



# OUR HEADLINE THEORY OF CHANGE

GOAL

Children in the Upper East region of Ghana have access to essential tools and resources for positive and productive education. Their social and emotional well-being is prioritised, leading to high attainment and better opportunities in the future.

OUTCOMES

### FOR CHILDREN

- Improved knowledge of basic health and wellbeing
- Increased self esteem and confidence for all children
- Improved knowledge of child's rights for all

### FOR SCHOOLS

- Increase in attendance
- Improved attainment
- More children going on to further study
- Improved BECE rankings

### FOR TEACHERS

- Teachers are enabled to support social-emotional needs
- Teachers deliver more high quality learning opportunities
- Stronger school-home connections improve learning

### FOR PARENTS

- Greater child protection outside school
- Raised aspirations for children

ACTIVITIES

### HOMELAND GHANA PROGRAMMES

Developing knowledge, understanding, and effective response to children's needs in the community through ongoing training and interventions

### HOMELAND GHANA PROJECTS

Targeted, scalable activity that get resources and support to schools and into the community.

ISSUES

*Young people are not finishing school. Particularly girls. Social and cultural issues in the region limit the quality of education they receive: early marriage, access to menstrual products and families not understanding children's rights, all impact on attendance and attainment. The local economy is not strong enough to support all young people to excel. There is a lack of education infrastructure, under-supporting development in the region. As a result there is a risk of a drain of population and talent away to other regions, limiting future prospects.*

A SIMPLIFIED KEY TO THE THEORY OF CHANGE:

HOW THINGS SHOULD BE

WHAT CHANGES?

WHAT WE DO TO HELP

WHAT'S DIFFICULT?