

Activity Directions

1. Use the '**Building Blocks to Impact**' template, and note the four building block titles
2. Read the project **description**
 - a) Based on the project description, review the card deck and determine whether each card should be categorized as an 'input', 'output', 'outcome' or 'impact' statement, or be used as an indicator to measure a specific output or outcome in relation to the project description.
Place the card under the corresponding building block category.
 - b) Indicators can be placed next to the corresponding 'output', or outcome.
3. Use blank cards to write in other specific examples of 'input', 'output', 'outcome', 'Impact'; or other indicators that you think may be missing in the Logic Model.
4. Once you have completed placing all cards into the Logic Model, check your results against against the Project Summary page.
5. Work through the reflection questions as a **group**.

Reflection Questions

WASH Reflection Questions to discuss logic model measurements and indicators.

1. What type of information would you need to confirm:

a) **The number of teachers trained in hygiene and behaviour change**

Would you advise the Rotary Project sponsor to gather information about the teachers by sex and grade level?

Why or Why not?

b) **The number of people trained in operation, maintenance and repair of WASH infrastructure.**

What might you want to know about the people?

How local do they need to be?

Reflection Questions

WASH Reflection Questions to discuss logic model measurements and indicators.

2. What is needed to understand if a school has gained access to basic drinking water services?

When during the project cycle would it be appropriate to collect that information?

3. How might you understand if there is reduced incidence of waterborne and fecal-oral diseases in the school population.

4. What assumptions are built in when we only measure outputs in these kinds of projects, and think we have made the impact we are seeking?