



ADRA Norway's Strategic Direction and Emphasis in Education 2024-2029

August 2023

General Strategic Priorities and Emphasis

ADRA Norway's mandate, mission and priorities are expressed through its Organizational Strategy (2021-2025), Humanitarian Strategy (2021-2025) and program strategies. These give focus to ADRA Norway's, programming, investments in research and assessments, civil society partnerships, engagement in coordination, recruitment, and fund-raising efforts.

ADRA Norway's current Organizational Strategy reaffirms its commitment to a Learner-Centred Approach, which is at the core of our educational approach across all learning arenas. We also expanded the following overarching priority-focus areas that guide our programming: Civil society strengthening support; quality inclusive education; mental health and psychosocial support; protection and safeguarding of children and vulnerable adults; sustainable livelihoods and climate resilience; food security; conflict sensitivity; social cohesion; peacebuilding; and women in peace and security.

ADRA Norway's seeks to improve program effectiveness towards achieving the goals of the organization in relation to the strategic priorities by:

- Build on past and current project results, learning and relationships, learning from the implementation, monitoring and evaluation of projects and program feeds into new phases of existing engagements or may form the basis of a new project idea.
- Seek continual improvement in systems and procedures to strengthen accountability and results, upwards for donors, and downwards to project participants, and to improve efficiency.
- Build programming on evidence and research.
- Manage relationships with partners, to achieve mutual compliance and support locally led initiatives of civil society.
- Undertake advocacy work, participating in national, regional, and international coordination groups and entering into dialogue with donors.

Current Education Priorities and Emphasis

ADRA Norway's Education Strategy (2019-2024) is evidence-based and builds on best practices that have already been implemented since the start of our preceding education program. The Strategy capitalizes on ADRA Norway's experience and capacity, and aligns with the UN Sustainable Development Goal 4 by supporting initiatives to "leave no one behind", and Norad's commitments to education as a fundamental human right. Furthermore, ADRA Norway underscores the way we manage our education portfolio and how we contribute to positive change. ADRA Norway has been committed to continuing its contribution to both the formal, non-formal education and the TVET education sectors with the aim of creating inclusive learning environments offering access to quality learning and resulting in expanded life choices for the most marginalized children and youth.

Recent Contextual Changes

Over the last three years, the world has experienced a series of unprecedented global crises and a change in geo-political dynamics and global priorities. While the world saw a steady decline in global poverty rates before the crisis, now more people are being driven into poverty and hunger than ever at an alarming rate. This is especially true in Africa and parts of Asia where they are exposed to a number of

setbacks, such as (a) protracted instability, insecurity and conflict, (b) climate change related droughts, flooding and environmental degradation, (c) major disruption to economies, supply chains, markets and livelihoods as a result of the COVID-19 pandemic, (d) the threat to food supplies due to locust infestations and (e) rising prices of food, fuel and input prices as well as shortages of certain commodities due to the war in Ukraine.

Strategic Consultation Process

At the end of 2022, ADRA Norway and its partners start to work on developing a new education program approach for our next framework agreement with Norad. These processes have been carried out in close consultation with our ADRA partners, host governments, local civil society organizations, communities, Norwegian embassies, and other stakeholders in our partner countries, as well as Norad and other partners in Norway.

Strategic Direction

Due to the climate crises, the global food insecurity crises and the negative impact on children's schooling and learning. ADRA Norway intends to focus its food security and climate adaptation intervention, in line with the Norwegian Government priorities, on home-grown and school feeding (HGSF) programs by strengthening and rolling out food security programs and renewable energy initiatives across the Horn of Africa, Sahel, Myanmar, and other regions impacted by humanitarian disasters or protracted food insecurity conditions.

