GLOBAL VILLAGE PROJECT
Theory of Change

ASSUMPTIONS
Refugee girls...
- Newly arrived in the U.S. have had their education interrupted
- Have experienced trauma
- Need extra support to recuperate years of education lost
- Have the strengths/capacity/funds of knowledge to create social change through their education and their community

CONTEXT
- Number of refugees coming to Georgia will increase
- Recognition of the importance of girls' education will continue to grow
- Clarkston is a large receiving community of refugees
- A trauma-informed approach contributes to better academic outcomes for refugee students

Intermediate Outcomes
- Support for refugee families
- High school enrollment & completion
- Socializing & understanding the U.S. education system

English Language & Literacy
Reading English at goal-based grade levels

Social & Emotional Learning
Demonstrating emotional wellbeing

Steam Education
Performing and exhibiting high school readiness

Mentoring
Leaving GVP with mentors to support the transition to high school and beyond

Impact
High school readiness for refugees girls with interrupted education
High attainment rates for high school and college
Alumnae “paying it forward” and becoming changemakers, problem solvers, entrepreneurs

Long-term Outcomes
Strong leadership skills
Program completion
Workforce readiness post-high school success

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