

MODULE I

Monitoring and Evaluating Constructive Men's Engagement Programs

Handouts

MEASURE Evaluation



Handout 1

Sample Outline of an M&E Plan

1.0 Introduction

- 1.1 Mission and Vision [of organization managing project]
- 1.2 Background Information/Context [for Organization X and Project Name]
- 1.3 [Project name] and Funding Mechanism
- 1.4 Purpose of the Monitoring & Evaluation Plan
- 1.5 Monitoring and Evaluation Team
- 1.6 Audience Analysis

2.0 Program Description and Frameworks

- 2.1 Program Goals and Objectives
- 2.2 Program Strategies and Activities (including Geographic Scope and Target Population)
- 2.3 Conceptual Framework
- 2.4 Logic Model (or Logical Framework)
- 2.5 Results Framework (if applicable)
- 2.6 Critical Assumptions

3.0 Program Implementation Plan

4.0 Indicators and Information Sources

- 4.1 Indicator Table/Matrix
- 4.2 Indicator Reference/Information Sheets

5.0 Monitoring Plan

6.0 Evaluation Plan

7.0 Data Quality Plan

8.0 Information Dissemination and Utilization

- 8.1 Donor Reporting Requirements
- 8.2 Key Audiences
- 8.3 Communication Strategies
- 8.4 Dissemination and Utilization of Results

9.0 Roles and Responsibilities

- 9.1 Program Implementer
- 9.2 Implementing Partners
- 9.3 Monitoring and Evaluation Consultants

Handout 2

CME Case Studies

Handout 3

Is it Monitoring or Evaluation?

Activity 3.1

Are the following situations monitoring or evaluation?

1. The Ministry of Health wants to know if CME programs operated at multiple sites throughout the country focusing on transforming gender norms and increasing safe sex practices are reducing the prevalence of STIs and HIV.
2. Your donor/funding agency wants to know how many couples your RH program has counseled in the past year, and whether they make FP decisions jointly.
3. A community leader is interested in finding out if the media campaign being conducted to transform thinking about IPV is reaching the intended audience (men and boys).

Handout 3

Is it a Goal or an Objective? If an Objective, Is it SMART? Activity 3.2

Are the following goals or objectives? If they are objectives, are they SMART?

1. To increase equality between men and women.
2. To increase the percentage of couples receiving RH services who report making FP decisions jointly from 20% in 2007 to 50% by 2010.
3. To increase the number of men who bring their children for immunizations and other clinic visits by 30%.
4. To improve health outcomes for men and boys.
5. To decrease sexual risk taking.
6. To shift men's attitudes, beliefs and practices regarding early marriage.
7. To increase the percentage between 2007 and 2010 of men who question norms about masculinity.

Handout 3 (continued, if time permits)

Improving Goals and Making Objectives Smarter Activity 3.3

Instructions

The objective of this exercise is to enable participants to differentiate goals from objectives and to provide practical experience in critiquing objectives and creating SMART objectives.

- Get into 4-5 groups.

Phase I:

- Choose one statement from the list below.
- Decide whether the statement is a goal or an objective.
- If a goal, is it properly stated? Why or why not?
- If an objective, is it SMART? Why or why not?

Phase II:

- If an objective is not SMART, rewrite it in order to make it “SMARTER.”
- Rewrite each goal that you consider to be poorly stated.

