

## ANNEX 01: THEORY OF CHANGE

Overall Theory of Change Diagram .....	2
Overarching Theory of Change Statement .....	3
Context Barriers.....	4
Cross-cutting Issues.....	5
Outcome 1 Change Pathways .....	7
Outcome 2 Change Pathways .....	10
Outcome 3 Change Pathways .....	12
Outcome 4 Change Pathways .....	14

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, Uganda, 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 on the next page 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 (Annex 06), 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.

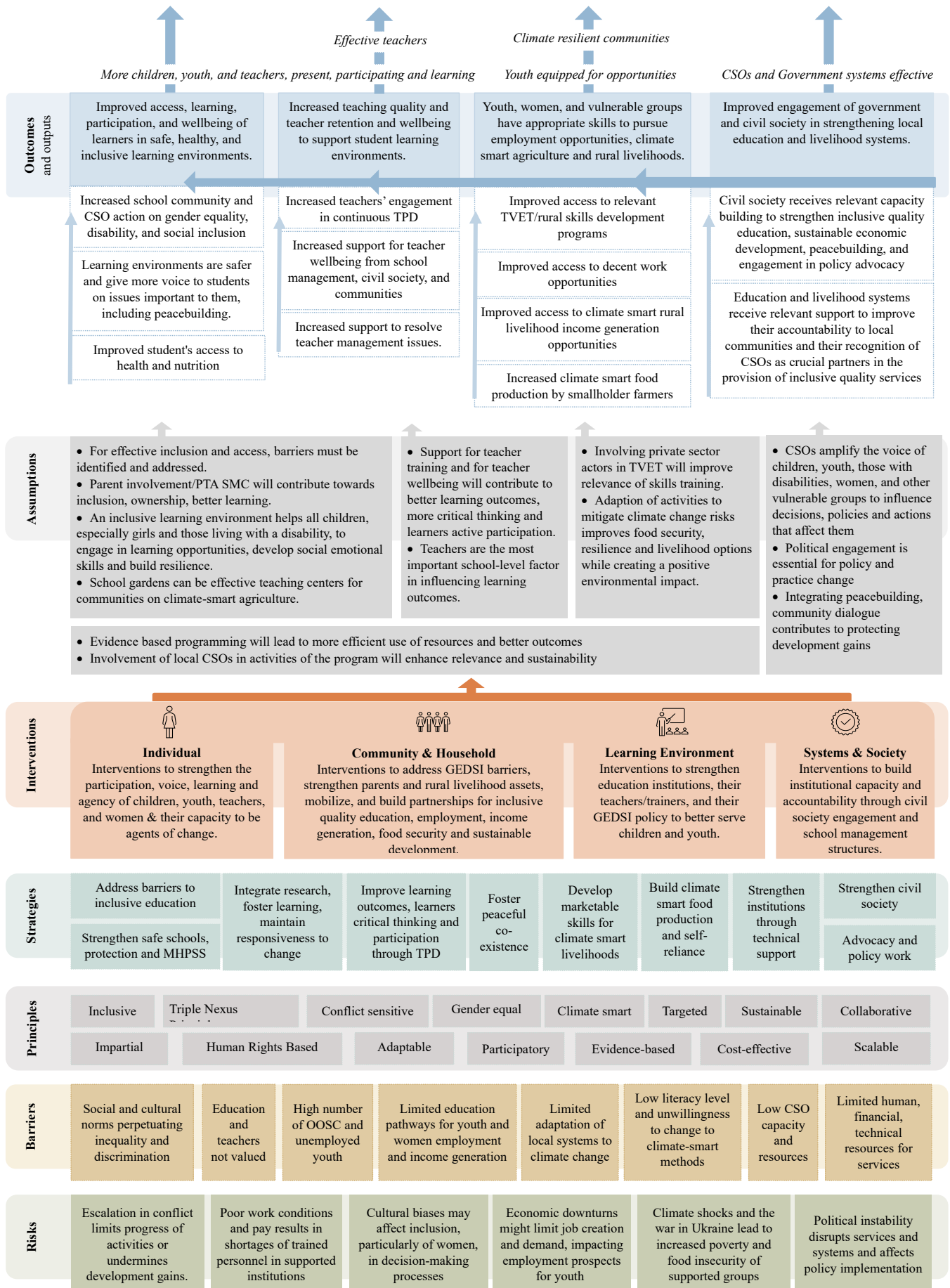
ADRA has identified four interrelated pathways of change that collectively contribute to building peaceful, resilient, and prosperous communities in Ethiopia, Mali, Myanmar, Niger, Uganda, Somalia, and South Sudan through inclusive quality education. Each pathway maps the changes needed to contribute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

