**Children for Health – Theory of Change**

**OUTCOMES**

- More educators have access to CFH’s high-quality, free health education materials for use in their participatory teaching programmes.
- More educators and policy makers and programmes feel that teaching 10-14 year olds about health in a dynamic way is relevant, worthwhile & practical.
- More educators and 10-14 year old children develop the knowledge, skills and confidence about health in their community.
- More educators and 10-14 year old children get involved in learning about health that actually improves their lives.

**ASSUMPTIONS**

- Create high quality digital health education materials to use with 10-14 year old children.
- Communicate our successes and learning in order to develop an expert and trustworthy profile.
- Establish partnerships to develop and design health education content & activities that are adapted to the context in which we are working.

**INPUTS & ACTIVITIES**

- Implement innovative Memory Palace learning techniques in model school programme.
- Implement CFH’s unique methodology for participatory health education: The 100, Rainbow Stick, ZuZu & ZaZa etc.
- Provide proven training and teaching tools & techniques and lesson plans.
- Create and build a community of best practice for ideas exchange.
- Implement innovative Behaviour Change Model in partner programmes.
- Promote 7 distinctions between participatory education vs. traditional teaching approaches.
- Implement innovative Memory Palace learning techniques in model school programme.

**MEASURES & OUTPUTS**

- CHANGE IN...
  - **Uptake** of high-quality health education materials, content and activities for 10-14 year olds.
  - **CHANGE IN...**
    - **Attitudes** – People & partners believe 10-14 year olds can learn & share essential health messages & positively impact health.
  - **CHANGE IN...**
    - **Participation & Engagement** – through activities and the way they are done.
  - **CHANGE IN...**
    - **Learning Outcomes** – affecting actual health practices now and later.
  - **CHANGE IN...**
    - **Self Belief** - agency health, family relationships & societal impact.

**WAYS TO INFLUENCE THE GOAL**

- Children take care of their own health.
- Children care about other’s health.
- Children develop strong life skills and have agency.

**ULTIMATE GOAL**

- 20 million children lead healthier & happier lives.

**IMPACT**

- Better Health at Lower Cost
ASSUMPTIONS

1) Educators have mobile and digital literacy

2) Educators and others are seeking high-quality health education materials to use

3) Government programmes/curricula have the flexibility to welcome "outside" information/approaches

4) Educators have the capacity to use health education materials to improve their teaching

5) There is time within scaleable systems to use new approaches

6) Management is supportive of new content & approaches and training opportunities for staff

7) Parents, community and health workers are supporting and encouraging

8) Our learning materials are able to inspire and affect teaching practice

9) Children aged 10-14 can share information about health clearly and accurately

10) Children aged 10-14 are enthusiastic collectors and sharers of health education

11) Educators and children transfer skills, knowledge and attitudes

12) This learning encourages the involvement of children in ways that impacts and improves their lives

13) Educators and children generate case studies and stories that impact policy makers & other educators

OVERALL METRICS

INTERNATIONALLY RECOGNIZED METRICS
Partner metrics linked to specific work (e.g. WHO)
CfH metrics using validated measures

QUANTITATIVE INDICATORS

# Downloads of Materials

# Programmes using Materials & reach

# Educators reached by Programmes

# Children reached by Educators

# Training Programmes integrating approach & reach

PROCESS INDICATORS

At national provincial district and school level, leaders are receptive to innovations in health education.

Participatory health education activities are in curricula, materials, lessons and after school activities

Teachers demonstrate understanding in the differences between teaching academic topics and facilitated learning re: health education

Children use their knowledge skills and attitudes to change or develop their won and others health behaviour