

THEATRE
FOR A **CHANGE**



Theatre for a Change's Theory of Change

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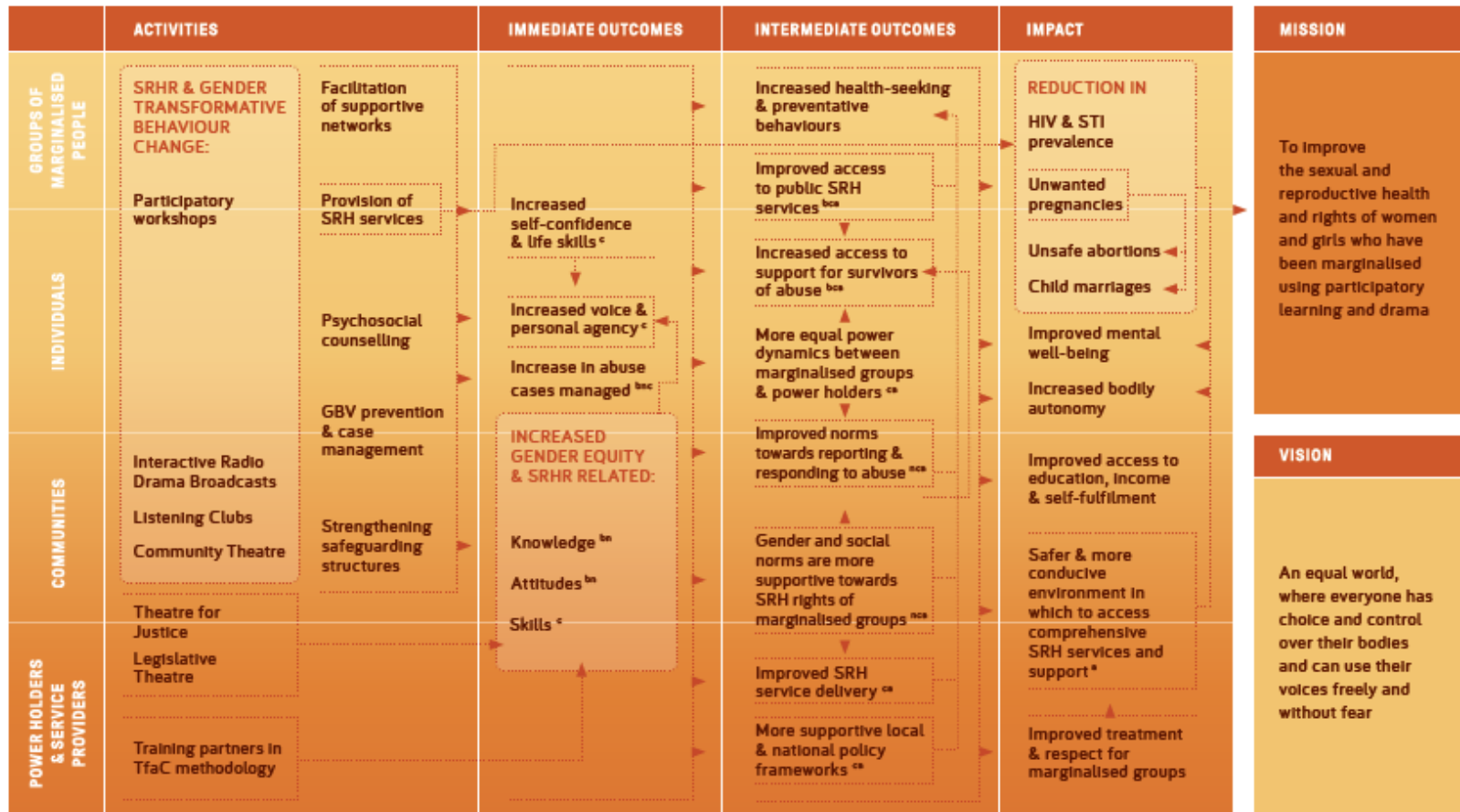


June 2024

THEATRE FOR A CHANGE'S THEORY OF CHANGE



INPUTS: Funding, skilled staff & board, TfaC methodology, contextual understanding



ASSUMPTIONS: Conducive donor & policy environment, strong government relationships, access to participants, socio-political space to practice behaviours

SRHR(R): Sexual & reproductive health (rights) GBV: Gender-based violence

KEY: b Behavioural beliefs, n Normative beliefs, c Control beliefs, a Actual control

Contextual Analysis

Theatre for a Change's (TfaC's) history began in Ghana and the UK in 2003, as an organisation focused on reducing HIV and AIDS. TfaC then expanded to Malawi in 2007, as another country extremely affected by the HIV and AIDS pandemic. Since then, TfaC has worked in 14 countries across four continents. Currently, TfaC's direct work is mainly focused in Malawi; across teacher training colleges, primary schools, and hot spot areas for women in sex work and exploited girls. TfaC is currently (as of April 2024) setting up a new project to target male and female prisoners in Malawi. TfaC continues to provide fundraising support and guidance to Women of Dignity Alliance (WODA) in Ghana, whose work is based around using the TfaC methodology.

