

Theory of Change Chart for UA-WIACT's RPP on Integrating Indigenous Education in K-12 Schools

Partnership Context	Inputs	Activities	Outputs	Outcomes	Long term impact
<p>Current situation:</p> <ul style="list-style-type: none"> • Low school efficacy; • Student achievement gap; • Western education overlooks indigenous values and history; and reinforces a sense of inferiority developed during the Colonial era • Therefore young people migrate to Western countries • Savannah region tribes will become unrecognizable to ourselves if we don't institute indigenous education 	<ul style="list-style-type: none"> ▪ staff ▪ money ▪ time ▪ volunteers ▪ university researchers ▪ network connections ▪ university research infrastructure ▪ travel to field sites 	<ul style="list-style-type: none"> ▪ conduct community visioning meetings ▪ community driven action research, ethnographic & auto-ethnographic research, design-based & design-based implementation research ▪ host visiting researchers and volunteers in Ghana ▪ initiate indigenous language documentation and conservation program ▪ document elders' indigenous knowledge (sometimes with K-12 students and teachers) including video and sound recordings, and maintain archives at WIACT ▪ with elders, create curricula/implement in K-12 classes ▪ collect longitudinal data on students' career paths, migration patterns ▪ train/mentor teachers in indigenous education approaches 	<ul style="list-style-type: none"> ▪ indigenous curriculum materials/and books/ videos for public ▪ workshops/trainings in documenting traditional knowledge; conducting research; cultural heritage careers/ businesses ▪ indigenous languages documentation, including writing system, grammar patterns, sound recordings, word etymologies ▪ archives of linguistic, historical, cultural information about Savannah region ▪ policy/practice recommendations based on what we are finding as we implement indigenous education ▪ reports on RPP research and accomplishments 	<ul style="list-style-type: none"> ▪ traditional chiefs and elders like our progress in documenting their traditions, history, language ▪ parents, elders, educators, youth and Ghana Educational Services officials express trust and confidence in WIACT/ UA partnership and research-to-improve-practice activities ▪ students and educators organize activities/ classes related to indigenous traditions, and adults in the community participate ▪ increased parent/child satisfaction with K-12 education ▪ increased school efficacy; student achievement gap narrows ▪ policy and practice recommendations are enacted in Savannah region 	<ul style="list-style-type: none"> • Indigenous populations have pride in their cultural heritage; do not feel inferior; offer solutions to world problems based on traditional knowledge and philosophies. • Communities have developed businesses and commerce through conserving and sharing indigenous traditions with the world as Savannah Region becomes a destination for tourists. • Young people develop African-based careers; participate in global commerce; they are able to exercise their human right to travel, through normal/regular channels, instead of risking the dangerous journey to Europe. • Savannah Region communities are vibrant centers of Festival, economic, and ecological restoration.
<p>Desired vision:</p> <ul style="list-style-type: none"> • Indigenous curricula and pedagogy taught in K-12 schools alongside Western education • Savannah region develops economically starting from what people know and have • Young people participate on the world stage through Africa-based businesses and jobs 	<ul style="list-style-type: none"> ▪ computer, video, sound recording, editing equipment 				

