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Participatory approaches to improving sexual and reproductive health and rights:

A qualitative meta-analysis of the Theatre for a Change methodology in 12 countries worldwide

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KIT Royal Tropical Institute

Colophon

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Disclaimer: The views expressed in this paper are those of the authors and do not necessarily represent the views or positions of the organisations involved.

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Acronyms

| | |
|------------------|--|
| ADCs | Area Development Committees |
| AIDS | Acquired immunodeficiency syndrome |
| AoC | Agents of Change |
| CBE | Complementary Basic Education |
| CCPT | Community Child Protection Team |
| CPP | Child Protection Policy |
| DRC | Democratic Republic of the Congo |
| FGDs | Focus group discussions |
| GBV | Gender-based violence |
| HIV | Human immunodeficiency virus |
| IRD | Interactive Radio Drama |
| ILT | Interactive Legislative Theatre |
| IPPF | International Planned Parenthood Federation |
| IPTE | Initial Primary Teacher Education |
| ITJ | Interactive Theatre for Justice |
| KAS | Knowledge, attitudes, and skills |
| KASB | Knowledge, attitudes, skills, and behaviours |
| KIT | Koninklijk Instituut voor de Tropen (Royal Tropical Institute) |
| LNGB | Leave No Girl Behind |
| M&E | Monitoring and evaluation |
| MoEST | Ministry of Education, Science, and Technology |
| MPs | Members of Parliament |
| MSC | Most Significant Change |
| NRS | National Referral System (Palestine) |
| NPP | New Partnerships Programme |
| PFPPA | Palestinian Family Planning and Protection Association |
| QA | Quality Assurance |
| SGBV | Sexual and gender-based violence |
| SRGBV | School-related gender-based violence |
| SRH | Sexual and reproductive health |
| SRHR | Sexual and reproductive health and rights |
| STI | Sexually transmitted infection |
| SSI | Semi-structured interview |
| TEAM Girl Malawi | Transformational Empowerment of Adolescent Girls in Malawi |
| TfaC | Theatre for a Change |
| ToC | Theory of Change |
| TTCs | Teacher Training Colleges |
| TWG | Technical Working Group |
| UNICEF | United Nations Children's Fund |
| VSO | Voluntary Service Overseas |
| WISW | Women in sex work |
| WODA | Women of Dignity Alliance |

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Executive Summary

Introduction

Theatre for a Change (TfaC) is an organisation that, since 2003, has been aiming to improve the sexual and reproductive health and rights (SRHR) outcomes of women and girls who have been marginalised, through participatory learning and drama. Owing much to the work of Augusto Boal, Paulo Freire, and Robert Chambers, TfaC's methodology enables people to tell their stories to peers and those in power, using approaches such as Interactive Theatre for Justice (ITJ), Interactive Legislative Theatre (ILT), and Interactive Radio Drama (IRD). TfaC also uses participatory approaches, inspired by its methodology, for monitoring and evaluation (M&E). TfaC works in sub-Saharan Africa (most extensively Malawi and Ghana), the Middle East, South-East Asia, and Latin America. As part of their New Partnerships Programme (NPP), established in 2015, TfaC also offers onsite accredited training and technical support to partner organisations around the world. This qualitative meta-analysis was conducted by the Royal Tropical Institute (KIT) between December 2022 and May 2023, with the overall objective of exploring what effects TfaC programmes have on individuals, groups, and communities when used as a behaviour change and advocacy tool for SRHR, and which elements of the TfaC methodology contribute to these changes.

Evaluation methodology

The study used the '4R-framework'¹ to analyse the Reach, Relevance, Resonance, and Response of TfaC programmes, in relation to immediate, intermediate, and long-term SRHR outcomes. The methodology consisted of a document review of TfaC's existing M&E information from the past 10 years (31 shorter internal narrative reports and 16 larger-scale external impact evaluations), an online Sprockler survey gathering Most Significant Change (MSC) stories from 130 respondents from eight countries, and a small number (5) of individual, semi-structured interviews with key informants to triangulate data and fill data gaps.

Findings

Acknowledging the inherent challenges of attribution, the findings demonstrate the contribution of the TfaC methodology to shifting social norms and behaviours.

Reach

TfaC began in Ghana in 2003, where they implemented human immunodeficiency virus (HIV) prevention and gender equality projects with pre-service teachers, young people, and prison populations, before shifting in 2015 to implement peer-led projects on the rights, SRHR, and general health of women in sex work (WISW) through their partner organisation Women of Dignity Alliance (WODA). Operational since 2007, TfaC UK's sister organisation, TfaC Malawi, hosts the largest current area of activity focusing on women and girls who have been marginalised – particularly primary school learners and out-of-school girls – employing the strategy of training Agents of Change (AoCs) within government Teacher Training Colleges (TTCs). Since the launch of the NPP in 2015, TfaC has trained 42 organisations in 15 countries. TfaC focuses on improving the lives of women and girls with SRHR vulnerabilities, in terms of educational exclusion, economic insecurity, care-giving responsibilities, lacking parental support ('orphans'), living with a disability, experience/risk of abuse, and experience of early marriage or pregnancy. TfaC also engages with duty-bearers at all levels, from household (parents and guardians) and community (school leadership, bar owners, police officers, health workers, local leaders, and chiefs) to regional and national-level stakeholders (politicians and policy-makers and the media), to effect and embed change in the lives of these groups who have been marginalised. To influence social norms, TfaC also works to reach a critical mass, mainly through radio broadcasts and working with journalists. Through a large and growing pool of trained facilitators and performers, TfaC reaches thousands of primary and secondary beneficiaries through facilitated behaviour change workshops. Radio broadcasts are an effective

platform to reach the general public, but are also often integrated into listening clubs at school and community levels, enabling dialogue and practise of behaviour change via call-ins, SMS, and/or social media interactions. Several TfaC interventions in Ghana and Malawi further partner with sexual and reproductive health (SRH) service providers operating mobile health clinics, thus indirectly reaching a share of community and/or audience members with SRH resources and services.

Relevance

TfaC's projects address a variety of sensitive or 'sticky' issues, and this review finds that their participatory, interactive, and arts-based approaches are particularly appropriate for this. TfaC's approach is informed through contextual and needs analyses, often using qualitative and participatory methods and effectively and appropriately tailoring programmes to specific contexts. However, in some contexts, local norms mean that activity implementers promote abstinence, rather than age-appropriate sex-positive conceptions of healthy relationships. Programmes involve consistent

interaction over medium- to long-term periods of time, which appears to be key to intervention effectiveness as it allows for a gradual change in deeply rooted norms. Moreover, TfaC activities explore and respond to participant needs that emerge during activities, leading to iterative and agile adaptations.

Resonance

The complementarity of individual and community-level activities is perceived as a strong added value of the TfaC methodology, while combining it with other types of activities – such as vocational training, SRH service, and education provision – contributes to a comprehensive SRHR intervention package. The training model (particularly the use of peer facilitators) and materials overall resonate with facilitators, while some require more tailored and content-specific support. With elements such as body sculpting, story devising, role plays and improvisations, listening clubs, and watching performances at its core, TfaC's methodological blueprint is perceived as inherently participatory, interactive, collaborative, professional, authentic, relatable, creative, entertaining, and innovative.



¹ Adapted from Herrington, R. (2016). *Monitoring and Evaluating Participatory Theatre for Change*. 1st ed. Washington DC: Search for Common Ground. (Available at: https://www.sfcg.org/wp-content/uploads/2016/08/PTCMEModule_071816.pdf)

Response

Particularly noted in many interventions is the immediate impact on improvement in participants' individual-level self-confidence and self-esteem. The evidence suggests that TfaC projects also contribute to increased levels of SRH knowledge among groups at higher risk of unsafe sex and contraction of HIV and other sexually transmitted infections (STIs), particularly among those who receive more intensive, targeted engagement, such as WISW; while evidence is more mixed among community duty-bearers, such as teachers. The evidence shows that TfaC programmes are effective in achieving attitudinal change, including in culturally ingrained and gender attitudes, due in part to the skill of TfaC-trained facilitators. Teachers and facilitators gain skills on participatory, inclusive, and gender-transformative pedagogy through TfaC trainings, and these trainings have been a cornerstone of TfaC's success. TfaC's intensive capacity-building work during interactive theatre performer trainings also results in improved self-assessed facilitation skills, and improved attitudes towards gender-related topics.

With regards to intermediate outcomes, new knowledge, attitudes, and skills (KAS) of trained facilitators often lead to improved communication, facilitation, and performance, and they increasingly acknowledge their own and others' SRHR needs. Meanwhile, new KAS among participants lead to women's increased use of SRH services, as well as strengthened assertiveness around navigating romantic and sexual relationships. Learners' increased self-esteem, self-efficacy, and perceived decision-making power, as well as increased attendance during menstruation, significantly contribute to girls' increased re-enrollment rates, school attendance, and school attainment. At group level, new KAS of participants in some programmes contributes to more gender-equitable role models in the community, teaching practises, and school environments, as well as increased reporting of sexual and gender-based violence (SGBV) and child abuse, and to child marriage cancellations. While TfaC contributes to a reduced prevalence of physical violence in intervention areas, findings related to levels of psychological violence and sexual violence vary. Structural intermediate outcomes have been limitedly captured in the analysis, but some case studies demonstrate that TfaC activities can lead to increased communication around SRHR in mass media, as well as power holders making public statements and commitments related to rights, increased security free of discrimination, and enhanced access to SRH services.

Looking at long-term outcomes, the organisation's partnerships with government ministries and services have the potential to embed TfaC methodologies and improve the long-term supply of healthcare commodities. TfaC's growing NPP initiative and strengthened capacity of the WODA network in Ghana cascade TfaC-inspired activities. However, resource and funding limitations often hinder the continuation of TfaC activities after project cycles end. Institutionalised long-term change is the most challenging to achieve, and many projects are evaluated as more effective at school, community, and district levels rather than national. Despite some notable successes, such as the strengthening of abuse reporting structures and the embedding of TfaC methodologies into national-level teaching life skills syllabuses, there is still scope to expand work in this regard.

Conclusion

The review demonstrated how TfaC's methodology contributes to a variety of improved immediate, intermediate, and long-term SRHR, SGBV, gender equality, and child protection outcomes. Combining individual and group-level activities by practising behaviour change in interactive scenarios and allowing time for reflection, learning, and adaptation are the backbone of TfaC's success. The immersive experience of the methodology leads to internalisation, and facilitators and workshop participants become transitional persons in the trajectory of influencing behaviour change in others. Behaviour change workshops and interactive drama at community level are at the forefront of TfaC's success for individual- and group-level changes respectively. However, TfaC's strategies for shifting structural socio-cultural norms – such as the use of Legislative Theatre performance; campaigns; activities focusing on at-risk groups' political participation; and capacity strengthening of media professionals, police, health workers, civil society and partnerships with governmental bodies and service providers – can be strengthened and better documented. Finally, while TfaC's participatory, interactive and drama-based methodology has shown promising results to improve the lives of people who have been marginalised, a narrative Theory of Change (ToC) aligned with the M&E framework would help clarify assumptions and strategies, and measure expected outcomes at the immediate, intermediate, and long-term levels.



1. Introduction

Theatre for a Change (TfAC) aims to improve sexual and reproductive health and rights (SRHR) outcomes for women and girls who have been marginalised using participatory learning and drama. They work on multiple levels, involving community members as well as duty-bearers and power holders. Current and past programmes focused mainly in sub-Saharan African countries, most extensively in Malawi and Ghana, as well as the Middle East, South-East Asia, and Latin America.

Since 2003, TfAC has pioneered a unique approach to working with at-risk groups, combining drama and participatory learning to promote behaviour and policy change. TfAC's methodology enables people to tell their stories to peers and those in power, using approaches such as Interactive Theatre for Justice (ITJ), Interactive Legislative Theatre (ILT), and Interactive Radio Drama (IRD). TfAC also uses participatory approaches, inspired by its methodology, for monitoring and evaluation (M&E). The organisation's approach to duty-bearer behaviour and policy change focuses on working within government and community structures to build the capacity of professionals on a long-term, sustainable basis. TfAC trains professionals such as teachers, health workers, and police at early stages of their careers and equips them with the skills to be Agents of Change (AoCs) in the lives of women and girls who have been marginalised. As part of their 'New Partnerships Programme' (NPP), TfAC offers accredited training packages to international development and civil society organisations working with at-risk groups. Each package is tailored to the individual needs of participants and staff.

TfAC's programmes have a range of SRHR aims and desired outcomes depending on the context, mostly relating to improving SRHR-related knowledge, attitudes, skills, and behaviours (KASB) and reducing gender inequality and sexual and gender-based violence (SGBV). Twenty years of using the methodology on the ground with at-risk groups has equipped TfAC with a robust and comprehensive approach to achieving sustainable, positive change for participants.

While a wide range of evaluations and assessments of TfAC activities have been conducted in recent years, these have not yet been collectively reviewed for the purposes of identifying trends and commonalities in terms of factors that contribute to either negative or positive outcomes. KIT Royal Tropical Institute (KIT)

has been commissioned as an external evaluator to conduct such a meta-analysis of the available secondary documentation. The review also includes a small primary data collection component, to explore in more detail which activity and programme elements generate these documented responses and effects. The overall aim of this meta-analysis is to provide an improved evidence basis for TfAC's work and, in turn, support the future scale-up, improvement, and sustainability of their activities.

Section two of this report summarises the methodology for this assignment, including an introduction to the 4R-framework that guided analysis and presentation of results, while section three provides a short overview of TfAC's approach to behaviour and policy change. Within section four, key findings related to the reach, relevance, resonance, and response of TfAC activities are presented. The first sub-section looks at the reach of TfAC programmes, capturing who was involved and in what outputs, paying attention to the level of inclusiveness and participation of different types of stakeholders. Under relevance, we analyse the extent to which TfAC activities address appropriate issues to effect change and whether these decisions are based on contextually relevant evidence and the suitable design and potential adaptations required. The third sub-section, on resonance, looks at how people involved with TfAC reportedly perceive the methodology, concluding on the key aspects that participants interpret to be enabling and enjoyable in behaviour change programmes related to SRHR. Finally, when exploring KASB change that TfAC activities contribute to, these were analysed on three inter-dependent levels, roughly corresponding with TfAC's ToC. The first level involves immediate individual-and interpersonal-level outcomes, usually related to changes in knowledge and attitudes (explored under section 3.3. Resonance). The second level (discussed in section 3.4. Response) looks at how these changes can lead to individual or group behaviour change/action, as an intermediate stage to the third and final level of change, which is long-term and societal. The report closes in section 5 with a discussion of findings, concluding on the strengths and potential suggestions to improve the TfAC methodology. Lastly, in the sixth and final chapter, forward-looking recommendations for TfAC to strengthen methodology and impact are provided.



2. Methodology

This qualitative meta-analysis was conducted between December 2022 and May 2023, with the overall objective of exploring what impact the TfaC methodology has on individuals, groups, and communities when used as a behaviour change and advocacy tool for SRHR. The specific objectives were to:

1. Review SRHR-related responses to and effects of TfaC's activities;
2. Identify which elements of TfaC's methodology contribute to individual, group and social change, and how they do this;
3. Provide recommendations to strengthen TfaC's methodology and impact.

2.1. The 4-R framework

The '4R-framework' was used to guide the analysis, as conceptualised by Search for Common Ground (Herrington, 2016) and adapted for this proposed work. Commonly used in the field of applied theatre and media studies, the 4R-framework comprises different areas of focus for change related to **Reach, Relevance Resonance, and Response**, underpinned by the belief that, if the methodology is relevant, reaches the right people, and provides opportunities to think about issues in new ways and change attitudes, then behaviour and social change should take effect. The elements of the 4-R framework are further described below:

Reach – *Who was involved, and in what outputs?* Reach captures inclusiveness and participation of key stakeholders, determining whether or not a critical mass is reached, as well as the key groups (e.g., power holders) needed to create social change.

Relevance – *How well have interventions identified and addressed contextually relevant opportunities for strategic change?* An analysis of relevance enables a firmer understanding of whether an intervention addressed appropriate issues to effect change with a suitable methodology, and whether the intervention design and any adaptations responded to available evidence.

Resonance – *How did participants connect with the intervention(s)? Were activities perceived to reflect real situations, dialogues, and problems? Did engagement cause new awareness and changes in perceptions, feelings, and values?* Resonance digs into interpretations and reactions of participants, primarily at individual and interpersonal levels in terms of KAS change.

Response – *What were the intermediate and long-term impacts, if any?* Response tracks the process encouraged or catalysed by interventions, and of new KAS leading to behaviour change and action, from individual- to group- and societal-level.

2.2. Data collection

To achieve the study objectives, the data collection methodology² for this qualitative study consisted of three inter-related stages:

1. A document review, which consolidated and synthesised TfaC's existing M&E information;
2. An online survey using Sprockler, using the Most Significant Change (MSC) technique;
3. A small number of individual semi-structured interviews (SSIs) with key informants.

These stages are discussed in further detail below.

2.2.1. Document review and secondary data analysis

A secondary data analysis of relevant internal and external M&E documents was initially carried out. These documents were shared with the KIT project team by TfaC. As part of this, published and unpublished evaluations and monitoring documents of TfaC's work that relate to SRHR outcomes over the last 10 years were reviewed and synthesised, guided by the 4R-framework (described further below).

Based on these criteria, a total of 47 reports from 12 country contexts were included in the document review, covering all types of SRHR-related TfaC interventions.

These provided the project team with an in-depth understanding of what the interventions consisted of, allowing a preliminary assessment of responses to and effects of TfaC activities. The secondary data sources ranged from shorter internal narrative reports (25) and videos (5) to larger-scale external impact evaluations (16). The methodologies of the documentation under review varied, and included:

- Literature reviews
- Qualitative studies using semi-structured interviews
- Focus group discussions (FGDs) and/or participatory methods such as score cards, also in combination with body sculpting and improvisation exercises as well as participant observations
- Large-scale mixed-methods comprising longitudinal, quasi-experimental research designs that allow conclusions to be drawn on short-, intermediate- and, to a lesser extent, long-term impacts of the interventions. Core participants in these evaluations were either facilitators themselves after having received training on the methodology or programme participants.

Following the document review and secondary data analysis, a small-scale qualitative primary data collection process was undertaken, to inform the study's second and third objectives.

2.2.2. Online Sprockler survey, using the MSC methodology

The innovative Sprockler tool (see Annex 3) was used to collect MSC stories from TfaC project participants to fill in secondary data gaps, validate findings, and gain a fuller understanding of which elements of TfaC's intervention methodology contribute to changes, and how. The MSC technique is a participatory method of evaluation which involves story harvesting and impact identification through a method of self-assessment. Typically, change stories capture the most important achievements in success stories. Additionally, Sprockler allows for the capturing of a more diverse set of narratives, such as stories about unexpected results, the (in-)effectiveness of impact pathways, and lessons learned. Through self-assessment, the participant classifies and quantifies the events, actors, and impact in the stories, which enables analysis of contribution, relations, and patterns. Sprockler was selected for this study in part for its ability to provide an insight into causal pathways of change from the perspective of the lived realities of individuals, without the need for large-scale, resource-intensive quantitative studies.

The Sprockler survey was conducted with literate individuals above the age of 18 who had participated in a TfaC activity in the last five years, and was



² KIT advisors further participated in an online TfaC workshop at the beginning of the assignment to familiarise themselves with and experience the methodology first-hand

available in English and French. These criteria allowed inclusion of the country with the largest TfaC operation (Malawi), the country with the longest standing operation (Ghana), as well as other countries (such as Bangladesh, Eswatini, Nigeria, Palestine, Senegal, and Tanzania) with most recent projects that are easiest to connect to, ensuring a higher chance that an adequate amount of data would be collected. Independent (unsupervised) completion of the online Sprockler tool allowed study participants to provide anonymous and honest responses.

The Sprockler tool (see Annex 3) was pre-tested with TfaC staff members and the language was adjusted to ensure terminology was understandable across these contexts. After a further pre-test with three potential respondents (coordinated via the TfaC Malawi and Ghana teams) and revisions of the tool, potential respondents were invited by TfaC based on contact lists of email addresses and phone numbers (for contact via WhatsApp) of participants held by TfaC and partners, as well as through social media.

Primary qualitative data using Sprockler was collected from a total of 130 respondents involved in TfaC projects, of which 74% identified as female and 26% as male. The majority of stories collected focused on the Malawian context (64%), followed by Ghana (15%), along with a few accounts from projects in Nigeria, Senegal, and Tanzania (5-6% each), and one story each from Bangladesh, Eswatini, and Palestine. As Figure 1 shows, respondents were mostly facilitators/AoCs (39%), while 20% had been a behaviour change workshop participant, 6% a listening club member, and 4% an audience member (multiple responses were possible to this question).

2.2.3. Individual semi-structured interviews (SSIs)

In addition to the harvesting of MSC stories through Sprockler, five interviews were conducted with key informants to provide insight into critical aspects of TfaC's programmes. These individuals were invited to 60 minute (phone/online) interviews after preliminary secondary and Sprockler data analysis

to substantiate findings and fill in data gaps. They provided deeper insights into TfaC activities over time and potential long-term outcomes, as well as work with secondary participants (especially power-holders). Two key informants were selected from a shortlist of potential interviewees provided by TfaC, while three key informants were selected from Sprockler respondents who volunteered for a follow-up conversation. The sample included two interviewees from Ghana and three from Malawi, four women and one man, who have engaged in TfaC activities either as facilitators/AoCs or behaviour change workshop participants (or both).

The interviews were conducted in a semi-structured format, using tailored interview guides (see Annex 3) whilst allowing sufficient flexibility to add, remove, or amend questions as was felt necessary during the interview. During the interviews, special attention was paid to the specific contributions TfaC activities have made to individual, community, and social change, and/or their limitations. For all interviews, detailed notes were taken for internal use.

2.3. Data analysis

Guided by the 4R-framework, the available secondary data was analysed in a structured way, with the aid of an analysis matrix created in Excel, to identify the main findings and lessons learned. Published and unpublished reports shared by TfaC allowed for comparisons of findings from different programme types, participants, and implementation countries, as well as between outcomes related to at-risk groups and duty bearers.

The Sprockler tool itself, and subsequently the collected stories, were translated by the project team where necessary (French-English). Sprockler allows for analysis, visualisation, and sharing of the collected stories via an [interactive dashboard](#). The Sprockler tool included a set of interpretation questions that allowed the respondent to self-assess which programme types and methodology elements contributed to the change described in their story. Meanwhile, context and personal questions further enabled the research team to filter survey results and dive deeper into analysing various factors that might affect emerging outcomes.

Given the relatively small number of interviews (5), use of software such as NVivo was not regarded as necessary. Interviews were transcribed, and detailed notes taken for internal use. Transcriptions and notes

were analysed in a structured way, adding to the analysis matrix created in Excel, to identify the main findings and lessons learned. Following the SSI guide, individual and contextual information were gathered from interviewees.

2.4. Quality Assurance

KIT has developed a Quality Assurance (QA) System related to our ISO9001:2015 certification, which allows us to monitor project management and processes. This system benefits both our organisation and our clients, as it facilitates continuous improvement of processes. Furthermore, KIT assigned a QA person for this assignment to ensure quality and professional management of human resources as well as internal and external operations.

In terms of the methodology, one advantage of Sprockler is that it allows for standardised qualitative data collection. This ensured a higher control over the content and quality of the data, which is essential for a small-scale project in which travel is not feasible. The structured way the data was collected also allowed for rapid and effective analysis, which is an advantage given the relatively short time-frame of the meta-analysis.

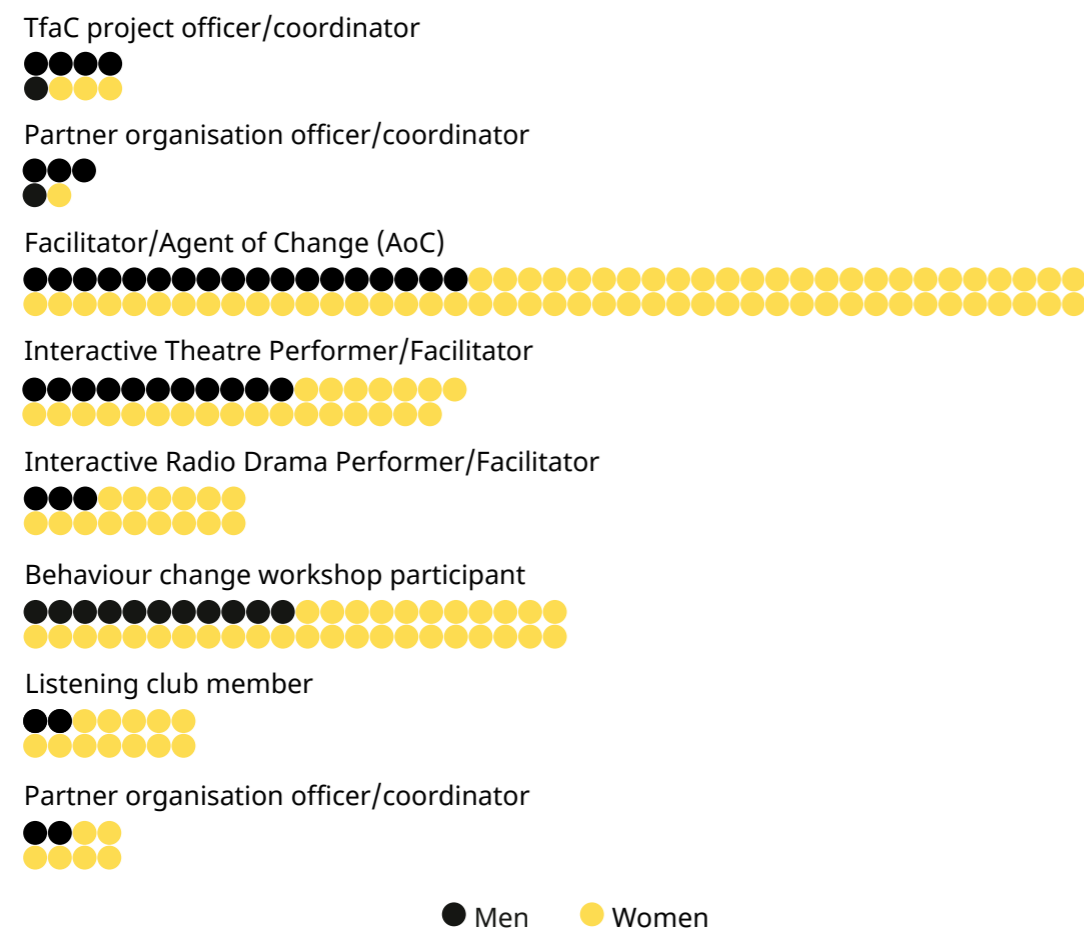
In coordination with TfaC, a purposive sample of 10 relevant and diverse stakeholders were invited to an online sense-making and validation meeting. Participants included TfaC UK, TfaC Malawi and WODA staff, and programme facilitators and programme participants from Malawi, Ghana, and Eswatini, who were identified in collaboration with the client (6) as well as additional volunteers selected from the Sprockler sample (4). Facilitated by the research team using a number of participatory exercises, workshop participants engaged to discuss and validate findings on TfaC's methodology, and subsequently co-created recommendations. The outcomes of the meeting were documented and incorporated into the final report.

2.5. Ethics

When conducting research online, part of creating safe spaces is selecting a 'location' that is convenient to participants. In this case, they were able to choose whether and where they completed the Sprockler survey, and encouraged to schedule interviews at a time and location in which they would feel comfortable and relaxed.

