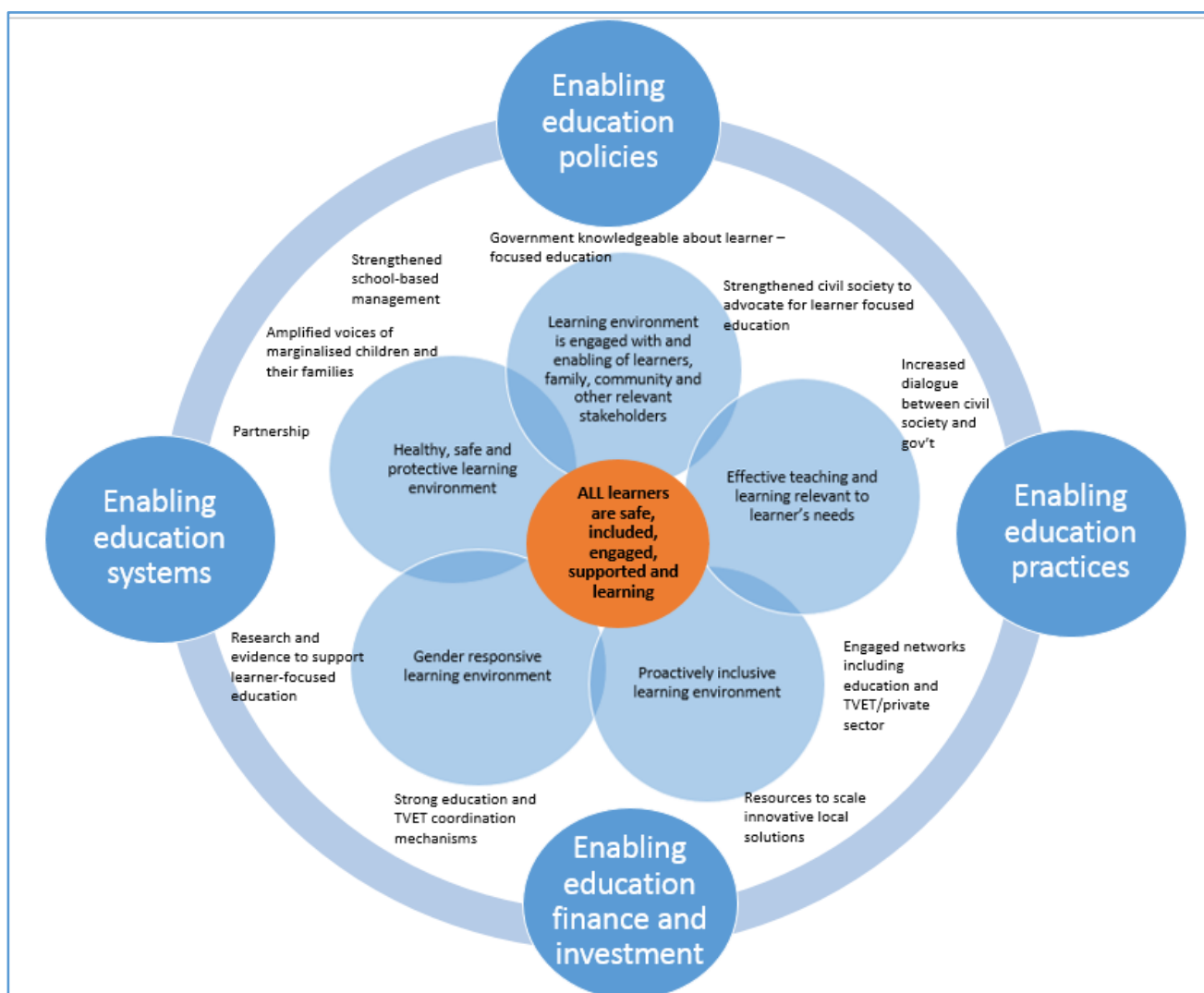


SEAQE2 Theory of Change

1. ADRA Norway's Learner Focused Approach:

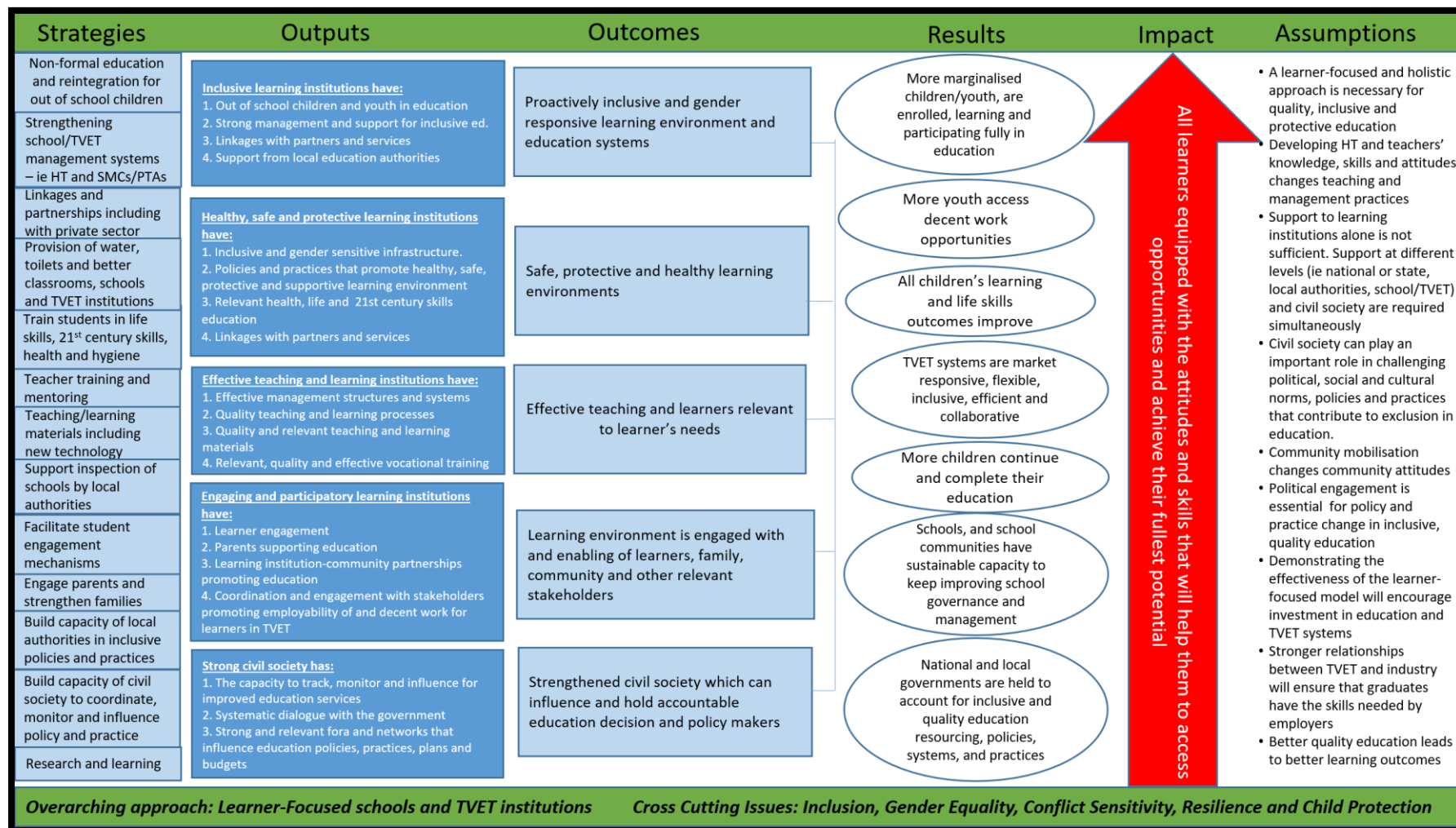
SEAQE2 fits in with ADRA Norway's Learner-Focused Approach, a central part of our new education programme strategy. This learner-focused model has evolved in response to lessons learned during the implementation of the previous four year strategy. The four key domains regarding learning environment strengthening in educational institutions (including schools, non-formal education and Technical, Vocational Education and Training (TVET)) are inclusion; safety, health and protection; engagement of students, families and communities as active participants in education; and effective teaching and learning. SEAQE2 will be gender-responsive in creating environments and capacities fostering equality. Lessons learned have also demonstrated that to be effective, improvement of learning environments must be accompanied by parallel strengthening of the governance system at various levels including Local Government, State, and Federal levels. Improving educational institutions must be supported by strengthening civil society to influence enabling policy, practice and governance environments. This has led to the overall model for the ADRA Norway learner-focused approach as presented in **Figure 1**.

Figure 1: ADRA Norway Learner-Focused model



2. SEAQ2 Theory of Change

Figure 2: SEAQ2 Theory of Change



2.1 Introduction

Goal: *All learners are equipped with the attitudes and skills that will help them access opportunities and achieve their fullest potential.* **Objective.** *All learners, regardless of background, ability and gender, equitably access, engage and learn in inclusive educational institutions.* These include: primary/secondary schools, non-formal education and Technical and Vocational Education and Training (TVET) in target areas in Ethiopia, Myanmar, Somalia and South Sudan. Overall, SEAQE2 will work with 70,450 students (50% girls). SEAQE2 will promote inclusive, gender-responsive education; facilitate healthy, safe and protective learning environments with appropriate infrastructure, policies and action; strengthen effective teaching, learning and school management; engage students, families and communities as active participants in education; and build civil society to hold government accountable for education systems, policies, practices and investment. Under SEAQE2, TVET will shift from being supply-focused to demand-driven and competency-based programs, with close links with private sector. Cutting across SEAQE2 will be inclusion, gender equality, conflict sensitivity, resilience and child protection.

