



# IFSTAL

Innovative Food Systems Teaching And Learning

HEFCE  
Higher Education Funding Council for England



## IFSTAL Course Accra

Thursday 26th July – Lecture 5  
Bringing about change in the food system



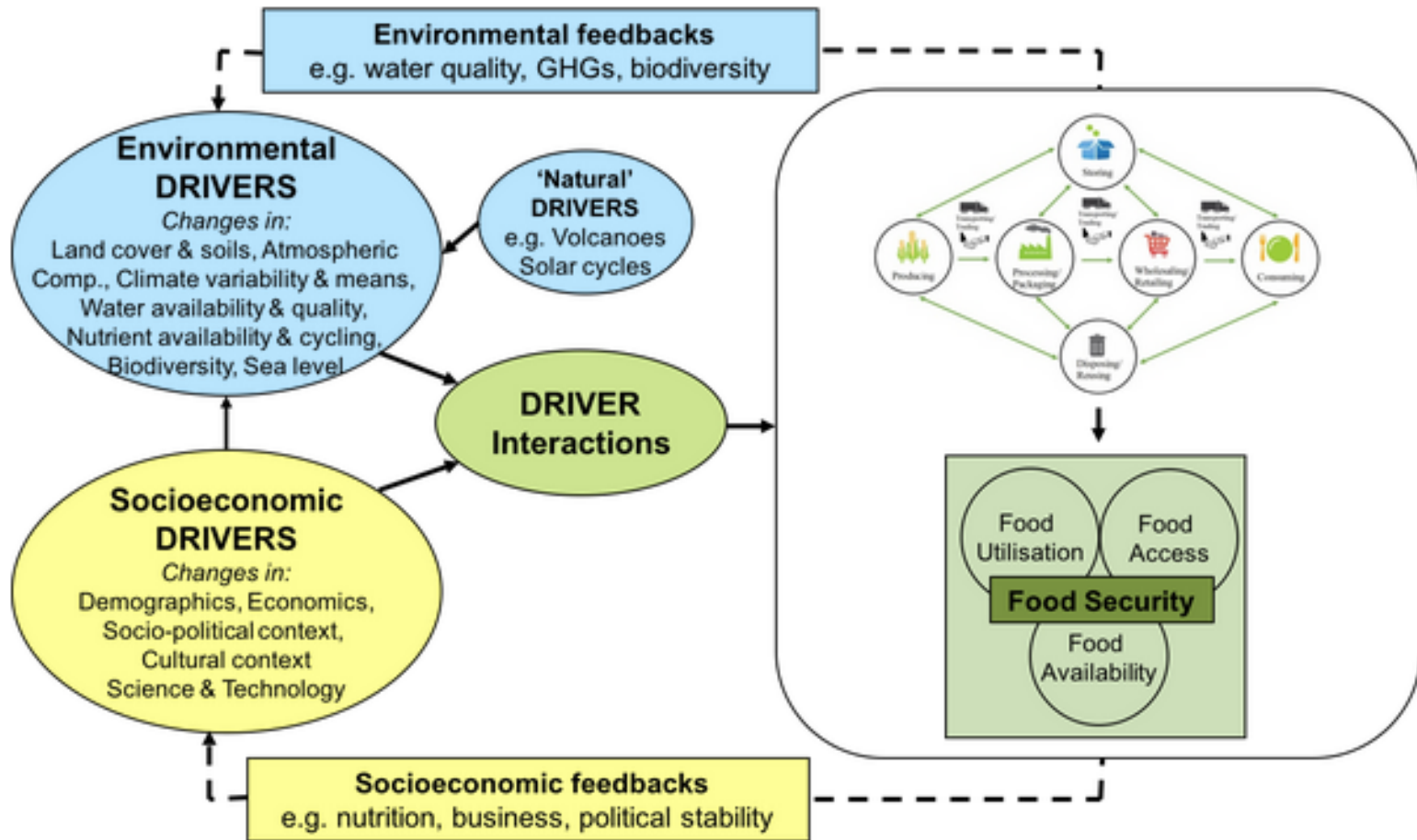


# Learning outcomes

By the end of this lecture you will be able to;

- Review what we mean by systemic change.
- Describe different kinds of change.
- Describe the Theory of Change
- Examine how different actors initiate change.

# What do we mean by systemic change?



Global Environmental Change and Food Systems (GECAFS) Framework

Ericksen, P.J., 2008. Conceptualizing food systems for global environmental change research. *Global Environmental Change*, (18), pp.234–245.

