# Building Schools From The

## Theory of Change

PoP partners with communities in Ghana, Guatemala and Laos:

#### Government Local, district, national and the

Ministry of Education

#### Communities Caregivers, young children and local leaders

Primary students, teachers and school administrations

> Partnerships Local expertise

Through establishing partnerships and delivering multiple program services:

Create MOU's with government officials that align PoP's work with national standards

Provide Teacher Support and WASH training at Teacher Training Colleges to prepare teachers prior to entering a classroom

Support parent and teacher collaboration and engage community members outside of PTAs

Build and/or repair quality classrooms

Implement Teacher Support programming through industry best practices such as one-on-one coaching and group workshops

Provide access to WASH programming, which can include a combination of toilets, hand washing stations and/or clean water

Utlize human-centered design to develop Learning and Evaluation tools and create response programs for shifts in community needs

Self-empower and uplift the voices of school administrators, communities and organizations including governments, NGOs and other service providers to align with school needs To achieve sustainable outcomes:

Scale educational programming impact by reaching schools in under-resourced communities through collaborations with the Ministry of Education

Increased engagement of parent, teacher and community connections through activities like radio programming and short message services (SMS)

Students and teachers have quality learning environments

Teachers are effective in providing engaging, supportive and quality instruction that is alligned with the national curriculum

Communities are equipped with the knowledge and materials to maintain a healthy school environment where students are ready to learn

The data collected by the Learning and Evaluation team are used in combination with programmatic tools to continuously improve program development

### A A THE A

Institutional foundations are reinforced and built upon to create long-lasting buy-in that ensures program sustainability beyond the presence of PoP or other support agencies That support PoP's goal of improving education:

All PoP primary school students in Ghana, Guatemala and Laos receive access to a quality education and organizational targets are reached in reading fluency and comprehension.\*

\*As determined by research-driven benchmarks:

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Guatemala: 80% of students in Grade 6 read at 63 words per minute or higher and 50% of Grade 6 students read with comprehension

Ghana: 70% of students in Grade 6 read at 60 words per minute or higher and 60% of Grade 6 students read with comprehension

Laos: Reading fluency and comprehension will be evaluated when PoP TS includes Lao language education