# Overall Theory of Change Diagram

Impact

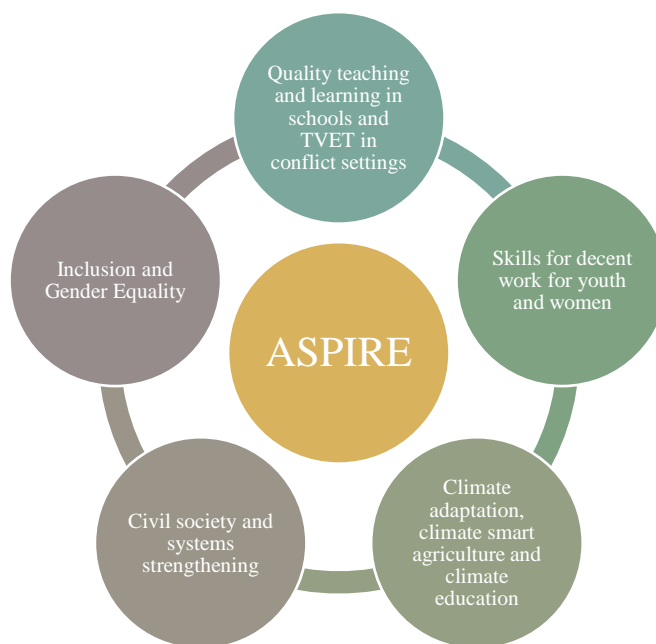


Inclusive education supported by a strengthened civil society and delivered through strengthened institutions contributes to building peaceful, resilient, and prosperous communities.



## Overarching Theory of Change Statement

In Ethiopia, Mali, Myanmar, Niger, Uganda, Somalia, and South Sudan, inadequate education services, poverty, insecurity and prevailing social norms limit children, youth and women’s access and participation in school/Technical Vocational Education and Training (TVET)/Accelerated 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 their 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 to build 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 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 enrol 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 education 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 and succeed in decent work.

**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 and school gardens demonstrate sustainable agricultural methods to students and small-holder farmers. **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 strengthened - through the shared vision of the Sustainable Development Goals (SDGs), and underlying principles of “leaving no one behind” and “realising human rights for all” **THEN** they will consistently advocate and be part of decision-making processes, ensuring that local actors and communities have a voice on inclusive education in subnational, national, and global decision-making fora. This will ensure that the voice of children, youth, those with disabilities, women and other vulnerable groups are heard and strengthen the legitimacy of CSOs to inform the decisions, policies and actions that affect them. This is **BECAUSE** civil society has the grassroots experience, knowledge, and relevant connectivity to leverage understanding of local realities and context sensitivity in conflict settings, and at the same time, harness the power of coordinated partnership when anticipating changes by looking at the entire system with a variety of stakeholders bringing actors together, including INGOs, CSOs, the private sector, governments, faith groups, institutions, and academia.

**IF** CSOs are effectively engaged in community mobilisation and meaningful partnership development through coalitions and networks, **THEN** they can bring people together around a common agenda and begin to exert complementary 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 can adopt adaptive qualities and an accountable change culture to create a more inclusive, equitable, and effective communities that bring about democratization, poverty eradication, and human rights, basically inclusive, transformative, and sustainable change.

## Context Barriers

Interventions are designed to account for the broader context as well as the specific local and national contexts in Ethiopia, Mali, Myanmar, Niger, Uganda, Somalia, and South Sudan. The key overarching contextual dynamics within political, social, economic, environmental, and technological areas include:

**Social.** Insufficient support for education and negative attitudes towards learning persist in the programme supported communities. Illiteracy rates are alarmingly high, coupled with a lack of relevant technical and vocational skills among the population, exacerbated by persistent gender inequality, characterized by harmful cultural practices, early marriages, and gender-based violence. This gender bias extends to the exclusion of individuals, particularly children with disabilities, who endure community stigma, discrimination, neglect, and instances of bullying and violence. The prevalence of Out-of-School Children (OOSC) is a pressing concern, leaving youth susceptible to recruitment by armed groups, exploitation, trafficking, and involvement in risky or illicit activities. Additionally, ongoing conflicts threaten the safety of teachers and students, causing frequent disruptions to education. Communities grappling with constant relocation or hosting Internally Displaced Persons (IDPs) further compound these educational challenges, while ethnically charged tensions serve as additional barriers to access and quality education.

**Political.** Military coups in Myanmar, Niger, and Mali, internal conflict and war in Ethiopia, South Sudan and Somalia and jihadist attacks in several countries have led to prolonged instability, disrupting the path to democratic progress in programme target areas. Elections have been repeatedly postponed, further hindering the advancement of democratic values. Deep-seated corruption remains entrenched within the system, perpetuating a lack of transparency and accountability at the state level. Collaboration between non-state authorities and the government is impeded, limiting the program's ability to effect change effectively.

Government support for communities in dire need, especially those affected by conflict and residing in hard-to-reach areas, is insufficient. Disputed regions suffer from the absence of essential state services, compounding the challenges faced by the program. Additionally, inadequate provision of basic social services and road infrastructure adds to the complexity of the situation. A restricted civic space further limits public participation and engagement in the program's efforts to address these multifaceted barriers.

**Environmental.** The program encounters significant barriers shaped by environmental challenges. Frequent occurrences of natural disasters pose a persistent threat, disrupting communities and undermining stability. Depletion of natural resources has resulted in scarcity, compounding the difficulties faced by local populations. Moreover, the impacts of climate change further exacerbate these environmental challenges, intensifying the strain on already fragile ecosystems and agricultural production. Climate change negatively impacts rain patterns and agricultural production and harvests, leading to loss of produce and food insecurity. Renewable energy for lighting and energy efficient cooking can reduce the use of local forest resources for fuel. Widespread land degradation compounds these issues, posing long-term threats to sustainability and may undermine the program's efforts to address the complex interplay of these environmental barriers. Displacement and growing populations exert pressure on resources and leading to deforestation.

