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Jordan Fiscal Reform II Project The Program Logic Model and Developing a Chain of Success

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Jordan Fiscal Reform II Project The Program Logic Model and Developing a Chain of Success

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THE PROGRAM LOGIC MODEL AND DEVELOPING A CHAIN OF SUCCESS

A Logic Model is like a “chain of success” whereby program planners and managers map out what they believe will happen when the program performs as designed—it visually illustrates the theory of change that underlies the program’s design.

1. OVERVIEW

This tool provides step-by-step instructions for preparing a Program Logic Model or Chain of Success as well as an optional form to illustrate a program’s alignment with broader institutional and national level goals. The Logic Model is a visual representation of how cause connects to effect through intermediate actions and results. Program planners and managers can use this model to map out the “chain of success” describing what they believe will happen when the program performs as designed. The model makes the major assumptions about causal relationships explicit and therefore easier to validate and test during implementation. Its use helps build consensus about how a program should operate and sets the stage for powerful learning and improvement possibilities. **Figure 1** illustrates the Program Logic model in its simplest generic form.

Figure 1: A Generic Logic Model



Developing a Program Logic Model helps stakeholders gain clarity about the underlying rationale for the program and the conditions under which success is most likely. The clarity of thinking and consensus about expected results gained from building the model becomes a positive factor contributing to the overall success of the program.

2. LEARNING OBJECTIVES FOR THIS TOOL

- By using this tool managers will learn to construct a program logic model or chain of success for a program
- Guide managers and program stakeholders step by step to communicate the theory of change underlying their program and illustrate the cause and effect chain of results leading up to achieving their program's goal
- Reinforce and strengthen knowledge of performance measurement techniques particularly for defining program outcomes; define intermediate and end outcomes in a way that will assist in managing, monitoring and evaluating results
- Learn new ways to express and test the relationship between goals and outcomes at various levels within the program, the institution and the nation

3. EXPECTED BENEFITS

- The process of developing a logic model allows an organization to build a shared understanding of how and why the program is designed to work
- The methodology defines the expected program results and constructs “lagging and leading” outcome indicators that will aid with monitoring, managing, program evaluation and learning
- Completing the optional form aligning program goals to those at higher levels (Program Logic Model – Alignment of Goals and Indicators for Government Levels Form) will aid in completing the Aligning Results and Roles tool; it will also assist when evaluating the contribution of programs to higher level goals during budget formulation and decision making for results oriented budgeting
- Supports fulfillment of the King Abdullah II Award (KAA) Criteria sponsored by the King Abdullah II Centre for Excellence (KACE) for an entity's use of best practices and methodologies in performance management

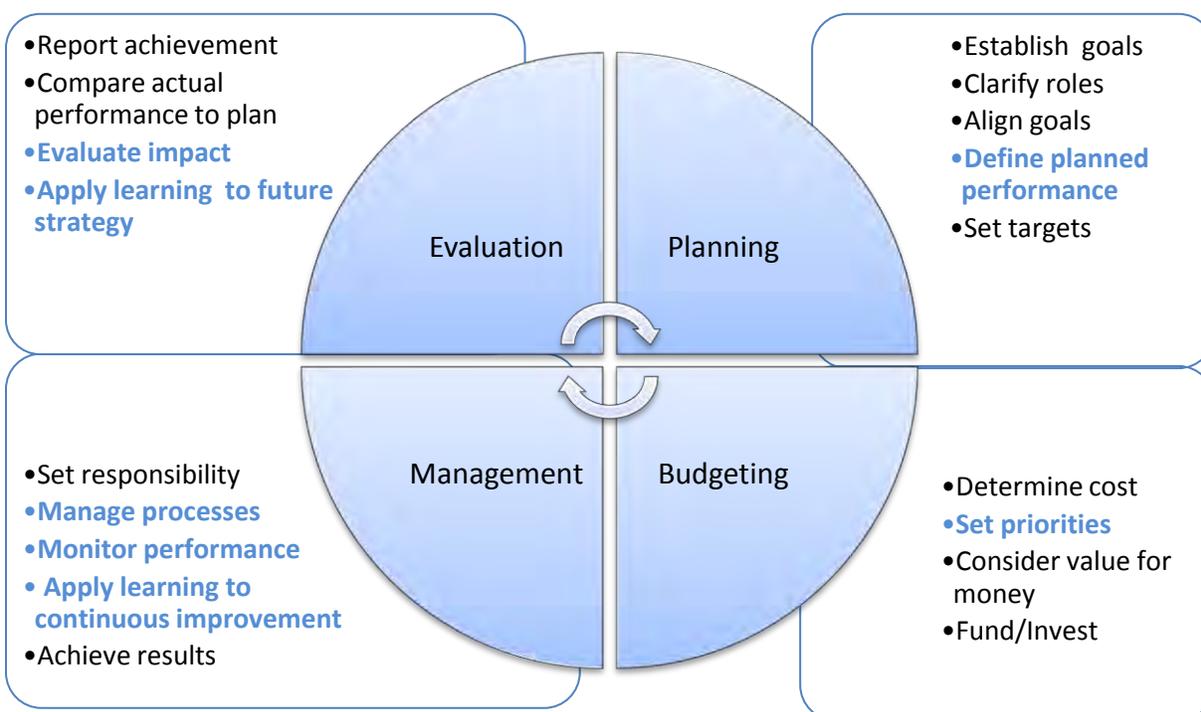
4. THE CONTEXT FOR PROGRAM PERFORMANCE MEASUREMENT IN JORDAN'S PUBLIC ORGANIZATIONS