SEAQE2 will expand into new target areas and will mainly work with education institutions not targeted in SEAQE, in order to expand the impact of the previous program in the four targeted countries. However, in each country, selected SEAQE schools will be carried over for SEAQE2. In Somalia and South Sudan, this is due to the conflict and drought, and the fact that these selected schools did not reach the full benchmarks for SEAQE. In South Sudan, it also includes reopening original SEAQE schools which closed down due to the conflict. In Ethiopia, Somalia and South Sudan, there was also a high turnover of teachers and Head Teachers (HT) because of the context. Inputs will be done at an appropriate high level to ensure that these schools reach SEAQE2 standards. In Ethiopia, Somalia and South Sudan, this intervention will be phased out once these schools reach SEAQE2 benchmarks. In Myanmar, continued coverage of ethnic schools from SEAQE will take place at a suitable level to ensure benchmarks are met, and so that SEAQE2 can continue to promote dialogue and cooperation in the peace process.

2.2 SEAQE2 Long-term Change for Impact

Reflecting the principles of inclusion and equity, schools, non-formal centres and TVET institutions will be accessible, welcoming to all children and seeking out marginalised children. Learner-focused pedagogical approaches will be implemented in healthy, safe and protective learning environments that encourage the democratic participation of children, parents and the community. Better quality teaching should lead to an increase in learning for children in educational institutions. The increased likelihood of learning, and the increased inclusivity of educational institutions should begin to attract more learners to education, leading to an increase in enrolment rates. This should result in children who were previously excluded now gaining access, and more children staying in school and more youth having access to economic opportunities or further education.

As the quality of teaching in schools and training in TVET increases and relevant skills are taught, learning outcomes, including for those children from the most marginalised backgrounds, will improve. Children from hard-to-reach communities will also be accessing a broader and more relevant education through strategies that are appropriate to their social and geographic context. Together, these lead to children and youth being safe and included, engaged and challenged, and supported. Children, in turn, are then more likely to learn and stay in school, go onto further education or get decent work. It also leads to reduced dropout rates because students and their families see the value of education. Moreover, successful educational institutions are viewed positively by the community. This improved reputation leads to greater demand. At an impact level, this dynamic leads to students having greater opportunity to learn, be employed and succeed in life.

In theory, SEAQE2 interventions should move towards becoming sustainable through improved government spending on education resulting from advocacy and civil society led accountability initiatives. This will be supported by increasing level of capacity in educational institutions, local government authorities and regional and national agencies. Civil society organisations (CSOs) will have built sufficient expertise to keep growing the capacity of communities to engage in education, beyond the end of SEAQE2. All of this can only happen if funding levels are sustained or increased, and if resources are targeted successfully at key areas of education.

At a super-impact level, improved learning outcomes and level of education ultimately have a dramatic impact on positive political participation, individual income, national economic growth, improved mental health and health outcomes and a significant reduction in child mortality¹. Other benefits may include reduced fertility rates associated with girls' education, reduction of vulnerability to disasters and enhanced adaptation to climate change², and reduced rate of conflict³. As local economies grow, employment rates can also be expected to rise, and employment-to-population ratios will improve.

2.3 SEAQE2 Outcome and Output Change

The five main outcomes focus on: inclusive education systems; safe, protective and healthy learning environments; quality teaching and learning outcomes; participation of learners, parents, communities and relevant stakeholders; strengthened civil society influencing education policies, practices, plans and budgets. Below, each of the outcomes will be examined to show how the logic and theory of change works towards the impact and super impact of the programme.

Outcome One: Inclusive education systems: SEAQE2 will be proactively inclusive, seeking out and enabling participation of all children and especially those who are different from the majority ethnically, culturally, linguistically, socio-economically and in terms of ability. Ainscow's characterisation of 'presence, participation and achievement'⁴ has guided SEAQE2's interconnected approach to inclusive education. Inclusive education efforts will look for whether all children are present in education; whether they are participating in learning and development activities with other children; and whether they are making progress in learning achievement. If these elements are in place, it is fair to describe the education system as inclusive.

To do this, SEAQE2 will provide resources, advice and training to work with education systems to make progress towards inclusive education. We will **expand access to education** to reach the needs of out-of-school children (OOSC). Firstly, these children and the barriers to their education will be identified. SEAQE2 will then provide flexible learning pathways in both formal and non-formal settings; as well as supporting OOSC to integrate into appropriate levels of school or TVET.

We will strengthen the role of **head teachers (HTs) and parent-teacher associations (PTAs) and school management committees (SMCs)** to ensure that all learning institutions have the leadership capacity to provide and manage education that includes all learners. Management committees with similar roles will also be formed for TVET institutions. We will promote institutional policies and practices that ensure that educational institutions have effective strategies and systems for including and monitoring the presence, participation and achievement of all learners and that actions have taken place.

Through training and mentoring, we will conduct **capacity development for SMCs and PTAs on inclusive education** to identify children in the community who are not in education, understand the reasons why, and work with communities and schools to support children to enroll and remain in school. The training for these groups under outcome one will cover: disability, addressing stigma around disability, identifying, and then tracking and monitoring OOSC once they integrate into school, gender, inclusive education, monitoring of inclusive education; and referrals and partnerships for

children with disabilities (CWD). Within SMCs and PTAs, SEAQE2 will also work to ensure that an equitable number of women and other groups such as people with disabilities or indigenous or minority groups are represented on these committees.

