# Changing Lives Theory of Change - example

Hypothetical example of a club within a Hub in an area with high relative deprivation within a medium sized area.

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| **WHO WE SERVE** | **WHAT WE DO** | **WHY WE DO IT** |
| **People & Communities**  | **Needs**  | **Strengths**  | **Activities** | **Outputs** | **Outcomes for individuals** | **Outcomes for communities** | **Impact for Scotland** |
| *These people….* | *experience these needs and challenges….* | *but have these strengths, interests and attributes….* | *so we deliver these activities...* | *that have these outputs...*  | *which creates this impact for individuals...* | *and this impact for communities...* | *which contributes to this impact for Scotland.* |
| C&YP from low-middle income families Possibly on free school meals and/or clothing grant Attend local primary or high school From diverse ethnic communities  | Low incomesLow paid full time employment - **time issues**Access to opportunities to take part in communities activities - don’t feel part of their community Access to local facilities/resources/amenities School attendance Language barrier Equipment needs Anti-social/risky behaviours SIMD low deciles Ethnicity related perceptions and assumptions  | Enjoy sport and being active Being with their friends and peer groups Comfortable online (e.g. tik tok and gaming) Leadership skills Some with close family ties Community/faith group connections  | Friday afternoon/early evening and Saturday afternoon sport activities with food and kit provided.On field/court activities with gaming sessions before/after that families (siblings) can do.Steering group of YP designing activities supervising and setting the gaming.Promote programme via outreach delivery at church and mosque and community centres   | X activity sessionsX participants Hours delivered # families # outreach sessions # young leaders on steering group # kit, meals provided  | **Short term:**Have fun and make friends Physical fitnessConfidence from skill gains Reduced cultural barriers Increased attendance at school **Medium term:**Family relationshipBehaviour changes Overcoming language barriers **Long term:**Mental health and WB Enhanced career prospectsBetter able to form relationships  | YP feel in control/involved in their community Reduced anti-social behaviour More local YP ready for employment Improved school environment YP serve as role models for peers  | YP engaged in wider society / citizenshipLess pressure on public services - health and justice Reduced inequalities and a fairer Scotland   |
| **Our views are based on these assumptions and evidence:**SIMD mapping Local Plans City-wide plans Parent surveys Local partner conversations - police, schools, 3rd sector support orgs, CLD/youth workers, employability/skills org, public health link workers, facility staff, faith-based orgs, community-based projects (e.g. mental health), housing association Club member surveys Research reports (e.g. local university)  | **We use these inputs, resources and facilities to deliver the activities:**Hub facility CoachesHub staff / school staffHub funding Free coaching course SGB | **We collect this data as evidence that outcomes are happening:**Surveys and interviews with C&YP and their families Qualitative feedback from youth workers, police, school staff etc…Feedback collected deliverers from participants Attendance figures from the schools for the C&YP Long-term surveys and/or feedback Post-programme case studies  |

# Story of change

Children & young people from low-middle income families in our Hub area experience challenges accessing opportunities to take part, attending and achieving at school and sometimes engage in risky behaviours. But, they enjoy being active with their friends and want more chances to become leaders. So we deliver free or low-cost sports activities, chosen by the young people, at times of peak anti-social behaviour with free food.

We’re reaching 60 participants in our 3 weekly sessions and providing 180 food boxes every week. The children & young people are having fun, making new friends, developing transferable skills, making healthier choices and contributing more to their schools. Our end goal is to improve the life prospects of the children and young people and help them feel engaged in their communities. We know it works because we collected before & after data from the local youth workers, police and teachers have told us they’ve seen positive changes.