Figure 1. Sprockler respondents' roles within TfaC projects

I was involved in the TfaC project as a...



Creating safe spaces for online data collection also meant that all tools were free of discriminatory language, adhered to high confidentiality and privacy standards, and offered the contact details of a relevant TfaC point of contact in case the participants experienced the online space or data collection process as unsafe.

2.6. Study limitations and mitigation

TfaC has been in operation since 2003. However, due to practical constraints, this evaluation only covers the past 10 years with regard to secondary data analysis, and stakeholders engaged in the past five years through the primary data collection. This might result in a skewed picture of certain interventions under review (such as a disproportionate focus on WISW³), participant sample, and outcomes; and means that we were less able to analyse longer-term sustainability of programme benefits. By speaking to key informants who have been involved with TfaC for a longer period, historical changes over time have been captured to some extent. The advantage of having a more limited time-range focus was to minimise recall bias and focus on understanding how the TfaC methodology works in its current forms.

Given timeline and budgetary constraints, it was not possible to engage local data collectors – and primary data collection for the Sprockler survey was therefore limited to those who were able to respond to an online survey in English or French. This inevitably created limitations around inclusiveness, as those who lack digital access/literacy, and those who are uncomfortable in reading and writing in one of these languages, were excluded. While the sample is not meant to be representative of all people reached by TfaC, the component of SSIs, albeit small in number, was added by the research team to allow for some mitigation of the limitations involved in using Sprockler as the main primary data collection tool. Participation in interviews was also limited to those who could comfortably converse in English, French, or Spanish (languages spoken by the project team). To mitigate this potential bias, the reporting is explicit about the timeframe and sampling criteria that the analysis applies to and the limitations in drawing further-ranging conclusions.

Meaningful insight into stakeholders' experiences with TfaC's methodology could also have been compromised by participants not feeling comfortable to share information deemed sensitive. To counter this, a comprehensive workplan was followed and data collectors used participatory methods, open questions, and avoided specific questions on sensitive subjects or aggressive probing to make participants feel at ease.

Moreover, as the secondary data analysis includes a range of internal reports and the survey was completed by individuals with personal experience of TfaC activities, the data may overemphasise positive aspects, as authors or respondents were either (co) responsible for specific actions or benefitted from them. Particularly for those still involved with or benefitting from activities, they may have been more likely to share positive information and withhold criticism. This could introduce a form of bias into the findings. To reduce this effect as much as possible, we triangulated information from varying data sources and different groups of stakeholders. We further prioritised our interview selection on individuals with personal experience of TfaC activities but without personal interest in the outcomes of this evaluation.

Finally, due to the complexity of social/behavioural change and the time lag between interventions and effects, as well as confounding factors and the fact that TfaC activities have taken place alongside other interventions, the effect of TfaC's contribution cannot be isolated. This analysis focuses primarily on contribution, rather than attribution, through the various methods described. It should also be noted that, as much of the secondary data (particularly the large-scale impact evaluations) related to partnership-implemented projects, whereby TfaC worked in a consortium, attribution of observed outcomes and impacts to TfaC activities specifically was not always possible.



³ Since 2015, WISW only account for around 5% of TfaC facilitators and participants. The historical review over the past 10 years and the inclusion of 11 out of 46 documents about projects on WISW is likely to have affected a disproportionate focus on WISW throughout this report

3. TfaC's approach to behaviour and policy change

3.1. Why theatre?

Theatre has the power to take us out of ourselves and put our most personal stories, emotions, and behaviours on display. TfaC uses drama as a tool for exploring the ways in which we communicate and how we approach the challenges of life. Participants use drama-based activities and improvisations to share experiences, embody emotions, role play characters, and express their feelings in a safe and supportive environment.

One illustrative activity is *touch tag* within the context of Interactive Theatre, two techniques which are core to

the TfaC methodology. As described in TfaC's Behaviour Change Training Manuals (2016; 2019), TfaC recognises Interactive Theatre as a bottom-up process in which participants build personal narratives that reflect the risks and difficulties they face. After observing these dramas, individuals are invited to 'tag' into the action and 'change' the narrative, playing the part of the protagonist and using their learned communication skills to assert new behaviours and create a different outcome. Using the touch tag technique, groups are encouraged to find their own solutions to problems, empowered by the freedom to play.



3.2 The TfaC approach to behaviour change

TfaC's approach to behaviour change is well-founded in research and practice, owing much to Augusto Boal's Forum Theatre techniques, the educational theory of Paulo Freire, and Robert Chambers' insights into Participatory Learning and Action. The methodology was first applied by TfaC in Ghana in 2003 as a response to the increasing human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) epidemic. It has since been applied in Bangladesh, Burkina Faso, Côte d'Ivoire, Eswatini, Malawi, Mexico, Mozambique, Nepal, Palestine, Rwanda, Senegal, Tanzania, and Thailand, addressing a spectrum of issues relating to SRH and gender. TfaC (2016) further emphasises the importance of participatory learning through sharing and discovery, where participants are considered 'experts' in their own lives.

TfaC guides participants through a six-stage process of behaviour change that provides a means of reflecting on individual progress:

Knowledge acts as a base for exploring attitudes and building skills. Through sharing experiences and learning facts about a subject area, participants obtain information to improve their awareness.

Attitudes refer to the way people feel about certain topics or behaviours. By exploring attitudes, participants can be motivated to change by finding

the value of doing things differently (using condoms, for example).

Skills focus on creating the self-efficacy required by participants to start practising their changed behaviours both in workshops and in their everyday lives.

TfaC uses interactive drama as a way for participants to step into a liminal space where they can both observe and be observed portraying relevant attitudes and behaviours. There, participants are granted the freedom to improvise and try out new skills and behaviours without real life consequences. After experiencing how it feels to simulate behaviour and learning how actions can change the outcome of certain risky scenarios, participants are encouraged to take these skills and behaviours and apply them to their own lives.

Crucially, this process of behaviour change is not intended to stop at the individual level. The underlying assumption of TfaC's (2022) Theory of Change (ToC) is that an entire group is affected by individual change. When one person demonstrates behaviour change, the group sees a 'positive deviation' from the norm, which can encourage others to do the same. Energised, the whole group may then work on a social level, using advocacy tools such as Interactive and Legislative Theatre, to change attitudes and behaviours within the community. This process can also work in the opposite direction, as an organisation such as TfaC can directly influence authorities and power structures to change policy and societal opinions (through various advocacy strategies), in turn supporting group and individual change.

Figure 2. TfaC's six-stage process of behaviour change

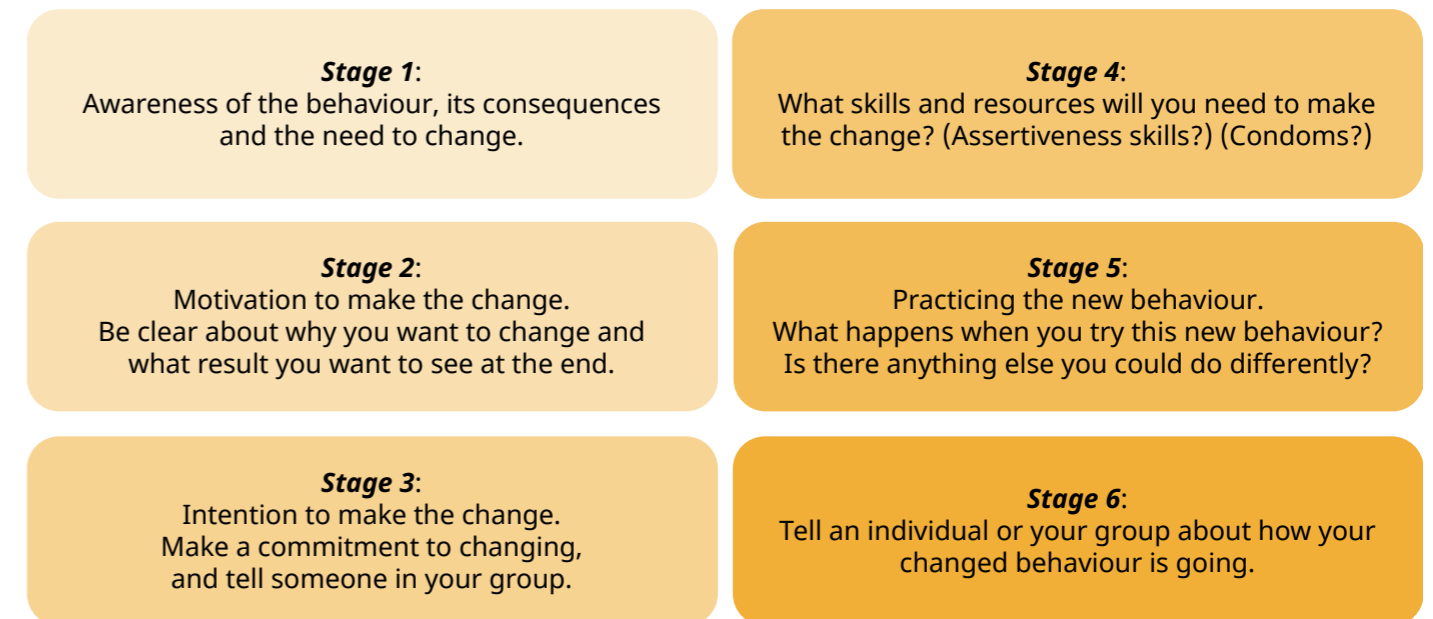


Figure 3. TfaC's model of transition through KAS to behaviour change

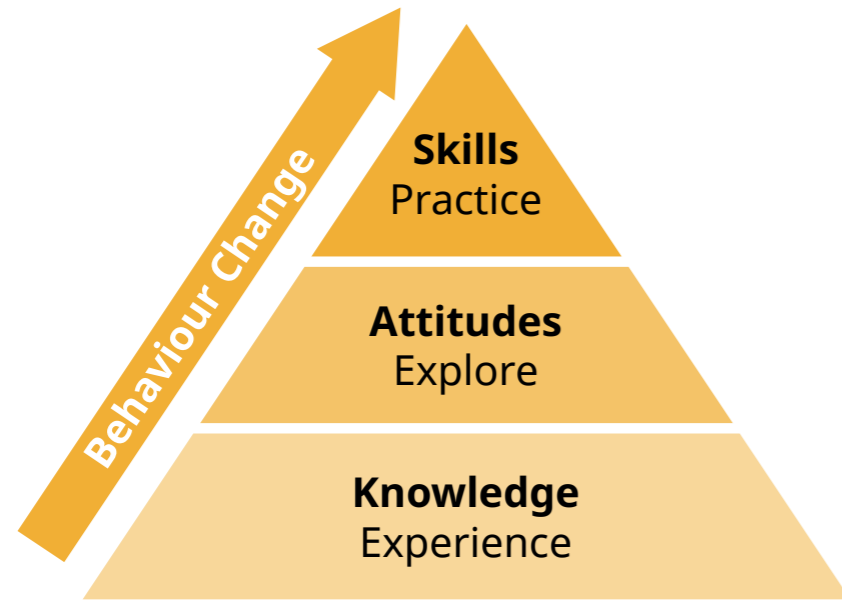
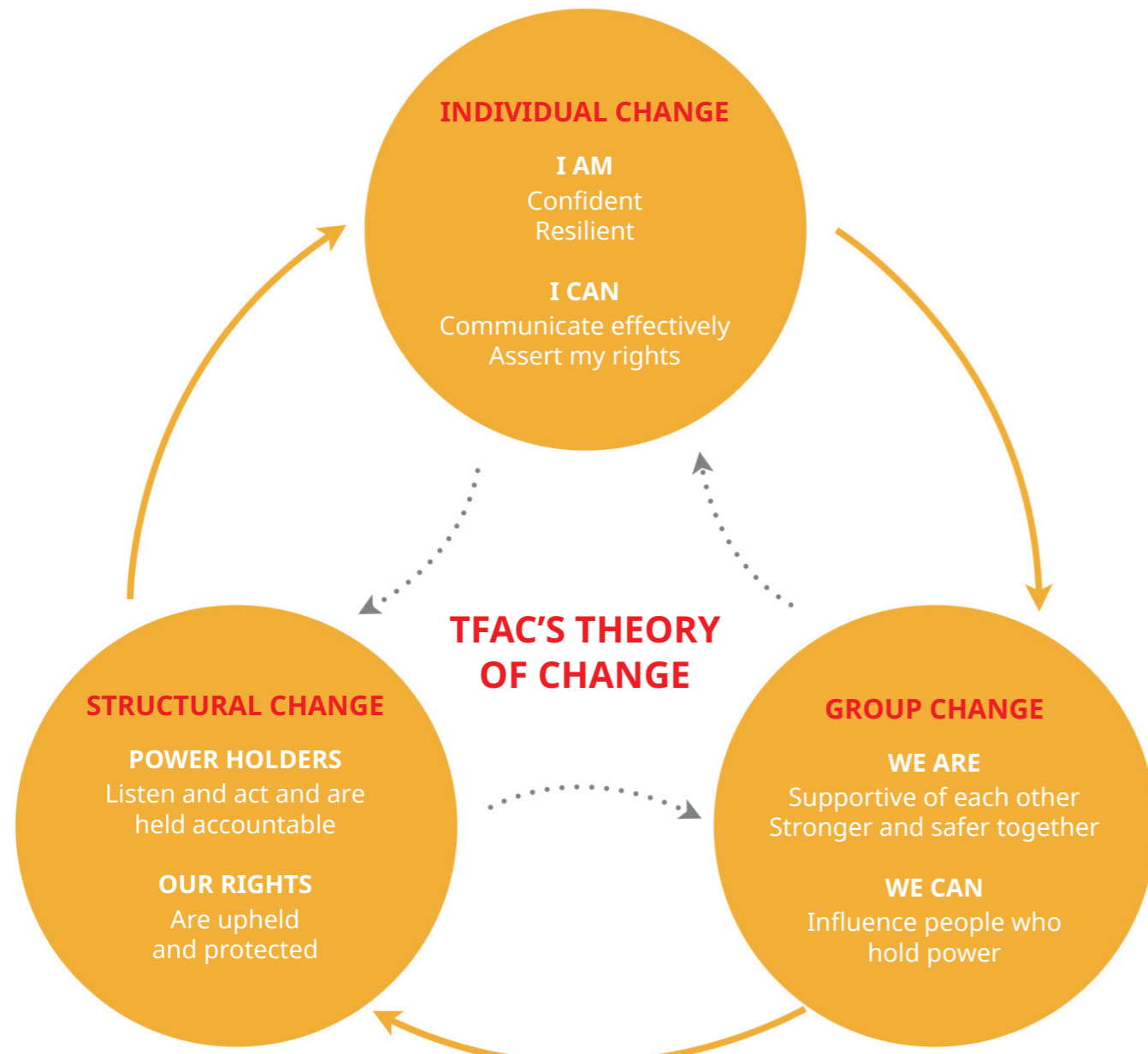


Figure 4. TfaC's ToC



4. Findings

4.1. Reach

In terms of geographic reach and primary participant focus, TfaC originally started off with in-school and prison programmes in Ghana in 2003. As the TfaC Ghanaian office closed in 2014, programmes under review for this report have focused primarily on the rights, SRHR, and general health of WISW and been implemented by TfaC's partner organisation WODA. As Ghana's only network led by and for WISW, and situated in a country where sex work remains illegal, WODA supports over 150 WISW living in the Old Fadama slum, Railways slum, and Jamestown in Accra, Ghana. TfaC Malawi, TfaC UK's sister organisation, hosts the largest current area of activity and is the only location outside the UK with a specific in-country office, which has been operational since 2007. They run several programmes focusing on women and girls who have experienced or are at-risk of SGBV and/or who engage in sex work. In more recent years, TfaC Malawi have been implementing several multi-year programmes focusing on improving gender equality and SRHR outcomes among pre-service teachers, primary school learners, out-of-school girls, and young women, as well as sexually exploited and at-risk women and girls, and girls and women living with disabilities. While TfaC works through community facilitators in Ghana, TfaC Malawi has, from its onset, employed the strategy of training pre-service teachers or AoCs within government Teacher Training Colleges (TTCs), who then go on to facilitate programmes at community and school level.

Since the launch of NPP in 2015, 42 organisations in 15 countries have been trained to use TfaC's behaviour change and advocacy methodology in their work with women and girls who have been marginalised. These programmes include a diverse range of SRHR focus areas, while some pay specific attention to certain topics. For instance:

- Violence toward children during the COVID-19 pandemic ('Interactive radio drama (IRD) to support children affected by COVID-19 in Mexico' project);
- Reporting of GBV ('Reducing gender-based violence and promoting sexual and reproductive health rights among women and youth in Palestine' project with the Palestinian Family Planning and Protection Association (PFPPA) project);
- HIV/AIDS (NPP project in Thailand);

- Preventing early marriage (NPP projects in Bangladesh and Nepal);
- Healthy masculinities (NPP project in Mozambique);
- School attendance of marginalised girls (NPP project in Nepal);
- Parent-child communication (NPP project in Rwanda);
- Gendered expectations, HIV prevention, and safer sex (NPP project in Eswatini);
- Teenage pregnancy (NPP project in Tanzania);
- Gendered expectation and healthy relationships (NPP project in Tanzania).

This chapter provides a general overview of the types of stakeholders reached by TfaC's projects. Due to variation in indicators and methodologies and the exclusion of some secondary project report data (see inclusion criteria in chapter 2.2.1), the analysis refrains from aggregating data; while providing a qualitative analysis of participation of stakeholders, including averages and indicative case studies of quantitative reach per activity. Primarily, these indications of numbers and variances in people reached can be understood as a reflection of programme budgets and scope rather than a methodological decision by TfaC.

4.1.1. TfaC's target audiences reached

The glossary (Table 1) introduces the main terminology used by TfaC and for this report when reporting on programmes, elements of the methodology, and target audiences.

A large and growing pool of trained facilitators and performers reaching thousands of community members and duty-bearers through facilitated behaviour change workshops

TfaC's methodology reaches a variety of stakeholders through a training of facilitators model, hereby capacitating facilitators (including peer-facilitators and AoCs) as well as (radio) drama teams (including radio or theatre performers, technicians, and producers) who implement programmes.

TfaC trains AoCs/facilitators from respective communities, while in education-based programmes, trained AoCs are either in-service teachers (often with a focus on female teachers and/or child protection and school-related gender-based violence (SRGBV) focal points at schools), or pre-service teachers trained at TTCs.

Table 1. Glossary of key stakeholder groups and interventions

| | |
|-----------------------------------|--|
| Community programmes | TfaC programmes focusing on rights and health of WISW, and women and girls at risk of sexual exploitation and abuse. |
| Education programmes | TfaC programmes focusing on training pre-service teachers in TTCs to improve their own SRHR and of the students they go on to teach; programmes working with AoCs to support girls to stay in school and improve their learning through girl-centred approaches to education. |
| Agents of Change (AoCs) | AoCs are teachers trained as facilitators in education programmes. At the core of AoCs' activities are the organisation and facilitation of girls'/ boys' clubs for both in-school and out-of-school children. AoCs also often train other teachers and support their fellow staff and school authorities in the adoption of Child Protection Policy (CPP) and age-friendly and gender-sensitive teaching methods. They also engage in Mother Group or Community Listening Club facilitation. |
| (Peer) facilitator | All people implementing the TfaC methodology are referred to as facilitators. The role of the peer facilitator is to support the learning of others whilst learning themselves. In community programmes, TfaC often works with peer facilitators from a core group, for instance by training volunteers to facilitate activities with WISW. |
| Women in Sex Work (WISW) | WISW are women who receive money or goods in exchange for consensual sexual services, either regularly or occasionally. |
| Training of facilitators | TfaC's approach to behaviour and policy change focuses on training community members (facilitators) or professionals, mainly teachers, and AoCs with the skills to implement the TfaC methodology and bring about change in the lives of women and girls who have been marginalised. |
| Behaviour change workshops | When working directly with women and girls or duty-bearers, TfaC employs participatory behaviour change and advocacy approaches through different types of delivery formats, such as group sessions, clubs or trainings, which can be grouped under the umbrella term of 'behaviour change workshops'. As discussed in more detail in chapter 1.1., in a workshop setting, participants use voice, body, and space to share experiences and improve knowledge and understanding of the challenges affecting their SRHR. Role-plays, living sculptures, dramas, and other improvisation activities allow participants to explore the attitudes that lead them to risk. Participants practise the skills they need to bring about change with the support of their group. Positive behaviours are developed in interactive dramas, where participants take control of the action to create safe, achievable solutions to real-life situations. <i>Behaviour change workshops are the foundation of the TfaC methodology, used in every project.</i> |

| | |
|--|---|
| Interactive Radio Drama (IRD) | <p>IRDs are broadcast to community and school listening clubs across Malawi, and is an approach/tool also increasingly used in projects related to TfaC's NPP. Each episode centres on an issue directly relating to SRHR, gender and/or relationships, and violence against women and girls. Once the story has played out, listeners are invited to call in to take on the role of a character in the drama, changing the course of events. This part of the TfaC methodology involves whole communities in the process of behaviour change and advocacy. Programmes also invite experts to discuss the themes of the show to enhance the learning of those listening.</p> <p><i>IRD is used in projects such as Tisinthe! – Let's Change; Tiphunzire – Let's Learn; Leave No Girl Behind (LNGB) – Transformational Empowerment of Adolescent Girls in Malawi (TEAM Girl Malawi); Nzotheke – It Is Possible; WODA's advocacy work with police and power holders in Ghana; NPP projects in Mexico, Mozambique, and Palestine; and a Google News Initiative⁴ to combat COVID-19 vaccine misinformation with partner Africa Check in Nigeria and Senegal.</i></p> |
| Interactive Theatre for Justice (ITJ) | <p>ITJ employs a type of theatre performance that seeks the audience's help in creating justice for the main character in the story. During the performance, the audience is shown a real situation happening in their community that involves an element of injustice. Through facilitated interaction, the audience is then asked to suggest ways to help the main character obtain justice for what has happened to them. Audience members are invited on stage to make these changes as characters in the story. The performance ends with power holders in the audience committing to enacting these changes in the community.</p> <p><i>ITJ is used in projects related to the NPP in Bangladesh, Eswatini, Nepal, Rwanda, and Tanzania. It is also been used in Malawi.</i></p> |
| Interactive Legislative Theatre (ILT) | <p>When Interactive Theatre is focused on a particular law or policy, it is known as Legislative Theatre. Through this approach, marginalised people gain a voice and people in power find out what it is like to face their struggles.</p> <p><i>ILT has been used in the Malawian Interactive Theatre and Legislative Theatre for Sex Workers and their Clients project; Nzotheke project and Protecting the rights of sexually exploited girls in Lilongwe, Malawi project; WODA's advocacy work with police and power holders in Ghana; and in partnership with Oxfam in the Democratic Republic of the Congo (DRC) working on issues around human rights abuses.</i></p> |
| Mobile health clinics | <p>Community programmes in Malawi regularly work with a dedicated, TfaC-run mobile health clinic that enters community spaces. The clinic offers medical attention, HIV testing, and/or counselling around safe sex following community performances or directly at bars and brothels where WISW and sexually exploited girls are living.</p> |
| Duty-bearers | <p>The term duty-bearers typically refers to individuals or institutions that have a legal or moral obligation to respect, protect, and fulfil the rights of individuals who have been marginalised. In the case of TfaC programmes, duty-bearers include community leaders/chiefs, health workers, social workers, police, policy-makers and other government officials who have a responsibility to ensure the rights, safety, health, and well-being of the community.</p> |

⁴ These projects are excluded from this review focusing on SRHR programmes

| | |
|---------------------------------|--|
| Training officers | <p>TfaC training officers are staff in education programmes who are placed in each Teacher Training College and engage in trainings of school staff, engage in support visits, and are responsible for overseeing programmes in focus primary schools.</p> |
| Girls'/boys' clubs | <p>In these clubs, usually facilitated by AoCs on a weekly basis, participants engage in interactive group activities to build self-confidence and improve SRHR, role playing games to address real life situations related to their SRHR, and exercises to develop literacy and numeracy skills. These clubs incorporate both in-school and out-of-school children, many of which have later enrolled back in school, and sometimes are organised in mixed-gender groups.</p> |
| Listening clubs | <p>Facilitators/AoCs regularly bring people together to jointly listen to a radio broadcast. As well as discussing issues covered in the radio programme in more depth, participants of listening clubs can also call in and 'touch-tag' on air. AoCs also facilitate pre/post-listening activities which use activities like role plays and sculpting to preview and reinforce key themes and areas of learning from the broadcasts. Listening clubs have different target audiences per project and can include primary school children and teachers and parents in education programmes, as well as WISW, community members or police staff in community programmes.</p> |
| Mothers'/Fathers' groups | <p>Mothers'/fathers' groups are an important existing community-based structure that TfaC works with; for instance, through offering behaviour change workshops as well as training mothers to become facilitators of community listening clubs. The main purpose of working with mother/father groups is to increase parental involvement in education and to support the SRHR and academic success of children, especially girls. Members of these groups engage in various activities, such as organising study groups, providing mentorship and counselling to students, advocating for improved school facilities and resources, and promoting positive attitudes towards education within the community.</p> |
| Primary beneficiaries | <p>Primary beneficiaries of TfaC programmes are the individuals or groups expected to directly benefit from its implementation. Most TfaC programmes seek to directly improve the SRHR of primary school learners, out-of-school girls, and young women, as well as sexually exploited and at-risk girls and women, such as WISW, and girls and women living with disabilities. As behaviour change workshops are often facilitated with other community members or teachers, these individuals could also be seen as primary beneficiaries of TfaC programmes. However, within this report, we refer mainly to women and girls who have been marginalised as primary beneficiaries.</p> |
| Secondary beneficiaries | <p>Secondary beneficiaries of TfaC programmes are individuals or groups who indirectly benefit from the programme. By participating in behaviour change workshops and interactive (radio/theatre) dramas which aim to strengthen KASB in support of the SRHR of women and girls who have been marginalised, community members' and duty-bearers' own SRHR can also be improved.</p> |

When working with AoCs in school programmes (with a duration of two to four years), between 200 and 800 teachers are trained. In some projects, AoCs further train fellow teachers in their schools, multiplying the effect by capacitating thousands of teachers as AoCs per programme.

Peer facilitators are a core component of TfaC's work (particularly with WISW), due to their unique ability to understand the challenges faced by other WISW and their capacity to assist them in leveraging their strengths in a non-judgemental way. WODA, on average, trained between two and 20 facilitators

per project span (of usually three to four years). As the quote below illustrates, the training of new peer facilitators for WISW programmes usually occurs on a rolling basis, as behaviour change participants themselves raise interest in taking on a facilitating role in their community.

"[Our work is] more like participants-oriented because it's for sex workers. So it's the sex workers who decide. I want to do this. I want to volunteer to do this. I want to be a community facilitator. I want to be a training officer. And then we train the person in that direction. (...) and then they go back and then they implement it." (Key informant interviewee, Ghana, woman, 38 years old)

TfaC has a strong track record in providing behaviour change workshops to different target audiences at the school or community-level – groups which are at the core of all interventions. When working with primary participants, workshop groups can include, on average, between 10-30 participants, or between 2,000-6,000 learners across schools per cohort – reaching, on average, more than 12,000 learners each year and

hundreds of thousands of individuals over the lifespan of education programmes in Malawi.

