

CONSOLIDATING OUR THEORY OF CHANGE

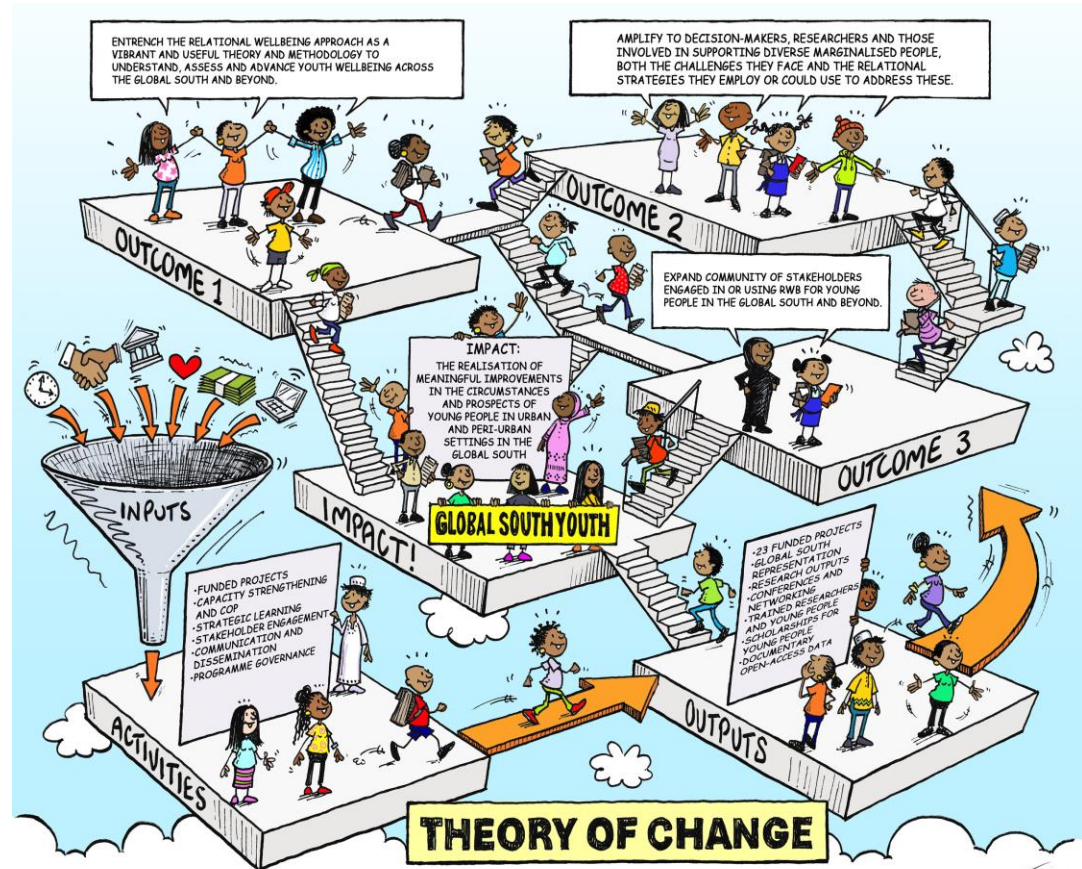


The u'GOOD theory of change

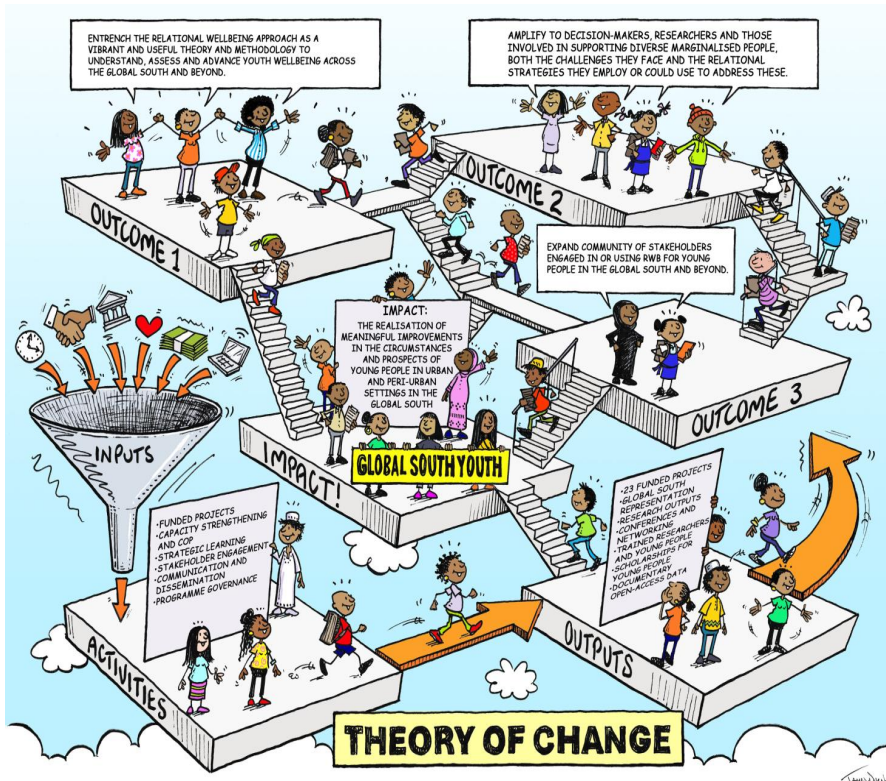
- A Theory of Change (ToC) is comprehensive framework that maps out the different activities a programme will employ to reach its desired change and impact.
- Embedded within a relational working approach, we view the u'GOOD ToC as a 'living' theory which we will review and refine over the next few years.
 - this will be a collective endeavour, with inputs from the funded projects, the project advisory group (PAG) and our implementation team (NRF and HSRC colleagues)
- As a formative step to collaboration, the first iteration of the ToC was developed by our implementation team through a two-day participatory workshop.
- We then presented this version to the PAG and funded projects through virtual meetings
- Recognising the challenges that virtual sessions hold for in-depth engagement, the current session is a purposive opportunity for us to revisit our ToC.