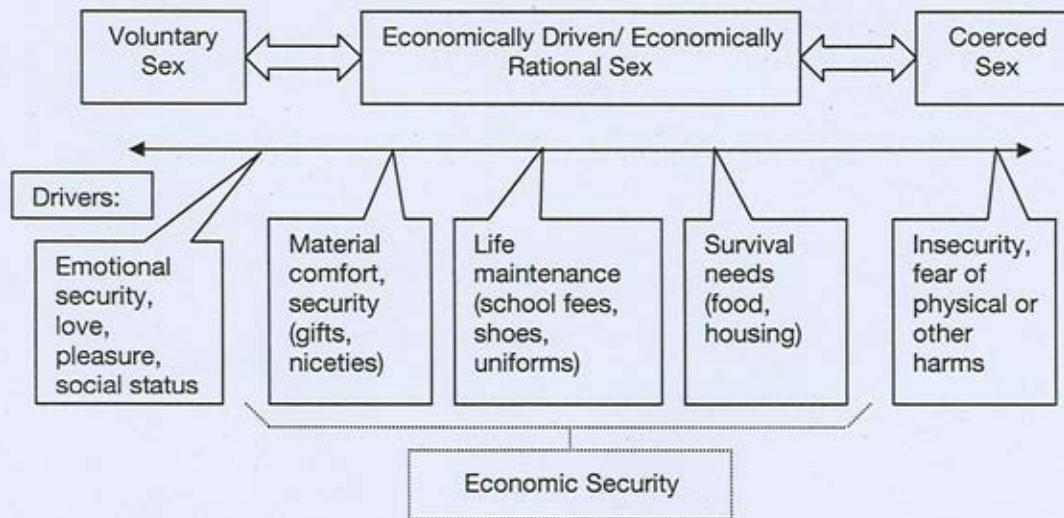
Program Goals and Objectives

1. increase men’s ability to question norms about masculinity
2. increase men’s and women’s ability to make informed, safe, consensual sexuality and reproduction decisions
3. improve men’s attitudes, beliefs, and practices regarding sexual risk taking
4. increase men’s support of women’s sexual and reproductive health and children’s well-being
5. meet the reproductive and sexual health needs of men
6. promote women’s equal status in RH decision making, and promote equal regard of male and female children
7. reduce violence against women and intimate partners
8. change men’s attitudes and behaviors toward gender equity
9. increase joint decision-making among couples regarding FP use and method choice
10. increase men’s participation in antenatal care with their partners
11. increase the number of who actively engage in their addressing children’s health care needs.

Handout 4

Conceptual Model for Understanding Cross-Generational Relationships

Figure 1: Reasons/Drivers for Sexual Activity along a Continuum of Volition



Source: A. Weissman et al., from "Cross-Generational Relationships: Using a 'Continuum of Volition' in HIV Prevention Work Among Young People," 2006. Courtesy of Save the Children.

Handout 5

Identifying Logic Model Components

Activity 5

Instructions:

Each of the components listed in this handout corresponds to one of the five categories within the logic model: input, process, output, outcome, and impact. Decide which logic model component the scenario illustrates.

- Component 1:** The number of group education sessions held in which fathers learned how to bathe a baby.
- Component 2:** In the next year, we expect to see an increase of 10% in the proportion of fathers who take their children under the age of 12 months for immunization, compared with the previous year.
- Component 3:** Your community has procured computers, office supplies, and other necessary equipment for a local community-based intervention that is working to promote fathers' role in caring for children under five years of age.
- Component 4:** Religious leaders working with your project hold a series of community meetings for men and boys to manage anger and resolve conflict in the context of couple relationships.
- Component 5:** You want to promote public awareness of how gender norms affect men and boys themselves and their partners and families, so you collaborate with local radio stations to develop a series of radio spots on inequitable gender norms and their consequences.
- Component 6:** Through local surveys and the use of comparable data, you learn that a higher proportion of young men in your community believe that cooking for the family and taking care of the home are a woman's most important roles.
- Component 7:** There is an increase in the percentage of men who believe that a woman can say no to sexual relations in any circumstance.
- Component 8:** There is an overall decrease in the prevalence of intimate partner violence in the community.

Handout 6

Logic Model Example for Training Program

INPUT

- human and financial resources to develop & deliver male-specific training curriculum and materials
- training venue

PROCESS

- develop and pilot curriculum materials
- facilitate workshop logistics
- provide training workshops for service providers

OUTPUT

- training provided to service providers
- improved services provided to women and their male partners
- increased skill/self-efficacy to include/serve male partners

