

HOW WE CREATE CHANGE THROUGH RRSA

A simplified version of our Theory of Change

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What is the RRSA Theory of Change?

Our Theory of Change diagram **communicates our vision for the change we hope to see** in a Rights Respecting School setting. It also supports the design, improvement, and evaluation of RRSA.

The process of developing a Theory of Change involves discussions with different people, to reach a shared view. We consulted staff at UNICEF UK, pupils and headteachers in Rights Respecting schools and other people interested in child rights.

It is best read from the bottom of the page to the top.

- Changes in what we know: The first level of changes, at the bottom of the diagram, are outputs RRSA intends to achieve through building children's and adults' capacities in children's rights, such as knowledge, skills, and beliefs.
- Changes in what we do: The middle stage of the diagram shows outcomes. These are changes in what people do and how they act, such as relationships, culture, and pupil participation activities. RRSA is a whole-school approach and many of the activities shown in these separate boxes connect with each other.
- Changes for children: The top level of the diagram shows the impacts on children that RRSA intends to contribute to, for example children feeling safe, included, and listened to. We recognise RRSA is one part of a wide range of factors within a school that impact on children and support these changes for children.

How can schools use the Theory of Change?

Simplified version: We developed this simplified version of the Theory of Change with a group of pupils at an RRSA primary school. This is primarily intended for children and young people, with the support of an adult to help their understanding (e.g., for discussion with your school council / Rights Respecting pupil steering group, as a poster on a display board following an assembly). It is also useful for adults, such as governors and parents, to support their broad introduction to RRSA.

Full version: The full version¹ includes a detailed diagram accompanied by a booklet including context, narrative, and evidence. This is intended for the RRSA Lead, head teacher and other key staff to provide a fuller understanding of how the programme intends to lead to change in schools. It may be particularly useful at the start of your journey, but also to reflect along the way. It could also help you explain the programme to partners e.g., local authority.

Glossary of terms we use in our theory of change

¹ <https://www.unicef.org.uk/rights-respecting-schools/how-we-create-change-for-children/theory-of-change>

We use some longer words and child rights language in our Theory of Change which are useful for pupils to learn on their Rights Respecting journey. This short glossary defines terms that may be trickier for children;

Agency: children with a sense of agency believe they can make choices and act for themselves.

Communicate rights: This document is for all children, including pupils at Special Schools. As well as talking about rights, children can communicate rights non-verbally *for example with facial expressions, movement or by using communication aids.*

Dignity: treating people with respect. Everyone has equal value and is worthy of respect.

Globally: this refers to the world, other countries outside the UK.

Locally: this refers to a nearby area, for example the neighbourhood close to the school.

Non-discrimination: The UN Convention on the Rights of the Child is **for every child** - whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.

Policies: Policies are plans for what to do in particular situations at school, agreed by a group of people. For example, a school may have policies about *attendance, healthy eating and bullying.*

Social justice: The idea that people should have equal rights and opportunities in a country.