A multi-stakeholder approach to change behaviours of peers, guardians, service providers and duty-bearers

In alignment with behaviour change workshops involving primary beneficiaries, TfaC trainers also organise sensitisation workshops, counselling, and thematic trainings to reach various other stakeholder groups. In programmes focusing on girls who have been marginalised, workshops with secondary beneficiaries often target guardians (especially mothers through mother's groups, while some programmes also run father's groups), parent-teacher associations, fellow teachers, school authorities, child protection workers, and social welfare staff. Behaviour change workshops with secondary beneficiaries vary in outputs: according to reports, they reach between 10-25 stakeholders per activity, while multi-year programmes often include up to 40-50 mother groups and reach over 3,000 secondary stakeholders. In order to be granted access to communities, AoCs are also regularly in touch with community leaders/chiefs to sensitise them about programmes, gain their buy-in and, in some cases, encourage them to attend workshops or performances. In programmes focusing on women



who have been marginalised, such as WISW, behaviour change workshops are also conducted with non-paying partners, police service personnel, community leaders/chiefs, brothel and bar owners, and, in some cases, media professionals. Each workshop session involves an average of 10-15 participants.

According to programme reports, some collaborations between facilitators and primary participants have proven successful in reaching the wider community; for instance, the Aids Toto Club/Tiphunzitsane! project open days, during which the community and all school members were invited to participate in a day of awareness-raising activities, prepared and developed by the facilitator together with Aids Toto core group learners.

Scaling reach of SRHR messages, including interactive features through IRD and radio broadcasts

Created and implemented by core teams of seven to 30 radio performers, TfaC radio broadcasting activities not only reach the general public but are often interactively integrated into mixed-gender listening clubs in schools, as well as mixed-gender listening clubs facilitated by AoCs or community listening clubs

facilitated by AoCs or trained mothers. Some projects have also facilitated radio listening clubs specifically with police staff, or invited policy stakeholders to directly engage in dialogue during broadcasts via call-ins with groups who have been marginalised. Radio listening clubs achieve an average reach of around 40 participants per session or up to 3,000 participants in total within multi-year programmes. Further, they can receive up to 1,000 interactions (when counting SMS, social media polls, or interaction through touch tag) per episode and over 115,000 interactions in larger programmes per year, on average. Overall, radio broadcasts can reach between 80,000 listeners (such as in the United Nations Children's Fund (UNICEF) Mexico project) and 550,000 people (such as with the Tisinthe! Programme), each week.

Through ITJ performances, a large number of community members and the general public can be reached

TfaC's ITJ programmes usually directly involve 10-30 performers who devise and perform each storyline. For instance, in Ghana, some core groups of WISW drama consisted of 10 performers and others of 30 performers; while, in a series of programmes in NPP

projects in Bangladesh, Mozambique, Nepal, Rwanda, Eswatini, and Tanzania (held in partnership with Voluntary Service Overseas (VSO) between 2017 and 2018), TfaC worked with implementing core groups of around 20 participants. The latter consisted of VSO's local partner organisations and local social theatre organisations, and included youth group members.

The documented audience numbers reached through ITJ performances differ vastly, but overall demonstrate the potential to elicit behaviour change in smaller community audiences of around 30 people, such as in some smaller-scale WISW programmes. The majority of programmes reach a few hundred people, and some up to 1,200 people per performance; for instance, some ITJ programmes in partnership with NPP. Only a few evaluations document the number of power holders in the audience; however, during a three-year project to improve the SRHR and economic opportunities of WISW in Accra, Ghana, each of the 12 performances welcomed around 10 power holders into the audience – which may be indicative of their typical attendance numbers. Such power holders consisted of police officers, health workers, and community leaders, as well as brothel owners and Magajias (traditional female leaders).

As a complementary add-on to holistically address the SRH needs of participants, several TfaC interventions in Ghana and Malawi partner with SRH service providers operating mobile health clinics. As a result, a further share of community and/or audience members are indirectly reached with SRH resources and services, such as free HIV tests. In an average year, TfaC's mobile health clinic in Malawi distributes over 250,000 condoms, screens 3,500 participants for STIs, and tests 1,500 people for HIV. During the lifetime of a programme, thousands of individuals can be reached. Through the Comic Relief-funded project on 'Improved sexual and reproductive health for female sex workers, clients, and sexually exploited girls' (2018), for instance, almost 14,000 people have been tested for HIV.

4.1.2. Level of inclusiveness and participation of key stakeholders

Reach is assessed not just in terms of how many people were involved in specific interventions, but also involves critically assessing whether key groups are included that align with project goals, and the broader aims of TfaC as an organisation.

In relation to TfaC's work, we understand the inclusion of three main types of participant to be crucial to achieving our aims (broken down further below). Firstly, TfaC focuses on improving the lives of those who have been marginalised (particularly in terms of their SRHR). Secondly, their work requires engaging with duty-bearers (at all levels, from household and community to regional and national level) to effect and embed change in the lives of these marginalised groups. Thirdly, we consider whether a critical mass is reached, which is required to influence social norms.

Groups who have been marginalised

Marginalisation or vulnerability can be interpreted in multiple (often related) ways and is contextually and socially determined; people are not inherently marginalised but rather may suffer from this (e.g., gendered vulnerabilities due to patriarchal structures).

Girls and women with SRHR vulnerabilities

TfaC recognises girls and women who have been marginalised as their primary beneficiary group, and programmes typically conceptualise this in terms of educational exclusion, economic insecurity, caregiving responsibilities, lacking parental support ('orphans'), experience/risk of abuse, and experience of early marriage or pregnancy. Educational exclusion is understood as both a cause and effect of SRHR and gender inequalities, and many programmes aim to address both in tandem. Conceptualisations of vulnerability are also made in context-informed ways; for example, in areas or with communities of high prevalence, TfaC projects specifically focus on working with HIV-positive individuals and groups.

The case study excerpt on page 31 illustrates how vulnerability criteria were operationalised within TfaC's largest ongoing project, TEAM Girl Malawi. Criteria were based on identified barriers to education and ranked in order of magnitude by communities themselves, before being used to ascertain the most marginalised individuals. Questionnaires are provided by TEAM Girl Malawi and issued within schools, and those students and their families who provide indication of more challenging socio-economic situations are subsequently targeted. The AoCs then attempt to also engage the parents of those young people who take part in girls' clubs, to encourage them to participate in parents' listening clubs. This approach ensures that not only young people but also their caregivers are positively supported through KASB change to improve young people's SRHR.

It was clear from the Sprockler responses that women who have previously suffered many different forms of abuse feel welcomed and empowered by TfaC activities, and that these often have a transformational effect on their lives.

Where gender dynamics negatively impact the participation of women and girls in activities, the data suggests that TfaC staff are often quick to challenge these (and train participants, e.g., AoCs to do the same). For example, a report from IRD training within the VSO and TfaC IRD NPP pilot in Mozambique captured that, during one recording session, a female participant made a mistake. A male participant remarked that "she should just let a man do it". The team lead immediately challenged this comment, and a constructive discussion ensued. Similar issues were identified and addressed during VSO and TfaC NPP pilot trainings in Eswatini.

TfaC works extensively with WISW in Ghana and Malawi, who can be considered a very much under-served and hard to reach population. This includes their engagement as peer facilitators, which in turn assists in establishing deeper and more trusted engagement of WISW. Within this group, it has historically been noted that further support is often needed to engage the most marginalised and hardest to reach (for example, HIV-positive WISW or

Case study 1: Operationalising vulnerability criteria

TEAM Girl Malawi pre-identified marginalised subgroups and targeted individuals from these during enrolment. Barriers to learning and transition identified at baseline were explored using a mixed-methods approach. When examining the intersection, TEAM Girl findings indicated that school cost was the most highly prevalent barrier. Additionally, more than half of respondents in all subgroups, except for girls who are heads of households, experienced food insecurity or hunger as a barrier ... 100% experienced high poverty, 36% were caregivers, and 26% were orphaned ... those with disabilities were estimated at one-third of the study sample.

(Baseline report, TEAM Girl Malawi/LNGB, 2019, Author: School-to-School International)

those who lack formal education). Peer facilitator models have also been used in recent NPP work, as TfaC have increasingly collaborated with youth facilitators for work on adolescent and young people's SRHR.



Project reports across many contexts also highlight challenges in engaging the most economically marginalised, as extreme poverty inevitably means individuals are under greater resource, emotional, and time-related pressures. This leaves them less available to attend workshops or programmes, as reported to an external evaluator by the poorest sex workers within the Nzotheka project in Malawi.

Poverty also creates contextually determined SRHR vulnerabilities that programmes struggle to fully mitigate; for example, while primary school is free in Malawi, secondary school is not. Girls whose families are unable to finance their secondary education are much more likely to engage in transactional sex with older adults, which puts them at increased risk of a range of SRHR issues. Many people we spoke to for this evaluation highlighted the need to integrate livelihood-raising and economic empowerment into programmes. Direct provision of this is outside the scope of TfaC's specific expertise, but is clearly prioritised and addressed in many partnership-led projects through microloans and business and vocational training.

Boys and men with SRH vulnerabilities

One indication that project activities' relevance has improved in recent years is the increased inclusion of boys and men as direct project beneficiaries. Engaging boys and men in TfaC projects has historically been more of a challenge; partly attributable to the desire of donors to focus activities directly on those seen as most in need, but also in some contexts due to their lower apparent interest or availability in attending activities compared to women and girls. These factors can be related to socio-cultural elements – such as women may feel more comfortable talking about SRHR issues in a group, more women are available to attend activities during daytime hours, and it is more common in many cultures for women to participate in group events. As the Tiphuzire endline study (2016) described: *“Many of the barriers to being motivated to go to school and participating in class relate to class dynamics, where girls are teased or laughed at for making mistakes, predominantly by boys. Given all the progress made regarding self-esteem, school belonging, and self-efficacy, it remains a challenge to improve the capacity of girls to confidently interact in co-ed educational environment.”*

The evidence highlights that engaging men and boys should be seen as a key priority, as they are frequently the perpetrators of both abuse and harmful gendered norms which undermine girls' educational

participation. The Nzotheka endline (2018, Malawi) noted that, for sustained reductions in abuse to occur, projects must always consider whether interventions should target boys' directly, explicitly with the aim of improving their awareness of child rights, consent, and appropriate behaviour.

Evidence from some projects suggests that successful strategies to engage men and boys have been developed, and that this learning could be further shared. For example, within the Tiphunzitsane project (Malawi) to improve male engagement, staff ensured that chief and community leaders endorsed and attended the sessions, worked closely with established fathers' groups, and incentivised communities with more male attendance. As a result, they were able to achieve almost gender parity by the end of the sessions, which is a strong testament to project staff efforts at gender-sensitive engagement.

Recently, the TEAM Girl Malawi/Leave No Girl Behind (LNGB) project (Baseline report, 2019, Author: School-to-School International) was found to be 'gender sensitive' in its design, as it includes equally marginalised boys in complementary basic education (CBE) – thereby aiming to reduce resentments and perceptions of favouritism while also allowing support for social-norm change and for equality. However, the most recent project data from TEAM Girl Malawi/LNGB (Midline report, 2022, Author: School-to-School International), notes that while the project is inclusive of adolescent marginalised boys (but only as indirect beneficiaries), quantitative midline data was only collected from girls, per the TEAM Girl Malawi/LNGB MEL framework and midline research design report.

Non-paying partners of WISW is another group of men connected to TfaC projects, among whom the secondary evidence suggests there has been improved involvement. Past report recommendations (e.g., for the Old Fadama Project in Ghana) to involve non-paying partners were acted on in recent years, and the 2020 programme report suggests they have been involved in workshops on condom use and HIV prevention.

People living with disabilities

From the secondary data, as illustrated in the case study below and KII interviews, it is clear that AoCs and other TfaC facilitators are careful to consider inclusivity in their activities and participation of learners with disabilities. With the rights of people with disabilities included in TfaC Malawi's current strategy 2022-2026, this review shows that meeting the needs of this group

Case study 2: Including learners with disabilities

To support learners with disabilities, 33 CBE centres were rehabilitated to provide improved access (e.g., ramps, floors), 80 Learning Assistants were trained in inclusive education and occupational therapy, and assistive devices were provided to learners after specialist assessment. However, the report finds that the majority of AoCs and CBE facilitators still lack confidence and knowledge in working with young disabled people.

(Progress report, TEAM Girl Malawi/LNGB, 2020, Author: TfaC)

has increasingly been included in TfaC's programme design and capacity-building, most visibly in the TEAM Malawi project. For example, one interviewee discussed their efforts to include blind students within their girls' club activities, while another described how concerted efforts had been made to engage the parents of a student with physical disabilities to ensure the child had access to education and social contact, which they previously lacked. It is clear that AoCs take an active role in considering how to improve the lives of community members with specific vulnerabilities in their contexts, but there is room to strengthen facilitators' expertise on this matter.

Within IRD programmes, internal training reports also note that efforts are made to include and increase the visibility of performers with disabilities. It was observed that this had the positive effect of challenging stereotypes about this group among audience members.

A potential gap in terms of reaching people facing disability-related stigma may remain in Malawi, where people with albinism face a large degree of stigma and marginalisation (as noted in reports for the TEAM Malawi project). The TEAM Girl Malawi/LNGB project manual suggests that individual risk assessments be created for children with albinism, but there is no specific project evidence to indicate whether or not this is acted on.

People living with or at risk of HIV

Informed by national data, TfaC works with groups of people where HIV prevalence is high, such as WISW as well as teachers, while promoting and ensuring inclusivity, openness, and tolerance toward people living with HIV in their programmes. Many Sprockler

respondents spoke about how TfaC had allowed them to learn of their HIV status. People living with (or at higher risk of) HIV are also sometimes specifically targeted within programmes, for activities such as testing drives, while HIV prevention is at the core of one of the longest-running government initiatives in Malawi that TfaC supports with teacher trainings: the Aids Toto Club.

Duty-bearers

Community stakeholders

Parents and guardians

TfaC projects that focus on girls and adolescents also closely engage parents – for example, through (newly established or existing) mothers' and fathers' groups and listening clubs – thus recognising their position as a key stakeholder in improving the SRHR and general wellbeing of young people. Psychosocial support referral pathways recently offered to girls at risk of sexual exploitation (reported in 2022) within the TEAM Girl Malawi/LNGB programme were also extended to parents, in recognition of their being a key target to improve home environments for girls.

In the past, challenges in engaging this group have included parental suspicion of education and information related to sexuality; lack of trust; limited skill levels and capacity of existing community structures (e.g., mothers' groups); lack of capacity among AoCs to facilitate community discussions; confusion about target audience (parents or community members); and lack of resources/focus devoted to parents of girls. The data suggests that longer involvement over a period of time helps mitigate parents' suspicion. In particular, the combination of TfaC activities with strengthening children's vocational skills within the TEAM Girl Malawi project, has reportedly greatly encouraged parents and increased their willingness to send their children to participate in programme activities.

School leadership

Given the scale of TfaC activities that are delivered through schools (particularly in Malawi), another key stakeholder that TfaC actively and successfully engages is school leadership and non-TfaC trained teachers within target schools. This approach is well-supported, as data suggests that early positive engagement of school leadership (including showing evidence of Ministry of Education buy-in to headteachers) ensures ongoing support and project sustainability.

“At first, I used to train pre-service teachers only. But my confidence and communication improved when I started delivering trainings to different stakeholders. For example, a number of interactive performances within Lilongwe, trainings with healthy surveillance assistants, police officers, chiefs, college students, community members, college lecturers, and many others. Through TfaC skills I managed to deliver all these activities.” (Sprockler respondent, Malawi, man, 35 years old)

Local duty-bearers

Police officers

Police are a key group of duty-bearers that have a significant bearing on the SRHR of marginalised girls and women, particularly in relation to reporting of SGBV and for WISW generally. The salience of this was starkly described by one Sprockler respondent, who outlined an incident of gang rape perpetrated by police officers on WISW.

To tackle these kinds of issues, WISW-focused projects, such as the Old Fadama (Ghana) and Nzotheka (Malawi) projects, engage police in community performances (as discussed in the quote on page 35), listening clubs, and sensitisation workshops. Specific project outputs and outcomes in relation to this group have been primarily formulated within projects focused on WISW (rather than, for example, schools-based projects). In some cases though, the projects’ M&E frameworks have not always clearly linked these desired outcomes with activities (i.e., reach) to this group in the available literature. It is not always clear if engagement with this group is fully integrated throughout project cycles and

Bar owners

In Malawi and Ghana, the role that bar owners play in ensuring the safety of WISW has been recognised. As such, they are engaged as attendees of community Interactive Theatre performances, and invited to develop action plans following these. TfaC has reported past successes in engaging this group: for example, the Nzotheka endline report (2018) highlighted that following up on action plans was most successfully achieved with bar owners.



if/how police are engaged in other community and schools-based projects.

“At each of the 12 performances we had 10 local power holders in attendance, consisting of two police officers, two health workers, and six community leaders, including brothel owners and Magajias (traditional female leaders). These power holders showed active support for both the women and the project.” (Progress report, Medicor Foundation Sex Workers’ Network, Accra, 2020, Author: TfaC)

Health-care workers

As part of the mobile health clinics add-on to projects, TfaC collaborates with service providers or external partners. Overall, health care workers are not involved with in-depth KASB work, the exception being orientation workshops for health surveillance assistants and HIV testing counsellors⁵ and one health-care worker who was engaged in a workshop during a WISW-focused project in Ghana in 2020⁶. This appears to represent a missed opportunity, as the KASB of health-care workers has a significant impact on the realisation of comprehensive SRHR for all community members.

Where TfaC engages health workers in some of their programmes, this is usually to provide a (very valuable) link between SRHR information and the types of services needed to act on newly acquired KAS. At performances in Ghana, for instance, health-workers are regularly on hand to provide referral and support services for HIV testing to audience members.

Local leaders and chiefs

Despite some evidence of local leaders and chiefs’ engagement in community entry and sustainability meetings, as well as their attendance of theatre performances, the secondary evidence provides little documentation to the extent in which local leaders and chiefs participate in programmes. A positive example was targeted bespoke training, designed to equip village chiefs with child protection and safeguarding knowledge and skills, within the project *‘Improving the ability of teachers to protect primary school children from sexual and gender-based violence in flood affected areas’*, as reported in the TfaC-compiled final

narrative report. This training was developed after lack of engagement among the group was identified as having a negative impact on project effectiveness.

KIIs from Ghana and Malawi reported positively on engagement of local chiefs in (support for) project activities and described how early positive engagement ensures their ongoing support for the project.

Regional or national-level duty-bearers

Politicians and policy-makers

While politicians and policy-makers are rarely directly involved in behaviour change workshops, several programmes saw the participation of such power-holders during interactive radio or drama performances; for instance, as regular guests on the Tisinthe! radio programmes in Malawi. The programme Protecting the Rights of Sexually Exploited Girls in Lilongwe, Malawi, also reported in 2019 that they held three ILT performances for 60 Members of Parliament in the Social and HIV Committees, Children and Social Welfare, and the Women’s Caucus; while policy-makers were targeted specifically in Bangladesh and Nepal through NPP projects.

Media

Overall, media professionals are not regularly included in TfaC’s programmes. However, the programme to protect the rights of sexually exploited girls in Malawi and WODA in Ghana worked to enhance the capacity of media professionals on inclusive SRHR reporting, as well as on respectful language use when reporting on WISW.

Critical mass (the wider public)

As highlighted above, through approaches like ITJ and IRD, and in more targeted ways, such as school open days and listening clubs, TfaC are able to reach large numbers of the general public.

IRD programmes in particular, which are broadcast on popular national radio stations, are very well placed to generate a high level of community visibility and reach. This is a considerable strength of TfaC programmes, as in many settings where they work, radio is the most widely consumed form of mass media and has the considerable benefit of being able to engage those who lack formal literacy and/or access to the internet. This means TfaC is able to directly reach more economically

⁵ These trainings took place as part of TfaC’s project “The Mobile Health Clinic – providing lifesaving care for marginalised out of school girls” from 2020/21, that aimed to expand their vital mobile health clinic to reach marginalised out-of-school girls and their communities in Lilongwe. According to the inclusion criteria of this meta-analysis, documentation from this report was not included in this review and are thus not further discussed

⁶ The project intended to target more, but this was hampered by COVID-19 restrictions

marginalised community members across all demographics. To ensure an even wider reach within this group, all listeners in Malawi can engage via a toll free number; while, in other contexts, reimbursements for airtime are provided to audience members who call in to the studio. This makes participation accessible to all listeners and not just those who can afford it.

4.2. Relevance

An assessment of relevance considers how well TfaC interventions both identify and address relevant issues to feasibly effect change using their methodology. Key questions include whether interventions are well-suited for their contexts in relation to the issues of focus, and the overall appropriateness of intervention design.

Mixed-methods, participatory contextual, and needs analyses inform adaptations to the core TfaC methodology

There is an underlying philosophy to the TfaC methodology⁷ which informs a consistency in approach. But TfaC projects are implemented in a wide range of geographical areas with many different stakeholder groups and partners. Programme development and implementation (including which specific issues are to be addressed) are therefore partially contextually determined. Context also affects what kinds of stakeholders are involved in individual programmes. TfaC uses national data, combined with in-country knowledge around which groups of women and girls are most at risk of poor SRHR outcomes, to determine where their approach can make a contribution. Programmatic choices also take into consideration national priorities as articulated in national strategies, including HIV/AIDS, SRHR and education. This can be understood as a significant strength of the TfaC methodology, as it helps improve the relevance of activities and programmes. Activities are also often adapted during programme delivery in response to emerging needs, which is a strong feature of TfaC's approach and is closely related to the participatory nature of their activities.

At the beginning of and throughout programmes, TfaC staff and partners conduct contextual and needs analyses to inform fundraising efforts and programme design.

Contextual and needs analyses can include secondary data analysis, primary data collection (both qualitative and quantitative), and discussions with partners and other key stakeholders. Primary data collection to

Case study 3: Insights into the participatory nature of TfaC projects

Each week, the Radio Team devises and records a drama based on the stories and experiences of the vulnerable women and girls the organisation works with.

The process is carefully constructed and considered to ensure a storyline feels relevant and recognisable to the demographic it is intended to reach: 'The characters in our dramas are familiar to me. I see these things happening in real life. We go into our communities and see these problems and I bring them into our performance. And I talk to people about what they did. It effects how I choose to play a role. I will have real people in my head.' (John)

At the centre of the methodology is the belief that, to effectively change behaviours, participants are given space to learn through the body and not just the brain ... Through the embodied experience of performing these actions differently, participants are able to feel that changing the narrative of their lives is a real possibility, not simply an idea in the abstract.

(A Case-Study into the Impact of TfaC's IRD, Tisinthe!, 2019, Author: Helen Shutt)

inform programme design is often more focused on qualitative rather than quantitative methodologies, though large-scale quantitative baseline studies are frequently conducted for larger partnership-implemented programmes. This aligns with TfaC's overall focus as an organisation, but perhaps represents a potential further opportunity for strengthening the evidence base of TfaC's work.

Context sensitivity can be considered both a strength and a potential weakness of TfaC's approach. Although TfaC works on promoting a more holistic approach to SRHR according to their training manuals, the data suggests that, in some contexts, activity implementers seem to emphasise an abstinence-only approach – which can encourage taboos and avoidance of discussing sex and relationships, rather than an age-appropriate, sex-positive conception of safer and healthier relationships. This has been discussed by several Sprockler respondents and KIIs. Relatedly,

Case study 4: Dealing with sensitive SRHR issues

Core Radio Team members expressed some concerns over potential backlash due to sensitivity of GBV in Palestine, including potential campaigns against the show; censoring or banning of PFPPA and its activities; and individual participants being socially excluded after being part of the show. PFPPA and TfaC addressed these concerns:

- By designing the project in collaboration with a wide range of government and civil society partners, including the Ministry of Health, the National Referral System (NRS), and Muntada, a network of Palestinian women rights' organisations; thus leveraging their support before and during the broadcasts.
- By training participants, in conjunction with PFPPA, on how to respond to push-back from community members who may display hostile views towards women, and the goals of the project.
- By ensuring that PFPPA had ways of feeding into the development of storylines so as to avoid controversial characters, situations, or topics that would risk bringing PFPPA and/or affiliates into disrepute.

(Training summary report, Reducing GBV and Promoting SRHR Among Women and Youth in Palestine, 2022, Author: TfaC)

the final evaluation of the Right to Learn project (2016-2019, Malawi) found that messaging from clubs/AoCs is sometimes interpreted by learners as placing responsibility on avoiding pregnancy on girls themselves through fear, shame, and abstinence-based messaging; reflecting local, as well as personal, norms and customs among facilitators and other programme implementers.

TfaC projects address a variety of sensitive and/or sticky issues

The evidence shows that, in tackling deeply rooted and harmful social and gender norms, making use of participatory, interactive, and arts-based approaches is appropriate, as these aim to affect people on a deeper and more emotional level. TfaC activities are typically designed around consistent interaction over medium to long-term periods of time, which appears to be key to the effectiveness of interventions as it allows for a gradual pace of change in TfaC's work around these sensitive and sticky issues.

For example, the Tiphunzire! endline report (2016) noted that, while Malawi is a very conservative country and discussion of contraception with young people remains taboo, after attending community listening club and school open day activities, parents were becoming more open to talking to their children about SRHR. Some Sprockler stories shared also supported this finding.

There is also considerable evidence in the secondary data indicating that project activities explore and respond to participant needs as they emerge during activities, meaning adaptations are made in an iterative and agile way. As stated within a WISW-focused project report from Ghana in 2016:

"Each behaviour change workshop looked at issues highlighted by the women themselves. It became clear that many women felt unsure about how they should respond to abuse. Therefore, the project workshop plan introduced the language of rights as the workshops progressed." (Progress report, Sex Workers' Network, Accra, 2016, Author: TfaC)

Interactive Theatre storylines are closely informed by contextual needs

One area where the context-informed nature of storylines is particularly apparent is within the Interactive Theatre and radio storyline devising that TfaC uses. TfaC facilitators and staff go to great lengths to develop storylines based on their own lived experiences and in a participatory way, which allows them to reflect on ways in which specific issues (such as SGBV) manifest in individual settings. This is a particularly important requirement for IRD to effect change, as listeners (mostly) tune in remotely and therefore must feel engaged so that their interest is maintained.

