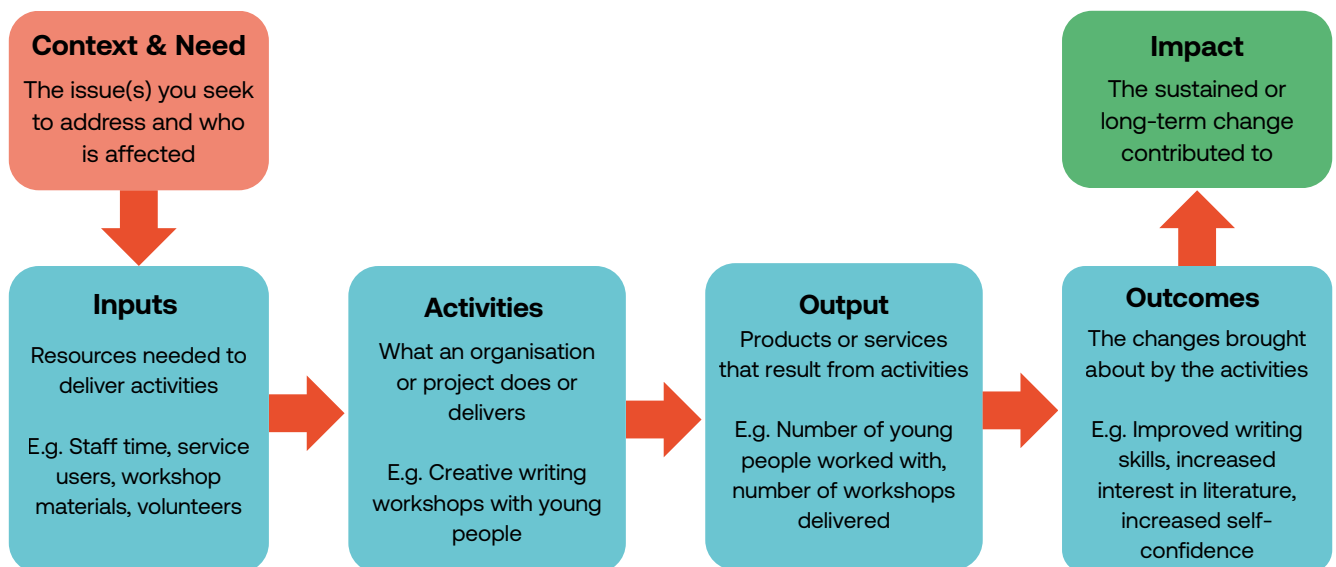


FIVE-POINT GUIDE TO A THEORY OF CHANGE

1. What is a theory of change?

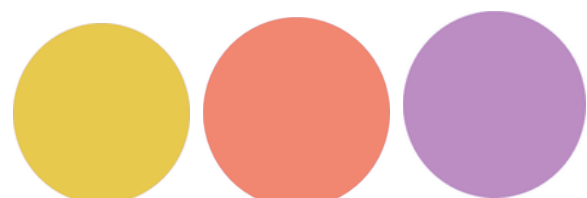
- It sets out the changes you expect to happen (outcomes) as a result of what you plan to do (activities).
- Explains the contribution you hope to make to enabling impact.
- Should be transparent, logical and accessible.
- Often expressed as a diagram.

