

# STRENGTHENING EQUITY, ACCESS AND QUALITY IN EDUCATION (SEAQE)

## FINAL PROGRAMME EVALUATION REPORT

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ADRA's expressed interest in applying the lessons from this SEAQE programme evaluation to further educational interventions is exciting and gratifying. We trust that this report contributes to enhancements of the educational quality, equity and access for children and youth across the four countries and will also inform ADRA's other programmes that are informed by the SEAQE experience.

## ACRONYM LIST

ACS	Adventist Community Service
ADRA	Adventist Development and Relief Agency
CEC	Community Education Committee
CWD	Children with Disabilities
DTVET	Department of Technical and Vocational Education & Training
FGD	Focus Group Discussions
FGS	Federal Government of Somalia
GOE	Government of Ethiopia
GOM	Government of Myanmar
GOS	Government of Somalia
GOSS	Government of South Sudan
GTHS	Government Technical High School
GTO	Gender Technical Officer
ICTL	In-country Team Leaders
KED	Karen Education Department
KII	Key Informant Interviews
KTI	Kismayo Technical Institute (Somalia)
KTWG	Karen Teacher Working Group
M&E	Monitoring & Evaluation
MHM	Menstrual Hygiene Management
MoE	Ministry of Education

MoEHL	Ministry of Education & Higher Learning (Somalia)
MTR	Midterm Review
NOK	Norwegian Kroner
NORAD	Norwegian Agency for Development Cooperation
PTA	Parent Teacher Association
QDA	Qualitative Data Analysis
QLE	Qualitative Learning Environment
SEAQE	Strengthening Equity, Access, and Quality in Education
SMC	School Management Committee
TVET	Technical and Vocational Education and Training
WASH	Water and Sanitation Hygiene

## INTRODUCTION

The Strengthening Equity, Access, and Quality in Education (SEAQE) programme was implemented by the Adventist Development and Relief Agency (ADRA) offices in Ethiopia, South Sudan, Somalia, and Myanmar with support and overall programme coordination from ADRA Norway; funding was provided by the Norwegian Agency for Development Cooperation (NORAD). SEAQE operated from 2014 to 2018<sup>1</sup> with a total project budget of NOK 164 million (approximately \$19 million USD based on the 8.49 exchange rate at the time of this report).

SEAQE's objectives are: to increase access, quality, and equity for students and learners in formal and non-formal educational environments, focusing on females and children with disabilities (CWD). Activities centered around the development of 'model schools', which included: 1) capacity building of local authorities; 2) mobilized support of community groups and organizations to engage in education; 3) improved learner-friendly and inclusive infrastructure; and 4) learner friendly, safe and inclusive learning and teaching environments within schools and NFE institutions. This was focused largely on formal education (primary education for South Sudan, Somalia, Ethiopia and Myanmar, middle school education (grades 6-9) in Myanmar and secondary education for Ethiopia) with a small component of non-formal education for youth in Somalia and Sudan.

The theory of change is rooted in the foundation that this whole school approach will result in children who are more likely to attend schools of good quality and protective education. Children's learning outcomes will begin to improve and more children will complete primary school. This will be supported by schools and school communities, which have sustainable capacity to keep improving school governance and management. This will also be supported by national and local governments, which have institutional capacity to sustain inclusive positive education policies, systems and practices.

Over the four-year life of project, SEAQE reached a reported total of 154,355 children, which included 12,686 direct beneficiaries in SEAQE's 38 model schools, as well as 126,793 students who indirectly benefitted from ADRA's support by attending these model schools where teachers, PTAs, or head teachers were trained, which included "an additional 22,939 students against baseline accessing increased quality education due to the SEAQE programme<sup>2</sup>." SEAQE programming also supported 5,340 youth to access technical and vocational training in Myanmar and Somalia.

This final programme evaluation explored how successfully SEAQE achieved its objectives effectively and efficiently, and identified barriers and challenges faced during implementation, and explored which elements of SEAQE have the greatest potential for sustainability once funding ends. The evaluation was a blended external-internal evaluation, in that the design, data collection tools, training of enumerators, analysis and writing were performed by an independent, external evaluation team. However, selection of enumerators and oversight of data collection in the schools was conducted by ADRA SEAQE project staff, which means that the evaluation cannot be considered fully independent.

The evaluation focused on the effects of SEAQE's work in promoting equity in access to quality education and learning performance in each of the four focus countries, with a comparative examination of implementation models and their success in relatively different implementing environments. Especially emphasized were: access for disabled, nomadic, minority, drop-outs and female children, particularly in Somalia and South Sudan where access to high quality learning

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<sup>1</sup> SEAQE received a no-cost extension to 28 February 2019.

<sup>2</sup> SEAQE Results Report 2014-2017, p. 7.

environments is especially challenging in the context of widespread, active civil conflict. This final evaluation report includes a detailed description of the evaluation methodology, as well as the findings, conclusions, and recommendations to inform future programming.

## METHODOLOGY

The evaluation utilized a mixed-methods approach, with key stakeholder groups of students, teachers and community members in the four focus countries. The evaluation approach was guided by a series of research questions defined by ADRA Norway in the Terms of Reference for the evaluation, which included the following questions:

1. **Outcome/Impact:** The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions).

*Standard questions (based on DAC guidelines):*

- a) What was the cumulative effect of the operation in relation to the situation of the beneficiaries in general (including positive, negative, primary and secondary long-term effects produced by the action, directly or indirectly, intended or unintended impacts)?
- b) What visible/evident impacts emerged from the project implementation?
- c) How many people have been affected (disaggregated by sex and types of marginalization such as ethnic minorities and children/persons with disabilities)?

*Further questions include, but are not limited to:*

- a) How satisfied are beneficiaries with the assistance provided? What real difference has the project made to the beneficiaries?
- b) To what extent were cross-cutting issues (e.g. gender, social inclusion, disability and protection) relevant to communities, education services and the whole programme taken into consideration in the set-up and implementation of the project?

2. **Relevance:** The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.

*Standard questions (based on DAC guidelines):*

- a) To what extent are the objectives of the programme still relevant?
- b) Was the programme design and implementation appropriate to meet the education needs of the target groups?
- c) To what extent was the programme design coherent with policies and education sector plans in the respective countries?

*Further questions include, but are not limited to:*

- d) To what extent did the programme address the needs of children, youth and other vulnerable groups?

3. **Effectiveness:** A measure of the extent to which an aid activity attains its objectives.

*Standard questions (based on DAC guidelines):*

- a) To what extent were the objectives of the programme achieved?

- b) What were the major factors influencing the achievement or non-achievement of the objectives (from the perspective of improving access, quality and equity in education)?

*Further questions include, but are not limited to:*

- c) Identify the strategies that have proven particularly effective for achieving the outcomes
- d) Assess whether, and to what extent, the monitoring and results-based management systems used (including MEAL/M&E framework) has contributed to the effectiveness of the project and, if so, why and how.
- e) How effectively have the lessons learned during the programme been utilized in improving the programme?

4. **Efficiency:** Measures the outputs – qualitative and quantitative – in relation to the inputs. It is an economic term that signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

*Standard questions (based on DAC guidelines):*

- a) Were activities cost-efficient?
- b) Were objectives achieved on time?
- c) Was the programme implemented in the most efficient way compared to alternatives?

5. **Sustainability:** It is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

*Standard questions (based on DAC guidelines):*

- a) To what extent will the benefits of the programme continue after donor funding ceases?
- b) What were the major factors that influenced the sustainability or unsustainability of the programme?

*Further questions include, but are not limited to:*

- c) How did the programme adapt to the changing context in respective countries?
- d) Assess to what extent the SEAQE programme increased accountability of ADRA to parents, government bodies and the school community, and, if successful, in what way
- e) Assess to what extent the SEAQE programme increased the capacity of parents, government bodies and the school community to operate without external support after the programme ends, and, if successful, in what way
- f) To what extent did the programme leverage additional interest and investment?
- g) Document ownership, development and changes in policy and involvement of different government bodies at different levels, and other key stakeholders.

## 6. **Replicability:**

*Standard questions (based on DAC guidelines):*

- a) Which specific approaches and strategies are possible or important for upscaling it or replicating it to other education programmes?

*Further questions include, but are not limited to:*



- b) To what extent is it possible to upscale/replicate the programme in other areas in the country to increase impact?

## **7. Partnerships:**

*Standard questions (based on DAC guidelines):*

- a. Assess the added value of ADRA Norway to the SEAQE programme.
- b. Assess the added value of external partners to the programme (e.g. partnerships with other inter-agency organizations, civil society, etc.).

## **8. Conclusions and Recommendations:**

*Standard questions (based on DAC guidelines):*

- a. Main conclusions drawn from analysis with evidence provided during field visits for data collection and observations.
- b. A set of recommendations linked to the conclusions that would provide guidance to ADRA for future interventions in the respective countries.

## **BACKGROUND DOCUMENT REVIEW**

As an initial step in the evaluation process, the evaluation team conducted a thorough examination of all project documentation available. This included the following documents:

- SEAQE East Africa & Myanmar Results Frameworks and Outcome Data sets (Dec. 2016, Dec. 2017, and current progress as of 2018)
- SEAQE Annual Consolidated Progress Reports 2016
- SEAQE Annual Progress Reports: 2014, 2015
- SEAQE Midterm Review Report
- SEAQE Results Report 2014 – 2017
- SEAQE Quality Learning Environment Standards and Measurement Tools

The findings of this desktop review contributed to the development of research instruments, coding schemes, analytical methods and strategies that were employed during the field research period.

## **RESEARCH TOOLS**

Based on a thorough review of the background documents and examination of the programme's Results Framework, a set of quantitative surveys and semi-structured qualitative Key Informant Interview (KII) and Focus Group Discussion (FGD) guides were developed to assess SEAQE's good practices and lessons learned. Annex A: Data Collection Tools provides the full set of instruments used in the data collection process. Table 1 below provides a breakdown of which tools were utilized by each stakeholder group.

**Table 1. Quantitative and Qualitative Tools used in the evaluation by Stakeholder Group**

STAKEHOLDER GROUP	TOOLS USED
ADRA SEAQE Staff	KII
Local, Regional, and National Education Representatives	KII
Classroom Teachers/Head Teachers	KII
Implementing partners	KII
Community leaders	KII
Parents	FGD
PTA/SMC/CEC	FGD
Students	Boys' FGD Girls' FGD Student Survey
Schools	School Survey/Observation Tool
TVET Students	TVET Student Survey

## TRAINING

As the first step in the field work process, the International Evaluation Team (IET) conducted a two-to-three-day training session with each of the In-Country Team Leaders (ICTL) and co-facilitated trainings of the ADRA-provided field enumerators in each country to prepare them for data collection. Training topics included: (1) an overview of the project; (2) background and orientation on ethics, child protection, gender, disability and social inclusion in education; (3) refresher (in Myanmar) or introduction (in East Africa) to qualitative evaluation methods; (4) an in-depth review of each tool and the chance to practice on fellow enumerators; and (5) a session for piloting the tools within a local, non-sampled school. The training sessions concluded with a discussion and presentation of the data collection plan and guidance documents detailing roles and responsibilities and lines of communication during fieldwork. Trainings were conducted in English and/or the local language with the assistance of the ICTL, depending on the needs of the enumerators and the local contexts.

## DATA COLLECTION

The IET worked in close conjunction with the ICTLs to implement the range of data collection tools described above. Some of the original English-language tools were translated into local languages in Ethiopia, Myanmar, and Somalia; in South Sudan, the enumerators and field team agreed on local wording for technical terms, but logistics and the research time frame did not permit formal

translation. The tools were piloted during training sessions to ensure quality and understanding in each local context.

**Quantitative data collection** was completed using paper-based tools and administered to a random sample of learners from within the selected schools. These data were numerically coded and analyzed using industry-standard data analysis software; any qualitative responses were translated by the ICTL during the data entry stage and analyzed with the other qualitative data by the Evaluation Team.

**Qualitative data collection** was undertaken with a purposive sample of respondents, which enabled the evaluation team to elicit in-depth insights to complement the quantitative data. Qualitative data were collected through KIIs, FGDs, and observations with key stakeholder groups including: students (female and male children and youth, including institution-based and enterprise-based TVET students, women and persons with disabilities); members of the schools' PTAs/SMCs/CECs; community leaders; teachers and educators at the local, district, and national levels (including the Head Teacher or School Administrator); and representatives from SEAQE staff (ADRA and implementing partners), as relevant and accessible.

All respondent groups were included in field data collection at each school. Selection of individual respondents were conducted by the field supervisor in each field team based on criteria finalized in the enumerator training, which incorporated local knowledge. The ICTLs supported the field supervisor in making these selections during field work in each country.

Through the collection of qualitative data, possible subjects/ideas for case stories were identified and case stories have been developed to showcase a SEAQE stakeholder or activity of interest.

## SAMPLING STRATEGY

The evaluation undertook purposive sampling of schools in each country based on a range of criteria described below. *Annex B: Sampled Schools by Country*, provides a detailed list of which schools have been selected for site visits.

**Myanmar:** There were 3 implementing partners in the SEAQE Myanmar project: The Government of Myanmar (GoM), Adventist Community Service (ACS), and the Karen Teacher Working Group (KTWG). As each implementing partner has a unique set of interventions in their schools, the planned sample includes schools representing the full range of implementation strategies. The sampled schools were purposefully selected based on the following criteria:

1. Type of School - regular primary/middle school or TVET center
2. Implementing Partner (GoM, ACS, and KTWG)
3. Geographic Location
4. Number of years included in project (GoM expanded the number of schools in 2015)
5. Total Student Population
6. Number of Students with Disabilities
7. Interventions:
  - Number of times school was renovated
  - Number of times maintenance was performed at the school
  - Whether or not the school was newly built
  - Community Awareness programming (yes/no)

- DRR Awareness programming (yes/no)
- DRR Training (yes/no)
- Teacher Training (yes/no)
- Textbooks provided
- Learning Kits provided
- Teaching Kits provided
- PTA training/meetings

While the targets for Myanmar are 120 learners and 89 community members from 20 schools, a total of 26 schools were initially selected to be included in this evaluation (6 GoM, 6 ACS, 12 KTWG, and 2 TVET centers). This selection ensured a comprehensive respondent base while also allowing for up to six schools to be omitted from the evaluation as needed to accommodate access issues, especially KTWG schools in sensitive areas where there are concerns for safety and security. Of the 12 KTWG schools provided to KTWG for approval and selection, KTWG selected 8 schools. The data collection team was not informed as to the reasoning for the 8 schools chosen, and due to the sensitive situation the question was not posed. These schools were in hard-to-reach areas with data collectors traveling up to one day each way to reach the schools.

Geographical spread of the schools is as follows:

*GOM Schools:* All from Hlaingbwe Township, 6 different village tracts

*ACS Schools:* 1 from Bilin Township, 2 from Hpapun Township (different villages), 1 from Hlaingbwe Township, 1 from Kyainseikgyi Township, and 1 from Kawkariek Township

*KTWG Schools:* 1 from Doo Pla Ya District, 2 from Doo Tha Htoo District (Bilan and Hpa-an Townships), 1 from Hpa-an District, 2 from Kler Lwee Htoo District (Ler Doh and Moo Townships), 2 from Taungoo District (Daw Hpa Hkoh and Htaw Ta Htoo Townships)

**South Sudan:** In South Sudan, the evaluation team visited eight schools out of the total 20 SEAQE schools in South Sudan). While the team originally planned to reach only seven of the eight schools, with one school as an over-sample, the local team ultimately visited all eight schools, situated in Kapoeta North (2 schools), Kapoeta South (2 schools) and Budi (4 schools). The decision to include all eight schools was made jointly by the evaluation team and the ADRA field staff based on the conclusion that, having trained the enumerators, it was more cost-effective to keep them working fully while under contract. Alternatively, dropping one school would have meant releasing one enumerator team before the others, which would have affected the team dynamics, while saving neither funds nor time.

The selection process for schools was based on the following parameters:

- Geographic spread
- Distance from the main town
- Numbers of students (< or > 150 total)
- Reported enrollment of children with or without disabilities
- Variation in the described interventions (infrastructure, training, WASH, PTA, SMC, etc.).

At the request of the ADRA South Sudan country office, the training of enumerators was conducted in the town of Kapoeta, close to the field site, rather than in Juba. This change provided cost-savings for ADRA South Sudan by reducing the transport and accommodation costs for the enumerators.

**Somalia:** Eight primary schools were selected for field work from among the 20 SEAQE schools in the country, representing most regions in which the intervention has taken place: two schools from Galmudug, two from Lower Juba (Kismayo), two from Lower Shabelle and two from Middle Shabelle. The evaluation had also aimed to sample one school from Bay-Baidoa and another from either Gedo or Hiran, but had to drop those schools due to cost and logistical reasons; these were replaced by two additional sampled schools in Lower Juba and Lower Shabelle. Additionally, ADRA Somalia requested that its TVET institute, the Kismayo Technical Institute (KTI), be included in the evaluation in order to provide lessons for future programming, particularly as ADRA in East Africa looks to expand its education work beyond primary and secondary levels.

Criteria for sampling of schools in Somalia was intended to be based on the factors similar to other countries, but was modified in the field based on logistical, cost and security concerns. The formal criteria are as follows:

- Geographic spread across various states
- Distance from the main town
- Numbers of students (< or > 150 total)
- Reported enrollment of children with disabilities, or not
- Variation in the described interventions (infrastructure, training, CEC, etc.).

**Ethiopia:** The sampling of schools was conducted in coordination with the ADRA Ethiopia country office, to include relevant factors in implementation and to factor in logistical considerations so that data collection was completed within the time frame for the evaluation.

Tables 2a and 2b below summarize the sampling criteria for SEAQE schools in East Africa and the sampling plan based on the existing beneficiary totals.

**Table 2a: Purposive sampling criteria for schools**

Criteria	Ethiopia	Somalia	South Sudan
Type of school	Group A, B and C	Primary; one TVET	Primary
Implementing partner	n/a	n/a	n/a
Geographic location	Two woredas	5/7 states	Kapoeta North, Kapoeta South, Budi
Size of learner population			
Number of marginalized learners (CWD, other minority groups)			
Interventions applied to school	Per group level	Mixed	Mixed

In both Ethiopia and Somalia, the sample of schools for the evaluation was modified prior to data collection, because of ADRA/SEAQE project staff concerns about the logistics of reaching schools that would be difficult to reach within the allotted time for the evaluation, due to distance or

difficult roads. The evaluation team accepted these recommended changes in sampled schools, noting that change in this report.

**Table 2b: Targeted and Actual Sample Size Numbers by Stakeholder Group**

Stakeholder Group	Ethiopia		Somalia		South Sudan		Myanmar		TOTAL (Actual)
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Schools	13	15	6	8	7	8	20	20	51
TVET Schools	--	--	--	1	--	--	2	2	3
National/District Educators	2	4	2	3	2	3	2	3	13
Local Educators	26	29	12	18	14	16	40	40	103
Learners (surveys)	520	530	240	363	140	158	200	217	1268
Learners (FGDs)	55	226	28	154	32	316	120	207	903
Community Beneficiaries	65	45	17	99	22	83	89	156	383
Implementing Partners*	1	1	--	--	--	--	3	3	4

\*In Myanmar, the implementing partners were ACS, GOM, and KTWG. These three groups are responsible for administration of their respective schools. In Ethiopia, the implementing partner was FHI360, which provided limited support around some schools. ADRA South Sudan and Somalia offices reported that no other NGOs contributed substantially to the implementation, although there was occasional coordination with some organizations around specific tasks.

## DATA COLLECTION TOOLS

The following section details the range of data collection strategies and tools used in this mixed-methods evaluation. Copies of the draft data collection instruments are included in Annex A: Data Collection Tools.

### Key Informant Interviews

Key informant interviews were conducted with educators (teachers and head teachers), education stakeholders at the local/district/national level, implementing partners, ADRA/SEAQE staff and community leaders. KII tools were crafted for each specific beneficiary group, primarily targeted qualitative data, and were semi-structured to allow interviewers to explore specific topics of relevance that arose during the discussion, while also identifying key prompts to ensure the data captured answer the key research questions.

### Focus Group Discussions

Focus group discussions were conducted with female and male students, parents, and PTAs/SMCs/CECs. FGDs with students were separated by gender in order to enable the students to explore gender-specific topics openly. Focus group discussion tools were also semi-structured to

allow moderators to explore specific topics of relevance that arose during the discussion. The instruments were tailored for each specific beneficiary group, and data were qualitative in nature. In Myanmar, 207 students participated in focus group discussions. The breakdown by gender is as follows: 104 boys (50.2%), 103 girls (49.8%). In Ethiopia, the 226 students who participated in focus groups were also evenly divided by gender with 48 percent girls and 52 percent boys. In Somalia, 151 students participated in FGDs, including 77 (51%) girls and 74 (49%) boys. In South Sudan, the student FGD participants were slightly more skewed to males; of the 93 students participating in FGDs, 42 (45%) were girls and 51 (55%) were boys. Efforts were made to include CWD in all students FGDs.

### **School Survey/Classroom Observation**

One school survey/classroom observation per school was conducted at each school visited using a mixed methods classroom observation tool. The observation classroom was chosen to enable the evaluation team to capture authentic data from the classroom observation, while also considering the diversity of interventions and classroom settings. While schools were informed in advance of the evaluators' visit, the observation tools were not shared in advance and enumerators sought to minimize any student or teacher reaction to their presence, in order to strive for the most authentic observation experience possible.

### **Case Stories**

Case stories evolved organically through the entire evaluation process, starting from the document review through the data collection processes. During document review, the Evaluation Team explored possibilities for case stories and briefed data collectors on the parameters to examine during the qualitative data collection process. These parameters enabled the field teams to identify subjects and/or themes that are presented as case studies in the findings section of this final evaluation report.

### **Student Survey**

A quantitative survey was administered with a selected sample of students from participating classrooms in which teachers had been trained, to explore the extent to which the ADRA programme has met its objectives. Students' experiences and attitudes were captured and enumerated to determine the scope of change within student beneficiary communities, to explore the projects impact.

For the student survey in East Africa, five girls and five boys were recruited from each grade level at each survey school, starting from grade 4; efforts were made to oversample CWD for the survey. Children at grade 3 and below were considered too young to complete the survey, and this was confirmed by pretesting in South Sudan and Ethiopia (although some children aged below 10 years were included in the Somalia survey, in schools with a highest class at grades 4 or 5, as well as teenaged students in grades 1-3, who are former drop-outs from school). Across all three East African countries, 532 females and 519 males participated in the student survey, for 1051 in total, including 5 girls and 5 boys who self-reported as having a disability. Further information is available in Table 7 under the East Africa findings, on page 53.

In Myanmar, the student survey was given to a minimum of ten students – five males and five females enrolled in grades 4 through 8 – at each of the 20 schools. Students were chosen from participating classrooms at random after establishing that they had not previously participated in a FGD. The total number of students surveyed were the following: ACS Schools: 40 males and 40 females, GOM schools: 30 males and 30 females, KTWG Schools: 40 males and 37 females, students with self-identified disabilities:

To administer the survey, the enumerators explained the purpose of the survey and the questions to the students, and then the students self-completed the survey. Wherein students needed further clarification on a question, the enumerators further explained the question, and then reviewed the completed surveys for completion. Students were not asked to include their name in the student survey in order to provide confidentiality to the respondents.

### **TVET Survey**

A short quantitative survey was also administered to students who had participated in short or long courses at a SEAQE TVET center in Somalia or Myanmar. This survey focused on beneficiaries' experiences in SEAQE and how they translated into a professional career for those programme alumni.

In Somalia, the TVET survey was intended to be administered to five females and five males in each of the seven instructional areas. Apart from computer instruction, however, the classes were highly gender-specific. The total survey sample therefore came to 40 TVET students.

In Myanmar, the TVET survey administration was conducted as follows:

- Taung Gu/ Northern Kayin TVET: 20 students with a gender target of ten males and ten females were randomly selected from the 37 students who attended the centre. The students were called and interviewed over the telephone. The rationale for this is the significant travel time required to travel to Thantaunggyi (North Kayin).
- Hpa-An TVET: 20 students with a gender target of ten males and ten females were randomly selected to be surveyed from the approximately 900 students who attended the centre between 2016 and 2018. Eleven respondents came to the Hpa-an ADRA office to complete the survey. The remaining nine respondents were interviewed over the telephone.

## **GENDER AND SOCIAL ANALYSIS**

This final evaluation report prioritizes gender, disability, marginalization and child protection as cross-cutting social characteristics for investigation. All data collected for this evaluation have been disaggregated by sex, age and disability status (self-reported by student or reported by teacher/head teacher), as well as any other key determinants of marginalization (such as ethnicity, linguistic minority status and location) where possible and appropriate. Male and female students have been considered distinctly, in both the questions asked and the structure of the discussion groups. Additionally, in-country data collection teams in three of the four countries had at least one female data collector, which allowed for open conversations with female stakeholders and beneficiaries. In South Sudan, only one female enumerator had been recruited, and she did not appear for the training; consequently the team there was entirely male.

Each of the KII and FGD instruments included gender-specific questions, and the classroom observation form also included data characterizing the gender-related environment for females and males. All data have been coded by respondents' gender, and performance data were analyzed with a gendered lens. Findings, conclusions, and recommendations containing similarities and differences along gender stratification are woven throughout the report. This final evaluation report also examined differences according to other important marginalization factors, including: disability, ethnicity, linguistic minority status, and geographic remoteness (travel time from economic centers).



## DATA ANALYSIS AND REPORTING

The data analysis process included a consideration of each dataset through a multi-dimensional lens that allowed for triangulation of different stakeholders' perspectives and analysis of multiple data sources over the course of the programme to examine changes.

**Quantitative Data.** Data entry, cleaning, and analysis commenced following data collection. The IET worked with the ICTLs to enter the data, which were then transmitted directly to the IET for cleaning and analysis. The IET utilized standard data analysis software, including Microsoft Excel and SPSS, to analyze data and the full dataset was delivered to ADRA along with the final evaluation report, with respondents' identities being anonymized at the end of the evaluation period.

**Qualitative Data.** Qualitative data were translated into English (as needed) by the ICTLs and analyzed by the IET using an industry-standard Qualitative Data Analysis (QDA) software. The IET developed a qualitative coding scheme that responded fully to the research questions and evaluation objectives. Outputs of this data set have been anonymized and included with the final evaluation report submission.