SEAQE2 will develop different training and support modules to **improve inclusive teaching and learning processes in schools and TVET**. Local inspectors will also be made familiar with more inclusive teaching methodology. SEAQE2 staff will provide school support visits on a regular basis to give on-the-job-support to HTs and teachers and ensure that the learning from the training and inclusive practices are implemented in the classroom. SEAQE2 will also work with other agencies to provide trainings for specific groups of CWD such as use of sign language for our staff and teachers.

Partnerships with community, civil society organisations, service providers and donors will also help children attend school or TVET and ensure that all services and institutions involved with marginalised learners, including CWD and their families, work together. It is anticipated that OOSC will receive enrolment support; CWD will receive mobility aids; families will be encouraged to keep daughters in school; and teachers recruited who speak the languages of minority children. SMCs and PTAs will prepare inclusive school development plans and lobby local government for resources to expand and improve schools and TVET.

SEAQE2 will make **TVET accessible to all**, including youth with low literacy and numeracy, child workers, women and rural communities and persons with disabilities. To do this, SEAQE2 will concentrate on addressing policy or practical barriers, such as minimum education levels, and also physical barriers, such as accommodation. SEAQE2 will promote targeted training for women and men in disadvantaged population groups to access to relevant, quality, vocational training and workplace learning, and to productive and decent work. Module-based short-courses including life skills, literacy, and employability skills will be tailored to the needs of out-of-school youth. This will include supportive career information advice and guidance. We will also raise awareness among our stakeholders of these issues around access of disadvantaged groups.

We will **support government authorities** towards ensuring that all schools deliver inclusive education for all children. This includes: building institutional understanding of effective teaching focusing on each child's needs; supporting the development where needed and strengthening of systems, policies and practices on inclusion; increasing the implementation of existing policies with action plans; and strengthening strategies for providing education to hard-to-reach groups through diverse forms of non-formal education. We will also work with local authorities to ensure that their education census and education performance reports incorporate numbers of children out of school and data disaggregated by disability and sex, so that progress in making schools more inclusive in terms of gender is tracked. SEAQE2 will also encourage education authorities to have capacity development plans for education staff to ensure implementation of the policies. Ideally, as a result of SEAQE2, leaders at different levels of the education system will be able to articulate consistent policy aspirations for the development of inclusive and equitable educational practices.

Change expected: As a result of these activities, SEAQE2 will lay foundations for a more inclusive education system. Educational institutions and SMCs/PTAs will encourage all children to enrol in education and ensure that this education accommodates their needs. HT, teachers and SMCs/PTAs will work together to identify and address barriers that prevent children in their community from entering education, from staying in education, and from learning. As a result, more students will access education. This will be supported by education authorities at the appropriate levels who are providing leadership on inclusion and equity in education and challenging non-inclusive, discriminatory and inequitable educational practices.

Classrooms will be learning environments where all students will experience respect, participation in quality education, acceptance and support, enabling them to grow to their full potential. In classrooms, inclusive education will reduce discrimination by supporting pupils with different abilities to grow and develop their skills together. In TVET, marginalised learners will learn occupational skills to provide them with an income. Overall, inclusive education will not just benefit the individual, but benefit society as a whole.

Outcome Two: Safe, healthy and protective learning environments: SEAQE2's learner-centred approach demonstrates concern about the whole person, and his or her rights. SEAQE2 will provide learning environments that are healthy and psychosocially supportive, as well as safe and protective of students, especially for those children who are prone to abuse or in need of special protection.

SEAQE2 will address **different infrastructure needs of learning institutions to promote a safe and secure physical environment**, largely in terms of water and sanitation (WASH), building or upgrading classrooms and providing renewable energy. These improvements will target all children but with particular reference to the needs of girls and CWD including providing separate WASH facilities and safe places for girls, and disability accessible classrooms and WASH facilities for CWD. Training on WASH will also reinforce hygienic skills and behaviours

HTs, teachers and SMCs/PTAs will work together to identify and address barriers around health, protection and safety that prevent children in their community from accessing or completing education. We will work with **HTs and learning institutions to promote institutional policies and practices** that ensure a safe and secure physical environment and a positive psychosocial environment; address all types of violence, such as the abuse of students, sexual harassment and bullying; and that maintain the education system in the face of disasters and emergencies through Disaster Risk Reduction (DRR). School health and nutrition will also be promoted.

SMCs and PTAs will have a mandate to protect and support children in their community. SMCs and PTAs will be supported to mobilise parents to follow and support the progress and welfare of children in education; and ensure that their institutions are safe places for children to learn. SMCs and PTAs will engage in child protection. SMCs and PTAs will work with the HT and students to develop and put in place child protection charters which will highlight what children should expect from their school with regard to safety and protection. SMCs and PTAs will also engage in DRR planning with the school. SEAQE2 will also work with the SMCs and PTAs to **develop reporting mechanisms and referral pathways for protection, health, nutrition and legal support** where needed. Partnerships with community and donors will also support children in need of health, safety or protection services. In places of drought and famine, funding for feeding programmes will be sought from other donors.

