

# Theory of Change in Practice

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# Workshop format

- How do you see evaluation? What do you want to learn about it?
- Expanding on how I have used the theory of change
- Working through your own theory of change process
- Q and A

# A theory of change framework I

<b>1. What is the nature of the problem we are trying to address?</b>	<b>3. What needs to happen to achieve change? How do we plan to make a difference</b>	<b>4. How will we know if we have made a difference?</b>	<b>5. How will we measure this? And when?</b>	<b>2. Where do we want to get to; what will be different in x years time?</b>
Rationale for action	A Pathway of Change: inputs and outputs; now soon, later	Indicators	Measures	Outcomes; goals

# A theory of change framework II

Indicator/ measure	What do we already know? (Existing informatio n)	What more do we need to know?	Method for gathering data	Who will gather/ analyse the data	Timescale : when will we gather the data
		Need to focus		Including communit y members	

# How I have used the framework I

An evaluation of a programme to help 20 groups overcome the barriers to empowerment:

- Initial network meeting to identify the barriers
- Action Planning Framework for each project, revisited every year
- Cross project action learning sets, backed up by case studies in each area

# The evaluation framework

<b>Problem</b>	<b>Rationale – what would make a difference</b>	<b>How we will make a difference (broadly defined)</b>	<b>Outcomes (broadly defined)</b>
No coherent analysis of local problems and assets	Consultation needed with local communities to identify needs and plan action	Profiling Action planning	Clear action plan owned by local communities and informing action
People not engaged Little activity going on locally to tackle problems	Community development needed to encourage people to engage	Community development and outreach Communications strategy	The range of local communities engaged in a variety of activities and tackling local problems
Lack of leadership / organisational capacity; low level of skills; low level of resources	Sustainable leadership and organisational capacity needed to plan and co-ordinate action and raise funds	Developing: <ul style="list-style-type: none"> <li>• Organisational capacity</li> <li>• Management skills</li> <li>• Fundraising skills</li> <li>• Premises/assets</li> </ul>	Effective and sustainable organisations and accountable leadership  Sustainable funding and assets
Community is divided and fragmented	Sustainable infrastructure needed to bring communities together to work more effectively	Developing negotiating, mediation and conflict resolution skills Events and brokerage to bring different groups together	Local communities acting effectively together
Power holders ignore the community; policy is not geared to local need and community not involved in decision making	Higher profile and more effective representation needed at decision making fora; Capacity building needed in partner organisations so that they	Developing political, promotional and negotiating skills; Capacity building with statutory bodies and other partners	Taken seriously by power holders; working more effectively with them; changes in policy and practice

# How I have used the framework II

- Developing a learning strategy for two national programmes
  - Carrying out scoping interviews to create an initial draft framework, using the ToC questions
  - Feeding the framework back for comment and then revising
  - Using the framework to develop indicators and measures
  - Revisiting the framework at various points during the Programme - does it still work? It is a theory to be tested in practice