The TfaC UK office has historically supported TfaC's work in Ghana and Malawi via fundraising and strategic management. In 2015, TfaC began training other organisations in the TfaC methodology via their New Partnership Programme (NPP).

TfaC's previous theories of change have been based closely on the socio-ecological model (SEM) including the three layers of individual, group and structure. TfaC wanted to revise their theory of change to better document how the TfaC methodology works specifically, and the content the organisation is so passionate about: SRHR and gender equity.

The creation of this new Theory of Change (ToC) included key informant interviews with the TfaC UK Executive Team, the Executive Director of WODA, a two-day workshop with TfaC Malawi staff, and focus group discussions with women in sex work (WISW), primary schoolteachers trained by TfaC, and previous/current in-school club members.

TfaC UK and TfaC Malawi share a mission and vision. TfaC's mission is to improve the sexual and reproductive health and rights of women and girls who have been marginalised, using participatory learning and drama. TfaC's vision is an equal world, where everyone has choice and control over their bodies and can use their voices freely and without fear.

TfaC UK and TfaC Malawi also share a set of values:

- *Social Justice*: creating a more equal society.
- *Service*: serving the most marginalised people first.
- *Participation*: equal participation in everything TfaC does.
- *Honesty and Openness*: telling the truth and being open about TfaC's strengths and weaknesses.
- *Integrity*: remaining steadfast and true to TfaC principles.
- *Responsibility*: taking responsibility for own behaviours.
- *Commitment*: committing to living TfaC values.

TfaC Methodological Approach

TfaC has a unique interactive, participatory approach to promoting the change it supports among individuals, groups, communities and other power holders. The TfaC methodology integrates ideas from Paulo Freire, Boal's Theatre of the Oppressed, Bronfenbrenner's Socio-Ecological Model (SEM), Prochaska and DiClemente's Transtheoretical Model (TTM), and current and past versions of Fishbein and Ajzen's Reasoned Action Approach (RAA) (see

Appendices for models). TfaC aims to guide participants through the TTM's stages of change, with the understanding and flexibility that different individuals and groups start at different stages, and that not all TfaC participants experience the process of change the same way or at the same rate. Numerous intersecting factors contribute to a participant's readiness to change and the speed at which change happens. The core layers of the SEM, and components of the RAA underpin the organisation's pedagogical understanding of how to support behaviour change.

TfaC facilitators support participants to explore the way they use their voice, body and space in relationships that affect them. The use of the body-mind connection encourages participants to become aware of, and then reflect on, their personal attitudes and behaviours around workshop content, for example, how they perceive and treat people of different genders. Participants are then encouraged to make connections between the attitudes and behaviours being revealed in the workshops, and the attitudes and behaviours they display in daily life. The methodology works on the assumption that participants are the experts in their own lives, and uses participants' experiences as the starting points of change. The ethos underpinning this approach is that only by deeply understanding their lived experiences can participants transform them. TfaC's change process emphasises participant reflection, including the telling of their own stories; promoting group connections and individual and collective learning.

The methodology also works to change the power dynamics between certain groups, for example, girls and boys, men and women, and WISW and police officers. Experiential learning is embedded in the theatre-based activities participants are supported to engage in.

For example, groups exchange experiences by acting as the 'other' group, experiencing what the 'other' experiences due to the imbalance of power. Reflection on these experiences supports participants to move closer to changing harmful/unhelpful behaviours through the realisation that handing over and balancing power is ultimately in the best interests of all groups involved.

TfaC also has a strong focus on promoting self-advocacy, and group-advocacy skills, to ensure marginalised groups are able to advocate for their own power and rights within their communities and with other power holders that create barriers to them realising their rights to gender equity and SRHR.

TfaC partnerships

TfaC is fully aware that they cannot support all participants with all of their needs. TfaC forms partnerships with other organisations to support marginalised groups in a holistic way. Some examples are TfaC referring participants to organisations providing educational bursaries for secondary school students, or vocational skills training for women in sex work. Other partnerships include TfaC's long-standing partnership with WODA in Ghana, and partnerships across Malawi, including with LINK Education who led the consortia for FCDO's Leave No Girl Behind (LNGB) Programme; Irish Rule of Law and the Paralegal Advisory Service Institute who are part of the consortium on an EU-funded project working with prisoners; and organisations that specialise in other areas outside TfaC's thematic foci such as literacy, numeracy, and the provision of antiretroviral treatment (ARV). TfaC's New Partnership Programme also facilitates partnerships with numerous organisations worldwide who receive training to use

the TfaC methodology to achieve their organisational / programmatic objectives. TfaC is currently working with Spring Impact to develop a regional scale strategy for East and Southern Africa that will also leverage the power of partnerships to achieve much greater impact than TfaC could achieve on its own.

