### Worksheet 1: Developing your Theory of Change

It’s best to work through this process of developing your Theory of Change one step at a time, working either from top to bottom (best when designing new services) or from bottom to top (best for describing existing services).

You do this by getting a group of staff together and asking them to put their thoughts onto post-its (use different colours for each stage of the process) which you can then put onto a piece of flipchart paper. At the end of the process, you can see whether you want to move things around (e.g. your activities and outcomes) to better reflect your work, and you can draw connecting lines between the different parts of your Theory of Change.

| **Level** | **Task** | **Your information** |
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| **High-level problem/ impact** | Ask the group to think about the overarching problem(s) your work addresses. | *Example:*  The trauma experienced by children/young people and their families when CSA has taken place. |
| **Long-term changes** | Get the group to identify long-term changes that need to occur in order to address the problem(s) your work addresses. | *Example:*  Children/young people (start to) feel more positive about their future and develop greater self-confidence.  Parents/carers become more able to support their children. |
| **Earlier outcomes** | Now get the group to focus on the immediate/ earlier outcomes that result from what you do and will help to bring about longer-term changes. | *Example:*  Children/young people:   * no longer blame themselves * have better coping skills.   Parents/carers:   * have a better understanding of the impact of CSA * have the skills to support their child(ren). |
| **Activities** | Ask the group to identify the activities that are (or will be) provided to children/young people and parents/carers. | *Example:*  One-to-one therapeutic support for children.  Group-based, facilitated support for parents/carers. |
| **Resources** | If you are designing a new service, it may also be useful to get the group to think about what resources will be required to support the delivery of each activity. | *Example:*  Delivering one-to-one therapeutic support for children will require:   * a team of trained therapists * a safe, confidential space * relationships with partner agencies who refer children.   Delivering group-based, facilitated support for parents for parents/carers will require:   * trained group facilitator * an accessible, comfortable space for the group. |

Now get the group to think about the assumptions that may be involved.

| **Level** | **Task** | **Your information** |
| --- | --- | --- |
| **Theoretical assumptions** | Ask the group what they are assuming or relying on in terms of the connections that they have made in their Theory of Change.  e.g. What do you have evidence for, or not have evidence for, in terms of your outcomes and how these result from your activities? | *Example:*  We are assuming that attending a group will help parents/carers develop skills to support their child(ren) following their experience of sexual abuse.  We are assuming that the one-to-one therapeutic sessions we offer will meet the needs of children/young people who have experienced CSA. |
| **Contextual assumptions** | Ask them to think about the assumptions they may be making in terms of the context in which you are operating.  e.g. What might affect the work you are doing either within your organisation or externally? | *Example:*  We are assuming that we will work with enough children/young people to make our service viable.  We are assuming that we can continue to base our work in our current premises. |