# Unintended consequences in the system

## Food aid in Haiti



<https://www.youtube.com/watch?v=kFO2p6NDUzI>

# Types of Change

## 1. Incremental Change (e.g. improved grain store for local consumption)

- Improves or corrects existing aspects
- May focus on a skill or process



## 2. Transitional Change (e.g. changed crops to benefit from new market access)

- Allows a fundamental change in a practice

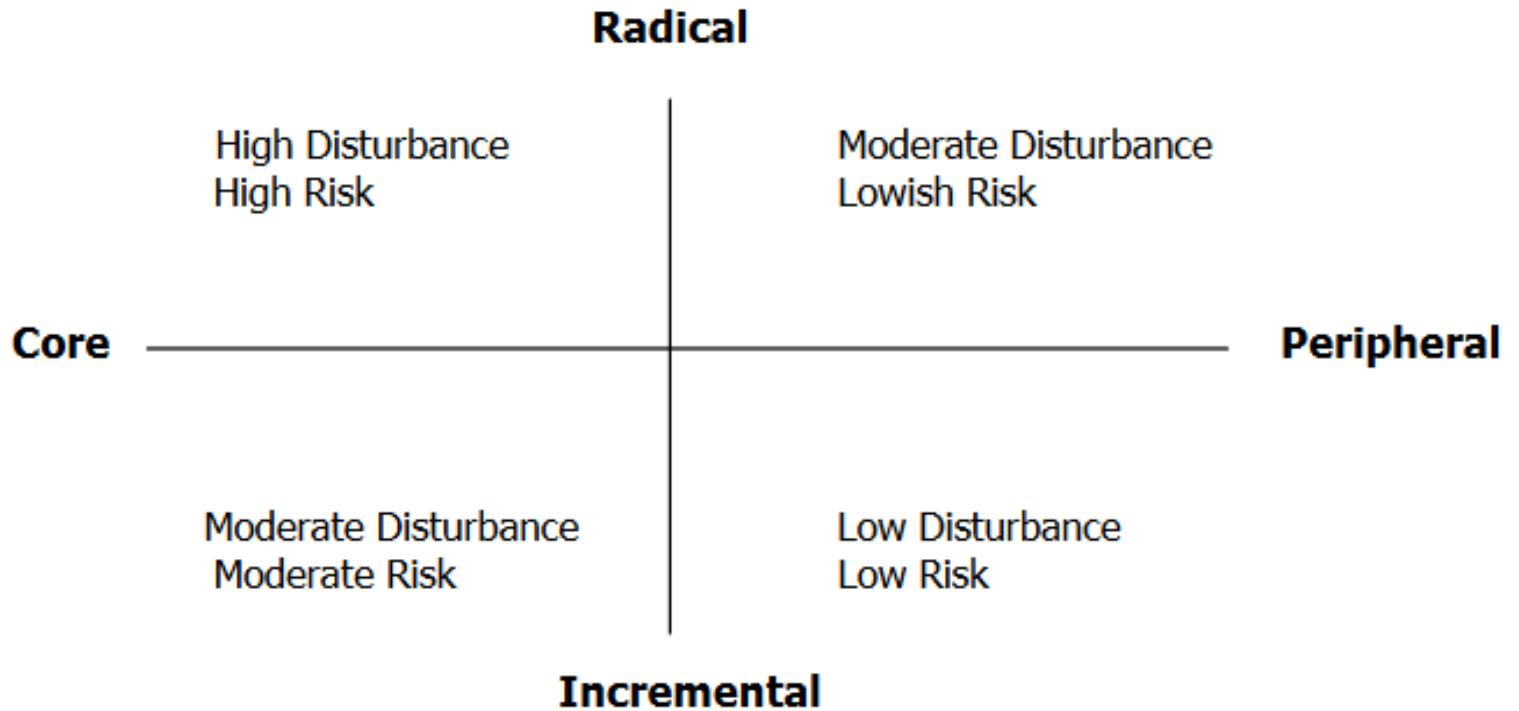


## 3. Radical Change (e.g. land tenure arrangements)

- A transformational shift in assumptions, structure and process

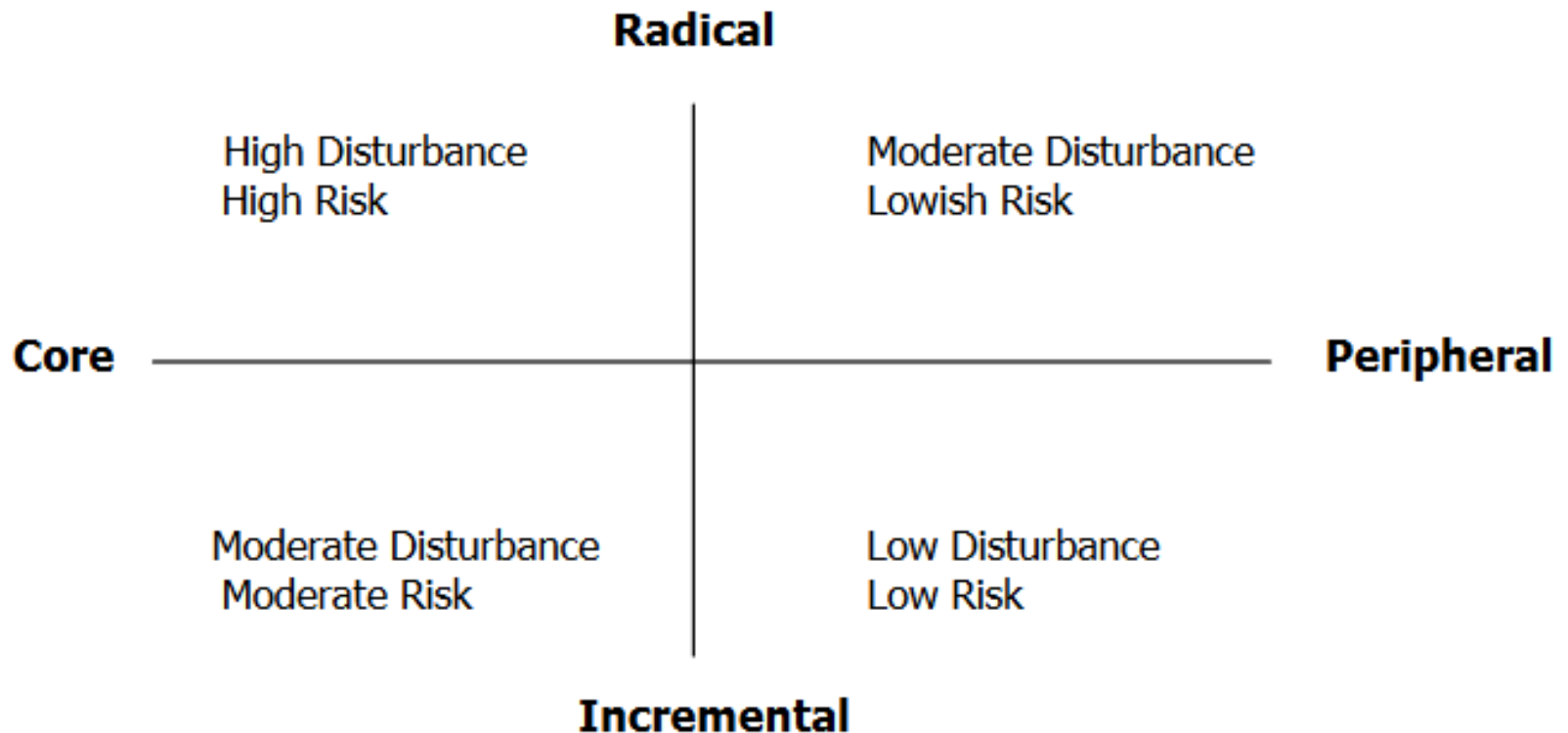


# Nature of Change: being aware!



# Exercise (20 mins)

In your groups, discuss the quadrants and come up with an example of one change for each quadrant relevant to your project. Prepare to report back.



