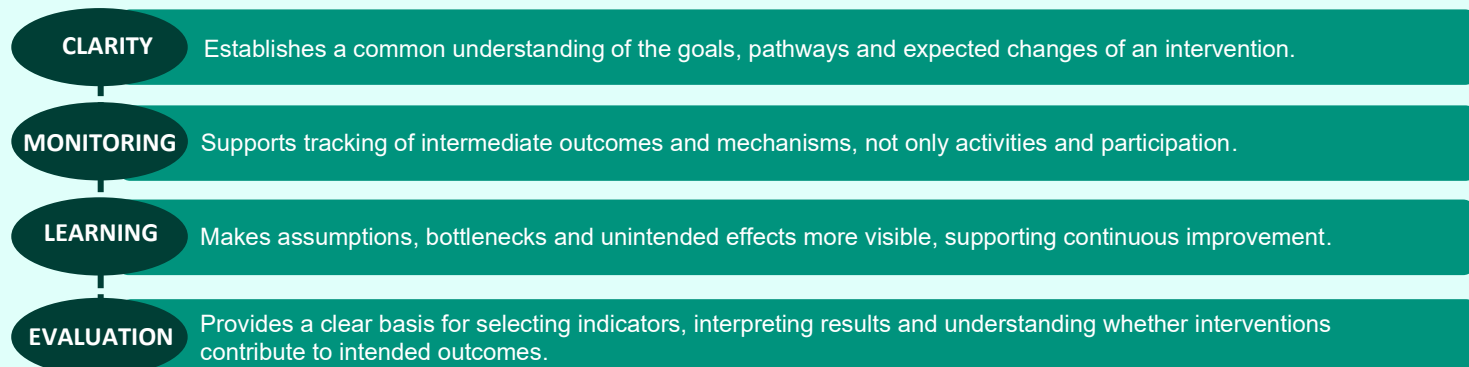
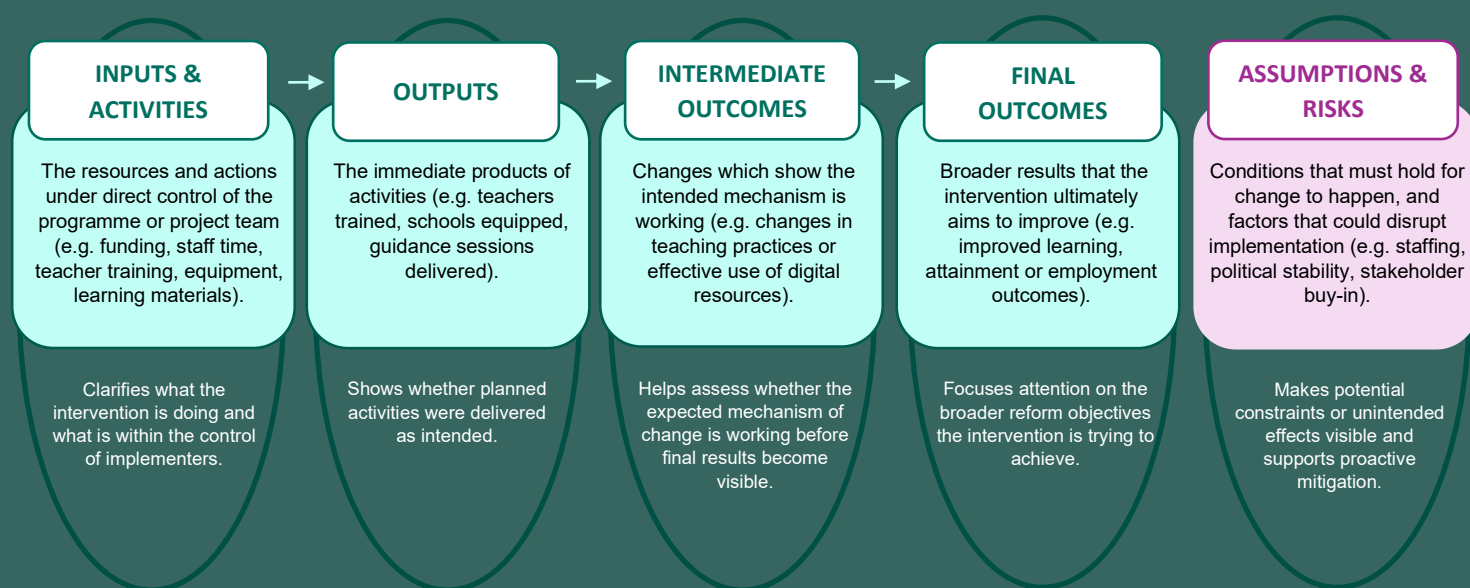


Strengthening the use of theories of change across Bulgaria's Programme "Education"

WHY USE THEORIES OF CHANGE?



WHAT ARE THE ELEMENTS OF A THEORY OF CHANGE?



HOW TO STRENGTHEN THE USE OF THEORIES OF CHANGE IN PROGRAMME "EDUCATION"?

- 1 **Introduce simple theories of change at procedure, project and activity level** to make causal pathways and expected changes explicit.
- 2 **Develop theories of change collaboratively** to ensure they reflect implementation realities and make experienced assumptions and risks explicit.
- 3 **Link each element of a theory of change to meaningful indicators** to better track progress towards outcomes and mechanisms of change.
- 4 **Identify measurable proxies for qualitative goals** to make broad objectives more operational and monitorable.
- 5 **Strengthen learning and adaptation** by using theories of change to identify bottlenecks, support feedback loops and refine implementation.

Information about the report

This summary is based on findings published in OECD (2026), *Strengthening evaluation practice: Supporting evaluation across the thematic areas of Bulgaria's Programme "Education" 2021-2027*. Access the full report at <https://doi.org/10.1787/c553589a-en>. For more information about the report or the OECD's support to Bulgaria, please contact christa.rawkins@oecd.org or zhasmin.avetisyan@oecd.org.