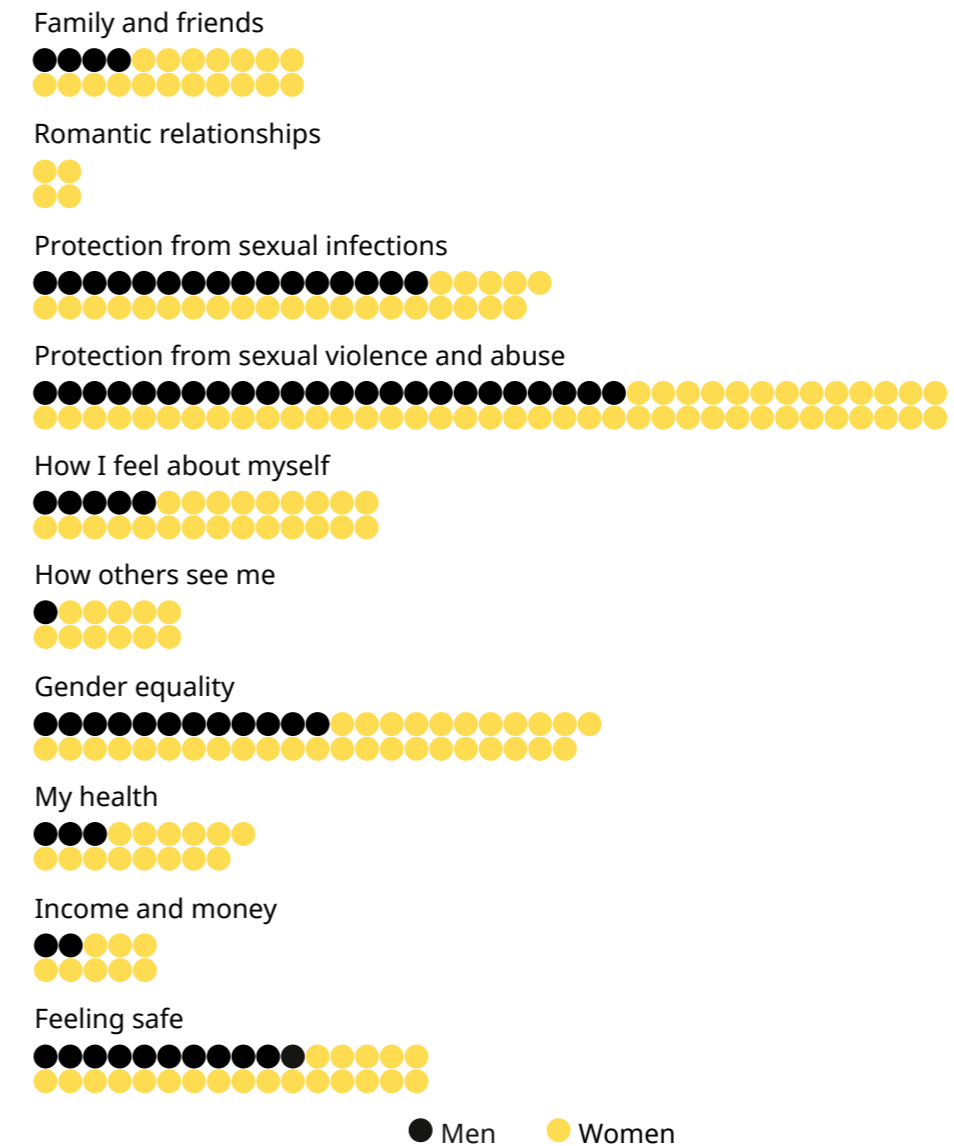
For example, in Malawi, the Tisinthe! IRD reportedly followed a several-stage process, involving parents' groups and FGDs: in initial discussions with parents' groups, the Radio Team identified key themes to be addressed over the course of the drama (e.g., child abuse, peer pressure, parental neglect). Following these discussions, the Radio Team then designed a questionnaire for FGDs in the targeted communities; findings from which were drawn upon frequently for inspiration and focus.

⁷ This is described in full in the introduction, but core components include interactive drama-based methodologies to address knowledge, attitudes, and skills (to achieve behaviour change), and provision of toolkits informed by this approach to trained implementers



Figure 5. Sprockler respondents' categorisation of which topics were discussed in their stories

The change in my story was mainly about the following topic(s)...



In Mexico, the team constructed their IRD narrative using elements from stories collected from people in the communities related to the thematic areas of the project, as well as asking a group of experts from UNICEF to review and comment on the IRD's content.

A variety of SRHR issues addressed in TfaC's programming

Across all TfaC programmes from the past 10 years under review, typical SRHR issues of focus include KAS related to⁸:

SRH

- STIs/HIV
- Contraception, including use of condoms
- SRH services (e.g., STI/HIV testing)

SGBV

- Intimate partner violence (IPV)
- Discrimination against sex workers
- Access to SGBV-related justice
- Sexual harassment and violence
- Early or forced marriage

⁸ TfaC is involved in many projects which also include non-SRHR related outcomes, such as improved literacy and numeracy. These are outside the scope of this meta-analysis

Gender equality

- Self-esteem and confidence
- Girls' education
- Menstrual health

Child protection

- Child sexual, mental, and psychological violence
- Appropriate school disciplinary methods
- Parental neglect

The Sprockler data (Figure 5) indicates that respondents mostly chose to share stories related to protection from sexual violence and abuse, followed by protection from sexual infections, and gender equality. This may be reflective of the Sprockler methodology rather than a representative depiction of TfaC's topics of focus or the holistic impact of activities on participants' lives, as respondents are asked to share their *most significant* stories of change. This prompt naturally leads people to share particularly emotive and sensitive experiences, and may be part of the reason why so many chose to share stories of processing or escaping from abuse.

For projects related to WISW, a wealth of evidence cited in programme documents suggests their higher level of unaddressed SRHR needs compared to the general population. This provides a strong justification for the focus on this group within TfaC programming. Similarly, Malawi TTC programmes respond to pressing SRHR needs – such as high levels of HIV, low levels of SRHR knowledge, and understanding of appropriate teacher and learner relationships, as well as weak child protection and safeguarding within schools.

Within many projects, SRHR is explicitly linked to educational outcomes – and that is part of the rationale for including TfaC activities within a holistic approach to educational programmes. The external 2016 endline report of the Tiphunzire! project (Malawi) provides

some validation for this ToC, as large-scale quantitative modelling suggested that SRH variables are the most important predictors of the odds that a girl is enrolled in school or not. SRH variables here were understood as being pregnant, having ever been pregnant, and being sexually active. These were all found to significantly affect girls' chances of being in school.

An area in which relevance can potentially be strengthened in line with available evidence, relates to work with police and other justice system stakeholders. There is strong recognition of abuse and harassment of WISW by police, and the key role that politicians and other higher-level duty-bearers can play in reducing this. Several projects mention engagement with these groups to achieve improved SRHR of women

and girls who have been marginalised. However, this does not always seem to translate into evidence that interventions can be linked by design (e.g., links drawn between specific outputs and outcomes) to changes in behaviours and policies at a systemic level (discussed further in section 3.2 Reach).

TfaC’s theatre-based methodology is integrated with other complementary approaches and services, improving relevance of interventions

As discussed in section 3, TfaC projects are usually designed to deliver a mix of theatre-based interventions (what we mean when we refer to the distinctive ‘TfaC methodology’) alongside other activities, and often through partners. These can include SRH commodity provision (e.g., provision of condoms), referral to STI/HIV testing services, referral to psychosocial support services, vocational training, and educational support (e.g., in literacy and numeracy). It can also include working to strengthen existing SRHR-related interventions, such as SGBV and child protection referral systems. Referrals may be made by TfaC to external partners, while many other activities are delivered by

partners as part of core programme interventions (for example, complementary basic education within the TEAM Girl Malawi project).

While this makes it difficult to draw out the specific contribution of participatory theatre in terms of outcomes and impact, it is clear that these services are complementary and assist in achieving improved outcomes both in terms of SRHR and other areas. For example, many Sprockler respondents who were in positions of responsibility (e.g., teacher AoCs working in schools) discussed how improved knowledge and attitudes towards topics (such as STI/HIV testing or child protection) gained through TfaC trainings meant that when, for example, students came to them with related issues, they were able to counsel or support them in accessing relevant services. Conversely, it was discussed in a 2018 report on the Old Fadama project (Ghana) that, due to a shortage of HIV tests, some members of the public who were motivated by an Interactive Theatre performance to volunteer for testing were unable to access this service.



It is therefore apparent that improved KAS can only manifest in desired behaviour change where services and infrastructure are sufficiently strengthened to support this. Therefore, the blend of approaches and interventions offered to participants within programmes is a significant strength of TfaC interventions.

4.3. Resonance

4.3.1. Perceptions of TfaC’s methodology

Complementarity and combination of activities

Behaviour change workshops are at the core of TfaC’s work. These are perceived as the most crucial aspect of the methodology to bring about change starting at the individual-level, and further initiating change at the group-level. Community outreach strategies are further instrumentalised through IRDs or Interactive Theatre performances.

Given that most respondents ticked more than one box when asked about the most positive aspects of the methodology, it can be concluded that complementarity of individual and community-level activities is a strong added value of the TfaC methodology; and this is substantiated by document review findings. The strategy of combining the TfaC methodology with other types of interventions, such as village savings and loans, a mobile health clinic, as well as the provision of educational materials or menstrual health products in schools, allows for comprehensive support for participants’ SRHR. The combination of behaviour change approaches with activities around access to SRH, education, or vocational services, is a

key strategy for TfaC’s work that resonates strongly with facilitators and participants. However, this report focuses on how TfaC’s methodology (as described in section 3) is perceived and which elements have been particularly successful and why.

Participatory, useful, and reflective trainings contribute to a pool of strong and committed facilitators

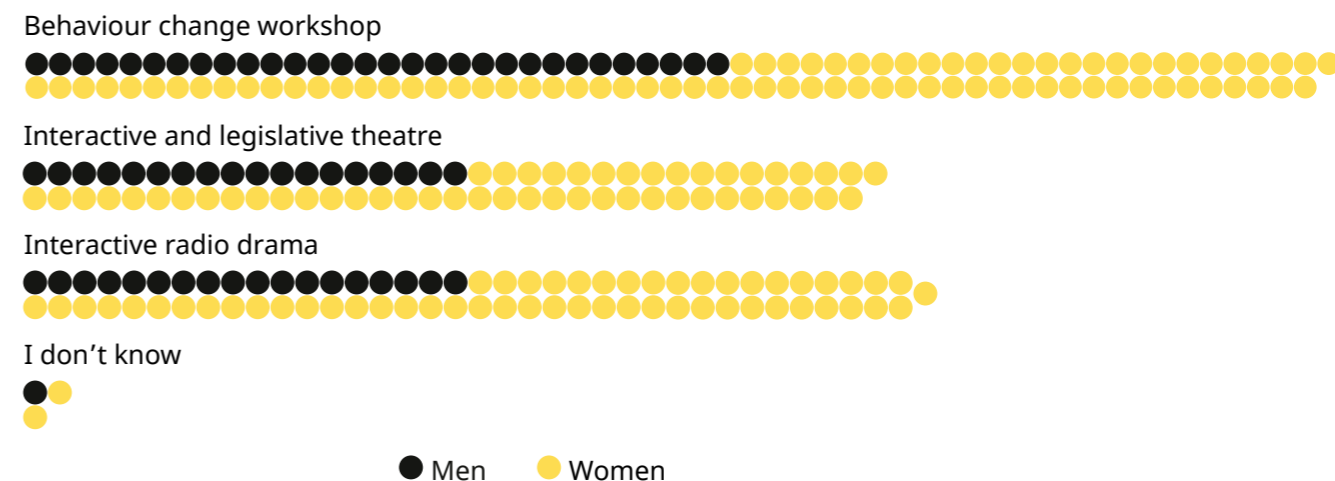
Overall, feedback from training reports suggests the training delivery resonates very well with trained facilitators, who describe it as largely participatory, useful, and reflective. As illustrated in the quote from a training participant (below), the trained facilitators value their improved self-confidence and positive attitudes about improving SRHR, while also gaining facilitation skills to enhance KASB around SRHR in others:

“I got more and more knowledge about gender and skills, too. After this training, I feel confident to stop violence in society. And I can also make changes in my personal life.” (Training of trainers participant, Training summary report, VSO and TfaC NPP pilot, Nepal, 2019, Author: TfaC)

In the majority of contexts, workshop respondents consider the training to be highly applicable for their communities. But, in few incidences, particularly in Asia, participants felt that materials could be better contextualised, highlighting the need for cultural sensitivity.

Figure 6. Sprockler respondents’ categorisation of which parts of the TfaC programme helped them most

In the story that you shared, which of the following parts of the TfaC programme helped you the most...



From the many stories collected and documentation reviewed, the success of a TfaC intervention is understood to be highly dependent on TfaC's good relationships with facilitators/AoCs, as well as these actors building relationships with the surrounding communities. TfaC staff and facilitators are predominantly described as strong and committed, although some AoCs perceive their role in TfaC projects to be burdensome in addition to their work as teachers – and this might affect methodology implementation. A Sprockler respondent shared that he successfully motivated his school to continue implementing the TfaC methodology within the existing curriculum, while a key informant from Malawi shared that herself and another AoC stayed connected after the official end of the programme, motivating each other and joining to reaching out to girls who have been marginalised and their families. These examples underline the importance of continuous commitment of trained facilitators.

Especially in the work with WISW, the use of peer facilitators from a core group is considered a key element to ensure project participation by the target group. Often, core group facilitators are paired with

staff members as facilitators of behaviour change workshops, which reportedly leads to positive results. Both leverage the opportunity to learn from each other, such as staff members learning new ways to manage groups and core group facilitators improving their facilitation skills.

While TfaC primarily works with facilitators from a core group in communities or with AoCs, on some occasions, the facilitators also invite external contributors to behaviour change workshops. For example, role models/successful women from the area who may inspire and educate learners on the importance of education and its long-term benefits, or medical personnel to provide their expertise relating to SRHR issues. The data suggests that external contributors, especially those adding expert knowledge, are largely perceived as positive.

TfaC facilitators are expected to facilitate the learning and referral processes, but some AoCs would also welcome more content-specific training to support and inform them more directly about SRHR issues in their communities. When asked about what she would

like to see improved during TfaC trainings, one key informant interviewee stated:

"[Training] on sexual relationship and sexual diseases. Because when we go out there in the communities, we will still [receive] questions that we don't have access to. If you go in details about sexual relationships and how to handle them, how? Because you are an agent of change, please can you come in? What is this? Can you help this one? But we don't have anything to help. We don't know. We are not doctors. (...) [if] they are shy to [go to] the hospital, they can call us to their communities to see how their child is doing." (Key informant interviewee, Malawi, woman, 38 years old)

A variety of elements shape the perceived impact of TfaC's methodology

Evident from Sprockler respondents' assessment of different TfaC activities, as illustrated in Figure 7, is that no single aspect, but instead a variety of elements, are perceived as contributing to change.

TfaC's methodology by principle is regarded as participatory, interactive, and adaptive

The activities leading to change that were most frequently mentioned by Sprockler respondents are role plays and improvisation exercises, closely followed by story sharing and group/peer reflections. Meanwhile, the secondary data and interviewees highlight the importance of touch-tag (described more on page 47). It is possible that Sprockler respondents implied touch-tag as a form of role play in their answer.

Figure 7. Sprockler respondents' categorisation of TfaC activities that contributed to the KASB change related to SRHR

Which specific TfaC activities led to the change?



What all these elements have in common, and what resonates most with participants and facilitators, is that the methodology is perceived as highly participatory, interactive, and adaptive, and encourages people to share and learn from each other's real life experiences.

"As an individual, I have benefitted a lot from TfaC participatory approaches and the free learning environment the facilitators created. This approach opened up participants to share more on their life experiences." (Sprockler respondent, Malawi, man, 50 years old)

The use of voice, body, and space during role plays resonates strongly with behaviour change participants. As captured in an interactive drama evaluation from 2019 in Malawi: *"Individuals are invited to share their stories with the group, a process that builds confidence and self-esteem. For many participants, this may be the first time they have been given space for their experiences to be heard and for their words to be listened to and valued."* Furthermore, several

evaluations confirm that girls' clubs are regarded as highly effective in promoting their participation and interaction, as they are more girl-friendly than mixed-gender settings.

Figure 8 shows that just over half of Sprockler respondents felt they personally can make decisions about TfaC projects. This indicates they feel included and that projects are managed in a participatory way. It is interesting to note that women (who account for 74% of the total Sprockler sample) are well represented within this answer option, suggesting they feel as meaningfully engaged by projects as men do.

Storylines are created in a collaborative and professional manner

Other parts of the TfaC methodology – such as hot seating⁹, body sculpting¹⁰, and story devising – were mentioned less frequently by Sprockler respondents (see Figure 7). This is because these activities were only carried out by a smaller group of people involved in TfaC activities, namely the core team of radio or drama performers. According to the documentation available, performers trained in and working with these elements

value these plotting moments, as they are considered highly collaborative and allow the team to jointly embody and connect to the characters and the core story. In the words of a performer from Malawi:

"The way we devise, we share ideas, there is a variation of ideas; it is not just one person talking. Everyone is free to talk and suggest an idea. Then we support the best idea to make a good episode." (Quote from A Case-Study into the Impact of TfaC's IRD, Tisinthe!, 2019, Author: Helen Shutt)

TfaC employs a group rotation scheme for the responsibility of lead devising, and this reportedly increases the variety of activities and techniques being used by performers. In general, TfaC always trains performers on the methodology before involving them in a radio broadcast or theatre performance, which increases the perceived professionalism and spirit of team work.

Authenticity and relatability are key characteristics of TfaC's methodology

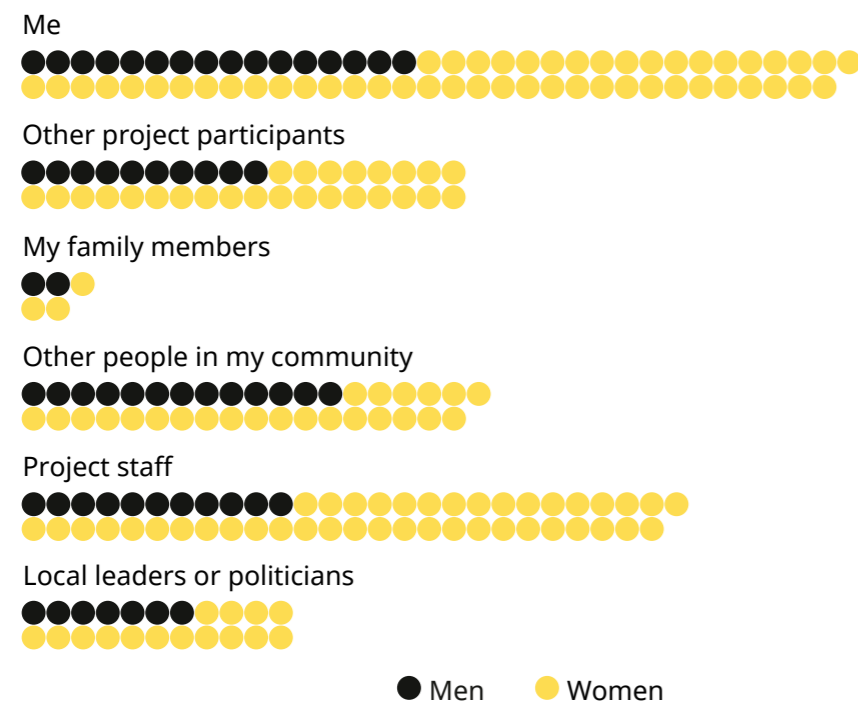
TfaC workshop content, as well as radio and theatre performance storylines, is mainly perceived as authentic and relatable to participants' lives: they tend to feel that situations familiar to them are being addressed, which reportedly results in a higher likelihood of behaviour change being initiated. This can be particularly affecting for groups such as economically or socially marginalised girls, who may rarely see or hear themselves and their lives reflected in large-scale media platforms.

Although focusing on topics considered relevant by workshop participants creates an enabling environment, facilitators report finding it more challenging to engage learning around SRH topics and discussions that are perceived as irrelevant or sensitive to participants. On such occasions, the use of the interactive drama methodology is particularly regarded as impactful (further discussed on page 47).

Furthermore, TfaC's behaviour change workshops in school settings are not attached to examinations,

Figure 8. Sprockler respondents' assessment of which groups of people have decision-making power within TfaC projects

The people that can take decisions about the TfaC project are...



9 Hot seating is the process in which a performer, in character, sits in the 'hotseat' and the rest of the team question them in detail to build and embody their character in the beginning of the story-devising process, or to chart changes in a character throughout
 10 Body sculpting refers to the practice in which the team will 'sculpt' a character's body to reflect their status and emotions, thinking about gesture, facial expression, eye contact, and use of space



which, illustrated by a Sprockler respondent's words, "makes lessons lively because there is no fear of examinations at the end of the course."

TfaC's methodology is perceived as creative, entertaining, and innovative

Another factor perceived as enabling both in the training of facilitators and behaviour change workshops is the use of creative and entertaining methods, such as singing, dancing, poetry, games, and quizzes. Several stories by AoCs, collected via Sprockler, emphasised the positive motivator of such methods, particularly when working with young people:

"Because of TfaC clubs in primary schools, learners are motivated and attendance of learners is good since they come each day at school just to participate in activities done at the clubs like dancing, singing, poems, open days, drama sessions, etc., as this makes them happy." (Sprockler respondent, Malawi, woman, 18 years old)

The use of interactive drama methodology, with many references to the element of touch tag, can itself be viewed as innovative. In many programmes, and increasingly since the COVID-19 pandemic's impact on TfaC programme delivery, the methodology makes use

of technology (such as using Zoom and WhatsApp for behaviour change workshops) and combines radio or theatre performances with social media engagement. These methodological developments are predominantly positively evaluated and expected to increase the scale and sustainability of programmes.

Indicative of perceived benefits, there is space to strengthen the multi-pronged approach

TfaC rallies together community support using a multi-pronged approach, whereby stakeholders' are invited to a programme's open day events or duty-bearers are directly involved in TfaC activities. Programmes focused on WISW have seen great successes through strengthened partnership with and sensitisation of duty-bearers. AoCs also promote behaviour change workshop or listening club attendance among girls during home visits or in mothers' group workshops, where AoCs discuss the importance of girls' education with guardians or invite them to attend these activities for better acceptance. Such counselling sessions have been mentioned as enjoyable and impactful by Sprockler respondents, while the overall documentation also suggests that the work with community leaders, mothers' groups or village committees is a particular source of momentum for greater sustainability and can be instrumental in changing gender norms. While the methodology of community-centred work often focuses on the primary target group's SRHR needs, (child) protection (from SGBV), or providing skills for others to facilitate radio listening clubs, data suggests that other community stakeholders are also keen to learn and explore their own SRHR – which reflects knowledge gaps and a lack of access to safe spaces to discuss and explore these topics at a larger level. A challenge to working with secondary beneficiaries across countries and programmes, is that community members and leaders often expect financial remuneration in exchange for their participation.

Practising behaviour change in scenarios is considered fun and impactful

A signatory element of the TfaC methodology that is perceived positively by participants and facilitators is the use of touch-tag¹¹. Touch tag makes space for listeners or audience members to practise behaviour change in relatable scenarios. When touch tag occurs regularly, such as weekly or fortnightly, and over a longer period of time, it is found to provide a particularly powerful opportunity for people to practise these skills in a framework that emulates the reality of

the situation. While the TfaC methodology as applied in most programmes focuses on touch tag proposing potential alternative behaviours for the protagonist, some programmes in Ghana also use touch tag to develop alternative storylines for antagonists, which reportedly adds value when working with duty-bearers, such as the police.

"Sometimes we focus on the antagonists, because if we don't change them, [if] we don't change the position of the antagonist, the protagonist will always suffer." (Key informant interviewee, Ghana, woman, 37 years old)

The skills of the facilitator are regarded as crucial for a touch tag's success, which requires a good amount of practise.

Listening clubs, where touch tag is frequently used, are often described as being fun and impactful, as the methodology requires participants to explore and solve real life challenges. The fact that turnout at interactive drama performances frequently exceeds set programme targets, suggests that these elements of the methodology are popular. Meanwhile, the documentation reviewed also highlights that this part of the methodology is perceived as most effective in triggering new reflections on and community-level discussions about internalised KASB related to SRHR.

Case study 6: TfaC was recognised for their IRD programme at the UK Charity awards 2020

In 2020, TfaC was shortlisted in the International Aid and Development category of the UK Charity Awards, a long-running and prestigious awards scheme in the UK charity sector, for their IRD programme. All shortlisted charities were judged by an independent panel of sector leaders as having demonstrated best practice in leadership and management, from which other organisations can learn. Charity Awards judge Richard Hawkes called TfaC's IRD approach "innovative, impactful, and cost-effective."

Case study 5: Connecting with the protagonist

On hearing Mr Pondani [the IRD antagonist] make sexual comments about Joana's [IRD protagonist] body, girls at a listening club in Dedza were outraged and indignant, claiming, "He can't say that! That's too much! She is only fourteen!" This suggests, rather than simply saying "this is wrong", the participants are feeling it; this is an attitude they are arriving at through their own experience rather than one they are being told to adopt. This arises from their connection with the Protagonist, who they relate to and see themselves in. They are invested in this character and their strongly felt attitude that she is being abused comes from both the care they have for her and their understanding on a theoretical level that the behaviour she is being subjected to is abuse.

(A Case-Study into the Impact of TfaC's IRD, Tisinthe!, 2019, Author: Helen Shutt)



¹¹ In addition to creating plot structures, the team usually also crafts specific scenes that open-up the opportunity for an audience member to 'touch tag'. This is a scene in which someone, often the protagonist, needs help and listeners or audience members are invited to call into the radio show or take over the role of the performer and replay the scene in role as the character, demonstrating how things could be different

Allocated time to reflect and learn from workshops and performances

Group/peer reflections are not only a crucial element within behaviour change workshops or at the end of interactive radio/drama performances. They are also practised by the team of radio or theatre performers themselves, allowing them to reflect on and learn from challenges that may arise related to technical issues, as well as confusion or misunderstanding with touch tags.

4.3.2. Immediate outcomes

This and the following chapter (3.4.) focus on the immediate, intermediate, and long-term outcomes to which TfaC activities have contributed. The immediate outcomes of TfaC's methodology are captured in sub-chapters related to increased KAS.

4.3.2.1. Knowledge

Increased SRH knowledge

A core aim of many TfaC projects is to increase levels of SRH knowledge (i.e., correct information related to STIs, contraception, etc.) particularly among groups at higher risk of unsafe sex and contraction of HIV and other STIs. This can include WISW, but also other primary beneficiaries, including children and community duty-bearers such as teachers/AoCs. The evidence is mostly positive in terms of TfaC projects contributing to increased SRH knowledge levels among participants, with some assessments of mixed performance. Improvements in SRHR knowledge are most apparent among those who receive more intensive, targeted engagement, such as AoCs provided with regular refreshers, and WISW.

The Nzotheka project saw large improvements in the percentage of girls who experienced or were at risk of sexual exploitation, who – following TfaC activities – could demonstrate basic SRHR knowledge; with almost all at endline demonstrating this. Midline TEAM Girl Malawi data collected by TfaC also reported large improvements in knowledge of condom use and menstruation. However, much other historical evidence suggests that general improvements in SRH knowledge is more qualitative or self-reported, which limits the possibility to compare between projects or fully validate results.

Among AoCs, the historical evidence is mixed. A large-scale quantitative endline study conducted for the Tiphunzire! project indicated that, among AoCs,

90.2% had correct knowledge of girls' gender and SRH rights at endline compared to only 65% at baseline. However, their basic SRHR knowledge actually reduced over the project period, possibly due to a lack of training frequency and refreshers. As the project was primarily rights-related and supporting girls' access to education, it is probable that AoCs were more regularly exposed to information on this, rather than on health/services. These findings further support the general impression that more targeted and intensive contact is key to ensuring measurable improvements in SRH knowledge. The results from Tiphunzire! led to a larger focus on AoCs' SRHR knowledge levels in consequent TfaC projects, such as the TEAM Girl Malawi project. The second cohort AoCs' training reports concluded that comprehensive SRHR knowledge had improved from 65% to 86% over the course of the training.