The program logic model is a widely recognized best practice for program design, performance measurement and evaluation. Its use is referenced both by Jordan's Results Oriented Budget Manual and in instructional materials for performance measurement prepared by the Prime Ministry's Government Performance Administration.

The Program Logic Model is a highly useful resource that yields a stronger and more useful results-focus. A pillar of Results Oriented Government is Strategic Planning and Performance Management Excellence—depending upon an effective results management process to achieve important outcomes. The Program Logic Model facilitates a number of steps in the cycle as illustrated by the highlighted text in **Figure 2**. As illustrated in the figure, the goals or outcomes defined during planning are weighed during the budget process and resource decisions are influenced by the impact

of programs on higher level institutional and national goals. During the management phase the actual results are monitored continuously against planned results and managers improve processes and methods to achieve results. During the evaluation phase program performance is both reported and evaluated so the organization can improve its programs and adjust strategies in the next cycle of planning.

Figure 2: Points in the Results Management Cycle where the Program Logic Model is Highly Useful



5. SUGGESTIONS FOR USING THIS TOOL

This tool provides step by step instructions for preparing a Program Logic Model or Chain of Success as well as an optional form to illustrate a program’s alignment with broader institutional and national level goals. The model makes the major assumptions about causal relationships between the program’s activities and their intended results explicit and therefore easier to validate and test during implementation.

This tool can be used beneficially at many points in a program’s life cycle:

- highly recommended for programs during the design or planning stage
- to help managers define performance indicators that will be highly valuable in later phases of program management, monitoring and evaluation
- when considering how related programs or organizations can partner or collaborate toward a common outcome or goal
- when planning a program review or evaluation
- in conjunction with the Aligning Results and Role tool’s use
- to help when prioritizing programs in results oriented budgeting

Because the tool is highly flexible it can be used in many settings. Some suggestions include:

- use by a single program to strengthen its results focus
- use by an institution for a related group of programs or for all of the institution's programs
- use by programs across different organizations that share a related goal or desired outcome

6. SOME KEY CONCEPTS AND DEFINITIONS

The term **Government Department** is used to refer to any ministry, department, authority, or public body whose budget is included in the General Budget Law.

What is a goal, result and an outcome?

For purposes of this toolkit the terms “goal”, “result,” and “outcome” are used with the same meaning. While some sources make distinctions in these terms, all three describe the broad aim or intent that has been set for accomplishment. (For example, regarding the development of Key Performance Indicators (KPIs), the term “Outcome” refers to the highest-level and long-term measurable results of a program.) Goals, results, and outcomes usually take the form of statements such as these examples from Jordan’s National Agenda: “Improve and preserve the quality of the environment” or “Ensure proper health care to Jordanians on all levels” or “Enhance Jordan’s economy to allow it to thrive and be open to regional and global markets.” Goals focus on the intended benefit or impact on the intended beneficiary – simply stated they describe the desired future state and tell how the beneficiaries will be “better off.” Notice that goal statements describe the desired end state, but they are usually silent on the specific timeframe and level of achievement desired, because they are concerned with the fundamental reasons for the organization’s or the program’s existence rather than for specifically attainable results .

What is an objective?

