



Inclusion ToC

PR2 Theory of Change

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Edited by Learning Hub Friesland



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Context

The number of arriving migrants and refugees in Europe has been growing over the years. Unfortunately, this is not considered as something positive by the EU Member States, despite the great benefit that may come with migration. Integrating migrants in the labor market can be a great way for Europe to overcome the ageing population. However, the countries receiving migrants do not always understand their professional potential and skills. Cultural differences and linguistic barriers are also aspects migrants have to deal with when coming to Europe and integrating in society and education.

VET education

VET education can help make a difference in the problem stated above, as they can make an impact with the inclusion of migrants in education. However, VET institutions might not be ready or have the right skills to ensure the inclusion of migrants, especially women. Migrant women need a different learning style than men, as men and women with a migrant background have different needs when it comes to learning. Moreover, migrant women may encounter various obstacles, such as cultural differences, linguistic barriers and specific discriminations because of their gender.

Currently, many VET institutions still use the “one-size-fits-all” approach to teaching and teaching materials. This might not do justice to the skills and potential of migrant women, as they have different needs when it comes to education. Moreover, they might not know what VET education has to offer them. To come a step closer to the inclusion of migrant women in VET education, several outcomes were set:

1. Training course – inclusion of migrant women using Theory of Change
The development and implementation of a course for VET teachers and staff on the importance of applying inclusion policies in VET and the use of the Theory of Change.
2. Digital Platform: Participatory design using TOC for inclusion of migrant women
A digital platform for the participatory implementation of TOC for the development and application of Inclusion strategies in VET organisations.
3. Training guide on Leadership, self-development and empowerment of migrant women.
Provide migrant women with an updated and modern educational tool, motivational, inspirational and engaging, focusing on the enhancement of their soft skills, and leadership competences, aiming to empower them and make them believe in themselves more.



Theory of Change

Theory of Change can help to address large problems in a structured, effective and sustainable way. With complex problems and long term goals, such as the inclusion of migrant women in VET education, the TOC method is a good way to achieve the change that is needed. The method will be used to deal with the inclusion of third-country migrants in VET and gender-specific integration of women migrants in this sector. The Theory of Change tackles problems in a participatory way, as both VET trainers and migrant women will be involved in designing the inclusion strategy. This will help to take the specific needs and personal objectives of migrant women into account during the process, resulting in maximum involvement of migrant women throughout the process and avoiding a forced integration that might discourage them from participating in VET education. In the following pages, the ten steps of the Theory of Change method will be explained in more detail.

Step 1: situation analysis

Introduction

The first step of the theory of change method is the situation analysis. This analysis aims to gain an understanding of the ultimate outcome of the project. To achieve this, three steps can be taken.

- 1) The first step of this situation analysis is developing a short problem definition or goal. What issue does the project tackle? More inclusion of migrant women in VET education.
- 2) Now knowing the goal of the project, the second step is to focus and think deeper about what the goal entails.
- 3) Lastly, by following the previous steps, one can now look into solutions for the problem or a way to get to the goal.

Step overview

To get a clear analysis of the situation several questions can be asked. In this stage of the strategy, it is important to know what the reason is a situation needs to change, who is involved in the problem and what gaps are between the current situation and the ultimate outcome. This is stage two of the situation analysis. In order to get an answer to these topics, several questions need to be answered:

- What are the consequences of not achieving the goal?
- Who is affected by this?
- What are the causes of the problem?
- Who else is working on this goal?
- What are the barriers to change?

These questions can be answered by looking into research and data about this project. Also, talking to representatives of VET institutions and migrant women might help to get a better understanding of the current situation. Now knowing more about the current situation, questions about how to go from here arise, the third stage. Such as:

- What resources do we have to get to our goal?
- What strategies can we use and which are we ruling out?
- Where can we make the most difference?
- Who do we need to work with?

These questions can also be answered by looking into previous research. By answering the questions portrayed above, a good understanding of the goal and how to get there can be made.

Benefits from implementation

Identifying and analyzing the present situation and defining what the goal is, is an important step in the process. This will help to identify the gaps that are still present and also how these can be overcome, what steps and actions can be taken and what the outcome is. Moreover, this will help to prioritize the current challenges and which should be dealt with first, second etc.

Implementation

By making a SWOT analysis for the VET institutions, a good overview of the strengths and resources can be made. Furthermore, by researching the weaknesses also the barriers can be identified. Filling in this analysis, can already give a good overview of the current situation. The SWOT template can be found in the appendix.

