



MACAM MANA MAHU BERUBAH

THEORY OF CHANGE MODULE





LEARNING NEEDS AND OBJECTIVES

At a personal level and within teams, we all need techniques to help us work through problems and find workable solutions. Sometimes our inability to find ways forwards are based on not knowing where to start, or because we misidentify the problem and/or apply the wrong 'solutions'.

Understanding the 'Theory of Change' (ToC) concept helps us to work from an issue, to identify the root causes of that issue, and then to develop ways to improve the situation. It causes us to be explicit about our thinking and helps others to engage with the process and to help us to monitor and evaluate the effectiveness of our subsequent actions.

This module provides an outline and resources with which to run a one-day session on 'theory of change'. We provide a role play to use but you should feel free to adapt the role play or aspects of the script to suit your purposes.



1. INTRODUCTIONS, CHECK IN AND ICE BREAKER (20 minutes)

We suggest an intention setting, check in or ice breaker exercise to begin the session. At this time, we suggest introducing a device to: a) call people back from their work, and b) help calm people's minds. Much of this exercise requires intense work on one aspect of the theory of change, then changing to another aspect. A gong is a good way to help people to shift between mindful states.

2. ROLE PLAY (15 minutes)

This role play is designed to be performed by two facilitators. We've used the names of two FSI staff who first performed the role play. The idea behind the role play is the following:

1. **Rizlan** gets to work late and wants to get in earlier.
2. **Yana** helps him work through a theory of change exercise.

The role play helps participants see that it is important to work to find the root causes and then develop realistic ways to address those issues.

A. Introduction

Rizlan approaches Yana in a confused state, explaining that he has issues because he gets to meeting late. In this monologue, Rizlan mixes up problems, solutions, activities, people he thinks will help him and his belief/disbelief in his plans. He may say:



"I'm so confused, I keep getting to work late, and it's because I don't drive fast enough, though there is a lot of traffic, and my mom does not help me get up and if I can become a better driver I can get in quicker and get to work on time ... but I'm also not sure I can really do that, I mean, it's going to take a lot and I'm not sure I can achieve it."

He should be physically wearing five hats (why, what, how, who and really?! - Rizlan to source the hats).

Five/six hats

The 'hats' concept comes from the [six hats methodology](#). The addition of colours, sounds and [repetition](#) we are integrating throughout the day are all integral to effective learning. The role play and the rest of the day uses this methodology to help people focus in on the specific aspects of the theory of change framework:

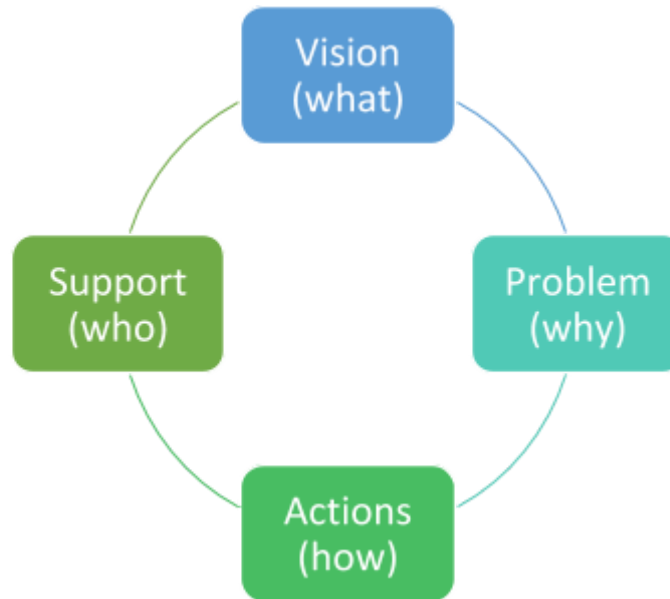
- **Hat 1 - Vision**
- **Hat 2 - Problem**
- **Hat 3 - Actions**
- **Hat 4 - Supporters**
- **Hat 5 - Really?!**

B. Brainstorm

Yana will ask Rizlan to take off his hats and take a deep breath. She then asks him to for a quick version of the issues as he sees them:

- **Vision:** What he wants to achieve - "get to meetings on time"
- **Problem:** Why he thinks there is the problem - "I get up late"
- **Actions:** How he thinks he'll achieve it - "drive faster"
- **Supporters/partners:** Who he thinks will help - "my mother"

These answers, designed to be superficial, will be put on the board on post it notes.



Yana then sounds the gong to signify a new part of the process.

C. Deep dive

Yana will then say: “take another few breaths and then let’s work on each part intensively”.

For each of the next bullet points, Yana will ask Rizlan to put on the corresponding hat. When he is wearing that hat, he is instructed to only think about that issue. When done, he removes that hat and puts on another one, with a similar approach.

Hat 1 - Vision: Yana asks Rizlan to remind everyone what his vision is: to get to work on time.