For purposes of this toolkit, the term “objective” refers to a more specific statement about the planned achievement of the desired outcome embodied in a goal. Many sources introduce the concept of objectives as more specific, measurable, achievable, relevant, and time-bound (“SMART”) statements that communicate the nature and amount of change intended in a given time period.

What is a program?

Government typically uses what are termed “programs” as the focus of management and measurement when aligning government’s efforts and investment of resources toward goals. The government of Jordan presents its budget at the level of program. A program is a set of related activities performed for an intended group of beneficiaries or customers intended to produce a common outcome or result.

Jordan's Budget Manual further defines program as "a grouping of activities and projects one level below government departments and units. A program is designed to achieve a specific objective or closely related objectives. A program should have an identifiable target population; a defined budget, staffing and other necessary resources; and clearly defined objectives and outputs ..." [January 2012 Budget Manual page 10]

What is a theory of change?

A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – are expected to lead to early, intermediate, and long-term outcomes over a specified period.

What is effectiveness?

Effectiveness means that government is achieving the desired results.

What is efficiency?

Efficiency means that government is achieving results at the right price. Government stewardship over resources leads to economical production of the desired outputs and outcomes¹. Also see the definition of a program performance indicator for efficiency.

What are performance indicators?

Jordan's Budget Manual defines a performance indicator as:

"A quantitative measure of what the government is achieving in terms of its progress towards reaching an objective. The term "key performance indicator" (KPI) is often used interchangeably with "performance indicator," but KPI should be used to refer to the performance indicators that are most important to an organization or representative of its work, e.g., the KPIs may be the subset of performance indicators presented in a budget or other strategic document."²

What are the main types of program performance indicators?

Input: The resources used to perform the program's activities generally expressed in monetary terms.

Output: The quantity of services, goods, or assets produced, and this is generally expressed as a count or number.

Efficiency: The relationship between the input consumed and the output, or sometimes the outcome produced generally expressed as a ratio.

Outcome³: A quantitative or qualitative metric describing the type of change in condition, status, or impact produced for or achieved by the intended beneficiary. This is generally expressed as the percentage of the program's intended beneficiaries that

¹ The term "result" may be used interchangeably with the term outcome

² January 2012 Budget Manual page 10

³ The term "result" may be used interchangeably with the term outcome

attain the criterion of success, and so it is often used to express the highest-level attainment of a program.

Note that any of these indicator types could be used as a KPI, Key Performance Indicator, but most often an outcome indicator would be selected because of its value in defining the desired and highest level future state.

How are program outcomes expressed in the Program Logic Model?

A program's outcomes can be expected to occur over time. Programs typically provide an activity or a process that creates an output. Sometimes the output is physical such as a paved road segment, a license or permit or a service response. For example a police deployment in response to an emergency call is an output of the emergency response process. In other cases the product may be a beneficiary participating in a process intended to improve their condition or standing. For example: training farmers in water conservation, examining or treating patients, training government employees in a new skill, coaching mothers in child safety. The output is expected to cause an outcome or result and further a chain of future results into the future. The paved road segment should lead to better road quality and ultimately to safer, less accident prone roadways. The farmer should gain knowledge about water conservation that is later put into action and as a result should lead to reduced water consumption and better environmental sustainability.

While there are slight variations in terminology used for outcomes, in simplest form they can be called initial, intermediate and end outcomes.

Initial Outcome – a quantitative or qualitative metric describing the type of change in condition, status or impact produced for or achieved by the intended beneficiary expected at or soon after the activity or process is completed.

Intermediate Outcome – a quantitative or qualitative metric describing the type of change in condition, status or impact produced for or achieved by the intended beneficiary expected after an initial outcome, caused as a result of attaining the initial outcome.

End Outcome – a quantitative or qualitative metric describing the type of change in condition, status or impact produced for or achieved by the intended beneficiary expected after an intermediate outcome, caused as a result of attaining the intermediate outcome. Attainment of end outcomes may require years for achievement.

Impact – some sources will use this term in the same manner as end outcome. Impact is the ultimate benefit or result that the program helps achieve in society or the nation. For some programs this will be synonymous with the end outcome.

The basic concept is to lay out a chain of outcomes resulting from your program that happen over time—some sooner than others. Defining the expected sequence and timing of outcomes is what makes your Logic Model a “chain of success” and provides a

series of “lagging” and “leading” indicators that can give advance insights along the path toward results.