**Economic.** In the wake of the COVID-19 pandemic and in the context of the war in Ukraine, the programme confronts a multitude of formidable economic barriers within the target areas. Widespread poverty is a prevailing challenge, affecting a large portion of the population and hindering progress. Escalating inflation and hyperinflation rates further exacerbate economic difficulties, eroding the purchasing power of communities. High levels of unemployment and a scarcity of employment opportunities compound these issues, leaving many without stable income sources. Pervasive hunger and food insecurity add to the burden, making it increasingly challenging for communities to meet their basic needs. Additionally, limited access to markets for economic activities restricts opportunities for growth and development, posing significant obstacles for the program as it strives to address these multifaceted economic challenges and create opportunities for women and youth.

**Technological.** The program faces notable technological barriers in target areas. Poor internet and mobile coverage, limiting access to digital resources and connectivity. Inadequate technology and communication infrastructure further impede progress, hindering the efficient flow of information and communication. An unreliable electricity supply poses a significant challenge, hampering technological advancements and creating obstacles for implementation of the program's initiatives.

## Cross-cutting Issues

The programme recognizes the cruciality of addressing cross cutting issues as part of its approach to education, quality teaching and learning, training for youth and women, civil society strengthening and good governance. The following cross cutting issues will inform the strategies used by ASPIRE to address barriers and ensure all children and youth have access to quality services in the ASPIRE target communities.

**Human Rights.** the programme is grounded in principles of Rights Based development programming and includes a strong advocacy component captured in Outcome 4, where the number of advocacy successes, access to education and other services, as well as the decision-making power of children, youth and women are important indicators of success. The ADRA partnership upholds human rights in policy and practice, ensuring the rights-based approach to inclusion, decent work and the prevention of child labour and other forms of exploitation in their programs.

**Gender Equality and Women's Rights.** The programme creates income generating opportunities and builds the technical capacity of youth and women and strengthens their decision-making power and participation in community structures. The empowerment approach of the programme is expected to foster gender equality and reduce Gender Based Violence within the target communities. Work undertaken by the programme is informed by a GEDSI analysis, that identifies local contextual barriers to education and livelihoods, including harmful practices and social norms that undermine gender equality and women's rights. Gender responsive pedagogy will be included in the package of training for teachers and girls and other peer led groups will be encouraged to establish and run student led social and environmental school groups. The role

of women in small-holder farmer groups will be strengthened. This will contribute to building positive relationships between girls and boys, men, and women, tackling negative gender norms and stereotypes, and promoting gender equality. (*Outcome 1 - 4*) (See Annex 10 – Gender, disability, and social inclusion).

**Anti-corruption.** In the work with communities, school management structures, CSOs and authorities, the programme promotes transparency, accountability, and good governance practices to ensure that funds and resources of the programme and in the public domain are used efficiently and effectively. Additionally, anti-corruption efforts may include raising awareness about corruption risks, establishing mechanisms for reporting, and addressing corruption, and strengthening the capacity of local institutions and communities to resist and combat corrupt practices. Ultimately, the goal is to create a fair and equitable environment that promotes access to quality inclusive education and livelihood opportunities while minimizing the negative impact of corruption. A strong civil society strengthening, and partnership approach will foster transparency regarding decision making and school/community governance and enhance the accountability of decision makers. (*Outcomes 1, 3, and 4*)

