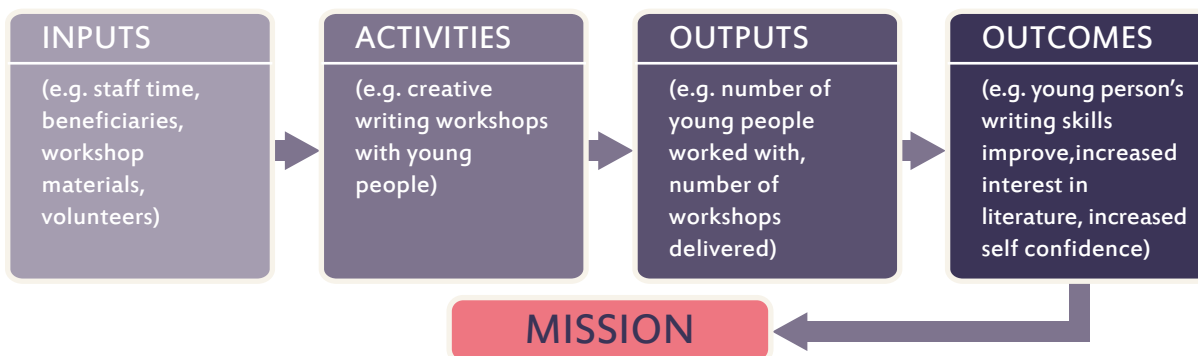# FIVE-POINT GUIDE TO A THEORY OF CHANGE

ARTs IMPACT FUND

❶ What is a theory of change?

- It explains the changes you hope to bring about (outcomes) for your beneficiaries and how you intend to do this (activities).

- Should be transparent, logical and accessible.
- Often expressed as a diagram.

❷ What does it look like?

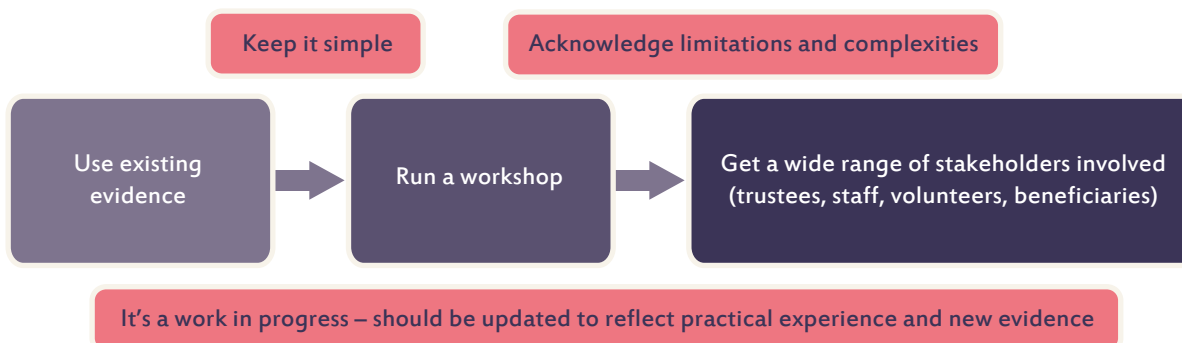| INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
(e.g. staff time, beneficiaries, workshop materials, volunteers)	(e.g. creative writing workshops with young people)	(e.g. number of young people worked with, number of workshops delivered)	(e.g. young person's writing skills improve, increased interest in literature, increased self confidence)

MISSION

See next page for template!

❸ Why is it important?

- Articulates what you hope to achieve and how.
- Helps identify assumptions in your activities.
- Forms a basis for claims around attribution of outcomes.

- Determines what changes need to be measured.
- Identifies/hypothesises a rationale for causality.
- The logic will appeal to your funders and help in their funding decisions.

❹ The process

Keep it simple

Acknowledge limitations and complexities

Use existing evidence	Run a workshop	Get a wide range of stakeholders involved (trustees, staff, volunteers, beneficiaries)