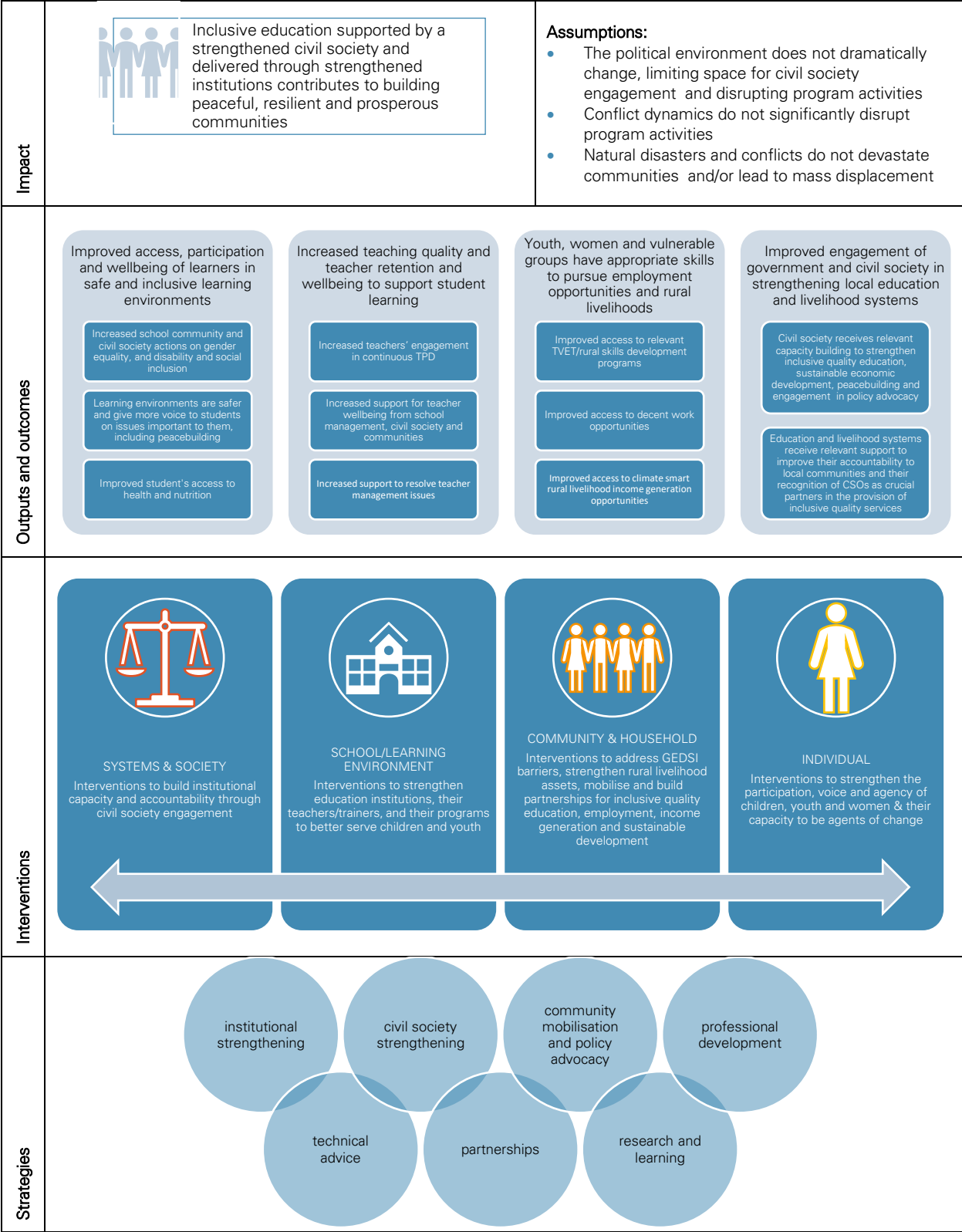
ADRA Norway has developed new strategies for Food Security (2023), Climate (2023) and strengthened our Approach to Developing Partnerships (2023) and Localization (2023). To date, we have finalized our new Theory of Change (ToC), the results framework and a series of evidence briefs and relevant policies (annexes 1-6) which will guide ADRA Norway's program approach for the next five years. From now until the beginning of 2024, we will focus on finalizing our education program strategy. The next sections in this document show our latest evidence-based rationale for proposing an expanded inclusive education program (2024-2029) that addresses the needs of students, communities, education institutions and civil society organizations in our partner countries.

1. Theory of Change

This is the Theory of Change (ToC) for the *'Action to Strengthen Partnerships for Inclusion, Resilience and Education'* or ASPIRE program, an ADRA Norway program focused on civil society strengthening for inclusion, resilience and education in Ethiopia, Mali, Myanmar, Niger, Somalia and South Sudan. It articulates a vision for civil society strengthening and the powerful role education plays in building sustainable and peaceful societies in some of the most fragile countries in the world.

The ToC is captured in a diagram and an accompanying narrative, which together describes the pathways of change envisioned in the ASPIRE program, including the guiding principles and key interventions that underpin and drive change. This is positioned within a wider context in which individuals, communities, civil society organisations and state systems are working collaboratively to promote and strengthen inclusive quality education, access to employment and livelihoods opportunities and sustainable development.

This ToC is accompanied by a series of evidence papers, which provide practical insights into 'what works,' and draws on internal and external learning and research to provide the evidence base for the ToC. Key definitions which inform the ToC can be found in the annex to this document.