7. OVERVIEW OF PROGRAM LOGIC MODEL DEVELOPMENT STEPS

This tool leads users through eight steps to develop a Program Logic Model or Chain of Success for a program. An optional ninth step takes the program level outcome information and illustrates its alignment with higher level institutional, sector and national goals. Instructions and tips for success with each step are provided in the sections that follow.

1. Assemble a well-informed group
2. State the main goal or result
3. Identify the resources or inputs
4. Identify your main activities or processes
5. Describe the cause and effect chain using the suggested template
6. Transfer the information to the Program Logic Model - Program Level form
7. Identify performance indicators for the output and the levels of outcome
8. Validate the draft Logic Model and indicators with Others
9. If desired, complete the optional form for Program Logic Model – Alignment of Goals and Indicators for Government Levels

8. STEPS AND INSTRUCTIONS TO DEVELOP YOUR PROGRAM LOGIC MODEL OR CHAIN OF SUCCESS

8.1 ASSEMBLE A WELL INFORMED GROUP

This tool may be used in a single program setting or in a group setting with representatives from multiple programs. It is important to ensure participation by a core group of people who have sufficient knowledge about each program or its subject matter in order to complete an accurate, useful Program Logic Model. It is advised to have at least two people representing each program in order to prompt dialogue and exchange of ideas. Ideally one of the participants should be the program manager so that important knowledge about the context and relevant policies and plans can be incorporated. Adding subject matter experts can greatly enrich the dialog and add valuable perspectives.

Tips and advice before moving on:

- Include the program manager and at least one other person with significant knowledge about the program area or subject matter
- Reach out to subject matter experts who can assist in all or at least part of the process

- The group should be provided with relevant program and institutional plans, strategy maps, scorecards, performance data and reports so they have the benefit of this background information
- Include and assign a person who can serve as the group’s recorder to capture the key ideas and complete the forms

8.2 STATE THE MAIN GOAL OR RESULT

Current planning documents for your program or institution should include a goal for your program if it has been in existence for a while. A program mission statement, if available, should be quite valuable for understanding the main goal or program intent and who the program is intended to benefit or serve. If you are in the initial planning stage for a program then you will need to draft a goal.

Well constructed goals focus on the intended benefit or impact on the intended beneficiary. Simply stated they succinctly describe the desired future state and tell how the beneficiaries will be “better off”. When you read a well constructed goal it is easy to picture how success can be measured. If the intended beneficiary group is not all of the people of Jordan then be sure to describe the target group in the goal statement as illustrated in the examples provided in **Table 1**.

Table 1: Sample Program Goals

Health:	Ensure immunization of all pre-school children to prevent disease
Or	Ensure immunization of all income eligible pre-school children
Or	Ensure immunization of all pre-school children in school district <u>X</u>
Employment:	Provide job training for youth to obtain employment
Or	Provide vocational training for income eligible youth age 15 to 18 so they can obtain employment
Road Maintenance:	Maintain roads in safe, smooth condition for users
Or	Maintain the secondary road system of district <u>X</u> in safe, smooth condition for users
Water quality:	Ensure safe, sufficient drinking water for the public
Or	Ensure safe, sufficient drinking water for the public of district <u>X</u>

Tips and advice before moving on:

- Check the goal to be sure it has a clear intended outcome and target beneficiary
- Write your goal on a large sheet of paper and post it where it is visible during the rest of the process

8.3 IDENTIFY THE RESOURCES OR INPUTS

Inputs are the resources that the program spends money on, in other words your program's costs. If the program has been funded previously the inputs should be found in the budget. Look for the line items that you see in economic classification budgeting. Examples of inputs are personnel, buildings, equipment, vehicles, and land. For purposes of this exercise it is sufficient to list the total budget amount for the program without showing the breakout by line items.

If your program received significant resources from another source that are not included in the budget be sure to identify the source, type and amount of resource donated. For instance, a program might be hosted free of charge in a facility owned by another organization, receive in-kind services from another program, receive grant funds from a non-profit or benefit from volunteer assistance.

Tips and advice before moving on:

- Be sure you have checked beyond your budget to identify any other significant resources your program receives
- Check with budget analysts to help identify the program costs

8.4 IDENTIFY YOUR MAIN ACTIVITIES OR PROCESSES

An activity is a set of related tasks that lead to production of an output or product. Activities can also be described as major work processes. Programs are comprised of a core set of activities. Activities represent distinctly different approaches or strategies to accomplish the common goal. For example a childhood immunization program may have two main strategies: (1) outreach and community awareness, and (2) immunization/clinic services. One distinct strategy is to increase community awareness and encourage participation through outreach efforts—an activity called “outreach and community awareness”. The second strategy to getting children immunized is administering immunizations in clinic and school settings and this activity would be “Immunizations and Clinics”.