OUTCOME

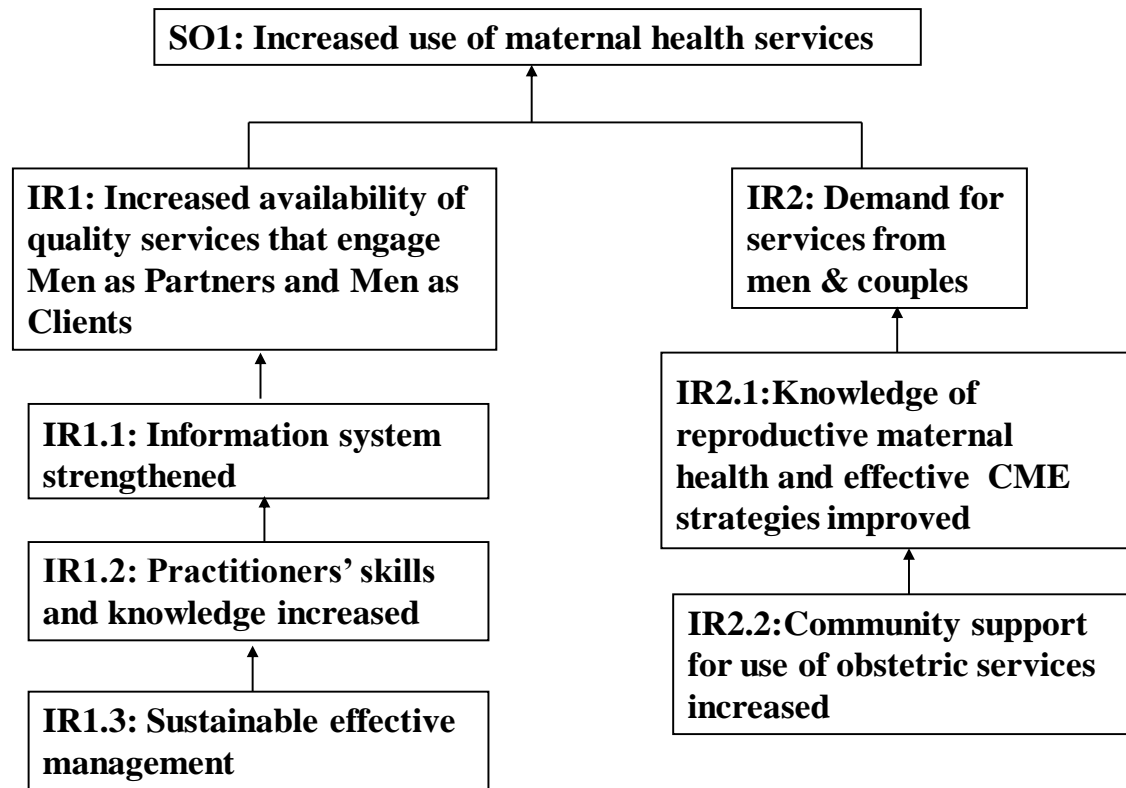
- men's knowledge about prenatal care, labor/delivery, and infant care increased
- increased demand for HIV, RH and MH services

IMPACT

- decreased maternal mortality
- decreased infant mortality
- increased use of FP
- decrease in unwanted pregnancies

Handout 7

Sample Results Framework for a Reproductive Health Program that Incorporates CME



Handout 8

Operational Definition of Indicators

Activity 8

One of the characteristics of a good indicator is that it should be defined in precise, unambiguous terms that clearly define exactly what is being measured.

Instructions:

1. Get into groups of 4.
2. Choose one of the terms listed below.
3. Write an operational definition to strengthen the indicator.
4. Note that you have 15 minutes for this exercise.

INDICATORS:

- prevalence of early marriage
- percentage of men with gender-inequitable norms among men
- percentage of women who have control over household resources

Handout 9

Sample GEM Scale Domains and Items

Men and Boys Questionnaire:

(a total of 24 items across the following 5 domains)

Home and child-care

- cooking and cleaning are the wife's responsibility

Sexual relationship

- men are always ready to have sex

Health and disease prevention

- I would be outraged if my partners asked me to use a condom

Violence

- there are times when a woman deserves to be beaten

Homophobia and relations with other men

- I would never have a gay friend

Women and Girls Focus Groups:

Social Relationship and Power Scale Questionnaire:

(a total of 23 items across the following two subscales)

Relationship control

- my partner always wants to know where I am
- my partner does what he wants even if I don't want him to
- my partner would get angry if I suggested condom use

Decision-making dominance

- who usually has more say about whether you have sex?
- who usually has more say about important decisions?

Pulerwitz, J. (2007). *Measuring the Impact of Gender-focus Interventions*. Available online at: [http://www.igwg.org/eventstrain/presentations/Pulerwitz.ppt#371,1,Measuring the impact of gender-focused interventions](http://www.igwg.org/eventstrain/presentations/Pulerwitz.ppt#371,1,Measuring%20the%20impact%20of%20gender-focused%20interventions)

The Gender-Equitable Men Scale (GEM Scale) ***Original Version***

Recommended citation:

Pulerwitz, Julie and Gary Barker. 2007. "Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM scale," *Men and Masculinities* published online.