Principles	<pre> graph LR A((evidence based and data driven)) --> B((responsive)) B --> C((conflict sensitive)) C --> D((collaborative and in partnership)) D --> E((inclusive)) E --> F((climate smart)) F --> G((sustainable)) </pre>
Barriers	<ul style="list-style-type: none"> ▪ Dominant social and cultural norms perpetuate unequal power relations between women and men and minority groups ▪ Prevailing social norms stigmatize and discriminate against children and persons living with a disability ▪ Inadequate education services to meet the learning needs of all ▪ Teacher shortages and under paid, under qualified and under trained teachers ▪ Teachers are under valued in society ▪ Lack of education pathways for youth and women employment and income generation ▪ TVET system under developed and not aligned with current skills demand ▪ Communities are food insecure and struggle to meet the nutritional needs of their families. ▪ Communities are unaware and unsupported to transition to climate smart agriculture ▪ Civil society is emerging but in some instances lacks organisation, capacity and/or space ▪ Government commitments often exist but technical, human and financial resources to support basic service delivery is lacking
Problem	<p>Inadequate education services, poverty and prevailing social norms limit children, youth and women’s access and participation in school/TVET/ALPs/rural livelihoods. This contributes to low learning outcomes and high early drop out amongst children and youth, especially those that experience discrimination and marginalisation in community. This contributes to high youth unemployment and gender inequality within society and undermines resilience and sustainable community development. This increases the vulnerability of these communities to environmental shocks, exploitation, further marginalisation and conflict.</p>

Context

The barriers and interventions outlined in the ToC diagram are positioned within a broader context. This section summaries the key overarching contextual dynamics within political, social, economic, environmental and technological areas. Interventions are designed to account for this broader context as well as the specific local and national contexts in Ethiopia, Mali, Myanmar, Niger, Somalia and South Sudan.

Social

- Lack of support for education from the community- attitudes toward education
- High illiteracy amongst the population
- Gender inequality – harmful cultural practices, forced/early marriage, GBV
- Exclusion of persons and children living with a disability – community stigma and discrimination and neglect, bullying and violence against children living with a disability
- High numbers of OOSC – exposing youth to risks of being recruited into armed groups, exploited, trafficked and /or engaging in risky or illegal behaviour
- Conflict
 - Threats to teachers’ safety
 - Threats to children’s safety
 - Education is constantly disrupted
 - Communities constantly moving or receiving IDPs
 - Tensions among and between ethnic groups

Political

- Military coup d’état in Myanmar,
- Enduring instability
- Postponed elections

- Endemic corruption
- Lack of state transparency and accountability
- Barriers between non-state authorities and government
- No government support to communities in need, particularly conflict affected and hard to reach communities
- Absence of state services in contested areas
- Lack of basic social services and road infrastructure
- Limited civic space

Economic

- Poverty
- Inflation and hyperinflation
- Unemployment & lack of employment opportunities
- Hunger
- Food insecurity
- Limited access to markets

Environmental

- Natural disasters
- Natural resource scarcity
- Climate change impacts
- Land degradation

Technological

- Poor internet/mobile coverage
- Lack of technology and communication infrastructure
- Lack of reliable electricity

Overarching theory of change statement

In Ethiopia, Mali, Myanmar, Niger, Somalia and South Sudan, Inadequate education services, poverty and prevailing social norms limit children, youth and women's access and participation in school/Technical Vocational Education and Training (TVET)/Accredited Learning Programs (ALPs)/rural livelihoods. This leads to low learning outcomes and high early drop out amongst children and youth, especially those that experience discrimination and marginalisation in community. This contributes to high youth unemployment and gender inequality within society and undermines resilience and sustainable community development. This increases the vulnerability of these communities to environmental shocks, exploitation, further marginalisation and conflict.

ASPIRE is built on ADRA's extensive experience in the education sector within conflict and fragile contexts. At the heart of ADRA's ToC is the imperative to operationalise the humanitarian-development-peace nexus, place climate change adaptation at the core of community development efforts, utilise evidence of the key features of an effective inclusive quality education system and the critical role that civil society can play in fostering and promoting peaceful, resilient and prosperous societies.

ASPIRE's believes that:

IF children and youth have increased access to relevant safe inclusive and quality learning environments and **IF** they are taught by teachers and trainers that have been supported to strengthen their teaching competencies, are valued and supported by their communities and paid a decent salary, **THEN** children

and youth will enroll and stay in school, acquire skills and achieve learning outcomes for future education and employment opportunities. This is **BECAUSE** teachers are the single most important school level factor that influences student learning outcomes. This is also **BECAUSE** creating an inclusive learning environment helps all children, especially girls and those living with a disability, to access learning opportunities, develop social emotional skills and build resilience to cope with life's challenges and achieve their full potential.