Relevant education will be provided to students. A **tailored teacher development intervention** based on mentoring, practical experience in the classroom and ongoing school-based support, will be done for life skills curricula for primary school students and 21st century skills for youth. These will include critical and innovative thinking; interpersonal skills; intrapersonal skills; global citizenship skills; media and information literacy; and age and culturally appropriate health and sexual reproductive health and positive life choices, etc. We will utilise information, communication and technology (ICT) to improve the quality of TVET education provision, including the use of new technologies in open and distance learning for 21st Century skills. This will be piloted in SEAQE2 Myanmar and then replicated in Somalia and Ethiopia. Teachers will also be trained on: psychosocial support, DRR, conflict resolution and peace building; gender issues; feminine hygiene; positive discipline; child protection, and teachers' code of conduct.

Change expected: Overall, providing education for children, especially those who are vulnerable, is a holistic and sustainable intervention that secures the protection and development of all children. Education protects children against exploitation and harm in conflict settings, especially girls and CWD. Education also helps to heal traumatic experiences by building psychosocial skills and supporting conflict resolution and peace-building techniques. Safe, healthy and protective learning environments can also alter some of the more negative aspects of education by reducing bullying, harassment, injury, and absenteeism. It has the potential to diminish stereotyping and prejudice, fear, anxiety, depression, and loss of motivation. This can reduce dropout and improve learning.

Outcome Three: Effective learning institutions: SEAQE2 will promote effective schools and TVET educational institutions which foster quality teaching and learning outcomes for all learners. These learning outcomes will be pedagogically effective and relevant to children's needs for life and livelihood knowledge and skills. This will include working with HTs, teachers, school inspectors and SMCs and PTAs in schools, and the equivalent in TVET institutions.

SEAQE2 will work with schools and TVET institutions to ensure they have **effective management structures and systems that promote quality education**. SEAQE2 will deliver **training and support to HTs** to develop their understanding of their professional role, including demonstrating better leadership, support teachers better and collaborate more effectively with PTAs and SMCs. They are expected to identify some of their teachers' strengths and weaknesses through structured lesson observation, and to address these through professional development meetings. They are also expected to take stronger control of teachers' and pupils' attendance, and the hours of effective teaching pupils receive, through identifying approaches that work in their particular context.

SMCs and PTAs will be strengthened in their capacity to manage and promote quality education, including participating in planning, decision-making, monitoring and resource mobilization. Together, the HT and SMCs/PTAs are encouraged to plan for educational institution improvement: identifying their needs; addressing areas they can respond to; and sharing those issues they cannot solve themselves. Through their self-evaluation and planning, in combination with their improved professional skills, schools move towards practices that enable all children to learn.

Government school inspection systems in SEAQE2 countries are facing a number of common challenges that include human and financial resource constraints, as well as the lack of their capacity and a gap in communication between the school administration and inspectors. SEAQE2 will work to address those issues. We will work with education authorities to ensure that inspection systems meet standards to ensure accountability, and enhance performance of schools regarding teaching standards. For school inspection to contribute to school improvement, SEAQE2 will provide support for inspectors. This will vary in different countries, depending on what is needed. However, all inspectors will be trained in the learner-focused approach, identifying areas for improvement, providing effective communication and action plans with the teacher and following up to see if the recommendations have been followed.

Teachers will receive training and support to improve effectiveness and become more competent. The following evidence-based approaches⁵ will be used for teacher training, recognising that they will be implemented differently across contexts: 1) providing practical experience in the classroom and ongoing school-based support, instead of one-off theoretical training; 2) assessment of teacher knowledge and performance rather than reliance on credentials, backed by intensive remedial interventions where teachers fall short of minimum standards; 3) working with effective, learner-friendly teaching strategies, such as teaching at the right level for each student through an interactive approach, regular assessment, use of teaching aids, managing pupils' behaviour positively, and, where practical, teaching in small groups.

To help develop learning environments which promote and demonstrate teaching effectiveness, SEAQE2 will work to ensure quality content with relevant curricula and adequate materials for literacy, numeracy, subject specific areas and learner-focused teaching-learning processes, with relevant and appropriate technology applications to reduce disparities and promote learning. SEAQE2 will use interactive ICT approaches, utilizing new technologies to enable children to learn at their own pace.

The **TVET subsector** faces quality and management issues in SEAQE2 countries. SEAQE2 will work with TVET systems to shift from a supply-side orientation toward demand-driven and competency-based programmes. TVET management systems and funding mechanisms will be reviewed and strategies proposed to support development of a flexible, demand-driven training system. We will strengthen the **management capacity of TVET institutions** throughout the skills development cycle. We will work so that that TVET institutions' leaders and teaching staff are trained and qualified.

SEAQE2, together with partners and stakeholders, will make decisions about training and skills-based instruction on **robust data to understand sources of employment demand**. We will work with government and institutions to ensure that TVET curricula and training programmes are of high quality, focus on learning outcomes and include both work-related skills and 21st century transferable skills. We will promote different forms of work-based and classroom-based learning where appropriate. Centres of excellence will be developed to support and strengthen the local workforce. As a result, the industry will benefit from higher skilled workers and students will benefit from quality skills development, which will increase employment opportunities.