Notes:

- Items are given below in Portuguese, English, and Spanish.
 - Answer choices are agree (1), partially agree (2), and do not agree (3)
 - Instructions on how to create the full GEM Scale are described below.
-
-

Subscale 1: "Inequitable" Gender Norms

1. É o homem que decide de que forma o casal vai transar.
It is the man who decides what type of sex to have.
Es el hombre quien debe decidir de qué forma tener las relaciones sexuales.

2. O trabalho mais importante da mulher é cuidar da casa e cozinhar para sua família.
A woman's most important role is to take care of her home and cook for her family.
El papel más importante de las mujeres es cuidar de su casa y cocinar para su familia.

3. O homem precisa mais de sexo do que a mulher.
Men need sex more than women do.
Los hombres necesitan más sexo que las mujeres.

4. Sexo não se conversa, se faz!
You don't talk about sex, you just do it.
De sexo no se habla, ¡se hace!

5. Mulher que tem caminha na bolsa é piranha.
Women who carry condoms on them are "easy".
Las mujeres que tienen condones en su bolsa son mujeres fáciles.

6. Trocar fralda, dar banho e dar comida ao filho são coisas de mãe.
Changing diapers, giving the kids a bath, and feeding the kids are the mothers' responsibility.
Cambiar pañales, bañar y alimentar a un hijo son responsabilidades de la madre.

7. É a mulher que deve tomar providências para não engravidar.
It is a woman's responsibility to avoid getting pregnant.
Es responsabilidad de una mujer evitar el embarazo.

8. Quando tem que tomar decisões em casa, é o homem quem deve ter a última palavra.
A man should have the final word about decisions in his home.
Un hombre debe tener la última palabra sobre las decisiones en su casa.
9. O homem sempre está disposto para transar.
Men are always ready to have sex.
Los hombres siempre están listos para tener relaciones sexuales.
10. Existem momentos nos quais a mulher merece apanhar.
There are times when a woman deserves to be beaten.
Hay veces en que una mujer merece ser golpeada.
11. Mesmo estando bem com sua mulher o homem precisa ter outra.
A man needs other women, even if things with his wife are fine.
Un hombre necesita otras mujeres, aunque esté bien con su pareja.
12. Se alguém me insulta, defendo minha honra até com a força se necessário.
If someone insults me, I will defend my reputation, with force if I have to.
Si alguien me insultara, defendería me nombre hasta con la fuerza si fuera necesario.
13. A mulher deve agüentar a violência para manter a família.
A woman should tolerate violence in order to keep her family together.
Una mujer debe tolerar la violencia de su pareja para mantener unida a su familia.
14. Seria uma ousadia a minha mulher me pedir para usar camisinha.
I would be outraged if my wife asked me to use a condom.
Spanish version NA
15. O homem pode bater na sua mulher se ela não quiser transar com ele.
It is okay for a man to hit his wife if she won't have sex with him.
Está bien que un hombre golpee a su pareja, si ella no quiere tener relaciones sexuales con él.
16. Eu nunca teria um amigo gay.
I would never have a gay friend.
Yo nunca tendría un amigo gay.
17. Sinto vergonha quando vejo um homem se expressar de forma feminina.
It disgusts me when I see a man acting like a woman.
Me desagrada ver a un hombre comportarse como una mujer.

Subscale 2: “Equitable” Gender Norms

18. O casal deve decidir junto se quer ter filho.*
A couple should decide together if they want to have children.*
Una mujer y un hombre deben decidir juntos si quieren tener hijos.*
19. Para mim, tanto o homem quanto a mulher podem propor o uso de preservativos.*
In my opinion, a woman can suggest using condoms just like a man can.*
En mi opinion, una mujer puede proponer tanto como un hombre el uso de condones.
20. Se o cara engravida uma mulher, o filho é responsabilidade dos dois.*
If a guy gets a woman pregnant, the child is the responsibility of both.*
Si un hombre embaraza a una mujer, el hijo es responsabilidad de los dos.*
21. Numa relação sexual, é importante saber do que a sua parceira gosta.*
A man should know what his partner likes during sex.*
Un hombre debe saber qué le gusta a su pareja durante el sexo.*
22. É muito importante que o pai esteja presente na vida dos filhos mesmo que já não esteja mais envolvido com a mulher.*
It is important that a father is present in the lives of his children, even if he is no longer with the mother.*
Es importante que el padre se involucre en la vida de sus hijos, aunque se haya separado de la madre.*
23. O homem e a mulher devem decidir juntos o tipo de anticoncepcional que vão usar.*
A man and a woman should decide together what type of contraceptive to use.*
Un hombre y una mujer deben decidir juntos qué anticonceptivos van a usar.*
24. É importante para o homem ter um amigo com quem possa falar de seus problemas.*
It is important to have a male friend that you can talk about your problems with.*
Para un hombre es importante tener un amigo con quien pueda hablar de sus problemas.*