## ETHICAL PROCEDURES & HUMAN SUBJECT PROTECTION

The evaluation team applied international standards for ethical treatment of study participants, including contexts where national policies and procedures did not ensure protection at international standards. Our approach was designed to ensure that those engaged by the evaluation were not put at risk, as well as to protect ADRA from any potential claims that the SEAQE evaluation had applied different ethical standards across the four countries.

The ethical standards employed by the team included the following:

- a. Child protection framework. The evaluation employed a child protection framework to govern any and all contact between evaluation staff (including local consultants and short-term enumerators) and learners. This framework was based on ADRA policies (from ADRA Norway and the respective country offices), and the evaluation team members were experienced in training in-country staff on its use. All international and local external evaluators who came into contact with children as a result of this evaluation signed a child protection code of conduct, specifying appropriate and inappropriate interactions with children, as well as penalties for non-compliance.
- b. Informed consent at the community and school levels. The evaluation team contacted community leaders and school officials to explain the purpose and process for the evaluation and the field work. This engagement was done in coordination with ADRA Norge, the country offices and local staff, to ensure that communities were prepared and supportive of the field work and data collection efforts.
- c. Informed consent (school officials, government and other stakeholders). All participants in original data collection (KIs, FGDs, surveys, etc.) were informed of the evaluation purpose, procedures and intended use of the findings. Any known risks were presented to them and they were assured that they may opt out of any question or discontinue participation at any time. The evaluation team made clear to all respondents that agreement, refusal or withdrawal from the evaluation had no consequence on their personal or professional lives. Benefits from the

evaluation were presented in the larger programmatic and policy context, with specific instruction that there was to be no individual gain from participation.

d. Informed consent (parents and children). In addition to the standard informed consent procedures described above, the evaluation team obtained informed consent from parents of participating learners and assent from learners who are capable of making such decisions, prior to any data collection. Because SEAQE was not always 'branded' as a project easily known to all stakeholder respondents, the evaluation team worked with the ADRA country offices and field teams to determine the best way to describe the SEAQE program, so as to give respondents a basis for answering the questions.

## DATA CONFIDENTIALITY

Protocols for KIIs and FGDs with key stakeholders included a clause at the outset of each interview that described the informed consent process. Subjects were informed of the precautions to be taken to protect the confidentiality of the data and informed of the parties who will have access to their identities. This allowed subjects to assess the adequacy of the protections offered to them and determine the acceptability of the possible release of private information to the interested parties based on their individual situations. All human subjects were assigned a unique identifier for the entirety of the evaluation, and names were utilized only in cases where additional information from the subject was needed. Access to the identifying information was granted solely to the evaluation team, solely for quality checking and analysis, and was not disclosed or granted to other parties. At the completion of the evaluation, all identifiers were destroyed.

## CONSTRAINTS AND LIMITATIONS

The assumptions for the evaluation include the following:

**Scope and Timeframe of the Evaluation.** The timeframe for this evaluation was extremely tight, with commissioning in November 2018 and completion by February 2019, inclusive of local religious and year-end holidays when schools, government officers and ADRA staff were on leave for extended periods. The evaluation scope mandated a range of evaluation questions and equity considerations, which were prioritized with each local ADRA country office. For questions on disability, the evaluation relied on self-reported disability, or information from head teachers. With the constraints of a short time frame, enumerators selected without disability-specific experience, and limited scope for travel in the field, it was not possible to assess the effect of SEAQE on different types or intensities of disabilities, for either students, teachers or other education officials.

**Enumerator recruitment and selection.** As stated earlier, this evaluation is a semi-external evaluation with an independent team designing, analyzing, and reporting on data that were collected by enumerator teams recruited by ADRA in-country office staff in the implementing countries. While this approach was necessary due to time and budget limitations, it also introduced potential for bias and variation from standards set by the external team. The independent evaluators made as much effort as possible to limit the potential for bias and to balance potential bias, particularly in the qualitative data. Nevertheless, the evaluation cannot be considered fully independent and it is possible that data are skewed to present the programme in a more beneficial light.

In addition to the potential for bias, some of the enumerators had very low level of experience or capacity in data collection. In East Africa, with few exceptions, the enumerators provided by the local ADRA offices had limited experience in data collection, particularly in the sensitivity, impartiality, restraint and probing skills necessary for successful application of qualitative methods. In Ethiopia, the enumerators were drawn from the local government education authorities (also representing the gender bias in those offices), therefore introducing an additional element of bias that had to be considered in the training.

**Gender imbalance among enumerators.** Critically, the East Africa enumerator teams were predominantly male (8/8 in South Sudan, 19/20 in Ethiopia and 12/16 in Somalia). ADRA staff said that female enumerators were not available or not skilled, potentially reflecting an unaddressed gender bias. In Myanmar, the data collection data team was unable to follow the anticipated structure of male/female enumerator teams, and the government and ACS data collection teams largely comprised of male enumerators. During the training session, the facilitators discussed the importance of relating to respondents and making them feel comfortable. However, female students may not have been as forthcoming with male enumerators.

**Translation Challenges.** In Ethiopia, qualitative data was collected in local languages, including Afan Omoro, and had to be translated in order to be analyzed by the international evaluation team. This process was not only time-consuming and costly, it also introduced the potential for misunderstanding or misreporting of data due to translation issues. In Myanmar, South Sudan and Somalia, enumerators were able to complete their final notes in English.

## FINDINGS

### Myanmar

#### OUTCOME / IMPACT

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions).

- What was the cumulative effect of the operation in relation to the situation of the beneficiaries in general (including positive, negative, primary and secondary long-term effects produced by the action, directly or indirectly, intended or unintended impacts)?
- What visible/evident impacts emerged from the project implementation?
- How satisfied are beneficiaries with the assistance provided? What real difference has the project made to the beneficiaries?
- How many people have been affected (disaggregated by sex and types of marginalization such as ethnic minorities and children/persons with disabilities)?
- To what extent were cross-cutting issues (e.g. gender, social inclusion, disability and protection) relevant to communities, education services and the whole programme taken into consideration in the set-up and implementation of the project?

**Outcome: Increased attendance due to parental awareness of the importance of education and alleviation of financial burdens for education.**

Enrolment numbers have varied over the duration of the implementation with some schools experiencing an increase in enrolment while others experienced a decrease in enrolment, however, head teachers at all three school types reported that the overall attendance rate has increased overall due to ADRA's awareness campaigns at the local level targeted at parents on the importance of education and changes in Myanmar's education policies at the national level, with the ratification of the National Basic Education Law in July 2015 and the National Cease Fire Agreement signed in September 2015. On average, enrollment increased 1.28 percent and 1.34 percent for ACS schools and GoM schools respectively, and decreased 3.04 percent in KTWG schools. However, an average school per schools is misleading. As noted in **Table 3**, which maps enrolment trends of all class levels in the target schools between the 2014/15 school year against the current school year, there was rather significant fluctuation in enrolment among the target schools and across gender.

**Table 3: Myanmar Enrolment Data from 2014/2015 data to December 2018**

School Identifier (School Names Redacted)	District	Percentage Change	
		Female	Male
ACS Schools			
School 1	Kyar Inn Seik Gyi	87.50	-17.14
School 2	Bilin Township	17.50	20.41
School 3	Hpa-pon TSP	8.46	-5.77
School 4	Kawkareik	-14.81	-27.27
School 5	Hlaing Bwe	-41.18	-27.27
School 6	Hpa-pon TSP	80.00	0.00
Average		22.91	-9.51
GOM Schools			
School 7	Hlaing Bwe Township	9.09	-3.23
School 8	Hlaing Bwe Township	35.78	24.17
School 9	Hlaingbwe	15.91	31.43
School 10	Naung Bo Gyi	-60.81	-51.61
School 11	Hlaing Bwe	19.05	-3.08
School 12	Hlaing Bwe	0.00	5.56
Average		3.17	.54

<b>KTWG Schools</b>			
School 13	Kler Lwee Htu	22.50	44.74
School 14	Kler Lwee Htu	-46.15	-26.67
School 15	Taungoo	-15.79	0.00
School 16	Taungoo	-6.28	-10.53
School 17	Mu Traw	-31.82	112.50
School 18	Hpa-an	-7.26	-13.10
School 19	Doo Tha Htu ( Tha Hto )	0.00	-6.74
School 20	Doo Tha Htu ( Hpa an )	-4.17	7.41
<b>Average</b>		<b>-11.12</b>	<b>13.45</b>

At the local level, prior to the intervention, parents were generally unaware of the long-term benefits of education for their children and therefore kept their children at home to assist in providing income for the family through various work and home duties. ADRA's awareness campaigns, carried out in all three school types, demonstrated to parents and other community members, the value of an education, resulting in parents and community members encouraging the children in the village to attend school regularly. ADRA trainings of PTA/SMC groups in all three of the school types empowered these groups to be additional proponents of education for all children, playing an important role in getting children to enroll and attend school on a consistent basis.

Despite the fluctuation in enrolment trends, findings from KIIs highlight that SEAQE Myanmar has positively impacted enrolment rates. While student enrollment likely has increased for a myriad of reasons, evaluation findings reflect to key causes of increased enrollment as identified by respondents: increased parental awareness of the importance of education and the provision of teaching and learning materials thus alleviating the financial burden on parents.

#### ***Parental Awareness of Importance of Education***

The SEAQE Myanmar programme aimed to increase parental awareness on of the importance of receiving an education. SEAQE Myanmar facilitated awareness sessions for parents in all three types of schools. Teacher, PTA member, and village leader respondents indicated that as a result of these awareness sessions, parents were more aware of the advantages of attending school and were more interested in the education system. and due to increased awareness, parents encouraged their children to attend school. One respondent indicated that in their community, parents did not understand the value educating their children, but following ADRA intervention, parents becomes more informed.

### ***Alleviation of Financial Burdens***

Increased regular attendance by the students, of course, negatively influenced a family's financial situation as the child was no longer able to assist during the school day in helping to provide income for the family. In addition, attendance at school meant additional financial support from each family for school supplies for the child to attend school. This additional challenge was targeted with multiple interventions aimed at lessening the financial burden so that children with financial constraints could attend school. These interventions included ADRA's provision of student learning kits (comprised of notebooks, pencils, pencil sharpener, eraser and pencil case) and the Government of Myanmar's contribution to schools under GOM supervision. The government's elimination of school fees at GOM schools allowed students who previously could not afford to attend school the opportunity to attend. Not all financial obligations were eliminated, however, as parents and teachers reported that many families were still required to pay for items such as school uniforms, sports uniforms, food for teachers, dormitory costs, and stationary.

Head teachers and teachers reported that parents with financial constraints were often able to fulfill their financial obligations through provisions of food, firewood, and other resources requested by the school.

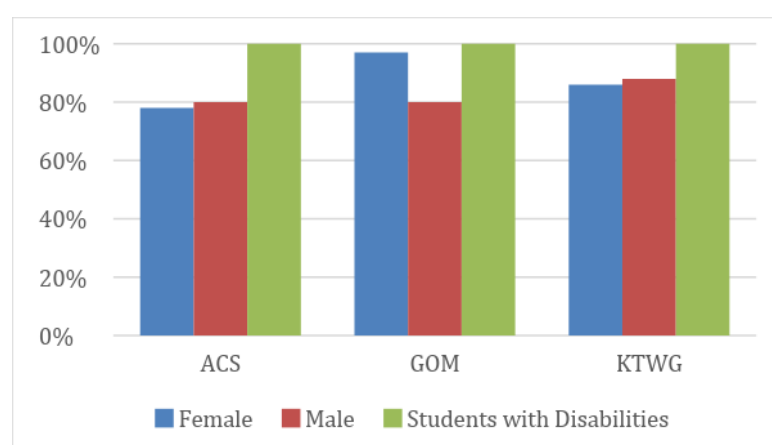
Alleviating the financial education burden for parents has also contributed to increased student attendance as identified by village leaders, teachers, and PTA/SMC respondent. One head teacher indicated that increased school attendance correlates to a reduction in student fees stating that "[t]he children came to school more because the expenses were less because of ADRA supporting school materials, teacher's materials and others." While parents still must contribute financially to their children's education, alleviating even small burdens can influence child attendance rates. Supporting the provision of teaching and learning materials also allowed parents to provide other necessities to their children.

*One student also recognized this SEAQE Myanmar contribution, noting, "Yes, it helps us a lot so that our parents don't need to afford buy school materials. We received sports equipment so that we may be more interested in attending school."*

Noteworthy is that while this contribution is recognized and appreciated, some parents still contribute significant amounts to their children's education.

Teacher respondents also noted a more positive attitude among students towards schooling. They indicated that students enjoy learning at school and are generally more interested in learning. This is supported by student feedback collected from the student surveys. Students were queried as to whether they believe their school is meeting their individual learning needs. On average, 89 percent of all students (female: 87 percent; male: 89 percent; and students with disabilities: 100 percent (five female and five male)) believed the school met their learning needs, citing improved learning / learning outcomes, improved teaching practices, increased access to learning materials, and reduced corporal punishment as reasons for having their learning needs met. Further worth noting is that as demonstrated through subsequent findings, the target schools have insufficient abilities to accommodate students with disabilities.

**Figure 1: Percent of Students Reporting School Meets Their Learning Needs**



**Outcome: There has been an increase in overall attendance due to increased enrolment of students from marginalized populations, specifically girls, children with disabilities, and children from ethnic/religious minorities.**

The evaluation team found that the SEAQE Myanmar programme has affected various groups of marginalized students. Respondent feedback suggests that students from marginalized groups are encouraged to attend school by key stakeholders within the community: parents, village leaders, and teachers all encourage children from marginalized groups to attend school. Respondent feedback further indicates that SEAQE Myanmar's provision of teaching aids for marginalized children have promoted their enrolment in school.

#### ***Children with Disabilities (CwD)***

The SEAQE Myanmar programme's impact on students with disabilities is particularly noteworthy. Intervention strategies aimed to raise awareness and knowledge of parents, teachers, the community, and school management. ADRA also facilitated awareness sessions for parents and teachers on inclusive education. Feedback from all respondent groups and genders from all three school types reflect the success of this intervention strategy, and traditional thinking has shifted in all stakeholder groups. A teacher with 20 years of teaching experience indicated that he participated in SEAQE Myanmar trainings and has taken strides to support students with disabilities in both his classroom and his school. This is further evident within the School Observation section wherein students with disabilities are present in all schools.<sup>3</sup> Overall, the evaluation team has found an increase in acceptance of students with disabilities.

*Teacher at a KTWG school: We have been attending trainings for how to treat students with disabilities so they can have the opportunity to learn at school.*

*PTA Member at KTWG school: The school and community encourage children to find creative ways to include a child with physical disabilities in their play activities.*

*Female teacher at GoM school: There are more learning opportunities for disabled students. There is also an increase in the quality of education for students with disabilities and an increase in the quality of their learning experience.*

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<sup>3</sup> It is unclear how representative the student disabled population is in relation to each community; however, the evaluation team feels it is noteworthy to mention that disabled students are attending SEAQE Myanmar-supported schools.

Parents have also been sensitized on the importance of CWDs attending school, and there is increased familial support for students with disabilities to attend school. An ACS teacher noted that familial perceptions of being unable to send their children with disabilities to school has shifted. A parent whose child attends a GOM school indicated that “one deaf and dumb girl is sent to school by her parents who have strong desire to educate their daughter. She, herself, is very keen on learning.”

*Parent at GOM school: A disabled girl in our class is treated equally and she plays with her peers happily. There is no evidence of her being bullied in class. All the teachers treat her with loving kindness.*

*Parent at ACS school: In previous times, disabled children had less chances to be educated as people thought that those with disabilities weren't capable. Now that the parents are becoming more knowledgeable, they send their disabled children to school.*

Students shared through focused group discussions that students with disabilities are widely accepted by the student population and are not treated differently by teachers or fellow students who do not possess disabilities.

*According to a female student at a GOM school, “there is only one girl who is a little bit motor-impaired as she can't use her fingers very well. She is not treated differently. She is given the same opportunities as her classmates and is well-treated by all including teachers.*

*Male student at GOM school: “There is one student who is blind. We play with this student together and do not bully this student.”*

*Female student at ACS school: “At our school there are two disabled students. One is blind and the other is bowlegged. The teacher reminds the class not to tease the students.”*

This is supported by feedback from the student survey wherein student respondents were queried as whether they believed their school encouraged or supported students with disabilities to stay in school. On average, 93 percent of students<sup>4</sup> positively indicated that they believe their schools supported students with disabilities.

However, not all student feedback was positive regarding the acceptance of students with disabilities by their peers.

*Male student: The child who has HIV/AIDS is treated differently at school and in the community. We are afraid of her and don't want to sit beside her because she smells and has skin problems.*

Further investigation by the evaluation team revealed that the community does not allow this female student who is HIV positive to attend school because they believe she is too sick and too weak. While this appears to be an isolated case, it does however indicate that some children with disabilities are not being fully welcomed into the learning environment.

As noted by an ACS PTA/SMC member, “previously, children with disabilities didn't attend school. There were less teachers and therefore they had less patience for their students. Children with disabilities were left at home. Teachers were worried something would happen to the child with disabilities and the teachers felt they didn't have the ability to teach these children. The circumstances surrounding children with disabilities attending school has changed unexpectedly. The

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<sup>4</sup> Government (100%); ACS (100%); KTWG (78%)



parents themselves have requested that the teachers accept and teach their children as much as they are able, and the teachers have in return accepted these children into their classrooms.”

The evaluation team found that school enrollment of children with disabilities is influenced by their parent’s perception of their child’s safety and independence.

*As noted by a KTWG community leader, “Every child in village can access to school but, some of children with disabilities do not have a chance to go to school because parents have not allowed them. Parent worried that they might get hurt.”*

*PTA/SMC member at KTWG school: Children with disabilities are not very encouraging to access to education as their parents are not support them. They need a special guide or need to support their learning.*

### **Female Students**

The SEAQE Myanmar project specifically targeted girls in its interventions aimed at increasing opportunities for marginalized populations. Evidence gained through key informant interviews with teachers and focus group discussions with girls and PTA/SMC members, indicated that the majority of girls are no longer choosing or being forced to get married at an early age, and instead are choosing to attending school with parental support. Much of this change can be attributed to ADRA’s awareness campaigns targeted at parents of female students, teacher and head teachers, as well as community members (including PTA/SMC).

Several female students indicated that parents now support both male and female students to attend school. Parents have historically focused on marrying their girl children but that is shifting to focusing more on educating their girl children: “Earlier, parents didn’t give opportunity to girls for education, because they assumed that the girls will marriage if they have finished the education. For now, the opinion is becoming change and the parents encourage to girls for education.” By doing awareness raising for parents, they are becoming far-seeing persons and giving chances to their daughters for education.” Other students more broadly indicated that female students are now getting the chance to attend school and to participate in school activities like male students.

### **Students from Ethnic and Religious Minorities**

Due to ADRA’s interventions and changes and dialogue at the national level by the Government of Myanmar and the Kayin State Government, all students, regardless of gender, disability, religion, or ethnicity are now allowed to attend school, however the increase in enrollment is not without challenges for the schools. Mid-term review findings indicated that the Kayin state has one of the highest levels of illiteracy in the country. Mother-tongue instruction is being utilized in the GoM schools; however, language mismatch between students and teachers exists resulting in high teacher turnover in these communities. Another challenge to the schools is the issue of school infrastructure. The school observations indicated that 18 percent of schools did not have the capacity for the number of students attending, often resulting in children not having a seat or space in which to work.

Respondents in GOM and KTWG schools indicated that there was little if any presence of students whose ethnic and religious background differs from those of other students. Respondents from ACS schools responded that students who do come from different religious and ethnic backgrounds are treated the same as all other students in the school.

*Female student at ACS school: “Students from different religions are treated just like any other students. There is no discrimination.”*

*PTA member at KTWG school: "First the student didn't really understand the language because of the language barrier. But now they have gotten better in their new language and have forgotten their own language."*

*Head Teacher at GOM school: "Everyone can share equal opportunities. Likewise, in the village, there are no other different ethnic minorities and individuals from other religions".*

*Parent at ACS school: "There are some other religionists at the school, and teachers don't discriminate against them. Parents trust the teachers with their children."*

**Outcome: Teachers and their schools are not equipped to address the individual challenges faced by students with disabilities**

Seventeen of the 20 schools visited had disabled children enrolled in school as indicated by teachers and head teachers. The types of disabilities noted were: Mental / Learning Disability; Physical (deaf/hard of hearing, blind/weak eyesight, heart disease), epilepsy, HIV/AIDS, mobility impairments; and sensory disorders. While access to education for students with disabilities has been granted and is encouraged through awareness campaigns targeted at parents and teachers, the schools, however, schools do not possess the necessary teaching and learning resources to support the physical, mental, and emotional needs of these students. While some teachers attempt to include student with disabilities in the learning environment and report that the students appear to be happy, teachers have also reported that they do not possess the knowledge, skills, and resources to meet the individual needs of the students with disabilities. ADRA has provided inclusive education training for teachers and partnered with Eden Centre who carried out disability assessments in the communities to inform SEAQE on barriers to participation in education. However specialized ongoing education training is required for teachers to begin to implement various interventions for CwD. CwD often require specific resources to support their learning including books or learning materials in braille or with larger print, interpreters for deaf students, accommodations for students with physical and mental disabilities, and facilities that are accessible.

This is supported by a KTWG PTA/SMC member, students with disabilities - we encourage them if they want to go to school but we don't have special plan for them. We can just only give them our encouragement. A GoM school teacher indicated that "As the disabled student is deaf and dumb, it is difficult to teach him/her. The child is interested to learn and has nice handwriting. Teachers teach him/her with all their might, but I think it is not very effective for the child."

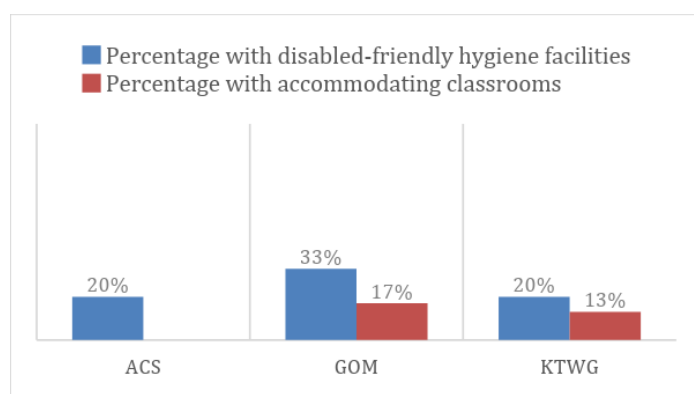
*Teacher: "Disabled students can enjoy equal rights and opportunities. In this school, neither special teaching aids nor special teachers are available to teach such marginalized group of children."*

Schools also lack the infrastructure to accommodate children with disabilities. Of the 16 schools with hygiene facilities present on the school grounds, four<sup>5</sup> (25 percent) out of 16 were observed to have disability-friendly hygiene facilities. Observers further noted that only ten percent of observed schools had classrooms that were equipped to accommodate students with disabilities. Noteworthy is that 100 percent of observed GOM schools, the only ones to receive infrastructure support from SEAQE, had hygiene facilities. Eighty-three percent of observed ACS schools had hygiene facilities while 63 percent of observed KTWG schools had hygiene facilities. When assessing the accessibility of classrooms for students with disabilities, 17 percent of GOM schools were observed to be able to accommodate students with disabilities within their classrooms as compared to 0 percent at ACS schools and 13 percent of KTWG schools.

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<sup>5</sup> GoM: 2 schools; ACS and KTWG: 1 school each

**Figure 2: Percentage of School Campuses Equipped to Accommodate Students with Disabilities**



Parents, many of who previously thought that CwD were unable to learn, have demonstrated that they are satisfied with the ability to send their children to school, even though their children are not receiving an education that is truly equal and inclusive.

**Outcome: There is a strong focus on gender equality (for both students and teachers) at the school level**

Attitudes appear to have shifted since the beginning of the intervention, with students and teachers reporting that male and female students are not only treated equally, but that female students are also afforded the same leadership opportunities as male students.

- *Female student in FGD: We are allowed to be leader in the school and decision making by ourselves. We do prefer to study rather than get married because we don't want to work on the farm and perform arduous house work.*

Focus group participants also indicated that while girls are assuming leadership role, some lack the self-confidence to engage and assume such roles.

In a few cases it was reported that male students are disciplined more harshly than female students, but this does not appear to be a consistent trend. Classroom observations indicated that female students are not segregated from male students in the classroom or on the playground and possess equal learning materials as their male counterparts.

- *Female student in a KTWG school: As I am a girl, I realized I get more chance to study in the same level as boy. It is good for our girl. - We get a chance to sing together with boy - We have class room monitor as a girl Yes, we preferring to study more than get marry.*
- *Male student in a GOM school: Both boys and girls are treated equally and given the same rights. There is no discrimination among children. Teachers love all the children.*

Female teachers have reported that they are now able to hold leaderships positions and participate in the “important functions” at the school level, when previously the leadership positions or “important functions” were restricted only to males. This was reported in KII interviews at 3 ACS schools and 3 GOM schools. The key informant interviews are representative of the population and indicate that the majority of teachers at the primary level are females, with 32 out of the 40 (80%) head teacher or regular teachers KIIs being conducted with female teachers.

*Male teacher in ACS school: Female teachers are getting to have a chance to attend some trainings and participated in important action of the schools like male teachers.*

A female teacher at an ACS school who has been instructing for 32 years indicated that “There is a move or a transformation within teachers and students. Girls get equal rights to learn as boys, get

more chance to participate in every activity.” Another female ACS teacher – who has only been instructing for two years – noted that she has seen an increase in mutual respect among students, and that this respect transcends gender and also includes students with disabilities.

Finally, a parent of a student who attends a GOM school indicated “I found that everyone is treated equally. Both girls and boys are well acknowledged by the teachers and are accepted for school admission. All have to answer the same set of questions in the exam. We could play some games in the same gender group and some games in both gender groups together.”