2. What does it look like?



3. Why is it important?

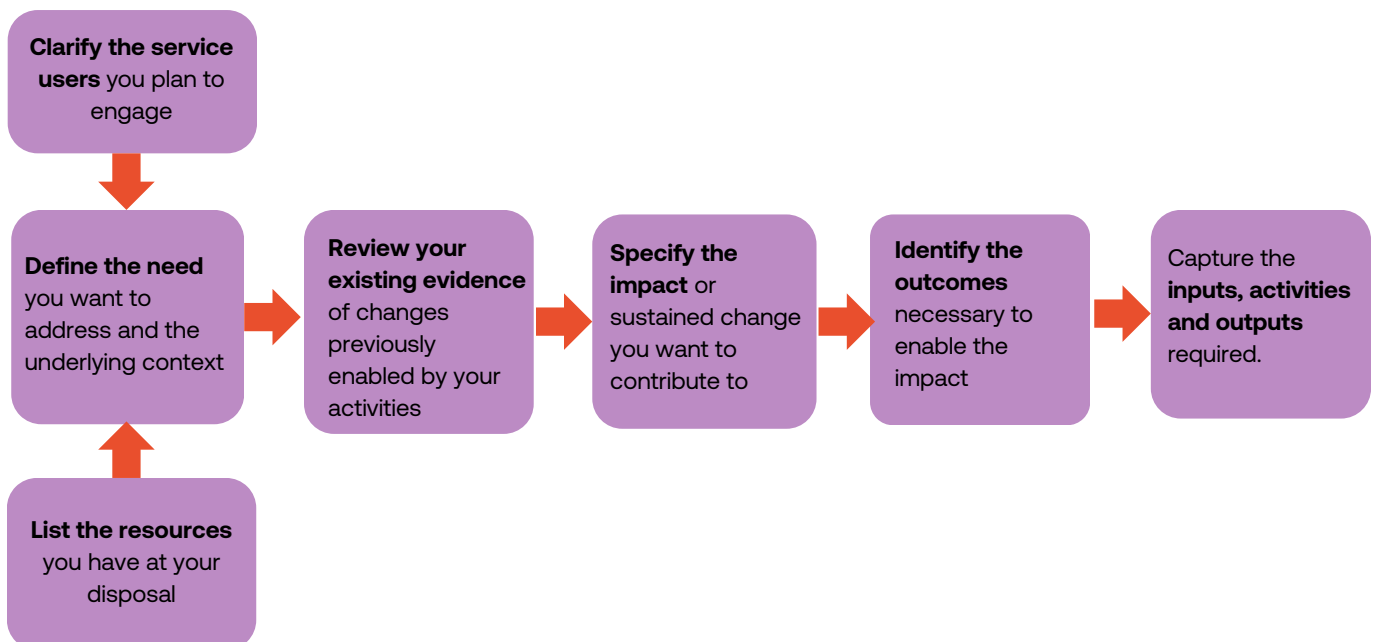
- Articulates what you hope to achieve and how.
- Helps identify assumptions in your activities.
- Forms a basis for claims around attribution of outcomes.
- Determines what changes need to be measured.
- Identifies/hypothesises a rationale for causality.
- The logic can appeal to your funders and help in their funding decisions.



4. The Process

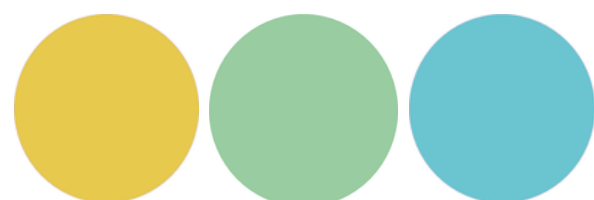
- Create space and time to reflect on your work.
- Use a template to guide you.
- Keep it simple.
- Acknowledge limitations and complexities.
- Seek feedback from stakeholders (trustees, staff, volunteers, service users).
- Update it to reflect practical experience and new evidence.

5. What does it look like?



6. Refining

- Separate outcomes into short-, medium- and long-term.
- Identify which outcomes you will measure and how.
- Make clear any unverified assumptions.
- Connect activities & outcomes to existing (academic) evidence.





Theory of Change - Example

Figurative

Context & Need

- Young people in the justice system lack opportunities to engage with drama as a means to improve their soft skills
- Absence of theatre provision in the local area

Impact

- Improve life chances of young people through theatre

Outcomes

Activities

- Drama workshops aimed at young people that have been through the justice system
- Mentoring programme - service users of the above programme go into schools to engage younger people at the risk of exclusion in drama

Outputs

- 1 workshop per week
- End of term production
- Beneficiary self-evaluation
- 1 mentoring session per week

Short term

- Greater sense of routine for service users
- Fewer exclusions amongst participants

Medium term

- Improved levels of self-confidence
- Development of empathy related behaviours

Long term

- 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)
- Reduction in 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

Figurative

Context & Need

Impact

Outcomes

Activities

Outputs

Short term

Medium term

Long term

Key Assumptions

Areas for Development