Free online tools

This book dives deeper into the ABC's of cultural understanding and communication and looks into previous research using this model. *'The model includes: the writing of an autobiography, interviewing people from other language-, economic-, ethnic- and cultural backgrounds, analyzing life stories with an emphasis on understanding differences and creating culturally responsive literacy ideas across the curriculum'*. The ABC's of cultural understanding and communication was developed to fill a gap in teacher education. [Getting to Know Ourselves and Others Through the ABCs: A Journey Toward ... - Google Boeken](#)

Participatory design

To get a better understanding of the current situation, several questions can be asked and discussed:

1. Do you feel included in your group or VET institution? Why or why not?
2. What would make you feel more included?
3. What gaps can be recognized at the moment within the VET institutions that might cause migrant woman to not feel included?
4. What can you do right now at a VET institution to better ensure the inclusion of migrant women?

Step 2: Target Group

Introduction

From step 1 an understanding of the current situation was gained. This includes the people, institutions and groups the project directly wants to work with, namely the target group. It is possible to work with one or multiple target groups, such as the VET teachers and the migrant women. When describing the target group it is important to be as precise as possible.

Step overview

The target group are the people or institutions that the project is trying to reach. They are the people the project can help or influence the most. The target group should be described as precise as possible. When describing this, two factors can be considered: objective factors and subjective factors. The objective factors describe the age, location, education etc. and the subjective factors describe the knowledge, attitudes, behaviors etc.

There are several ways to gather this information. Firstly, By having an interview or a conversation with people from the target group. Secondly, looking into previous research on characteristics of the target group. These ways can give a better understanding of the target group and help to identify their characteristics. For each target group the steps two till eight need to be performed.

Benefits from implementation

By identifying the target group (the people the project can help or influence the most) the actions can be better adjusted to these specific groups. Which can have a more positive and bigger impact, than targeting a bigger, more differentiated group.

Implementation

With this link VET teachers can take a quiz which will help them evaluate their leadership, team builder, influencer and social awareness skills: [Developing VET Teaching Skills – Leading the Success of Tomorrow’s Students \(penworldwide.org\)](https://www.penworldwide.org/developing-vet-teaching-skills-leading-the-success-of-tomorrows-students).

Furthermore, this project has developed a skills portfolio for VET trainers to evaluate and improve their skills. This can give an insight in the knowledge, skills and attitude (the subjective factors) of one of the target groups.

To get to know more about the target group, these links can be used to dive deeper into their characteristics and values: <https://www.iom.int/community-factors-assessment-toolkit>, <https://www.16personalities.com/>, <https://openpsychometrics.org/tests/RIASEC/>.

Free online tools

The Wedevet teachers skills portfolio gives an insight in important skills for a VET teacher: [Skills Portfolio \(penworldwide.org\)](https://www.penworldwide.org/skills-portfolio). Within this website several skills, such as problem solving and social skills are explained. Also tips and examples on how to develop these skills are mentioned.



The journal, Getting to know your students by Jennifer Fiset, describes several ways on how to get to know students: [Article 2 by Jen Fiset.pdf \(archive.org\)](#). These methods can be adapted to students of any age and for any curriculum.

Participatory design

Questions regarding identifying the target group can be:

1. Who are members of the target group? How old are they?
2. What geographic area do they come from?
3. What strengths and resources does the target group possess?
4. What are the ambitions of the target group?

Step 3: Impact

Introduction

The third step of the Theory of Change is impact. It represents what the project aims to achieve over a longer period of time. It takes the aim of the project in consideration, more inclusion of migrant women in VET education, while thinking about the impacts that the project has on individuals, communities, families and environment.

Step overview

The project will have an impact on both target groups, the migrant women and VET institutions. An impact of this project is to form a strong basis for future inclusion projects, which will benefit both target groups, but also the rest of the communities. In order to define the impacts of the project, several tips can be taken into consideration:

- Think about the impact for each target group separately;
- The impacts can take place over a longer period of time, also when the project has already finished;
- An impact is something the target group will achieve themselves;
- The project will contribute to an impact;
- Keep the impact sentences short, one or two sentences;
- The impacts can occur in different stages of the project;
- Examples of important impacts are: increased employment, change in policy etc.

Benefits from implementation

Identifying what impacts the project will have, will help to adapt and develop the project to have a long lasting impact. It will help to develop or adjust methods that might be more interactive and up to date, such as training materials for migrant women and VET educators. Furthermore, it can identify which aspects might need modifications or where things are still missing in order to achieve the wanted impacts.