Secondary data (mostly collected by TfaC) from work with WISW in Ghana and Malawi demonstrates that behaviour change workshops can improve knowledge around STIs (including HIV) and condom use. As the endline report from the Sex Workers' Network (2016) in Ghana captures, the biggest gain of the project was the number of participants who understood that some STIs cause infertility, rising from 25% at baseline to 95% at endline. Some of the myths around HIV – with regards to witchcraft, its impact on physical appearance, and its prognosis – were debunked, with 95% of participants at endline sharing correct information on these. Similar results were seen among WISW who participated in the Nzotheka project in Malawi; although here it was found that WISW gained only basic SRHR knowledge, indicating scope for improvement.

Increased knowledge around SGBV, safeguarding, and child protection

TfaC activities with parents, teachers, and police contribute to increased knowledge among duty-bearers around violence, including SGBV and child protection. The 'Improving the ability of teachers to protect primary school children from sexual and gender-based violence (SGBV) in flood affected areas' project, for instance, demonstrates promising increased knowledge levels of teachers regarding SGBV and safeguarding, children protection principles, and procedures (90% at endline compared to 26% at baseline for in-service teachers and 89% at endline compared to 36% at baseline for headteachers and mentors). Significantly increased knowledge levels of pre-service trainers (depending on cohort, reaching between 89-93% at endline compared to 18-26% at baseline) were also found to be positively affected



when study participants had previously benefitted from contact with TfaC-involved peers prior to baseline (64% at baseline); which demonstrates the multiplying effect of increased knowledge levels. Similarly, the TEAM Girl Malawi project contributed to AoCs' increased knowledge levels on child safeguarding, child protection, abuse, and reporting.

4.3.2.2. Attitudes

Reflective of the wider evidence, a Sprockler respondent attested to the general effectiveness of TfaC training programmes in achieving attitudinal change, even for culturally ingrained attitudes, which she linked to the skill of TfaC facilitators. The way TfaC methodology catalyses new KAS through embodied practise, rather than just imparting information, appears to be key:

"I remember the first time we joined TfaC at college, I felt the things being said are rather immoral depending on our culture as Malawians. Then, we had wonderful facilitators who eventually empowered us over the cultural barrier that I had." (Sprockler respondent, Malawi, woman, 29 years old)

Increased SRHR attitudes of primary and secondary participants

The evidence reviewed suggests that, through TfaC activities, participants – particularly women and girls who have been marginalised and trained AoCs – frequently demonstrate improved SRHR attitudes. Findings from internal project reports focusing on WISW demonstrate their increased willingness to access family planning services and STI and HIV testing and counselling, and improved perceived attitudes of performance audience members towards people living with HIV. When working with AoCs, TEAM Girl Malawi Cohort 2 post-training reports demonstrate that participants' attitudes towards SRHR increased from 72% to 81%. The TEAM Girl Malawi project midline evaluation further assessed improvements among learners in relation to a life skills index, which contained elements mostly related to attitudes (towards education, self-esteem, self-confidence, child protection knowledge and attitudes, attitudes towards gender-based violence, and SRHR knowledge, attitudes, and practises). Of the 214 girls in Cohort 1 surveyed at midline, the vast majority (83%) showed improved life skills. While subgroups of girls did not show improvement in life skills, their younger age and having experienced bullying were statistically significant in negatively affecting this.

Attitude change is also a primary outcome among those who listen to or attend IRD performances (live or via the radio). An external endline evaluation (2013) of the WISW project in Malawi reported that 969 participants had positive attitudes towards male and female condoms as a result of the intervention. However, as no baseline was conducted and it is not indicated what percentage this figure reflects in terms of total people reached by the intervention, it is difficult to assess this data. The NPP projects in partnership with VSO also provided training participants with space to explore and question their own SRHR attitudes. For example, in Eswatini, by the end of the training, all trainees were able to articulate and demonstrate the difference between risky SRH behaviours and safe SRH behaviours. In both sculptures, role plays and touch tag dramas, participants were not only able to suggest informed choices around safe sex, but also demonstrate what those behaviours looked like in practice (such as condom use).

Improved confidence and self-esteem as an individual, parent, teacher, and facilitator

One of the main (particularly self-reported) immediate impacts of participation in TfaC activities is its contribution to improvements in individual-level self-confidence, which impact the lives of women and girls who have been marginalised, as well as community members, facilitators, teachers, parents, and partners. As shown in Figure 9, when asked to reflect on how changes in their lives related to TfaC made them feel, Sprockler respondents most commonly replied *confident*, with the second most popular response being *inspired* (multiple responses were possible). Secondary project data suggests that participation in TfaC behaviour change workshops and trainings in particular results in improvements in confidence and a self-reported sense of empowerment among both primary beneficiaries and facilitators/performers.

“There is a great change that took place in my life as a result of the TfaC activities. This activities has helped me as an individual, a teacher, and a facilitator ... At first I lacked self-confidence, but when I started participating in some of the workshops I gained confidence and this helped me a lot.” (Sprockler respondent, Malawi, woman, 21 years old)

Improvements in self-esteem were often related to an improved ability to reflect on and respond to abusive situations, including among those who have been marginalised.

“I joined as a sex worker living in one of the brothels in the slum communities in Ghana. I used to get abuse by mine clients and boyfriend on daily bases. Due to TfaC project activities, I am able to stand up and confidently speak for myself.” (Sprockler respondent, Ghana, woman, 47 years old)

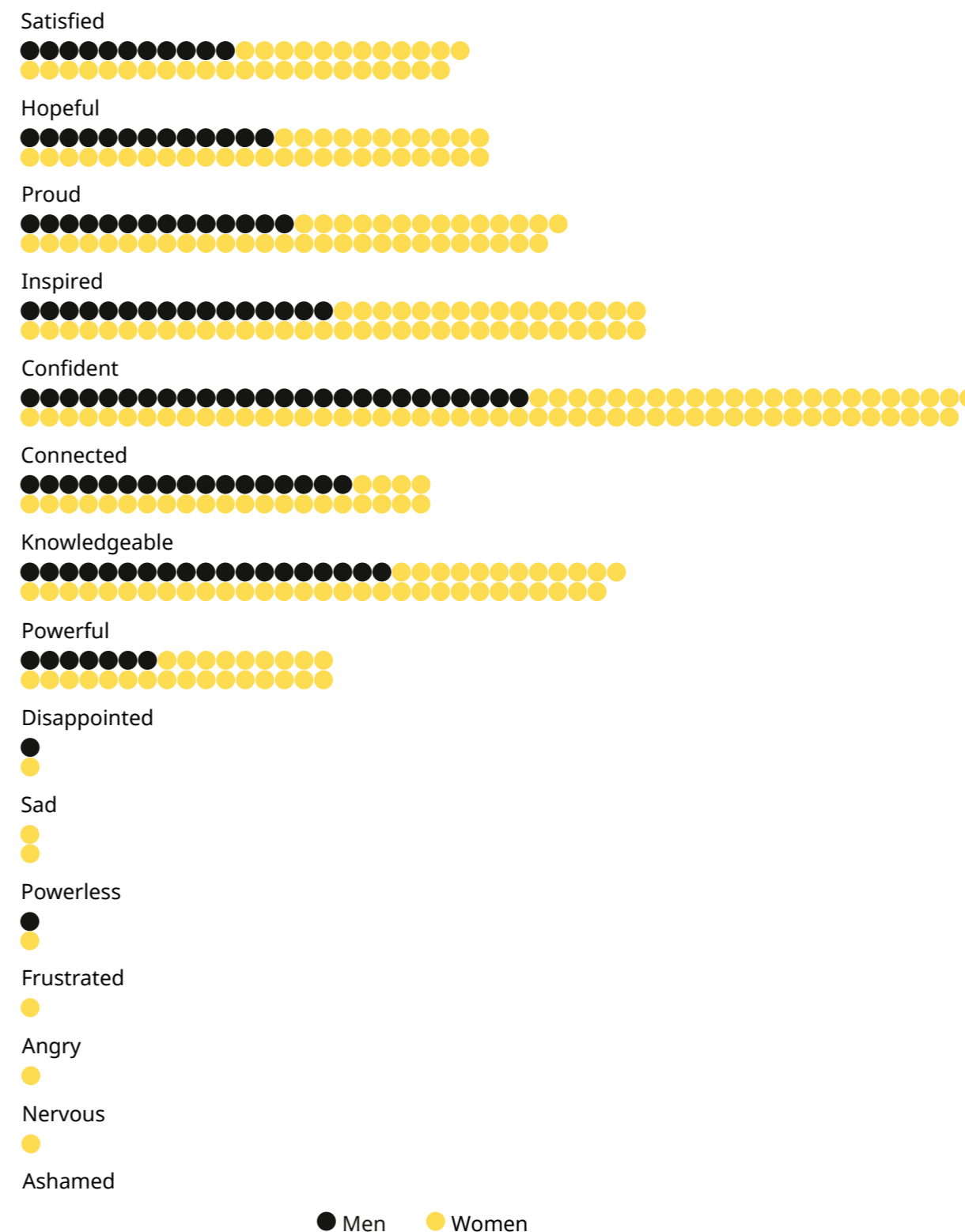
Improved self-confidence also emerged strongly from the secondary data as an outcome of many different interventions and stakeholders – from AoCs and students in large-scale projects, such as the Tiphunzire! project and TEAM Girl Malawi, to facilitators in short training programmes for IRD performers. The external Tiphunzire! endline report (2016) highlights that, while the intervention had no visible impact on school attendance, a time-fixed effects regression model determined that the intervention did have a statistically significant impact on self-esteem. Regarding the latter, the multi-country VSO and TfaC NPP pilot evaluation (2019) also found that participants described significantly increased skills and confidence as a result of the training.

Attitudes towards gender equality¹²

The evidence suggests that trainings, such as those provided to teachers and Interactive Theatre performers, not only impart knowledge of the core practical elements of TfaC’s methodology, but also address participants’ own gendered attitudes and beliefs. This includes discriminatory gendered attitudes towards girls and women in general, as well as towards specific groups, such as WISW, and views about girls’ education. Some TfaC projects are able to achieve measurable improvements in attitudes towards gender, and many evaluations noted that TfaC training (for example, of AoCs and IRD performers) is gender-sensitive, and allows participants to address their own gendered attitudes and beliefs. The evidence is more mixed among girls, indicating that TfaC activities may be most influential in shifting gendered attitudes among duty-bearers and other adults.

Figure 9. Sprockler respondents’ assessment of how changes related to TfaC activities affected them emotionally

The change in my story made me feel...



12 Findings about 'knowledge of women's rights' and 'knowledge about gender' are grouped here with attitudes towards gender, as the content of this 'knowledge' is often more normative than factual



Reports from TfaC's training of (e.g., IRD) facilitators underline that facilitators demonstrate improved attitudes towards gender-related topics covered during trainings. As one IRD trainee from Mozambique reported: *"The training had important impact: during the three-week process, my knowledge regarding gender and communication increased significantly. I began the training with knowledge and skills related to the televisual medium and communication. This training has added another string to that bow."* (Training summary report, VSO and TfaC IRD NPP pilot, Mozambique, 2019, Author: TfaC).

There is also evidence that behaviour change workshops can shift gendered attitudes, with particular success noted among parents. External evaluations of several projects found that parents who participate in listening clubs or parents' groups are more likely to express positive views on topics such as supporting girls' education, and have improved knowledge of girls' gender and SRHR in general. However, the Tiphunzire! endline evaluation (2016) noted that, while parents' attitudes towards girls' rights had improved relative to study control participants, endline results were still below the target.

WISW who participate in behaviour change workshops often demonstrate improved attitudes towards gender; however, the Nzotheke endline (2018) noted that WISW did not exhibit quantitative improvements in gender knowledge and attitudes towards gender equality. Despite this, they improved in other areas (such as basic SRHR knowledge) and the other project participant group (of girls at risk of sexual exploitation) did demonstrate improved attitudes towards gender equality.

There is a degree of evidence for gendered attitude change among local- and national-level duty-bearers, such as police and local leaders, mainly in the form of public statements of support for sex workers' rights made in the immediate aftermath of performances. The Nzotheke endline (2018) reported that WISW felt better acknowledged by chiefs and other local stakeholders after Legislative Theatre events. Additionally, WISW in Ghana and Malawi have reported that, over time, the level of gendered harassment they experienced from audience members during performances significantly reduced, which can be seen as evidence for improvement in attitudes from audience members (the wider public) towards sex workers.

Attitudes towards violence, including SGBV

"[Facilitating a workshop on GBV] was one of the best workshops for me and had the most impact on me. The conversation the workshop generated was interesting and afforded me the opportunity to learn and the courage to share experiences." (Sprockler respondent, Ghana, woman, 38 years old)

Closely linked to the above, TfaC projects address attitudes towards many different forms of violence, including corporal punishment within schools, intimate partner violence, child marriage, community sexual violence, and other forms of SGBV. For example, IRD plotlines often address different, locally relevant types of SGBV in particular, while training curricula for AoCs also focus heavily on child abuse, bullying, and child marriage. Through listening clubs, GBV-related plotlines are then explored in depth with community members, such as parents and young people themselves. The evidence suggests that the empathy-building exercises used by TfaC are effective in improving attitudes towards violence among many different types of stakeholders, particularly teachers and IRD performers, and that, in general, community and school engagement results in improvements in awareness and attitude around GBV and gender equality. While the qualitative data supported overall increased attitudes among AoCs toward child rights, the Tisinthe! final evaluation found that knowledge levels of child abuse among teachers had decreased from midline to endline, highlighting the need for more refresher trainings.

An in-depth qualitative study reported that, as a result of the Tisinthe! project, which featured a storyline focusing heavily on sexual abuse, girls' attitudes towards abuse shifted. *"The answers that the girls gave in the listening clubs with regards to Joana's [the IRD protagonist] situation clearly evidenced the knowledge they had gained in their SRHR workshops and an understanding of their rights, types of abuse, and who someone in this situation could turn to for support."* (A Case-Study into the Impact of TfaC's IRD, Tisinthe!, 2019, Author: Helen Shutt).

There is also secondary evidence that individual police officers and other duty-bearers are willing to publicly demonstrate improved awareness of and attitudes towards GBV against WISW, although there is a lack

Case study 7: % score of Initial Primary Teach Education (IPTE) pre-service teachers with positive attitudes to preventing and responding to SGBV

IPTE14: Baseline: 52%
Endline: 71% (+19 percentage points)

IPTE15: Baseline: 51%
Endline: 90% (+39 percentage points)

IPTE16: Baseline: 17%
Endline: 95% (+78 percentage points)

(Improving the ability of teachers to protect primary school children from sexual and gender-based violence in flood-affected areas, final narrative report, 2022, Author: TfaC)

of evidence relating to whether attitudinal changes persist, and how many police officers are influenced in this way. A senior police officer made the following statement in Ghana, reported by TfaC in an end of grant report for the Medicor Foundation Sex Workers' Network project in 2021: *"It has come to our notice that some police officers sexually assault sex workers who are arrested for engaging in the practice. So, as a senior officer at the station where I work, I will make sure that no sex worker is sexually abused by any officer. Any officer who is caught would be brought before the law."* Similarly, a video publicising the multi-country VSO and TfaC NPP pilot showed a policy-maker publicly reaffirming her action to tackle child marriage.

Many VSO and TfaC NPP pilot training reports highlighted increased understanding of gender-based violence, such as in Nepal, Eswatini, and Mozambique. Similarly, the assessment report for the 'Reducing GBV and Promoting SRHR Among Women and Youth in Palestine' project found improvements in attitudes towards GBV among trained performers, as well as listening club members, when it comes to breaking the stigma around GBV.

4.3.2.3. Skills

Increased SRHR communication and negotiation skills
Both the secondary data and Sprockler responses highlight women's increased self-reported and perceived (scored by facilitators) ability to negotiating their SRHR, particularly when it comes to condom use with clients and reducing HIV transmission risk. While



reports overall find that confidence levels to negotiate condom use with non-paying partners slightly increase after engagement with TfaC, they remain significantly lower than with paying clients; which is in line with experience of sex workers across the globe. A reported observation from a facilitator in the Sex Workers Network report (2016) documented that participants feel a desire to ‘beg’ their non-paying partners to use condoms – suggesting a deep rooted power imbalance which is likely to be at least partially a result of gender roles in the communities in which the women are situated. There is also evidence showing that women and girls’ increased knowledge and attitudes around recognising violence, including SGBV, translates into increased communication and negotiation skills on these matters. While these skills are usually not assessed in project reports, in chapter 4.4.1 we discuss documented outcomes showing how new KAS were put into practise (intermediate outcomes).

In education programmes, the work with teachers shows positive results on their increased SRHR skills. The TEAM Girl Malawi training reports from cohort 2 AoCs, for instance, show their SRHR skills improved

from 67% to 99% post-training. However, regarding learners, the Tiphunzire! endline (2016) found no improvement since midline (or compared to control schools) in girls’ ability to ask for a condom. Although the majority of girls at treatment schools reported being able to say no to unwanted sex and insist on condom use, girls at control schools reported comparable levels of being able to do so. Individual accounts from FGDs with girls at Tiphunzire! endline (“*Life was hard before girls’ club; I now say no to boys when they are proposing something I wasn’t able to do before.*” 2016, p.68), however, suggest that attending girls’ clubs had an effect on some learners’ perceived ability to say no to unwanted sex, which was also reflected in quantitative findings for power and self-efficacy. The enabling environment of girls’ clubs for improved communication skills is further confirmed in this report, as girls reported being able to discuss a variety of previously silenced SRHR issues during the girls’ clubs; for example, surrounding menstruation. Outcomes related to girls’ life skills have been addressed above under ‘Attitudes’, as these results were measured in relation to self-confidence, self-esteem, and other domains related to attitudes.

Facilitators’ improved communication, teaching, and facilitation skills

The data shows that behaviour change workshops contribute to increased facilitators’/AoCs communication, facilitation, and teaching skills – elements which lay the foundation for effectively implementing TfaC activities aimed at improving the SRHR outcomes of people who have been marginalised. As illustrated in the case study to the right, variance in results (around KAS as well as intermediate and long-term outcomes described in chapters 4.4.1 and 4.4.2) correlate with the quality, length, and outcomes of the training of facilitators, as, ultimately, their facilitation skills determine the success of the methodology.

The Aids Toto Clubs evaluation report (2015), stated that headteachers felt the clubs reinforced participation and sharing ideas, and discussed how, through singing and dancing, learners were able to develop their communication skills – which can lead to a reduction of their shyness as well as more respectful communication with people who have been marginalised.

“AoCs I spoke to explained how these new learning tools had changed the way they approached teaching and also how they viewed their learners. The listening clubs provide a space for them to put into practice these facilitating skills and boost their confidence. AoCs also report increased skills to deal respectfully with marginalised populations, such as learners living with disabilities and sex workers.” (A Case-Study into the Impact of TfaC’s IRD, Tisinthe!, 2019, Author: Helen Shutt)

Furthermore, the evidence suggests that TfaC’s trainings on participatory, inclusive, and gender-transformative pedagogy represent a cornerstone of their success as an organisation more widely. For example, the Tiphunzitsane! project (2017) concluded that core group members (teachers) demonstrated increased confidence levels in facilitation, while the midline evaluation of TEAM Girl Malawi/LNGB (2022) found that the project appeared to have a marked impact on facilitators’ capacity to practise gender-responsive pedagogy and inclusive and child-centred teaching methodologies. There is some evidence that direct participation in training and workshops which are informed by TfaC’s methodology is key to this, as the Right to Learn final evaluation found that only teachers (AoCs) who had received this type

Case study 8: The importance of facilitation skills

The determining pre-condition required to achieve a change in participants’ KASB is that facilitators have strong skills to run the workshops. Direct correlation has been found between facilitation skills and the acquirement by learners of KASB. Where voice, body, and space is positively used, the learner rejecting the sexual abuse would look the other learner in the eyes, talk loudly, hold their head high, interrupt, say what they had to say, and leave. When not positively used, learners would stand timidly with their arms hanging. During role plays, the argumentative tools employed by learners is common to all – yet outcomes vary depending on the communication skills that learners employ, rather than the knowledge that they hold.

The investigation of workshops in this evaluation of TfaC’s Aids Toto Clubs mainly found that facilitators have the skills to engage learners, make them the protagonist of the activity, and ensure the workshops are upbeat and fun. Out of the six schools in which all the facilitation areas were assessed as good, five found the learners had positively developed life skills. Good facilitation has developed the learners’ proactive attitudes, self-management skills, team work, communications skills, and gender equitable behaviours. However, facilitators do not always have the skill to engage with the learners’ knowledge and draw conclusions from this knowledge. For instance, in 10 out of 16 schools evaluated, the facilitator did not integrate what learners said in their activity. This results in the reflection process becoming participatory in its form, but not in content.

(Evaluation, Aids Toto Clubs, 2015, Author: Andrea Cowper Roggen)

of training demonstrated improved skills over the project period. “*Although teachers received training in positive discipline, teachers (who were not AoCs) did not seem to have fully internalised positive attitudes towards respect for children’s rights and dignity, and require more intensive support to build their capacity to maintain discipline without resorting to humiliation or emotional/psychological violence*” (Final evaluation, Right to Learn, 2019, Author: C12 Consultants).

Insights from many Sprockler respondents, as illustrated in the quotes on page 56, support findings around increased communication and facilitation skills. They specifically mentioned the terminology used



within TfaC's methodology around understanding how to effectively use voice, space, body posture, 'I' statements, and eye contact, and linked this to their improved teaching and facilitation skills:

"I am also able to use the 3R, for instance, am able to receive, reflect, and respond to things in a proper way by being assertive. This has helped me to stand in front of people and teach them how to develop high self-esteem." (Sprockler respondent, Malawi, woman, 22 years old)

"At first when I joined teaching, I lack[ed] self-confidence; I couldn't speak up or stand in front of learners or my fellow students. But when I joined TfaC, I participated in many workshops and that day we learnt about self-confidence. This helped me a lot and I developed the skill of self-confidence, which helped me to stand in front of learners as a teacher and stand in front of people as a facilitator. By using 'I' statements, eye contact, and making right decisions in life." (Sprockler respondent, Malawi, woman, 21 years old)

Similarly, there is small-scale evidence (due to the nature of the training reports) that the intensive capacity-building work carried out during Interactive Theatre performer trainings results in significantly improved self-assessed facilitation skills. For example, VSO and TfaC NPP pilot participants in multiple countries described significant learning and increased skills and confidence as a result of the training; although some reportedly still struggled with confidence in facilitation and writing and developing storylines.

Literacy and numeracy skills

As discussed previously, many TfaC programme outcomes relate not only to SRHR but also to improvements of skills in other areas, such as numeracy and literacy. While a longer discussion of these non-SRHR related skills is outside the scope of this review, it is worth noting there is evidence that programmes implemented by TfaC and partners, which aim at improving girls' knowledge of SRHR at an early stage, can strengthen their self-esteem and confidence to make the best use of education. Specifically, an endline evaluation of the Tiphunzire! project (2016) found that key subgroups targeted by the intervention due to SRHR vulnerabilities experienced changes in literacy over and above their control group counterparts. These findings suggest that the intervention was well-targeted to achieve desired changes (in literacy) amongst these targeted groups. For both literacy and numeracy, girls who were married demonstrated the largest improvements, indicating that the project

is successful in tackling the link between this SRHR vulnerability and skills in other areas.

4.4. Response

4.4.1. Intermediate outcomes

4.4.1.1. New KAS leading to individual action

New KAS of trained facilitators lead to improved communication and facilitation

As discussed in chapter 4.3.2 (under 'Skills'), the determining pre-condition required to achieve change in participants' KASB is that facilitators have strong skills to run the workshops. Therefore, a key finding is that training reports and case studies support that, after having received trainings by TfaC, facilitators improved their use of assertive language, increasingly used body language, made better use of a space or the stage, made eye contact, and used louder and clearer voices to engage the workshop participants or audience. At the same time, some facilitators face challenges putting their communication and facilitation skills into practice by asking open-ended and reflective questions to facilitate learning. Additionally, some struggle with their role as social change agents, especially when interactive settings require them to facilitate challenging audience members' ideas, particularly if they are older/respected community members.



Trained facilitators/performers put their new KAS into practice when developing and implementing drama performances

Previous evaluations demonstrate that TfaC's trainings on drama-based and experiential learning with facilitators/performers enhanced their skills in understanding and implementing the TfaC methodological toolset. Further, related to (radio) drama, there is qualitative data demonstrating that, overall, trained facilitators show professionalised behaviour in devising, rehearsing, scriptwriting, presenting, and facilitating performances.

Behaviour change in others starts with intermediate outcomes in trained facilitators

With regard to changes in gender-related behaviours, some training reports also capture demonstrated behaviour changes among facilitators dealing with one another. Across the data, it also emerges clearly that, as a result of TfaC training, facilitators self-reportedly and increasingly acknowledge their own and others' SRHR needs, and are more aware of and increasingly report cases of SGBV and child abuse in their schools and/or community. By the end of the ITJ training in Tanzania (2019), for instance, many female participants were noticeably more confident in the workshops; while many male participants were much more aware of their tendency to dominate, and would adjust their behaviour to allow their female counterparts to participate equally.

New KAS increases women's use of SRH services and self-management of SRHR issues

For several programmes in Ghana and Malawi focusing on WISW, data shows that TfaC activities contribute to increased use of SRH services, mainly highlighting increased regularity of STI/HIV testing (regular testing is frequently provided as part of TfaC programmes), increased follow-ups, and medication access for HIV-positive participants, as well as increased uptake of family planning services.

Illustrative of overall findings, the case study to the right shows that TfaC interventions achieve strongest results in terms of individual actions, while changes related to inter-personal behaviours continue at times to be restricted by persistent social and gender norms and fear of stigma. Occasionally, some participants also reported leaving sex work or reducing drug use as a result of the programme. These outcomes cannot be attributed solely to the TfaC methodology under review (as these are partnership programmes), but are likely affected by the complementary nature of interventions, including vocational and saving trainings.

Overall, however, there is indication that participants involved with TfaC's methodology show increased

Case study 9: Increased use of SRH services

One year into the project, the number of women using contraception increased from 23% at baseline to 81% at endline; including an increase from 0% to 45% of participants using condoms.

The number of women who had taken an HIV test in the last six months increased from 12% at baseline to 76% at endline; the number of women who had taken an STI test increased from 0% at baseline to 7% at endline.

Although there was a significant increase in the number of women who would openly share a positive HIV status (from 0% at baseline to 53% at endline), nearly half of the women would still not choose to do so due to fear of stigma within society.

(Progress report, Medicor Foundation Sex Workers' Network, Accra, 2019, Author: TfaC)

communication and self-management of SRHR issues. This is illustrated by increased levels of HIV status disclosure to partners, as well as increased ability to negotiate safe sex, mainly in relation to condom use.

New KAS around rights and violence contribute to increased assertiveness in navigating, reporting, or leaving abusive romantic and sexual relationships

From several stories shared by Sprockler respondents and substantiated by reviewed secondary data, it becomes evident that new KAS of TfaC participants manifests itself in women speaking up and negotiating their position more assertively in relationships with others.

"I took part in a series of workshops. Through them, I realised that even though I thought I was a confident person and expressed myself well, my body was telling another story. I explored how to stand differently and speak differently and this gave me more confidence and also meant other people listened to me better. I also tried the communication exercises with my husband and this gave me more confidence to say to him what I liked about our relationship and also what I didn't like and wanted to change.

This has helped strengthen my relationship and allowed me to express myself." (Sprockler respondent, Malawi, woman, 40 years old)





There are also indications that TfaC's methodology can contribute to women who have been marginalised leaving abusive relationships and, in some cases, increase safe health-seeking behaviour relating to abortions.