Your objective for the Program Logic Model is to identify what you do (or intend to do if the program is new) in order to produce the result. The objective is to capture the main types of activities or work processes not each and every task. In general you will find a program has anywhere from one to five main activities or work processes. There may be exceptions for unusually large or complex programs but it is recommended that you strive for simplicity, especially if this is the first attempt at developing logic models. Use the group process steps listed in **Table 2** to identify and if necessary refine the list of major activities.

Table 2: Group Process to Identify Activities

Have each person think of candidate activities individually and write each idea on a card or “post it” note

- Once the group has finished generating ideas, place the cards or notes where they can be seen
- As a group sort and organize the cards placing related ideas into groups or categories
- Make a heading or title for each group
- If there are more than five groups:
 - further merge the groups into broader categories and/or
 - use voting to identify the most important ones to pare the list to a more manageable number
- Give each resulting group an activity name or title
- If the activities have an order or preferred sequence in which they should be done, arrange them in order from first to last

Tips and advice before moving on:

- Aim for no more than five activities; in fact one or two may be sufficient
- Strive for simplicity when defining activities, especially if this is the first attempt at developing logic models. Stick to the main “big ideas.”

8.5 DESCRIBE THE CAUSE AND EFFECT CHAIN USING THE SUGGESTED TEMPLATE

The core of the Logic Model is its ability to clarify and illustrate assumptions about cause and effect leading up to the program goal. To surface these assumptions and define your chain of success of benefits use the template in **Table 3** for each activity you identified in step 4. If the activities have a particular sequence or order start with the first one and work through the activity list until all are completed.

It is suggested that your group work individually to complete the templates before sharing them. With a simple, straightforward program it is possible that fewer outcome levels are suitable. If at any point you feel “stuck” to think of an answer that differs from the previous one simply leave the next level blank. This situation may be true particularly once you get to the last level of “impact”. Once everyone has completed an individual template, compare and contrast the individual versions. Then as a group work to develop a common version that incorporates the best ideas. Be sure to express the benefits in steps (b) through (e) so that the intended benefit and its recipient(s) are clear. When completing templates for activities it is quite possible that some of the later outcomes and the impact will be the same.

Table 3: Template to Identify Cause and Effect Assumptions and Relationships with Completed Example

Template Questions	Example for Water Conservation Training Activity
<p>a. When we do/perform/provide [activity name] the output we produce is ____ (a product/a unit of service)</p> <p>b. This output then causes an initial benefit of ____ [this is the initial outcome]</p> <p>c. This initial benefit later leads to ____ [this is the intermediate outcome]</p> <p>d. And this benefit later leads to ____ [this is the end outcome]</p> <p>e. The end benefit or impact that ultimately occurs for the nation or society is ____ . [this is the program’s impact on a broader national or societal goal]</p>	<p>a. When we provide <u>water conservation training for farmers</u> the output we produce is <u>farmers who are trained in water conservation</u> (a product/a unit of service)</p> <p>b. This output then causes an initial benefit of <u>farmers who gain knowledge and new skills in water conservation</u> [this is the initial outcome]</p> <p>c. This initial benefit later leads to <u>farmers implement the farming practices they learned</u> [this is the intermediate outcome]</p> <p>d. And this benefit later leads to <u>reduced water consumption per cultivated cubic meter of farmland by participating farmers</u>[this is the end outcome]</p> <p>e. The end benefit or impact that ultimately occurs for the nation or society is <u>a more sustainable, cost effective water supply for all users.</u> [this is the program’s impact on a broader national or societal goal]</p>

Tips and advice before moving on:

- If you feel “stuck to think of an answer that differs from the previous one simply leave it level blank; very simple programs may not require four levels of distinct outcomes. It is possible that the impact could be the same as the end outcome
- If your group has difficulty agreeing upon a common version of the template, seek out subject matter experts who can offer advice or “tie-break”
- Remember to complete a template for each one of the activities you identified
- It’s possible and even desirable that activities will share the same outcomes and ultimately lead to the same impact

8.6 TRANSFER THE INFORMATION TO THE PROGRAM LOGIC MODEL - PROGRAM LEVEL FORM

You are now ready to transfer information to the Program Logic Model - Program Level form found in **Appendix 2: Program Logic Model – Program Level Form**. Insert the inputs, activities, output, initial outcome, intermediate outcome and end outcome into the spaces provided as illustrated in **Figure 3**. For reference a completed example can be found in **Appendix 4: Completed Example Program Logic Model – Program Level Form for Water Conservation Program**.