Theory of Change Narrative

TfaC's participant groups

As in TfaC's mission, women and girls who have been structurally marginalised are TfaC's core participant group. While TfaC ultimately aims to serve women and girls by shifting their behaviours, behavioural science shows that behaviour change does not occur without changes to the layers of society surrounding an individual: their family, their communities, and the structures and institutions they are part of. TfaC therefore also works with:

- Families of women and girls including fathers, partners, and/or children.
- Facilitators including teachers and women in sex work who have taken part in TfaC behaviour change programmes.
- Power holders who influence women and girls including SRH service providers, chiefs and other local leaders, media providers, and national-level legislators.

Within its core and extended participant groups, TfaC places importance on ensuring its activities are inclusive for different groups, for example women in sex work, out-of-school children, those with physical and learning disabilities, and most recently, people in prison.

The Theory of Change's four levels

Marginalised groups, especially women and girls, are at the centre of TfaC's work. TfaC's methodology works with the understanding of how the power of the group influences the power of the individuals within it, and that those individuals' power builds to form the power of the group. Groups are made up of individuals with similar characteristics, for example, occupation, age and/or gender.

The Theory of Change includes four main areas:

1. Groups of marginalised people;
2. Individuals within those marginalised groups;
3. Communities surrounding those individuals and groups (light orange);
4. Power holders and service providers.

The marginalised groups and individuals sections purposefully sit on top of the communities and power holders sections, emphasising TfaC's prioritisation of groups of people who have been marginalised, while ensuring the integrated work with those holding power over marginalised groups' lives. This prioritisation of marginalised groups is rooted in three core beliefs. Firstly, that individuals, and the wider groups they are part of, are experts in their own lives due to their shared lived experiences, and that they can better find and advocate for

solutions to issues they face as a collective. Secondly, if individuals and groups are provided with the necessary support, the change they can create, both internally and externally through advocacy efforts, is strong and sustainable. Thirdly, by using the equitable approach of placing the needs of marginalised groups ahead of non-marginalised ones, TfaC can achieve their vision of a more equal world.

Theory of Change Inputs and Tools

While all organisations need various **inputs** to function effectively, a few key inputs are included in the ToC:

- Funding (Organisational and programmatic)
- Skilled personnel (staff and board)
- TfaC methodology
- Contextual understanding

Within any organisation, the skill sets of personnel are important, however the skill set that TfaC trainers and facilitators require is very specific and essential to the success of the TfaC methodology. Being supportive, non-judgmental, consistently available and trustworthy came out strongly across the various consultative sessions held to create this Theory of Change. TfaC was described by participants as ‘caring’ and ‘always there’. TfaC staff also raised these qualities as essential in creating respectful, trusting relationships between participants and TfaC staff or facilitators. The maintenance of these trusting relationships is supported by TfaC’s model of training facilitators who work and live in the same communities as TfaC’s participant groups. For example, some TfaC facilitators are women in sex work (WISW) who regularly see and communicate with other WISW; while other facilitators are teachers who regularly interact with marginalised children in- and out-of-school. TfaC also strives to be suitable and supportive for all, including activities in its repertoire for those with learning or physical disabilities.

Contextual understanding is strongly supported by TfaC’s commitment to recruit local staff. For example, TfaC Malawi’s board of directors, staff and facilitators are currently all Malawian, with over 50% having started their TfaC journeys as participants. These individuals therefore have a strong understanding of power imbalance, gender equity and SRHR related issues in the Malawian context. This input is also supported by work by the TfaC monitoring evaluation and learning team (see ‘Tools’ below).

Key **tools** necessary to run TfaC activities include:

- Safeguarding policies: internal, at school and community level, advocacy at national level.
- Curricula: curriculum development or adaptation for each new project.
- Research and evidence: needs assessments, continuous awareness of political trends and undercurrents, new policies and legislation.
- Monitoring, evaluation and learning tools.
- Project management cycle tools.

Theory of Change Activities

TfAc runs different **activities** for different participant groups.