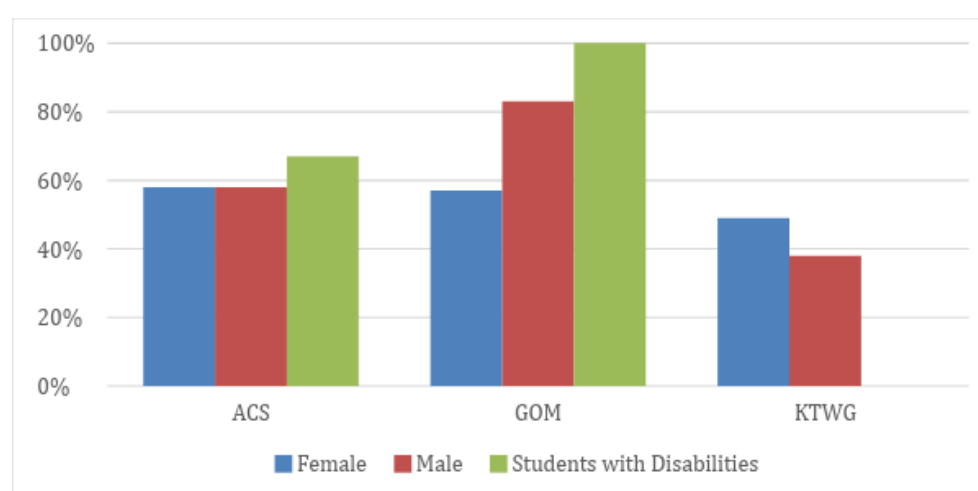
Student survey respondents were queried as to whether they believed boys and girls treated the same or differently at school. Responses were consistent across gender and schools with 97 percent of female and male students indicating that both genders were treated equally. Female students from KTWG schools who indicated the genders are not treated equally opined that boys become bored at school and are scolded by teachers, and that they are sometimes allowed to play longer than girls. KTWG boy student respondents had a similar sentiment, indicated that teachers love girls more than boys and that boys are naughty and not clever as girls.

Teacher respondents also recognized the shift in gender equality within the school settings – both for students and teachers. Examples provided included girl students being assigned school-related tasks and the creation of gender-specific latrines on the school grounds.

*Female head teacher at GOM school, “Both female teachers and female students are able to take up the important tasks. Having separate latrines for females is of great help to female teachers and students alike.”*

Feedback from the student survey also supports this. When queried as to whether they believed their school encouraged or supported female students to stay in school, 100 percent of all female and male respondents indicated yes. However, when queried as to whether they believe their school has the school have a sufficient number of latrines to meet student needs, responses varied as demonstrated below in **Figure 3**.

**Figure 3. Percent of Students who Believe School has Sufficient Number of Latrines<sup>6</sup>**



Reporting on sufficiency is subject to the self-perception of each respondent. Student respondents in the same school, regardless of gender, had varied opinions on the sufficiency of latrines. As an example, one student indicated their school which had three latrines was sufficient for the student population whilst another student in the same school indicated that there was an insufficient

<sup>6</sup> GOM schools were the only schools to receive infrastructure support from ADRA.

number of latrines because the school had “only three latrines for over 100 students.” Additionally, four female students indicated their school did not have a sufficient number of latrines because although there are two latrines, they cannot access to water in summer season. Table X below highlights student to latrine ratios as observed during the evaluation data collection. The ratio includes only schools with hygiene facilities. As noted above, of the 20 observed schools, 16 had hygiene facilities present on the school grounds: ACS: 83 percent (5 out of 6 schools); GOM: 100 percent (6 out of 6 schools); and KTWG: 63 percent (5 out of 8 schools).

**Table 4: Hygiene Facility Ratios**

School	Student/Latrine Ratio	
	Girls	Boys
ACS	1:78	1:80
GOM	1:133	1:43
KTWG	1:152	1:104

**Outcome: Accommodations are being made for female students at the school level.**

While discussion around menstrual hygiene management for female students is slowly making gains despite lack of knowledge about female hygiene, female students have shared that teachers recognize the specific challenges encountered by the female students and are more understanding and accommodating. Gender-specific latrines have been installed in some schools, and in some cases conversations between female teachers and female students are taking place, regarding the importance of female hygiene and MHM. Of the 16 schools observed to have hygiene facilities present on the school campus, eight of the schools had gender-specific hygiene facilities (ACS, 2; GOM, 3; KTWG, 3).

Female students were also asked whether they are able to attend to their menstrual hygiene needs at school. An average of only 21 percent of female students reported that they are able to attend to their menstrual hygiene needs at school, while 79 percent of female students reported that they are not. This was attributed to lack of gender-specific latrines and lack of provision of MHM products. These percentages are concerning considering menstrual hygiene is one of the most prevalent barriers to females attending school on a regular basis.

**Outcome: There has been a marked reduction in barriers to student enrolment and completion, and out of school learners are returning to school.**

***Reduction in Barriers to Enrolment***

While challenges exist to enroll marginalized students in school, there are many challenges which exist, preventing non-marginalized students from enrolling in school. These challenges have been mitigated through a concerted effort by the teachers, school administrators, PTA/SMC members, and community leaders who are focused on finding solutions that meet the individual needs of the students. While the majority of these solutions are non-punitive, some of the solutions are punitive, which may or may not create change in the long term.

Non-punitive solutions may include: assistance with school fees and school supplies, teacher visits to student homes to reinforce the importance of education, provision of student housing in dormitories

for students who are not within a commutable distance to schools, provision of student uniforms, PTA/SMC involvement and discussions with families of children of school-age, provision of agricultural work for students residing in student dormitories, payment of school fees in instalments,

- *According to a head teacher who frequently works with families of students to overcome barriers to enrolment, “parents and teachers need to understand the children situation and arrange something for them. We inspire parents to support their children in education. Let them know about the education values.”*

Teachers play an active role in the enrolment of students, and work in cooperation with the PTAs/SMCs and community leaders to inspire dialogues with families who are reluctant to enrol their children and to find solutions to the ongoing issue. For many students and families, the idea of the student leaving the home during the day to attend school is daunting, therefore teachers work with the students and their families to achieve a level of comfort so that students and their families look forward to the student attending school.

Punitive solutions that have been implemented by the schools for families who do not send their children to school include monetary fines or provision of animals (goats) in lieu of monetary fines for families.

### ***Reduction in Barriers to Completion***

While the initial goal is for student enrolment and attendance to increase, equally important is the goal of student completion. The factors affecting student completion include, but are not limited to: school tuition, lack of school uniforms, lack of food, lack of transportation, lack of housing for student who live outside the catchment area, trauma resulting from political or military conflicts, and lack of parental support.

While ADRA’s interventions have helped lessen the barriers to completion, the stakeholders themselves (head teachers, teachers, PTA/SMC, community members) are utilizing the knowledge gained during ADRA’s awareness campaigns and finding creative solutions to eliminate the barriers for school completion. These solutions include: providing student housing/dormitories for students whose families live outside the catchment area, food and financial support for the students, provision of uniforms and other school required materials, parental notification of student absence/desertion from school, payment arrangements for school fees, provision of transportation, awareness programmes for students on the importance of education, and in-person meetings with students and their families.

Fines are sometimes levelled by the schools, on families of students who choose not to complete school. This can be a strong deterrent to families who are financially challenged, and families must therefore choose whether or not to enrol their children in school.

ADRA’s awareness campaigns on the importance of education have empowered community groups to do whatever they can to ensure that all children have the opportunity to receive an education.

Due to the current political landscape in Myanmar, students were asked in the school survey if schools encourage or support students who have experienced trauma resulting from political or military situations to stay in school. An average of 59 percent<sup>7</sup> of students responded positively.

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<sup>7</sup> ACS: 50%; GOM: 58%; KTWG: 69%

## ***Out of School Learners Returning to School***

The Government of Myanmar's signing of the National Basic Education Law in July 2015, ratifying the rights of all children to have access to education, encouraged out of school children of school age who have previously attended school to return to education studies. Students are returning with a renewed enthusiasm for school, as the barriers to school completion have been drastically reduced. While teachers acknowledge the significant improvement in enrolment of marginalized students, they also acknowledge that the re-enrolment of out of school learners is not on par.

In the student survey, students were asked if their school encourages or supports students who had previously dropped out and had returned to school. 97 percent of students responded positively.

**Outcome: There has been a marked improvement in the student learning environment in the areas of: quality of instruction, student discipline, teaching and learning resources, water and sanitation hygiene (WASH), and school infrastructure.**

### ***Quality of Instruction***

ADRA's interventions targeted at the learning environment have shown significant improvement in the quality of teaching instruction. Teacher trainings aimed at improving teacher training in both pedagogy and methodology resulted in teachers having more confidence in their teaching ability, utilizing student-centred teaching and learning methods in their classroom, and providing a safer and more secure learning environment for their students.

*A female teacher at an ACS school for four years indicated that she attended some trainings supported by ADRA and the knowledge gain from the trainings were very useful. "Before, I used to teach the children in my convenience way. But now, I know how to facilitate their learning process, and this make me easier to teach the children. In my class I just dictated the text book before but now I could facilitate children learning the lessons in a more practical ways and explanation and this has inspired the students."*

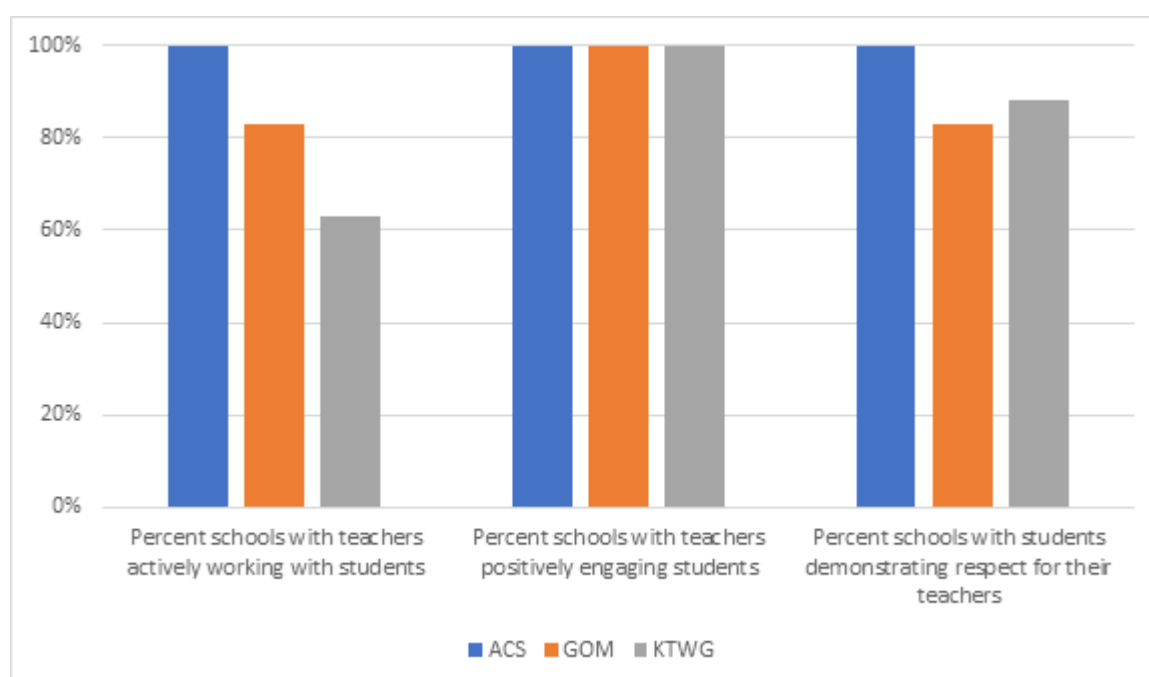
In general, teachers have found the trainings to be useful and have been provided with new knowledge and skills that can immediately be implemented in the classroom. Teachers with well-established teaching habits are embracing new teaching methods and strategies aimed at improving children's literacy and numeracy, utilizing games and active learning techniques to engage students. Student grouping is being utilized in the classrooms, based on the teacher training with practical work resulting in a higher level of interest by students. Teachers are observing an increased level of student participation due to the changes in teaching methods and are confident in their ability to mentor and inspire students.

Student respondents were asked if there was any improvement in the quality of their teacher's teaching ability during SEAQE Myanmar implementation. Ninety-five percent of students responded positively indicating that there have been improvements in instruction (teachers are better able to instruct on topics and are more understanding and patient) and that students are more engaged in learning. Student feedback is further supported by findings from the school observation wherein observed classrooms showed high levels of student engagement and a demonstration of mutual respect between students and teachers (see **Figure 4**).<sup>8</sup>

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<sup>8</sup> Note that classroom observation findings are limited to observed classrooms and may not be representative of the entire school environment.

**Figure 4. Engaged Learning by School Classification<sup>9</sup>**



Regarding arrangement and levels of engagement, 81 percent of the classes had male and female students seated equally throughout the classroom and 100 percent of all observed teachers were equally engaging male and female students. In discussions with school management, observers also noted the need for teacher training. Due to teacher turnover and other staffing issues, high numbers of teachers within the observed school are new to teaching and have limited teaching experience.

However, despite improvements in the quality of instruction, during the school observations, observers noted low levels of teacher engagement with the class. Only seven of the 20 schools observed had teachers present within each classroom in the school. (33% GOM, 17% ACS, 50% KTWG). KTWG observers noted only two teachers were present in one school with a student population of nearly 200 they visited; in another school with a student population of less than 50, only one teacher was present. The lack of teacher presence in the classroom is attributed to two main factors: teacher absence and lack of teacher engagement. During the piloting of the data collection tools by the international team leaders, the in-country team leader, and the data collection team, 2 of the 6 classrooms did not have a teacher present as the teacher left the class unattended to speak with colleagues for the entirety of the data collection time period of approximately one hour.

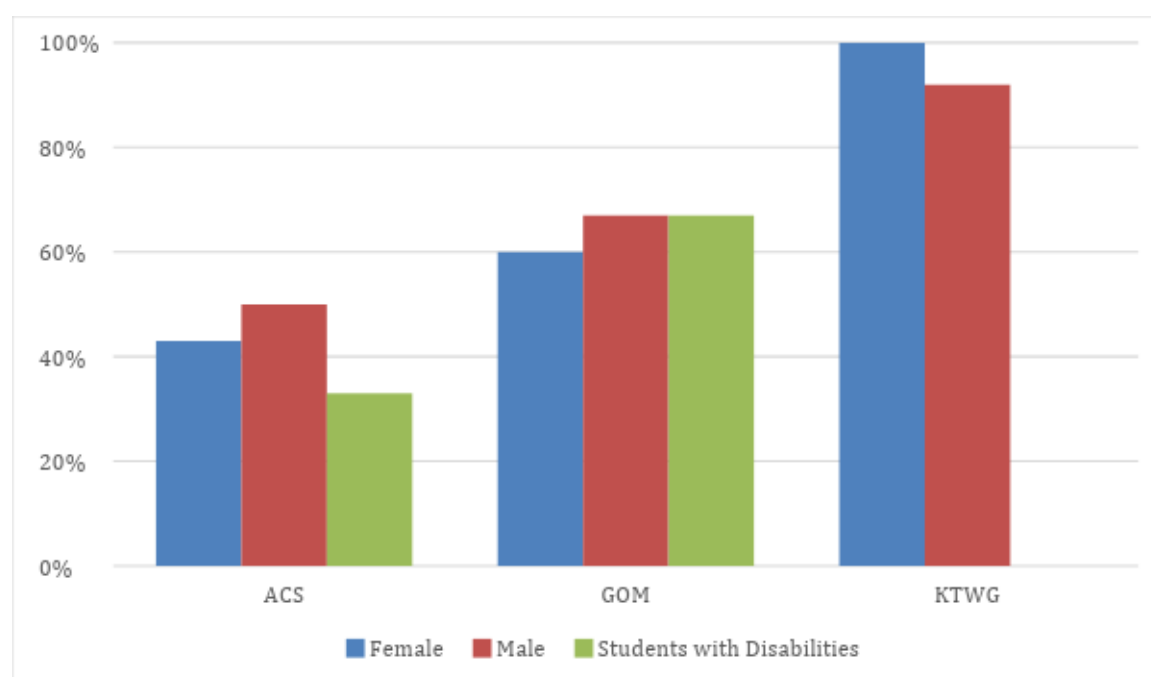
Student safety can also be attributed to improved learning outcomes<sup>10</sup> as students perform better academically in learning environments where they feel physically and mentally safe. As demonstrated by **Figure 5** below, student perception of safety varies by school. Factors cited as contributing to an unsafe school environment include overall school infrastructure issues, garbage and clutter on school grounds (as cited by a student with disabilities), the school being located near a main road, causing students to be concerned about getting hit by car, and violence between students or between teachers and students.

<sup>9</sup> GOM teachers did not receive SEAQE-supported training

<sup>10</sup> As evidenced by research including the following source: <https://txssc.txstate.edu/topics/school-violence/articles/student-perceptions>



**Figure 5: Number (%) of students who Indicate Feeling Safe Within School**



It is unclear to the evaluation team why there are significant variances in student responses. As indicated in the above, the majority of students identified feeling unsafe due to issues surrounding school infrastructure and violence within schools. As identified during school observations, low numbers of KTWG schools and campuses were well-maintained as compared to ACS and GOM schools. Conversely, of the 20 schools observed, only KTWG schools had barriers present between the schools and adjacent land and/or road. No ACS or GOM schools had barriers which was also cited by students as contributing to their feeling of being unsafe.

**Outcome: Trainings in student discipline have resulted in an overall improvement of the children's rights and child protection in some of the school, however the reported frequency and brutality of corporal punishment varies across respondent groups**

The shift from school environments where corporal punishment was a regular practice to environments where positive discipline techniques are being utilized, resulted in students feeling safer at school, able to build trusting relationships with their teachers and their peers, more willing to attend school and take academic risks, and an overall reduction of violence between students.

Informal or formal Teacher Codes of Conduct, or sets of rules and regulations, have been implemented at 2 ACS, 5 GOM, and 1 KTWG schools, explicitly prohibiting the use of corporal punishment. The codes of conduct/rules and regulations also detail the reporting procedures and structures for teachers who violate the standards. Corporal punishment has not been eliminated at all schools, and students shared during FGDs specific instances of corporal punishment being applied, usually for academic deficiencies, with the punishment being applied more often to male students than to female students.

*Female student at ACS school: Teachers beat boy students more severe than girl students.*

*Male student at ACS school: There was a teacher who punished the boy and girl students by making them take off all their clothes and run around the football field if they couldn't recite the lesson by heart. This teacher is no longer at the school.*

*Female student at GOM school: There is a little beating by the teacher. Only the very naughty are beaten for good sake.*

*Parent of KTWT student: If my son makes mistakes, his teacher hit him, but if girls are making mistakes, teachers not hit them.*

*Female teacher at GOM school: “Beating as a form of punishment” is banned in this school. If an individual student fails to adhere to the existing rules and regulations, this case can be informed to the principal, the dean and parents-teachers association.*

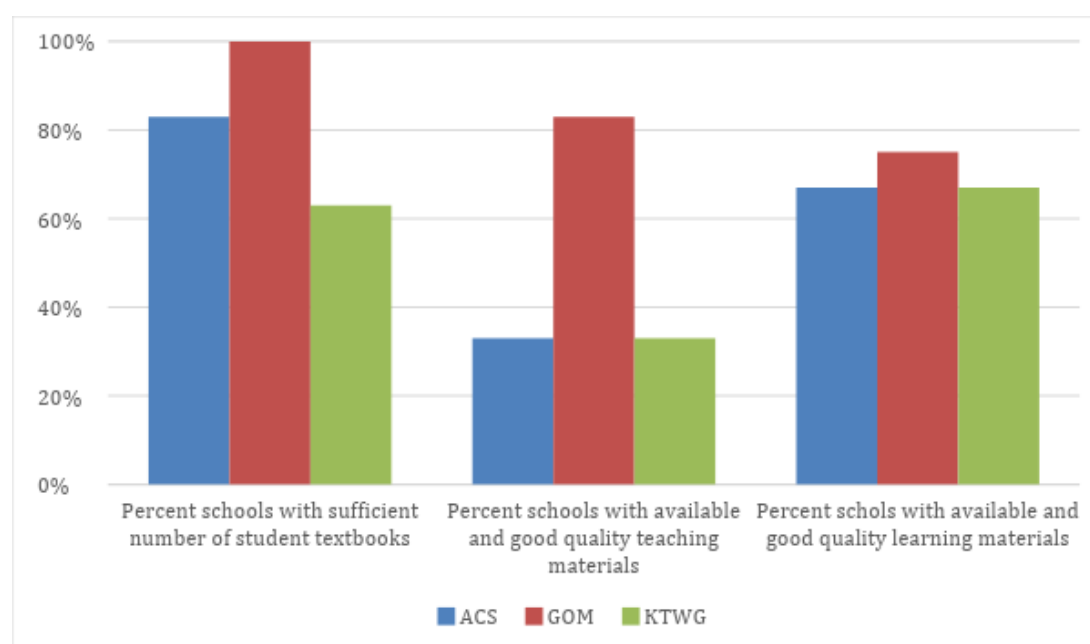
*Teacher at KTWG school: “teachers are not allowed to punish students as they have opportunities to learn, to survive and to grow up. We saw that teacher use positive discipline instead of using negative punishments.*

### **Outcome: Increased provision of teaching and learning materials contributed to an improved learning environment.**

Teaching and learning resources were well-received by beneficiaries and provided much-needed support. As noted by one village leader, “It is not easy to buy stationaries. Our village is locating quite a distance from town and the road commuting there is not good as well.” Respondents indicated that the learning materials were distributed to the higher grades at the onset of the school year in accordance with standard procedure while the lower grades received several instalments of supplies: once at the onset of the school year and at subsequent intervals on an as-needed basis as determined by individual schools. This was not project practice but instead reflective of individual school practices of utilizing learning materials as efficiently as possible.

Despite the SEAQE Myanmar programme’s valuable contribution, school observers noted that the availability and quality of teaching and learning materials varied by school. Many observers note that textbooks were damaged and the quantity available was insufficient. As demonstrated by **Figure 6** below, this varied by school type.

**Figure 6. Availability and Quality of TLM**

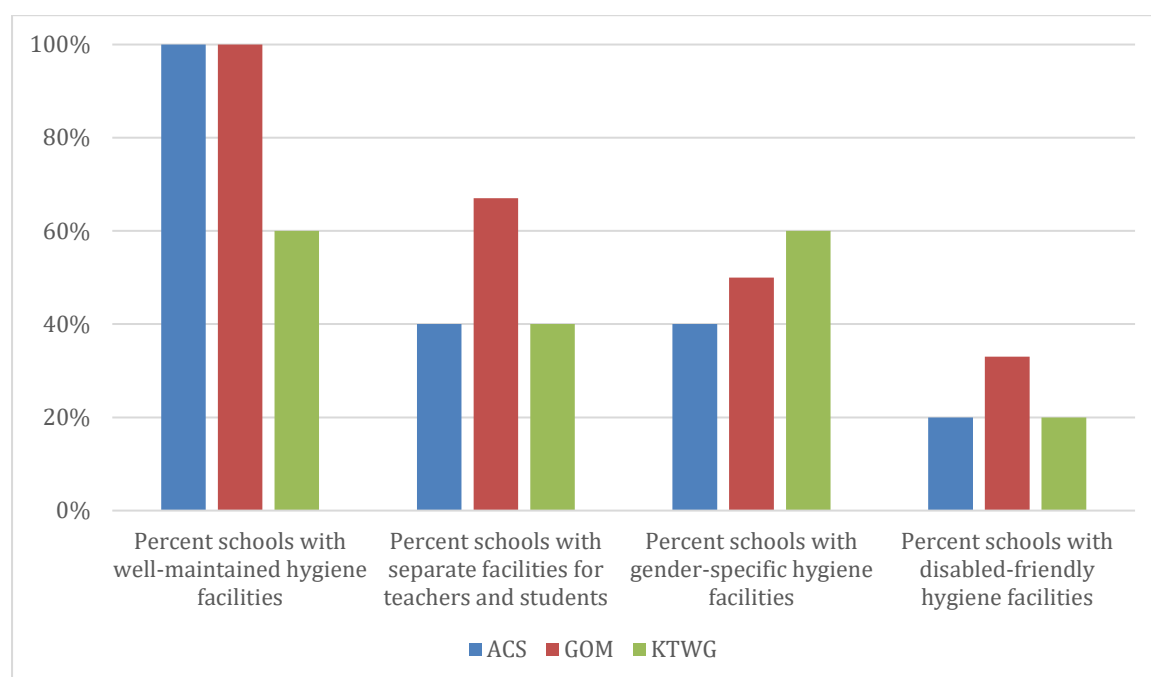


\*Note: “Sufficient number of textbooks” included textbooks that were shared by two students

**Outcome: There has been an overall improvement in water and sanitation hygiene (WASH) at SEAQE partner schools.**

ADRA's interventions targeting WASH were important to students and teachers, as evidenced by the views shared in the KIIs and FGDs. The presence of single gender latrines has allowed female students to feel more safe and secure, and for students of age to attend to their individual hygiene needs. Eighty-two percent of all schools observed had hygiene facilities on the school grounds<sup>11</sup>. A comparison of the three school groups demonstrates that overall GoM schools have more hygiene facilities and that these facilities are cleaner and more accommodating for teachers, gender, and disabled persons. Noteworthy is that despite some schools have disabled-friendly hygiene facilities, this category is very low across all three school types. Three of the six observed GOM schools received infrastructure support. Observers noted that all three schools who received infrastructure support had separate latrines for students and teachers. Two of the three had gender-delineated latrines. None of the three schools who received infrastructure support had latrines to accommodate students with disabilities (however, two GOM schools who did not receive infrastructure support were observed to have hygiene facilities to accommodate students with disabilities). Another issue noted by a GoM school observer is that due to its location, one school's hygiene facilities cannot be accessed during the rainy season. A disabled-friendly latrine is one that can accommodate children who are physically disabled or that have sight impairments. Similarly, low percentages of schools have handwashing facilities with soap and water accessible near the latrines. Overall, only 26 percent of the observed schools with latrines had handwashing facilities soap and water readily accessible. None of the schools provide sanitary supplies for girls.