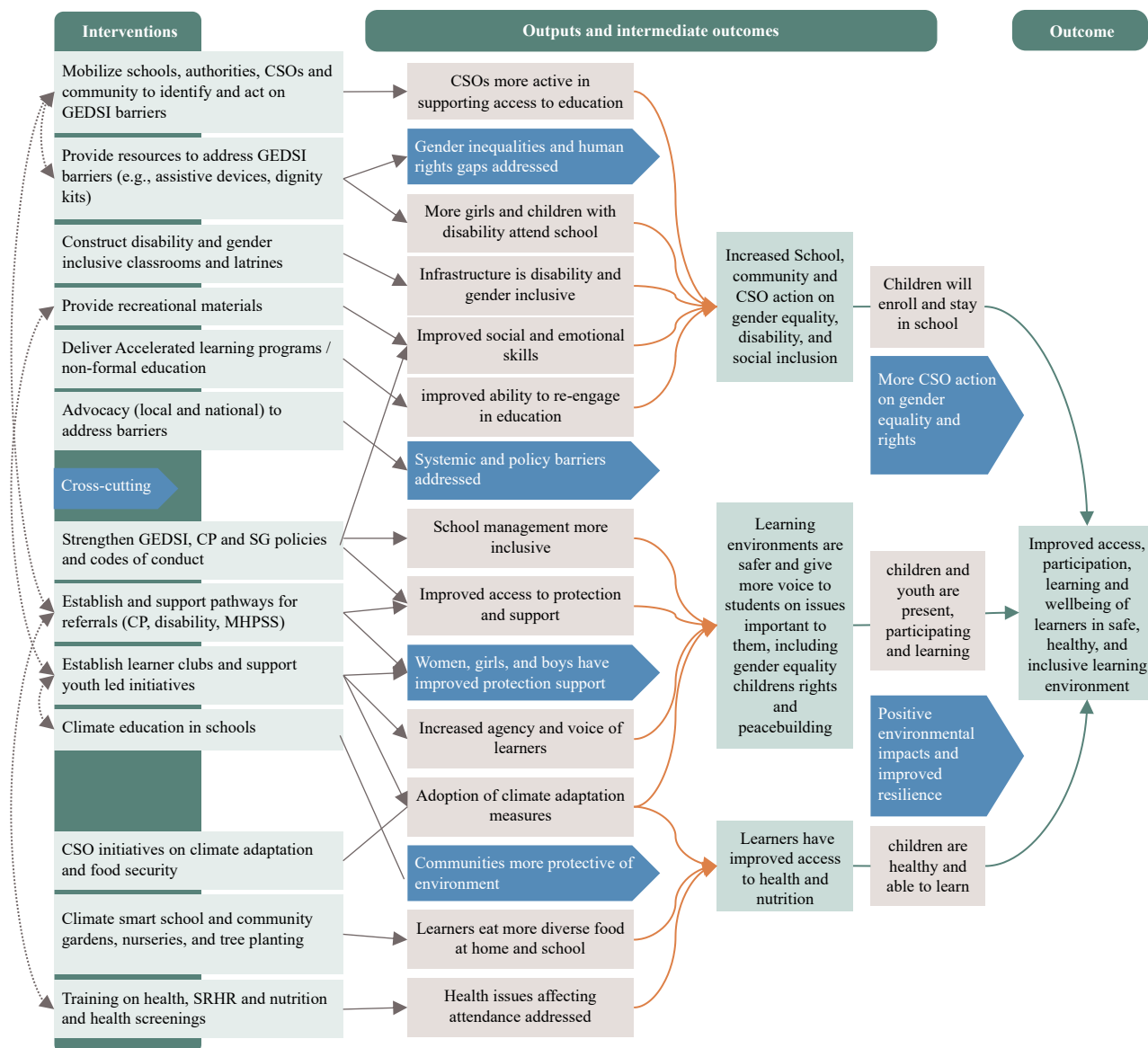
**Climate Change and Environment.** The programme is designed to minimize its footprint on the external environment. Climate adaptation measures are tailored for each target area of the programme and is informed by an analysis environmental impacts and climate change for each programme context. The adoption of climate-smart agricultural practices that bolster food security are introduced to communities through school and community gardens, TVET skills training and livelihood groups. This emphasis is pivotal for building enduring resilience against the challenges posed by climate change. (*Outcomes 1 and 3*)

**Inclusion.** The programme promotes human rights-based inclusion, non-discrimination, and empowerment of marginalized groups, including people/children marginalized by disability, ethnicity, religion, displacement, or other characteristics. This is critical to building program and education quality, sustainability, social cohesion and fostering peace within conflict affected communities. There is a minimum requirement of 1% of people with disabilities participating in the program interventions. (*Outcome 1 - 4*)

**Conflict Sensitivity.** The programme employs a conflict sensitive approach, promoting social cohesion within and between groups (see Annex 09 – Conflict Sensitivity).



## Outcome 1 Change Pathways



ADRA takes a holistic approach to inclusive education grounded in evidence (see Annex 6) and underpinned by human rights and student-centred principles. Within this, universal accessibility and a whole school perspective are integral, ensuring every learner can meaningfully access education through an emphasis on abilities rather than disabilities, addressing external barriers to learning, and holding all duty bearers accountable. This involves acknowledging the interrelationship between inclusive policy, culture, and practice which forms the bedrock of quality teaching and learning. Moreover, ADRA’s educational vision seeks to empower learners to become engaged subjects rather than passive objects within the school environment and learning process<sup>1</sup>.

Under outcome 1, efforts will focus on facilitating that *all* children and youth access quality education; fully and equitably participate in learning and development activities; and progress in terms of learning achievements. If these elements are in place, an education institution can arguably be described as inclusive. Attendance, 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 student-

<sup>1</sup> Dudu and Majoko (2022) in Handbook of Research on Creating spaces for African Epistemologies in the Inclusive Education Discourse

led representative bodies, civil society actors and CSOs and subnational authorities. **IF** these action plans are integrated into GEDSI policy and 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 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 and civil society actors 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. Children and youth will be empowered through active 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 and learn when that education is relevant and responsive to their interests and delivered in an environment where they feel safe to speak and act freely.

A review of the evidence during the design of this programme (see Annex 3 – TOC Evidence Briefs) will guide ASPIRE's Inclusive education approach and ensure the following in school-based actions:

- Ensure teachers have access to relevant teacher professional development on inclusive and gender responsive pedagogies.
- That children have a voice and influence over the design of school initiatives.
- That children's clubs are promoted as opportunities for active participation in decision-making, peer learning, SEL and social cohesion.
- That schools are supported to integrate Universal Design for Learning (UDL) in their inclusive education policies.
- That schools establish GEDSI policies and ensure Codes of Conduct adhere to GEDSI principles that focus on student safety, which include inclusive school vision and value, equitable enrolment policies, anti-bullying policies, gender-neutral practices, equitable toilet and changing area policies, discrimination-free school events, Child-protection policy, teacher code of conduct
- That infrastructure support be informed by inclusive and universal design principles.
- To maximise utility, ensure that assistive devices are personalised and coupled with appropriate training and pedagogy.
- That language barriers are carefully considered in the design of initiatives to support teaching and learning.