Items that were dropped (but may still be relevant in other contexts)

25. O homem sempre merece o respeito da mulher e dos filhos.
A man always deserves the respect of his wife and children.
Spanish version NA
26. Se a mulher quiser, ela pode ter mais de um parceiro sexual.
If she wants, a woman can have more than one sexual partner.
Spanish version NA
27. Se a mulher trair o homem, ele pode bater nela.

* Item is “reverse-scored” (i.e., “agree” is 3, “partially agree” is 2, and “do not agree” is 1).

- If a woman cheats on a man, it is okay for him to hit her.
Si una mujer traiciona a un hombre, él puede golpearla.
28. O homem pode cuidar tão bem de crianças quanto a mulher.
Men can take care of children just as well as women can.
Spanish version NA
29. Homem que é homem transa só com mulher.
Real men only have sex with women.
Un verdadero hombre sólo tiene relaciones sexuales con mujeres.
30. Acima de tudo, o homem precisa de respeito.
Above all, a man needs respect.
Por encima de todo un hombre debe imponer respeto.
31. Se um homem presenciar uma cena de outro homem batendo numa mulher, ele deve interferir na briga.
If a man sees another man beating a woman, he should stop it.
Un hombre debe intervenir si observa a otro hombre golpear a una mujer.
32. A mulher tem o mesmo direito que o homem de trabalhar fora de casa e estudar.
Women have the same right as men to study and to work outside of the house.
Spanish version NA
33. Mulher deve casar virgem.
Women should be virgins until they get married.
La mujer debe llegar virgin al matrimonio.
34. Acho um absurdo menino brincar de boneca.
I think it is ridiculous for a boy to play with dolls.
Spanish version NA

Scoring procedures for the GEM Scale

1. High scores represent high support for gender equitable norms. For most items, **agree** is scored as 1, **partially agree** as 2, and **do not agree** as 3. Other items (labeled above with a *), are reverse-scored (**agree** is 3, **partially agree** as 2, and **do not agree** as 1).

2. Scores for the Inequitable Norm and Equitable Norm subscales are calculated separately and then combined into the Gender Equitable Men Scale. Each subscale, based on the sufficient internal consistency reliability, can also be used separately, if desired. The Inequitable Norm Subscale was found to be more reliable than the Equitable subscale in certain circumstances.

The GEM Scale is calculated as follows:

(a) For Inequitable Norms, the possible minimum was 17 and the maximum was 51. For Equitable Norms, the possible minimum was 7 and the maximum was 21.

(b) Responses to each item in each subscale are summed. This gives the GEM Scale score.

(c) Respondents for whom more than one third of the scale items are not answered, if using the full scale, and one third of either subscale, if one subscale is being used, should be dropped from the analysis. For respondents missing less than one third of the scale items, the missing items should be replaced (i.e. imputed) with the mean of the item across all respondents.

3. The continuous GEM Scale scores can be used in analyses as is, or it can be recoded into different formats for different types of analyses and interpretations. As one coding option, the continuous GEM Scale is trichotomized into “high,” “moderate,” and “low” support for equitable gender norms by splitting the scale into three equal parts. The range is based on thirds in the range of possible scores: for the GEM Scale, low equity is 1-23, moderate is 24-47, and high is 48-72. Typical analyses include testing associations between the GEM Scale and key variables such as condom use and partner violence, as well as comparisons of GEM Scale scores before and after an intervention.