	ACTIVITIES
GROUPS OF MARGINALISED PEOPLE	SRHR & GENDER TRANSFORMATIVE BEHAVIOUR CHANGE: Participatory workshops
	Facilitation of supportive networks
INDIVIDUALS	Provision of SRH services
	Psychosocial counselling
COMMUNITIES	Interactive Radio Drama Broadcasts Listening Clubs Community Theatre
	GBV prevention & case management Strengthening safeguarding structures
POWER HOLDERS & SERVICE PROVIDERS	Theatre for Justice Legislative Theatre
	Training partners in TfAc methodology

Groups of marginalised people

- Participatory Behaviour Change workshops
- Interactive Radio Drama Broadcasts
- Radio Listening Clubs
- Interactive Community Theatre: the actors are from marginalised groups
- Facilitation of supportive networks
- Mobile Health Clinic: Provision of non-judgemental SRH services

Individuals from marginalised groups

- Participatory Behaviour Change workshops
- Interactive Radio Drama Broadcasts
- Radio Listening Clubs
- Interactive Community Theatre: the actors are from marginalised groups
- Mobile Health Clinic: Provision of non-judgemental SRH services
- Psychosocial counselling
- Safeguarding and case management

Communities

- Participatory Behaviour Change workshops
- Interactive Radio Drama Broadcasts
- Radio Listening Clubs
- Interactive Community Theatre: the actors are from marginalised groups
- Interactive Theatre for Justice
- Safeguarding and case management
- Strengthening community safeguarding structures

Power holders and Service Providers

- Interactive Theatre for Justice
- Interactive Legislative Theatre
- Behaviour Change workshops
- Awareness raising meetings
- Sustainability workshops

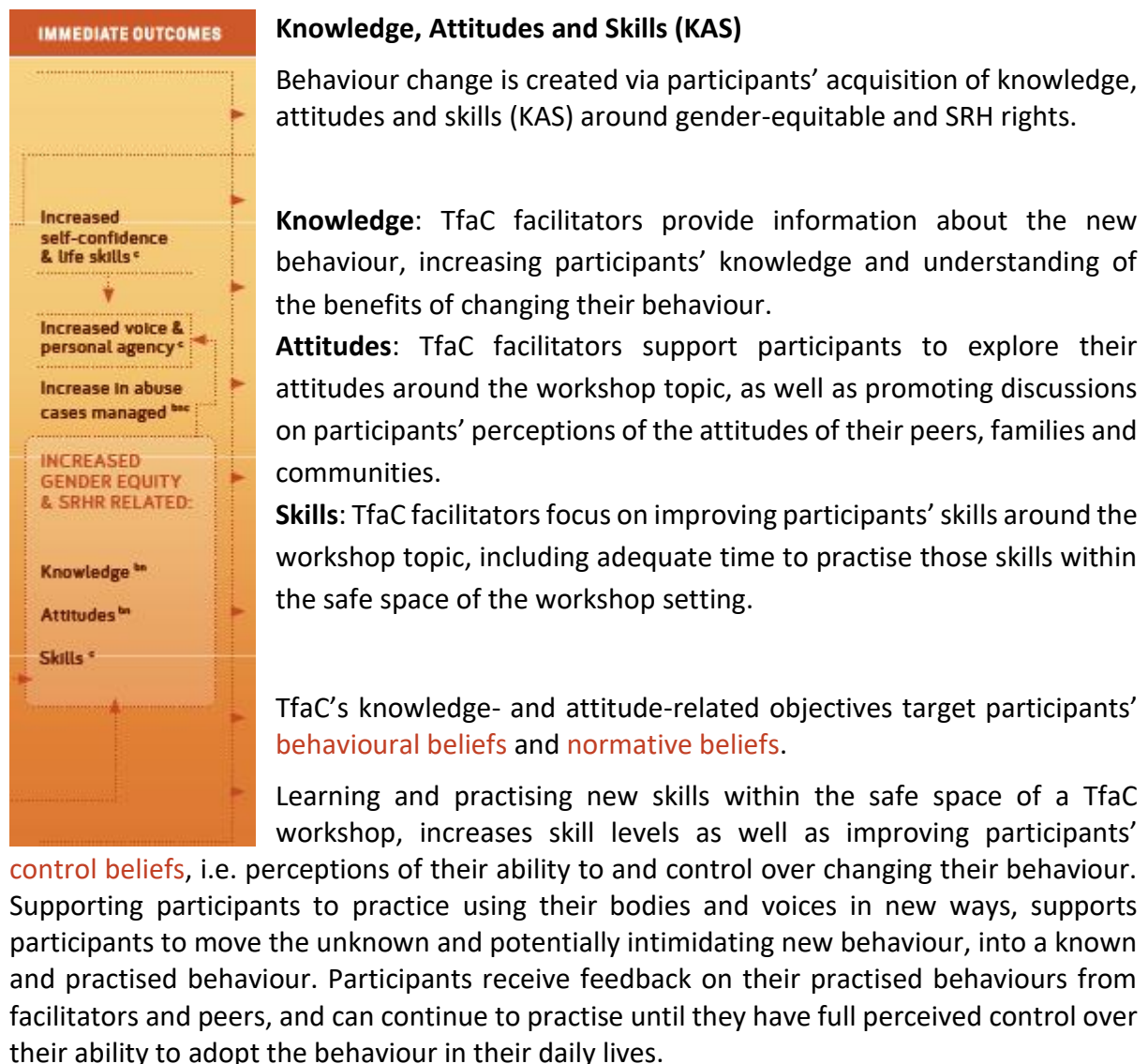
From Activities to Immediate Outcomes: Precontemplation, Contemplation and Preparation stages