IF children and youth that have (through no fault of their own) been unable to continue their studies in formal education institutions are provided with incentives and support to access alternative education pathways such as ALPs, Alternative Education Programs (AEPs) and non-formal education (NFE), **THEN** OOSCY can acquire knowledge and skills that will enable them to reengage in formal education and/or transition to rural skills development or TVET programs. This is **BECAUSE** alternative pathways are often the best fit for OOSCY as these programs are designed according to the needs of OOSCY and delivered when OOSCY can access them. Incentives are often needed to encourage participation **BECAUSE** OOSCY often cannot afford to pay fees and other school related expenses and the opportunity costs of education are high, particularly when OOSCY are engaged in subsistence agriculture or exploitative and dangerous work.

IF TVET institutes and other training providers provide relevant TVET and life skills training programs that address skills shortages within local business, rural and agriculture sectors **THEN** youth, women and other vulnerable groups will develop skills and knowledge that will equip them for future job and employment opportunities. **IF** these programs are complemented with on-the-job training, job placement or internship/traineeship opportunities, **THEN** youth, women and other vulnerable groups are more likely to transition successfully to employment **BECAUSE** these experiences build networks and associations, strengthen practice, build confidence and workplace communication skills, which are necessary to secure future job prospects.

IF education institutions and other providers focused on rural livelihoods have the capacity to pivot their programs and approaches to embrace the opportunities and mitigate the risks that climate change brings to their communities, **THEN** children, youth, women and other vulnerable groups will be able to improve their food security and livelihood options while creating a positive environmental impact. **IF** communities become more food secure and more able to provide for their families, **THEN** their children will attend school, learn and stay in school. This is **BECAUSE** food security has a direct impact on a family's ability to provide a nutritional diet to their children, a key requirement for learning.

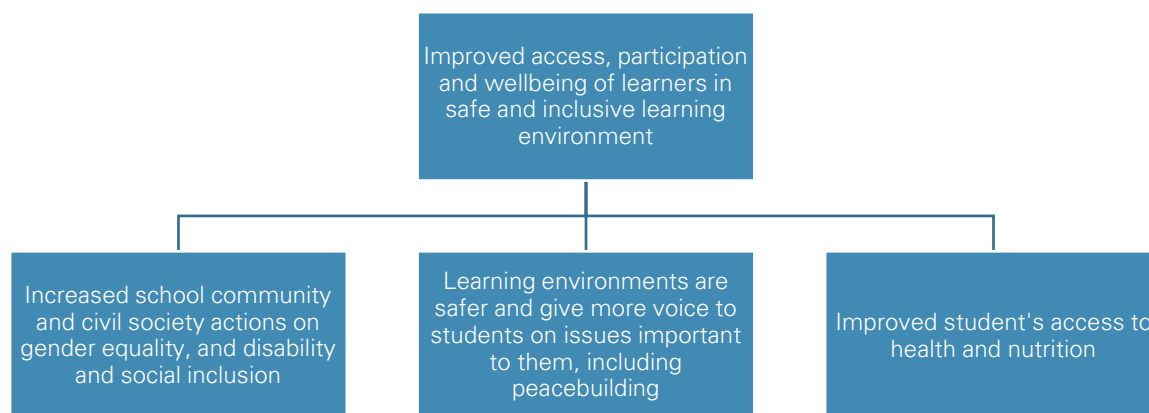
IF civil society organisations (CSOs) are enabled through capacity strengthening initiatives **THEN** they will work with formal and informal education and other institutions to ensure the voice of children, youth, those with disabilities, women and other vulnerable groups are heard and inform the decisions, policies and actions that affect them. This is **BECAUSE** civil society can play an important role in enhancing service delivery to marginalized groups and individuals, who are subject to discrimination or live in fragile or humanitarian settings. CSOs can also encourage and support the community to send their children to school, engage in local rural and economic development activities and participate in efforts to strengthen community cohesion. **IF** CSOs are engaged in community mobilisation, **THEN** they can bring people together around a common agenda and begin to exert influence on power structures for a more equitable inclusive society, holding authorities accountable, and setting an agenda for policy and practice change.

IF government education systems are supported to enact inclusive policies and deliver quality education services **THEN** government education systems will be strengthened. This is **BECAUSE** governments in fragile states lack the technical, human and financial resources to fulfil their roles and responsibilities. **IF**

government at national and subnational levels are actively engaged and supported to deliver inclusive quality services **THEN** more peaceful, resilient and prosperous societies can flourish.