For more information, visit:

<http://www.popcouncil.org/Horizons/ORToolkit/toolkit/gem1.htm>

Handout 10

Indicator Reference Sheet

<p>Strategic Objective: <i>To which of the program's strategic objectives (SOs) does the result measured by this indicator contribute?</i></p>
<p>Intermediate Result: <i>To which of the SOs' intermediate results (if appropriate) does this indicator measure a contribution?</i></p>
<p>Lower Level Result: <i>To which lower-level result (if appropriate) does this indicator measure a contribution?</i></p>
<p>Indicator: <i>Provide the exact wording of the indicator that will measure/track a single impact of one of your activities. Be as precise as possible, providing a description that is clear and points transparently to the particular information which your data and calculations will provide.</i></p>
<p>Date Established: <i>When did relevant parties agree on the reporting of this indicator?</i></p>
<p>Date Last Reviewed: <i>When did relevant parties last review/discuss/alter the indicator?</i></p>
<p>A. DESCRIPTION</p>
<p>Precise Definition: <i>Every significant term from the exact wording of the indicator must be clearly defined in this section. It is not enough merely to restate the indicator, nor is it sufficient to list the particular items you are planning to include or exclude from your data calculations. This section must define the categories so that anyone not familiar with your particular program would nonetheless be able to apply criteria or otherwise know exactly which categories of data should be included in indicator calculations and which should not.</i></p>
<p>Unit of Measure: <i>Normally, the unit of measure should be either a NUMBER (#) or PERCENTAGE (%)</i></p>
<p>Method of Calculation: <i>This must be a mathematical description of the exact actions (addition, subtraction, division, multiplication) that will be performed on the raw data to arrive at the value of the indicator that will be reported. It must match exactly with the indicator provided in the top section, and its elements must match the items detailed in the precise definition. Any inconsistency must be resolved before the indicator reference sheet can be considered finalized.</i></p>
<p>Disaggregated by: <i>List significant subdivisions in the data that will routinely be divided for the normal presentation of data (e.g., by sex, facility type, rural/urban location, etc.) if any</i></p>
<p>Justification/Management Utility: <i>What are the activities that show that this specific indicator is an especially appropriate measurement of your project's impacts and results? Why are these incremental results significant in or for the health sector? In what way will monitoring of these results contribute toward program success? Toward what results at a higher level, or which overarching goals, will these indicators ultimately contribute?</i></p>
<p>B. PLAN FOR DATA COLLECTION</p>
<p>Data Collection Method: <i>List the source(s) of the raw data, the levels of collection (is a third party aggregating data or calculating some intermediate indicators that may affect your indicator values?), and describe the steps involved in the collection of any/all information needed to construct the indicator's value for a given reporting period. Too much detail is better than too little detail here.</i></p>

<p>Data Sources: <i>As specifically as possible, identify the documents, databases, organization, and or individuals that/who will provide raw information or final figures that will be reported through this indicator.</i></p>
<p>Timing/Frequency of Data Collection: <i>Normally, this should be reported here in terms of the timing or frequency of indicator calculation. If data are collected every month but the indicator will be calculate/reported only annually, the frequency listed here should be annually.</i></p>
<p>Estimated Cost of Collection: <i>Unless this is a special survey or other new M&E activity outside of current or ongoing plans, it will often be appropriate to note here that the cost will fall within the contract budget, or other similar language. This section helps donors keep track of new budget items or any not previously included in standard or routing obligations.</i></p>
<p>Responsible Organization/Individual(s): <i>With as much clarity as possible, identify the person and position within each relevant organization that will have responsibility either for providing relevant data or for otherwise contributing to indicator calculation. In most cases, there will be at least one person and position identified here AND at least one Implementing Partner person and position.</i></p>
<p>Location of Data Storage: <i>In cases where raw data and calculated indicators will be stored by separate organizations, it is a good idea to note each location where portions of the information that would be necessary to reconstruct the indicator value will be stored.</i></p>
<p>C. PLAN FOR DATA ANALYSIS, REPORTING, AND REVIEW (SCHEDULE, METHODOLOGY, RESPONSIBILITY)</p>
<p>Data Analysis: <i>Monitoring indicators typically should be analyzed at least through comparison to baselines and targets, and considered in terms of their implications for program performance.</i></p>
<p>Presentation of Data: <i>Most often, indicator values will be presented in Tables. Graphical presentation may be more appropriate for some indicators. Qualitative indicators may require more narrative explication.</i></p>
<p>Review of Data: <i>Most often, indicator values will be reviewed annually, or less frequently for less frequently calculated/reported indicators (see "Timing/Frequency of Data Collection" above).</i></p>
<p>Reporting of Data: <i>What is the reporting schedule, or will this indicator be reported further up to higher levels of oversight?</i></p>
<p>D. DATA QUALITY ISSUES: <u>THIS SECTION REPORTS ONLY ON ISSUES RELATED TO DATA QUALITY. ISSUES OF INDICATOR DEFINITION, PERFORMANCE, RELEVANCE OR DATA AVAILABILITY OR ALTERNATIVE STANDARDS SHOULD BE EXPLAINED OR EXPLORED IN OTHER SECTIONS.</u></p>
<p>Initial Data Quality Assessment: <i>(Validity concerns): Given what you know at this point in time, how do you feel about the potential for problems with the quality of data that you will eventually collect and use to calculate this indicator? Do you think your data validly measure the result targeted by this indicator? Do you think your measurements are valid metrics for the (conceptual) result you are trying to track here? Do you expect institutional or other challenges to arise that may affect the degree of measurement error or other systematic errors in your data set?</i></p>