According to the Reasoned Action Approach (see Appendix 2), for behaviour change to occur, individuals need to have the intention to practise the new behaviour. For this, they need a set of beliefs to be in place:

- Behavioural beliefs: positive attitudes towards the new behaviour
- Normative beliefs: subjective norms towards the new behaviour
- Control beliefs: perceived behavioural control towards the new behaviour

TfaC supports participants to gain these beliefs, taking them through the Transtheoretical Model (TTM) stages of **Precontemplation, Contemplation and Preparation** depending on where along their behaviour change path they were introduced to TfaC.

This Theory of Change includes pathways of change for the individuals within marginalised groups, as well as the communities and power holders that surround them.



SRHR and Gender Transformative Behaviour Change Workshops, Interactive Radio Broadcasts and Listening Clubs are run for marginalised groups, communities, and power holders including service providers. TfaC uses their unique methodology to run face-to-face behaviour change workshops, and broadcast interactive radio dramas. These dramas are broadcast nationally, as well as via community radio stations depending on specific projects. TfaC facilitators run regular in-person radio listening club sessions concurrently with the broadcasts to explore the radio content more in-depth.

Each of these activities has a minimum of three objectives focused on knowledge, attitudes and skills respectively.

- ➔ Knowledge-based activities increase participants' **gender equity and SRH rights-related knowledge** (behavioural and normative beliefs)
- ➔ Attitude-based activities increase participants' **gender equity and SRH rights-related attitudes** (behavioural and normative beliefs)

Practical skills covered in workshop curricula could include skills such as: how to say no to unwanted sex; the use of voice, body and space; how to use a male condom; how to use a female condom; how to choose family planning options; how to access services at a medical facility; menstrual hygiene management; how to identify and report violence and abuse; how to confront and change gender expectations.

Life skills covered in workshop curricula include listening; communication; self-awareness and reflection; assertiveness; self-esteem, self-efficacy and self-confidence; how to manage stress and anxiety; how to overcome challenges; how to set goals and plan for the future. These skills are taught explicitly in life-skill-specific workshops as well as being integrated within other workshops within the wider curricula.

- ➔ Skill-based activities increase participants' **gender equity and SRH rights-related skills** (control beliefs).
 - Workshops explicitly focused on improving life skills, as well as those integrating the practice of life skills increase participants' **life skills including self-confidence** (control beliefs).
 - The use of body, voice and space within workshop activities leads to an increase in participants' ability to use their **voice** to speak out and advocate for their, and others', rights (control beliefs).
 - The combination of participant's increases in KAS, self-confidence, life skills and voice, leads to an increase in **personal agency** (control beliefs).

Reflection activities: Each workshop is highly physical and includes numerous opportunities for participant reflection to leverage the body-mind connection and to support internalisation of any new information, emotions and beliefs experienced or acquired during the workshop.

Differentiation in content: The target audience of each curriculum used by facilitators to run workshops and listening clubs influences the content of those workshops and associated radio broadcasts. For example, service providers' content may focus on how to talk about SRH to marginalised groups including adolescents, young people, and WISW; and how to work in a gender responsive or transformative way. Community leaders' content may focus on how to support marginalised groups within their community or on proposed changes in by-laws. New

curricula are created, always using the TfaC methodology, when new participant groups or topics are introduced into TfaC's work. Curricula can also be adapted during the course of a project, as facilitators better understand the challenges that participants face and/or where participants show they are struggling with behaviour change in specific areas.

Facilitation of supportive networks

One of the benefits of working with groups rather than solely with individuals, is the ability to facilitate strong, collective networks of people who can provide peer support to one other. During focus group discussions for this Theory of Change, different participant groups described the importance of TfaC bringing a group together and supporting them to share their stories, leading to the realisation that others had similar experiences and challenges. This created supportive networks between participant groups who then had stronger power to use their collective voices to advocate for their individual and group rights. Participants also stated their confidence levels to try out new behaviours grew when they saw others within their group advocating for gender equity or SRH rights. For example, when a primary school girl successfully reported the abuse of a friend to a TfaC facilitator, others within the group started also reporting abuses. Within behaviour change workshops, TfaC supports the creation of peer buddies tasked to support and hold each other accountable for maintaining their new behaviours. TfaC also works with community structures; building their capacity to support individuals and groups. For example, in Malawi, groups of women called Mothers' Groups support out-of-school girls to begin and maintain new behaviours.