It's a work in progress – should be updated to reflect practical experience and new evidence
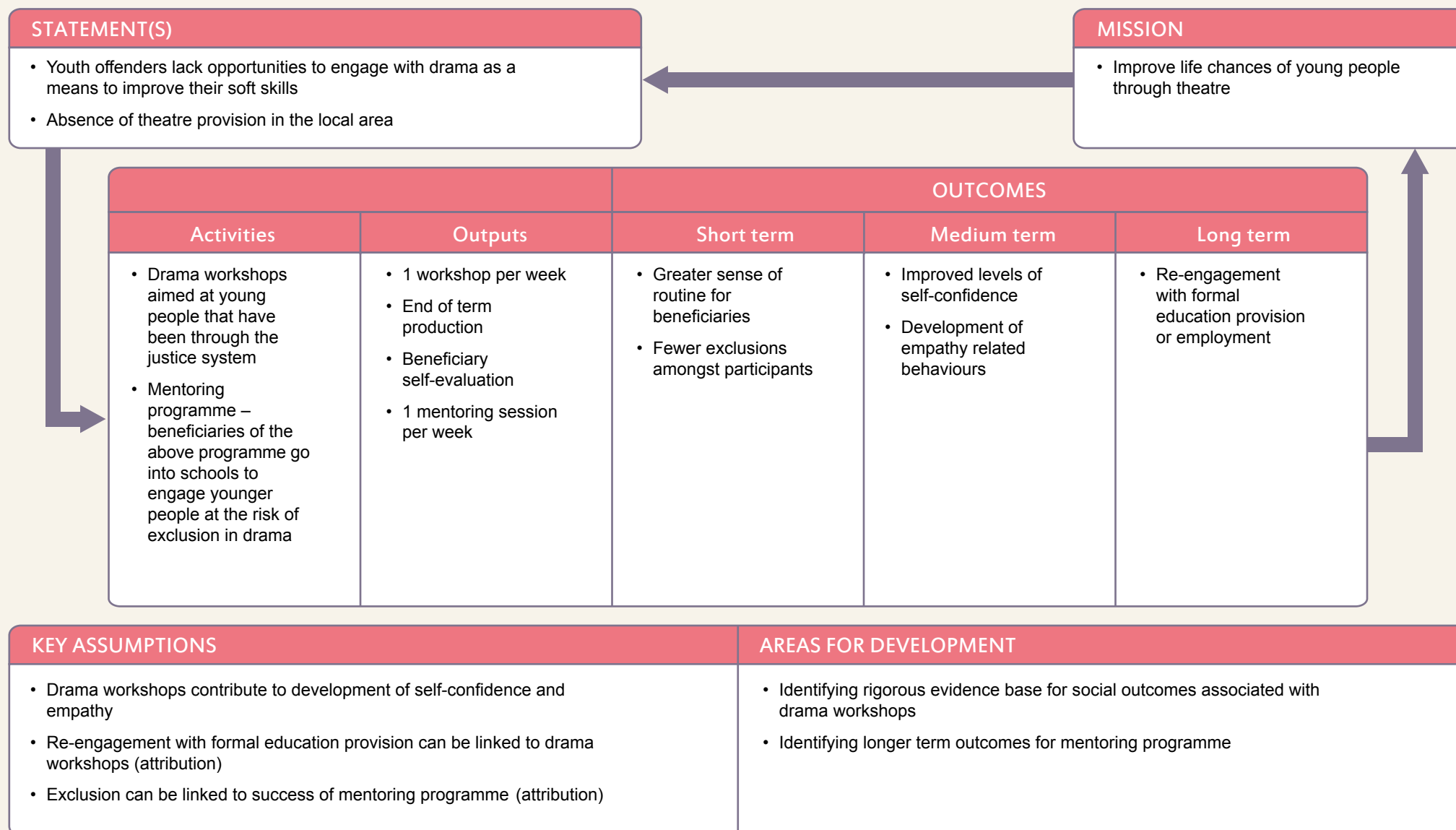
❺ Refining

- Separating outcomes: short, medium, long term.
- What outcomes will you measure? How?

- Making clear any unverified assumptions.
- Connecting activities & outcomes to existing (academic evidence).

EXAMPLE THEORY OF CHANGE

STATEMENT(S)

- Youth offenders lack opportunities to engage with drama as a means to improve their soft skills
- Absence of theatre provision in the local area

MISSION

- Improve life chances of young people through theatre

		OUTCOMES		
Activities	Outputs	Short term	Medium term	Long term
• Drama workshops aimed at young people that have been through the justice system • Mentoring programme – beneficiaries of the above programme go into schools to engage younger people at the risk of exclusion in drama	• 1 workshop per week • End of term production • Beneficiary self-evaluation • 1 mentoring session per week	• Greater sense of routine for beneficiaries • Fewer exclusions amongst participants	• Improved levels of self-confidence • Development of empathy related behaviours	• Re-engagement with formal education provision or employment

KEY ASSUMPTIONS

- Drama workshops contribute to development of self-confidence and empathy
- Re-engagement with formal education provision can be linked to drama workshops (attribution)
- Exclusion can be linked to success of mentoring programme (attribution)

AREAS FOR DEVELOPMENT

- Identifying rigorous evidence base for social outcomes associated with drama workshops
- Identifying longer term outcomes for mentoring programme

THEORY OF CHANGE - TEMPLATE

(This can be completed in the pdf)

STATEMENT(S)

MISSION

		OUTCOMES		
Activities	Outputs	Short term	Medium term	Long term

KEY ASSUMPTIONS

AREAS FOR DEVELOPMENT