ADRA has identified four interrelated pathways of change that collectively contribute to building peaceful, resilient and prosperous communities in Ethiopia, Mali, Myanmar, Niger, Somalia and South Sudan through inclusive quality education. Each pathway maps the changes needed to contribute to each outcome drawing on the principles, interventions and strategies proposed in ASPIRE to achieve the desired impact.

Outcome 1 pathway to change



Ainscow's four elements of inclusion; 1) Inclusion is a process, 2) Inclusion is concerned with the identification and removal of barriers, 3) Inclusion is about the 'presence, participation and achievement of all students, and 4) Inclusion involves particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement,¹ continues to guide ADRA's interconnected approach to inclusive education. Within this outcome, efforts will focus on whether ALL children and youth are present in education; whether they are fully engaged and participating in learning and development activities with other children and youth; and whether they are making progress in learning achievement. If these elements are in place, an education institution can rightly be described as inclusive. Presence, participation and achievement have therefore informed the outputs under Outcome 1.

IF Gender Equality, Disability and Social Inclusion (GEDSI) barriers to education are identified through community stakeholder consultations and analysis **THEN** action plans to address these barriers can be developed with relevant community, CSO and government authorities, including community leaders, parents and caregivers, school management committees (SMCs), head teachers and teachers, students and students representative bodies, civil society actors and CSOs and subnational authorities. **IF** these action plans are integrated into school improvement planning processes and supported by CSOs and relevant authorities, **THEN** children and youth will be provided with strategies and tools to support their access to education. This includes but is not limited to girls' education campaigns, assistive devices or screening tests to identify children living with a disability, support to obtain birth registration cards for Internally Displaced Persons (IDP) children so that they have the required documentation for enrolment to school and other education institutions. **IF** education institutions are provided with quality technical

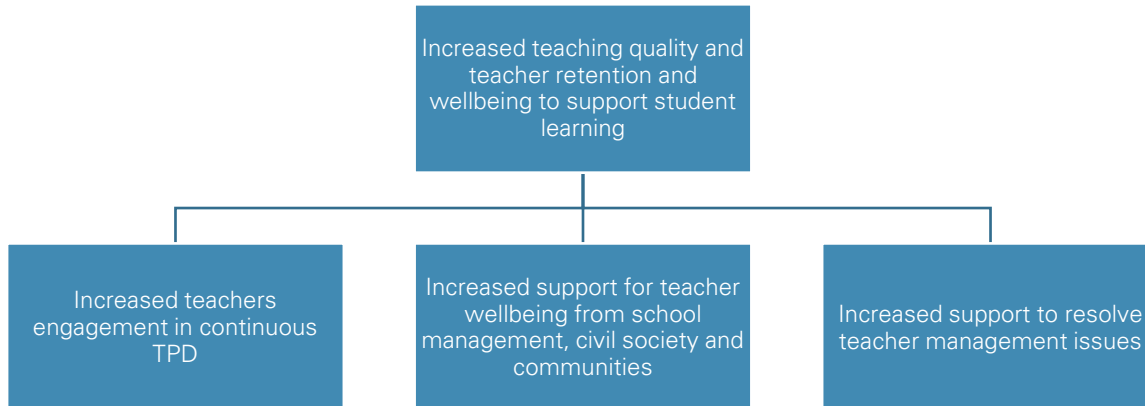
¹ Ainscow, M (2005) Developing inclusive education systems: what are the levers for change? Journal of Educational Change. 6: 109-124

guidance, professional development and infrastructure support **THEN** school communities, including SMCs, PTAs, student representative councils and other school groups will be able to create and sustain inclusive learning environments for all children. This includes but is not limited to upgrading gender and disability inclusive Water, Sanitation and Health (WaSH) facilities, building inclusive playgrounds and/or implementing specialist programs for OOSCY returning to school. **IF** communities, civil society actors and CSOs are effectively engaged to support education institutions to address GEDSI barriers, **THEN** action plans will be delivered, and enrolment of vulnerable children and youth will increase.