Figure 3: Transferring Activities and Statements to the Program Logic Model

IF	IF	THEN	THEN	THEN	THEN	THEN
Inputs	Activity/Activities	Output	Initial Outcome	Intermediate Outcome	End Outcome	Impact on Nation
[resources here]	[1 st activity here]	[output 1 here]	[initial outcome 1 here]	[intermediate outcome 1 here]	[end outcome 1 here]	[Impact 1 here]
	[2 nd activity here]	[output 2 here]	[initial outcome 2 here]	[intermediate outcome 2 here]	[end outcome 2 here]	[Impact 2 here]
	[3 rd activity here]	[output 3 here]	[initial outcome 3 here]	[intermediate outcome 3 here]	[end outcome 3 here]	[Impact 3 here]
	Etc.					

Use additional sheet(s) if more space is needed to list the activities. As mentioned before, it is quite likely that the outcomes of activities will start to merge as you progress further toward the end outcome and impact in the chart. **Figure 4** illustrates a program with two activities that share common outcomes later in the chart.

Figure 4: Sample Form Illustrating Activities with Outcomes That Merge

Program:	Water Conservation Training for Farmers					
IF	IF	THEN	THEN	THEN	THEN	THEN
Inputs	Activity/Activities	Output	Initial Outcome	Intermediate Outcome	End Outcome	Impact on Nation
Program budget of 800,000 JD	water conservation training for farmers Technical assistance on practices for farmers by field experts	farmers who are trained in water conservation Farmers who receive advice and guidance from expert	farmers who gain knowledge and new skills in water conservation Farmers increase their knowledge and skills in water conservation	farmers implement the farming practices they learned	reduced water consumption per cultivated cubic meter of farmland by participating farmers	more sustainable, cost effective water supply for all users

Tips and advice before moving on:

- Use multiple sheets as needed to illustrate multiple activities
- Place activities that have shared outcomes and impact close to one another on the form so you do not need to repeat the shared statement.
- It is helpful to use connecting arrows to depict situations where more than one statement relates to a shared statement at a later point in the model chart as illustrated in **Figure 4**.

8.7 IDENTIFY PERFORMANCE INDICATORS FOR THE OUTPUT AND THE LEVELS OF OUTCOME

Now you are ready to select or develop performance indicators related to the output and outcome statements on the Logic Model. Performance indicators are quantitative measures of what the program is achieving in terms of its progress towards reaching its intended goal. Typically a program is measured by a set of indicators that measure different facets of performance. An output indicator measures the quantity or amount of production for each activity. An outcome indicator is a quantitative or qualitative metric describing the type of change in condition, status or impact produced for or achieved by the intended beneficiary. Outcomes help gauge whether the group intended to benefit in the goal statement is indeed being made “better off”. Outcomes indicators can be matched to the stage of outcome statement in the model, initial, intermediate, end and impact. The topic of performance indicators is covered in more detail in the definition section of this tool.

It is important to keep in mind that the farther you go toward the end of the logic model the more difficult it becomes to attribute the indicator performance to the program’s action. It is difficult to attribute outcomes (the end of the program-level logic model) to government action because there are other factors that affect outcome indicators, regardless of the effectiveness of the government department or unit’s programs. Key factors outside of government department and unit control include: economic changes, demographic changes, some cost drivers (e.g. inflation, energy cost), and policy changes in other programs. In the sample illustrated in **Table 4** note that weather conditions are an important explanatory indicator to track along with water consumption data when measuring the Water Conservation Training Activity.

