

THEORY OF CHANGE

for UNICEF and UNFPA's Global Programme to Accelerate Action TO END CHILD MARRIAGE

IMPACT

OUTCOMES

By 2024, in India, more girls (married and unmarried) experience healthier and more empowered lives, free from violence, with more assets and opportunities, so that they can make informed choices and decisions about their career, education, health including sexual reproductive health, sexuality and relationship formation

Girls have agency, hold egalitarian attitudes, have access to mentors and role models, and exercise life choices	Girls complete secondary school with good learning outcomes	Older adolescent girls transition from school to work, accessing livelihood skill building and employment opportunities	Boys understand and support gender equality, hold gender egalitarian attitudes and display behaviours reflecting new notions of masculinity	Parents and families support gender-equal socialisation practices and investments in sons and daughters, discard traditional hierarchical attitudes about the value of girls	Married girls are supported, empowered, have expanded peer networks, and are aware about health promoting practices and rights and entitlements	Influential adults in the community are sensitised about the need to change community norms and practices, and take action to do so	Action is taken to inform communities about the PCMA and penalties for violation, civil society organisations as well as police and administrative authorities are sensitised about the law and ways of using the law to prevent child marriage	Structural impediments to girls' use of facilities, services and entitlements are reduced	The media are proactive about messaging to change gender norms and prevent child marriage	Government is committed to eradicating child, early and forced marriage in particular, and meeting SDGs 3, 4 and 5 more generally, with strong political support for positive policies, tracking progress made and evaluating programme outcomes
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STRATEGIES*

Keep girls in school and ensure that all complete secondary school	Preparing older adolescent girls for livelihoods and school-to-work transitions	Build girls' agency and empower them to exercise life choices (age-segmented and age-appropriate gender transformative life skills education and comprehensive sexuality education)	Encourage access to positive role models	Leverage social protection programmes, notably conditional cash transfers and other entitlements	Support more gender equal families	Sensitise influential community members	Enhance boys' understanding and support for gender equality	Address the vulnerability and social isolation of married girls	Enhance implementation and knowledge of laws concerning gender equality, and notably child marriage	Enhance the reach and quality of facilities, services & entitlements	Harness the potential of the media to promote gender equality
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DRIVERS & CAUSES

Manifestations of poverty at household level	Discriminating gender-roles, norms and gender specific barriers	Perceived lower value of girls than boys	Prohibitive costs of dowry and huge wedding expenses	Control on girls' sexuality	Fears for girls' safety in public places	Exclusion of girls (and boys) from marriage related decision making	Limited paid work opportunities for women and girls	Poor quality and inaccessible facilities and services	Poor awareness and implementation of the PCMA**
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CONDITIONING FACTORS

Multidimensional poverty in general	Structure of patriarchy and gender inequality	Conflict and natural disasters
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PROBLEM

Early, forced and child marriage; no choice in whether to marry or choice of partner, among girls (but also some boys)

* evidence base should be a given across drivers, strategies, outcomes and impact indicators

** Prohibition of Child Marriage Act, 2006