

The Theory of Change

Improve AY wellbeing

OUTCOMES

Socio-Ecological Model Level
OUTCOMES

Foundational to all outcomes

Improve AY choices towards teenage pregnancy and early marriage / Prevent violence against AYs

Promote gender transformative and inclusive educational pathways for AYs

Increase decent employment opportunities and protection from harmful work

Improve policies, systems, services, and networks with and for AYs

CATALYSERS



AYs value themselves and feel safe and valued at home, by their community and the local authorities
AYs can take positive and assertive decisions and know how to pursue their goals
AYs are aware of their rights and the barriers preventing them from enjoying them / achieving their goals
AYs respect the rights of others
AYs are encouraged to actively participate to promote social changes that are conducive for AY wellbeing



Caregivers, duty bearers and community members are sensitive towards and ready to support positive life trajectories for all AYs
Caregivers, duty bearers and community members are sensitized to break gender disparities and discriminatory social norms
Peer AYs become models / role models in their community for other AYs



Service providers create and make available gender sensitive and inclusive services for all AYs



Local authorities and government promote and apply gender sensitive and inclusive policies, frameworks, and regulations for all AYs
Public resource allocation in response to fragile contexts is determined in consideration of AY needs

Girls attend safe and quality formal and non-formal education (link with outcome #2)
Young women acquire economic independence (link with outcome #3)
AYs gain knowledge about and use HIV prevention, SRH and hygiene services, including family planning
AY can adopt preventive and response measures to mitigate violence at personal and community level
Adolescent girls, married and unmarried demand and have access to health, legal, social and protection services
Girls participate more in decisions that affect them, including regarding marriage

Accessible and gender sensitive safe "spaces" are created in the community for AYs to advocate for their rights
Families/communities and peers are able to recognise and appropriately challenge and change social and cultural beliefs that enable any form of violence and discrimination including disability
Men and boys increasingly take action to end child marriage

Service providers are aware of and trained and sensitized on appropriate AY friendly service delivery, and access to and maintenance of inclusive services and facilities
Training packages/curricula on SRH matters are accessible to all AYs

Local authorities / governments promote mechanisms to prevent and reduce risk factors of violence against adolescents at home and in the community
Legal frameworks are strengthened and implemented to prevent child marriage (18 as minimum legal age for marriage) and protect married girls

AYs are aware of the importance of completing basic education to achieve better life opportunities
AYs have access to financial support to ensure their education and learning
AYs can properly balance time dedicated to education and participation to household income raising activities
AYs access learning opportunities (bridging classes, remedial programmes, catch up programme/ accelerated education programmes) that allow them to possibly re-enter or continue in the education system

Caregivers, guardians are aware of the importance of education and are ready to support in equitable way their male and female children with and without disabilities
Positive gender and disability norms and community beliefs/attitudes support girls' rights to pursue their education goals as they transition to puberty
Peer/teachers support the re-integration of drop-out AYs in schools
Family livelihoods are strengthened / can rely on financial support to ensure AYs access to education and learning

A quality local education system is accessible to all
A Public health guidance of safe return to school in health crisis contexts is applied for local education system
SRH and menstrual health services and inclusive facilities including MHM kits are available to female students in local education systems and school personnel is sensitized on their importance

Public resource allocation provides the necessary means to ensure safe, accessible, inclusive and gender sensitive spaces (i.e. infrastructures including toilet facilities accessible for all abilities and gender) in the education systems in different context
Local authorities / governments promote mechanisms to prevent and reduce risk factors of violence against boys and girls at school

AYs have basic cognitive capacities (reading, writing, numeracy, logical reasoning)
AYs have competencies (technical, financial and entrepreneurship skills) in line with market needs
AYs are aware of unsafe migration related risks and are able to mitigate them
AYs have the capabilities to navigate across potential issues and challenges related to their business
AY are able to access financial services and re-pay low interest rates
AYs are linked to public/private mechanisms that help them sustain, improve, and expand their business, as well as adapt to disasters and fragility

Mentoring/counselling is available to improve AYs' technical capacities and expand their business
Local markets overcome their prejudice and are open to AY business
Caregivers, peers and community have a positive attitude towards decent and inclusive employment opportunities (stable, safer jobs) and support/encourage better job conditions
Barriers to access to vocational training are identified and removed by both providers and regulators

Better matches between employers and employees are created through employment agencies or referral processes and systems
Employers become aware of and support youth labour force potential, and create job opportunities for AYs
Training/employment programmes for AY integrate Transferable Life Skills and resilience skills in their curricula and are accessible to different disability types
AY friendly and accessible financial services (start-up capitals, loans, etc.) are available