**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 on home grown school feeding in Annex 06). 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.

A review of the evidence during the design of this programme has encourage ADRA to factor the following into plans for school and community gardens (see Annex 3 – TOC Evidence Briefs):

- The health, nutrition and well-being of learners are key determinants of education outcomes and an integral part of quality education.<sup>2</sup>
- Environmental sustainability is a core feature of ADRA’s food security initiatives. Well-designed HGSF programs can help cope with and mitigate the impacts of climate change.
- School health and nutrition (SHN) programs are one of the most effective interventions for promoting equality and inclusion in education, including reducing gender inequalities.<sup>3</sup>
- There is no one-size-fits all home-grown school feeding (HGSF) program approach or model. HGSF models differ according to context but essentially constitute a school feeding model that is designed to provide children with safe, diverse, and nutritious food, sourced locally from smallholders.
- School feeding should always integrate a strong food and nutrition education component that uses a ‘whole school’ participatory approach to enable the development of children’s capacities and motivation for healthier food-related practices.
- A study of school feeding during the Mopli conflict in central Mali found that school feeding had a positive impact on enrolment, retention, and grade progression. Importantly, the study found that school feeding significantly decreased the participation of girls in child labour.<sup>4</sup>
- There are challenges and risks to effectively implementing HGSF programs that require careful analysis and planning; therefore, programs need to be informed by a strong context analysis, gender analysis and risk assessment.
- The Food and Agriculture Organisation of the United Nations (FAO) identified HGSF as a ‘win-win’ solution that supports family farming through social protection.<sup>5</sup>
- Community participation and ownership is an essential factor to the success of school feeding programs.
- Strong coordination from the national to the local level is essential to ensuring smooth planning, mobilisation, and allocation of resources.

---

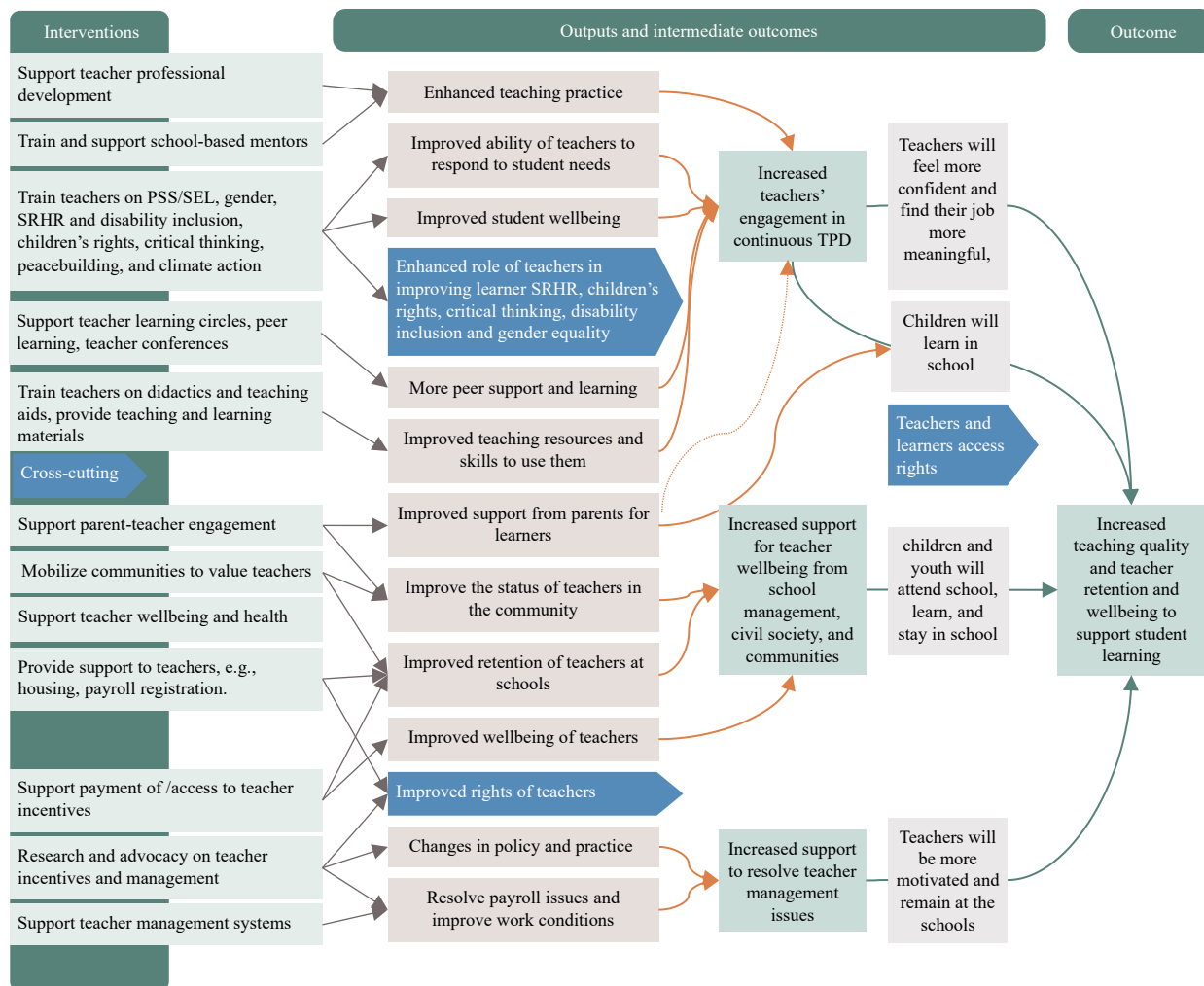
<sup>2</sup> UNESCO, UNICEF, WFP (2023).

