An intended pathway to capability

A theory of change to examine, not an automatic chain of results.

1 / Make learning possible

Resources, access, partners and time enable supported inquiry. Assumption: people can participate meaningfully and the question matters to them.

2 / Inquire together

Facilitated activities make different perspectives, relationships and assumptions discussable. Possible outputs: maps, revised accounts and questions. Assumption: disagreement and missing voices can be addressed safely.

3 / Develop and apply capability

People practise explaining boundaries, challenging claims and proposing revisable action. Personal reflection supports collective inquiry; institutional routines influence whether learning can be used. Assumption: participants have an opportunity and sufficient support to act.

4 / Observe, revise and reconnect

Review what was tried, what happened and whose experience differs. Feed learning back into the question and programme design. Wider change requires longer observation and multiple contributors; it cannot be attributed to a workshop without additional evidence.