Change expected: School/TVET management teams will communicate their resourcing needs to the local government authorities through a development plan. In turn, the local government authorities should develop its annual plans based on these development plans. Partnerships will also underpin the cycles of quality improvement as local government authorities deliver effective services to schools, and regularly monitor their performance through school inspection.

Training which engages with the realities of teachers' and HT professional contexts, skills, and experiences will enable teachers to be better able to respond to the needs of all children. As teachers start to understand how they can make a difference to children's learning and feel more professionally skilled, morale will improve. As their HT and local authorities treat them as professionals, respecting and building their skills, they will invest more in their work and attendance will improve. As they understand that their HT and SMC/PTA are monitoring their attendance and engagement, their overall standard of work and engagement with their professional role will improve.

Better quality teaching should lead to an increase in learning for children. The increased likelihood of learning, and the increased inclusivity of educational institutions should begin to attract more children to education, leading to an increase in enrolment rates. This should then result in children who were previously excluded now gaining access, and more children staying in education and transitioning to higher levels. If more children attend education, and simultaneously the quality of teaching increases, learning outcomes for children, including those from the most marginalised backgrounds will improve.

With increased TVET quality assurance and responsiveness to current and emerging patterns of labour market demand, employability, productivity, industries in SEAQE2 countries will benefit from higher skilled workers and students will benefit from quality skills development which will increase employment opportunities and their income.

Outcome Four: Engaged participation: SEAQE2 will focus on the whole learner by proactively enabling and engaging participation of students, parents and communities in partnerships to provide

effective learning environments that promote inclusion, health, safety, psychosocial support, gender-responsiveness and protection of children's rights.

SEAQE2 will **engage learners in educational institutions**, giving them participation and decision making roles relevant to their education. SEAQE2 will support schools or TVET systems to provide mechanisms such as student parliaments or councils where students can express their opinions and concerns about important issues and influence decisions of management in their educational institution. These groups will have equitable gender and age distribution among their members. Educational institutions should engage students' consultation in decision making bodies such as SMCs and PTAs. Mechanisms for complaints and redress accessible to children regarding corporal punishment and other forms of abuse will be made available. Students will also participate actively in organisations such as teams and clubs. As a result of these activities, teachers and administrators will consider children's views, ideas, opinions, and suggestions in planning and decision-making.

Parents will learn to participate more positively in their children's education. As parents play an integral role in assisting student learning and well-being, they will receive parental training, training on the importance of their role in education and be encouraged to regularly visit their child's education institution. Teachers and administrators will be trained on improved communication techniques, and to set up two-way communication between the educational institution and the family. This will empower parents to be involved in decision-making on relevant issues. Parents will then, in turn, promote educational values and practices at home, whether encouraging homework, promoting inclusion, or supporting cooperation with others. Family strengthening activities will also be undertaken with extremely marginalised families. This includes setting up Village Savings and Loan Associations and REFLECT or literacy circles.

SEAQE2 will ensure that **learning institutions have strong links with community** leaders, is responsive to the needs for the community and provides opportunities for exchanging ideas with community members to increase quality and equity of service provision. Management of educational institutions will be trained to involve community members in volunteer programmes, or engage community women and men with special knowledge or skills as resource people such as role models, or trainers. Management will also be trained to develop partnerships with local businesses, civil society groups and NGOs to advance student learning, resourcing and assist families. SMCs and PTAs will be trained to source increased resources, including material support (money or in kind) or education resources or services from the wider community or private sector.

SEAQE2 will establish a **multisector approach for TVET programming** by developing and fostering institutional arrangements with other sectors, relevant ministries, departments and authorities, research institutions and the private sector to define skills relevant to market needs, establish skills standards, improving career counselling and mentoring and develop demand driven curricula. We will strengthen linkages between training systems and the private sector to overcome labour market failures, such as, for example, information barriers preventing qualified people finding out about relevant job opportunities. We will coordinate with the private sector to provide youth with the relevant skills they need through on-the-job training. TVET business advisory fora will be set up to coordinate employer engagement processes including curriculum development, internships, placements and technical support. SEAQE2 and employers will ensure protective work environments for TVET learners in regards to workplace safety, workplace policies and practices, employment rights and practices. Students will be linked with relevant TVET stakeholders, including private sector, women's and worker's associations and advisory fora, through communication and various media.

Change expected: Learners, parents, community members and other stakeholders having a say in the structure, content and process of education fulfils the principle of democratic and child participation.

This leads to further accountability of schools and TVET institutions to various stakeholders, most importantly the students themselves. This discussion then is a springboard for dialogue between schools and communities and links between educational institutions, policymakers and administrators. Partnerships between communities, educational institutions and local government will ensure that communities have channels through which to address any additional concerns they may have and address education needs which communities alone cannot provide. Community, through SMCs, PTAs and CSOs can help lobby for changes in policy or practices that are keeping children out of education. Additionally, through linking TVET systems and students with various stakeholders, long-term sustainability and relevance of TVET will be improved.