Protection systems focusing on monitoring decent employment and granting work permits for AYs are strengthened
Public disability-inclusive employment programmes are created for AY employment including incentives and recognition mechanisms for employers
Public sector regulators have the capacity to enforce standards for decent employment, reduce exploitation and generate norms and/or guidelines for their compliance in collaboration with the protection system
Barriers to access to vocational training are identified and removed by both providers and regulators

AY protagonism is increased (initiatives tailored to and led by a diversity of AYs) in the areas critical to the achievement of the SDGs
All AY meaningfully participate in community civic affairs
AY representation is institutionalized within public management

AYs are included in public, community and family decision making processes in relation to AYs diverse issues

AYs in all their diversity join forces to take collective actions to influence decisions concerning them whilst recognising and mitigating risks
Caregivers, community, local leaders, CSOs, listen to all AYs and support them to take actions to respond to AYs diverse and common needs

Service providers are aware of AY rights and specific needs and are ready to offer age, gender, and disability sensitive services

Government and local authorities listen to AYs voices and respond to them
Government and local authorities increase their capacities to respond to all AY needs and create better mechanisms to ensure AY rights
Accountability mechanisms from public sector to AYs are in place

OUTPUTS



AY are trained on life / resilience skills and are accompanied in identifying personal objectives and plans for their life
AYs are trained on financial literacy, savings and loans, etc.
AY are supported in identifying social problems (including SRH, environmental and climate change, hygiene, sustainable diets, etc.), proposing and implementing solutions
AYs physical and digital social networks are activated / strengthened (e.g. AY clubs, social ventures, etc.)



Caregivers, duty bearers and community members are sensitized to support AY positive life trajectories (gender barriers, GBV, employment, entrepreneurship, schooling, etc.)
Comprehensive socio-economic analysis is conducted, including aspects of inequality and discrimination
Caregivers, duty bearers and community members are sensitized to support AYs identified solutions to social problems



Access of AYs to WASH and other services increased
Infrastructures, services are improved in line with AY identified solutions
Private and/or public services providers are engaged in offering coaching and mentoring to help AYs make informed decisions on which paths to take (employment, entrepreneurship, more schooling, etc.)



Local authorities/governments are engaged in offering coaching and mentoring to help AYs make informed decisions on which paths to take (employment, entrepreneurship, more schooling, etc.) ID to be adapted to relevant outcomes

AYs are trained on HEALTH subjects: SRH, hygiene, HIV, HSN
AY receive MHPSS

Family livelihoods are strengthened to protect AYs interests
Community based mental and SRH health counselling (radio broadcast, peer support, E) is established / strengthened

Health service providers are strengthened to offer age and gender responsive inclusive quality services to AY
Age, gender responsive inclusive MHPSS services are available for AYs
Social protection schemes are made available to AYs and their families

AYs receive quality literacy and numeracy classes
Drop-out and likely-to-drop-out AYs receive catch up classes and are supported to continue / resume their education

Family livelihoods are strengthened to protect AYs interests
Bursary support is provided to AYs / AY families to continue their studies (basic education or advance studies)

Teachers' capacities are improved, school infrastructures are strengthened, and curriculum is adapted for catch up classes and re-insertion to school
Social protection schemes are made available to AYs and their families

AYs are trained on basic reading, writing, numeracy and logical reasoning
AYs are trained on skills and competencies in line with private sector needs / requirements (technical vocational skills and entrepreneurship skills)
AYs are supported in designing long term business / career plans and responding to shocks and adapting their livelihood strategies
AYs are linked with financial resources and services (formal and informal) / AYs are provided with start-up capital and loans

AY networks for business, promotion and personal development are established and strengthened
Cooperatives, families, are sensitized to support AYs in developing / adapting their livelihood strategies

Vocational training providers are identified and strengthened to offer quality, safe, gender friendly and inclusive professional training programmes
Potential sectors for new business opportunities/GAs identified along the value chain (e.g. Solar, recycling etc) based on comprehensive and regularly updated market assessment/MEA
Potential employment opportunities identified, and linkages created with private sector/government based on comprehensive and regularly updated market assessment/AYs friendly financial services are available

Spaces and opportunities are created for AYs to advocate for policies, programmes and services in favour of their rights
AY networks are linked to local government for advocacy works on AY rights (NEP)

Inter-institutional and civil society networks are created / strengthened to activate responses to the most vulnerable AYs and families
Spaces and opportunities are created for AYs to advocate for policies, programmes, and services in favour of their rights

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Policy makers sensitized on AYs issues
Policies are designed with the contribution of AYs
Budget allocation towards AY rights is advocated for