Known Data Limitations and Significance (if any):

(Reliability concerns) Even if your indicator is valid, are your data reliable? Do you foresee any gaps or inconsistencies in the data that might affect the soundness of the indicator's calculated value, or your ability to interpret/understand the meaning of the Indicator? If limitations arise, do you judge them likely to be highly significant, trivial/unimportant, or somewhere in-between?

Actions Taken or Planned to Address Data Limitations:

Think of all of the things that could go wrong with your planned indicator when you start trying to gather information about real results of your program activities. How will you try to mitigate or correct for any gaps or mismeasurement that may be due to difficulties with the data as noted in the previous two sections?

E. PERFORMANCE DATA TABLE**Key to Table:**

If items are disaggregated or if subsets are provided in parentheses or any other key to understanding the table at a glance is required, explanatory information should be provided here.

Rationale for Selection of Baselines and Targets

How exactly have you determined your baseline for your indicator value(s)? If no exact baseline was available, what information did you use for a proxy measure and how did you adjust or otherwise interpret the data in order to arrive at what you consider to be a reasonable approximation of a baseline?

How exactly have you determined a target (or targets) for your indicator values? If you have extrapolated from existing partial data or estimated based on data from another geographical area, explain your reasoning.

	TARGET/PLANNED	ACTUAL	COMMENTS
2003 (Baseline)			
2004			
2005			
2006			
2007			
2008			
Final			

Comments:

After calculation of indicator values for one or more periods, note here any adjustments you may have had to make. Adjustments may be needed, for example, according to information provided in any of the sections above (e.g., data that were expected to be available turned out not to be available (for certain disaggregations, for example); data whose quality was already suspect was in the end judged to be of insufficient validity or reliability; data collection that depended on cooperating government or NGO entities did not occur or was incomplete). In addition, further (unanticipated) issues may have arisen in defining, collecting, calculating, or otherwise arriving at sound and transparently interpretable indicator values. Any such additional information that would be helpful for people interpreting the meaning or significance of the indicator values should be discussed here.

ADDITIONAL MATERIALS

Example of Logical Framework

Goal: To improve social justice in the villages of the central Himalayas of northern India

Objective	Activities	Indicators	Means of Verification	Assumptions
To motivate young men to become partners in improving women's reproductive health	<ul style="list-style-type: none"> • train project staff in qualitative research skills • conduct qualitative research to understand/address gender issues rooted in the local culture and tradition; • conduct comprehensive needs assessments; • design, pretest and implement a series of 3 holistic training curricula with youths and local NGOs • hold dialogues with village youth involved in youth programs regarding gender inequities • discuss and analyze gender issues in a social justice framework 	<ul style="list-style-type: none"> • number of NGO staff trained to deliver project training curricula • number of holistic workshops conducted aimed at 14-22 year olds • number of dialogues held with youth regarding gender inequities and other forms of social injustice • changes in attitudes and behaviors among training participants • percent of men who report believing in gender equitable norms 	<ul style="list-style-type: none"> • annual reports • program training records • program records • training evaluations and follow-up 	Stable political situation, sustained commitment, and adequate financing

Role of Frameworks in M&E

Type of Framework	Brief Description	Program Management	Basis for Monitoring and Evaluation
Conceptual	Interaction of various factors	Determine which factors the program will influence	No. Can help to explain results
Results	Logically linked program objectives	Shows the causal relationship between program objectives	Yes – at the objective level
Logical	Logically linked program objectives, outputs, and activities	Shows the causal relationship between activities and objectives	Yes – at the output and objective level
Logic model	Logically links inputs, processes, outputs, and outcomes,	Shows the causal relationship between inputs and the objectives	Yes – at all stages of the program from inputs to process to outputs to outcomes/ objectives