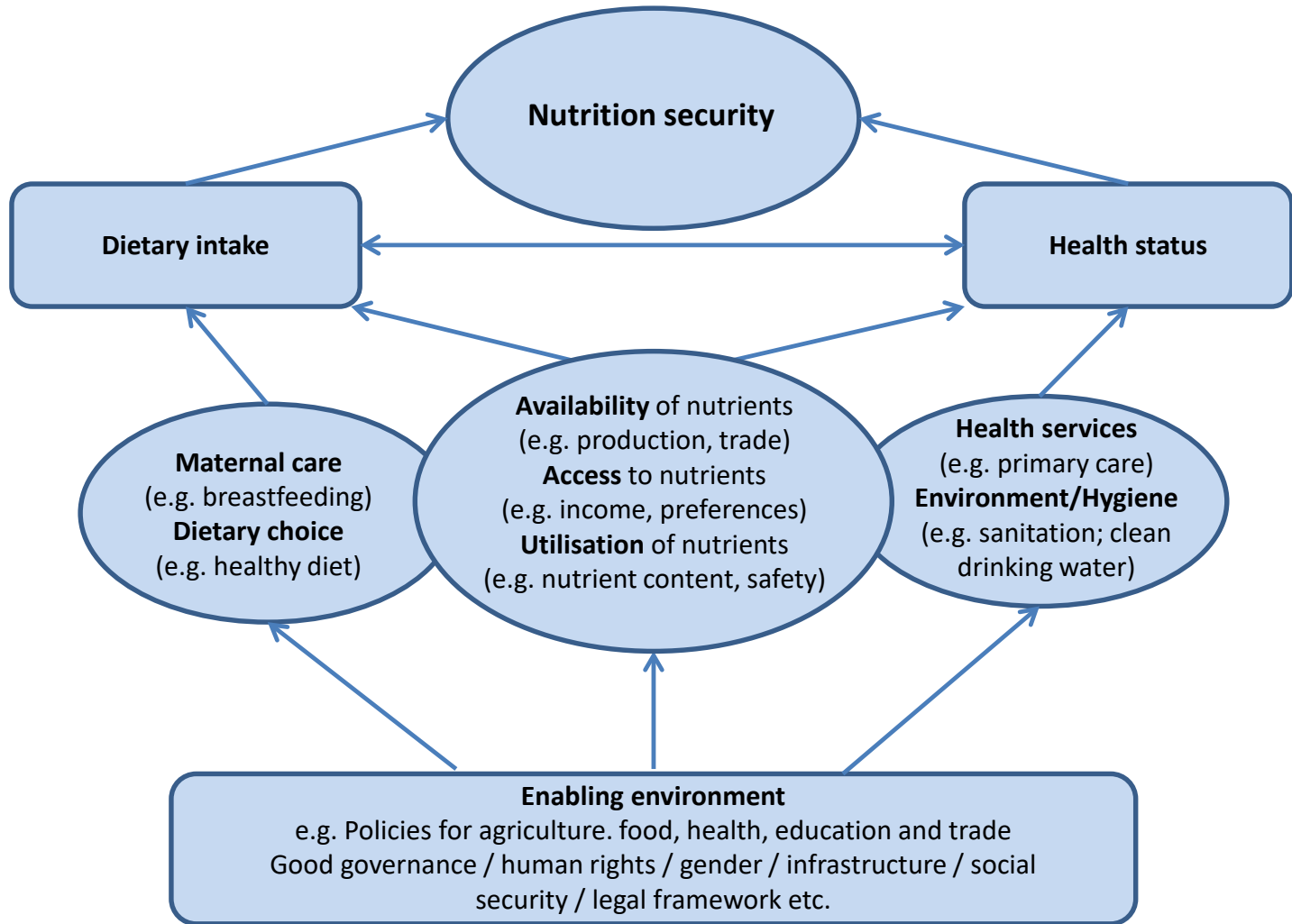


# 'Theory of change'

- A model which helps us to identify a change that you want to make in a system and to map out what is needed to achieve that change.
- It is used to ensure that what we are *doing* will result in the change intended.
- It makes clear the actions needed to get the result.



# Identifying overall goal



----- Global / national ----  
----- Individual -----  
---- Community / household ---



# 'Theory of change'



<https://www.youtube.com/watch?v=eJPK7oZaK70>



# Assumptions

## 3 types of assumptions

1. Assertions about the connections between long term, intermediate and early outcomes on the map.
2. Substantiation for the claim that all of the important preconditions for success have been identified.
3. Justifications supporting the links between program activities and the outcomes they are expected to produce.

Important to acknowledge assumptions you are making at all stages.