**Figure 7. Availability of Hygiene Facilities**



Newly acquired access to clean water through the building of wells and use of water filtration systems was noted by a significant number of student and teacher respondents, however the

<sup>11</sup> School observers were tasked only with recording the availability and number of latrines; they did not assess any judgement of the sufficiency of the number available. Nonetheless, a frequent overall observation is that the schools consistently had insufficient numbers of latrines.

availability of clean drinking water varied by school. In both GoM and ACS schools, four out of the six (67 percent) schools provided clean drinking water. Only two (25%) of the KTWG schools provided clean drinking water. While this is a marked improvement in the area of WASH for this particular area, allowing for instructional time to be allocated to actual learning as opposed to clean water procurement activities, there is still much progress to be made.

**Outcome: School infrastructure has improved at some SEAQE partner schools that received infrastructure support; however, all schools would benefit from infrastructure development**

GOM schools were the only partners schools to receive infrastructure support; ACS and KTWG schools did not receive renovation support. Evaluation findings demonstrated that ADRA's interventions had a direct impact on school infrastructure, though the magnitude of impact from school to school varied based on the amount of investment and level of ADRA contribution, if any.<sup>12</sup>

ADRA staff shared that school building renovations assisted students in reaching their intended education goals (Primary to Middle). School renovations, according to ADRA staff, also assisted schools in being recognized helping students achieve top grades for academic performance.

*ADRA Staff Member: "The learning and teaching materials were also very useful for the parents to solve financial problems related to their child's' education."*

*Male Student: "Improvements can be observed, and the number of teachers has increased. A new school building, entrance, and fence have all been constructed"*

*Female Student: We have seen lots of changes within our school. The building has improved, we are using good quality textbooks and paper, our teachers are better educated, and we have a flag, sports equipment, and school signs.*

*Parent: Teachers are becoming more proficient and better at teaching. The school building is improving and there are more materials for students. There is clean water and enough latrines for students to use.*

Evaluation findings further demonstrate that the quality of the school environments varied among the three school classifications. The quality of the buildings varied significantly with only two of KTWG buildings being well-maintained. KTWG observers noted that some school buildings are "broken down and unsafe" for children to study. Others indicated that buildings are not well maintained. Noteworthy is that two of the GoM schools and three of the ACS schools were in the process of being renovated. The floors and corridors of the GoM school were being renovated with ADRA funding saved from implementation.

*Male student: Our school building is made out of bamboo and the walls and floors are ruined. There is a potential danger from cars at the school because the school is situated beside a road.*

*Female students: I'm worried that the school building will collapse. I would like a new cement building like the others.*

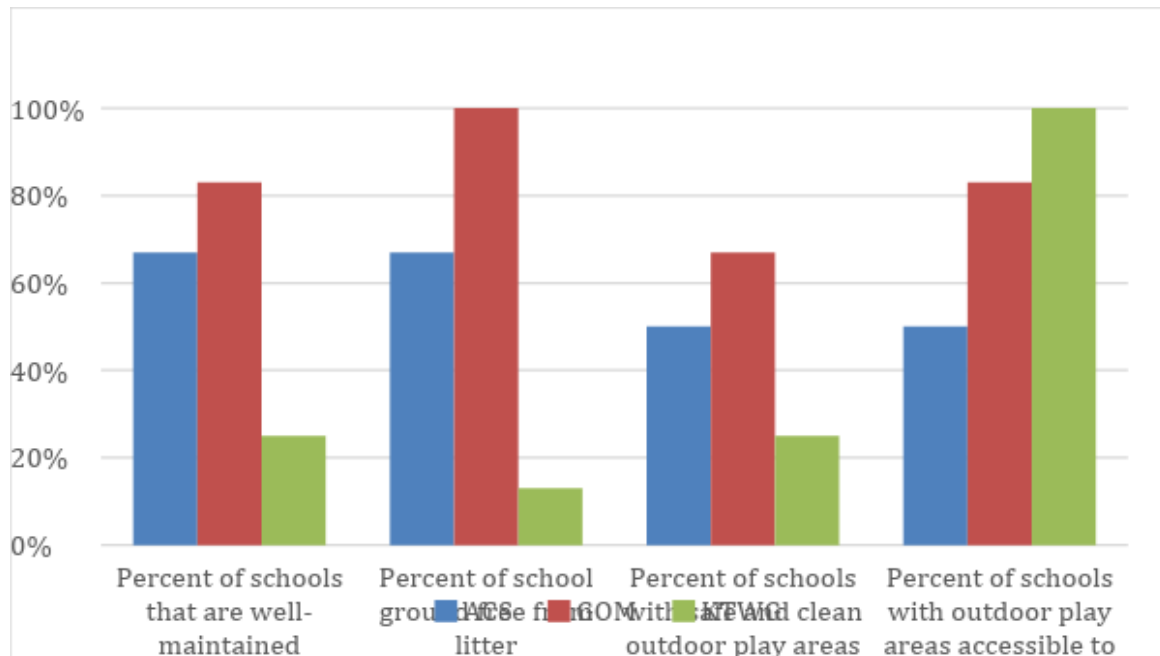
Similarly, the outdoor environment was not conducive for children playing with varying levels of schools having clean, safe, and disabled-friendly outdoor environments. Some schools, as noted by the school observers, have no outdoor area for play. An accessible play area in this case would be defined as an area that can be accessed by all students, regardless of whether or not they possess

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<sup>12</sup> ADRA was aware of the significant infrastructural needs among the KTWG and ACS schools; however, due to restrictions on access to these areas, especially with building supplies, other activities were prioritized.

physical limitations. An accessible playground may involve the use of ramps or rails or simply be free from steps and other physical obstructions. Though the play areas may be accessible to all students, they may not necessarily be safe and clean.

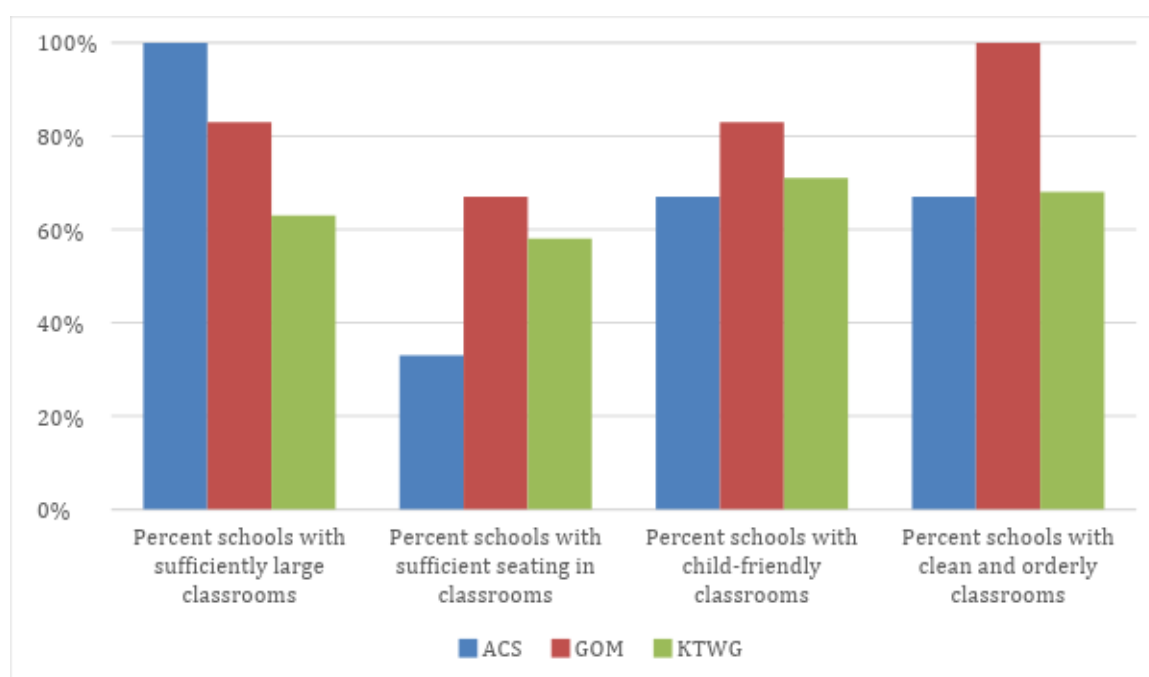
**Figure 8. School Environment Conditions**



Many of the schools were situated near a road. Four of the KTWG schools had barriers between the school and the road. The remaining schools had no barrier. The lack of barrier between the road and the school is multiplied by low levels of supervision on the school grounds when children are outside. One GoM school is currently constructing fence around the school compound. Two of the GoM schools and four KTWG schools provide consistent supervisions for school children on the school grounds according to school management respondents.

Classroom size and accommodations varied by school. General observations from observers included that some classrooms were small and prohibitive for students and teachers to move around when they were study; other classrooms housed two grade levels. Accommodations within the classrooms also varied. One KTWG school observer noted that students were writing their lessons on the floor due to an insufficient number of desks and chairs. The percentage of schools with child-friendly classrooms was consistent with child-friendly classrooms being defined as classrooms with adequate lighting and free from hazards such as broken windows, roof leaks, or wires dangling. As a follow-up, observers noted the availability of posters, maps, or artwork (commercial or handmade) hanging in the classroom. On average, 74 percent of all observed schools had materials displayed within their classroom; this varied by school with 100 percent and 83 percent of GOM and ACS schools respectively displaying materials as compared with 38 percent of KTWG schools displaying materials.

**Figure 9. Quality of Classrooms**



**Outcome: There has been an improvement in PTA/SMC engagement with the SEAQE partner schools.**

An engaged school management can contribute to an improved learning environment. SEAQE Myanmar aimed to strengthen PTA/SMC groups in all target schools, and there is evidence of strengthened PTA/SMC groups. Evaluation findings suggest there is improved cooperation among teachers and committee members, and increased levels of engagement among parents. PTAs/SMCs are now better positioned to support the school. One PTA member indicated “We cannot mobilize to get people’s collaboration that is beyond the parent’s ability. Struggling along in school committee make me feel weaker. Later, according to the advice from ADRA, I have learned the organizational structure, how to mobilize people and what can be done in mobilization process that even there will have not so many people, we will do our best like this further. This is very helpful”.

*The ADRA programme encourages not only to substitute teachers’ need but also to think on children’s need. They suggest that if it is a problem, to solve face to face by organizing meeting between PTA and SMC and to find the best solution by searching the root cause of the problem. They explain that education development cannot be done by SMC alone, it can be achieved only by the cooperation with PTA. PTA member*

During school observations, at 14 percent of the schools, PTA members were present, and at 32 percent of the schools, SMC members were present during the school observation.

**Outcome: There has been an improvement in relations between schools and their local communities.**

ADRA interventions facilitated positive relationship-building between schools and local communities, thereby encouraging community members to help meet the needs of schools that are otherwise not able to be fulfilled through interventions and monetary donations by donors and assistance organizations. KIIs indicated a high level of coordination between schools and their local communities, in relation to school-related issues. This high level of coordination has had a positive effect on the overall school environment.

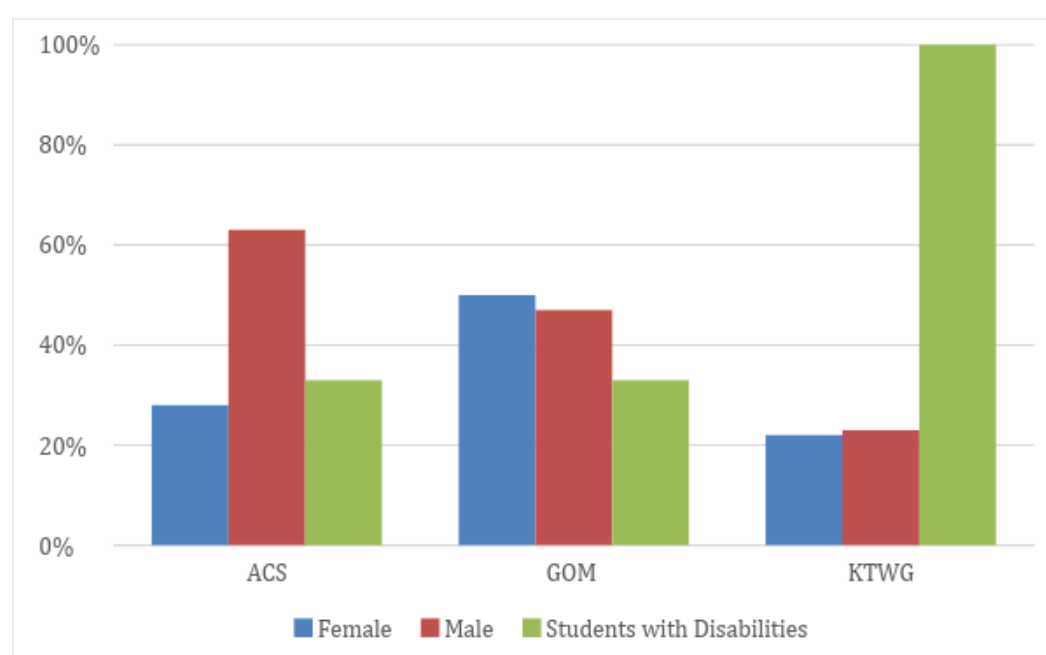
*According to a head teacher, “Effective communication between community and school involves information sharing and learning from each other to promote children learning and wellbeing.”*

*Head teacher, “The community regularly contributes their hard work to benefit the school. Therefore, the relationship between the school and community strengthens and the schools and families are able to support student learning. Students’ family donate funds towards school development and when there is an issue with the school, teachers inform the school committee or the village head. Community members contribute, funds, labour, and materials to help address the issues.*

**Outcome: There has been an improvement in student to student relationships.**

SEAQE Myanmar’s impact on student to student relationships is less clear. Interventions have contributed to a marked improvement in student to student relationships as it relates to inclusion and acceptance of students with disabilities. Students are demonstrating mutual respect for each other when previously mutual respect among peers was lacking. However, student survey feedback suggests violence continues to occur in schools. Most student survey respondents (79 percent) have witnessed violence<sup>13</sup> in their school with no significant difference between the genders. ACS schools had the largest reported incidences of violence with 80 percent of girl students and 90 percent of boy students positively reporting witnessing violence. Students also report being the victim of violence as demonstrated below in **Figure 10**.

**Figure 10. Percent of Students Reporting Victims of Violence**



Regarding support systems and seeking help on issues involving students or teachers at school, nearly 100 percent of student survey respondents indicated they have someone to talk to with problems. These largely consisted of teacher, head teacher, parent, and friends.

<sup>13</sup> The student survey defined violence as including beatings by teachers, students fighting, sexual violence, violence between adults

**Outcome: Through its Technical and Vocational Education and Training (TVET) programme, SEAQE Myanmar has promoted economic livelihoods for male and female youth**

ADRA Myanmar signed a Memorandum of Understanding (MoU) with DVET to support the education of marginalized youth by designing and implementing a TVET programme.<sup>14</sup> The aim of the TVET intervention strategy was to improve the skills of youth and unemployed populations. Additionally, the intervention provided guidance toward vocational skill sets that endeavor to move beyond traditional gender roles.

The TVET programme proved effective in creating job opportunities for youth. To understand the impact of the TVET intervention strategy, a self-report survey was disseminated to 39 students who attended SEAQE Myanmar-supported TVET Training Centres in Hpa An District and Taung Gyi District. Students who participated in the survey ranged in age from 16 years to 35 years; 59% percent were female. One respondent identified as having a disability. All students participated in short-courses.

**Table 5. Demographics of survey respondents by course of study**

Course	Number of Trainees	Percent Female
Advance Sewing	2	100%
Basic Computer	6	67%
Basic Computer, Advance Computer	1	100%
Basic sewing	4	100%
Basic Sewing, Advance Sewing	1	0%
Beautician	1	100%
Computer	2	0%
Electronics Mechanism	2	0%
Hair Cutting	4	75%
Hospitality	13	46%
Makeup Academy	1	100%
Welding	1	100%

While the courses of study generally reflect typical gender norms, noteworthy is that female students graduated from the welding and computer programmes. Additionally, male students were enrolled in sewing and hospitality sectors which may be traditionally dominated by women.

Survey respondents reported high levels of graduation and subsequent livelihood engagement within their course of study with all respondents reporting they graduated from their course of study with the exception of one student studying Electronics Mechanism. As evidenced in **Table 4** below,

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<sup>14</sup> Programme documents



high levels of graduates engaged in SME activities are also accessing microcredit to fund their activities across both genders. Nearly all graduates (97 percent) served in a practical placement with 97 percent of those completing the placement. Seventy-one percent of graduated students felt that the training they received was sufficient to enable them to engage in their livelihood of choice.

**Table 6. Engagement and Access to Microcredit in Course of Study**

	<b>Percentage currently engaged in SME activities within graduated course of study</b>	<b>Percentage accessing microcredit to fund SME activities</b>
<b>Advance Sewing</b>	100%	100%
<b>Basic Computer</b>	17%	0%
<b>Basic Computer, Advance Computer</b>	100%	100%
<b>Basic sewing</b>	100%	100%
<b>Basic Sewing, Advance Sewing</b>	100%	100%
<b>Beautician</b>	100%	100%
<b>Computer</b>	50%	0%
<b>Electronics Mechanism</b>	100%	100%
<b>Hair Cutting</b>	100%	75%
<b>Hospitality</b>	8%	0%
<b>Makeup Academy</b>	100%	100%
<b>Welding</b>	100%	100%

Both male and female students reported barriers to enrolling and completing their TVET courses albeit for different reasons. While no male respondents reported specific issues with enrolling in, relocating, or financing their course, female respondents presented a different view citing issues with completing the application form and entrance interview. One respondent reported engaging in bribery for admission; specifically, a village leader requested a fee from the student to facilitate the student's enrollment in the TVET course. Barriers to completing the TVET course were similar across genders with both respondent groups citing logistical and seasonal issues impacting their attendance. Issues included arranging transport and accommodation, and the cost of food. One female respondent cited needing to address familial issues as a barrier. One respondent engaged in the hospitality course of study expressed dissatisfaction in the training indicating that the training room was too narrow and locate in a shop so it was quite noisy. Other issues cited included the limited availability of electricity, and conditions directly related to their topic of study such as concerns over their abilities to effectively use a computer (expressed by a student enrolled in a basic computer course) and sewing machine (expressed by a student enrolled in a basic sewing course). Despite these barriers, as evidenced by the graduation rate, respondents were motivated to overcome these obstacles to complete their courses of study. The survey found high levels of

satisfaction among TVET students with 95 percent of respondent indicating they were satisfied with the support they received under SEAQE Myanmar. Respondents reported satisfaction with the quality of instruction, the opportunity to learn new skills, increased competencies in their current livelihoods, and earn more income. Five respondents also indicated that the TVET course provided the opportunity to make new friends and expand their social networks.

## RELEVANCE

The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor. The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.

- **To what extent are the objectives of the programme still relevant?**
- **To what extent was the programme design coherent with policies and education sector plans in the respective countries?**
- **To what extent did the programme address the needs of children, youth and other vulnerable groups?**
- **Was the programme design and implementation appropriate to meet the education needs of the target groups?**

**Overall, the SEAQE Myanmar programme was relevant and was designed to meet the needs of the targeted populations in Myanmar.** ADRA has had a presence in Myanmar since 1992 when it became registered with the Ministry of Home Affairs. In 2016, ADRA Myanmar established four core sectors in which to implement, and currently has an active presence within 10 states and regions throughout Myanmar.<sup>15</sup> ADRA has leveraged this contextual knowledge, as well as its existing relationships<sup>16</sup>, to design and implement SEAQE Myanmar, incorporating specialized training programs through the TVET programme, and promoting the development of pro-peace learning activities in Kayin State that include focus on indigenous language curriculum, ethnic minority teachers and learning environments<sup>17</sup>.

As indicated by ADRA staff respondents, SEAQE Myanmar activities were implemented collaboratively and in consultation with the local government and education department. Similarly, TVET activities were supported by the (MoE-DTVET), and the TVET programme is well-recognized by DTVET, and were implemented through partnerships with GTHS Hpa-An. The high level of stakeholder cooperation is demonstrative of the relevance of the activities in that stakeholders believe the activities are relevant to furthering the development of the Myanmar education sector.

Prior to implementation, SEAQE Myanmar staff conducted research to identify targeted audiences and mode of intervention strategy. This research, coupled with ADRA's existing contextual knowledge, enabled ADRA Myanmar to design a programme that met the needs of its target populations: poor and marginalized children and youth living in Southeast Myanmar girl students and students with disabilities. As demonstrated in the findings section, SEAQE Myanmar was successful in reaching its target audience but much work is needed to continue reaching these target populations. Some of these needs, as discussed under Sustainability, such as the provision of TLM,

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<sup>15</sup> <https://www.adramyanmar.org/our-history>

<sup>16</sup> The office maintains Memoranda of Understanding (MoU) with the Ministry of Health and the Ministry of Social Welfare Relief and Resettlement as well as working relationships with the Ministry of Agriculture, Livestock and Irrigation, and the Ministry of Education Department for Technical Vocational Education (MoE-DTVE).

<sup>17</sup> SEAQE Results Report 2014-2017, p. 19.

capacity-building, and awareness-building are within the scope of the SEAQE Myanmar programme. However, a major challenge the target schools continue to face are infrastructure. As demonstrated through respondent feedback and school observations, many schools have insufficient hygiene facilities, access to water, and school buildings. These issues continue to be relevant to promote education and learning outcomes within the Myanmar education sector.

## EFFECTIVENESS

A measure of the extent to which an aid activity attains its objectives.

- **How effectively have the lessons learned during the programme been utilized in improving the programme?**
- **What were the major factors influencing the achievement or non-achievement of the objectives (from the perspective of improving access, quality and equity in education)?**
- **To what extent were the objectives of the programme achieved?**
- **Identify the strategies that have proven particularly effective for achieving the outcomes**
- **Assess whether, and to what extent, the monitoring and results-based management systems used (including MEAL/M&E framework) has contributed to the effectiveness of the project and, if so, why and how.**

**Overall, the SEAQE Myanmar programme was effective in achieving its overall goal of** increasing education and livelihood opportunities for poor and marginalized children and youth. Document review of programme documents and KIIs with ADRA staff demonstrate that planned project activities were implemented.

Factors influencing the achievement of objectives. SEAQE Myanmar engaged in activities which established a foundation for implementation and increased the programme's ability to achieve its objective. Prior to the intervention, ADRA conducted a needs assessment to understand the needs of its target schools and communities. This strategy had multiplier effects: in addition to informing programme strategy and ensuring the programme addressed the needs of its target beneficiaries, it also engaged relevant community stakeholders thereby establishing the foundation for community support and ensuring programme interventions met the needs of the targeted beneficiaries. Evaluation findings demonstrate that one of the key enabling factors contributing to programme achievement was the increased awareness on the importance of education for girls and students with disabilities – within the communities and the schools. Increased awareness and knowledge is at the core of behaviour change. This increased awareness promoted acceptance within the school environment thus increasing access to and equity in education for these marginalized populations. Families were also more engaged and willing to send their girl and children with disabilities to school.

Increasing the quality of the learning environment through the provision of teaching materials and teacher training as well as infrastructure development also contributed to objective achievement. However, factors influencing access, quality, and equity outside SEAQE Myanmar programme continue to influence student enrollment and attendance. Specific examples include lacking infrastructure and hygiene facilities, parents of students with disabilities feeling that the school cannot accommodate the needs of their children with disabilities, and lacking menstrual hygiene supplies for girl students. The vast number of infrastructure projects which would have to be undertaken to fully accommodate students with disabilities and girl students is beyond the scope of SEAQE Myanmar. Thus, while SEAQE Myanmar achieved its objectives and contributed to the

learning environment of target students in Myanmar, there are still a myriad of factors impacting student education.

The TVET training centers that were built and provided learning materials were an effective component of the program, and allowed the program to be promoted in order to gain more collaboration. Capacity building for the TVET teachers at GTHS through collaboration with OVEC Thailand was an effective approach that strengthened the relationship between Thailand and Myanmar.

The monitoring and results-based management systems utilized by SEAQE Myanmar were sufficient in informing programme implementation and tracking and communicating results. The programme utilized a suite of monitoring tools including a Qualitative Learning Environment (QLE) monitoring tool<sup>18</sup> for the indicators referring to teacher, HT and PTAs/CECs training and performance. However, as with any system, there is room for improvement. Limitations cited by ADRA staff revealed that the system was heavily quantitative and did not allow for qualitative data collection and analysis, despite the utilization of the QLE tool. By its nature, qualitative data is more in-depth and can provide more insight into programming interventions. Qualitative data methods can be used to allow programme staff to better understand if they are on the right track or if they need to course-correct. However, despite the limited qualitative data available within the M&E system, the evaluation team found that the programme was implemented effectively. Results were communicated to relevant stakeholders.

Respondents also provided feedback on how they believe the programme could have been implemented more effectively.

- **Engaging all marginalized / ethnic groups.** While SEAQE Myanmar was effective in achieving its outcomes, an education official from a GoM school, expressed concern over how well the intervention addressed the needs of vulnerable groups. Indeed, as evidenced throughout this report, the needs of marginalized groups such as students with disabilities, and even girl students, have not fully been addressed. However, fully addressing these needs requires more in-depth and long-term support to address root causes such as belief systems and cultural norms as well as infrastructure assistance to ensure the school campus and facilities can accommodate marginalized student groups.
- **Engaging other development actors.** In ACS schools, ADRA provided teacher trainings, parents awareness raising, school latrines, learning, and teaching kits. Because this assistance overlapped with support from other organization, at programme onset, ADRA strategized to prevent duplicate distribution of learning and teaching kits. However, duplicative distribution occurred nonetheless - for reasons beyond the control of ADRA staff. Subsequent programming could seek to build off of lessons learnt from this experience.
- **Continue to support engagement of government partners.** While stakeholders did confirm that SEAQE had significant influence on the development of national education policy working in collaboration with the MOE, especially on TVET issues, ADRA should continue to seek out strategies to involve and facilitate collaboration between the Government and ethnic education organizations to promote inclusive education and native language instruction. Collaborate with related TVET /Education INGOs actors to share the resources and establish a common purpose.