Strengthening this collective power supports the sustainability of individuals' new behaviours and further advocacy for their rights, thus supporting TfaC's work.

Provision of Psychosocial counselling and Non-judgemental SRH services

Where local structures are unavailable or inaccessible to marginalised individuals, TfaC provides high-quality psychosocial counselling sessions to survivors of abuse, and non-judgemental and supportive SRH services open to all participants from marginalised groups. A Mobile Health Clinic is run for WISW, sexually exploited girls, and their clients, which includes pregnancy testing; HIV testing; STI testing and treatment; family planning provision; and provision of male and female condoms. Condoms are also provided to other marginalised groups during workshops. When condoms are distributed to adolescents, this is done in an age-appropriate way based on guidance from the local Ministries of Health and Education.

- ➔ Support provided through SRH service provision or counselling increases the **self-confidence and life skills** of participants, as well as contributing towards their **personal agency and voice** (control beliefs).
- ➔ SRH service provision directly leads to the intermediate outcome of **reductions in HIV, STI, unwanted pregnancy, unsafe abortion and child marriage prevalence rates**.

Strengthening of safeguarding structures and GBV prevention and case management

Where safeguarding structures are not serving the needs of survivors of abuse, or where there are no formal or informal safeguarding structures, TfaC supports relevant power holders to create or strengthen their structures to ensure institutionalised and effective support for

survivors of abuse. This can include supporting the writing of policies and procedures, and training of safeguarding/social welfare teams as well as surrounding communities, including marginalised groups.

Where survivors' needs exist and are not being met within current safeguarding structures, TfaC aims to manage safeguarding cases, including GBV, until either the survivor is safe, or the safeguarding structure is effective enough to ensure the survivor is safe.

- ➔ Strengthening of safeguarding structures and GBV prevention and case management activities **increase associated participants' gender equity and SRH rights-related KAS (behavioural, normative and control beliefs)**, as well as **increasing the proportion of abuse cases that are managed**. If individuals within marginalised groups, and communities, are aware that abuse cases are being more regularly managed, this will support social norm change towards safeguarding and GBV, increasing **behavioural, normative and control beliefs**.
- ➔ Management of safeguarding and GBV cases involving sexual abuse can include supporting the survivor to access post-exposure prophylaxis for HIV infection and pregnancy, and STI testing and treatment. In this case, safeguarding and GBV case management directly leads to the Impact level of **reductions in HIV, STI, unwanted pregnancy, unsafe abortion and child marriage prevalence rates**.

Interactive Community Theatre, Interactive Theatre for Justice and Interactive Legislative Theatre

TfaC's theatre performances are interactive, using a methodology called 'touch tag'. The performers show a situation with a negative ending, then ask the audience to interact with the drama by coming on stage themselves (or speaking live in the radio drama) to act out a change in the behaviour of the protagonist that could lead to the same situation ending positively. These performances support social norm change by challenging the audiences' ideas around the power differential between marginalised groups and those that surround them; and by transforming audiences' understanding of their own societal roles: from being passive observers of injustice to being active participants in a collective process of social change. The performances then force audiences to engage with the situation presented, by asking them to make the changes the marginalised groups need, to achieve gender equity and/or SRH rights - first in the story, and then in real life.

Theatre performances are devised collaboratively between TfaC staff and individuals from the marginalised group that the performance content is focused on. These individuals are also the actors who perform the theatre performances. For example, in 2011, TfaC Malawi supported the WISW network to present a legislative theatre piece in Parliament. This action supported a national wide campaign that helped remove the Rogue and Vagabond Law which was being used unlawfully as a tool to arrest sex workers.

- ➔ Viewing interactive behaviour change theatre performances increases audiences' **gender equity and SRH rights-related knowledge and attitudes (behavioural and normative beliefs)**
- ➔ Audience members interacting in the behaviour change theatre performances experience increases in **gender equity and SRH rights-related knowledge, attitudes**

and skills (behavioural, normative and control beliefs)

- ➔ Performing interactive behaviour change theatre performances increases performers' **gender equity and SRH rights-related knowledge, attitudes and skills** (behavioural, normative and control beliefs) and increases their **self-confidence and life skills, personal agency, and voice** (control beliefs)

Training partner organisations in TfaC methodology

TfaC trains partner organisations to improve the partner staff's knowledge, attitudes and skills (KAS) to use the TfaC methodology in their SRHR-related work. The accountability line for TfaC ends at an **increase in partner KAS** for this activity, as the further activities run by the partner organisation fall under the partners' Theories of Change.