Table 4: Sample Performance Indicators for the Water Conservation Training Activity

Statement	Corresponding Performance Indicator
<p>a. When we provide <u>water conservation training for farmers</u> the output we produce is <u>farmers who are trained in water conservation</u> (a product/a unit of service)</p> <p>b. This output then causes an initial benefit of <u>farmers who gain knowledge and new skills in water conservation</u> [this is the initial outcome]</p> <p>c. This initial benefit later leads to <u>farmers implement the farming practices they learned</u> [this is the intermediate outcome]</p> <p>d. And this benefit later leads to <u>reduced water consumption per cultivated cubic meter of farmland by participating farmers</u>[this is the end outcome]</p> <p>e. The end benefit or impact that ultimately occurs for the nation or society is <u>a more sustainable, cost effective water supply for all users.</u> [this is the program’s impact on a broader national or societal goal]</p>	<p>a. Number of farmers completing training</p> <p>b. Number and percentage of participants who demonstrate acquisition of knowledge upon completion</p> <p>c. Number and percentage of participants who implement the practices in the next growing season [or other timeframe appropriate]</p> <p>d. Net change in water consumption per cultivated cubic meter compared to the previous growing season [collecting explanatory data on climate days may be useful in case there are weather related variables affecting consumption]</p> <p>e. Agricultural water consumption per user in MCMs Cost per MCM of water produced Percent of water supply consumed by agricultural users</p>

Identify one or more performance indicators for each category in the model.

Tips and advice before moving on:

- Refer to other sources or tools for additional information on developing performance indicators
- Examine the source(s) of data for each indicator and the feasibility of its collection before finalizing your indicator set
- Stick to the “critical few” measures to avoid placing an undue burden on the program
- Define alternate indicators if an initial one is not feasible to collect

8.8 VALIDATE THE DRAFT LOGIC MODEL AND INDICATORS

All Logic Models benefit from a “toll gate” review by knowledgeable stakeholders to validate that the stated logic for the program is indeed “logical”. Reviewing your group’s work product with others helps ensure that the program’s intent is communicated effectively and that the steps in the outcome or results progression appear reasonable and well supported. In the best case situation the program can supply evidence in the form of research or analysis of past program performance that supports its hypothesis or theory of change. Validating your map with others can reveal areas that need refinement and helps strengthen the final product.

A number of options are possible for making a review of the program’s map for change. Consider the following:

- Review by peers in your organization is highly desirable to ensure consistency and coordination. This is particularly important and beneficial for programs that are striving toward the same goal
- Review by policy, evaluation, budget or performance audit experts can be quite valuable to obtain objective critique and advice
- Review and “sign off” by senior level managers in your organization is essential to ensure that your work is consistent with broader organizational goals and policy direction

Tips and advice before moving on:

- Ensure the program’s most recent map has undergone a thorough review by stakeholders outside of the program
- Obtain “sign off” from senior levels of management

8.9 IF DESIRED, COMPLETE THE OPTIONAL PROGRAM LOGIC MODEL – ALIGNMENT OF GOALS AND INDICATORS FOR GOVERNMENT LEVELS FORM

The optional Program Logic Model – Alignment of Goals and Indicators for Government Levels form in **Appendix 3: Program Logic Model – Alignment of Goals and Indicators for Government Levels Form** provides a helpful template for identifying and illustrating the broader organizational goals a particular program contributes toward. For government to be effective in attaining national or societal goals the focus on results must cascade through all levels so efforts are aligned and coordinated toward achieving the results that matter most to the people of Jordan. In an ideal setting every program should be aligned with and supportive of the organization’s goals but also with the nation’s goals. In some cases there will be sector goals that are relevant to consider and review for alignment.

Complete the form using the following steps:

- Transfer the final column data with your program’s end outcome indicator and/or impact from the Program Logic Model – Program Level Form to the first column of this form—this is your starting point
- Review your institution’s plans and identify the goal most closely related to your program’s outcome. Your group must exercise reasonable judgment about the extent to which the program contributes to the respective goals. If there is not a goal that fits note this as “not applicable”.
- If you selected an aligned goal from your institution then examine Key Performance Indicators (KPI)s associated with that goal. If there is more than one, select the one most directly impacted by your program’s outcome. If there is not a KPI that fits note this as “not applicable”
- Check to see whether your institution is part of a Sector group at the national level. If so, identify which Sector Goal (or Sector Objective) is most closely related to your program’s outcome. Your group must exercise reasonable judgment about the extent to which the program contributes to the respective Sector goals. If there is not a goal that fits note this as “not applicable”
- If you selected an aligned goal from the Sector group then examine Key Performance Indicators (KPI)s associated with it. If there is more than one, select the one most directly impacted by your program’s outcome. If there is not a Sector level KPI that fits note this as “not applicable”
- Examine the set of goals or objectives at the national level and identify which one is most closely related to your program’s outcome. Your group must exercise reasonable judgment about the extent to which the program contributes to the respective national goals. If there is not a goal that fits note this as “not applicable”
- If you selected an aligned goal or objective from the national level then examine Key Performance Indicators (KPI)s associated with it. If there is more than one, select the one most directly impacted by your program’s outcome. If there is not a national level KPI that fits note this as “not applicable”
- Space is provided at the bottom of the form for notes or key points concerning the alignment of goals and indicators