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<sup>18</sup> The QLE is a monitoring and evaluation and teacher observation tool based on set competencies being used across KTWG's work with Save the Children and SEAQE. (Source: programme documents)

## EFFICIENCY

Measures the outputs – qualitative and quantitative – in relation to the inputs. It is an economic term that signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

- **Were activities cost-efficient?**
- **Were objectives achieved on time?**
- **Was the programme implemented in the most efficient way compared to alternatives?**

The assessment of efficiency was determined by the evaluation team's assessment of SEAQE Myanmar implementation as well as KIIs with ADRA staff. **SEAQE Myanmar was found to incorporate elements of cost efficiency.** Cost-efficient measures undertaken by SEAQE Myanmar included capacity building through training workshops and increasing awareness through mass marketing messages and campaigns. These intervention strategies have the potential for low-cost, high-yield results by allowing implementers to reach broad audiences economically.

There were no significant issues which affected the efficiency of implementation, and most activities were implemented in accordance with the workplan and budget. Key activities were carried out and achieved as targeted within the anticipated timeframes with the exception of the TVET component. A review of annual reports indicate that there were significant delays in commencing TVET activities due to issues beyond the programme's control. One issue, as identified by ADRA staff, was the timing of activities. Due to the project timeline, data / results informing outcomes 1 and 2 may not be available until the next school year start in 2019. Project staff report that at programme's end, they will be underspent by eight percent.<sup>19</sup>

## SUSTAINABILITY

**It is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.**

- **To what extent will the benefits of the programme continue after donor funding ceases?**
- **How did the programme adapt to the changing context in Myanmar?**
- **Assess to what extent the SEAQE Myanmar programme increased accountability of ADRA to parents, government bodies and the school community, and, if successful, in what way**
- **Assess to what extent the SEAQE Myanmar programme increased the capacity of parents, government bodies and the school community to operate without external support after the programme ends, and, if successful, in what way**
- **To what extent did the programme leverage additional interest and investment?**
- **Document ownership, development and changes in policy and involvement of different government bodies at different levels, and other key stakeholders.**
- **What were the major factors that influenced the sustainability or unsustainability of the programme?**

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<sup>19</sup> This figure was not verified by the evaluation team as they do not have access to the financial documents.

SEAQE Myanmar employed measures to promote programme sustainability. Such measures included building capacity through training and raising awareness of community members and leaders on issues to education access, equity, and quality. However, the issue of sustainability is a difficult one, due to the high level of need in the areas where SEAQE Myanmar was implemented. The overwhelming consensus by the beneficiaries is that in order for activities implemented under SEAQE Myanmar to continue, the schools and communities need ongoing support, both financially and in the area of human capital. It was evident from the responses given during data collection that a significant majority of beneficiaries at the school level are not aware that the SEAQE Myanmar project has reached its end in Myanmar. This is concerning as the beneficiary groups have not prepared for how they will sustain the activities for the coming years. PTA/SMC groups appear to be aware of the need for their increased participation, and that may be attributed to ADRA's specific interventions designed at building the capacity of PTAs and SMCs so they may carry out specific activities when they are no longer being implemented through the SEAQE Myanmar programme.

Representatives at the local and national levels from ACS schools, GOM schools, and KTWG schools were asked the following:

*Do you anticipate that elements of SEAQE will continue after ADRA's funding ends? If so, which elements? How are the schools and communities planning for this transition?*

Responses were as follows:

*Deputy Director Department of Education - State Level, "I think, generally some of community will maintain school building supported by ADRA. It depends on the head of teacher and community. However, our department accepted those building as our own to support. When they will be need to repair, we have to support maintenance budget."*

*Township Education Officer, Education Department, "I think that over 50 percent of assistance may be maintained by the teachers and communities. It depends on the head of teacher and community. I told them donor will not provide continuously those supports, so need to carefully maintain school building and materials at the meetings and at transfer event the school building. If there is anything destroyed in the school, teachers and communities will work together to make the repairs. This township need such kind of programme in future."*

*Township Education Officer, Karen Education Department, "Will continue to follow manual and teaching methods from the training. Parents will send their children to school due to their awareness from the project activities. We collect funds from the parents who have students, in order to pay for teacher salary. We will coordinate with government schools and request that they accept students from KED in the future. We want to print all school curriculum in Karen Language. But there is no fund to copy them for all students."*

*Education Director, ACS, "I think some activities of school will be sustainable after the programme ends. Learning kits will be distributed and teacher trainings as well because there is also Advocate for South East Asia and Persecuted (ASEAP). We will find others donors."*

*Director, KTWG, "I think some activities of school will be sustainable after the programme end. Classroom management by teachers and a positive teacher/student relationship. Parents will continue to encourage education for their children."*

*Principal, TVET Programme, "I think some activities of school will be sustainable after the programme end. But we need to reduce some course if we don't have any support. We will cooperate with other organization who have reasonable approach for supporting local people."*

At the national level, SEAQE has made significant investments with the Government of Myanmar to influence policy and practice since 2015, including development of the education policy for Karen entities and establishment of the Myanmar/Burma Indigenous Network for Education (MINE), through which the programme supported development of the Declaration of Ethnic Language and Rights. This has enabled ADRA to establish partnerships with key education stakeholders in Myanmar including: “KSED, Monastery Education, NGOs and civil society organizations. Together with MINE, SEAQE Myanmar also participated in the National Network for Education Reform (NNER) and Comprehensive Education Sector Reform (CESR) discussions for curriculum revision and provided feedback on the national education law.” ADRA Norway staff also indicated that the EU Delegation is expected to pledge an additional 20 million euros to support these minority education efforts.

ADRA Norway respondents also indicated that SEAQE was very influential in the development of the TVET policy in Myanmar. One individual characterized the level of collaboration between ADRA Myanmar staff with government stakeholders as follows:

“The biggest thing was that the country teams seemed by the end to embrace inclusive education, to start getting onto steering committees and into national meetings to present the voices of those who are most marginalized. They are starting to get a seat at the table, especially in Myanmar. This is a huge achievement for ADRA, it really is a grassroots organization working out in the field through local office staff.”

Sustainability may vary by school category. A KTWG respondent indicated they will continue to support trainings for teachers and parents.<sup>20</sup> Sustainability may also vary by intervention type. The long reach of capacity building and awareness raising campaigns may continue to affect both student enrollment and attendance, especially those of female and students with disabilities. However, activities requiring significant financial inputs may cease. Examples of interventions that may not be sustainable are the provision of teaching and learning materials and infrastructure supports. The provision of TLM is not sustainable without further funding. The quality of existing TLM varied as demonstrated by the school observations.

Regarding long-term support for students with disabilities, one respondent indicated that “The Programme was not sufficient to address the needs of vulnerable groups yet. Even though project period is short, Vocational trainings needed to be provided in these children until they can find the job by linking project phase by phase or with another implementers/ donors.”

Factors that will promote sustainability include:

- **Sense of community accountability.** Respondent feedback indicates the communities feel a sense of accountability to ensure marginalized students have access to education. Over the course of this evaluation, respondents offered strategies to prolong the effects of ADRA programming. While the feasibility of the strategies<sup>21</sup> was not explored during this evaluation, the intent behind the strategies suggests feelings of accountability.
- **Interest from other organizations** in building off the successes of SEAQE Myanmar and complementing SEAQE Myanmar activities. Respondents indicated that other organizations are implementing in the same areas.

Factors that may hinder sustainability include:

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<sup>20</sup> This was not confirmed by the evaluation team.

<sup>21</sup> Strategies included seeking support through private and international donors, relying upon the government to offer support, and placing more financial responsibilities on parents and community members.

- **Political Context.** The uncertain political landscape of Myanmar may also influence sustainability and stakeholder ability to sustain SEAQE Myanmar outcomes and impacts.
- **Limited financial support** puts the burden back onto schools, communities, and parents to ensure quality learning environments.
- **Governmental Buy-In.** Government agencies have potential to impact project sustainably either positively or negatively.
- **Aged / Insufficient Infrastructure.** Both school observations and discussions with beneficiaries indicate that many school campuses have aged and/or aging infrastructure in need of repair. Students cited feeling unsafe due to this infrastructure. As schools fall into further disrepair, student attendance may decline.
- **Donor Dependence.** Despite the levels of community accountability, the evaluation team also found high levels of donor dependent. Many evaluation respondents indicated they need ADRA to continue its donor funding and that without this funding, SEAQE activities will cease. While there is a certain amount of truth to this, SEAQE Myanmar stakeholders and beneficiaries should be discussing how to maintain the outcomes and impacts created by SEAQE Myanmar.

## PARTNERSHIPS

- **Assess the added value of ADRA Norway to the SEAQE Myanmar programme.**
- **Assess the added value of external partners to the programme (e.g. partnerships with other inter-agency organizations, civil society, etc.).**

Overall, the support given to ADRA Myanmar by the Norway office was considered to be useful and appropriate to staff's needs. This is evidenced by the perceived utility of systems and tools provided to ADRA Myanmar staff, including M&E tools such as the programme logframe and monitoring systems, as well as enhanced capacity to understand and integrate international best practice standards in service provision, measuring outcomes and conducting strategic planning, establishing strong partnerships to promote sustainability and maximize the scale of SEAQE's influence. All of these elements point to a strong value added for ADRA Norway in promoting successful implementation of SEAQE for the past four years, that will continue to pay dividends long into the future with a strong legacy in TVET service provision and inclusion of ethnic minorities.

To implement SEAQE Myanmar in areas largely inaccessible to the GoM, ADRA partnered with Karen Teachers Working Group (KTWG) and Adventist Community Services (ACS). The benefit of these partnerships was two-fold: (1) they provide high-quality education programming and (2) they were able to implement in areas that have been heavily affected by decades of conflict and which largely remain outside of GoM control. Within these partnerships, ADRA Myanmar assumed the role of capacity builder and coordinator and on strengthening the capacity of ACS on system development and technical expertise, and developing coordination systems between ACS, ADRA and KTWG. For the TVET component, ADRA's strategy of partnering with and building the capacity of GTHS teachers in collaboration with OVEC Thailand was effective in both building capacity and fostering a mentor/mentee relationship to promote continuous capacity building. ADRA Myanmar's partnership with the Luxembourg Development Cooperation (LuxDev) to carry out activities such as competency-based short course trainings and job fairs also proved fruitful in that these short courses in tourism and hospitality operations are now officially recognized by the Government of Myanmar's Ministry of Hotel and Tourism.



The other partnerships detailed in the Sustainability section above, including GoM partners, the networks built, and other NGOs working locally to support activities with aims similar to SEAQE's have been successful and influential in building the programme's reputation and reach in Myanmar overall. This work has raised the profile of ADRA in Myanmar overall and supported greater access and quality for the education system as a whole.

## REPLICABILITY

- **Which specific approaches and strategies are possible or important for upscaling it or replicating it to other education programmes?**
- **To what extent is it possible to upscale/replicate the programme in other areas in the country to increase impact**

Given the diverse and complication programming environment in Myanmar, the structure in having strong relationships between ADRA Myanmar and their implementing partners was an important strategy for the programme to be able to reach a large number of schools and achieve the level of success that was achieved. Specifically, without partnering with KTWG, the SEAQE Myanmar programming would not have been able to reach specific regions within the country. Additionally, as each implementing partner had different needs in their schools they wanted to address, SEAQE was able to assist the partners to implement interventions that met the particular needs of their schools and communities. This flexible approach is important for upscaling or replicating because a non-tailored intervention strategy would not sufficiently address the most urgent needs of the communities. The programme could be replicated in other areas of the country through identification of partners in the new target areas, working closely with the partners to identify the specific needs of their school populations, and tailoring the programme's interventions to target those needs. In order for scale up to be successful, the partners will need to be active throughout the design and implementation phases of the interventions, and will need to work closely with SEAQE on sustainability planning for when the intervention support from ADRA ends.

The TVET component in which the Myanmar SEAQE project partnered with GTHS Hpa-An, has received positive support from the MoE and DTNET and according to ADRA Myanmar Project Director, the ADRA TVET program is well known and recognized by DTNET. GTHS and ADRA Myanmar's coordination with staff at the state government level to announce courses through the General Administration Department (GAD) is effective in getting trainees who are in need of training in different areas, as the GAD has a strong presence at the community level.

## MYANMAR CASE STUDY

Hla<sup>22</sup> is a 12-year-old student attending [name omitted] School; she is in Standard One. Hla's mother passed away when she was a child, and she was raised by her father. While the Burmese military was attacking her village, she was hospitalized with a severe illness, and ultimately had one leg amputated. Following this amputation, Hla's father struggled to raise her. When Hla was nine years old, she was given an opportunity to study at [name omitted] School. Because of her struggle during childhood, Hla sometimes has difficulty acting what others would consider "normal." She has difficulty learning, but the teachers teach her slowly, and her learning is gradually increasing.

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<sup>22</sup> Subject's name has been changed to protect her identity

The head teacher at Hla's School indicated that the ADRA programme supported them with training, in order to help them better understand how to teach and support children with learning disabilities. She further indicated that before Hla attended school, she struggled to interact with others. Hla felt shame because of her disability and therefore did not volunteer to answer questions as posed by the teacher. She preferred to keep to herself in her home, where she lived with her father, and not interact with others. Hla's attendance at school has had a marked effect on her well-being and her overall attitude has changed. She is more confident, she engages with others at school, and spends time with her neighbors and friends outside of school.

The head teacher also indicated that in previous years, Hla's father could not financially support her to attend school and pay for costs that included: school materials, textbooks, and other required supplies. Because of the ADRA intervention, Hla is now being supported financially to attend school. From the head teacher's perspective, the ADRA intervention has impacted Hla's life in a positive way, and she will continue to support Hla until she reaches to her goals.

## East Africa

The overall development goal for SEAQE East Africa's programme as stated in the SEAQE Africa Logical Framework from November 2017 was: "Increased education opportunities for poor and marginalized children, youth, women and their families in Ethiopia, Somalia, South Sudan and Sudan contribute to thriving, peaceful societies." The evaluation noted that Sudan was removed from the SEAQE project due to financial constraints and a 2015 assessment of potential for success. Implementation proceeded in the other three East African countries to the time of project closure in February 2019.

### Regional Overview

While one of the major benefits of SEAQE's implementation model was a common logframe for the entire programme, the programme's success was also rooted in its capacity to maintain sufficient flexibility in its design and implementation in order to be relevant and responsive to individual country contexts. SEAQE's implementation varied across countries from the types of partnerships established with governmental and non-governmental actors, to the curricula offered and to whom, or the level of infrastructure support provided in various locations. As each of the three East African countries in which SEAQE was implemented had different operational environment, the following section will provide a brief overview of each country and its specific focus areas:

**Ethiopia:** Ethiopia is considered to be the SEAQE East Africa's flagship model programme, as its implementing context is relatively peaceful and stable compared to the other two countries, and its formal educational systems are relatively well-developed. They have had relatively good success in supporting inclusive education, including advocacy for CWD and girls' education that garners strong community support. ADRA Ethiopia also provided significant inputs into Ethiopia's formal education system with capacity building support to the MOE to develop Head Teachers, and to enhance their technological systems. Their success has been challenged to some extent by high turnover internally and externally, and their government is increasingly limiting civil society participation, which may prove a challenge for future programming.

**Somalia:** Somalia is a challenging context for implementation due to the very high level of political instability, civil conflict and violence causing dangerous environments and internally displaced populations. ADRA Somalia worked with the MOE in Mogadishu at the federal level, including having embedded staff at the Ministry to support capacity development, and also with the state-level MOE representatives. ADRA Somalia is the only country in East Africa to implement a TVET program and have led an NGO forum for the past few years to promote TVET systems development in Somalia. They also had a strong focus on reaching out-of-school youth and reintegrating learners through NFE and ABE service provision.

**South Sudan:** Like Somalia, South Sudan is a challenging implementation context due to significant political turmoil and civil war during SEAQE's life of programme, which was reflected in the overall implementation strategy and outcomes. South Sudan has made a concerted effort to advocate for inclusive education, including work with the MOE to develop a draft IE policy. and developing the REFLECT activity for parents. ADRA South Sudan has also been successful in establishing strategic partnerships, including an inclusive education working group that includes representatives of other international development organizations and has even started to see engagement from the MOE in its meetings. They are also finalizing a €20 million donation from UNICEF to support emergency education efforts over the next two years. Despite the political turmoil that has surrounded the programme for most of its life cycle, ADRA South Sudan has had notable success in promoting girls' enrollment and keeping schools open even during the conflict, which is a reflection of ADRA's strong reputation in local communities.

**Sudan:** Sudan was part of the original design of SEAQE, but due to budget constraints and relatively low levels of progress over the first year of implementation, ADRA Norway made the decision to discontinue SEAQE implementation in Sudan in 2015.

## **EVALUATION FINDINGS**

**Question 1. Outcome/Impact:** The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions).

- a) What was the cumulative effect of the operation in relation to the situation of the beneficiaries in general (including positive, negative, primary and secondary long-term effects produced by the action, directly or indirectly, intended or unintended impacts)?
- b) What visible/evident impacts emerged from the project implementation?
- c) How many people have been affected (disaggregated by sex and types of marginalization such as ethnic minorities and children/persons with disabilities)?
- a) How satisfied are beneficiaries with the assistance provided? What real difference has the project made to the beneficiaries?
- b) To what extent were cross-cutting issues (e.g. gender, social inclusion, disability and protection) relevant to communities, education services and the whole programme taken into consideration in the set-up and implementation of the project?

### **Outcome Indicator 1: Number of Children supported by ADRA in primary and lower secondary education in focus areas**

In East Africa, SEAQE reached 12,868 students who were directly enrolled in model schools; this was approximately 75 percent of the targeted 17,200 students. Of these, 44 percent were females (5723 students) and less than 1 percent were identified as being a child with a disability.<sup>23</sup> ADRA estimated that 126,793 students benefitted indirectly from the additional support provided through SEAQE, including training of head teachers (HT), development of PTAs and SMCs/CECs, renovation and enhancement of facilities, provision of materials, etc. Of these, 47 percent were estimated to be females, which is a very strong equality ratio for countries in which girls consistently have lower enrollment rates than their male counterparts.<sup>24</sup> It was not possible to verify independently these estimates in the course of the final evaluation.

Of the students directly benefiting from SEAQE, 16 percent (2,024 of the 12,868 SEAQE students) were enrolled in newly-built schools, which implies greater access through provision of a school where there was not previously one available. Although SEAQE did build many new schools in communities that lacked a school, the programme still fell short of its targeted 7,990 students reached through new schools by about half, with 4,229 students enrolled in the new schools as of the end of 2017.

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<sup>23</sup> Results Framework for Annual Report Excel file

<sup>24</sup> World Bank Ed Stats Country at a Glance profiles

Primary data were collected from East Africa learners who were randomly selected for the student survey. This sample does not represent the student population of all SEAQE schools, because (a) they are limited to the schools visited for the evaluation, which is a modified purposive sample, and (b) they were randomly sampled based on their presence on the visit day and their availability for the survey. For example, some learners were not available for the survey because they were sitting for exams or otherwise could not be released by their teachers at the time of the evaluation team visit. Nevertheless, some information can be inferred from the overall sample. Table 7 below profiles the learners participating in the student survey, by country, age, sex and self-reported disability status.

**Table 7. Number of learners participating in the student survey, by age, disability status and sex (East Africa)**

Age Group (yrs)	Ethiopia			Somalia			South Sudan			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
<10	0	0	0	8	13	21	0	0	0	8	13	21
10-12	50	34	84	35	20	55	7	7	14	92	61	153
13-15	148	108	256	105	83	188	54	26	80	307	217	524
16-19	72	89	161	34	63	97	15	44	59	121	196	317
20+	2	27	29	2	0	2	0	5	5	4	32	36
CWD	3	2	5	0	1	1	2	2	4	5	5	10

By design, most learners were in the age ranges of 10 to 19 years, sampled from grades 4 to 8 for primary schools and grades 9-12 for secondary schools. In Somalia, a few learners from grades 1-3 were included in the sample for schools that had grades levels 1-4 or 1-5. Because of SEAQE's goal of retaining learners until completion of formal school, or including children who had previously dropped out of school, a small number of learners were aged 20-24 years and three learners were ages 28 and 38 (1 female and 2 males). As is clear from the table, males in this older age group outnumber females. SEAQE does not have explicit procedures for ensuring that the older learners do not intimidate or harass younger learners, physically, sexually or socially.

Despite efforts by the evaluation team to include CWD in the student survey, learners with disabilities were often not found in the schools. Further information about their absence in schools is discussed in the sections below.

#### **Outcome Indicator 2: Number of supported primary/secondary schools/learning centres in target areas that meet the set benchmarks of good quality school/learning centres**

The formal indicator for this outcome was the number of schools fulfilling the 5 criteria of a model school (infrastructure, Head Teacher performance measured by QLE scores, Teacher performance measured by QLE, CECs performance measured by QLE and schools implementing SDPs). While the programme targeted 39 schools, the outcome as of the end of 2017 was 13 schools meeting the five benchmarks of quality education.

However, there is strong evidence from a wide range of beneficiaries that SEAQE's impact has been felt in promoting good quality learning environments in their target schools. Overall, each beneficiary group in East Africa expressed a very high level of satisfaction with SEAQE.

In all three countries, students were generally positive about the quality of teaching in their schools, with statements like ***"SEAQE has provided trainings for our teachers; as a result, the teachers have been encouraging us to be competent in our learning"*** (Ethiopia) and ***"generally the schools performance has improved. Discipline is good and there is respect for teachers. No child can come to school without school uniform"*** (Somalia Boys' FGD).

Parents' assessments of the extent to which quality has been enhanced in SEAQE classrooms was more extensive and more mixed. Some respondents were highly complimentary, others highly critical, with more citing both positive and negative aspects. The collection of responses below illustrates this range:

***"Yes, they are getting a quality education. Because, teachers are committed to support their students. ADRA-SEAQE has been providing them training that helps them getting additional knowledge and skills. In addition, the school head teacher is also providing good instructional leadership."***

- Ethiopia Parents' FGD

***"Yes, we believe that our children are getting quality education, they're treated well by their teachers, we can know from the performance of the students, discipline and how they behave at home."***

- Somalia Parents' FGD

***"They [ADRA] train the teachers on lesson plan and class management. Teachers can now scheme their work."***

- South Sudan Parents' FGD

***"There is an improvement; we cannot say a quality education is totally ensured, however, since three years there has been improvement. For instance, school principal has been protecting instructional time –teachers punctuality enhanced. Teachers have been trying to provide a quality education for their students –the indicators are teachers have been giving project works and group works for students to practice; this shows that quality education is on the right track to be ensured."***

- Ethiopia Parents' FGD

***"Yes, some of the best student in the district and regional level in the final exams for the past three years are from this school, thus my children will get quality, good physical structure but with no playing ground."***

- Somalia Parents' FGD

***"Our children have not been getting quality education as we want because: the support given to our children by teachers are weak; weak teachers monitoring of students; less motivation of teachers to support children; lack of conducive classrooms; lack of enough student desks; lack of enough students textbook. Hence, in our school quality education is a big challenge."***

- Ethiopia parents FGD

***"Yes, we feel our children are getting quality education because our teachers are undergoing teachers training."***

- South Sudan Parents' FGD

***"Our school is not good because some teaching staffs are always drunk during lesson times. ... ADRA is doing training of teachers but some teachers are not active and they are drunk so they cannot give quality education."***

- South Sudan Parents' FGD

Community leaders in Ethiopia did not have significant inputs regarding the quality of education in the classroom; they were largely concerned with discussing their own contributions to the school.

In South Sudan, students' feedback regarding the quality of instruction in their classroom was largely positive. One 21-year-old male student commented, ***"Because since from that time up to now, the ADRA support our school, they renovate our school and now I feel free to learn because my class is also okay."*** Another 17-year-old male student stated that he feels the SEAQE classroom helps him learn better ***"because ADRA brought teachers to our class."*** Other open-ended responses from South Sudan students expressed the belief that classrooms were more effective due to physical upgrades like desks and chairs, provision of learning materials, or school feeding programs.

**Teacher Training:** A key area of quality educational service provision in which SEAQE has made significant investment was teacher training: SEAQE's work in East Africa included pre-service and in-service teacher training and capacity development support such as annual training workshops for local partner staff to meet and collaborate on developing key technical and management skills. Overall, SEAQE East Africa trained 791 teachers, of whom 16 percent were female. This overall output is within 10 percent of the programme's target of 867 teachers trained. SEAQE also trained 213 Head Teachers, of which 5 percent were female. This is nearly three times the EOP target of 75 HTs trained and a significant achievement. The extreme gender gap in teacher training, however, is an area of concern because of the effect on many dimensions of equity and access in education.

While teacher training outputs have been impressive, there are areas for potential improvement; one is increasing a relatively low level of female teachers participating in SEAQE training - the original target set a goal that 32 percent of teachers trained and 33 percent of HTs trained would be female. Female teachers and HTs serve as important role models and mentors, and are an important element in building more gender-inclusive school environments. Another is the overall competency demonstrated by the newly-trained teachers is still in development: 53 percent of the teachers trained are successfully demonstrating competency in using their professional development concepts in the classroom.

Education is a process and teacher capacity development is an iterative one, requiring continuous repetition and practice of new skills and approaches. SEAQE responded to this need by providing mentoring in the classroom for 244 teachers to receive hands-on support for implementing child-centered methods and integrating new learning materials into their standard teaching practices. As one ADRA official expressed it, ***"in 2015, we realized we needed more mentoring in the classroom ... so we increased mentoring, in-classroom support and guidance to make our support more practical. We got feedback that this was appreciated and contributed to changes in how teachers did their job."***

Feedback from other stakeholders on teachers' development in East Africa was positive overall. Student survey respondents agreed that they had observed improvement in teachers' classroom performance as a result of SEAQE, with 81 percent of respondents in Ethiopia, 90 percent of South Sudan's respondents, and 97 percent of Somalia's respondents reported improved teacher quality since SEAQE started. Table 8 below details these responses.