From Immediate to Intermediate Outcomes: the Action stage



According to the Reasoned Action Approach (RAA), once participants have high enough levels of **behavioural, normative, and control beliefs**, they will develop the intention to practise the associated new behaviour. If they also have the **actual control** to practise the behaviour, they will practise it. This is the **Action** stage of the TTM.

This **actual control** includes the individuals' actual abilities, rather than their perception of their abilities, and the supportiveness of their environment. As discussed above, participant groups' skills increase throughout their engagement in TfaC activities.

An important element of TfaC's work is that TfaC does not just work with their core participant group of marginalised groups: the centre of the socio-ecological model (SEM). To improve the supportiveness of marginalised groups' environments, TfaC focuses on two interlinked areas of **social norm change**: social norms around gender and SRH rights, and social norms around safeguarding marginalised groups.

- ➔ The increase in participants' gender equity and SRH rights-related KAS leads to **gender and social norms being more supportive towards the SRH rights of marginalised groups** (normative beliefs, control beliefs, actual control).
- ➔ Strengthening of safeguarding structures, increase in participants' safeguarding-related KAS, and quality case management all promote **more positive social norms towards preventing, reporting and responding to cases of abuse** (normative beliefs, control beliefs, actual control).

Below describes the pathways of change for communities and power holders that influence marginalised groups' gender equity and SRH rights.

- ➔ Among service providers, more supportive norms towards SRH rights and safeguarding, and associated KAS, lead to **improved SRH service delivery** for marginalised groups (*control beliefs, actual control*).
- ➔ Among power holders, more supportive norms towards SRH rights and safeguarding lead to the creation of **more supportive local & national policy frameworks** to support the gender equity and SRH rights of marginalised groups (*control beliefs, actual control*).
- ➔ More supportive norms towards SRH rights and safeguarding among all participant groups lead to **increased access to support for survivors of abuse** due to increases in the reporting of abuse (*behavioural beliefs, control beliefs, actual control*).
- ➔ More supportive norms towards SRH rights and safeguarding among all participant groups lead to **more equal power dynamics between marginalised groups and power holders** (*control beliefs, actual control*).
- ➔ Among marginalised groups and supportive networks around them, an increase in knowledge around SRH rights and local available services, leads to **improved access to public health SRH services**. When individuals access public health SRH services, this combined with improved SRH service delivery (above) leads to a positive feedback loop, encouraging marginalised groups to continue to access public health services (*behavioural beliefs, control beliefs, actual control*).

TfaC works on readdressing power imbalances between power holders and specific marginalised groups. For example, TfaC has run workshops with both WISW and the Malawi police force in attendance. This set of workshops was evaluated positively by both groups, resulting in more equal power dynamics and lower levels of abuse perpetrated by the Police.

More equal power dynamics are also supported by group and community awareness of the provision of high quality safeguarding and GBV case management. The power imbalance between those who perpetrate abuse and those they abuse, can be reduced when both groups are aware that if an abuse occurs, it will not be ignored.

More supportive norms influence the behaviours of individuals from marginalised groups. Being part of an environment with more supportive gender and social norms around SRH rights increases the likelihood of individuals accessing those rights.

- ➔ The combination of individuals' increased gender equity and SRHR related KAS; life skills including self-confidence; personal agency; and use of voice, leads to an **increase in individuals' SRH-related health-seeking behaviours and preventative behaviours**.
All other intermediate outcomes also create positive feedback loops into this outcome.

These behaviours could include saying no to unwanted sex, or yes to wanted sex, choosing to use a condom during sex, getting regular STI checks and accessing appropriate treatment, telling a trusted adult if you are worried about abuse, alongside many others.

Provisions for Relapse stage: TfaC facilitators continue to work with participants after they start to practise new behaviours, to support them into the **Maintenance** stage of the TTM, where they continue to practise their new behaviours. If participants fall into the **Relapse**

stage of the TTM, TfaC facilitators and those from TfaC-facilitated supportive networks are there to support participants to return to the **Preparation** or **Action** stages and continue with them through to Maintenance. This links back to the necessity of the quality of trusting relationships and the importance of training facilitators who are integrated into the lives of marginalised groups.

TfaC's Impact



All intermediate outcomes support each other, creating a strong environment for the changes needed to achieve TfaC's desired impact. All types of impact then influence and support each other via positive feedback loops. The below descriptions emphasise the direct contributors to each type of impact.

The improved access to SRH services and improved service delivery, along with an increase in health-seeking and preventative SRH-related behaviours, directly leads to **reductions in HIV, STI, unwanted pregnancy, unsafe abortion and child marriage prevalence rates** (improved SRHR).

