



# Theory of Change

75% of girls and young women we work with have one or more adverse childhood experiences. 95% have poor school attendance. This can mean that without the right support and tools, they leave school unable to grow beyond their trauma and fulfil their potential

(the problem)



(who we work with)

Girls and young women aged 11-16 in West Sussex who have complex vulnerabilities

## What we do (current activities)

Transition Support in primary schools for Yr. 6 girls

Self-development workshops in schools for young women in Yrs. 8,9 & 10

One-to-one coaching for young women in Yr. 11

## Outcomes

with example indicators



### Improved Self Awareness

**Short:** "I can identify my values"  
**Intermediate:** "I seek help when I need it at school and at home"

### Improved Relationships

**Short:** "I can identify the features of healthy and unhealthy relationships"  
**Intermediate:** "I have made positive changes to my friendship group"

### Greater Emotional Regulation

**Short:** "I understand the relationship between thoughts, emotions and behaviours"  
**Intermediate:** "I have tools I use when I feel upset"

### A Greater Sense of Purpose

**Short:** "I have identified at least one goal I would like to achieve"  
**Intermediate:** "My school attendance has improved"

## The Juno Way (how we work)

- Our facilitators have lived experience of overcoming Adverse Childhood Experiences, and inspire young women to imagine a future they may not have considered
- We create an environment in which young women feel heard, and safe
- We take a strengths-based approach, that draws on the gifts of the young women we work with



Our long-term goal

That all young women can develop the confidence, self-awareness and empowerment to reach their fullest potential, share their gifts and make meaningful contributions to their communities

Line of accountability

## Assumptions

### Evidence

- [Wider evidence around rising rates of mental health issues and school refusal](#)
- [Wider evidence and research around the efficacy of SEL](#)
- [Wider research around educational achievement and life outcomes](#)

### 22/23 Impact data

- 100% of young women found sessions useful
- On average, attendance data showed improvements in school attendance for 56% of participants
- 75% of participants reported an improved sense of purpose
- 88% of participants reported improved relationships
- 87% of participants reported improvements in aspiration