Table 8. Number (%) of students who observed improvement in teacher quality in the last few years

	Yes		No		Other-unknown		n
	#	%	#	%	#	%	

Ethiopia	428	81	101	19	0	0.0	529
South Sudan	140	90	14	9	1	0.6	155
Somalia	346	97	4	1	7	2.0	357
<b>East Africa Total</b>	<b>914</b>	<b>88</b>	<b>119</b>	<b>11</b>	<b>8</b>	<b>0.8</b>	<b>1041</b>

**Ethiopia.** In Ethiopia, teacher training received generally good reviews, with one HT remarking *“trainings given for teachers, head teachers and PTA members have brought remarkable changes. The works done regarding quality and equity of education have shown enhancement.”* Teachers and HTs often indicated they had participated in Active Learning instruction, which promoted learner-centered methods in the classroom, including group work, collaboration, and building critical thinking skills. This was a revolutionary practice in Ethiopian classrooms, as one ADRA team member indicated, *“The capacity building component of this project is a ‘culture change process.’ We were to help teachers modify their conception and practice of teaching with particular focus on participatory teaching.”*

Other training sessions mentioned by teachers include (in descending order of mention):

- Instructional Leadership (13)
- Active Learning (9)
- Inclusive Education and Gender (6)
- School Data Management (4)
- Financial Resource Management (3)
- Classroom Supervision (3)

While the majority of qualitative respondents indicated satisfaction with teacher training outcomes, one of the main challenges to the sustainability of SEAQE’s investment in teacher quality is staff turnover. A number of respondents cited this as an issue of concern, including the following observation from an Ethiopia ADRA staff member: *“Staff turnover was the other challenge. For instance, head teachers and Woreda Education Officers leave their post for one or another reason after getting the training. The same for PTA members - with only two years term of office.”* Insufficient compensation or other incentives was the main cause of this turnover, and will be an ongoing issue for SEAQE and its follow-on programmes, to maintain and supplement trained teacher corps. One teacher respondent did indicate that training concepts were being shared between teachers from the same school. A training of trainers model may be a potential approach to promote knowledge sharing and ongoing mentoring/support for new or recently-trained teachers to sustain the quality gains made by SEAQE.

**South Sudan.** Open-ended responses from the student survey elaborated on the numerical data with observations of how their teachers’ capacity has been enhanced, with several students attributing the change directly to ADRA’s teacher training work. For example, in South Sudan, a 16-year-old male stated, *“Because the teacher ha[d] little knowledge and ADRA help[ed] to train them.”*

In South Sudan, students’ assessment of enhanced teacher capacity was corroborated by other stakeholder groups’ qualitative feedback from KIIs and FGDs. While the student focus group questions did not specifically inquire about enhanced teacher capacity directly, many students mentioned teacher training in the FGD discussions. One male student stated: *“There is also improvement in the training of teachers. These teachers are the one teaching children well in school.”* However, in the same focus group, another student expressed a desire to see teachers



receive more formal training with SEAQE resources: ***“We are begging ADRA to take some teachers for teachers’ training college so as to boost their thinking and styles of teaching.”***

In most cases, students felt the change included positive changes in teachers’ classroom behavior. According to some students, corporal punishment and sexual harassment were less common occurrences now than they were before SEAQE. As one 16-year-old female student in South Sudan observed: ***“They change, before teachers kiss the pupils.”*** While ADRA’s policy prohibits this kind of behaviour in the classroom, the fact that this has been an issue in the past underscores the need for a comprehensive Child Protection Policy that ADRA has already implemented for SEAQE schools.

However, in other cases, there were still teacher behavioral issues that students and parents felt needed to be corrected. A female student participant from a focus group indicated that sexual harassment is still present in their school: ***“There is a problem, especially among mature girls, as a result of some teachers’ feeling to fall in love with them, thus creating fear and inconvenience to stay safe in school.”*** A parent stated: ***“ADRA is doing training of teachers but some teachers are not active and they are drunk so they cannot give quality education.”*** A male teacher also reported, ***“In the side of female teachers the ADRA SEAQE program has not have a great influence in the school.”*** Evidence available to the evaluation team indicates that ADRA offices are not aware of these issues, either as a pattern or as specific cases. This gap indicates that the ADRA M&E and child protection management systems must enhance their capacity to gather more than quantitative data.

Key informant interviews with classroom teachers and head teachers indicated a high level of satisfaction with the in-service teacher training provided through SEAQE. As one classroom teacher in South Sudan stated ***“I have changed my teaching habits because before I was trained, I was taking over 45 minutes in teaching pupils but since the time I was trained, I have minimized and utilized the given minutes for teaching and this makes teaching easy.”***

ADRA South Sudan staff also reported gains in trained teachers, with one individual stating: ***“at least 22 out of 35 teachers were trained and have already sat for the final exams and are going to be certified by the University of Juba.”*** However, they also indicated there were still barriers to enhancing teacher capacity related to incentives: ***“In-service training of teachers is very good but is has not worked very well because most teachers don’t turn up for trainings; they know that even though they completed the training, payment is very low. Therefore, there is need for teachers’ incentives.”***

The need to professionalize the teaching staff was echoed by other stakeholders, including Government of South Sudan representatives, who expressed a desire to expand pre-service teacher training: ***“There is need to change from in-service training of teachers to pre-service training of teachers to produce more teachers in shorter time. Now we have more volunteer teachers who are not trained then trained teachers.”***

Another issue noted by several respondents was delayed payment of teacher salaries and other de-incentivizing behavior. Some stakeholders requested that ADRA take over payment of teacher salaries to ensure a dedicated teaching staff. Others suggested that parents be allowed to pay school fees with in-kind payments, including one teacher who suggested: ***“Allowing parents who cannot afford to pay school fees to bring what they can afford like goats, grains or oil to replace the school fees instead. This is the best way to motivate teachers.”*** However, the evaluation team notes that authorizing payments from parents, whether financial or in-kind, may undermine equity and introduce incentives adverse to the goals of SEAQE. This teacher’s comment is important for highlighting the issue of teacher compensation in ensuring SEAQE’s effectiveness and sustainability.

**Somalia.** As was found in Ethiopia and South Sudan, the training for teachers was well regarded across all stakeholder groups in Somalia. In open-ended responses on the student survey, both girls and boys provided very favorable impressions of their teachers and the changes in the approach to education. Comments from the students included observations about changes in the teachers (largely attributable to the SEAQE trainings, as no other interventions took place in those schools) as well as their impressions about their own understanding of subjects. A selection of comments from female and male learners, taken from the student survey as well as FGDs, is captioned below:

***The teacher give more explanation about the lessons - he changed the way of teaching.***

***I gain new things every day in class.***

***[The teacher now has ...] the capacity to make you understand things easily and their active involving in classroom lessons.***

***Teachers' behaviors against the student has changed. They don't punish, instead they give us counselling to improve our character.***

***When they are explaining the lesson, they do it in a way that makes you feel comfortable.***

***Their teaching skills has improved, you can [see] the way they make us understand the lesson.***

***They teach us meaningful lessons, we gain new things every year.***

***There is good relationship between teachers and the student. They respect our views, they are knowledgeable and have the ability to make us understand well.***

***Discipline is good and there is respect for teachers.***

One parents' FGD noted, **"The number of the students in the school has increased for the past years, ADRA trained most of the teachers in our school that enables our children [to] get quality education."** Several female learners remarked that improvements at their school within the last three years included: **"classes were added to the schools, new teachers brought, though the female teachers have left teaching after getting married, and books provided."**

Teachers themselves commented favorably on the changes from SEAQE, particularly the trainings. One head teacher observed, **"I have attended a lot of training provided by ADRA. All of them were beneficial to me and and it has change on how to fulfil my responsibilities in good way as the head teacher dealing with the teachers and students as well."** However, another teacher also commented that **"training were given was useful but it was short in duration and the new teachers did not get that opportunity too."**

#### **Somalia Case Story: Girls education**

##### **Schoolteachers trained by the SEAQE project now deliver quality education and standard lessons to students**

Hawo A. A. is a female student aged 13 years, attending grade 8 in a SEAQE-supported primary school. Hawo comes from a family of seven children. The eldest is a boy and she is the second child in her family. Since she is the eldest girl of the family, she was made the primary child to perform

household chores including cooking food and cleaning/washing dishes and clothes of the family. Her father is a farmer in Jowhar district while her mother is housewife.

Hawo did not attend school because there was no school in the village. ADRA started the SEAQE project in her village and she was enrolled quickly, starting school from Grade 1. Since she started attending the school, Hawo dreams to become a pilot in the future.

Hawo faced a lot of challenges because of her family background. She hails from very poor family which could not afford even to cater for her basic educational needs. Hawo received a lot of support from SEAQE because the project gave her learning materials and supported her school teachers to give her and other students good quality education. Hawo is now optimistic to finish her studies and join university and study to become a pilot.

Hawo learned many things from school and now she knows how to read and write Somali, Arabic and English languages and mathematics.

**“We benefited a lot from this project. We are getting quality education because our school teachers were trained and are now delivering standard lessons,”** Hawo said.

Notably, in contrast to the comments from South Sudanese and Ethiopian respondents, a majority of responses to the question of change in the school cited the teacher trainings. In the other East African countries, respondents noted the infrastructure improvements (classrooms and toilets) and teaching materials (books, pens) more frequently than the teaching styles and methods, suggesting that the support to teachers in Somalia has had a larger impact on perceptions of educational quality among respondents than was found in South Sudan or Ethiopia. The Somalia teacher support model included a stronger mentoring approach alongside formal training, which may explain the higher recognition of teacher performance among Somali stakeholders.

### **Outcome Indicator 3: Learning Outcomes in ‘model schools/learning centres’**

Another strong indication that SEAQE is enhancing the quality of education in their target schools is the impressive rise in standardized test scores that have been seen in each of the three East Africa countries. Each country uses a slightly different method of assessing learning outcomes; for South Sudan and Somalia final examination scores are reported in the aggregate and ADRA reports a 58 percent increase over baseline for 2017 outcomes. In Ethiopia, the MOE’s formal standardized test scores are used to indicate learning outcomes; a 20 percent increase is reported from the baseline for 2017.<sup>25</sup> Annex 6 of the Results Report 2014-2017 lists an aggregated 39 percent for the East Africa SEAQE programme as a whole, which is nearly four times the original target of 10 percent increase over baseline.

Respondents cited the increase in student scores directly as an outcome of SEAQE’s investment in teacher training and the whole school approach to education that ADRA brought to their communities. As one head teacher in Ethiopia indicated: ***“Yes, due to the trainings provided for teachers, our students’ results have been increasing. For instance, before the provision of the training for the teachers, students’ result was less - many students scored below 50 percent. However, after the trainings given to the teachers since 2016, students’ performance has been increasing ... in 2016 grade 8’s highest score was 74 percent but in 2017 it increased to 84.67***

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<sup>25</sup> Results Framework for Annual Report Excel file

**percent. Female students' results [are] also increasing; this year, one female scored 78 percent - that is promising result."**

Teachers were also able to identify how the training from SEAQE had impacted their professional development, including the following observations:

- ***I participated in ADRA training which was given on classroom management, active learning, instructional materials preparation and usage, and preparing smart lesson plan topics. In my school, I have been applying the skills I gained from the training to ensuring quality education; which is the main focus of ADRA-SEAQE.*** (Teacher, Ethiopia)
- ***In the side of female teachers the ADRA SEAQE program has not have a great influence in the school.*** (Teacher, South Sudan)
- ***Yes, I attended the training on active learning. The training was very crucial. I have brought change [to] my teaching - on how to employ different instructional methods in a single lesson to make the lesson alive.*** (Teacher, Ethiopia)
- ***In the exams, students are performing well. We have seen students interests in school is growing like coming up with the ideas to held interclass competitions every month although we do in every 3 months. We do integrity and help student not to feel unwanted in school. We have different students but we create an environment which makes them feel they are same. Girls and disabled are well and highly respected in the environment (school) and been given to equal opportunity.*** (Teacher, Somalia)
- ***The training I had on examination systems by ADRA-SEAQE has improved on my ways of setting examinations and this can be witnessed.*** (Teacher, South Sudan)

Two government education officials captured the perceptions of SEAQE's teacher trainings, as shared by several external stakeholders:

- ***Training used to have been conducted by other organizations tended to be rather ceremonial. The SEAQE training is really impactful. It has been shaped in a way that shake assumptions of the trainees - be they teachers, cluster supervisors or other education officers.***  
- Education official, Ethiopia
- ***Change is a function of what goes in peoples' heads. SEAQE acted on people's heads. The capacity of our education officers, school supervisors and teachers has been improved immensely.***  
- Local education officer, Ethiopia

While recognizing the value of SEAQE's training for teachers, on prompting several teachers noted gaps, particularly in South Sudan around techniques for student discipline. One teacher reported, ***"No, we the teachers ... have not received training on pupils discipline techniques. Maybe other schools like Kapoeta Mixed [Primary School] might have got training on that techniques."*** Given the student reports of improved teacher actions around discipline, these and other similar findings may point to either a lack of consistency in training content, or else the transition that takes place with turnover in teaching staff. In either case, SEAQE has raised awareness of alternative teaching and classroom management techniques, although those techniques may not be fully inculcated in all SEAQE schools.

### ***Technical and Vocational Education and Training (TVET)***

Somalia hosts SEAQE's only TVET programme in East Africa, the Kismayo Technical Institute (KTI). This institute receives widespread appreciation from students, government officers and teachers, for a variety of reasons. KTI is seen as offering a higher standard of education, compared to other TVET institutions, which are said to close without notice and later reopen, without regard for student progression, or that offer very short courses that do not adequately train adult learners in a trade.

Very significantly, MOEHL officials, teachers, and others report that ADRA has been exemplary in working with government, to understand priorities in education and to incorporate government plans into SEAQE's work in TVET. A copy of the TVET education policy was provided as an example of how ADRA has supported the MOEHL, with the assertion that this was the only state-level education policy in South-Central Somalia (the claim could not be verified within the timeframe of the evaluation, but the larger point of ADRA's close coordination with MOEHL stands). As another example, the official said that SEAQE is the only education programme in Jubbaland that the government has never suspended or closed. The reason is that ADRA is proactively engaging the government, whereas other NGOs implement programmes of their own design without consulting local authorities.

Students unanimously praised the KTI TVET, with some statements as follows:

- ***“Rebuilding and renovation of classrooms has been done, the school computers has been increased, initially there was only one computer in the school but currently the school computers have increased to an extent that every student will get access freely. We have well-trained and disciplined teachers who are friendly to us, they don't show any rudeness they are flexible and caring, ADRA build some classrooms, they make the school environment conducive for learning.”***  
- Boys FGD, Somalia
- ***“Our school is only technical institute that offers civil engineering course, we have enough computers in our school that every student can access any time we want. We have enough teachers, well trained who are always ready to help us achieve our desired goals.”***  
- Girls FGD Somalia
- ***“After graduation, we shall engage in different businesses according to everyone's specialized field. Some will open small kiosks for selling clothes, some will be chefs, others will join in decoration saloons and some others may be tailors. “***  
- Girls FGD Somalia

A few stakeholders mentioned that learners at KTI receive a transportation stipend for attending classes, and that this stipend has an adverse effect of pulling older students out of regular school so that they can receive the stipend. These students, reportedly female, never complete their secondary education and do not receive full training in their technical field, because their attendance is driven by the stipend, which is handed over to their head of household.

Two key issues affect the KTI TVET: quality and sustainability. One ADRA staff member questioned how the SEAQE approach for TVET differed from what was done for primary and secondary schools, and felt that more could be done to develop and understand a high quality TVET model. A high level of dependency on ADRA for the continuity of the KTI was also observed. One education official said, ***“The institution cannot support itself if this project ends. Teachers' incentives cannot be paid by the institution.”*** A teacher further confirmed, ***“No, we can not support the institution further. What we give here is technical teachings which requires materials to facilitate the activities, but***

**the partners support us in the materials to facilitate the activities. If the project ends we have an agreed document which is we have an exit plan. Which indicates if ADRA leave they should leave with an exit plan.”** A copy of the exit plan was not available to the evaluation, but it is clear that stakeholders have serious doubts that the KTI TVET can remain operational long after SEAQE closes, largely because of KTI’s inability to cover the costs of teacher salaries and other running costs.

**Physical Learning Environment.** In addition to enhanced academic service provision, SEAQE also contributed substantially to the physical learning environment (PLE), including school construction and renovation, and facilities upgrades, including building or renovation of accessible and hygienic latrine facilities. Survey respondents were asked whether they feel that the school meets the needs of their community. Overall, students in all three East African countries responded favorably to this question, with Somali and South Sudanese students more favorable (89% and 79% agreed, respectively) whereas 59 percent of students in Ethiopia felt the school met community’s needs.

Student respondents to the quantitative survey also provided open-ended feedback on facilities upgrades with statements like **“The kind of improvement in our school is the help from ADRA, like plates, spoons, by making our school doors.”** For students who did not agree, the main requests were enhanced facilities (doors, windows, fences, kitchen and recreational equipment, more school feeding) or academic (more teachers, pens and books). One 14-year-old female student in Somalia noted, **“our religion does not allowed to mix boys and girls”** but this was not a widespread opinion. Table 9 below provides the range of responses disaggregated by country.

Table 9. Number (%) of students who feel their school meets the needs of students

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	312	59	218	41	0	-	530
South Sudan	121	77	32	20	5	3.1	158
Somalia	305	89	28	8	30	8.3	363
<b>East Africa Total</b>	<b>738</b>	<b>70</b>	<b>278</b>	<b>27</b>	<b>35</b>	<b>3.4</b>	<b>1051</b>

**Sanitary Facilities.** Both male and female students responding to the question were asked if their school has sufficient sanitary conditions to meet their needs. Responses were mixed, with just under half of students in Ethiopia and South Sudan indicating their needs were met, and 58 percent of Somali students concurring. Students in South Sudan were generally more favorable, with 57 percent of students in agreement. In all three countries, female students were more likely to report insufficient sanitary conditions, by margins of 9.2 percent in South Sudan, 4.5 percent in Somalia and 1.4 percent in Ethiopia. Table 10 below provides a consolidated breakdown of responses disaggregated by country.

Table 10. Number (%) of students who feel their school has sufficient sanitary conditions

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	

Ethiopia	257	48	273	52	-	-	530
South Sudan	78	49	59	37	21	13	158
Somalia	210	58	138	38	15	3.3	363
<b>East Africa Total</b>	<b>545</b>	<b>52</b>	<b>470</b>	<b>44</b>	<b>36</b>	<b>3.4</b>	<b>1051</b>

Female respondents were further asked if their school facilities are sufficient to meet their menstrual hygiene needs. Overall, over half of the respondents indicated their needs have been met in SEAQE facilities. Respondents in female-only focus groups and open-ended responses to the quantitative survey did not provide any illumination on what facilities are still required; all respondent categories praised the “dignity kits” (for menstrual hygiene), provision of soap and menstrual pads, as being a key element in keeping older female students in school, primarily in South Sudan and Ethiopia. Table 11 details the close-ended responses received through the survey.

Table 11. Percentage of female students satisfied with facilities for menstrual hygiene

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	142	52	130	48	-	-	272
South Sudan	47	62	25	33	4	5.3	76
Somalia	99	54	45	24	40	21.7	184
<b>East Africa Total</b>	<b>288</b>	<b>54</b>	<b>200</b>	<b>38</b>	<b>44</b>	<b>8.3</b>	<b>532</b>

In KII and FGD discussions regarding meeting female students’ menstrual hygiene needs, one barrier identified by respondents is a relative lack of female teachers to support female students. As one Head Teacher in South Sudan stated, ***“There are community programmes for menstrual hygiene management for no female person [in the school] to attend to female issues.”***

In Ethiopia, menstrual hygiene management (MHM) was one of the biggest areas of satisfaction for a variety of respondents in relation to gender issues and meeting the needs of female learners, including female students and teachers, parents and community members. While not all schools had received this benefit, those that had been provided sanitary pads and a designated facility in which to care for these needs saw this as a huge benefit of SEAQE, and a major contributor in promoting adolescent girls’ regular attendance in school.

***“Because of the trainings given for girls club leader and female students on hygiene, now female students are fearlessly using modes in special room arranged for this purpose. To this effect, female students absenteeism reduced.”*** - Ethiopia Teacher

***“School teachers have been encouraging us to be competent in our education. The school has been providing us sanitary pads. As a result, we are not absent from school.”*** - Ethiopia Female Student in FGD

***“Female students’ absenteeism reduced due to [the fact that] they have been provided sanitary pads by the school.”*** - Ethiopia Head Teacher

Similar expressions of appreciation were made by learners in South Sudan and Somalia, although in several schools in Somalia, girls said that they did not have access to sanitary pads. Community leaders and CEC/PTAs in all countries were also aware that sanitary pads were included in SEAQE, but they could not comments on actual availability.

The fact that such a wide variety of respondents identified this issue of MHM as being a key barrier to girls' educational completion underscores the importance of ensuring that these needs are met. Multiple stakeholders attested to how essential it is for female students and teachers, to provide sanitary pads and designated safe spaces to care for their MHM needs. Going forward, SEAQE should continue to incorporate this issue into programme design, in order to enable female students to complete their education while simultaneously attending to their hygiene needs.

**School Safety.** The student survey explored the extent to which students feel safe at school and the prevalence of violence in the schools. As SEAQE is implemented in some communities that face civil conflict and/or political instability, the question of whether students feel safe in their learning environment is an important issue to ensuring a quality learning opportunity. In Ethiopia and Somalia, students largely reported feeling safe. By contrast, students in South Sudan expressed significantly less confidence in the security of their school, with students equally divided on perceptions of school as a safe environment, at 49 percent each saying they did or did not feel safe at school. Table 12 below demonstrates the full range of responses.

Table 12. Number (%) of students who feel safe at school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	454	86	75	14	1	0.2	530
South Sudan	77	49	78	49	3	1.9	158
Somalia	349	96	7	1.9	7	1.9	363
<b>East Africa Total</b>	<b>880</b>	<b>83</b>	<b>160</b>	<b>15</b>	<b>11</b>	<b>1.1</b>	<b>1051</b>

**Ethiopia.** As befits one of the most stable implementing contexts that SEAQE is working under, Ethiopia students did not express major concerns about their safety in the schools. Every teacher and HT stated that the school has a code of conduct that expressly forbids corporal punishment. As one focus group of female students expressed it: ***“There is no problem that affects our ability to remain in school-we have been attending our education peacefully.”***

There were very few mentions of security issues at all in the schools, a single request for additional fencing, and no anecdotes shared about security threats to the school. The major fear reported by students in Ethiopia was incurring their teacher's displeasure if they did not do their lessons to a quality level, as illustrated by the following comment from a male student in the boys' focus group: ***“We do not feel safe; because [when we ask our] teachers a question, which we don't understand, they get angry rather than supporting us. So we are not happy with our learning ... There is no corporal punishment [in our school].”*** While the whole school approach does encourage active participation and questioning in the classroom, this single comment is an observation that might be made in any classroom around the world, and not necessarily any cause for concern regarding child protection issues in Ethiopia.



**South Sudan.** In contrast to Ethiopia, the students in South Sudan expressed significant concerns regarding child protection and school safety issues. Forty-two percent of South Sudan students responding to the quantitative survey had witnessed violence in their school. Open-ended responses from about half of the students in South Sudan indicated students did not feel safe included specific mention of need for additional requests for school fences to keep out enemies, cattle raiders, or warriors, such as the following comment from an 18-year-old male student in South Sudan: ***“Because the school has no fence when the enemies come into the school.”***

There are additional comments from South Sudan students about lack of safety in relation to specific aspects of security that fall within SEAQE’s mandate. For instance, securing the perimeter of the school compounds, prohibiting gunfire on campus, restricting access and closing off vehicle and animal traffic, are all basic elements of school security and safety. The table below illustrates some of the key comments, from students surveyed at school.

Illustrative comments by students regarding lack of safety at schools in South Sudan:

- ***Because the trouble are around at the side of our school, so how can I live safe?***
- ***Because enemies are loitering in the school compound***
- ***Because enemies cross the school with cattles***
- ***Because different people come and cross the school***
- ***Because warriors go for raiding crossing near the school compound and they found one student and they shot***
- ***Because warriors come to fight at school***
- ***Because those who are in the community shot the gun in the school***
- ***Simply because people are using our school as road***
- ***Here at school many vehicle are crossing the compound; they are going to the hospital.***

Qualitative data gathered in KIIs and FGDs corroborated these statements. In the case of one school, various stakeholders reported a cattle raid in May 2018 resulted in two students being injured and one being killed. The case study below tells the story of a violent intrusion by armed cattle raiders on the primary school premises in South Sudan:

#### **CASE STORY: SOUTH SUDAN**

##### **REPORT OF ARMED VIOLENCE AND DEATHS AT SEAQE-SUPPORTED PRIMARY SCHOOL (2018)**

***It was confirmed that the issue of cattle raid has posted enormous threat to the pupils especially within the school. The interview was conducted with the school PTA, parents and community leaders. A registered case of cattle raid happened around the school premises and the raiders passed through the school in May 2018. ... As a result of exchange of gunfire within the school premises, two pupils were killed and several others injured during the raid.***

***Parents, PTA and the community leaders are so concerned of the safety of their children while at school. As a result, the incident has contributed to low pupil enrolments and irregular school attendance due to fear. There is a great need for a school fence to be constructed to ensure***

***children are kept safe within the school premises and to make sure intrusion of strangers and cattle raiders are avoided into the school premises. A fence will also control unnecessary movement of learners during the school day. This report may apply to other schools with similar issues of lack of fencing.***

In another case in South Sudan, students and teachers reported that raiders had invaded the school and beat them. As one male student stated: ***“We were disturbed by the raiders where some of us were the victims by being given hot slaps on our cheek, including our teachers.”*** Fences were among the most requested enhancements to the school structure in South Sudan, across respondent types and data collection methods, and are a key requirement in ensuring the safety of all individuals associated with the schools.

### ***Somalia***

Despite the on-going civil conflict in Somalia, none of the stakeholder groups reported serious concerns about safety in the schools. Emphasizing the contrast with South Sudan, this lack of insecurity amidst external conflict appears to be a result of physical barriers between the schools and their surroundings; in a good number of schools, the barrier is a stone or cement wall, and not simply a fence. As reported in a boys’ FGD, ***“There is no violence in the school but in the town, sometimes violence happens. If there is fight in the town our parents tell us not to go to school or any other place. They say to us stay at home. If war happens in the town when we are in the school, our teachers tell us to stay in the school. They don’t allow us to go outside until the problem ends.”*** In discussions, a few CEC members and parents mentioned that the role of the CEC included intervening in case of violence, more as a reactive step than as ongoing vigilance. One CEC group included a request for increasing the height of the school fence to deter theft. There was little expressed concern from parents and CEC members regarding security and violence in schools.