<sup>3</sup> UNESCO, UNICEF, WFP (2023).

<sup>4</sup> WFP (2020).

<sup>5</sup> FAO & WFP (2018). Home-Grown School Feeding. Resource Framework. Technical Document.

## Outcome 2 Change Pathways



**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 on teacher professional development Annex 06), in-service TPD should focus on teachers pedagogical and subject knowledge and classroom application, be practice driven, based on teachers' needs, focused on problems of pedagogy and content that are evident in schools/learning institutions, include didactics on how to use learning materials, provide consistent guidance and support over a long period of time and be regularly monitored and evaluated.<sup>6</sup>

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** in line with ADRA Norway's experience, and 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.<sup>7</sup> The emergence of teacher learning circles (TLCs) or mechanisms that bring

<sup>6</sup> Norad (2022), Strategic guidance note for increased efforts and improved coherence in Norad's support to quality through increased focus on teachers Norad reports, Oslo, Norwegian Agency for Development Cooperation; <https://www.norad.no/en/toolspublications/publications/2022/strategic-guidance-note/>

<sup>7</sup> UNESCO. (2022). Spotlight Report on Basic Education Completion and Foundational Learning in Africa, Paris, UNESCO Publishing. <https://www.unesco.org/gem-report/en/2022-spotlight-africa>

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.<sup>8</sup>

A review of the evidence has encouraged ADRA to incorporate the following (see Annex 6):

- Encourage teachers to focus on their pupils' learning through formative and summative assessment.
- Share effective practices with teachers using modelling.
- Acknowledge and build on teachers' existing knowledge, views, and experiences.
- Focus on developing practical subject pedagogy and literacy and numeracy didactics in combination with provision of relevant teaching and learning materials.
- Empower teachers to become reflective practitioners and structure teacher education around practice-based cycles of trial and refinement.
- Incorporate peer support.
- Ensure teacher education programmes motivate teachers and are linked with initiatives that support teachers' retention and well-being.
- Prioritise school-based teacher education.
- Schedule regular, ongoing teacher education.
- Ensure support from school leaders.
- Contribute to creating a coherent policy environment through teacher unions, CSOs and government collaboration.<sup>9</sup>

**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** research shows that teaching is one of the most stressful professions and teacher wellbeing is a key driver of teacher absenteeism and dropout.<sup>10</sup> This stress is amplified in crisis and conflict-affected contexts where teachers often work voluntarily in schools at great personal risk, without professional development support, certification, or compensation.<sup>11</sup> **IF** teachers are paid an adequate incentive (salary) and 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

---

<sup>8</sup> Fletcher-Wood, H., & Zuccollo, J. (2020). The effects of high-quality professional development on teachers and students: A rapid review and meta-analysis. Education Policy Institute

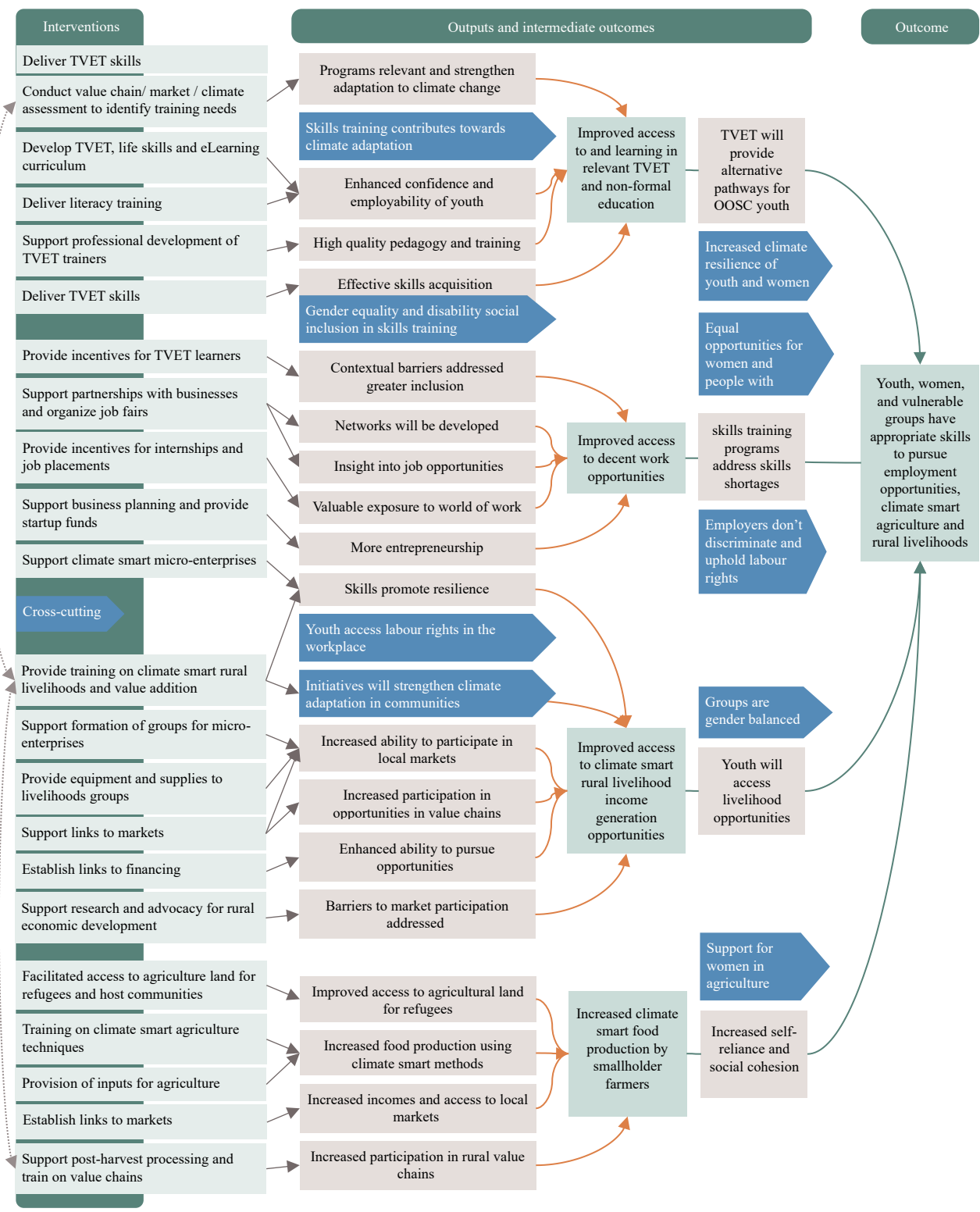
<sup>9</sup> Allier-Gagneur, Z., McBurnie, C., Chuang, R., and Haßler, B. (2020). Characteristics of Effective Teacher Education in Low- and Middle-Income Countries.