An outcome area less covered by secondary data but highlighted in some Sprockler stories, as illustrated below, is the potential of the TfaC methodology to achieve behaviour change leading to action in (potential) perpetrators of the violence themselves:

"I had an opportunity to work with a group of young men who were abusive when it comes to relationships. So I used the TfaC [methodology] to help them realise their mistake in this and their contribution in violence. Most of these young men changed to do better and protect their woman. One of the boys said, 'you don't know how it feels until it happens to someone close to you or you'. We were having an event where I was facilitating a touch tag during a visit for [organisation], and after the activity most young males requested a therapy session with me and their girlfriends to show her that he wants to change. After the counselling their relationships grew stronger." (Sprockler respondent, Eswatini, man, 26 years old)

"There has been a great change within my personal life in a way that I now know what it means to be a responsible citizen as far as child protection is concerned. (...) While at teaching practice, I was involved in a case where a standard [year] 7 learner (girl) tried to seduce me. Fortunately, I came to realize that she had an intention; so, as quickly as possible, I convinced her to notice the difference between her and me. I told her that I am a parent to her and by all means I could not be in any love affair with her. She understood. I didn't disclose this to anyone directly, but I asked if the female teachers could help to talk to all [the] girls." (Sprockler respondent, Malawi, man, 25 years old)

Similar to the self-reported account above, many AoCs shared stories on the Sprockler survey related to intervening in incidences of transactional sex between learners and teachers. The evaluation of the Aids Toto club (2015) further found that learners unanimously reported they would refuse exchange of good grades for sex as a result of the intervention. Interestingly, however, the report concludes that learners "lack reflection on the skills which would assist them to successfully reject sexual advances" and, across the secondary data available, little is documented about such negotiation skills leading to individual action.

Community leaders' strengthened KAS in relation to sex workers' rights (abuse), such as in collaboration with WODA in Ghana, has reportedly led to further individual action – as such local duty-bearers nowadays refer potential workshop participants to become involved with the organisation.

Evidence supporting strengthened linkages between individual intermediate SRHR outcomes and achieving girls' increased educational outcomes

External mixed-method, longitudinal evaluations of the Tiphunzire! project (2015 and 2016), Right to Learn Project (2019), and TEAM Girl Malawi/LNGB project (2022), as well as many stories shared via the Sprockler tool, demonstrate that TfaC programmes significantly

contribute to girls' increased re-enrollment rates, school attendance, and school attainment.

"At [a] certain primary school where I have been teaching since 2019, there was high rate of girls dropping out of school due to early pregnancies. After introducing TfaC, most teenagers were aware of the effects of early pregnancies and early marriages. This resulted into decrease of number of girls dropping out of school due to such circumstances. Community sensitisation and mobilisation helped a lot to bring about this change. Currently, the situation can be rated 2% as compared to previous years where number of girls dropping out of school was approximately 20%." (Sprockler respondent, Malawi, man, 26 years old)

Case study 10: How individual intermediate SRHR outcomes support educational outcomes

At the endline of the Tiphunzire! project, there were significantly less sexually active girls and significantly fewer married girls in the treatment group in comparison to baseline. There was also increased attendance of school attendance of girls during menstruation, from 62% at baseline to 83% at endline.

The endline study found that self-esteem correctly predicted attendance, literacy, and numeracy at significant levels, and self-efficacy (one's belief in one's ability to succeed in specific situations or accomplish a task) was found to be an important predictor of enrollment, literacy, and numeracy. The project also had a significant impact on the degree to which girls enjoy school and feel part of the school community. Correspondingly, girls that were exposed to the intervention expressed higher levels of self-efficacy and therefore like reading better. It was also found that girls who were able to go to school more frequently experienced higher levels of efficacy. Self-efficacy plays a significant role in the relationship between attendance and the reported ability to say no to unwanted sex.

In conclusion, the evaluation provided evidence in favour of the effectiveness of the intervention in achieving empowerment, since the project had a significant level of impact on the extent to which girls feel empowered to make their own life decisions.

(Endline evaluation, Tiphunzire!, 2016, Author: One South)

4.4.1.2. New KAS leading to group action

New KAS of participants leads to group action contributing to more gender-equitable role models in the community, teaching practises, and school environments

Some reports suggest TfaC projects can contribute to breaking a culture of silence around issues of sexuality and sexual abuse, and enable more gender-equitable relationships at community-level.

"People in the community have changed their attitudes on the gender roles, because they have known that the roles are equal for all for instance girls can be educated same as boys. Unlike in the past where they could divide the roles based on gender that these are for males only and these are for females only. For example, males cannot cook it's the work for women, also they could regard girls' education was not important they would marry. (...) TEAM is saluted because [the programme] has enlightened the community on many things. The coming of the programme in the community has made powerful developments. This was achieved by the awareness campaigns that brought an eye opener to them." (Transcript from AoC, Midline report, TEAM Girl Malawi/LNGB, 2022, Author: School-to-School International)

As the previous quote illustrates, some TfaC programmes stimulate group change through gender-transformative messages in their awareness raising and behaviour change workshops. The TEAM Girl Malawi project, for instance, contributed to increased gender-responsive pedagogy, as well as inclusive and child-centred teaching methodologies; with midline and internal project data finding a majority of facilitators trained by TfaC applying at least some of these methodologies in their teaching. Findings from an external evaluation of TfaC's 'Ending School-Related Gender-Based Violence (SRGBV)' project in Malawi (2015) also highlighted that a lot of the Student Councils' successes and achievements in preventing and responding to SRGBV could be attributed to TfaC's peer facilitation training methodology. This taught students how to organise their own activities, as well as how to tackle ingrained attitudes around GBV and gender norms.

As illustrated by a story from a Sprockler respondent below, TfaC activities lead to a variety of group actions that further contribute positively to changes in girls' lives, education, and SRHR; for instance, the construction of an enabling environment for learners who menstruate, as well as gaining buy-in from guardians and community members on the importance of girls' education.

"The results are many. We built a changing room for girls so that no girls would be absent from school during her period. [We also saw] no drop outs of school because of pregnancy and early marriages; all girls and boys went to secondary schools." (Sprockler respondent, Malawi, woman, 34 years old)

With regard to learners' behaviour, the evaluation from the Aids Toto Club (2015) also reported that headteachers praised a decrease in students' use of abusive language, an increase in participation of girls in class, and boys being less aggressive.

New KAS of participants contributes to increased reporting of SGBV and child abuse and child marriage cancellations

Data suggests that knowledge and awareness around SGBV and child abuse gained during TfaC activities directly contributes to a reduced sense of impunity for perpetrators in communities and in schools. Overall, the data highlights that more awareness leads to

increased reporting of cases, both in schools and communities.

In terms of changes to the actual prevalence of violence, findings vary. Qualitative data from programmes involving Interactive Theatre performances suggests these lead to improvements in community protection structures, particularly through engagements with community police; while community child protection teams (CCPTs) reportedly contribute to safer environments for children in the villages. As a CCPT member referenced in the Nzotheke endline (2016) stated, this is because "there are others that are helping to protect them". Education programmes in Malawi stemming from TfaC activities have proven effective in contributing to reduced physical violence at schools. The Tisinthe! case study (2019), for instance, highlighted that increased knowledge about child rights leads to a decrease in corporal punishment of children by facilitators as well as parents and community members. The endline survey results from Right to Learn (2019) also indicate that levels of physical violence in schools reduced significantly, with 5.8% of boys and 7.6% of girls at endline reporting they had been, or witnessed someone else, being beaten or flogged by a teacher, staff member, fellow student, or someone else, compared to 57% of boys and 53% of girls at baseline. However, at the same time, levels of psychological violence increased over the project time span, with endline authors concluding that some teachers faced with "misbehaving" learners opted to humiliate the student rather than physically harm them. Similarly, in the Ending School Related Gender Based Violence (SRGBV) project (2015), prevalence of physical violence from teachers decreased, as well as number of students experiencing sexual, physical, and verbal violence from fellow students. But, at endline, sexual violence in school continued to be an issue, with 20% of reported cases relating to sexual violence against learners being committed by teachers.

In some cases, TfaC facilitators and the police in intervention communities eventually arrive at a "cordial relationship", which enables future activities to take place. Qualitative data further shows that increased knowledge and awareness among community members and local duty-bearers about the realities and hardship of WISW contributes to a perceived reduction in discrimination and violence. There are also indications of community leaders/chiefs engaging in programmes; taking a more active role in ensuring

community police protect WISW and supporting girls who have been marginalised in their trajectory to re-enter or stay in school.

Furthermore, there is evidence from TfaC programmes in Malawi and Bangladesh of activities and joint efforts at community-level contributing to child marriage cancellations, increased reporting of child marriage to the police, and supporting married girls to re-enter schooling. The Right to Learn project (2019) contributed to the prevention of 117 child marriages. One AoC described this process via a Sprockler story, demonstrating how individual awareness can lead to group action:

"I managed to rescue an orphan girl who was forced into an early marriage by her uncle. First, I reported the matter to the mothers' group whom we were working together with. They took the matter to the village headman, then the village headman organised a meeting where we narrated to him [the girl's uncle] the dangers and consequences of early marriage both to him and his nephew. Finally, he agreed not force his nephew [niece] into marriage and brought her back to school." (Sprockler respondent, Malawi, woman, 32 years old)

Capacity-strengthening and intersectoral partnerships enable group action around SGBV and child abuse reporting, as well as strengthened SRHR delivery

With regard to tackling SGBV and child abuse, the data highlights increased capacity of community-based organisations, such as WODA in Ghana, or community-led structures. For example, the GBV technical working groups in Malawi play a crucial role in seeing that more cases reach court – supporting survivors and their families in navigating the reporting system and leading to an increase in convicted perpetrators.

Similarly, closer partnerships with a range of health services, such as ProLink, the Willow Foundation, and the Maternity Clinic, as well as the Polyclinic in Ghana or the Ministry of Health in Malawi, contribute to SRH service delivery in communities. These activities affect group change related to HIV testing and counselling for schools and communities; for instance, during open days and interactive drama performances. As one Sprockler respondent from Ghana recalled:

"There was this advocacy programme I witnessed [was involved with] at a community in Jamestown about HIV and STIs. At the end of the performance, one of the matters arising from the play was condom use, which most of the audience were against its usage. However, we tried to further educate on the importance of its usage, and finally we had a lot of girls and even men accepting it and bringing out some other importance of its usage. At the end, they requested to be given more condoms and even HIV test being conducted for that community since it's a vulnerable community." (Sprockler respondent, Ghana, woman, 30 years old)

Individual outcomes inspire group-level change and accountability

There is evidence suggesting that interactive drama performances can not only stimulate behaviour change in the audience, but that some audience members then pass on their new KAS in a wider group context. During the Interactive Theatre with VSO Rwanda project, for instance, one community health worker observed a drama and went on to form a drama group in her own community. She consequently invited parents and young people to join the group, resulting in 10 members becoming involved. By the end of the project evaluation, the group had already performed five times in their village.

Case study 11: Strengthened public support

During this project, which focused on WISW and survivors of violence, TfaC trained 17 media journalists – following which several published newspaper articles including SRHR messages. Further, collected stories from the project were used as evidence for advocacy purposes in all three regions of Malawi to strengthen the evidence-base. Another intermediate outcome was the attendance of Members of Parliament (MPs) at the legislative performances and their commitment to review existing child protection laws, despite the current campaign season.

Results documented in No Cost Extension Report, Protecting the rights of sexually exploited girls in Lilongwe, Malawi, 2019, Author: TfaC

Furthermore, as the excerpt below illustrates, increased group awareness of certain SRHR issues strengthens the sense of accountability among community members to continue working on the topics addressed.

“In a small community, to publicly state behaviours that you recognise need changing and your intention to do so, is quite a powerful step to take. Amongst the women I spoke to in Mchinji, there was a feeling that by making such statements in public, the community become accountable for one another. One cannot feign ignorance or lack of understanding after having made such statements in a public forum.”
(A Case-Study into the Impact of TfaC’s IRD, Tisinthe!, 2019, Author: Helen Shutt)

4.4.1.3. New KAS leading to societal level action

New KAS of duty-bearers leads to increased external communications about girls’ and women’s SRHR and public commitments to SRHR by power holders. The data suggests that intermediate outcomes resulting from TfaC activities happen mainly at the individual or group level, and national advocacy efforts and structural changes have been limited. However, there are accounts of duty-bearers attending IRD or ITJ performances and then demonstrating healthy SRHR and gender behaviours when developing interactive storylines (for instance, when contributing to touch tag). Some evidence from programmes working with WISW in Ghana and Malawi shows that TfaC activities can lead to increased communication around SRHR in mass media, as well as power holders making public statements and commitments related to rights, increased security free of discrimination, and access to SRH services.

ITJ performances as part of the NPP programme have the potential to trigger societal-level change. In Bangladesh, for instance, a district councilwoman committed to forming a child marriage prevention committee and strengthening reporting structures within her district after participating in an ITJ performance in 2018 and two weeks later, the committee was formed.

Persistent socio-cultural factors, turnover of engaged power-holders (especially in schools or with the police) as well as political factors, such as the fact that sex work continues to be criminalised in Ghana, are among the

most cited challenges to advancing the rights of TfaC’s primary participants at a structural level.

4.4.2. Long-term and societal-level outcomes

Long-term norms change

It is difficult to use post-project evaluations to draw strong conclusions about the extent to which norms changes have become embedded, as such evaluations are typically carried out shortly after project activities end. However, some of the secondary data analysed indicates that positive impacts of the projects, including girls’ increased confidence and changes in attitudes among learners, teachers, and community members, are likely to remain.

The Sprockler data in Figure 10 corroborates this; with the vast majority of respondents believing that the changes they shared in their stories, which they categorised as overwhelmingly positive, were likely to still be in place in five years’ time. Many respondents were very emphatic about the depth and durability of the norms changes that they have seen in themselves, and in those around them, as a direct result of TfaC’s work.

Figure 11 shows that many of the changes described by respondents occurred more than five years previously.

Sex workers in Ghana report experiencing a decrease in general harassment from community members and reduced discrimination from police, health workers, and community chiefs; but it is unclear whether these changes are necessarily embedded or how sustained they are after project closure.

Multi-stakeholder partnerships

TfaC forms positive partnerships with government ministries, such as the Ministry of Education, Science and Technology (MoEST) in Malawi. These relationships are a pre-requisite to their ability to successfully implement their teacher training programmes at scale in the country, and to embed them. A successful step in affecting long-term change at scale is that, since 2019, TfaC methodologies have been included in the national curriculum for life skills teaching at TTCs in Malawi. A 2015 midline evaluation of the Tiphunzire! project noted that TfaC’s work with schools in Malawi is perceived to have a sustainability strategy, employing a range of activities targeting Malawian national-, government-, district- and community-level stakeholders and INGO/ international donors.

Figure 10. Sprockler respondents’ assessment of the longevity of changes they shared

Do you think the change you described will still be there in one year?

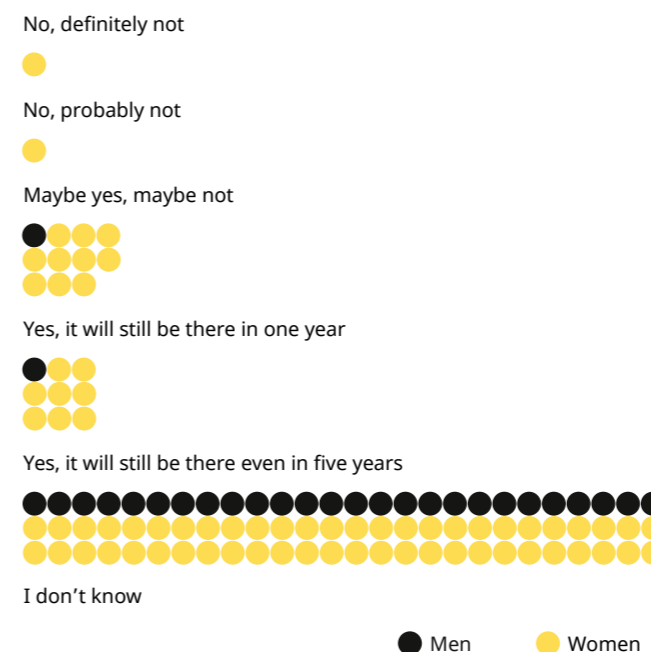
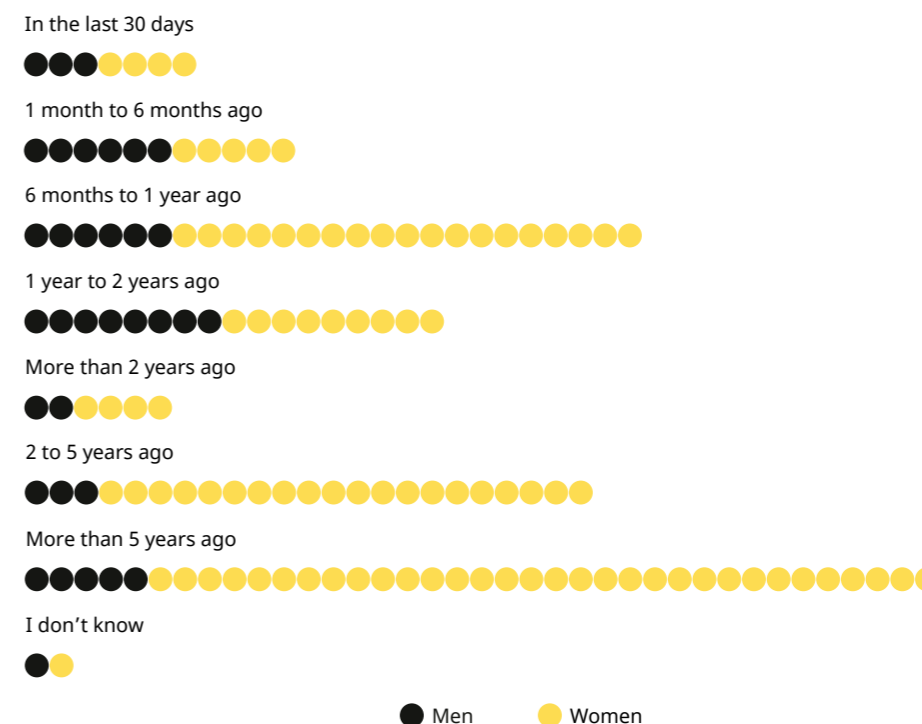


Figure 11. Sprockler respondents’ indication of how long ago the changes they shared occurred

The change in my story took place...



There is evidence that, through partnerships with (e.g., SRH) services, TfaC activities also have the ability to improve the long-term supply of (SRH) healthcare commodities; for instance, supporting the Ghana AIDS Commission in supplying HIV test kits and condoms.

TfaC’s growing NPP initiative indicates that building multi-stakeholder partnerships is a priority for the organisation, and will continue to strengthen the overall effectiveness of programmes in coming years.

Capacity building creates durable pathways for change at individual and organisational level

Even after project cycles end, there is evidence that improvements in capacity have the ability to galvanise further cascading of TfaC-inspired activities and positive change, including in relation to non-SRHR issues. For example, the WODA network, established through WISW-focused projects in Ghana, now exists semi-independently and continues to provide important support. The network has been registered as a community-based organisation, and has been recognised by the Registrar General of Ghana.

In addition, TfaC's partnership and community capacity-building work may galvanise community activism, which has benefits in non-SRHR areas. For example, the final evaluation (2019, Author:C12 Consultants) of the Right to Learn project in Malawi noted that, due to training and support provided to community activists, there was increased lobbying of other actors – such as Area Development Committees (ADCs) and even MPs – which resulted in improved infrastructure in communities for improved access to educational institutions.

On the other hand, resource and funding limitations mean that many Sprockler respondents, who once felt highly capacitated by trainings, find it difficult to continue operating once the project ends. One respondent reported that:

“[I recommend programmes should] provide the Agent for Change with funds to keep the project going in the country, even if the people who were facilitating it are no longer in Swaziland, but to keep the TfaC going forward and helping more people. After getting this training [I have] been visiting schools across Eswatini introducing TfaC, but [it is] not easy to execute it because I don't have enough funds to transport them [the performers] to community or to local event where we are invited to do Interactive Theatre.”
(Sprockler respondent, Eswatini, man, 26 years old)

Institutionalised change

TfaC are aware that long-term, societal level change requires the embedding of new processes and ways of thinking within institutions (as evidenced by their partnership work, discussed above). However, this level of change often remains the most challenging

to achieve, and there appears to be scope to expand work done in this regard. While efforts are often made to engage in national-level advocacy and awareness raising campaigns, many projects are evaluated as more effective at school, community, and district level than national level. Some notable successes in this area include the strengthening of abuse reporting structures, drafting of community by-laws, and embedding of TfaC methodologies into national-level teaching life skills syllabuses (discussed previously under 'Multi-stakeholder partnerships').

As mentioned above, there is evidence (both from secondary data and Sprockler respondents) that TfaC projects can be linked to an increase in use of referral systems, particularly for sexually exploited children and WISW. For example, in Malawi, there are indications of long-term effects on child protection, and the CPP has been institutionalised across all treatment schools. Within the Right to Learn Project 2016-2019 (Malawi), it was found that more cases of violence were being reported to school, community, and district authorities. The project also helped to build the capacity of Phalombe's (a district in Malawi) Technical Working Group (TWG), which provided a forum to openly hold district actors accountable to survivors. This reportedly resulted in more cases reaching court and an increase in the number of convictions secured against perpetrators. Sprockler respondents strongly supported the finding that child protection referral pathways are improved as a result of TfaC activities. More national-level engagement (e.g., of Ministry of Justices) would ensure improved responses to SGBV in all contexts.

TfaC reported in 2021 that, as a result of GBV trainings, police in Ghana worked with women to revise reporting mechanisms, making them more accessible and accountable, and led workshops for WISW on reporting procedures, including for GBV. The improved GBV reporting form is now in use, and a specialist police unit has been established to provide support. An additional post-project follow-up to assess the extent to which these mechanisms have resulted in tangible outcomes would be valuable in bolstering the evidence base for long-term, institutionalised change.

An earlier TfaC report relating to the same training project also noted that *“the project work with media and pro bono lawyers in addressing highlighted issues has also been a success, ensuring the pledges made by 10 local power holders were translated into specific changes in the way that WISW are treated”* (Progress report, Medicor Foundation Sex Workers' Network,

Accra, 2019, Author: TfaC). In terms of which specific types of change this might refer to, it was noted in the 2021 TfaC report (discussed on page 66) that no woman in the programme was arrested during the year of its duration. Detailing additional changes would provide more insight into impacts at this level.

However, it was noted in the 2016 endline evaluation of Tiphunzire! project (Malawi) that *“although the intervention had a positive impact on school safety, all stakeholders reported that reporting mechanisms are often not utilised. While AoCs assume this is because schools are safe, the project should more actively raise awareness of reporting mechanisms to ensure all cases can and are reported”* (Endline evaluation, Tiphunzire!, 2016, Author: One South). This highlights the need to build in additional post-project follow-ups to assess whether new mechanisms are actually utilised.

The data also highlights a need to embed TfaC participants within decision-making bodies, to ensure changes can be sustained and effected at a societal level. For instance, in the Nzotheke endline, from 2018, the study assessed sustainability the intervention at societal level. While police and chiefs exhibited behaviour changes and willingness to support sex workers' rights, to ensure changes are sustained and institutionalised it was recommended that primary beneficiaries and their allies have roles in community bodies and fora, and that power holders actively seek their views. There is evidence that some TfaC projects have been successful in this regard. For example, the

2015 final evaluation for the Endline SRGBV in Malawi project found the capacity of the Phalombe GBV TWG had been strengthened and continued to maintain the gains of Concern and TfaC's previous project in Nsanje – by, in part, placing a staff member at the district level to support the TWG.

At a policy level, TfaC have reported that eight communities drafted by-laws related to SRHR (a valuable policy instrument in the Malawian context) following TfaC interventions, which were endorsed by community leaders and councillors and are being implemented within the communities, which is a significant success (No Cost Extension Report, Protecting the rights of sexually exploited girls in Lilongwe, Malawi, 2019, Author: TfaC). In 2020, these by-laws were fully endorsed by the City Assembly and became legally binding.

Within national-level policy-making bodies, there is evidence of potential or emerging success. Yet, there is perhaps scope for further work in this area, given the reported interest and enthusiasm of policy-makers when exposed to previous TfaC engagement. For example, in Malawi, in relation to the Protecting the Rights of Sexually Exploited Girls in Lilongwe, Malawi, project, TfaC were invited back twice after an initial Legislative Theatre performance, resulting in three performances to different committees (HIV, Children and Social Welfare, and the Women's Caucus). These were reportedly well attended by MPs, who committed to reviewing existing child protection laws despite the



busy ongoing campaign season. Child protection laws have since continued to be strengthened and TfaC perseveres in advocating for child safety as part of child protection TWGs.

Multiple vulnerabilities undermine long-term change

In general, links between poverty and SRHR vulnerabilities were highlighted throughout the secondary data, Sprockler stories, and in interviews. There is a risk that poverty undermines not only the sustainability of positive changes, but also the ability of participants to put their improved KAS into practice. While no organisation can unilaterally address these contextual challenges, this highlights the need for improved referral pathways (e.g., to vocational programmes) and programme exit strategies, particularly for the most vulnerable.

For example, within the Nzotheka project, the endline evaluation noted that, despite having learned healthier behaviours in workshops, many girls were forced to return to sex work or unhealthy relationships due to a lack of alternative opportunities. This was strongly supported by Sprockler and interview data, which highlighted that, even where women and girls have actively demonstrated the ability to assert their rights and adopt healthy SRH behaviours, limitations – such as poor access to income-generating opportunities, school fees, or scarce SRH commodities (e.g. condoms) – hinders their ability to implement these changes.

4.5. Unintended consequences

4.5.1. Positive unintended consequences

Spill over SRHR benefits

There is evidence that, even where specific groups or issues are not directly addressed in projects, they also enjoy ‘spill over’ SRHR benefits of TfaC activities. For example, non-paying partners of WISW may be encouraged to go for STI testing, as evidenced very strongly in the Sprockler data and documented in the secondary literature. In addition, SRHR issues that are not explicitly addressed in programming may come to the attention of project implementers. For example, in the course of project activities, Old Fadama project officers in Ghana became aware of sexual exploitation, debt bondage, and trafficking of girls, and launched an investigation which uncovered serious issues. As a result, WODA and TfaC commissioned an expert consultant to train WODA staff and facilitators in understanding the best child protection practices, and to investigate

the current situation. WODA is now working with the Ministry of Gender and other organisations to ensure girls are protected. This is testament to the high level of motivation and engagement among project and partnership staff, and their willingness to go above and beyond their stated duties to address SRHR issues in their communities.

Spill over non-SRHR benefits

Due to TfaC’s partnership and community capacity-building work, community activism may be galvanised and lead to benefits in non-SRHR areas. For example, the final evaluation (2019, Author:C12 Consultants) of the Right to Learn project in Malawi noted that, due to training and support provided to community activists, there was increased lobbying of other actors – such as ADCs and even MPs – which resulted in improved infrastructure in communities that enhanced access to educational institutions.