Implementation

Implementing this step can be done by using the tips stated above. Moreover, to identify the impact, an analysis of the needs of the target group might be helpful. Also a clear view of the aim or situation analysis done in step 1, can help to identify several impacts.

This paper explains ways to identify the impacts, such as a checklist, matrices, network diagrams and map overlays. The most commonly used method to identify impacts, is a checklist: [Impact Identification, Prediction and Evaluation \(jstor.org\)](https://www.jstor.org/stable/2346111)

Free online tools

To get a better understanding of skills, needs and where VET education stands at the moment, CEDEFOP can be a helpful organisation:

<https://www.cedefop.europa.eu/en/online-tools>.

Moodle can help to create education and training courses that are interactive, online and build practical skills and confidence:

<https://moodle.com/customers/vocational-training/>

Participatory design

In order to better identify the impacts of the project, getting a better understanding of the target groups might help. These questions can be asked to dive deeper in this step:

1. What are skills, besides the commonly known skills (leadership, entrepreneurial, digital, multilingual etc.), that migrant women want to learn?
2. What are skills that VET educators and trainers find relevant?
3. What do migrant women think should be more focus on in VET education for them to feel more included?
4. What is something or what area are VET institutions focused on at the moment?
5. What is a long term goal or impact that VET institutions would like to achieve when it comes to the inclusion of migrant women in education?

Step 4: Outcomes

Introduction

The outcome of the project happens before the impact, it will be achieved before the impacts of the project. Outcomes can be seen as changes in strengths, capabilities or assets to achieve the impacts of the project, such as the e-learning platform and the training materials.

Step overview

The outcomes focus on the shorter term changes for the target group of the project that might contribute to the impacts. For example: upskill VET staff and trainers to use TOC; raise the awareness of VET staff and trainers of cultural differences; help VET institutions use a participatory method, such as the TOC. It can help to look at what assets people will gain and how this might help to achieve change over a longer period of time. Moreover, looking into the knowledge, attitudes and behaviours that each target group will gain can help to identify the outcomes. Furthermore, brainstorming on the outcomes of the project, using for example post-its, can help identifying them.

Benefits from implementation

Identifying the outcomes, can help to get a clear view of the focus of the project. Alongside creating a structure that will be beneficial for the target group, it is important to have a clear view of the objectives and outcomes. This will help to achieve better outcomes, and thus a better impact of the project.

Implementation

Implementing the fourth step of the Theory of Change can be done by looking closely at the knowledge, attitudes and behaviours that each target group will gain. Moreover, brainstorming might help to identify outcomes of a project. The website [The Online Brainstorming Tool | Miro](#) provides a free online tool for brainstorming.

Free online tools

Google forms is a free online tool that can be used for questionnaires among others. These questionnaires can help to share previous experiences and how these can be improved, which can be helpful for the development of materials for the project.

Moodle has several activities that can be used to get to know the target group even better. Moodle quizzes, [Quiz activity - MoodleDocs](#), can help to develop quizzes and Moodle forums, [Moodle in English: Forums](#), can help to get in contact with the target group and hear their opinions and expectations.

Participatory design

Questions that can help to identify the outcomes and objectives of the project:

1. What skills do migrant women already possess?



2. Which skills can be improved in order to develop or sharpen the skills they already have?
3. What skills are VET institutions interested in to learn more about?
4. Are there any skills that the VET institutions should be more aware of that are important to migrant women?

Step 5: Activities

Introduction

The fifth step of the theory of change model will research the activities. This step will focus on VET orientated activities, which will enhance the skills of the VET trainers and educators, as well as enhance the competences of migrant women. These activities will focus on different skills that are required of personnel involved in VET education. The European Union Council's 2018 recommendations for lifelong learning, developed a list of these skills and competencies that are required or should be acquired:

- Literacy;
- Multilingual;
- Mathematical, science technology and engineering;
- Digital;
- Personal, social and learning to learn;
- Citizenship;
- Entrepreneurship;
- Cultural awareness and expression.

The competencies that are most applicable to this project will be used for the activities, such as digital, personal, social and learning to learn, entrepreneurship and cultural awareness and expression. Further relevant skills that are important for personnel in VET to ensure the inclusion of migrant woman in VET education can be problem-solving, critical thinking, CV writing and interviewing skills. In short, the activities developed in this step will focus on the above stated competences.