<sup>10</sup> 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.

<sup>11</sup> 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/>

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 Change Pathways



**IF** youth, women, and other vulnerable groups have access to contextually relevant TVET/non-formal education/adult literacy programs, co-created through engagement with stakeholders, and informed by comprehensive market analysis and value chain assessment, **THEN** they will be equipped with applicable technical and life skills that enhance their employability and livelihood opportunities. **IF** TVET trainers are

both experienced and willing to collaborate, **THEN** CSOs can effectively partner with education authorities to enhance the capacity of TVET/non-formal education trainers, ensuring the delivery of high-quality training. **IF** TVET facilities are well-equipped with appropriate resources and technology, **AND** curriculum design is guided by pedagogical best practices, **THEN** the implementation of TVET/non-formal education programs will be optimized, leading to effective skill acquisition. **IF** financial incentives and scholarships are complemented by an understanding of contextual barriers and support mechanisms, **THEN** youth, women, and other vulnerable groups will be encouraged to engage with the programs, fostering greater accessibility and inclusion. And importantly, **IF** the labour market dynamics, demands, and regional disparities are considered, **THEN** efforts can be strategically tailored to ensure that newly trained youth, women, and other vulnerable groups find sustainable employment opportunities that align with their skill sets.

**IF** youth, women, and other vulnerable groups are provided with meaningful access to diverse work experience opportunities that align with their skills and aspirations, **THEN** they will gain valuable exposure to the workforce, enhancing their job prospects and suitability for employment. **IF** local businesses actively engage in internship programs and establish collaborative partnerships with CSOs and TVET centres, **THEN** a conducive environment will be created for offering internship and job placement opportunities. **IF** thoughtfully designed job fairs are organized, **THEN** youth, women, and vulnerable groups will gain insights into the breadth of available opportunities within the local market/business/agricultural sectors. This effect will be further enhanced **IF** seed-funding and start-up grants for approved business plans are intentionally allocated to those who exhibit entrepreneurial skills, creating alternative pathways beyond employment in the labour force. And **IF** the programme engages in strategic collaborations with local CSOs, workers' unions, and the Chamber of Commerce to advocate for fair work practices and policies, **THEN** avenues will be opened for more equitable access to jobs and improved working conditions.

A review of the evidence during the design of this programme has encourage ADRA to incorporate the following principles (see Annex 6 – TOC Evidence Briefs):

