**CCSL ToC Narrative**

The **overall outcome** that is expected from climate change communication and social learning is that “*Social learning helps people, organizations and networks better deal with climate change, improve agriculture, guarantee food security and prepare for other adverse conditions and wicked problems on a continuous basis*”.

**Under that broad outcome**, the changes hoped for by the CCSL community are two-fold:

* That social learning is applied well (deeply) at scale to deal with climate change, agriculture and social learning.
* That all actors and organizations involved in social learning type of work are learning and reflecting socially and deeply – they embody social learning.

**Under these high level changes**, the CCSL community hopes to see social learning methodologies applied much more effectively (consciously and well) than in the past and in the appropriate circumstances where transformative change is expected.

A number of **changes at broader CCSL level** (which we refer to as **domain**, i.e. not just the current CCSL community but also other networks and social spaces that are related to it) come in the picture to achieve this, in particular around three areas:

1. The domain is better mapped (*what is social learning*): social learning must articulate very clearly its correlation with transformative change and people understand what it means – it is about connecting and learning with other networks
2. The approach is used more and better (*how to do social learning*) – this is about documenting and expanding the evidence base and its practical application
3. Social learning in climate change, agriculture and food security (CC, A and FS) has managed to influence some organizations, particularly international organizations, to invest in social learning initiatives by others and to do it themselves (*the added value of social learning, is supporting and in some cases leading to changes in organizations*) – this is about influencing institutional change.

Under ‘mapping the domain’, **sub-level outcomes** (at the junction between the CCSL community and other actors and networks), the hope is to have social learning better defined against related fields, with more diverse actors engaging in such conversations and sharpening insights.

This is supported by the ongoing sharing, learning and documentation efforts undertaken through the CCSL sandbox[[1]](#footnote-1), which also helps CCSL members join other related networks and the other way around.

Under ‘using CCSL’, it is critical that it becomes clear ‘how, where and when to do social learning or not’. For this, the CCSL space has to become more visible so as to attract more actors and ensure better quality documentation of social learning initiatives. The joint reviews and collective exploration of how to do social learning contributes to this improved quality.

Under ‘influencing others to use CCSL and invest in it’, the hope is that direct lobbying has helped convince donors to fund social learning type of work and to apply social learning within their own institution.

Next in line come the **outcomes at the level of the CCSL community**. These outcomes ensure that CCSL evidence is robust, that CCSL, the community and the domain, are promoted to lead to the changes highlighted above, and that the CCSL community becomes an active community of practice that co-creates, refines, promotes, but also challenges experience and evidence. These changes also feed on the capacity development that happens within the CCSL community and on the ongoing documentation that leads to packaging information in different ways to reach different audiences.

The **CCSL outputs** contribute to these changes:

* The documentation is fuelled by the relevant resources and case studies shared on the sandbox, by the support packages that are provided and used by CCSL members
* The changes to the framework and toolkit influence the practice of other organizations

Finally, a number of inputs and activities are at the bottom line of this theory of change to ensure the above happens: evidence gathering, sandbox facilitation and use of other spaces for sharing and learning (thanks to CCAFS among others) are the inputs that feed the CCSL community activities i.e. supporting practice and experimenting projects, desk-based evidence gathering, writing papers and crucially the development of an influencing strategy by the CCSL group.

1. The CCSL sandbox is a space and a mechanism set up to discuss social learning in climate change and develop creative projects that contribute to demonstrate the value of such approaches or to implement them as a way to inform local decision-making. The sandbox itself should be a genuine reflection of how social learning works in practice. It consists of a wiki - where Sandbox (and related projects') information is documented, and a Yammer network to discuss ideas, activities, give feedback to each other, co-assess potential projects, share resources and... learn socially about climate change. [↑](#footnote-ref-1)