WRITING THROUGH • THEORY OF CHANGE —

THEIR ENVIRONMENT AND CIRCUMSTANCES

- Poverty or low income
- Marginalised due to race, gender, age, handicap
 - Low quality educational system

OUR TARGET GROUP

At-risk and marginalised people who have had limited educational opportunities but have acquired basic English proficiency

OUR RESPONSE

- Learning
 workshops using
 a unique
 methodology to
 develop thinking
 skills, creativity,
 language skills
 and self-esteem
 - Dissemination of new teaching skills

OUTPUTS

Participants
produce
individual and
group creative
writing



Magazines showcasing participants' work



Public speaking events for participants to present their work



INTERMEDIATE OUTCOMES

Creative and critical thinking skills



Improved language fluency



Communication skills

Ability to

thinking

take risks in

learning and

Enhanced self-esteem and pride



OUTCOMES

Participants 'find their voice' and are better equipped to seek and secure meaningful employment or further education opportunities leading to improvement in the lives and futures of participants and their families



OUR VISION

Encourage individual thinking and creativity



Advance a more skilled workforce



Reduced poverty



Reduced workplace and family dysfunction



ASSUMPTIONS ABOUT THE NEED AND OUR RESPONSE

- Thinking skills lead to problem solving, creative thought and self-esteem
- Creative writing training develops transferable skills
- Self-esteem leads to leadership skills

ASSUMPTIONS ABOUT THE RESULTS CHAIN

- Safe and fun learning environment leads to greater risk-taking
- Creative writing is linked to thinking skills/brain development
- Self-esteem transfers to all segments of life
- Collaboration leads to understanding others
- ► A better educated and skilled workforce leads to improvements in society