IF children and youth's voice is strengthened through school clubs, leadership groups and other student representative bodies and **IF** school leaders and SMC receive professional development on child protection and other school safety matters, **THEN** schools will become proactive in conducting student-led school safety and inclusive audits and ensuring that school learning improvement plans include initiatives that enhance school safety and respond to the needs and issues identified by children and youth. **IF** communities, civil society actors and CSOs work together with education authorities **THEN** important school related policies and practices can be established to ensure all children and youth are safe and protected in their learning environment. This includes but is not limited to school/teacher code of conduct and child protection (CP)/Inclusive Education (IE)/mental health and psychosocial support (MHPSS) programs and referral pathways. Child and youth will be empowered through actively engagement in child and youth clubs to make decisions and initiate actions that tackle issues they identify as important to their lives. This includes but is not limited to youth led climate action, peace education and promoting girls' education and the education rights of children with disabilities. This is important **BECAUSE** children and youth are likely to stay engaged in education when that education is relevant and responsive to their interests and delivered in an environment where they feel safe to speak and act freely.

IF children and youth have greater access to health and nutrition services at school and climate smart food production **THEN** they will not miss school because they are hungry and their concentration in class will improve. This will also have a positive impact on engagement and learning outcomes. **IF** school/community gardens and food production initiatives are established using climate smart practices and technologies, (such as biogas stoves, drought resilient seed, etc.) **THEN** this will contribute to improvements in food security and community resilience. Evidence shows home grown school feeding programs have a positive impact on education, rural community development and resilience (see evidence brief xxx). This, together with Norad's food security strategy, has informed ADRA's approach to the integration of food security within education. **IF** this activity is coordinated with local civil society actors (such as PTAs and mothers support groups), then schools will become vibrant centres where initiatives such as school/community gardens and other climate smart food production initiatives are established. This will be possible **IF** health/agriculture/environment authorities provide timely technical assistance and guidance to ensure health and nutrition benefits are maximized. **IF** local civil society actors receive appropriate food production equipment and supplies **THEN** they will be able to start and/or sustain their initiatives in schools or in their communities. Integrating food production within the school community will be possible **IF** civil society actors are willing to offer their time and knowledge to the initiative, and the natural environment is conducive for school/community gardens to flourish, including land and water availability.

Outcome 2 pathway to change



IF teachers have access to frequent high quality and relevant teacher professional development (TPD) **THEN** they will develop knowledge and skills to enhance their teaching practice. **IF** the professional development programs/courses are designed/developed in collaboration with relevant education authorities and teacher training institutes/colleges, informed by teacher’s learning needs and evidence of what constitutes effective in-service TPD **THEN** the in-service programs/initiatives will be effective at improving teaching practice. According to evidence (see evidence brief xxx), in-service TPD should focus on classroom application, be practice driven, based on teachers’ needs, focused on problems of pedagogy and content that are evident in schools/learning institutions, provide consistent guidance and support over a long period of time and be regularly monitored and evaluated.²

Importantly, **IF** we want to see sustained improvements in teaching practice, **THEN** teachers must have access to competent mentors/coaches (this may be head teachers, senior/exemplar teachers or trainers) who know how to model effective practice and provide quality mentorship to teachers. This is **BECAUSE** across the body of global literature, sustaining quality teaching practice requires mentorship that is connected to school communities and that builds strong working relationships amongst teachers.³ The emergence of teacher learning circles (TLCs) or mechanisms that bring teachers together to reflect on their practice, plan lessons together, observe each other’s lessons and model teaching practices has been found to be pivotal in improving teacher’s instructional practices and an effective low-cost sustainable approach to TPD.⁴

IF CSOs work with relevant education authorities to support and strengthen school-based mentors/trainers, provide professional development to school leaders and SMC so that TPD is fostered at the school level and if schools receive relevant teaching and learning resources **THEN** regular school based TPD activities such as TLCs, peer lesson observation and mentor sessions will be implemented effectively. **IF** this is complemented with quality teaching and learning resources **THEN** this will enhance teacher’s instructional practice and stimulate student learning. The professional development provided to school leaders, SMC and teacher’s themselves should also focus on teacher wellbeing **BECAUSE**

² Sayed, Y (2009) ‘Teacher Professional development: Lessons and Experiences’ in proceedings of the 2nd National Continuing Professional Development Education Conference. Namibia: NIED; Schwille, J., Dembélé, M., and Schubert, J. (2007). Global perspectives on teacher learning: improving policy and practice. International Institute for Educational Planning (IIEP) UNESCO