Step overview

The developed activities will be catered toward the target group that is undertaking the activity, i.e. VET trainer/educator or migrant women. Thus, the activities for VET trainers and educators will include different competences and skills than the activities developed for migrant women. For example, the activities for VET trainers and educators will include the cultural awareness and expression skills, as well as skills that involve:

- Training and educating people;
- How to interact with students with a different cultural background.

For migrant women the skills involved in the activities will involve other competences, such as:

- Digital skills;
- Personal, social and learning to learn skills;
- Entrepreneurship;
- Introduction to VET.

There are a number of various ways to develop activities, such as role -play scenarios, experiential workshops, quizzes etc.

Benefits from implementation

Activities are an essential and fun way of practice for the participants. Next to hearing and reading the information, it can be put to practice and repeated through the use of activities. This will help to learn and remember the information better.

The different activities all have their own way of learning and improving skills. A quiz can be used as a fun way to learn basic information, as well as show the participant where they lack knowledge. Role-playing and experiential scenarios are useful as they put the participant in a “real-life” situation. This will learn the participant the skills and competences how they can react when this situations occurs in real life. Overall, a participatory approach of the participants is beneficial and helpful in learning and improving skills and competences.

Implementation

To implement this step, several tools can be used. Such as:

- Kahoot games to develop quizzes
<https://kahoot.com/academy/study/>
- Social Emotional Learning, online game
<https://create.kahoot.it/course/5f551e71-8515-42e5-bb41-a68ae7c76ed5>
- Resume writing, online game
<https://create.kahoot.it/details/99ead36a-557d-4d5c-87dc-df036f9d7384>
- A role play example that can be adjusted to the needs of the participants
https://hr4free.com/PDF_Files/Blog_RH_EN_ac_jeu.pdf
https://www.academia.edu/11754821/Lesson_Template_based_on_Role_Play_Model_in_English

Free online tools

Some existing online free tools, which can be used to implement this step:

- Future Learn Platform, an online platform which has several courses on multiple fields for participants <https://www.futurelearn.com/courses>.
- Coursera Platform, an online platform for people to follow courses and acquire certificates <https://www.coursera.org/>.
- Udemy Platform, an online platform with free courses to gain new knowledge <https://udemyfreecourses.org/>.

Participatory design

Possible discussion points can be:

1. How inclusive is the VET field for migrant populations?
 - a. Think of some vulnerable migrant population and their level of participation.
 - b. Why is that certain level of participation? Can you think of possible reasons?



- c. People of migrant population may talk about challenges that no one thinks about and how they affect them.
 - d. Migrant participants may share information from their past to show that their migration status does not define them.
- 2. Think about a complete re-arrangements of the VET field as a completely inclusive field. What would you do?
 - a. Think about social inequalities that may already take place or inequalities in general.

Step 6: Change mechanisms

Introduction

The change mechanisms is the bridge or connection between the activities and the outcomes, how will the activities incite the change to achieve the outcomes and impacts. The change mechanism is an important step in the Theory of Change, as a description of how the target group engages in the activities and experiences that the project offers them will be presented.

In this step several elements will be discussed which can be included in VET education to incite the change that the project aims for. Furthermore, how trainers and educators can ensure an understanding and inclusive approach towards the target group will be addressed. This will help to form powerful change mechanisms between the activities and the outcomes.

Step overview

This step is important, as it looks deeper into the research and how this will achieve change. The mechanisms can be stated very simple, but also more subtle, such as feeling safe, trusting teachers and educators, feeling motivated. A statement that can help to think about the change mechanisms in the project:

- While the target group is participating in an event or experience, how do you want them to feel or what do you want them to be thinking?

This can be done for every outcome of the project. Furthermore, the quality of the delivery of activities can enhance the change mechanisms and therefore, the outcomes. Looking at the effectiveness and uniqueness of activities, as well as the qualities of staff can give a good overview of the quality.

Topics that can help to enhance the change mechanisms in an activity are:

- **A general definition of VET. What is VET in your country?**
It should be clear to all target groups what the definition of VET is. Each country or culture can have a different view of what VET is and what it entails, especially because this project works with a multicultural target group. Therefore, it is important to have a common understanding of the definitions used in the project. To achieve this, each person can describe how and what VET is in their home country.
- **Changes in VET education and activities based on different social and cultural contexts.**
Knowing when there are changes in VET education, can help to adjust the change mechanisms. It can be helpful to think of the different settings and contexts in which activities or lessons will be given.
- **Adopting new perspectives in VET;**
By sharing the differences in VET education in the different countries, different perspectives can be adopted.
- **Hybrid VET trainings.**
This will ensure a higher quality in delivering the activities and lessons.

