

## **OUR THEORY OF CHANGE**

## THE NEED

#### WHAT NEEDS TO CHANGE

The children of armed forces personnel are at risk of underachieving and too few practitioners are equipped and confident to help them succeed

For example, Service children

- · Are less likely to access higher education
- Do worse at GCSE, if they move schools a lot
- Can experience considerable social and emotional disruption impacting their mental health and wellbeing

discontinuity

disadvantage

due to the

wide-ranging impact of Service in the armed forces on

Service
children's lives are
characterised by the
diversity of individual
xperiences through the
complex interplay of
Separation, Mobility
and Transition (out
of the military)

THE HALE

for the

development of
adaptability,
independence and

Most professionals in schools, colleges, universities and other organisations:

- Have low awareness of Service children and their lives
- Do not access evidence-based resources and support
- Do not feel confident about providing the right support

## **OUR RESPONSE**

#### **HOW CHANGE HAPPENS**

We help researchers, policymakers and practitioners work more effectively together to target evidencebased support at identified needs in a coherent system

# THE OUTCOMES THE CHANGE THAT RESULTS

The scale and quality of support for Service children grows and they have the ambition, skills, and opportunities to make the most of their unique talents and experiences

### **PARTNERSHIP**

By leading a UK-wide Hub Network, collaborative projects and high-quality conferences

By developing easily-accessible evidence-based resources and support

PRIORITIES

PRACTICE

Practitioners help each other by sharing ideas, challenges and

By leading rigorous research that addresses Service children's and their supporters'

priorities

RESEARCH
Researchers help us
understand Service
Children's lives and
what works to
improve them

EVIDENCE

By raising awareness of needs and providing evidence-based policy advice and guidance

POLICY

Policymakers help remove barriers to progression and target resources at Collective resource and expertise is deployed more efficiently

> Practitioners confidently deliver more and better quality support

> > Research investment, collaboration and knowledge creation grows

Better policy grows the scale, coherence and targeting of support throughout the system THE IMPACT

Service children want to know how to and are able to realist ambitious future careers and lives

Service children access more coherent learning journeys and development opportunities



Service children can make informed and confident transitions through further and higher education into

thriving lives