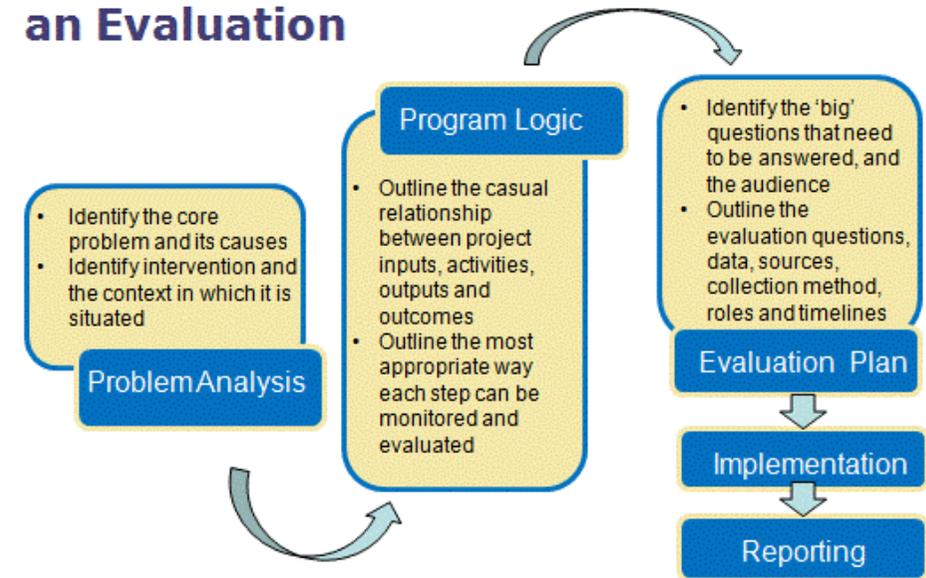
For each component of the logic model, the following could be considered:

Component	Considerations	Potential Measures
Input	What resources are needed or used to develop/ deliver the project? (staff time, partners, equipment, financial, physical)	Cost of project/ intervention
Output (what)	Activities e.g. meetings, training, services delivered during the intervention	Methods used, demographic characteristics of population reached, participant satisfaction
Output (who)	Who engaged with the project/intervention (Participants)	Number and reach (people, staff, organisations, decision-makers, participants)
Outcomes (short term)	What difference did the project make in the short term	Benefits to participants/ those delivering intervention, knowledge, skills, confidence, motivation, aspirations
Outcomes (medium term)	What difference did the project make in the medium term	Changes to practice and policies
Outcomes (long term impact)	What is the potential long term impact of the project	Health, social, economic and organisational impacts

When determining evaluation measures, consideration should also be given to any external influential factors and assumptions held that potentially impact on the project.

Assumptions	Any assumptions held about the impact or effect of the intervention
External Factors / influences	Workforce capacity, stakeholders buy in, participant involvement, etc.

## Planning and conducting an Evaluation



# LOGIC MODEL

**Project Name:**

**Project overview (including aim):**

**Local context:**

<b>Inputs</b> <i>What we invest</i>	<b>Outputs</b>		<b>Outcomes</b> <b>(short term)</b>	<b>Outcomes</b> <b>(medium term)</b>	<b>Outcomes</b> <b>(long term)</b>
	<b>Intervention</b> <i>What we do</i>	<b>Participants</b> <i>Who we will reach</i>			
<b>Assumptions</b>			<b>External Factors/ Influences</b>		

## EVALUATION PLAN

<b>What do we want to know?</b> (Evaluation Question)	<b>How will we know it?</b> (Indicator)	<b>How to collect information about the indicator?</b> (Data source/ method)	<b>When and where will info be collected?</b> (Timeframe)	<b>Who will do this?</b> (Responsibility)

## TYPES AND USES OF EVALUATION

Evaluation Types	When to use	What it shows	Why it is useful
Formative evaluation Evaluability Assessment Needs Assessment	<ul style="list-style-type: none"> <li>• During the development of a new programme/ project</li> <li>• When an existing programme is being modified or is being used in a new setting or with a new population</li> </ul>	<ul style="list-style-type: none"> <li>• Whether the proposed programme elements are likely to be needed, understood and accepted by the population you want to reach</li> <li>• The extent to which an evaluation is possible, based on the goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• It allows for modifications to be made to the plan before full implementation begins</li> <li>• Maximises the likelihood that the programme will succeed</li> </ul>
Process Evaluation Programme Monitoring	<ul style="list-style-type: none"> <li>• As soon as programme implementation begins</li> <li>• During operation of an existing programme</li> </ul>	<ul style="list-style-type: none"> <li>• How well the programme is working.</li> <li>• The extent to which the programme is being implemented as designed</li> <li>• Whether the programme is accessible and acceptable to its target population</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an early warning for any problem that may occur</li> <li>• Allows programmes to monitor how well their programme plans and activities are working</li> </ul>
Outcome Evaluation Objectives-based evaluation	<ul style="list-style-type: none"> <li>• After the programme has made contact with at least one person or group in the target population</li> </ul>	<ul style="list-style-type: none"> <li>• The degree to which the programme is having an effect on the target population's behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Tells whether the programme is being effective in meeting its objectives</li> </ul>
Economic Evaluation: Cost Analysis, Cost-effectiveness Evaluation, Cost- Benefit Analysis; Cost-Utility Analysis	<ul style="list-style-type: none"> <li>• At the beginning of a programme</li> <li>• During the operation of an existing programme</li> </ul>	<ul style="list-style-type: none"> <li>• What resources are being used in a programme and their costs (direct and indirect) compared to outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Provides programme managers and funders a way to assess cost relative to effects "How much bang for your buck"</li> </ul>
Impact Evaluation	<ul style="list-style-type: none"> <li>• During the operation of an existing programme at appropriate intervals</li> <li>• At the end of a programme</li> </ul>	<ul style="list-style-type: none"> <li>• The degree to which the programme meets its ultimate goal</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence for use in policy and funding decisions</li> </ul>