Purpose

- Over the past few weeks, we have worked with an artist to bring our ToC 'to life' through a visual illustration or mural
- We wanted to create a mural that allows you to
 - a. visualise your contribution to u'GOOD and,
 - b. through this, engage in discussions on how the ToC can be improved



Prompts for discussions



The aim is to discuss 3 questions

- Where and how do you see your work and/or your role contributing to the ToC? (green)
- Which elements of the ToC are you unsure about? (blue)
- Are there elements missing from the ToC that you would like to recommend? (yellow)
- In all, are we in agreement with the ToC?

Please identify 1 person who will scribe and 1 who will report back to the bigger group at the end of the session

How it works

- On your tables, you will find the following:
 - The ToC mural and more traditional version
 - Different coloured stickers to be used when engaging with the ToC
 - Flipchart paper and pens
- Using the stickers, you will respond to the questions (on your tables)
- Each sticker colour corresponds to a particular question which you will engage with in the following steps.
 - a. Each person will place a sticker on the elements displayed on the illustration that best reflect your response to the question. We have assigned 5 minutes for the sticker placing activity.
 - b. Each person will describe why they have placed their sticker at the specific elements. We have assigned 10 minutes for each question
- These steps will be followed systematically, working our way from question 1 to 3. We will signal you when time has lapsed for each step.
- At the end of the session, we will ask the responders to share **one** take-away from the discussions and collect the notes taken by the note takers.

THEORY OF CHANGE

IMPACT: The realisation of meaningful improvements in the circumstances and prospects of young people in **urban and peri-urban settings** in the Global South

OUTCOME 1:

Entrench the **relational wellbeing approach** as a **vibrant and useful theory and methodology** to understand, assess and advance youth wellbeing across the Global South and beyond.

- INTERMEDIATE OUTCOMES**
- 1.1. **Increase the prevalence** of relational wellbeing concepts, theory, methodology and practices in **literature**.
 - 1.2. **Advance** the utilisation of relational wellbeing concepts, theory, methodology and practices **in relation to youth wellbeing** in the Global South and beyond.
 - 1.3. **Enhance capacity to apply RWB** in advancing youth wellbeing in the Global South.

OUTCOME 2:

Amplify to **decision-makers, researchers and those involved in supporting diverse marginalised people**, both the challenges they face and the **relational strategies they employ** or could use to address these.

- 2.1 **Influence the uptake** of relational wellbeing in **youth-related policy** by **decision-makers**.
- 2.2 **Motivate changes in the practices** of the stakeholders involved in supporting young people in the Global South, in terms of a **greater understanding of the utility of relational wellbeing** in funding and other activities.
- 2.3 **Create opportunities for an increase** in **youth voices and agency** in research, practice and policy in the Global South.
- 2.4 **Facilitate a broader empirical base** on the challenges faced by young people in the Global South and the relational strategies they deploy to address them.

OUTCOME 3:

Expand **community of stakeholders** engaged in or using RWB for young people in the Global South and beyond.

- 3.1 **Embed relational practices** in the work undertaken among stakeholders involved in supporting young people in the Global South.
- 3.2 **Foster a new shared, critical understanding** of the RWB framework among stakeholders.