# Indicators

Each **Outcome** should have an indicator

**Indicator** is the actual variable being measured, such as average test scores or proficiency in a particular skill.

**Population** is the group that you are measuring, such as a program's clients.

**Threshold** represents the minimum for the outcome to be successfully achieved.

Outcome 1	Indicator	Population	Threshold
<ul style="list-style-type: none"><li>• Health Status</li></ul>	<ul style="list-style-type: none"><li>• % stunting in children</li></ul>	<ul style="list-style-type: none"><li>• Bottom socio-economic quintile of Accra</li></ul>	<ul style="list-style-type: none"><li>• Less than 5% still stunted</li></ul>

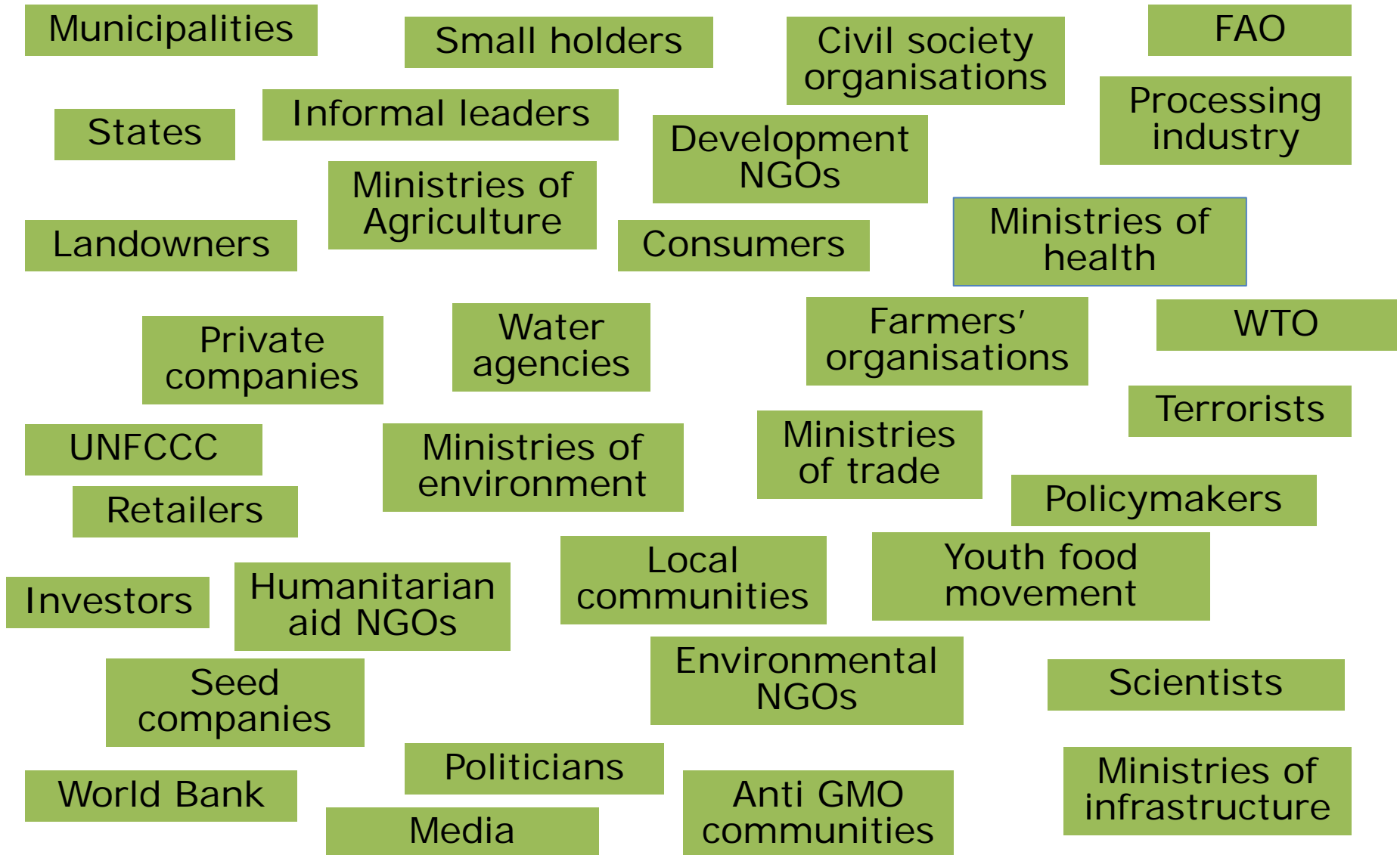


# Theory of Change

Key principles:

1. Identifying long-term goals
2. Backwards mapping and connecting the preconditions or requirements necessary to achieve that goal and explaining why these preconditions are necessary and sufficient.
3. Identifying your basic assumptions about the context.
4. Identifying the interventions that your initiative will perform to create your desired change.
5. Developing indicators to measure your outcomes to assess the performance of your initiative.
6. Writing a narrative to explain the logic of your initiative.

# Who do you think are the change makers?





# IFSTAL

Innovative Food Systems Teaching And Learning