Outcome Five: Strengthened civil society: SEAQE2 will strengthen the capacity of CSOs, including local ADRA partners, to track, monitor, report and conduct advocacy for improved education for marginalised groups; strengthening dialogue between civil society and government; and utilising and strengthening fora and networks which will influence education policies and practices.

SEAQE2 will **build the capacity of ADRA partners in technical and organisational areas** that will support their education programme. ADRA Norway will facilitate partner-based self-assessments, and tailored capacity-building plans for partners will address gaps identified. Outcomes of these assessments will be used by ADRA Norway to track changes in a partner organisation's capacity over time. ADRA partners will, in turn, build the capacity of other CSOs.

A key project strategy will be to **partner with and build capacity of local government to engage with communities**. Education officials are often frustrated with the state of education services, and so SEAQE2's approach will build better mutual understanding and to find solutions which address concerns on both sides. The project will adopt multiple strategies and strike a balance between insider and outsider approaches to influencing the state. A number of media activities will be used, feeding results from project activities, particularly research, to the broader society.

SEAQE2 will emphasise **partnerships and dialogue between civil society and government authorities**. A key aspect of this is identifying, claiming or creating spaces where this interaction can take place. This can range from very visible public fora to private one to one meetings. SEAQE2 will identify what works in each situation, and make sure we are being strategic in our dealing with authorities, balancing their interests and incentives with the necessary demand-side pressure from civil society. Linked to the wider interaction process aiming to enhance accountability, this will include ongoing monitoring and scrutiny of education service delivery undertaken by communities and CSOs, often in partnership with local government authorities, and the feeding back of this information into the dialogue process.

SEAQE2 will map relevant stakeholders and **strengthen linkages and networks with other education stakeholders** to increase complementarity in responses, reduce duplication and bring about better development with and for those with whom we work. Together, we will conduct research, and learning from evidence to inform our joint advocacy measures. We will track, monitor and scrutinise education plans and budgets and advocate on education and relevant issues regionally and nationally. This will involve planning, agreeing on and implementing joint partner activities and develop synergies with partner CSOs, NGOs and INGOs to leverage government resources, to ensure education gaps are filled in response to vulnerable populations. We will also utilise evidence from schools, TVET institutions and communities and vertically link it from the local to state and national levels of advocacy. ADRA partners are all part of relevant Education and TVET Working Groups and Clusters in their countries and will maximize best practices and tools established by these and other programmes.

Change expected: Through building the capacity of communities to know and claim their rights in education; building the capacity of civil society to engage effectively with government structures;

creating interface opportunities between government and school management; and promoting linkages and leverages, SEAQE2 will contribute to a process of change resulting in education authorities being more capable, accountable and responsive to schools, TVET and communities for education services. This is something that many organisations are working on. SEAQE2 therefore views this change as being a result of the combined efforts of all these organisations, and through strengthening fora, networks and partnerships, together we will influence government to invest more in inclusive, quality and protective education for all children.

2.4 SEAQE2 Assumptions

SEAQE2 is a complex programme. Each transition in the results chain and component of the programme depends on assumptions holding true. This section briefly reviews the evidence base that SEAQE2 has developed from its work in SEAQE to date⁶. Gaps identified in the assumptions will need to be followed up to gather and make sense of the data. As assumptions are specific to a context and not static, they need to be tested regularly and updated. Only then can they be used for guiding the development intervention and change process for SEAQE2. Assumptions will be reviewed annually during annual partnership meetings. At this time, the SEAQE2 team and key partners and stakeholders will come together to discuss the validity of assumptions and update them where appropriate.

Table 1: Mapping evidence base to support core assumptions underpinning SEAQE2 ToC

Core Assumption	Description of the assumption	SEAQE evidence
A learner-focused and holistic approach is necessary for quality, inclusive and protective education	Head teacher effectiveness, teacher effectiveness, inclusive and protective school practices, improved school planning, functional PTAs and SMCs, participation of learners, parents and communities and civil society are all necessary for strengthened capacity of schools to deliver improved and more inclusive education.	<ul style="list-style-type: none"> • SEAQE used the ‘whole school approach’, focusing on improved inclusive infrastructure, improved and effective head teachers, competent teachers, school management including Parent Teacher Associations (PTAs), School Management Committees (SMCs) and Community Education Committees (CECs), and supportive local education authorities, and inclusive practices across schools and local government. • There was a link between the ‘whole schools’ and increased access. ‘Whole schools’ had a 31% increase in children attending school, while in schools with ‘part school’ inputs, there was only 22% increase in children attending school. • Additionally, girls’ enrolment percentage within schools receiving the whole school approach from SEAQE Africa increased from 41 to 44% while girls’ enrolment in ‘part schools’ decreased from 48 to 47%. • Overall, learning outcomes improved by 39% and the gap between boys’ and girls’ learning outcomes has been reduced.
Developing HT and teachers’ knowledge, skills and attitudes changes teaching and management practices	Teachers’ and HTs’ skills and knowledge are a core constraint to school quality. If this is addressed, teaching and learning practices will change.	<ul style="list-style-type: none"> • The Effective Teaching and Learning Environment assessment in Yr 4 showed that working with teachers and HT to develop their knowledge, skills and attitudes changes their teaching and management practices. Across SEAQE Africa, 56% of Head Teachers assessed were performing effectively, and 53% of teachers (both from a baseline of zero) were teaching effectively. 90% of teachers in Myanmar (from a baseline of 45%) were shown to be performing effectively.