Benefits from implementation

Implementing this step will help to identify what direct feelings or thoughts you want the target group to have during activities. By knowing this, the activities and trainings can be adjusted to achieve this. Thus, improving the quality of the activity and training.

Implementation

- This website offers interactive exercise which promote social cohesion: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/@ifp_skills/documents/genericdocument/wcms_850002.pdf.
- This guide can be used to increase the quality of the staff in VET: https://unevoc.unesco.org/up/CAPA_practitioners.pdf.

Free online tools

Some online tools that can be useful for VET training:

- <https://www.cedefop.europa.eu/en/online-tools>;
- <https://moodle.com/customers/vocational-training/>;
- <https://www.vettoolbox.eu/en/find-tools>;
- <https://pandaeducation.co.uk/blog/digital-tools-for-trainers/>.

Participatory design

According to Van der Velden & Mörtberg (2014)] participatory design aims to bring future users in the designing process in order to co-create and develop part of the methodology. Through this method, future users, in this case migrant women and VET trainers, are heard and represented by a more holistic approach.

For the project, participants and trainers can be reflective about their experience with VET education. Questions that can provide important feedback are for example:

1. Do you consider your VET training as inclusive? If yes, why? If not, why?
2. What is the perception of VET training in your country?
3. Do you feel that you fit in your group?
4. Is there something that you would like to improve?

Furthermore, discussing the perspective of VET education in one's country, can provide a more holistic approach, while also getting to know your trainer or participants.

Step 7: Sequencing

Introduction

When working towards making a change, especially when working on a long term project, it can be helpful to think about the order of the outcomes and the impacts of the project. Sequencing will initiate a deeper level of thinking on how change will occur and how to contribute to this. This will help to identify possible gaps, as well as deciding which activities might be more suitable than others in the different stages of the project. Moreover, sequencing will help to set intermediate objectives and success indicators, which is helpful especially for long term projects.

Step overview

To sequence a project, the different stages and outcomes should be identified. After this, a logical sequence can be made. This sequence does not mean that this is the only way the outcomes and impacts can occur, this still can differ from the initial sequence made. When working on the sequencing of a project, several things can be taken into consideration:

- Firstly, focus on the outcomes and work backwards from the impact. Identify the logical sequence in which things might occur. By identifying the sequence, the activities can be put into a logical order.
- Look at the broader pattern, so don't go too deep into the different stages. It is possible the sequence only exist of two or three stages.
- Using post-it notes can be helpful. Moving the topics/stages around, can help to identify a sequence.
- Since the project works with people over a longer period of time, it is important to think on the relationship that the project and partners aim to have with the people involved and the journey they go through.
- Lastly, in some situations it is not necessary to have a clear sequencing.

Benefits from implementation

Sequencing the different stages in a project can help to set intermediate objectives and in between success indicators. Especially for long term projects this is helpful. By identifying the sequence of the stages, the activities can be put to practice at the most suitable time. This will have a positive impact on both the personnel involved in VET institution, as well as the migrant women enrolled in VET. Moreover, with the help of the identified success indicators, a gap that might appear in the middle of the project can be easier identified.

Implementation

Sequencing is not a straight-forward path that always needs to be followed, but it can support in identifying a broader logical pattern. Practically, goals will not always be finished at the time that was set before start. When working on multiple goals, it can be possible to switch between goals or achieve them at the same time. So, the sequence that was made, might not be the actual order of activities or stages, multiple influences can change the order.



Free online tools

With the following link more information on the Theory of Change model and how this can be implemented in your work can be found: DIY Toolkit: theory of change https://www.youtube.com/watch?v=6zRre_gB6A4&t=51s&ab_channel=DIYToolkit.

Participatory design

Questions that can be helpful for this step of the Theory of Change:

1. Is there a logical sequence in which things might or should occur?
2. What is the relationship I aim to have with the other people involved?
3. What is the journey I want them to go through?

Step 8: Diagram

Introduction

Having a visual representation of the Theory of Change can represent a useful tool for its successful implementation. Diagrams can be seen as a summary of the process, activities etc. The most important things to include are impact, outcomes, mechanisms and activities. The creation of a diagram may help to see new connections, identify gaps and even find a new sequence. Moreover, it is also a helpful communications tool.