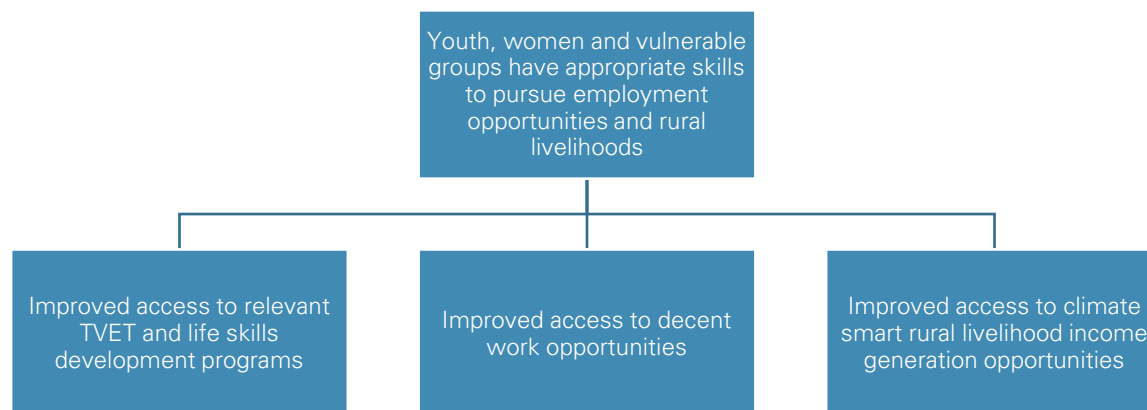
³ Darling-Hammond et al. 2009, Professional learning in the learning profession: A status report on teacher development in the United States and abroad. National Staff Development Council: Dallas

⁴ Cordingley, et al. (2003) The impact of collaborative CPD on classroom teaching and learning. Research Evidence in Education Library. London.

research shows that teaching is one of the most stressful professions and teacher wellbeing is a key driver of teacher absenteeism and dropout.⁵ This stress is amplified in crisis and conflict-affected contexts where teachers often work without professional development support, certification, or compensation.⁶ **IF** support is provided to teachers at the school level (such as housing and food assistance) **THEN** this can buffer some of the stress related management issues faced by teachers in crisis and conflict-affected contexts. This will only be possible **IF** the school community understand and value teachers in their community. ASPIRE will work closely with civil society actors to raise awareness on the importance of and increase the status of teachers in the community. This will be complimented by specialist referral support (such as PSS for anxiety and depression) when required through CSO and school level engagement with relevant health and education authorities.

IF teacher management issues can be resolved through engagement with CSOs (such as teacher unions) who can advocate or raise teacher management concerns with relevant education authorities **THEN** teachers will be recognized by the relevant authorities, be registered on payroll and receive an equitable salary and be afforded the status they deserve in society. In some circumstances, ASPIRE might work directly with education authorities to address barriers and blockages in teacher management systems (such as verification checks) that will contribute to changes in policy and practice regarding teaching management. This will improve teacher retention and contribute to improved teaching practices and student learning outcomes.

Outcome 3 pathway to change



IF youth, women and other vulnerable groups have access to relevant TVET/life skills development/adult literacy programs where the curriculum has been informed by the interests of these groups, an appropriate value chain/market analysis and developed with relevant education authorities and other stakeholders **THEN** applicable technical and life skills for employment, decent work and livelihood opportunities will be developed. **IF** TVET trainers are available then CSOs can work closely with relevant education authorities to enhance the capacity of TVET/life skills trainers. **IF** TVET facilities are equipped with suitable equipment and teaching and learning resources, **THEN** TVET/ life skills development programs will be implemented effectively. **IF** youth, women and other vulnerable groups are provided with

⁵ Greenberg, M. T., Brown J. L., Abenavoli, R.M. (2016). "Teacher Stress and Health Effects on Teachers, Students, and Schools." Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.

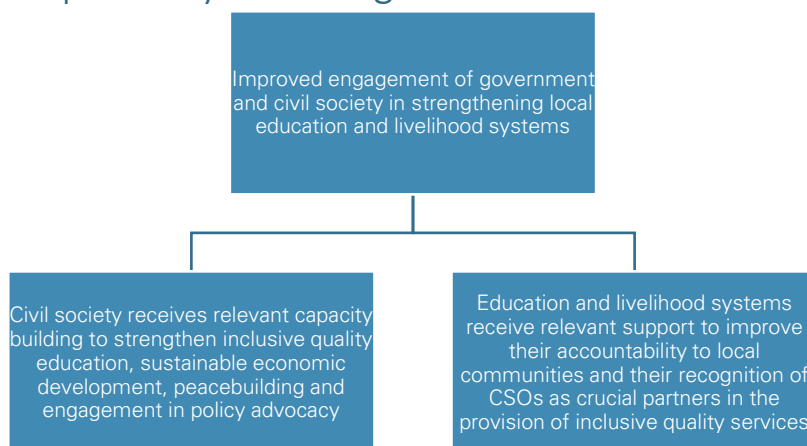
⁶ Mendenhall, M., Gomez, S. & Varni, E. (2018). Teaching amidst conflict and displacement: Persistent challenges and promising practices for refugee, internally displaced and national teachers. Paper commissioned for the 2019 Global Education Monitoring Report, Migration, displacement and education: Building bridges, not walls. UNESCO and GEMR. Retrieved from <http://gem-report-2019.unesco.org/background-papers/>

scholarships/incentives **THEN** they will be supported to access these TVET/life skills development programs. And importantly, **IF** the labour market is able to absorb newly trained youth, women and other vulnerable groups **THEN** then the target population will have job prospects and be able to obtain decent work.