Support to learning institutions alone is not sufficient. Support at different levels (ie national or state, local authorities, school/TVET) and civil society are required simultaneously	Support to schools and TVET institutions alone is not sufficient to ensure sustainable quality improvements. Improvements demanded by civil society in management and accountability, as well as in policy and practice in education are required, particularly in the areas of inclusive, quality and protective education.	<ul style="list-style-type: none"> • More analysis is needed, this assumption is under evaluated. This will be explored by the final evaluation.
Civil society can play an important role in challenging political, social and cultural norms, policies and practices that contribute to exclusion in education.	Civil society plays a critical advocacy role in education, through challenging political, social and cultural practices that contribute to exclusion and to giving voice to groups with little power.	<ul style="list-style-type: none"> • This was not tested or evaluated under SEAQE.
Community mobilisation changes community attitudes	Communities tend to see school as belonging to the government. However, community attitudes to schools and TVET and a sense of ownership can be built through community mobilisation, with the support of SMCs and PTAs.	<ul style="list-style-type: none"> • SMCs and PTAs successfully worked in some countries to support marginalised children, including CWD, coming into school and addressing barriers. • In Africa, SEAQE has directly led to an additional 533 CWD attending school, 51 % of these being girls. In SEAQE 'whole schools', there has been a 148 % increase in girls with disabilities attending, and an 85 % increase in schools in 'part schools'.
Political engagement is essential for policy and practice change in inclusive, quality education	SEAQE2 needs to invest significant time in political engagement activities. This includes engaging local authorities, but also bringing evidence of SEAQE2's approach to the attention of political leaders at higher levels such as state and national.	<ul style="list-style-type: none"> • This was an assumption that was under-evaluated in SEAQE. Political engagement was not a significant activity under SEAQE, except in Somalia. As a result, few government resources were leveraged in most countries. There were some government policies and practices changed, notably in Somalia, and this was a result of their political engagement and embedding of technical assistance in the ministries.
Demonstrating the effectiveness of the learner-focused model will encourage investment in education and TVET systems	Piloting the learner-focused model with demonstrable results will secure government buy-in and convince government to use their own resources to scale up the positive impact of the model.	<ul style="list-style-type: none"> • This was under-evaluated during SEAQE. During SEAQE this was also an assumption, but without political engagement, or evidence gathered and disseminated to governments or in the public domain, this did not happen.
Stronger relationships between TVET and industry will ensure that graduates have the skills needed by employers	The involvement of industry as a key stakeholder is a decisive factor to ensure TVET quality assurance, relevant training, graduate skills and employment placement.	<ul style="list-style-type: none"> • Different variables were not tested in SEAQE. This needs to be tested in SEAQE2.
Better quality education leads to better learning outcomes	Educational outcomes will improve if teachers are effective, and if the teaching and learning environments are supported by effective school organisation, community involvement, and district support and monitoring.	<ul style="list-style-type: none"> • This was tested under SEAQE. Overall, learning outcomes improved by 39% and the gap between boys' and girls' learning outcomes was reduced. When comparing learning outcomes at target schools to those of the neighbouring area, SEAQE target schools scored, on average, 13% higher in learning outcomes.

¹ Educate A Child and Results for Development Institute (2013). *A Moral Obligation, an Economic Priority: The Urgency of Enrolling Out of School Children* (High Level Strategic Meeting to Accelerate Efforts to Reach Out of School Children). Doha: Educate A Child.

Plan International Global Advocacy Team (2012) *Plan's Learn Without Fear campaign: Third progress report*. Woking: Plan and Plan International West Africa (2012).

Plan International (2012) *BIAAG 2012 Research: Overall Report – Girls' Retention and Performance in Primary and Secondary Education: Makers and Breakers*. Dakar, Plan International West Africa

² Lutz, W., Muttarak, R., Striessnig, E. (2014) Universal education is key to enhanced climate adaptation, *Science*, 28 Nov 2014 : 1061-1062

³ Dixon, J. (2009) What Causes Civil Wars? Integrating Quantitative Research Findings. *International Studies Review*. 11. 4, p. 703-735.

⁴ Ainscow, M (2005) Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*. 6: 109-124

⁵ Evans, D. et al. (2015). *What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews*. Policy Research Working Paper. Washington DC: World Bank. Available from:

<http://documents.worldbank.org/curated/en/516191468172488103/pdf/WPS7203.pdf>

Nag, S. (2014). *Education Rigorous Literature Review: Literacy, Foundation Learning and Assessment in Developing Countries*. London: Department for International Development. Available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/305150/Literacy-foundation-learning-assessment.pdf

⁶ Broader research evidence from SEAQE countries and other contexts, as the purpose is to map out SEAQE's own evidence building activities, as well as plan for those for SEAQE2.