Step overview

Diagrams can be both simple (like a logic model) or more sophisticated in order to better show how a specific activity corresponds to an outcome. Several topics are important to include (impact, outcomes, mechanisms and activities), however, it is important to not include too much information, such as the context and the assumptions.

By starting to develop a logic model diagram, a good overview can be made. When this is not enough or doesn't capture the Theory of Change model well enough for the project, a more sophisticated model can be made. A helpful way to develop this diagram is the use of Post-it notes, which can be moved around to develop a draft map of the diagram. During this process gaps might be identified, which can then still be added to the diagram.

Benefits from implementation

The creation of a diagram can fuel further reflection. This can help to see new connections, identify possible gaps and be clearer about the sequence of the outcomes.

Implementation

An example of a diagram can be found [here](#) (appendix, page 27). Furthermore, the theory maker is a free web app that can be used to make any kind of causal diagram <http://theorymaker.info/>.

Free online tools

Changeroo helps to turn the Theory of Change into a living document that is interactive and adaptive. It is a way to communicate evidence for interventions to societal challenges, identify evidence gaps and to collaboratively work on testing not-yet-validated assumptions, while giving stakeholders a voice:

<https://changeroo.com/>



Participatory design

Once the steps from the Theory of Change are written down and a diagram is made, reflect on the diagram with the following questions:

1. Can we picture the steps together?
2. Is there something missing? Is there something we should get rid of?
3. Should something be anticipated? Should something be postponed?
4. Do we reach our predicted goal?

Step 9: Enabling Factors

Introduction

Enabling factors and stakeholders is the ninth step of the Theory of Change model. This step will look into the external environment and how this will affect the aims and plans of the project implementation. This step will identify what stakeholders and others need to do, as well as what factors might help or hinder your success in implementing this model in VET institutions.

Step overview

In this stage, it should be clear what the project is trying to accomplish, because of the first steps of the model. Thus, looking into the different stakeholders and what is needed from them to make the project a success, is an important next step. The stakeholders, also called the enabling internal factors, should have a clear view of the outcomes of the project, acknowledge where there are gaps in their knowledge and where they might be taking leaps of faith in their planning. To gather this knowledge, several questions can be asked:

- Which other people or organisations can affect the delivery of the project?
- What do they need to do? How can we help them?
- How can we encourage them to do this?

Next to the enabling internal factors, there are also external factors that might have an affect on the project. These can range from government policies to social environment or public opinion. It is important to identify the external factors that might affect the project and to see if they are helpful or if they will hinder the project. Lastly, identify the contextual conditions that might affect the outcome of the project for individuals. Questions that can be asked:

- What will support or hinder the target groups to engage and achieve change?
- What else might be going on in their lives that might affect success?

It is important that the plans for the project or initiative are sound and that the results to be achieved are defined clearly beforehand. Thus, the personnel involved in VET and students will know success when they see it.

Benefits from implementation

Implementing the Theory of Change to an institution will help to develop new and innovative tools, such as a digital platform. This offers a holistic and integrated approach to develop participatory strategies and approaches, which will result in a better inclusion of migrant women in VET institutions. The enabling factors, internal and external stakeholders and contextual conditions, can have an impact on the outcome of a project or activity. Identifying them and what their effect might be, can help to get the most positive effect out of the stakeholders.

Implementation

There are three factors to be identified; firstly the stakeholders, secondly the external factors and lastly the contextual conditions. Each have a different impact on the project and are therefore, important to be identified.

The enabling internal factors are critical for the success of the project. It is important to provide space and facilities to implement the project in the VET institution and to listen to their needs. As stated above, the external factors can range from government policies to social environment. Lastly, the contextual conditions look more into the aspects that can affect and impact the individual. This link will help to provide part of the contextual information necessary to interpret the individual and household/family factors:

<https://www.iom.int/community-factors-assessment-toolkit>,
https://www.iom.int/sites/g/files/tmzbdl486/files/our_work/DMM/MPA/25-communityfactorsassessmenttool.pdf.