Improved SRHR, improved access to education, income and self-fulfilment; and a more supportive social and structural environment lead to **improved mental well-being**.

Individuals' increasing their SRH-related health-seeking and preventative behaviours, improved SRHR, and increased life skills and personal agency lead to **increased bodily autonomy**.

Improved access to public SRH services, and reductions in HIV, STI, unwanted pregnancy, unsafe abortion and child marriage prevalence rates **improve access to education, income and self-fulfilment**. A reduction in unwanted pregnancies among school-aged individuals improves their ability to continue with their schooling. This is especially the case in low-income countries such as Malawi. Young people can stay in school as they are not pregnant or breastfeeding (females), not required to provide childcare or money to support the child, and are not expelled from school. For working-aged individuals, less pregnancies allows more time to work. For all, less unsafe abortions result in lower risks of abortion-related complications and/or mortality, and lower HIV and STI prevalence results in less infection-related morbidity, allowing more time to go to school or work.

More supportive local and national policy frameworks; more equal power dynamics between marginalised groups and power holders leads to **improved treatment and respect for marginalised groups**.

More supportive local and national policy frameworks; more equal power dynamics; and improved access to higher quality SRH services, produce a **safer & more conducive**

environment in which marginalised groups can access comprehensive SRH services and support further improving SRHR, mental well-being, and bodily autonomy.

Assumptions

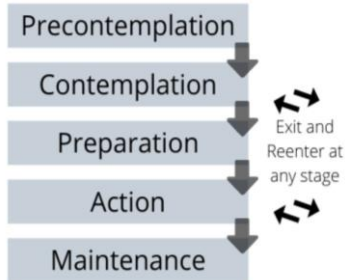
For change to happen along the pathways of the Theory of Change, several assumptions and prerequisites must be true and in place:

- Conducive donor and policy environment facilitating:
 - continued resource availability
 - continued support against the anti-gender backlash
- Strong government and community relationships, facilitating:
 - continued access to marginalised groups as participants, and
 - continued political and cultural space to practise new behaviours
- Participants, including power holders, will change behaviours due to increased KAS
- Facilitators will understand and accurately reflect TfaC values, principles and content
- Motivated and committed facilitators
- Buy-in from community
- New legislation and/or by-laws will be enacted or upheld
- Training survivors of abuse to report abuse, will change power dynamics such that it creates a powerful deterrent for future abuse to them and others. It also normalises the behaviour of reporting such that those who witness abuse, report it and/or prevent it.

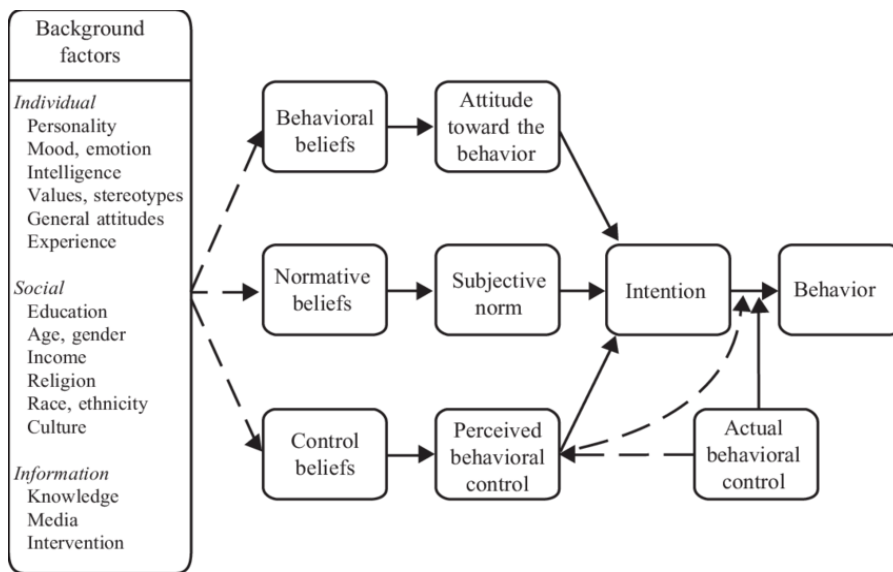
Appendices

Appendix 1: A visual of the Transtheoretical Model of Behaviour Change¹

The Transtheoretical Model (Stages of Change)



Appendix 2: A visual of the Theories of Reasoned Action and Planned Behaviour²



¹ From: Conde, Samantha & Elor, Aviv & Mateas, Michael & Kurniawan, Sri. (2023). [Acculturative game design with Latine communities: a bridging review on acculturative stress, behavior change, and serious games](#)

² From: Ajzen, Icek & Fishbein, Martin. (2005). [The Influence of Attitudes on Behavior](#)