Most learners in Somalia associated the question of safety with school discipline, and when prompted about civil or military conflict they said that it did not affect them at school. Female learners in one school focused the safety issue on personal privacy: ***“We [girls] feel safe in the school; we have separate latrines so we can have our own privacy.”*** Boys in another school responded to the safety issues, saying ***“Our school environment is safe and friendly. It is a very good school especially on discipline and cleanliness.”*** Another group of girls noted that despite the fact that ***“sometimes there is family violence associated with children disagreement which might later escalate to clan violence,”*** nevertheless ***“we feel safe and we have not had any problem between our homes and the school or within the school.”***

### ***Violence at school***

Across the three East Africa countries, 28 percent of student respondents reported being exposed to internal violence, defined as beatings by teachers, students fighting, sexual violence, and/or witnessing violence between adults in their school (not specified as to whether this included teachers, students or adults from outside the school). Similar to external violence rates, South Sudan had more prevalence of students reporting that they had witnessed violence at school (42% versus 35% in Ethiopia and 13% in Somalia) but at a much smaller margin of difference from the previous question. This is an interesting point of comparison to the qualitative data, in which no Ethiopia students reported any security concerns but South Sudan students were very much preoccupied by this issue. There were no appreciable differences by gender, except in Somalia where female students reported a higher rate of witnessing violence than males, though at a lower overall rate than in other countries. Table 13 below illustrates the range of responses received, disaggregated by country.

Table 13. Number (%) of students who have witnessed violence at school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	187	35	343	65	-	-	530
South Sudan	66	42	90	57	2	1.3	158
Somalia	46	13	302	83	15	4.1	363
<b>East Africa Total</b>	<b>299</b>	<b>28</b>	<b>735</b>	<b>70</b>	<b>17</b>	<b>1.6</b>	<b>1051</b>

A smaller percentage of students reported having been a direct victim of violence in their school, but still one in five (18%) students indicated they had experienced violence in the school. Of these, about half were females (74/141 52% in Ethiopia, 13/32 40% in South Sudan, and 11/16 67% in Somalia). Table 14 below details these responses; again, no meaningful differences were observed by gender.

Table 14. Number (%) of students who report experiencing violence at school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	141	27	389	73	-	-	530
South Sudan	32	20	120	76	6	3.8	158
Somalia	16	4	339	93	8	2.2	363
<b>East Africa Total</b>	<b>189</b>	<b>18</b>	<b>848</b>	<b>81</b>	<b>14</b>	<b>1.3</b>	<b>682</b>

A large majority of students reported that they had someone to talk to in the school if they experienced a problem with another student or a teacher. In Ethiopia, 82 percent of students said they had a confidant in the school, and 87 percent of students in South Sudan and Somalia did as well. Table 15 below details their responses.

Table 15. Number (%) of students who report having someone to talk to in this school if they experience a problem with another student or teacher

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	437	82	93	18	-	-	530
South Sudan	137	87	20	13	1	0.6	158
Somalia	314	87	38	11	11	3.1	363
<b>East Africa Total</b>	<b>884</b>	<b>85</b>	<b>151</b>	<b>14</b>	<b>12</b>	<b>1.2</b>	<b>1051</b>

The same question was asked of students in FGDs with similar prevalence of affirmative answers, citing a clear understanding of chain of command, from head pupil to classroom teacher, head teacher, parents, and PTA members all identified as approachable sources of conflict resolution. The PTA was often identified as a resource for resolving interpersonal issues in schools,

**2. Relevance: The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.**

- To what extent are the objectives of the programme still relevant?
- Was the programme design and implementation appropriate to meet the education needs of the target groups?
- To what extent was the programme design coherent with policies and education sector plans in the respective countries?
- To what extent did the programme address the needs of children, youth and other vulnerable groups?

***Relevance to Country Contexts***

Overall, respondents in all three countries indicated satisfaction with the extent to which SEAQE was aligned with the local country context. The most common observation was that SEAQE built or improved schools in the local community, which was seen as a big benefit to parents and other community members. For example, one parent in Ethiopia observed: ***“children’s parents have got relief [because] the school was planted in their locality. So far, they had been sending their children to towns (30 kms far) for education and exposed to a number of costs.”***

A local partner organization also echoed the sentiment that SEAQE is relevant to local contexts in promoting quality education in the same way that they do: ***“Quality is an outstanding concern. Among the strategies that [we] promote to improve quality of education children get is by improving community engagement, capacitating teachers and teacher support systems. SEAQE followed exactly the same. Therefore, the relevance of SEAQE can be taken as obvious.”*** As many stakeholders testified that ADRA and the SEAQE programme are highly regarded in their communities, which enables the programme team access to locations where other implementers cannot work, this alignment with local strategies is reasonable and expected.

One of the primary objectives of SEAQE is expanded access to education through greater inclusion of vulnerable groups such as females, children with disabilities (CWD), and out-of-school (OOS) learners. Students’ quantitative survey included a series of questions to explore the extent to which students felt that the SEAQE programme supported these various types of vulnerable groups to stay in school, including students who had experienced trauma due to political or military instability, as well as the aforementioned females, CWD and OOS learners. The following section details their responses by group type.

***Gender***

***Girls.*** Most stakeholders felt that SEAQE did help girls to stay in school, as evidenced with FGD quotes like ***“As a result of the ADRA programme, girls’ enrolment increased rapidly at school.”*** (Ethiopia FGD). However, one respondent in a focus group also shared the following comment, in regards to gender dynamics in the school: ***“In school we feel safe; we fear nothing in the school. However, due to previous bad practices, which was not totally removed from our society, we still fear [on the] playground to play with boys.”***

In the quantitative survey, 91 percent of all respondents in the East African countries responded favorably to this question. The rate of positive responses was higher in South Sudan (where 97 percent of students agreed with the question) versus Ethiopia, where 89% agreed. Table 16 below details their responses disaggregated by country and for East Africa as a whole.

Table 16. Frequency of Students who feel that SEAQE helps **Girls** stay in school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	470	88	58	11	2	0.4	530
South Sudan	150	95	5	3	3	1.9	158
Somalia	352	97	5	1.4	6	1.6	363
<b>East Africa Total</b>	<b>972</b>	<b>92</b>	<b>68</b>	<b>7</b>	<b>11</b>	<b>1.1</b>	<b>1051</b>

**South Sudan.** Respondents in KIIs and FGDs also felt that SEAQE helped girls stay in school, although in most cases they were more concerned with identifying the barriers that still need to be addressed in order to increase girls' retention rates. Primary challenges included teen pregnancy and pressure from the family to start earning money, either through work or through early marriage to bring a dowry to the family, as illustrated in the following quotes.

***"Toposa in the villages are still forcing their daughters to get married so as to get wealth in form of dowry."*** – South Sudan Community Leader

***"Poor parental care and illiteracy of the majorities to knowing the importance of education. Another issue is by not paying the school fee and encouraging early marriages for young girls. For example [they think] girls should not go to school since they are the source of wealth. When she is married, the dowry is paid so the father becomes rich."*** - South Sudan Community Leader

***"There is a cultural belief that girls should not go to school because they are valued as a source of wealth. They perceived that educated girls will become prostitutes. Another reason is the peer influence: when they see their friends in the community with boyfriends or girlfriend, they also wish to have so they ended up getting pregnant and so could not go to school."*** -- South Sudan Boys FGD

***"The parents, boys and other people think that education is only for boys alone because parents thought that if girls are taken to school, they will become prostitutes in [the] future. That's why our nation is having [a] low number of educated female[s]."*** – South Sudan Girls FGD

A parents' group explained a traditional view on education, indicating that it was not a priority for either boys or girls, who are valued as labour (boys) or dowry wealth (girls who have not been pregnant before marriage):

***Their fathers are refusing boys to come to school because they are preferred to look after the cattle. Girls are also refused because they are sources of wealth in the community when they are married. The school here has no proper administration because when girls come to school they get pregnant due to expose to boys. In the village the fathers properly***

***guide them. When they mixed with boys in school they engaged in sexual activities so they get pregnant. That is why we parents refuse our children to come to school.***

All stakeholder groups expressed concern over these issues and expressed a desire to continue raising awareness of the benefits of girls' education for the overall community. One community leader reported: ***"Some parents are fighting against forced, early marriage and child labour,"*** indicating that SEAQE has contributed to the start of changes in social norms that keep girls out of school.

***Somalia.*** SEAQE supported schools in Somalia conform to the pattern that a gender bias against girls' education is said to be receding, with numerous comments in the student FGDs that girl and boy learners are "treated equally in school." However, every stakeholder group also said a key barrier to girls' progress in education is early marriage.

Nevertheless, girls themselves has much to say about the changes in attitudes about gender and education, including these examples from girls' FGDs:

- ***In class, we are treated the same. For example we answer questions asked by the teacher equally and sometimes girls are given priority. We feel freedom in playgrounds and have fun with other classmates during P.E. (physical education) time.***
- ***We used to feel shy and we couldn't even speak out to defend our opinions. This doesn't mean that we were denied right to speak but it was our nature to avoid public speaking hence has caused us not to have much impact in decision making sessions. After receiving mobilization and counselling, we realized ourselves that we have the potential to contribute and make change. This has caused us to contest for leadership posts in clubs as well as in classes.***

A few student respondents - female and male - also felt that girls are receiving too much attention in schools, and that was unfair to boys.

A parents' group also elaborated on the changes in norms around female education:

- ***Yes, they have equal opportunities just like the boys although our elders believed that girl's education is not important. Girls who have not gone to school just stay at home or work for the other girls who are educated. Parents and other community members believe that girl education is important just like men. When their children came from school they ask them what they have been taught the day and advise them to do their homework.***

Across the three East African countries, SEAQE appears to contribute to changes in attitudes and practices arounds girls' education, largely in schools and to a limited extent among communities at large.

***Boys.*** In the student survey, response rates were similar for boys' retention (to girls'): 88 percent of all East African respondents felt that SEAQE helps keep boys in school. Again, the rate of positive responses was higher in South Sudan (91%) versus Ethiopia 87.5%) but at a lower margin of difference, perhaps pointing to a greater challenge for South Sudan to keep boys in school. Table 17 below details their responses disaggregated by country and for East Africa as a whole.

Table 17. Frequency of Students who feel that SEAQE helps **Boys** stay in school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	462	87	66	12	2	0.4	530
South Sudan	129	82	12	8	17	10	158
Somalia	325	89	13	4	25	7	363
<b>East Africa Total</b>	<b>916</b>	<b>87</b>	<b>91</b>	<b>9</b>	<b>44</b>	<b>4.2</b>	<b>1051</b>

According to various stakeholders' responses, boys face unique but equally difficult barriers to retention, most often identified as family and work responsibilities, e.g., "[*the*] **community also use[s] boy child to look after the cattle**"- South Sudan PTA FGD.

Further, eight out of ten students felt that girls and boys received equal treatment in the classroom, with a higher percentage of agreement in Ethiopia (86%) than South Sudan (69%). Negative responses were not dominated by a single gender, with more males disagreeing in South Sudan (27 males versus 21 females) whereas more females disagreed in Ethiopia (30 males versus 43 females).

Open-ended comments from qualitative data collection in South Sudan also indicated that females are more often given preferential treatment in the form of financial or in-kind incentives to remain in school. For example, one male student stated "**ADRA should treat boys the way they are treating girls. Boys are not provided scholarships.**" Table 18 below details students' responses.

Table 18. Number (%) of students who feel boys and girls receive equal treatment in school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	457	86	73	14	-	--	530
South Sudan	107	68	48	30	3	1.9	158
Somalia	258	71	89	25	16	4.4	363
<b>East Africa Total</b>	<b>822</b>	<b>78</b>	<b>210</b>	<b>20</b>	<b>19</b>	<b>1.8</b>	<b>1051</b>

Qualitative data from FGDs and KIIs in South Sudan generally expressed the belief that boys and girls are treated the same at school, with examples of how equality is ensured in the classroom. However, other comments illustrated that there is still significant work to be done in promoting equal treatment for females in society, and thus the classroom. A males-only student focus group in South Sudan shared the following statement:

***"We boys think girls wanted to be like men in nearby future [sic] because they don't want to be suppressed by men. Girls also th[ink] about being in the school because they wanted to be married by rich people who can financially stabilize family issues. We also think girls wanted to acquire knowledge to eradicate illiteracy in them."***

**Children with Disabilities.** When asked about the extent to which SEAQE helps CWD stay in school, eight out of ten students in East Africa felt the programme was effective. Agreement rates for Ethiopia and South Sudan were relatively similar, hovering around the mean, but slightly lower than the perceived success for retaining girls and boys. In Somalia, the perceived benefit on CWD attendance was substantially lower. Responses are detailed in Table 19 below.

Table 19. Frequency of Students who feel that SEAQE helps **Students with Disabilities** stay in school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	420	79	109	21	1	0.2	530
South Sudan	113	72	23	15	22	14	158
Somalia	152	42	168	46	43	12	363
<b>East Africa Total</b>	<b>685</b>	<b>65</b>	<b>300</b>	<b>29</b>	<b>66</b>	<b>6</b>	<b>1051</b>

Qualitative respondents from KIIs and FGDs most frequently expressed the strong belief that students with disabilities were treated the same as other students. However, this assertion was belied by other statements that indicates underlying lack of awareness or prejudicial attitudes. Furthermore, many students and teachers who asserted no bias, did so in the abstract and qualified their statement saying that no CWD were in the school. One education official in Somalia reported that many CWD attended a non-SEAQE school known to serve CWD.

**Ethiopia.** Qualitative respondents did not report strong gains in promoting inclusive education for CWD in Ethiopia. Most respondents either said: there were no children with disabilities in their community; there was no particular support given to CWD in their school/community; or that not enough is being done. As one parent in Ethiopia expressed it during a focus group discussion:

***“The school has been encouraging the parents to send CWD to school; as well as children with disabilities to continue their education. However, the support given to them is not satisfactory. This year, because of lack support, children with disabilities discontinued learning.”***

However, there were notable exceptions in Ethiopia, including the following examples:

***“In our school for children with disability a great support have been given. For instance, in 2016, for one student, who has lost her two fingers, we were supporting her in her education in [school name] to continue her education. As a result, she scored higher result and joined university- this is a great success for all of us.”*** - Ethiopia Parent FGD

***“ADRA has taken CWD to health centres for treatment those who have had vision, hearing and movement problems; as a result these children have provided crutches, eye glasses, medicines and school bags. In addition, ARA has been conducting inclusive education campaigns to raising the awareness of the community towards children with disabilities.”*** - Ethiopia Boy Student FGD

**Somalia.** Teachers, students and community leaders in Somalia frequently said that SEAQE has changed attitudes regarding CWD, but that there were no students with disabilities at their own school. A government officer in Kismayo clarified that there was a non-SEAQE school for CWD. Some teachers said that CWD attended class, but during the site visits the evaluation team found very few



CWD in schools. An example of this paradox is a statement from one parent, who said, ***“Children who are different are treated equally [but] with no disabled people in the school though no one undertakes their special needs.”*** Another parent also said, ***“The main education issues affecting marginalisation on children who are disabled are lack of [support for] their special need both at family, school and community level.”*** This sentiment that CWD do not face discrimination and also are either not actually in school (even if they are enrolled) or do not receive support for their education, appeared common to many stakeholders.

***South Sudan.*** A South Sudan Parents’ FGD commented, ***“We refuse disabled children to come to school because we think they are incapable for doing manual work as others [are] doing.”***

There were mixed reports of the availability and suitability of handicapped-accessible latrines available in SEAQE schools and multiple requests for additional accessible latrines. For example, a PTA respondent stated ***“There are no accessible latrines for disabled children here in school. We would like ADRA to provide at least two latrines for disabled children.”*** A head teacher observed, ***“Latrines should be constructed large enough to accommodate the wheel chairs of the disabled students.”***

Further, a community leader noted that while ***“Teachers treat children equally without discrimination. [For] any disable child it is the role of teachers to ensure that the child is well provided and catered for,”*** schooling remained very difficult for CWD: ***“Disabled children cannot walk to school because no means to support them reach school; these disabled children faced rough times in school because they feel isolated due to their incapability to do what others are doing physically.”*** Other respondents suggested that teachers would benefit from specialized training to work with students with disabilities.

Notably, SEAQE has been instrumental in raising the profile of education for CWD among schools, students and communities, where there is little evidence that it had been a priority in the past.

### **Drop-outs**

Regarding SEAQE’s success in helping students who had previously dropped out stay in school, about three-quarters of the respondents in East Africa felt that SEAQE was successful in this category. Agreement was much higher in Ethiopia (77%) than in South Sudan (60%) which may reflect the greater instability in the South Sudan implementing context or could be a product of the South Sudan government’s policies regarding reabsorption of drop-outs, including females who had to withdraw from school due to pregnancy. Table 20 below demonstrates the full range of responses by country and for the region as a whole.

Table 20. Frequency of Students who feel that SEAQE helps **Students who had previously dropped out** stay in school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	410	77	120	23	-	-	530
South Sudan	81	51	51	32	26	17	158
Somalia	199	55	107	29	57	16	363
<b>East Africa Total</b>	<b>690</b>	<b>66</b>	<b>278</b>	<b>26</b>	<b>83</b>	<b>8</b>	<b>1051</b>

Additional evidence regarding SEAQE's effects on keeping learners in school after they had previously left school is seen in the prevalence of over-age students. The evaluation was not focused on analyzing the prevalence of students at ages above the grade-expectation, but nevertheless encountered such students in all three East African countries. Particularly in Ethiopia (where SEAQE included a few secondary and preparatory schools) and South Sudan (where former soldiers and returnees are common), several students over age 20 years participated in the student survey; a subsample of these had their ages reconfirmed as part of the data quality control, with the highest confirmed age recorded as 38 years in South Sudan, followed by a 28-year-old in Ethiopia. The survey is not representative of the overall age distribution of learners in SEAQE schools, limiting further inferences. A case story from Ethiopia, below, describes one former school drop-out who has returned to school through the SEAQE project.

### **Ethiopian Case Story: Married woman resumes her education**

The schools constructed have addressed a very critical need of the area. A good indication for this is the fact that there are many over-aged students who are in the secondary and preparatory schools. Such students dropped out after completing the education they could access in their area [i.e. primary schools] and, not able to afford to go to the next town, they remained at home. For others, loss of hope due to lack of opportunity to proceed further after completion of Grade 8 made them to drop out of school even earlier. Here is a case from one Ethiopian Secondary school:

*Her name is Fatima\* ... She is married and has children. One of her daughters is attending university and the remaining ones are in school. Fatima attended primary school in the area and stopped her studies due to inability to go to [the next Town] for secondary school. She then married and started leading life similar to other uneducated women in the area. Once married her hope to attend school was further limited. The evaluation team met Fatima while she was participating in an FGD organized for this evaluation. As a parent, Fatuma is a member of the PTA for [this] primary school. At the same time, Fatima told the evaluation team that she is attending Grade 9 at the ADRA constructed ... secondary school. Fatima came back to school because of the secondary school constructed in the area and many of her contemporaries have come back to school. The school means many things for her. She said 'This school is a source of new hope for me. From now on I will not stop my studies. With my likes we will fight to get complete secondary school in this area. As you can see the school is big enough and it won't be difficult to convince the Woreda.' Fatuma has an aspiration to become government employee in her Woreda.*

Fatuma's testimony has been attested both through classroom visit and discussion with the principal of the school. During the classroom visit it was noted that a good proportion of the children were above the appropriate age for the Grade levels (i.e. 15 and 16-year olds for Grade 9 and Grade 10 respectively). Asked about this, the principal of the school also approved the same and indicated that most of them came back after years of departure from school. For him, this is a great achievement in the area. For the principal there are still many out of school and school dropout children in the area and the current plan hopes to initiate them to re-enrol in school.

\* The subject's name has been changed to protect her identity

Finally, only about a third of student respondents saw SEAQE as being as successful in retaining students who experienced trauma due to the political or military situation, another third disagreed and the final third stated they didn't know or declined to answer. Table 21 below illustrates the range of responses for this question.

Table 21. Frequency of Students who feel that SEAQE helps **Students who experienced trauma due to the political or military situation** stay in school

	Yes		No		Other-unknown		n=
	#	%	#	%	#	%	
Ethiopia	240	45	116	22	174	33	530
South Sudan	65	41	57	36	36	23	530
Somalia	45	12	202	56	116	32	363
<b>East Africa Total</b>	<b>350</b>	<b>33</b>	<b>375</b>	<b>36</b>	<b>326</b>	<b>31</b>	<b>1051</b>

**Ethiopia.** Inclusion of students with disabilities, learners from different language or minority groups, or other marginalized children was not a major issue for qualitative respondents. There was very little deviation in the dataset, with all respondents agreeing that meeting the needs of marginalized students was not an issue in SEAQE schools in Ethiopia, as illustrated by the following range of comments:

***“School teachers have been employing inclusion in the classroom. In our school, regardless of language, ethnicity, all children are equally attending their education.”*** - Ethiopia Community Leader

***“Based on principles of tolerance and love, we have been learning together with [students from] other ethnic groups.”*** - Ethiopia Girls FGD

***“In this school, we are trying to address the needs of all students, considering females, children with disabilities and different language speaking students in class.”*** - Ethiopia Head Teacher

**South Sudan.** In South Sudan, respondents indicated that CWD were accommodated in all aspects of the classroom, with a clear distinction that these individuals were often treated as different or “other.” A common sentiment expressed among interviewees was something like: ***“They are treated equally despite the fact that they [have]... handicaps.”*** In a few cases, respondents indicated that CWD are not allowed to attend mainstream schools, with comments like ***“denying of disabled children to go to school that the disabled children should stay in their homes since they do not have walking sticks or wheelchairs.”*** One of the main requests for CWD in South Sudan were handicapped-accessible latrines, to enable learners with disabilities to access hygiene facilities more readily.

**Effectiveness:** A measure of the extent to which an aid activity attains its objectives.

- To what extent were the objectives of the programme achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives (from the perspective of improving access, quality and equity in education)?

- Identify the strategies that have proven particularly effective for achieving the outcomes
- Assess whether, and to what extent, the monitoring and results-based management systems used (including MEAL/M&E framework) has contributed to the effectiveness of the project and, if so, why and how.
- How effectively have the lessons learned during the programme been utilized in improving the programme?

Regarding the issue of monitoring SEAQE's progress towards indicator targets, managerial-level respondents in South Sudan reported some challenges in capturing valid and reliable data and reporting that from the country offices to ADRA Norway, and from there to NORAD. ADRA South Sudan staff shared the following comments:

***"Data collected has influenced decision making a lot. For example, in [name] school, we were informed that there were 500 children but the data collected through supervision indicated very low numbers."***

***"Some of the M&E tools were developed in Juba and others by ADRA Norway. There are discrepancies in statistics from the schools. The schools give different data to different organizations; it's a challenge to harmonize these data."***

***"SEAQE faced a lot of challenges: SEAQE [was] designed for three counties with large geographical coverage but [we have] very few staffs."***

One head teacher in South Sudan reported receiving training on the EMIS system, as well as planning, budgeting, and examination systems. However, another teacher stated: ***"The main challenge ADRA or SEAQE program faced is the failure of the schools to send either weekly or monthly reports on the running of the school process."***

Similarly, in Somalia and Ethiopia, the SEAQE M&E system operated only to serve accountability and reporting purposes. No apparent investment has been made in any of the three East African countries in an active learning component to the SEAQE M&E.

ADRA's Effective Teaching and Learning Environment (ETLE) approach is the only aspect of the M&E that appears to have wide recognition, in and outside of the project. Some school officials referred to changes in the quality of their school's learning environments, as part of their recognition of SEAQE's contributions, including infrastructure development (which is technically not part of the SEAQE ETLE module). In other ways, however, the SEAQE M&E appears limited to serve only ADRA Norway and NORAD, again to satisfy accountability in relation to project targets and achievements.

**PTAs/CECs.** Overall, the establishment of Parent-Teacher Associations (PTAs; South Sudan) and Community Education Committees (CECs; Ethiopia and Somalia) worked well, with the various stakeholder groups expressing support and appreciation for their engagement in supporting SEAQE.

In **Ethiopia**, PTAs reportedly met once or twice a week and fulfilled the following roles:

- Allocating budget and attracting income to the school;
- Liaising with HT and monitoring school activities;
- Mobilizing the community to provide needed resources, including materials, renovating infrastructure, and improving security through provision of fencing and other resources;
- Motivating students, following up with drop-outs and other attendance issues; and

- Advising on child protection and discipline issues.

PTA members in Ethiopia reported receiving training to enhance understanding of their roles and responsibilities, on the following issues: gender and inclusive education, financial and resource management, school improvement plans, and encouraging student participation.

Qualitative respondents reported the PTAs in Ethiopia to be highly engaged in supporting the schools and making a positive impact. An ADRA staff member characterized it thus:

***“PTA members acted like a bridge between the project and the local community. They often act on behalf of the project. There are community-based teams - like the volunteer associations in the community ... PTA did not know their roles prior to the training SEAQE provided. Now they act like the principal owners of the school on behalf of the community - and that is what the Ethiopian approach follows.”***

***South Sudan.*** As an ADRA South Sudan staff person expressed it: *“Building the capacity of community members like the PTAs to involve in management of the schools and community dialogue worked well.”* This was triangulated by other stakeholders, including a Classroom Teacher, who shared the following statement:

***“What worked well is the training of teachers and training of PTAs ... PTAs are trained and they use the knowledge to mobilize people in the community to send their children to school. The PTA also create awareness on early girl child marriage. This is all through the ADRA programme.”***

Specific examples of contributions by PTAs/CECs, cited by community leaders and teachers, included provision of food for midday lunch, and a temporary kitchen at one school.

***Somalia:*** CEC members uniformly described their roles as integral to the schools’ functioning: ***“We are the owners of the school and it is our responsibility to link the school to other stakeholders.”***

They summarized their activities as follows:

- Support to the head teacher, with advice during implementation;
- Engaging stakeholders including parents, community leaders and students, including community mobilization and sensitization on enrolment, and cultivating community participation and ownership;
- Check on how students are studying and aspects of quality;
- Provision of uniforms for needy pupils from the CEC’s members as in-kind donation;
- Help in case of violence and preventing violence within the school or outside;
- Facilitating incentives to teachers during funding gap period;
- Resolving if some misunderstanding happens between the teachers, and general problem-solving enhanced by the CEC members on all fronts.