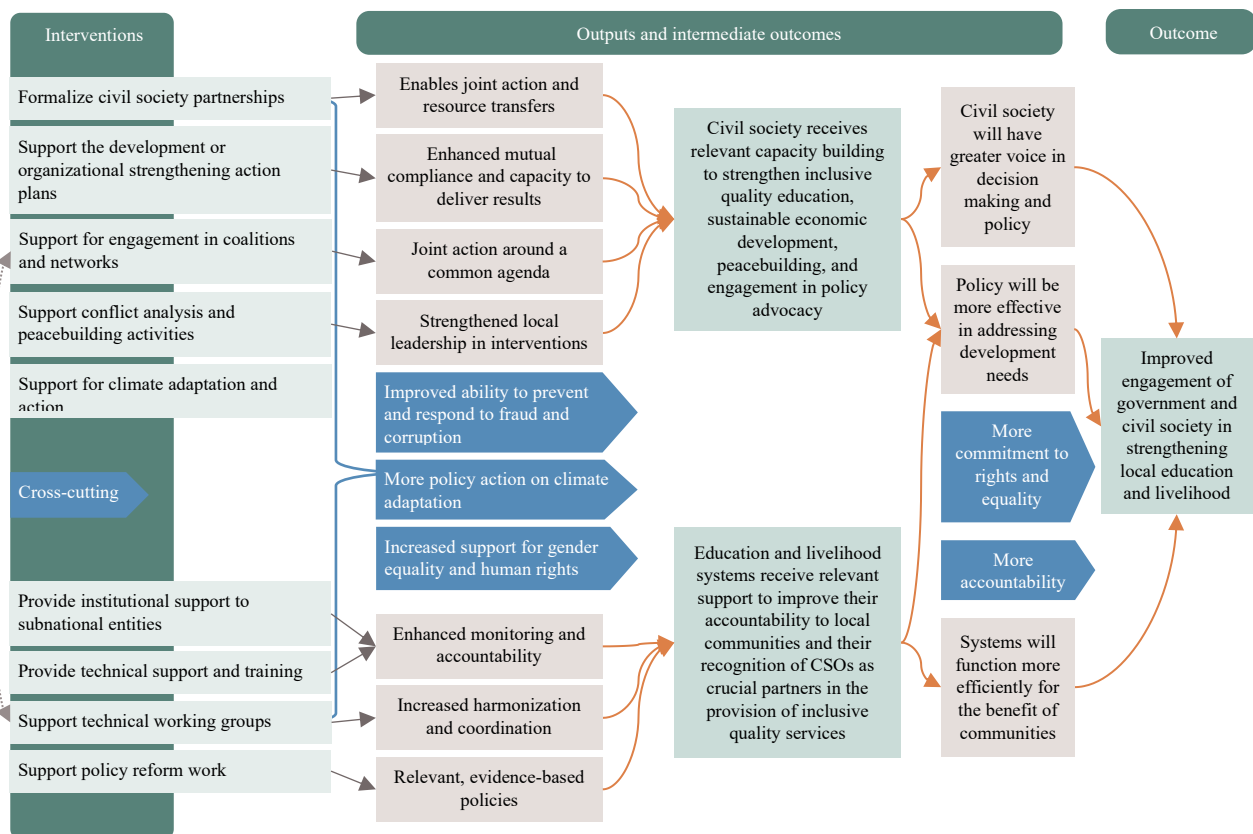
- Institutional strengthening to upskill trainers/lecturers, reform curriculum and establish strong linkages and networks with the business sector or employers will be necessary.
- It is important to have a strong labour market analysis to inform skills development and workplace training programs.
- Work-based experience (WBE) is most effective in countries with well-established apprenticeship programmes. WBE also facilitates closer collaboration between training institutions and the private sector, which helps TVET institutions better understand the needs of industry and adapt their curricula accordingly.
- When small and medium enterprises dominate the local economy, as is the case in Somalia, the demand for TVET tends to be diminished. This means that TVET needs to radically change its orientation toward the labour market and what it demands of its workforce, alongside business and financial management and other transferrable skills attractive to small medium enterprises (SMEs)
- Partnering with the private sector at the local level is essential to identifying labour market demand.
- When informal employment dominates the landscape, as is the case in sub-Saharan Africa (up to 86% of employment) then social protection that protects from working poverty is required.
- Youth unemployment occupies a large share of unemployment in many countries, especially in Somalia, Uganda, South Sudan, and Mali. Advocating for a greater focus and inclusion of youth in job creation and employment schemes would help create new pathways for youth.

**IF** CSOs collaboratively work with relevant authorities to establish youth, women, and farmer groups and cooperatives, **AND** these groups are provided with targeted training in climate-smart rural livelihoods and are exposed to and/or participate in school and community gardens, **THEN** youth, women, and other vulnerable groups will acquire the essential skills needed for income generation in their communities that contributes towards food security outcomes. **IF** these groups receive comprehensive support to establish a revolving fund and receive start-up funding, essential equipment, and supplies, **THEN** they will possess the



necessary initial resources to launch or expand their rural livelihoods into value chain production. **IF** CSOs actively facilitate connections between these groups and markets, **WHILE** also engaging with farmers' unions to advocate for sustainable economic development in rural communities, **THEN** livelihood opportunities can be better expanded and sustained in the long-term. And **IF** the economic conditions of the local community are conducive for business, coupled with accessible avenues for market access and substantial demand for their products, **THEN** rural livelihoods can be established and scaled up effectively to provide a consistent stream of produce and products for sale.

## Outcome 4 Change Pathways



**IF** civil society organizations (CSOs) receive relevant capacity strengthening **THEN** they will have greater influence on how government systems support inclusive quality education, sustainable economic development, and peacebuilding. **IF** capacity support programs are informed by a robust capacity needs assessment designed jointly with CSOs **THEN** this can lead to scaling up of locally led nexus and anticipatory action approaches, with the goal of reducing needs and strengthening response efforts. **IF** CSOs engage in subnational, national, 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.

**IF** a combination of resourcing for institutional/operational support, targeted capacity development and technical guidance is provided to sub-national and national authorities to address barriers 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 inclusive education that is wrapped with evidence-based research, cutting edge modalities, and improved transparency of data, promoting the creation of credible dashboards contributing to an enhanced monitoring and accountability processes.