Tips and advice before moving on:

- Review this alignment map with and obtain “sign off” from senior levels of management
- Completing this alignment map will aid in completing the Aligning Results and Roles tool; it will also assist when considering the contribution of programs to higher level goals during budget formulation

9. CONCLUSION

The Program Logic model is a highly useful resource that yields a stronger, shared results-focus. This tool is beneficial at any point during a program's life cycle to strengthen monitoring, management and evaluation. Consider completing the optional Program Logic Model – Alignment of Goals and Indicators for Government Levels Form if you have not already done so. This form extends the value of your Program Logic Model by helping evaluate the alignment of goals from the program level, up through the institution, to sector and national goals. Completing this process aids considerably when using the Aligning Results and Roles tool. This step also aids when setting budget priorities in results oriented budgeting by considering the extent to which a particular program supports achievement of the institution's and the nation's goals.

APPENDIX 1: TEMPLATE TO IDENTIFY CAUSE AND EFFECT ASSUMPTIONS AND RELATIONSHIPS FOR A PROGRAM

a. When we do/perform/provide _____

[activity name] the output we produce is:

(a product/a unit of service)

b. This output then causes an initial benefit of:

[this is the initial outcome]

c. This initial benefit later leads to:

[this is the intermediate outcome]

d. And this benefit later leads to:

[this is the intermediate outcome]

e. The end benefit or impact that ultimately occurs for the nation or society is:

[this is the program's impact on a broader national or societal goal]

APPENDIX 2: PROGRAM LOGIC MODEL – PROGRAM LEVEL FORM

Program Logic Model – Program Level						
Program:						
IF	IF	THEN	THEN	THEN	THEN	THEN
Inputs	Activity/Activities	Output	Initial Outcome	Intermediate Outcome	End Outcome	Impact on Nation
Indicators to Measure	(not applicable)					

APPENDIX 3: PROGRAM LOGIC MODEL – ALIGNMENT OF GOALS AND INDICATORS FOR GOVERNMENT LEVELS FORM

Program Logic Model – Alignment of Goals and Indicators for Government Levels			
Program:			
Program Impact on Nation (sometimes the End Outcome)	Institutional Goal	Sector Goal (if applicable)	National Goal (Impact)
Indicators to Measure	Institutional KPI	Sector KPI	National KPI
Notes	Notes	Notes	Notes

APPENDIX 4: COMPLETED EXAMPLE PROGRAM LOGIC MODEL – PROGRAM LEVEL FORM FOR WATER CONSERVATION PROGRAM

Program Logic Model – Program Level						
Program:	Water Conservation Training for Farmers					
IF	IF	THEN	THEN	THEN	THEN	THEN
Inputs	Activity/Activities	Output	Initial Outcome	Intermediate Outcome	End Outcome	Impact on Nation
Program budget of 800,000 JD	water conservation training for farmers Technical assistance on practices for farmers by field experts	farmers who are trained in water conservation Farmers who receive advice and guidance from expert	farmers who gain knowledge and new skills in water conservation ↘ Farmers increase their knowledge and skills in water conservation ↗	farmers implement the farming practices they learned	reduced water consumption per cultivated cubic meter of farmland by participating farmers	more sustainable, cost effective water supply for all users
Indicators to Measure	(not applicable)	Number of farmers completing training Number of	Number and percentage of participants who demonstrate acquisition of knowledge upon completion	Number and percentage of participants who implement the practices in the next growing season [or other timeframe]	Net change in water consumption per cultivated cubic meter compared to the previous growing season	Agricultural water consumption per user in MCMs Cost per MCM

		farmers assisted by field experts Hours of advice provided by experts	Number and percentage of participants who rate the assistance as helpful in increasing their skills	appropriate]	[collecting explanatory data on climate days may be useful in case there are weather related variables affecting consumption]	of water produced Percent of water supply consumed by agricultural users
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