theory of Change (TOC) for Twogere

Twogere Centre for Mental Health

1. THE CHALLENGE

Young people are experiencing mental health challenges, but the systems around them are often not equipped to respond early.

- Many young people experience mental health and psychosocial challenges.
- Schools often lack structured mental health support.
- Teachers may notice concerns but lack the skills and pathways to respond.
- Students can struggle without reaching appropriate support.

2. WHY SCHOOLS?

Schools are an important entry point for early support.

- Schools reach young people every day and are well placed to support prevention, early identification, first-line response and connection to care.
- But schools should not replace professional mental health services. They should be part of a connected support system.

3. WHAT TWOGERE DOES

EQUIP PEOPLE

Train and support teachers, students and school communities to recognise concerns and respond appropriately.

STRENGTHEN SCHOOL SYSTEMS

Work with school leadership to establish roles, processes and structures that make mental health support part of everyday school life.

CONNECT STUDENTS TO SUPPORT

Strengthen referral and follow-up pathways between schools, families, communities and appropriate mental health services.

4. WHAT WE BUILD (OUTPUTS)

People are equipped
- Teachers and school staff trained
- Mental health knowledge and skills strengthened
- School-based focal persons supported

School systems are strengthened
- Clear roles and responsibilities established
- Mental health integrated into school processes
- Safeguarding and support processes strengthened

Pathways are connected
- Referral pathways identified or strengthened
- Relationships with families and services strengthened
- Follow-up processes established

5. WHAT CHANGES IN SCHOOLS (OUTCOMES)

Earlier recogition
School staff are better able to recognise signs of distress and changes in student behaviour, attendance and functioning.

Better first-line response
Teachers and other school personnel are more confident and able to provide appropriate support within their role.

Stronger school support
Mental health becomes a clearer part of school practice, with defined processes.

Better referrals
Schools are better able to connect students who need more support to appropriate services and follow up.

Greater student voice
Students have meaningful opportunities to shape the mental health support systems intended for them.

6. WHAT CHANGES FOR YOUNG PEOPLE (OUTCOMES)

Earlier support
Young people are more likely to be noticed and supported before concerns escalate.

Greater help-seeking
Young people have greater confidence and safer opportunities to seek help.

Stronger support around them
Young people have more a supportirat of schooliss within school, family and community.

Better connection to care
Young people who need additional support are more likely to reach appropriate services.

Fewer fall through the gap
Young people are less likely to remain unsupported between recognising a need and accessing care.

7. LONG-TERM CONTRIBUTION

Stronger school-based mental health systems
Schools have the capacity and structures to support students beyond individual projects or training cycles.

More supportive school environments
Mental health and wellbeing become part of everyday school life.

Reduced barriers to care
Students face fewer barriers between recognising a need and accessing appropriate support.

Improved mental health and wellbeing
Young people whoe greater additionities to access tmore support and thrive.

Fewer young people reach crisis without support
Early identification, response and connection to care reduce the likelihood of crisis.

WHAT MAKES CHANGE POSSIBLE (ASSUMPTIONS & ENABLING CONDITIONS)

- School leadership commitment
- Trained and supported staff
- Student participation
- Family and community engagement
- Functional referral services and partnerships
- Safeguarding and safe, ethical practice
- Appropriate professional care is available and accessible

BUILDING CAPACITY THAT LASTS (SUSTAINABILITY)

School ownership
Mental health roles and responsibilities are embedded within school structures.

Institutional practice
Knowledge, processes and referral pathways become part of routine school practice.

Local capacity
Schools, families, communities and services are better connected to sustain support.

Reduced dependence
Schools can continue supporting students beyond Twogere's direct involvement.

OUR VISION

Young people thrive in mentally supportive communities.