Free online tools

Some online tools and materials that can be used to get to know the target groups:

- A tool that helps to learn what really drives, inspires and worries different personality types, which can help to build more meaningful relationships. The 16 personalities tool: <https://www.16personalities.com/>
- Holland Code (RIASEC) Test. The Holland Occupational Themes is a theory of personality that focuses on career and vocational choice. It groups people on the basis of their suitability for six different categories of occupations, <https://openpsychometrics.org/tests/RIASEC/>.
- Discover your ideal path through career tests, personalized career path advice, and "inside-out" job matching, <https://www.whatsnext.com/life-values-self-assessment-test/>.
- The MAPP Career Assessment. The MAPP (Motivational Appraisal Personal Potential) career assessment is perfect for students, graduates and working adults. You'll get a wealth of information to help find the right career that matches your unique assessment profile, <https://www.assessment.com/>
- An Intuitive Skills Assessment Tool: <https://www.skills-base.com/skills-assessment-tool>.

Participatory design

Several discussion topics that might be of importance when implementing the theory of change in a VET institution are:

1. Levels of support and encouragement for migrant women from their families(contextual conditions).
2. Encouragement and discouragement by women's closest environment, but also the staff and representatives of local public bodies and business (contextual conditions).
3. Participation of migrant women in other activities outside the VET institution referring to their social and vocational inclusion (e.g. cultural activities).

Step 10: Assumptions

Introduction

Assumptions are things taken for granted, accepted as certain to happen. They are an important part of the implementation of the Inclusion TOC project into the VET institutions. It will identify where the Theory of Change is weak, untested or uncertain. This helps to clarify what the biggest concerns are. As a project plots out their understanding of a particular change process, it will be based on the institutions staffs shared assumptions. Does your staff understand the main idea of the project? Does the staff have time and are they motivated to participate in project activities? (such as the online training). Therefore, it is important to identify these assumptions.

Step overview

Identifying the main assumptions in the Theory of Change for this project can focus on:

- Assumptions about each precondition, to achieve the result in the pathway of change and to bring about the long-term outcome for the institutions and migrant women;
- Assumptions that connect project activities to outcomes for the staff, target group and wider communities.

Moreover, to identify assumptions, put yourself in the position of your fiercest critic. How would they pick holes in your project? Also, by asking yourself to think about what worries you most about the project can help to identify the assumptions. It might also help to go through the four different types of assumptions:

- **Delivery assumptions;**
 - Can you really deliver what you say you can? What are the concerns?
 - Does your staff have the right skills and abilities?
 - Can you really reach the target group?
- **Impact assumptions;**
 - Is your model really going to make a difference?
 - What fundamental aspects of your Theory of Change are questionable?
- **Unintended assumptions;**
 - What could go wrong? What are the risks?
 - Will the project distract people from something else important?
- **Theory of change project assumptions.**
 - Have views, experiences and perspectives been genuinely and representatively reflected?
 - Is each precondition necessary to achieve the result in the pathway of change to bring about the long-term outcome?

When going through the four types of assumptions, several might arise. These are the weak points in the project. When these are identified, three questions can be

asked: *Does this assumption fully explain what is thought will happen? Is the assumption plausible? Does this assumption need to be tested?* The testing of the assumption can be done through collecting evidence and data on the topic. With this gathered knowledge, the assumptions in the project will be recognized and dealt with accordingly.

Benefits from implementation

This step will help to identify where your project plan is weak or risky. The implementation process of the Theory of Change strategy will have a much higher probability of success, as possible risks will be minimized and the weak points are recognized and dealt with. This will result in a bigger impact for the target groups.

Implementation

To implement this step, the questions stated above can be used. Next to this, the VET institution has to identify the characteristics of the right target groups of migrant women and need to have the capacity to support these women. Identifying the assumptions, and with that the possible risks of the project, can help to make the project more successful. Considering if the staff will have enough time to take part in a training, low level of interest from migrant women to enrol in VET activities, sick leave of personnel, or stigma from attending VET education are several examples of possible risk and/or assumptions. A template to order and analyse the assumptions can be found in the appendix.

Free online tools

- <https://aifs.gov.au/resources/practice-guides/what-theory-change>
- <https://www.iom.int/community-factors-assessment-toolkit>
- <https://www.whatsnext.com/life-values-self-assessment-test/>
- <https://www.skills-base.com/skills-assessment-tool>