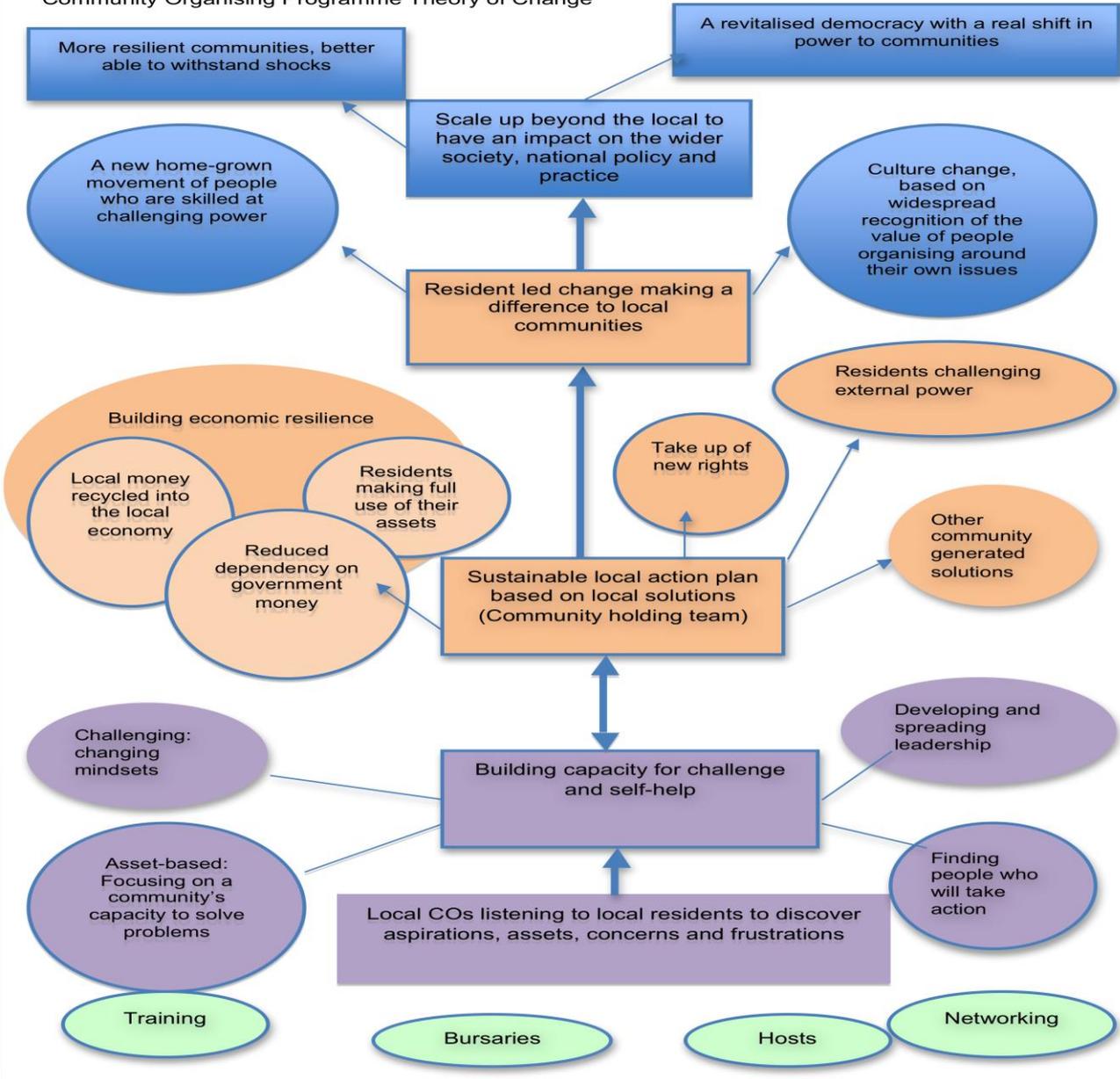
# The pathway of change

Building individual and organisational capacity and identifying local needs

Developing ways forward based on local solutions

Resident led change making a difference to local communities

# Community Organising Programme Theory of Change



# Tools and measures

- Available data: management records; statistical data
  - The importance of a baseline against which to map progress
- Surveys
- Interviews (which may be done by community researchers)
- Event evaluations
- Visual techniques:
  - Powermapping
  - Games: snakes and ladder to show what helped/hindered progress

# Audit tools

Checklists and observation to audit:

- Capacity in the community
- Capacity amongst partners
- Impact

# Capacity among partners

- Who determined the agenda and rules of the game - how participation will take place and in what?
- In what part of the planning and decision making process are communities involved?
- How much influence do they have?
- What resources are decision makers putting into the process? How much authority do their officers have?
- Are there a variety of ways for people to become involved?
- Are the structures of official bodies compatible with participation? Are they joined up?