



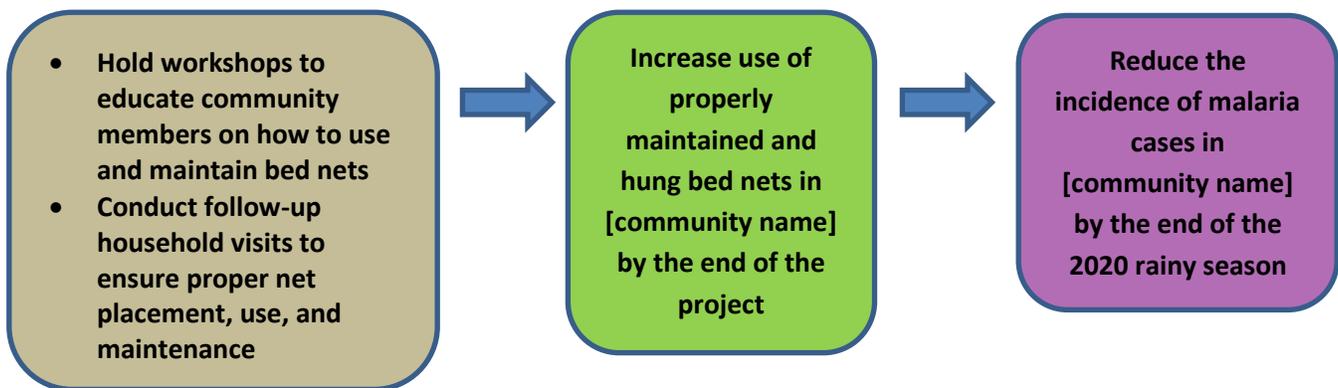
Peace Corps

Peace Corps Small Grants Program

M&E Resources for Small Grants: Theory of Change and Logic Model

Theory of Change

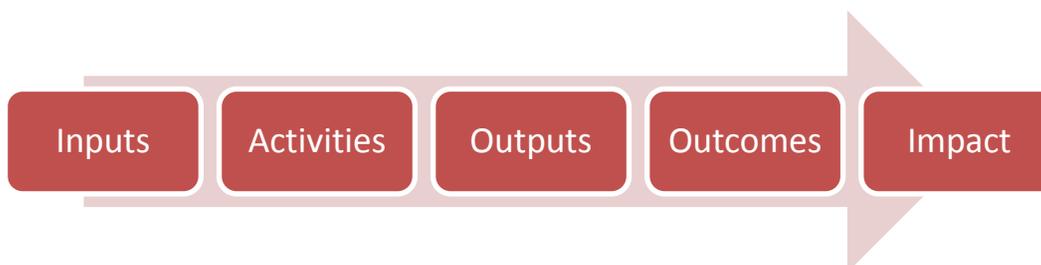
A Theory of Change Model is a visual and logical representation that depicts the relationship between the problems a project is designed to alleviate and the assumptions made regarding how project activities will lead to those changes. A theory of change shows a “causal pathway” – if we do A it will lead to B, which will result in C. A theory of change may be based on scientific evidence; for example, evidence has shown that sleeping under insecticide-treated bed nets every night reduces transmission of malaria. If we know that in a community people do not properly use have bed nets our project might include an activity that involves education workshops on bed net use and maintenance and follow-up household visits on proper net use. The causal pathway is illustrated below:



A theory of change may also be based on assumptions related to the root cause of a problem. For example, a project might have the objective of increasing the percent of pregnant women who attend four antenatal clinics. If it is determined that the root cause of women not attending antenatal clinics is that they are unaware of the purpose or importance of the clinics, a project focusing on an education intervention might be designed; if the root cause is lack of transport and finances, a project would need to look quite different. If the assumption about the root cause of the issue is incorrect, the project might effectively implement its activities yet not achieve its objectives.

Logic Model

A Logic Model is a visual representation showing the sequence of related events (e.g., inputs, activities, outputs, outcomes, impact) that connect the need for a planned activity or set of activities with the desired outcomes and results.



Definitions:

- **Inputs:**
 - **Definition:** *Resources used during project activities to produce outputs*
 - **Question:** What do you put in?
 - **Example:** People, space, materials, knowledge, skills
- **Activities:**
 - **Definition:** *The processes, tools, events, technology, and/or actions that are carried out to achieve the objectives*
 - **Question:** What are you doing?
 - **Example:** Teaching good hygiene practices, teaching how to make soap, demonstrating new gardening techniques, home educating on good nutrition
- **Outputs:**
 - **Definition:** *The direct result of the activities of a project. Outputs may be goods, infrastructure, services or people reached by services.*
 - **Questions:** Who came? How many came? What was developed?
 - **Example:** 8 women, 14 girls under 15, 10 boys under 15 attended. 8 hand-washing stations were produced, 25 bars of soap were made, 35 trees were planted
- **Outcomes:**
 - **Definition:** *Changes in specific knowledge, attitudes, behaviors, or conditions that result from project activities*
 - **Questions:** What changed? Of the number who participated, how many showed change?
 - **Example:** A month later, six women were using the hygiene practices they learned in their homes.
- **Impact:**
 - **Definition:** *The long-term, cumulative effect of an intervention or interventions (e.g., the long-term results stemming from participants' activities over the life of a project).*
 - **Questions:** What is the long-term effect?
 - **Example:** Community members, especially children under 5, are not contracting hygiene- and sanitation-related illnesses (like chronic diarrhea) as often as they once did; community members are able to work more consistently and students are performing more effectively in school because they aren't out sick as often.