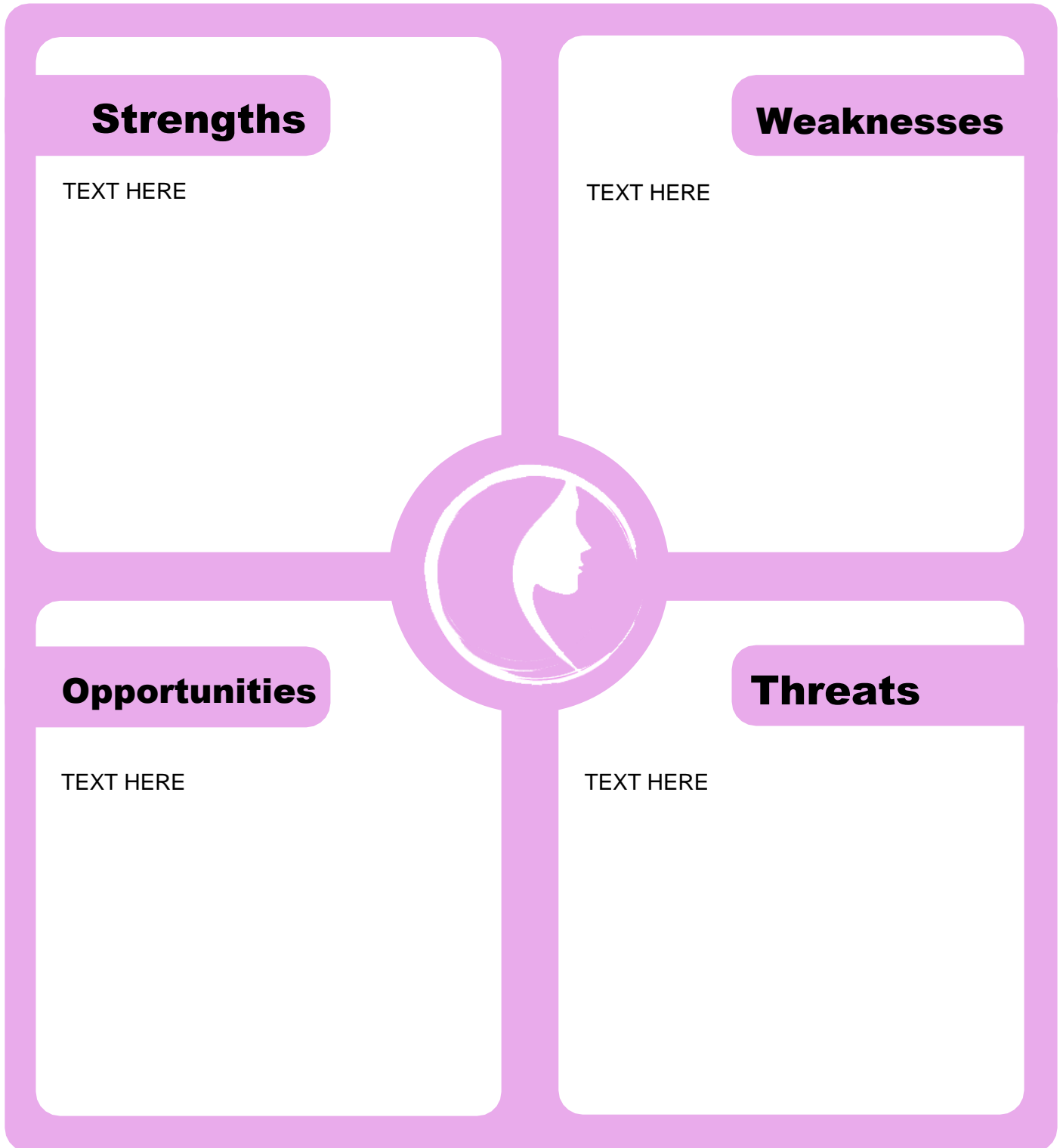
Participatory design

A planned theory of change would not be complete without step 10 - an articulation of the assumptions that you use to explain the change process you have envisioned. It is important to encourage staff to articulate assumptions and to put them on the table to be examined, critiqued and agreed on by the group as "givens" they can live with. To get these assumptions on the table, several questions can be asked:

1. Do you have any assumptions about the context/environment in which the Theory of Change is situated?
 - o Do you have any thoughts on how the local economy can impact the project?
 - o Do you have any thoughts on the relationships between potential employers and potential employees?
 - o Do you have any assumptions on the transportation access for the migrant women to get to the VET locations?

Appendix

Template SWOT analyses



Template assumptions

	<u>Fully explain what is thought will happen?</u>	<u>Is it plausible?</u>	<u>Need for testing?</u>
<u>Delivery assumptions</u>			
DA1:			
DA2:			
<u>Impact assumptions</u>			
IA1:			
IA2:			
<u>Unintended assumptions</u>			
UA1:			
UA2:			
<u>Theory of Change project assumptions</u>			
ToCa1:			
ToCa2:			