ASSUMPTIONS:

1. Young people's **willingness to engage**
2. Young people's **preference for relational strategies** & RWB
3. Value of RWB & **buy-in by academia**
4. Willingness for **collaboration & collegial relations** among stakeholders
5. **Time investment**
6. Relative **consistency of funding priorities** & required resources
7. Conducive **policy environment**
8. Stability of **socio-economic & political context globally**

INPUTS

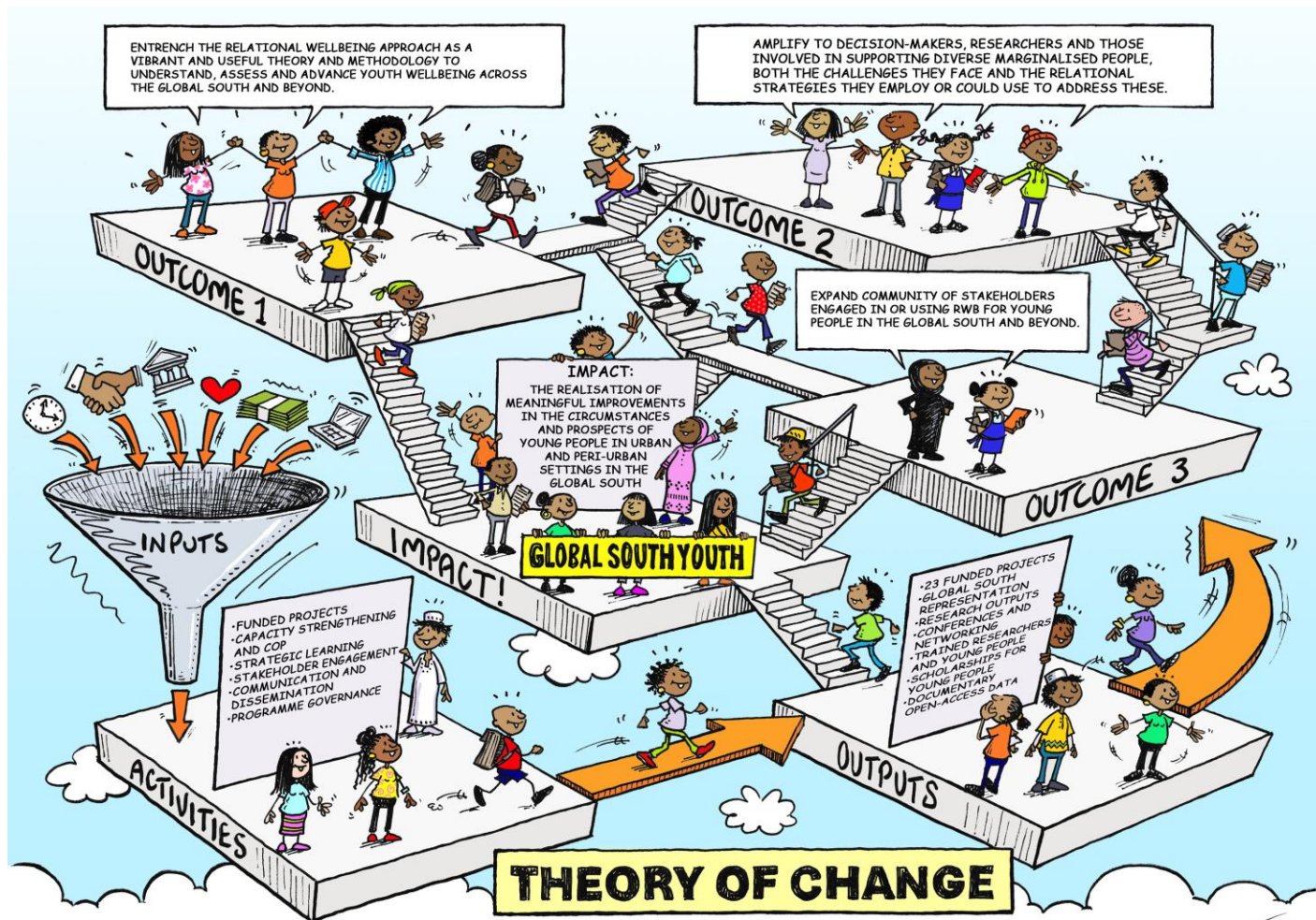
- Funding
- Human capital
- Physical & online resources / technology
- Time
- Collective investment & **relational practices**

ACTIVITIES: (Work packages)

- Funded projects
- Capacity strengthening & CoP
- MESL framework
- Stakeholder Engagement (networking, collaborations, meetings)
- Communication & Dissemination
- Governance, partnerships & programme management

OUTPUTS:

- 23 funded projects
- Global South representation (CoP)
- Research outputs (academic, media briefs, reports & **strategic learning briefs**)
- Conferences, workshops & webinars
- Trained researchers & skilled young people
- Scholarships for young people
- Webpage and social media
- **Documentary & external communications**
- Open-access data produced by projects / prog (incl MESL)



Shameer Durrani

Questions