Hat 2 - Problem: Yana asks Rizlan why he is arriving late to work. One technique to get to the root of the issues is to ask ‘why’ over and over again? For example

- Why are you getting to work late? **Because I get up late.**
- Why do you get up late? **Because I go to sleep late.**
- Why do you go to sleep late? **Because I stay up playing computer games.**

We have identified the root of the problem: the real reasons for Rizlan arriving late is because of staying up playing computer games.

Hat 3 - Activities: Yana can now ask Rizlan what activities will help him address the root causes. In this case it may be, limiting his game-playing until 10pm and ensuring he gets up with plenty of time to get to work (i.e. different from his earlier suggestion that his solution was driving fast).

NB: Here Rizlan will also add some unrealistic activities, such as waking up at 4am. This helps set up an interesting discussion for Hat 5.



Hat 4 - Supporters/partners: Yana then asks Rizlan about who might help him with his activities.

Back to Hat 1 – Revise vision: At this stage, Yana may ask Rizlan to look again at the vision. Does it state what he now thinks he wants to achieve? In this case he may want to: **turn up to work on time, having had breakfast and mentally prepared.**

Hat 5 - Really?! Yana will then challenge Rizlan on his ToC and ask him to revise things where the 'really' question highlights weaknesses.

As above at Hat 3, it is a good idea to intentionally add some very unrealistic aspects to the deep dive section (such as waking up at 4am and doing 100 press ups etc. ...) Rizlan will agree that some of these are unrealistic and should be take off.

3. DISCUSSION AND EXPLANATION OF ToC (20 minutes + 10 minute break/prep)

Yana and Rizlan will ask for feedback on what people saw: "what happened?"

They will then provide an overview of how the ToC works. Yana will underscore the need to ask 'why', 'what', 'how', 'who' and 'really'?



4. PERSONAL EXERCISE - IN PAIRS (1.5 hours)

We suggest running this exercise on a step-by-step basis to ensure that no one is left behind. The exercise will proceed as follows.

A. Individually

- **Prep:** Participants will come back after a 10 minute break: in pairs, with their journals, one piece of paper each, pens and post it notes.
- **Diagram:** Everyone will set up their pieces of paper with the four circles/boxes (as above), each labelled with 'vision', 'problem', 'actions', 'support'.
- **Vision:** Participants will be asked to reflect quietly about something they hope for in 2020 *in the vision section*. This can be work or personal related.
- **Brainstorm:** Participants will then brainstorm to set out their top one 'why', 'how' and 'who' sections (the what sections will be filled in).

B. In Pairs



The facilitator will sound the gong to signify a 'change of hats' and ask for 30 seconds of silence. This will occur each time the following sessions finish. 'Hats' can be physically worn by participants by putting a post-it note on their foreheads to underscore the point, but this doesn't have to be done. Alternative suggestion to use post-it notes on forehead.

1. **What:** In pairs, participants will put on their 'vision' hats and explain to each other their visions.
2. **Why:** Participants will put on their 'why' hats and help each other think through their challenges.
3. **How:** Participants will put on their 'how' hats and help each other think through the activities they can undertake to address their root problem.
4. **Who:** Participants will put on their 'who' hats and help each other think through who can support or partner with them.
5. **Really?!:** Participants will put on their 'really?!' hats and challenge each other's theory of change frameworks. They will update their frameworks where weaknesses are found.

5. **FEEDBACK AND DISCUSSION** (up to half an hour)

The whole group will give feedback on the exercises.



6. **PROGRAMME PROJECT EXERCISE – IN TEAMS** (rest of day, until final reflections)

At this stage, all participants should have a good idea of the Theory of Change framework. We now move from applying it to a personal situation to a programme or project-level issue.

In relevant teams, ask participants to reflect on key issues within their programmes or projects. After some discussion, ask each team to select one specific issue and apply the Theory of Change framework. You can choose to facilitate this intensely, as per the personal exercises, or to let the teams have up to two hours to work through the framework.

When the groups have done their work, they should be given time to reflect on what it means for their work.

8. **END OF DAY REFLECTION/FEEDBACK/PRESENTATIONS**

At the end of the day, set aside time for presentations of the Theories of Change and/or group reflections, as appropriate.



MATERIALS

You will require:

- 2 flip charts for the presenters
- At least 1 page of flip chart paper per person
- At least one marker pen each
- Five colours of post it notes per, with enough notes for at least 10 of each colour per person
- One gong
- Five hats

ONLINE RESOURCES

- <https://www.theoryofchange.org/what-is-theory-of-change/>
- <https://www.youtube.com/watch?v=BJDN0cpxJv4&t=260s>
- https://www.youtube.com/watch?v=6zRre_gB6A4
- <https://www.youtube.com/watch?v=wUiKdwgJpD8>