4.5.2. Negative unintended consequences

Resentment among non-beneficiaries

As with many NGO projects, the selection of some community members for specific benefits can generate feelings of resentment and jealousy among those not selected. For instance, this was observed within the Tiphunzire! project (Malawi, 2016) among boys who were excluded from many project activities, as well as in-school girls who did not receive packs provided to out-of-school girls. Anecdotal evidence suggests this caused some in-school girls to temporarily drop out so they could obtain these, which is clearly contrary to project aims. Similarly, in an ITJ training in Tanzania, the team struggled to organise performance groups because other youth club members refused to participate in workshops led by their TfaC-trained peers, as they felt resentful about not being chosen for the TfaC training. TfaC and their partners learned from the experience in Malawi and ensured that, in the subsequent TEAM Girl Malawi/LNGB project, it was emphasised that those who do not benefit from Cohort 1 would be eligible for Cohorts 2 and 3. In addition, by including equally marginalised boys in CBE, the project aimed to reduce resentments and perceptions of favouritism, while also allowing support for social-norm change and for equality.

Negative reactions during community performances

As may be somewhat expected when addressing sensitive issues in a mass/community-wide setting, it was noted that strong emotions, such as anger,

can be elicited from crowds during performances of interactive dramas. This can be challenging for less experienced groups of performers to manage. Through internal training reports, TfaC and partners recognised the need for additional investments in knowledge and skills training related to sensitive issues (e.g., GBV) to ensure performers feel able to manage such situations.

Presence of children at community performances and workshops

An internal TfaC ITJ training report from Nepal noted that children were present at performances and

workshops, and this raised concerns about their safety and well-being; the material not being age-appropriate, for instance, and during one performance, after seeing a story about domestic violence, a toddler imitated what she saw by walking up to the girl playing the protagonist and hitting her repeatedly.

Environmental impact of trainings and workshops

Many activities, such as trainings and workshops, involve a great deal of waste – e.g., plastics in the form of (sometimes thousands of) water bottles and other disposables to provide refreshments for participants.

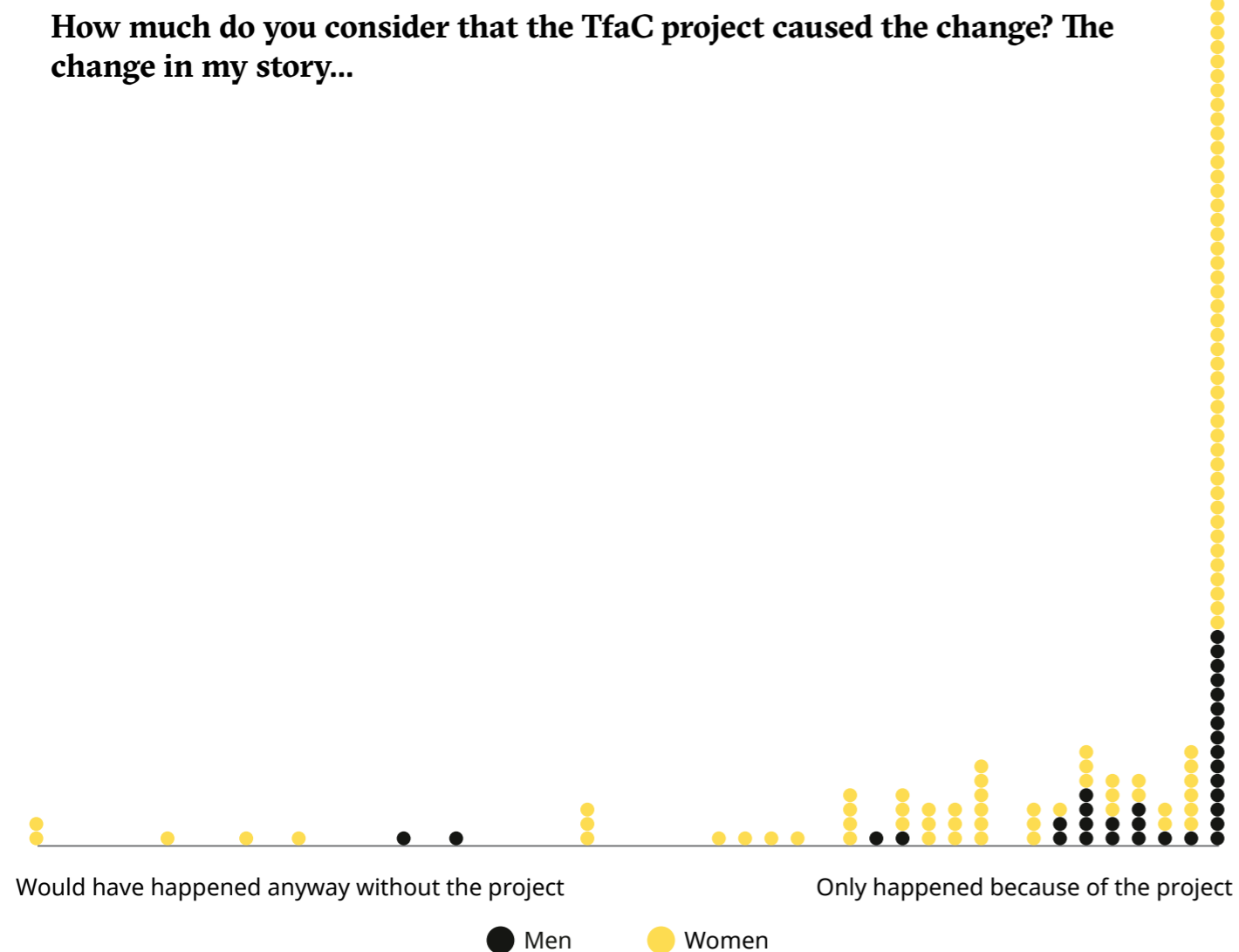


5. Discussion and conclusion

This meta-analysis reviewed TfaC’s activities and impact, as documented in literature from 2013 to 2023, to unpack the reach, relevance, resonance, and response of TfaC’s methodology for improving the SRHR of people who have been marginalised. In discussing the impact of behaviour change programmes on social norms, it is important to acknowledge the inherent challenges of attribution. Although Sprockler respondents indicated a large perceived contribution of TfaC to their reported changes (see Figure 12), we recognise that any observed change is likely the result of multiple contributing factors, and that changes themselves are difficult to accurately observe and document. With this in mind, this report explored the potential contribution of the TfaC methodology to shifting social norms and behaviours, and in this final chapter we offer concluding thoughts on the programmes’ effectiveness in driving positive change.

Informed by contextual and needs analyses, often using qualitative and participatory methods and applying a flexible approach, TfaC tailors its programmes to specific contexts effectively and appropriately. While the findings support maintaining the overall participatory nature of programme design, there might be space for TfaC to make its training content and activity delivery more comprehensive. Remaining conscious of cultural and linguistic appropriateness, this includes addressing a wide range of topics related to SRHR free of stigma and discrimination – such as contraception, STI prevention, pregnancy and maternal health SGBV, as well as currently less discussed matters such as gender identity and sexual orientation, sexual pleasure, and consent. Other topics to be addressed include the social, cultural, and economic factors that affect SRH outcomes of people who have been marginalised. In this regard, TfaC Malawi works with registered medical

Figure 12. Sprockler respondents’ assessment of the extent to which TfaC contributed to the change described



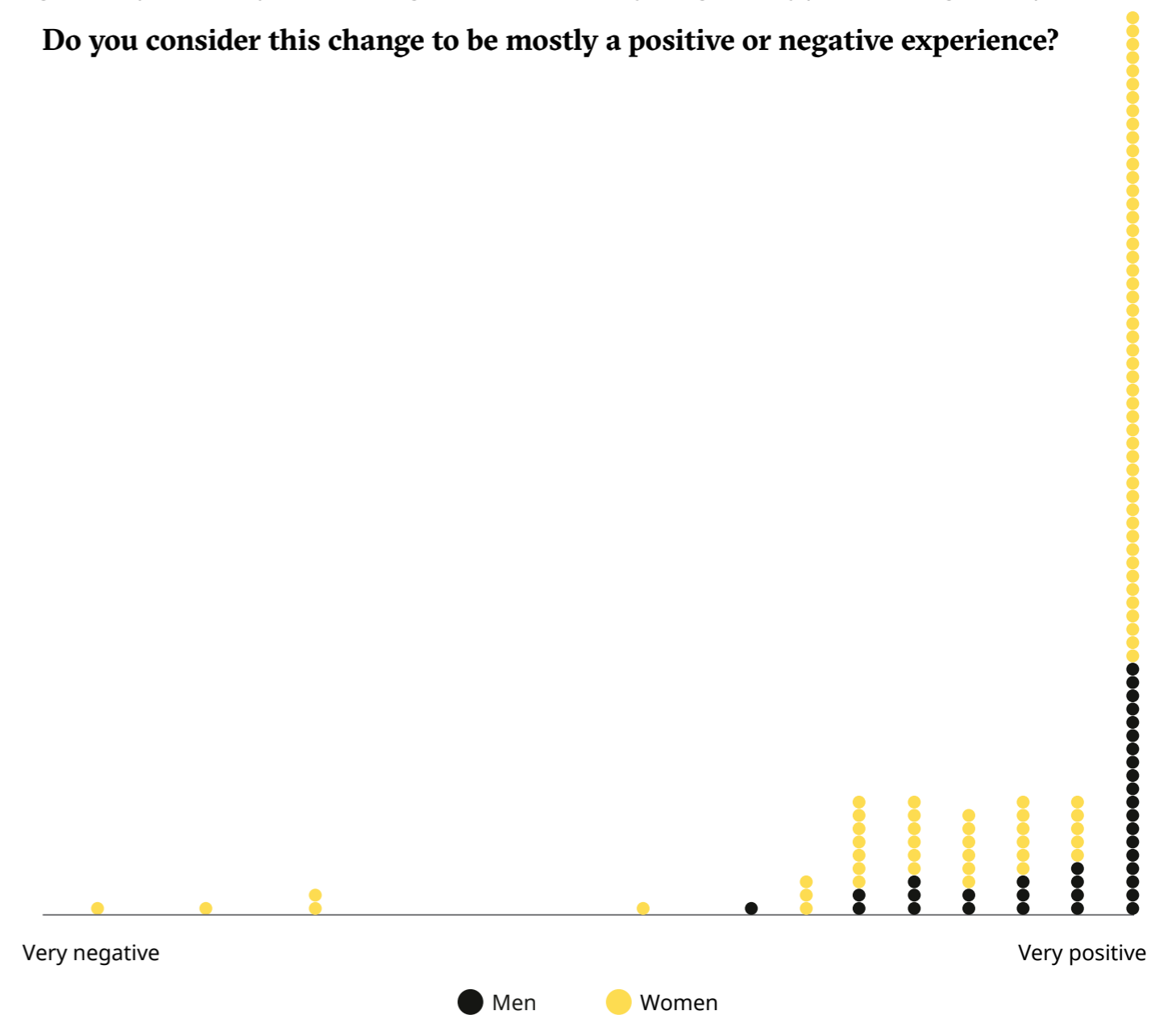
professionals who deliver trainings on specific SRHR areas. Bringing in more subject matter experts as trainers for certain SRHR issues, or to support value clarification and attitude transformation interventions, is regarded a promising practice to inspire others in identifying problems and solutions that participants may not have yet considered.

While contextual and needs analyses identify the core topics and storylines of TfaC’s methodology, it seems that the main target groups and inclusion of secondary participants in programmes tends to be mandated by the donor landscape and TfaC’s history of working with certain groups. This is most noteworthy in relation to WISW, girls and women at risk of (sexual/child) abuse, or exploitation and people living with disabilities. Yet, positive experiences are noted in projects with a more

diverse beneficiary involvement, such as the Interactive Theatre and Legislative Theatre for Sex Workers and their Clients project, which works with men in sex work and sexually exploited boys. This highlights the value of further exploration into the needs and engagement of other at-risk groups, as well as diversification of secondary participants to communities living in extreme poverty and/or hard to reach areas. Diversification of primary and secondary participants could potentially further shape the relevance, but also the reach, resonance, and response of TfaC’s methodology. Over the years, TfaC have strengthened their approach to engaging boys and men – with current TTC activities, for instance, actively engaging 50% men and women. Within the NPP, specific trainings are offered to organisations so they can strengthen their skills in engaging men and boys to develop more gender-equal attitudes and

Figure 13. Sprockler respondents’ categorisation of their story being a mostly positive or negative experience

Do you consider this change to be mostly a positive or negative experience?



behaviours. Looking ahead, TfaC should continue to strengthen such approaches in all current and new programmes, considering multi-faceted roles and needs of men and boys as partners, clients, and gatekeepers.

The analysis showed that the model for training of facilitators allows TfaC to scale the reach of its methodology, while strategic partnerships with a variety of organisations and service providers in implementation countries, especially in Ghana and Malawi, are also crucial for expanding reach and impact. In the past, programmes have often snowballed, building on previous work or relationships. Since 2015, TfaC have explored their potential to scale up global impact by creating partnerships with selected international organisations. Since the NPP was launched, TfaC have worked in partnership in 15 countries, offering tailored services to civil society organisations and professionals interested in using their methodology in other settings. The methodology resonates with people around the globe and elicits a variety of positive outcomes when responding to SRHR and gender issues. TfaC should therefore continue to expand its efforts through the NPP and seek work in strategic consortia with other organisations, as per its collaboration with International Planned Parenthood Federation (IPPF), to multiply reach and impact more individuals and communities around the globe. This will also allow for more complementary interventions packages, in which TfaC's methodology can continue to be applied in combination with educational, vocational training, and health service delivery, to provide the necessary resources for people to act upon their new KAS.

A key finding of this synthesis of available programme documentation is that participatory, useful, and reflective trainings create a pool of strong and committed facilitators. These facilitators implement TfaC's methodology with a blueprint that is perceived as inherently participatory, interactive, collaborative, professional, authentic, relatable, creative, entertaining, and innovative. Most strikingly, combining individual and group-level activities by practising behaviour change in scenarios – for instance, through the use of touch tag and allocating time for reflection, learning, and adaptation – are the backbone of TfaC's methodological success. While some TfaC partners have already started to integrate and adjust the methodology more flexibly into their work, the evaluation suggests that others might require more guidance before daring to creatively and independently navigate the methodology. This finding is underlined by facilitators' requests for

more follow-up trainings, as well as self-study and practise materials.

With growing reach and experience in connecting partners, facilitators, and participants once programmes end, we found there is potential for TfaC to turn into a network organisation. In this way, TfaC could make use of their partners' and beneficiaries' strong sense of belonging, while catering to their learning and networking needs. This engagement could be further leveraged through working with a network moderator, facilitating matchmaking and exchange across regions, countries, or where feasible, even internationally. For instance, TfaC's quarterly newsletter and WhatsApp and Facebook groups could be used more actively to share knowledge and good practises, and to advertise and monitor linking and learning opportunities. At the same time, more strategic and regular use of external communication platforms could increase the visibility of TfaC's work at scale. There may be scope to think further about how the organisation profiles itself in digital spaces, both within social media and through its website. While a lot of work is done with young people, no youth-focused online platforms and tailored messages are being used.

The review has demonstrated that TfaC's methodology contributes to a variety of immediate, intermediate, and long-term SRHR outcomes. As illustrated in Figure 13, Sprockler respondents highlighted significant change stories that were largely self-categorised as very positive, with a few exceptions classified as negative experiences. On examination of individual stories, the latter related to topics associated with negative experiences, such as forced marriage and school dropouts, while the changes described in these stories also led to positive SRHR outcomes.

The findings underline that the immediate outcomes of TfaC's programmes are promising – with the methodology clearly contributing to improvements in primary and secondary beneficiaries' understanding about what constitutes rights and abuse in one's own life and towards others (particularly children), as well as the ability to process (prior) experiences of abuse. A key finding of this review is that behaviour change workshops are effective in contributing to increased self-esteem, self-efficacy, and decision-making power among women and girls who have been marginalised, as well as to improved knowledge and attitudes around at-risk groups' safer sexual practices. Additionally, TfaC has an impact on people's SRH service uptake, with strong individual-level results in terms of increased STI/HIV testing and use of family planning methods.

TfaC activities also positively affect interpersonal communication and negotiation around safe sex. However, the fact that data is largely qualitative and self-reported poses limitations to the robustness of these findings, and we conclude that, given the nature of these project outcomes, more quantitative assessments would be appropriate. Additionally, it could be useful from a project design and implementation perspective to assess the post-training SRH knowledge not only of trainers and primary beneficiaries, but also of community stakeholders, duty-bearers, and the Interactive Theatre performers themselves.

To move from individual-level change to community change, we found that the immersive experience of the

methodology is successful in achieving internalisation, and facilitators and workshop participants become transition persons in the trajectory of influencing behaviour change in others around them. Working with a multi-pronged approach is crucial to influencing community-level outcomes, such as those documented around the prevention of child marriage, acceptability of learners with children, and building supporting environments for people who menstruate at school. TfaC beneficiaries of all kinds – facilitators as well as workshop participants and audience members equipped with new KAS – enact behaviour change when reporting SGBV and child abuse. There are indications of TfaC's work contributing to more gender-transformative teaching and institutionalisation of



(child/WISW) protection pathways in communities. Overall, however, TfaC's effect on the SRHR of women and girls who have been marginalised and the prevention of violence are underreported; suggesting that programmes often focus more on avoiding negative outcomes like unwanted pregnancies and STIs, and increasing reporting of cases around abuse and exploitation. We conclude that advocating for a positive approach to SRHR in training materials and activity delivery could allow TfaC to contribute more proactively to participants' experiences of sexual pleasure, consent, and violence prevention.

The evidence presented underlines how intermediate SRHR outcomes are effectively linked with girls' increased re-enrollment rates, school attendance, and school attainment. The data also suggest that attitude changes related to the ascribed importance of girls' education persist over years. However, more research needs to be carried out on the long-term effects of these interventions. Similarly, the analysis showed that TfaC's methodology work around duty-bearers can lead to public commitments strengthening public support for at-risk groups' rights at a societal level. However, given the primarily anecdotal evidence supporting TfaC's contribution to longer-term improvements in discrimination and violence or SRHR service uptake, more comprehensive involvement of community stakeholders and duty-bearers throughout all stages of the project cycle is needed, as well as more evidence generation around these efforts.

Overall, the findings show that the interactive elements of TfaC's methodology can elicit individual to community-level behaviour change. However, the analysis unpacked gaps in TfaC's M&E procedures, highlighting that more needs to be done to capture the methodology's impact at group and societal level. Regarding group change, pre- and post-tests, audience polls, and qualitative analyses of interactions at theatre performances or radio broadcasts could be used more effectively to collect data. Further, TfaC could document potential increases in counselling or SRH service uptake in community-level facilities, as well as spikes in calls to child protection hotlines or emotional support hotlines, immediately following broadcasts or performances. Tracking and following up on public commitments, interactions during broadcasts and performances, and external communications, as well as agreements between institutional parties and policy changes, could further allow TfaC to better demonstrate their contributions to structural change.

TfaC's strategies to affect structural socio-cultural norms – such as the use of Legislative Theatre performances, campaigns, and activities focusing on the political participation of groups who have been marginalised – seem to be less ingrained in the SRHR programme methodology during the time period under this review. The COVID-19 pandemic had a significant effect on this area of work, restricting community-level gatherings and performances. Findings from projects that included the social change dimension more prominently in their design, such as Interactive Theatre and Legislative Theatre for Sex Workers and their Clients (2013), Nzotheka (2018), and Protecting the Rights of Sexually Exploited Girls in Lilongwe (2019), suggest some promising practises to stimulate structural change. These include advocacy and communications strategies aimed at improving target stakeholders' awareness of the health, security, and safety risks faced by WISW and girls at risk of exploitation, as well as messaging on these topics delivered through Legislative Theatre performances for key community and district stakeholders. However, these strategies tend to be more difficult to implement and results under these pathways are hardly documented.

We further discussed a number of other positive experiences that TfaC can expand on in the future to strengthen their impact at societal level. For instance, in Ghana, TfaC has a long-standing working relationship with WODA, who to some extent, have a track record of working with media professionals and local police, and engages in national-level advocacy strategies. In Malawi, TfaC engages closely with the Ministry of Health, MoEST, and the Ministry of Gender at district-level, as well as Education and Social Welfare Offices to coordinate with district education and social welfare officers. Connections to Human Rights Commission bodies in both Ghana and Malawi, as well as strategic partnerships with health providers and vocational training partners, are powerful strategies for more structural and sustainable change. There is need to monitor, strengthen, and expand such partnerships, particularly in relation to providing income-generating activity support and sensitising professionals such as police, teachers, and health care workers. As the availability of mental health and psychosocial support services is limited in the countries in which TfaC operates, there is a need to strengthen these mechanisms and referral pathways. For youth-focused programmes, strategic partnerships with governmental bodies focusing on young people or youth-friendly service providers could be sought.

Changing socio-cultural norms and related policies is a complex and multifaceted process that requires not only time, but also a combination of strategies and approaches. Our analysis sheds light on several potential opportunities for TfaC. For instance, programme design could be informed not only by national data and community-level analyses, but also by conducting larger-scale operational research to understand and respond to local discourses from literature, music, and (social) media that influence people's KASB around SRHR. We also found that community leaders are often engaged to gain access to or affect community-level buy-in. In some communities, trainings and sensitisation work with duty-bearers is taking place. Yet, more dedicated resources, evidence-informed approaches, and ongoing efforts to work with these target groups at all programme stages may be needed. Similarly, health care workers are mainly included as trainers or service providers – but actively increasing their inclusion in behaviour change workshops, as well as interactive drama activities, could help destigmatise sex work and youth sexuality, and change norms around SRHR service delivery.

We have discussed the power of TfaC's methodology when training individuals to become facilitators and AoCs. While these people effectively mobilise individuals and groups within the community to change their own behaviours, there is space to also equip them with movement building skills to actively challenge existing norms, processes, or policies at structural level; for instance, by leading awareness-raising, campaigning, dialoguing, or petitioning activities. Placing facilitators and AoCs in more visible (community/school) bodies and fora might result in duty-bearers more actively seeking their views. In addition, TfaC could make more strategic use of various communication channels to amplify SRHR messages and stories of change in communities, at provincial or national level. Community gatherings, traditional media, and social networks could be used to disseminate learnings and call for support from duty-bearers. Finally, in some cases, changing socio-cultural norms may require changes to laws and policies that reinforce existing norms. TfaC could pursue new strategies and partnerships, and use storylines and input from their community-level work, when advocating for legislation, the changing of existing policies, or for laws to be enforced more effectively. Going forward, it will also be crucial to include outcome indicators for such efforts in TfaC's M&E framework, to strengthen progress documentation and communication around results.

In addition, TfaC and its partners may consider exploring how to reduce the environmental impact of their activities, by continuing to responsibly assess the need to fly (e.g., to trainings) and reducing waste – for example, by using reusable water bottles during trainings and performances. With attention in the international development landscape shifting to the climate emergency, TfaC has successfully started to work on the linkages between SRHR and climate change – for instance, through the Improving the Ability of Teachers to Protect Primary School Children from Sexual and Gender-based Violence in Flood-Affected Areas project (2022) – and could offer its methodology to support other organisations working in this field.

Lastly, this report highlights the importance of developing a clear and comprehensive ToC as a tool for effective programme planning and evaluation. While TfaC's methodology has shown promising results in improving the lives of marginalised communities through a participatory, interactive, and drama-based methodology, a narrative ToC accompanied by a clear visual would help clarify assumptions, strategies, and expected outcomes at the immediate, intermediate, and long-term levels. By explicitly outlining the programme's logic model, donors, partners, and beneficiaries will have a clearer understanding of how programmes aim to create change and what factors contribute to their success. This will facilitate planning and implementation, and also support ongoing M&E processes to ensure the methodology is meeting its intended goals in an effective and sustainable manner.

6. Recommendations

6.1. Recommendations related to reach

Good practises

- ✓ Continue working with a multiplying model for the training of facilitators in target communities.
- ✓ Continue work around the primary beneficiary group and following a multi-pronged approach, including the meaningful involvement of a diverse set of primary beneficiaries, community stakeholders, and duty-bearers.
- ✓ Continue investing in new projects in Ghana, Malawi, and through the NPP, spreading and adapting the TfaC methodology to new contexts around the world. This will be guided by a fundraising strategy that aligns with the overall strategic vision 2022-2026.
- ✓ Continue outreach and knowledge dissemination via the website, newsletter, and social media platforms.
- ✓ Continue to improve the engagement of boys and men in programmes, looking to best practice from recent projects, and considering their multi-faceted roles and needs as partners, clients, and gatekeepers.
- ✓ Continue to increase reach to rural neighbourhoods (based on contextual and needs analyses).
- ✓ Continue to increase engagement of out-of-school children, particularly those who have experienced sexual exploitation.
- ✓ Continue to invest in relationship building with the wider (school) community to increase buy-in and learning.

Recommendations to strengthen reach

- Engage local duty-bearers, such as community leaders/chiefs, police officers, and health workers, more and earlier in projects.
- Explore engagement of more diverse types of duty-bearers, such as religious leaders.
- Increase partnerships with and trainings of media professionals and community-led organisations and structures, as this creates increased visibility and reach at community and national level.
- Consider involving an expert to advise in creating a more user-friendly TfaC website, to effectively communicate the organisation's work and impact.

6.2. Recommendations related to relevance

Good practises

- ✓ Continue the context-informed design of programmes.
- ✓ Continue addressing various SRHR and gender issues, building on the existing work around SRH, SGBV, gender equality, and child protection.
- ✓ Continue offering a package of interventions that complement the integration of TfaC's theatre-based methodology with other approaches and services – such as SRH commodity provision, referral to STI/HIV testing services, referral to psychosocial support services, vocational training, and educational support (e.g., in literacy and numeracy).
- ✓ Continue to invest in ongoing quality assurance for IRDs; for instance, through TfaC facilitators or project officers visiting activities and demonstrating facilitation of certain elements, such as touch tag and group discussions, or by conducting follow up/debriefing activities.

Recommendations to strengthen relevance

- Strengthen the adaptability of facilitator training by aligning it with local needs; for instance, regarding contextualisation of concepts.
- Demonstrate more flexibility in catering to changed needs or circumstances within programmes.
- Though sensitive in some contexts, consider exploring ways to focus more on a sex-positive approach to safer sexual practices rather than abstinence (the approach often favoured among duty-bearers, including AoCs, and particularly parents). More time could be spent debunking the misconception that greater knowledge of sex results in earlier sexual activity, when the opposite is actually the case.



6.3. Recommendations related to resonance

Good practises

- ✓ Continue the use of behaviour change workshops in combination with interactive radio/theatre drama, particularly through elements such as role plays/touch tag, and reflective exercises.
- ✓ Maintain the participatory, interactive, collaborative, professional, authentic, relatable, creative, entertaining, and innovative nature of the methodology.
- ✓ Where TfaC staff and facilitators demonstrate ownership and effective facilitation skills, continue to encourage independent adaptation of the methodology depending on context, topic, and target audience. A positive example is the inclusion of storylines and discussions around behaviour change options focusing on the antagonist, which can open up relevant learning opportunities for participants in all their diversity, particularly duty-bearers.
- ✓ Continue to invite role models, medical professionals, or other experts who can share from professional or lived experiences.

