

Theory of Change

Taking the overarching goal of the project to be:

Adolescent girls from marginalised communities can make more informed and independent life choices, as is their right, in order to contribute more fully to the family, the economy and society (no 1 on the diagram below)

We see the stages of the change process as being as follows.

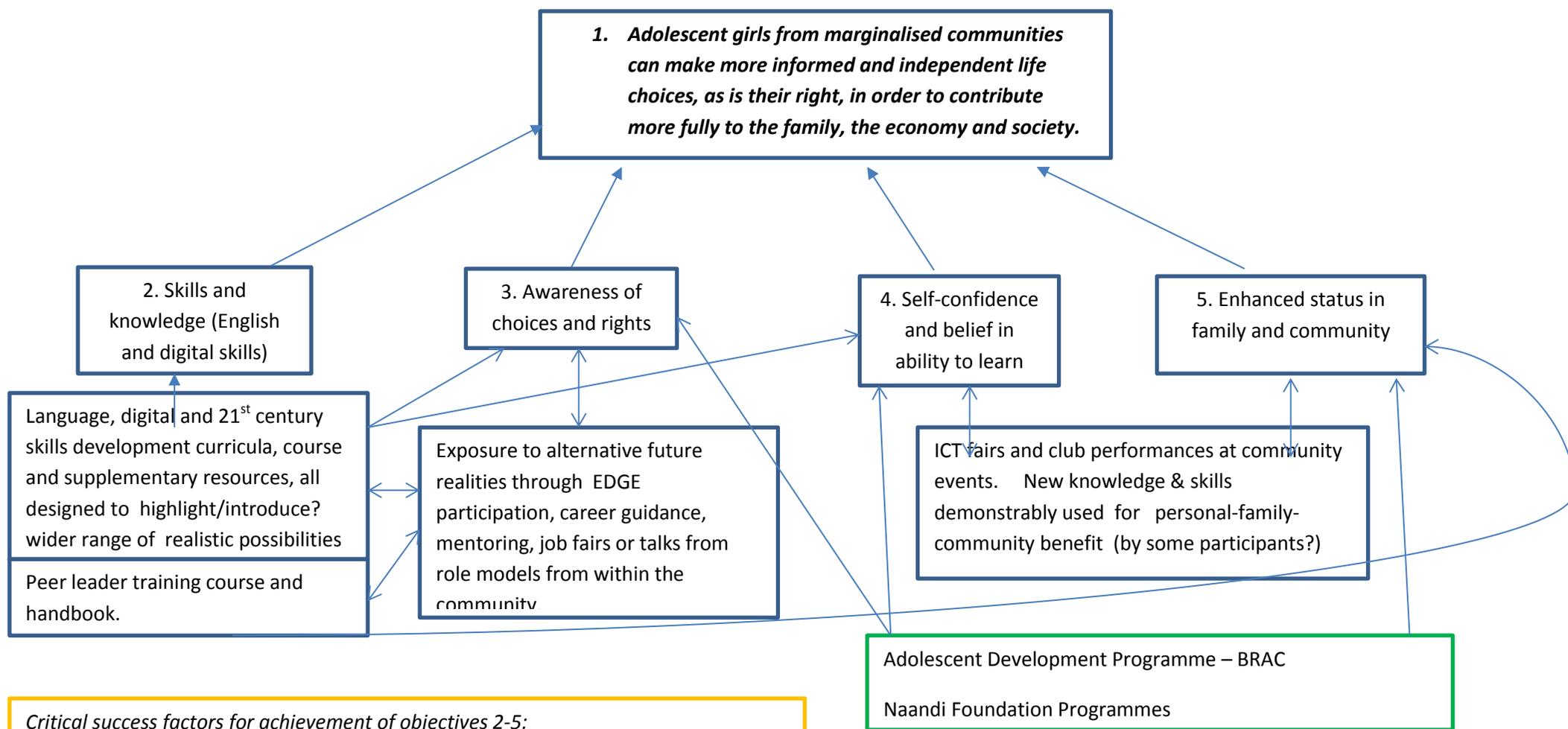
The development of 'skills and knowledge' 'awareness of choices and rights' 'self-confidence and belief in ability to learn' and 'enhanced status' (2-5 below) are the four main objectives of the programme (moving left to right from more to less directly affected by participation in EDGE) within the overarching goal.

Skills and knowledge are what we can most actively influence in the short term, and therefore are where the programme needs to focus. However, it is essential that the skills and knowledge developed are relevant to the needs of the participants, are rooted in the current social realities and aim to contribute to alternative future realities.

It is also essential that the programme contributes to the other three objectives directly through outreach activities, constant dialogue with the community and, if possible, through programmes that already exist.

EDGE believes that:

- IF adolescent girls improve their language and ICT skills and their awareness of their choices and rights,
- THEN they can use their knowledge, language and ICT skills to access information and opportunities
- WHICH will enable them to make more informed and independent life choices, as is their right, in order to contribute more fully to the family, the economy and society
- WHICH IS LIKELY, as their contributions become more visible and acknowledged by communities over time, to help enhance girls' status (*and so support the development of more equitable social/gender structures within project contexts*).



Critical success factors for achievement of objectives 2-5:

- Gender sensitive and gender neutral focus throughout programme.
- Task based course rooted in social context and needs of participants.
- Ongoing engagement /awareness raising with, and support from, families and communities (including /in particular males?)
- Mentoring support and community of practice for peer leaders.
- Participant ages , numbers, starting level and EDGE course length all appropriate to meet objectives in context
- Sufficient individual/shared? access to IT hardware

Assumptions:

- Combined programme contributes to reduction in early marriage and enhanced employment prospects.
- Participants demand AND need English and ICT skills to access opportunities.
- Trainers' capacities +material content and approach + available ICT access DO enable skills & knowledge that meet participants' /communities' needs/expectations