IF youth, women and other vulnerable groups have access to decent work opportunities through job placements, work experience and other forms of exposure to work **THEN** they will develop experiences that will enhance their job prospects and suitability for employment. **IF** local businesses are open to internships **THEN** this will provide an enabling environment for CSOs to work with TVET centres to establish/expand business partnerships so that internship/job placement opportunities can be offered. **IF** initiatives such as job fairs are organized **THEN** youth, women and vulnerable groups will have opportunities to understand the diversity of jobs available in the local market/business/agricultural sector. This will be enhanced **IF** youth, women and vulnerable groups are provided with scholarships/incentives to support their on-the-job workplace opportunities and/or provided with small business start up funding and equipment. This will ensure that they are in a better position to embrace the opportunities and either transition to employment or small business. **IF** CSOs work with local CSOs, such as workers unions and the Chamber of Commerce, to advocate for decent work **THEN** youth, women and other vulnerable groups can have access to jobs that treat their employees fairly.

IF CSOs work with relevant authorities to establish youth/women's/farmer groups and cooperatives and if these groups are trained in climate smart rural livelihoods **THEN** youth, women and other vulnerable groups will acquire relevant skills for income generation in their communities. **IF** these groups are provided with support to establish a revolving fund or given start-up funding, equipment and supplies **THEN** they will have starting capital and resources to begin or extend their rural livelihood into value chain production. **IF** CSOs can assist in connecting groups to markets and working with farmers unions to advocate for sustainable economic development for rural communities **THEN** livelihood opportunities can be secured and sustained in the long-term. And, importantly, **IF** the purchasing power in the local community is conducive for business and there are avenues for market access and demand for the products **THEN** rural livelihoods can be established at a sufficient scale to provide produce and/or products to sell.

Outcome 4 pathway to change



IF CSOs receive relevant capacity building through participating in capacity development/strengthening initiatives such as training and mentoring **THEN** civil society will have greater influence on how government systems support inclusive quality education, sustainable economic development and

peacebuilding. **IF** capacity building programs are informed by a robust capacity needs assessment designed with CSOs **THEN** CSOs will be more likely to take advantage of and benefit from capacity building opportunities that enhance their programming and advocacy objectives. **IF** ASPIRE can complement its capacity building support with operations support and assistance to develop action plans and advocacy strategies **THEN** CSOs will be able to enact their plans effectively. **IF** CSOs engage in national, regional and global coalitions and networks and disseminate research, evidence and knowledge products generated through the ASPIRE program **THEN** CSOs will be able to contribute to better harmonization and coordination of development and humanitarian practice and improved policy advocacy outcomes. This will be possible **IF** ADRA Norway engages with ADRA CSO partners and other CSOs in each country with ADRA a shared vision for an inclusive, sustainable and peaceful society.

IF education and other relevant systems are supported to provide inclusive quality services **THEN** these systems will be strengthened to better serve children, youth, women and other vulnerable groups, and this can lead to better education and livelihood outcomes. **IF** a combination of resourcing for institutional/operational support, targeted capacity development and technical guidance is provided to subnational and national authorities to address system blockages and improve system cohesion **THEN** education and other relevant systems will function more effectively. **IF** CSOs join relevant institutional technical working groups **THEN** they can contribute to national policy reform and ensure education and other relevant systems remain focused on improving the quality of services for children, youth, women and other vulnerable groups. This will be possible **IF** governments remain open to engagement with civil society and if the political environment is conducive for unions and other CSOs to advocate with and on behalf of children, youth, women and other vulnerable groups. More about ADRA Norway's engagement with the civil society and localization are found in annexes 5 and 6.

Annexes

- Annex 1. Evidence Brief Food Security
- Annex 2. Evidence Brief TVET
- Annex 3. Evidence Brief Evidence Brief Inclusive Education
- Annex 4. Evidence Brief Teacher Professional Development
- Annex 5. Partnership Approach
- Annex 6. Localization Strategy

2. ASPIRE RESULTS FRAMEWORK 2024-2029