Recommendations to strengthen resonance

- Test creative new ways to monitor facilitators' skills and reinforce skills in a sustained way, guided by a learning strategy with opportunities for follow up training where needed. These could include self-paced learning materials and manuals, video-recorded good practice examples of facilitation, and good practice video examples or peer-mentoring schemes, as well as potential informal learning exchange via online platforms for M&E purposes.
- Strengthen the connection and engagement of facilitators/AoCs in moderated and monitored ways through existing WhatsApp or Facebook groups per programme, and consider linking facilitators/AoCs regionally or globally to build a stronger network and increase knowledge exchange.
- Increase the comprehensiveness of training content and/or materials; for instance, adding more information on romantic relationships and positive approaches to sexuality, including family planning methods and violence prevention.
- Consider conducting an analysis of the cost-effectiveness of interventions to strengthen the business case.

6.4. Recommendations related to responses

Good practises

- ✓ Continue efforts within behaviour change workshops effecting individual KASB change.
- ✓ Continue offering immersive experiences and facilitated group discussions effecting community-level KASB change.
- ✓ Continue working in partnership with educational institutions and governmental bodies, such as Ministries of Health, Education, and Gender, and human rights commission bodies, as well as local institutes, such as the police and Social Welfare Offices, and long-term partner organisations, such as WODA and IPPF.

Recommendations to strengthen responses

- Increase efforts around the continuous involvement of duty-bearers at all project stages, including policy influencing activities, and aim to build strategic alliances.
- Focus greater attention on activities and strategies for achieving societal/structural changes within the TfaC methodology, such as Legislative Theatre performances.
- Provide capacity strengthening internally, and for partners and facilitators, around advocacy strategies for social norms change. This includes the monitoring and follow up of commitments by duty-bearers, as well as (publicised) follow-up procedures resulting from reporting of violence and abuse, movement building skills, and advocacy communication.
- In line with the 2022-26 strategic plan, fundraise for and prioritise working on multi-annual programmes and stay responsive to the current funding landscape, such as considering working more at the intersection of climate change and SRHR.
- Clearly develop and communicate the sustainability strategy for programmes – for instance, through increased efforts for integration of the TfaC methodology into ongoing organisational/institutional practice.

6.5. Recommendations related to M&E of projects

Good practices

- ✓ Continue the use of participatory and creative research methods for M&E purposes.
- ✓ Continue the creation of detailed training reports.
- ✓ Continue the use of mixed-methods for project evaluations.
- ✓ Continue sharing evaluations and studies to external audiences, such as via the TfaC website.

Recommendations to strengthen M&E of trainings and programmes

- Develop and communicate a more detailed narrative of the ToC, accompanied by a clear visual, and align strategies and aspired outcomes with the M&E framework.
- Define clear and standardised specific, measurable, achievable, relevant, and time-bound outputs and outcome indicators per target audience, including duty-bearers, to better document and compare success across projects.
- Develop and use digital spaces for M&E, allowing for analysis of responses – for instance, alumni

groups for facilitators/AoCs, and social media, radio, and during-performance interactions with participants.

- Conduct more external large-scale and mixed-methods evaluations to increase credibility and quality of reports.
- Place more emphasis in reports on how changes were achieved, clarify how these were measured by elaborating more on the evaluation methodology, and highlight how they demonstrate change by including baseline data from comparable study areas, conditions, and participants.
- Collect more data beyond the individual and immediate outcomes, and also focus on group and societal-level outcomes by measuring attitudinal and behavioural changes in communities, particularly with assessments over time.
- Share evaluations and studies more widely within the organisation, and to partners and funders, to ensure dissemination of good practices and learnings (translated into local languages if necessary).
- Where institutional changes are documented (e.g., development/improvement of reporting mechanisms), ensure follow-up after project closure to bolster evidence-base around long-term, societal-level change.



7. Annexes

Annex 1. Reference list

Herrington, R. (2016). *Monitoring and Evaluating Participatory Theatre for Change*. 1st ed. Washington DC: Search for Common Ground. (Available at: https://www.sfcg.org/wp-content/uploads/2016/08/PTCMEModule_071816.pdf)

TfaC (2017). *Tiphunzire! Manual 2017*. Curriculum and workshop plans for girls' clubs in Phlombe 2017.

TfaC (2019). *Training Manual: TEAM Girl Malawi/Leave No Girl Behind Year One Cohort 3: AoC Training*

TfaC (2022). *2022-2026 UK Strategy*. Theatre for a Change Limited. *Her Voice. Her Future*. (Available at: <https://www.tfacfrica.com/wp-content/uploads/2022/04/TfaC-UK-Organisational-Strategy-2022-2026.pdf>)



Annex 2. List of documents reviewed

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|---|--|---------|-----------------------|--------------------------|--|---------------------|-------------|
| Sex Workers' Network project; in-text often indirectly referred to as work with WISW in Ghana | The projects aims to transform the lives of 150 women in sex work, living in Accra, Ghana; enabling them to live more safely, with better SRHR and ability to advocate for their rights to those who hold power over them. | Ghana | 2017-2020 | WODA; Willows Foundation | Goal: Female sex workers from Old Fadama, Railways, and Jamestown are confident, healthy, and able to access opportunities and services | 2018 | Internal |
| | | | | | Improving Confidence, Health, and Ability to Access Opportunities and Services for Female Sex Workers in Accra, Ghana. Report to the Medicor Foundation. Year 2, September 2018-August 2019 | 2019 | Internal |
| | | | | | Improving Confidence, Health, and Ability to Access Opportunities and Services for Female Sex Workers in Accra, Ghana Report to the Medicor Foundation. End of grant report, September 2017 to November 2020 | 2020 | Internal |
| | | | | | Improving Confidence, Health, and Ability to Access Opportunities and Services for Female Sex Workers in Accra, Ghana - Phase II. Report to the Medicor Foundation. End of year one grant report, January to December 2021 | 2021 | Internal |
| | | | 2012-2015 | | Impact evaluation of the Theatre for a Change Ghana Old Fadama Project, 2015 | 2015 | External |
| | | | 2016-2017 | | Sex Workers' Network, Accra, endline report | 2016 | Internal |
| | | | 2012-2015 | | Video: The Old Fadama project | 2014 | Internal |
| | | | 2012-2015 | | Video: Access to justice Ghana. Promoting the rights of female sex workers in Accra, Ghana | 2014 | Internal |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|--|---|---------|-----------------------|---|---|---------------------|-------------|
| Aids Toto Clubs | The project aims to use the skills of TfaC trained teachers to run inclusive, participatory, informed, Aids Toto Clubs for children in primary schools across Malawi. | Malawi | 2011-ongoing | Malawian MoEST | School clubs report 2015 - An evaluation on Theatre for a Change's Aids Toto Clubs | 2015 | External |
| Ending School Related Gender Based Violence (SRGBV) project | The project aimed to prevent and respond to SRGBV in the target areas through primary prevention, improved service delivery, and strengthened institutional response. The project worked with 6,300 girls attending primary school and at risk of SRGBV, and 5,000 women/girl survivors of violence living in Nsanje District in Southern Malawi. | | 2013-2015 | Concern Worldwide | Final project evaluation for Ending SRGBV in Malawi, 2015 | 2015 | External |
| Nzotheka ('It's Possible') | The project aimed to improve the SRH and rights of 625 women in sex work and 134 girls at risk of sexual exploitation in three districts in Malawi. | | 2014-2018 | Key Populations Technical Working Group; Urban Aids Coordinating Committee; Orphans & Vulnerable Children Network; Microloan Foundation | Nzotheka endline report, 2018 | 2018 | External |
| Improving the Ability of Teachers to Protect Primary School Children from SGBV in Flood-affected Areas | The project aimed to improve the ability of 800 teachers and 80 lecturers to protect 5,000 primary school children from SGBV in disaster-affected areas in the Southern Region. | | 2019-2022 | Malawian MoEST | Improving the Ability of Teachers to Protect Primary School Children from SGBV in Flood-affected Areas. Final narrative report for GIZ, November 2022 | 2022 | Internal |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|---|---|---------|-----------------------|---|--|---------------------|-------------|
| Interactive Theatre and Legislative Theatre for Sex Workers and their Clients | The project aimed to achieve an increase in safer sex among 360 sex workers and 170 children at risk of sexual exploitation, as well as enhance action-based dialogues with authorities in various policy-making fora, promoting inclusive attitudes to sex workers to enable them to gain greater access to education, legal, financial, and health services. The project took place in three districts in Malawi. | Malawi | 2011-2013 | | End-of-project evaluation: 'Interactive Theatre and Legislative Theatre for Sex Workers and their Clients', Theatre for a Change, Malawi, 2013 | 2013 | External |
| Protecting the Rights of Sexually Exploited Girls in Lilongwe, Malawi | The project aimed to increase the protection of sexually exploited girls and girls at risk of sexual exploitation, in 10 communities in Lilongwe, Malawi. | | 2017-2018 | Female Sex Workers Association | Advocating for Rights 2019 - Protecting the Rights of Sexually Exploited Girls in Lilongwe, Malawi. No cost extension report 3 of 3, 3 July 2018 to 2 April 2019 | 2019 | Internal |
| Right to Learn | The project aimed to increase access to quality education that is free from violence and discrimination, for 40,344 children in Phalombe, Malawi. | | 2016-2019 | Concern Malawi; Women's Legal Resource Centre | Final evaluation for the Right to Learn project (2016-2019) | 2019 | External |
| Tiphunzire! ('Let's Learn!') | The project aimed to improve the SRHR, self-esteem, numeracy, and literacy skills of 9,000 girls aged 14-18, who are out-of-school or at risk of leaving school, across 10 districts in Malawi. | | 2013-2016 | Malawian MoEST | Theatre for Change's Tiphunzire! project baseline study report, Girls Education Challenge, 2015 | 2015 | External |
| | | | | | Theatre for a Change midline Report. The Tiphunzire! project | 2015 | External |
| | | | | | Endline evaluation of the Girls Education Challenge Tiphunzire project by Theatre for a Change, Malawi. Final report, September 2016 | 2016 | External |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|---|---|---------|-----------------------|---|---|---------------------|-------------|
| | | Malawi | | | Video: Teacher training Malawi | 2010 | Internal |
| | | | | | Video: Tiphunzire! Malawi | 2015 | Internal |
| Tiphunzitsane! (Let's Teach!) | The project aimed to transform the KAS of young, pre-service teachers (c. 240 per year in 10 colleges across Malawi), so they are able to protect their own SRH and use participatory, experiential pedagogy to transfer their knowledge to children in primary schools across the country. | | 2017-2018 | Malawian MoEST | Tiphunzitsane!, Let's Teach: Improving The Knowledge, Attitudes and Skills of Pre-Service Teachers and Students Across Malawi. Report to the Medicor Foundation, August 2016 to July 2017 | 2017 | Internal |
| | | | | | 'Tiphunzitsane!' or 'Let's Teach!'. Improving the Knowledge, Attitudes, and Skills of Pre-Service Teachers and Students Across Malawi. Report to the Medicor Foundation, August 2017 to August 2018 | 2018 | Internal |
| Tisithe! ('Let's change!', part of TEAM/LNGB) | Tisithe! is the name of TfaC Malawi's weekly interactive radio show, broadcast nationally. The broadcast focuses on a range of SRHR issues and supports and amplifies the work of other projects through the creation of community and school-based listening clubs. | | 2011-ongoing | | Tisithe! A Case-Study into the Impact of Theatre for a Change's Interactive Radio Drama | 2019 | External |
| Transformational Empowerment for Adolescent Marginalised Girls in Malawi (TEAM Girl Malawi/LNGB; in-text referred to as TEAM Girl Malawi) | The project aims to improve the SRHR, self-esteem, and confidence of 5,000 girls and 996 boys, aged 10-18, who are out-of-school and extremely marginalised, across three districts in Malawi. | | 2019-2023 | Link Community Development; International (Link) in collaboration with Charlie Goldsmith Associates; Supreme and MicroLoan Foundation | FCDO Transformational Empowerment of Adolescent Marginalised Girls in Malawi – Baseline report, October 2019 | 2019 | External |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|--|---------------------|---------|-----------------------|-----------------------|--|---------------------|-------------|
| | | Malawi | | | FCDO midline 2022 - Transformational Empowerment of Adolescent Marginalised Girls in Malawi – Midline evaluation report, August 2022 | 2022 | External |
| | | | | | Transformational Empowerment of Adolescent Girls in Malawi (TEAM) - Report to the Medicor Foundation, Year one, September 2018 to August 2019 | 2019 | Internal |
| | | | | | Transformational Empowerment of Adolescent Girls in Malawi (TEAM Girl Malawi). Report to the Medicor Foundation. End of grant report, August 2018-September 2020 | 2020 | Internal |
| | | | | | Transformational Empowerment of Adolescent Girls in Malawi (TEAM Girl Malawi). Report to the Medicor Foundation, November 2022 | 2022 | Internal |
| | | | | | Data set from S2S Malawi midline | | External |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type | | |
|---|---|---|-----------------------|-----------------------|---|---------------------|---|------|----------|
| VSO and Theatre for a Change NPP pilot projects | These projects trained VSO youth volunteers to improve SRH and advocate for SRH rights in their communities through Interactive Theatre and, in the case of Mozambique, Interactive Radio Drama. A total of 107 young people in six countries completed TfaC's 160-hour behaviour change and Interactive Theatre facilitation training programme. | Bangladesh, Eswatini, Nepal, Rwanda, Tanzania, Mozambique | 2017-2020 | VSO | Evaluation of the VSO and Theatre for a Change SRHR pilot | 2019 | Internal | | |
| | | | | | Video: VSO partnership film 2017-18 | 2018 | Internal | | |
| | | Bangladesh | | | 2017-2020 | VSO | Summary report on three-week training and supervised implementation of Interactive Theatre for Justice with VSO Bangladesh, 12 October 2017 | 2017 | Internal |
| | | | | | | | Video: Interactive Theatre for preventing child marriage, Bangladesh | 2017 | Internal |
| | | | | | | | Summary report on three-week training and supervised implementation of Interactive Theatre with VSO Swaziland, February-March 2018 | 2018 | Internal |
| | | Eswatini | | | 2017-2020 | VSO | Summary report on one-week Interactive Theatre refresher training with VSO Swaziland, October 2018 | 2018 | Internal |
| | | | | | | | Interactive Radio Drama training summary report for VSO Mozambique, September 2019 | 2019 | Internal |
| | | Mozambique | | | 2017-2020 | VSO | This project used IRD to promote healthy masculinity among adolescent boys in Maputo. | | |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|--|--|--|-----------------------|-----------------------|---|---------------------|---|
| | These projects used ITJ to shift social attitudes and norms around child marriage and girls' education in Dhading, Lamjung, Parsa, and Surkhet districts. | Nepal | 2017-2020 | VSO | Summary report on three-week training and supervised implementation of Interactive Theatre with VSO Nepal, February-March 2018 | 2018 | Internal |
| | | | | | Interactive Theatre for Justice training summary report for VSO Nepal, November 2019 | 2019 | Internal |
| | This project used Interactive Theatre to promote open and honest communication about sex and puberty between adolescents and parents in Gasabo, Kicukiro, Nyagatare, and Nyarugenge districts. | Rwanda | | | Summary report on three-week training and supervised implementation of Interactive Theatre with VSO Rwanda, January-February 2018 | 2018 | Internal |
| | | | | | These projects used ITJ to prevent early pregnancy and advocate for girls' education in Lindi, Mwanza, and Kagera regions. | Tanzania | Summary report on three-week training and supervised implementation of Interactive Theatre with VSO Tanzania, January-February 2018 |
| | Training summary report for VSO Tanzania, April 2019 | 2019 | | | | | Internal |
| | IRD to support children affected by COVID-19 in Mexico | This project used IRD to advocate for the health, education, and safety needs of children affected by the COVID-19 pandemic in Mexico. The programmes were broadcasted on six community radio stations in Oaxaca, Nuevo Leon, and Mexico states. | | | Mexico | 2020 | UNICEF; Asociación Mundial de Radios Comunitarias (AMARC); La Voladora Radio |
| Production of an interactive radio soap opera to generate behavioral changes favoring children and teenagers during the COVID-19 emergency. Produced with the support of UNICEF Mexico. Final report of activities, 2020- 2021 | | | 2021 | External | | | |

| | Project description | Country | Implementation period | Implementing partners | Documents reviewed | Year of publication | Report type |
|---|--|----------------------------------|-----------------------|---|---|---------------------|-------------|
| Reducing GBV and Promoting SRHR Among Women and Youth in Palestine | This project used IRD to amplify the voices of women and girls who have experienced GBV, and to create linkages between GBV survivors and the NRS in Palestine. | Palestine | 2022-ongoing | PFPPA; IPPF | Interactive Radio Drama training summary report as part of the Palestinian Family Planning and Protection Association (PFPPA) project Responding to Gender-Based Violence in Palestine | 2022 | Internal |
| | | | | | Palestinian Family Planning & Protection Association (PFPPA) Reducing Gender Based Violence and Promoting Sexual and Reproductive Health Rights Among Women and Youth in Palestine. Drama assessment report, September 2022 | 2022 | External |
| Leadership and Facilitation Skills for Key HIV Affected Communities in Thailand | This training project convened 19 young HIV activists from nine leading HIV prevention organisations across Thailand. The activists received training in how to use TfaC's drama-based approaches to enable the voices of groups who have been marginalised to be heard and acted upon in their communities. | Thailand | 2018 | Unzip the Lips; Asia Pacific Alliance for Sexual and Reproductive Health and Rights | Summary report on one-week training and one-week supervised implementation of Leadership and Facilitation Skills for Key HIV Affected Communities in Thailand and Southeast Asia, April-May 2018 | 2018 | Internal |
| Giving Communities a Voice through Legislative Theatre in Eastern DRC | This project trained community groups to represent themselves and their rights to people in power, particularly the army and the police, through Legislative Theatre in South Kivu, DRC. | Democratic Republic of the Congo | 2016 | Oxfam DRC; Centre de Développement Intégral de l'Enfant Rural | Summary report on two-week training in Interactive and Legislative Theatre | 2016 | Internal |

Annex 3. Data collection instruments

Annex 3.1. Sprockler tool

Consent

PART A: Project Information

This is a study led by the Royal Tropical Institute (KIT) for Theatre for a Change (TfaC). The main purpose of this study is find out what effects the TfaC activities have on individuals, groups and communities. The study is directed at TfaC project officers, partner organisation officers/coordinators, facilitators/Agent of Changes, performers, workshop participants, listening club members and audience members.

You have been identified as someone involved in TfaC's activities within the last five years. In this context, we would now like to ask you some questions about your experiences with the project. In this survey we shall not ask for any personal information and data collected cannot be traced back to you. However, the anonymised answers will be made open access and used for publications. Participation in this research is entirely voluntary. If you have agreed to participate in this study, you may still decide during the interview to stop, or not answer a certain question. Whether or not you agree to take part will have no effect on your access to activities or services in your community, or elsewhere.

We hope that it will take you the least time possible to complete the questionnaire.

For any questions or concerns you would like to raise, kindly contact any of the contacts provided below

PART B: Consent

I have read above information and I confirm that I agree to answer the questions online.

(please answer the consent question at the bottom to proceed)

PART C: Contacts

Name of main researcher: Hannah Kabelka
Institution: Royal Tropical Institute
Email address: h.kabelka@kit.nl

If you have any concerns about this study related to your health, well-being or rights, please contact TfaC's Executive Director: fiona.morrell@tfacafrika.com; phone/WhatsApp: +44 7802 87619

STORY QUESTIONS

1a. Can you share an example of a change that took place in your life or around you as a result of the TfaC activity (for example, participating in a workshop, listening to a radio show or seeing a performance)? For example, this could be something you or others started doing or are doing differently, or a change you have seen in your community.

1b. If possible, please describe WHAT happened, WHO was involved (which type of stakeholder – do not mention personal names), WHEN it happened, WHERE the change took place, HOW this change happened and WHAT the results or outcomes were. The more detail, the better!

If you have any photos or documents to illustrate your example, feel free to add them. It is important that you do not share photos of people if you have not asked them for their permission. Avoid sharing any photographs where someone's face can be clearly seen. (*open questions, option to upload files*)

2. If your story would be published in a newspaper, what would be the headline? (*open question*)

INTERPRETATION QUESTIONS

The following questions are about the story you just shared.

3. The change in my story affects... (more than one answer possible) (*multiple choice question*)

- Myself (Individual change)
- Someone or several people in my community (Group change)
- Powerful people or decision makers (Structural change)

4. The change in my story was mainly about the following topic(s) (select maximum 3) (*multiple choice question*)

- Family and friends
- Romantic relationships
- Protection from sexual infections
- Protection from sexual violence and abuse
- How I feel about myself
- How others see me
- Gender equality
- My health
- Income and money
- Feeling safe
- Other, namely ...

5. Do you consider this story mostly a positive or negative experience? (*bipole question*)
Very negative ... Very positive

6. In the story that you shared, which of the following parts of the programme helped you the most? (select max 3) (*multiple choice*)

- Behaviour change workshop
- Interactive and legislative theatre
- Interactive radio drama
- I don't know

7. Which specific activities led to the change? (select max 3) (*multiple choice*)

- Body sculpting
- Hot seating
- Story devising
- Story sharing
- Listening to stories
- Learning energizers
- Group / peer reflections
- Journal writing
- Role plays / improvisations
- Listening to a broadcast
- Attending a listening clubs
- Watching a performance
- Touch tag
- Other, namely...

8. How much do you consider that the project caused the change? The change in my story... (*bipole question*)
Would have happened anyway without the project ... Only happened because of the project

9. The change in my story took place... (*single choice question*)

- In the last 30 days
- Between one month and six months ago
- Between six months and a year ago
- Between one year and two years ago
- More than two years ago
- Between two and five years ago
- More than five years ago
- I don't know

10. The change in my story made me feel ... (select maximum 3) (*multiple choice question*)

- Satisfied
- Hopeful
- Proud
- Inspired
- Confident
- Connected

- Knowledgeable
- Powerful
- Disappointed
- Sad
- Powerless
- Frustrated
- Angry
- Nervous
- Ashamed
- Other, namely...

11. Do you think the change you described will still be there in one year? (*Likert question*)

- No, definitely not
- No, probably not
- Maybe yes, maybe not
- Yes, it will still be there one year's time
- Yes, it will still be there even in five years' time
- I don't know

CONTEXT QUESTIONS

The next questions are no longer about the story you shared, but about your experiences with and opinions about the project in general.

12. The project was in: (multiple answers are possible) (*multiple choice*)

- Bangladesh
- Eswatini
- Ghana
- Malawi
- Nigeria
- Palestine
- Senegal
- Tanzania
- Other, namely

13. I was involved in the project as a... (*single choice question*)

- TfaC project officer / Coordinator
- Partner organisation officer / Coordinator
- Facilitator/ Agent of Change (AoC)
- Interactive Theatre Performer / Facilitator
- Interactive Radio Drama Performer / Facilitator
- Behaviour change workshop participant
- Listening club member
- Audience member
- Other, namely

14. The people that can take decisions about the project are... (*multiple choice question*)

- Me
- Other project participants

- My family members
- Other people in my community
- Project staff

15. I was involved in the project during the following years (please select all that apply)... (multiple choice question)

- 2016
- 2017
- 2018
- 2019
- 2020
- 2021
- 2022
- 2023

16. What should projects like this do more in the future to help you and your community? (open question)

17. What should projects like this do less in the future? (open question)

QUESTIONS ABOUT YOU

Almost done! The last few questions are about you.

18. My age is... (numerical question >17)

19. I identify as a ... (single choice question)

- Man
- Woman
- Non-binary person
- Other
- Prefer not to say

20. Are we allowed to share the story you have just shared with others? This will always be done anonymously. (single choice question)

- Yes
- No

21. In case you uploaded pictures or other documents with your story: Some pictures or document excerpts

that have been shared could be used in the report, but only if you agree. We will not reproduce images that have people that are identifiable in any reports or publications that result from this research study. Pictures or other documents shared will be deleted from all devices of the research team six months following the research project.

Do you agree that pictures or documents that you shared can be used for reports relating to the TfaC meta-analysis?

- Yes
- No

22. Thank you, we really appreciate your time!

Before finalising the report, we are also interviewing a small number of people as part of our study. At the end of the process, we will invite a small group of study participants to an online meeting to discuss the findings.

Do you want to volunteer for participating in one or both of these follow up activities? This is entirely optional and will not affect your responses to the rest of this survey. Only a few volunteers will be contacted by the research team. (multiple choice)

- Yes, I am available for a follow-up (online/phone) interview
- Yes, I am available for joining an online sense-making and validation workshop to discuss the findings of this study
- No

23. (exclusion question – only if respondent answered yes in Q22) If you would be happy to participate in one or both of these follow-up activities, please provide your contact details here (email or telephone number).

Name:

Email:

Phone number:

Annex 3.2. Semi-structured interview guide

| Topic | Questions | Probes |
|--|---|--|
| Introduction | 1. Can you introduce yourself? | Name, age, job, where do you live and with whom, what do you like to do |
| Involvement with TfaC | 2. Can you tell us a bit about the TfaC activity you were/are involved with? 3. What was your role in the project? 4. When did your involvement in the project start and end (if it has ended)? | Where was it, what kinds of activities did it involve, what were the aims, who were the people involved? Have TfaC activities developed over time in terms of countries of implementation, activities etc? How has your role in relation to TfaC changed over time? What enabled that change? If it has stopped, why? If ongoing, how long do you think you will be involved? |
| Change(s) that resulted from the TfaC project | 5. What types of changes took place in your life, in your community, or your society as a result of the TfaC project? | Can be positive or negative (or neutral) They could be in yourself, within family or relationships, household, school, community, among power holders (police, healthcare workers, community leaders) These could be something you or others started/stopped doing, or are doing differently Can you give any more examples? Other types of changes (individual, group and societal level changes)? |

| | | |
|--|---|---|
| <p>Understanding the change(s)</p> | <p>6. Who was affected by the changes you told us about?</p> <p>7. Do you feel that these changes were mostly positive or negative for the people affected? Why?</p> <p>8. Which parts of the programme contributed to these changes? How?</p> <p>9. Was there any resistance from other people in the community to these changes? Why or why not?</p> <p>10. How much do you think that the project itself caused or contributed to the changes?</p> <p>11. How long-lasting do you think these changes are?</p> | <p>Could be: you, your family, partner(s), friends, school peers, colleagues, clients, community group(s), group peers (e.g. other sex workers), duty bearers/ power holders, women/girls, men/boys, vulnerable groups, children</p> <p>Workshops, theatre, radio dramas, trainings? And which specific activities within these (Body sculpting, Hot seating, Story devising, Story sharing, Listening to stories, Learning energizers, Group / peer reflections, Journal writing, Role plays / improvisations, Listening to a broadcast, Attending a listening clubs, Watching a performance, Touch tag)? Why do you consider that this/these element(s) had most impact on the described change(s)?</p> <p>Was this resistance long-lasting? How was it overcome (if at all)?</p> <p>Do you think they could have happened anyway without the project? Did the project affect who was involved, the speed of change, or how changes happened?</p> <p>Why do you think changes did/didn't or will/won't last? What could help to make positive changes more long-term?</p> |
| <p>Recommendations for future projects & programmes</p> | <p>12. What should projects like this do more in the future to help you and your community?</p> <p>13. What should projects like this do less in the future?</p> | <p>Added value? Lessons learnt?</p> <p>Recommendations to improve? What is still missing? Think particularly about structural level change (e.g., involving duty bearers)</p> |
| <p>Closing</p> | <p>Thank you for speaking with us! We really appreciate it.</p> <p>14. Do you have any other comments or questions?</p> <p>15. Do you want to volunteer for participating in the sense-making and validation meeting?</p> | |