One CEC member and parent commented, ***“Before this project has started, this place was an empty space and now you can see how it is. ... There is a wall around this big school, and we as a committee we stand with ADRA, they used to train the teachers, and they also trained young generation for hygiene. They applied gender balance in this school which is very good things.”***

Another CEC member described the commitment of the SEAQE CEC’s: ***“Even though some of us may be busy sometimes but there are very engaged and committed CEC members in the school. We are***

the owners of the school and it is our responsibility to link the school to other stakeholders.”

**Efficiency:** Measures the outputs – qualitative and quantitative – in relation to the inputs. It is an economic term that signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the programme implemented in the most efficient way compared to alternatives?

The programme was considered to be cost effective by all stakeholders, with significant investments by the local community to support the schools working under SEAQE. Respondents identified a variety of civil society actors contributing to these schools, including SMCs, PTAs, religious groups, and township leaders, who were donating time and resources to improve the schools, provide needed security, and even supplement or pay teacher salaries.

Community investment in the programme was high overall, with one ADRA country office staff person commenting: ***“Once we discussed with the community about the plan, we ask them what they can support. This is part of our in-built provision on sustainability. As a result, at every location, the communities' contributions are clear: they are ready to help!”*** While the financial investment in SEAQE was significant, the community support made this investment go even farther than it would have otherwise during the course of implementation (not necessarily for sustainability; see section on sustainability below). As another ADRA staff member stated, the costs of doing work with the most marginalized communities requires significantly greater investment than working with easily-accessible locations that are not experiencing war, internal migration, drought, and other issues that make SEAQE’s context especially challenging. There is a higher cost for doing this work but ADRA is also making a name for itself based on the success of this programme.

In fact, according to a number of respondents, the SEAQE programme may be operating too lean, placing concerns about cost-effectiveness ahead of quality, risk management, partnerships, planning and learning - the elements that support long-term change. In some cases, the staffing and human resources needed to administer to such a complex activity were just not available. SEAQE did experience some funding challenges early in its implementation due to devalued currency, and in some cases, this limited ADRA’s ability to replace staff who left the organization, or to add new staff based on identified needs. For example, ADRA Ethiopia reported a high level of staff turnover throughout the SEAQE project, and one staff member remarked, ***“Ye Abayi dar eranya yesemawu eyehede yalsemaw yimetal eziyahu maderu new,”*** which translates as describing a herder who wants to please the water of the Blue Nile river with his song, and therefore has to continue singing every time new water flows by.

The repeated effort in orienting new project staff, as well as adjusting to staffing changes at government and school levels, placed an excessive burden on SEAQE implementation. Even in Somalia, which has seen a much lower level of staff turnover, the extraordinary demands on staff time and attention were clear even at the end of the project. As examples, senior project staff were involved in tasks ranging from routine office administration and daily logistics, to higher-level concerns such as government relationships, impending reports and the changing security situation. In many ways, ADRA has taken on large management and reputational risks by not fully staffing the SEAQE project at the country and field levels, especially for issues like validating financial compliance and ensuring reported data are valid.

Going forward, it is essential to ensure that staff are supported sufficiently, not overburdened, and have clear roles and responsibilities, to promote efficient and effective programme management and respond to challenges appropriately (or even anticipate and mitigate them). In other words, while ADRA has clearly invested in SEAQE, it has not fully demonstrated the importance it places on SEAQE in the staffing levels in the field.

**Sustainability:** It is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

- To what extent will the benefits of the programme continue after donor funding ceases?
- What were the major factors that influenced the sustainability or unsustainability of the programme?
- How did the programme adapt to the changing context in respective countries?
- Assess to what extent the SEAQE programme increased accountability of ADRA to parents, government bodies and the school community, and, if successful, in what way
- Assess to what extent the SEAQE programme increased the capacity of parents, government bodies and the school community to operate without external support after the programme ends, and, if successful, in what way
- To what extent did the programme leverage additional interest and investment?
- Document ownership, development and changes in policy and involvement of different government bodies at different levels, and other key stakeholders.

Respondents in Somalia, Ethiopia and South Sudan were universally skeptical and pessimistic about the potential for SEAQE to continue if ADRA's funding ceases. One Head Teacher in South Sudan stated that the SEAQE programme ***"will collapse because the activity of the school depends on ADRA."*** While ADRA is not responsible for running the schools, clearly beneficiaries equate ADRA's support with sustained support for the school overall.

A few respondents identified small aspects of SEAQE that might continue, based on school fees and/or in-kind community support. A number of individuals felt that the investment in teaching quality could be sustained, especially with community support to incentivize teachers to stay in their current positions. Others identified the infrastructure enhancements as lasting contributions that would improve the status of education in their communities long after SEAQE ends; this was especially true in communities where new schools had been constructed.

Respondents in South Sudan were more likely to cite examples of in-kind community contributions, such as supplies for a temporary school kitchen or labor for fence construction. These responses appear driven by previous experience in contributing to SEAQE infrastructure, as part of the community buy-in. None of the initiatives would continue the major portions of SEAQE's work in equity, access and quality, but the suggestions represent the communities' appreciation for SEAQE's achievements.

In Somalia, stakeholders were more completely convinced that SEAQE effects will not continue without external funding. While many expressed appreciation for the work of ADRA specifically, there was no hesitation in asserting that the achievements from the SEAQE project will fold and that insufficient skills and capacity have been built. As an education official in Somalia stated, ***"The biggest challenge will be the motivation of teachers without pay. They will not be working in these schools if the project ends now."*** ADRA is providing partial salary support for the teachers in Somalia, and the government share of teacher salaries (financed by the World Bank) has been

delayed for several months. Consequently, the cessation of any payments to teachers from SEAQE's closure presents an imminent crisis for the SEAQE schools.

A few respondents, typically from government education offices, either referred to or requested a SEAQE sustainability plan. It is understood that a draft project closure and sustainability plan has been developed, and perhaps discussed with a few stakeholders. By all accounts, however, SEAQE is not at a level of maturity that can be sustained in any of the three countries.

#### **Replicability:**

- **Which specific approaches and strategies are possible or important for upscaling it or replicating it to other education programmes?**
- **To what extent is it possible to upscale/replicate the programme in other areas in the country to increase impact?**

As the programme model has already been replicated in SEAQE Sahel and will also likely be continued in the current countries of implementation with SEAQE II, it is clear that the whole school model bears immense promise and has many useful approaches to enhance quality and access in education. According to the East Africa stakeholders, teachers need continued support to implement child-centered methods in the classroom, including refresher training for existing staff and foundational training for new staff. This process is still ongoing in the current SEAQE schools and is enhanced by direct mentoring and continued learning opportunities, as many of these methods are very new to the teachers. In addition, high turnover rates mean that many trained teachers will leave their positions, and ongoing renewal of these assets is required to promote sustainability.

One of the greatest strengths of SEAQE is its flexibility to country contexts, that enables the addition or adaptation of key programme elements to the local environment. While the guidance and oversight offered by ADRA Norway is a key element in ensuring quality programme management and monitoring efforts, it is essential for the country offices to take ownership of the process. This builds local capacity to undertake similar projects on their own with other funders, which will serve to multiply SEAQE's investment and outcomes into the future.

SEAQE's work beyond the supported schools provides the basis for replication and scale-up. For instance, the education policy development and support, the EMIS, attendance monitoring, financial management and other systems put in place by SEAQE, all represent scalable processes that can be extended to other schools, with modest support to the school administrations. To date, however, there is no evidence that SEAQE has pursued that approach, despite clear demand from government education offices.

#### **Partnerships:**

- **Assess the added value of ADRA Norway to the SEAQE programme.**
- **Assess the added value of external partners to the programme (e.g. partnerships with other inter-agency organizations, civil society, etc.).**

As stated above, ADRA Norway's contribution to the SEAQE programme cannot be overstated. While the standardized log frame is one of the major benefits of having a centralized management structure, the support that the ADRA Norway team provides to the country offices is a key element in making SEAQE the success it is today.



Respondents to KIIs identified many ways in which the ADRA Norway team contributed to the management of SEAQE, including training and mentoring for the ADRA country offices implementing SEAQE, collating and aggregating monitoring data, reporting results to NORAD and other stakeholder groups, and ensuring the programme adheres to international best practice standards. This includes support for the country office staff to appreciate and nurture strong partnerships to support SEAQE's implementation.

***“The project area is very wide for the ADRA staff to manage. Delayed responses from ADRA Juba head office to requests from the field is also a challenge. Also, decisions are taken from the headquarters without information of the field office, especially regarding important field operations. Also, decision taken from ADRA Norway or the donor, and when comes to field implementation sites becomes a challenge. For example, SEAQE was designed in Norway; we only included some activities.”*** – ADRA South Sudan Staff

As mentioned earlier in the report, the ADRA Norway staff indicated that the EU was in the process of awarding 20 million euros to support inclusive education based on ADRA's work in Myanmar. This type of support is what a programme like SEAQE should strive for; it promotes continued investment in this important work, and speaks volumes to the quality of this programme to support access to quality education for marginalized communities in East Africa.

A key element of SEAQE's success in East Africa has been the close coordination with government. At both national and subnational levels, SEAQE has developed and sustained strong relationships that government respondents describe as respectful and cooperative. Particularly in Somalia and Ethiopia but also in South Sudan (where the national and local government authorities are weaker than in the other countries), SEAQE management has endeavored to adapt the project to the government priorities and to involve government in implementation. Those efforts have been recognized and appreciated, not only for the capacity strengthening but also for visibly taking on portions of the education workload. As one government education official in Somalia stated, **“ADRA always involves the government Ministry of Education and Higher Learning in the SEAQE project. They call us to ask about government priorities, to ask what the gaps are, and they work with the government. None of the other NGOs are as good as ADRA.”** He further added, **“SEAQE is the only education program that has never been shut down by the government. MOEHL has temporarily closed other NGO education programs because they operate without consulting the government, or involvement of government in the activities.”**

## CONCLUSIONS

### MYANMAR

ADRA Myanmar, an organisation with a wealth of in-country experience and a vast partner network, effectively implemented this programme. The SEAQE Myanmar programme has achieved its goal of increase education and livelihood opportunities for poor and marginalized children and youth living **in Southeast Myanmar**. Its success can be attributed to the planning process to ensure the implementation strategy was relevant to the context and the engagement of relevant stakeholders and beneficiaries. The intervention strategy was researched, and activities were aligned to benefit marginalized children and youth. Planned project activities were implemented in accordance with the programme design excepting for the TVET component which was delayed as a result of external factors. The intervention strategy had multiplier effects: in addition to informing programme strategy and ensuring the programme addressed the needs of its target beneficiaries, it also engaged relevant community stakeholders thereby establishing the foundation for community support and ensuring programme interventions met the needs of the targeted beneficiaries. Evaluation findings reflect high levels of beneficiary satisfaction. However, evaluation findings also identified a few areas of improvement for subsequent programming.

While initial teacher education training for inclusive education has raised awareness in teachers about the needs of children with disabilities, none of the teacher's interviewed knew how to meet the specific educational needs of these students. Their actions were more focused on making the child comfortable and happy as opposed to providing the children with disabilities with a quality education. Teacher training for inclusive education needs to be in-depth and on-going and include both demonstration and practice components as well as training on how to determine appropriate accommodations and/or modifications for each child with a disability. **Therefore, it is recommended that subsequent programming provide more in-depth teacher training in the area of inclusive education.** Furthermore, it is recommended that subsequent programming **provide intensive training in child discipline and guide schools in the process of writing and implementing a teacher code of conduct.** The rights of students need to be protected and students need to feel safe in the school environment. The findings indicate that corporal punishment is frequently being used in schools by teachers. Intensive trainings need to be held on positive discipline techniques, and schools should write and implement teacher codes of conduct to include: descriptions of violations, reporting procedures, and discipline procedures for teachers who violate the teacher code of conduct.

SEAQE Myanmar made significant strides in improving the physical accessibility of education for children with disabilities. However, evaluation findings demonstrate that the progress made does not fully accommodate students with disabilities who wish to attend school. Examples noted from school observations include hygiene facilities and classrooms incapable of accommodating students with physical disabilities and littered school campuses (only 60 percent of campuses were observed to be litter-free). Improvements in school infrastructure should include installation of ramps, clean-up of litter in the school environment, repair of faulty or broken school supplies (in the classroom and in the overall school environment), removal of safety hazards, removal of entry and exit obstructions, and installation of handrails. UNICEF India has provided a comprehensive guide, Making Schools Accessible for Students with Disabilities that would be very beneficial when determining changes to be made in the school environments.<sup>26</sup> **It is recommended that subsequent programming address infrastructure issues to support an accessible school environment for students with disabilities. Additionally, it is recommended that learning materials be provided to**

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<sup>26</sup> [http://unicef.in/Uploads/Publications/Resources/pub\\_doc119.pdf](http://unicef.in/Uploads/Publications/Resources/pub_doc119.pdf)

**accommodate children with disabilities.** Children with disabilities have specific learning needs and there are accommodations or modifications which will greatly assist CWDs in their learning, essentially “levelling the playing field” with peers by removing any barriers to learning that could be caused by the disability. These accommodations and modifications may include: books written in braille (for children who can read braille), audio books, sign language interpretation (for children who can sign) or instruction (for children who cannot yet sign), extended time for tests or assignments, material read aloud to the student, use of a calculator, and preferential seating, just to name a few. The accommodations and/or modification should be specific to the individual child.

Evaluation findings demonstrate that school infrastructure varied from school to school. GoM schools were the only schools to receive infrastructure support; however, all schools targeted in this evaluation are in need of infrastructure support. Examples of infrastructure support include providing gender-specific latrine facilities and an adequate number of latrine facilities based on the student and teacher population, and ensuring access to clean drinking water. However, the feasibility of implementing infrastructure projects must be assessed against other intervention strategies. **Under subsequent programming, site assessments could be conducted, especially in the area of student health and safety, to identify areas of support for school infrastructure development. This assessment could also assess the feasibility of providing infrastructure support.**

Gender equality in terms of learning within the classroom is evident. However, evaluation findings show that menstrual hygiene management (MHM) is lacking. MHM is a major issue affecting the health and educational achievement of girls of reproductive age leading female students to miss 10-20 percent<sup>27</sup> of school days, with some students choosing to drop out completely. It is recommended that GoM, ACS, and KTWG schools partner with implementers well-versed in leading awareness campaigns and training in MHM in the school environment. Along with awareness and training, schools should keep on hand MHM supplies for female students and teachers. **Subsequent programming should further emphasize the importance of MHM as a factor contributing to girl education and provide awareness and training in MHM.**

SEAE Myanmar was effective in providing skills training to support economic livelihoods. Evaluation findings show high graduation and employment rates. However, findings also demonstrate both male and female students encountered barriers to enrolment and completion.<sup>28</sup> **To eliminate and/or minimize TVET course barriers to enrolment and completion, a comprehensive survey of TVET students should be conducted to determine barriers to enrolment and completion. Working groups composed of education officials, teachers, parents, and students should be convened in order to develop solutions and specific plans for implementation for solutions. The working groups should convene on a regular basis to evaluate the implementation of solutions and determine if changes need to be made to increase effectiveness.**

The programme employed measures to promote programme sustainability; such measures included building capacity through training and raising awareness of community members and leaders on issues to education access, equity, and quality. However, evaluation findings demonstrate that the overall programme sustainability is low due to the high level of need in the target areas coupled with limited resources. Schools and communities need ongoing support, both financially and in the area of human capital. **It is recommended that ADRA Myanmar explore methods to promote sustainability outside the programme scope.** This could include implementing economic livelihood

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<sup>27</sup> <https://www.globalcitizen.org/en/content/menstrual-hygiene-day-education/>

<sup>28</sup> While no male respondents reported specific issues with enrolling in, relocating, or financing their course, Female respondents cited enrolment issues such as completing the application form and entrance interview. Both genders cited completion barriers such as logistical and seasonal issues including arranging transport and accommodation, and the cost of food. One female respondent cited needing to address familial issues as a barrier.

projects within the community or seeking partnerships with both local and international entities including civil society with similar interests.

Additionally, SEAQE Myanmar was effective in promoting awareness among community members on issues of education inclusion through trainings and campaigns. **To scale programme effects, subsequent programming should consider building off this approach and targeting community members – regardless of demographics – who are capable of spreading knowledge beyond their communities.** Such community members could include regional governmental stakeholders, business owners who interact regionally, or prominent civil society organizations. This awareness could move beyond the education sector. Subsequent programming should consider inviting CSO and governmental members to attend project trainings and other capacity-building events. This would likely be beyond the scope of project activities; nonetheless, it would be an economical method of promoting education inclusion for marginalized populations. Trainings and other capacity-building events often are fixed-costs; adding additional members, even if outside the scope of the project, will not burden the project budget.

## EAST AFRICA

SEAQE implementation in the three countries of East Africa – Ethiopia, Somalia and South Sudan – has largely but not completely achieved its objectives of improving educational equity, access and quality in its selected communities. Areas of achievement and gaps are summarized below.

### Educational equity

*Gender:* The evaluation identified some changes in social norms around girls' education, largely among those with direct contact with the SEAQE project (children and youth, teachers, community leaders and government education officials). All of these stakeholder groups universally commented that the larger community continues to embrace the value of girls' education, and recognize the pressures of poverty and early marriage. They appreciate girls' own limited expectations and empowerment, which limits girls' educational progression and transition. A large majority of parents, particularly in South Sudan and parts of Somalia, continue to undervalue girls' education, with implications for SEAQE's long-term effects even for the girls involved in the programme. While SEAQE has brought about changes in awareness of girls' education and made steps to support that, further changes are necessary at the community level. The work of the PTA/CECs and community leaders has not been sufficient to catalyze change in norms about girls' education much beyond the schools themselves. Consequently, while SEAQE-supported schools are more gender-sensitive and accommodating to female students, there is still a high likelihood that many parents will remove their daughters from school (at earlier ages than for sons) either for domestic chores or for early marriage. A community-based intervention around girls' education that complements the school-based activities is missing; and **SEAQE should expand its work on gender beyond the supported schools, to include a wider range of community and stakeholder engagements that will reinforce the progress on girls' education.**

SEAQE has not met its objectives in recruiting and training female teachers and head teachers. Evidence from the FGDs shows that female learners look to female teachers as role models, trusted adults (more than male teachers), and sources of support. Moreover, female teachers themselves have not exercised their authority as school officials, to push for gender-sensitive changes. The positive changes that have been observed through SEAQE are attributed to the trainings and inputs from the project, such as provision of menstrual sanitary kits for female students or separate prayer

rooms for girls. The evaluation found no instances of changes initiated by female teachers, perhaps signalling a lower level of empowerment among women versus men employed by the schools. For wider and long-term changes in gender, female teachers are a key resource that has not been fully engaged by SEAQE. **SEAQE should prioritize recruitment, promotion and retention of female teachers, enlisting the help of a gender technical expert as necessary.** The rationales for low female teachers provided by ADRA and government staff, that women are uninterested or unavailable, reveal a limited understanding of gender in development; an experienced gender expert will be able to provide guidance to build a pipeline of female candidates and correct the gender imbalance in teaching staff.

*Disability:* SEAQE has successfully raised the awareness of social and educational needs for CWD, along with changes in schools' physical environments to accommodate the physically disabled. Experience from implementation, however, shows that teacher training for educating CWD is insufficient to meet their educational needs, and the infrastructure development is primarily limited to concrete ramps leading to classrooms or latrines. Many teachers interviewed reported that they had not had any training on CWD, or that the teacher(s) who had that training had left the school. Those who had CWD-relevant training reported not having or not using CWD teaching materials. Particularly for South Sudan and Somalia, many education leaders voiced platitudes regarding educating CWD and added that such children were not present in the schools or communities; this was less of an issue in Ethiopia, but suggests a lack of recognition that parents of CWD are not enrolling them in schools.

Although almost all schools have ramps leading to classroom entries, children with movement disabilities often do not have wheelchairs. There is an open question as to whether a child with a wheelchair can independently ascend and descend the SEAQE-constructed ramps, which are rather steep. Furthermore, because the school grounds are rocky, uneven and/or unpaved, the ramps appear to be a token achievement without actual relevance or importance to the education of CWD.

Across all three East African countries, the frequent assertion of positive acceptance of CWD in schools in tandem with denial that CWD actually attended those schools, particularly in Somalia and South Sudan, raised further questions about CWD access to schools that could not be addressed within the scope and time frame of this evaluation. Specific issues that remain unanswered include the following:

- What are the underlying attitudes, perceptions and practices regarding education for CWD in communities and among parents of CWD, and how do those vary from the assumptions of the SEAQE programme?
- Are many CWD not attending schools, despite the efforts by SEAQE to improve access to education? If so, are there specific types of disabilities that lead to children being kept from attending school?
- Are many CWD attending non-SEAQE schools that are formally or informally considered more appropriate for their conditions? If so, what are the reasons or perceptions that lead CWD not to be integrated with the larger student population, and are such schools providing an education with quality on par with other schools (SEAQE or non-SEAQE)?

**Generating evidence around these and other questions would require a community-based survey that includes a focus on households with and without CWD.** The present evaluation, with a school-based design limited to intervention sites, is not in a position to provide answers to these emergent questions.

*Ethnic/linguistic minorities:* Awareness of sociocultural diversity in education has risen in SEAQE-supported schools, but actual application in SEAQE schools could not be found. Respondents in Ethiopia reported religious diversity (Coptic Christian, Muslim) but no changes due to SEAQE. In South Sudan and Somalia, respondents said that minority children of any type (religious, linguistic, ethnic) were not in the schools. Reports from ADRA staff in South Sudan indicate that ethnic diversity in schools is limited largely by the lack of ethnic integration in the communities. In Somalia, a few teachers and government officials explained that children of internally displaced families and refugee returnees typically attended other, non-SEAQE schools. Reasons for this segregation could not be ascertained, and will require an assessment focused on that issue, including discussions with teachers, students and families of non-SEAQE schools.

### **Access to education**

The main contribution of SEAQE in East Africa to enhanced access was the newly constructed schools, which enabled students to receive quality education in their local villages. This not only provided safe and efficient access to learning; it also saved parents the expense and stress of sending their children to school outside their home communities. This had the added value of increasing girls' access to quality education.

Another added value of increased access to education is the enhanced involvement of parents' and community engagement through CEC/PTA. The strength of parental engagement is felt not only in improving the likelihood that students will complete more years of schooling; it also enhances quality through the provision of direct and in-kind community contributions to school facilities, including fencing and building renovations, but also in supporting provision of learning materials and other support to enhance service delivery in the classroom.

However, there was no report from any respondents during the interviews and discussions concerning outreach to households and communities that are outside the education system, including nomadic pastoralists, internally displaced populations, or extremely impoverished families. These families are the most marginalized and the most costly, in terms of financial and human resources, to reach. However, one of the hallmarks of SEAQE is the programme's ability to reach those who are most marginalized, and these communities are underutilized for support and participation.

### **Quality of education**

The impressive learning outcomes of the SEAQE programme are great achievements that speak to the success of the model. The added fact that ADRA has established itself as a leader in education for marginalized communities through this work is an added testament to the value of SEAQE in promoting quality education.

While SEAQE has certainly had its share of successes, there is still work to be done. The application of teacher training in pedagogical techniques and student discipline is an area that has received wide accolades from all stakeholders. Yet there is some evidence that teachers are still learning to apply child-centered methods in the classroom, and high turn-over rates mean that continuous investment in teacher training is essential.

SEAQE has expanded the availability of libraries and science labs, though not all of these have the skilled personnel to make these resources useful to learners. Site visits revealed several instances of books and teaching materials still unpacked, or science laboratories (in Ethiopia) locked for the lack of equipment or qualified teachers. According to ADRA staff, this was due to lack of promised

investment by the MoE, which may speak to a need for greater coordination between ADRA staff and external partners to ensure that activities move forward as planned.

Despite some shortcomings, there is a clear consensus from stakeholders in all three East African implementation countries, that SEAQE has raised the standards for quality education in very difficult contexts.

Gaps:

- **Scalability/replicability:** SEAQE's potential for scalability is limited given how many resources are required to bring model schools up to a higher level of quality, especially considering the difficult implementing environments in which the programme is operating. Working in close partnership with Ministries of Education in each of the operating countries is an essential element in promoting scalability as the MoEs offer the potential to institutionalize SEAQE's tools and strategies within all government-run schools in a country.
- **Sustainability:** the SEAQE model is largely dependent on ADRA funding and support to implement programme activities. Without this support, communities have limited capacity to undertake or sustain these activities on their own. While some of SEAQE's outputs are inherently sustainable (e.g., infrastructure investments) others require ongoing support to continue (e.g., teacher training).
- **Child protection:** SEAQE made significant strides in promoting child protection issues within the life of the programme, most especially in prohibiting corporal punishment in the classroom. However, there is still work to be done in ensuring that children in SEAQE schools have a safe and nurturing learning environment. This was especially seen in South Sudan, where raiding and internal conflict affected the security situation in the schools. But in other cases, students still need protection from inappropriate teacher conduct, student-to-student violence and conflict, and other safety issues in the schools. Engaging PTAs and SMCs in this effort is an effective strategy to promote awareness and ensure that students have clear resources and support mechanisms if they do experience violence either inside or outside the school.
- **Mentoring and support:** Through the experience of implementing SEAQE, ADRA confirmed the importance of providing mentoring and support for teacher training in order to promote higher quality teaching in the classroom using child-centered methods. It is essential to go beyond standard training methods and provide teachers with practical learning opportunities to implement the new methods and strategies, receive feedback on that effort, and adapt their approach in an iterative process.

Investment in learning as an ongoing project role, not only through periodic evaluations. Many of the findings of this evaluation could – indeed should – have been known to SEAQE management and the implementing teams years before project closure, so that adjustments to the project could take place. The midterm review attempted this learning, but relied too heavily on internal project staff who were neither positioned nor trained to adopt an objective perspective on their own work. The SEAQE monitoring systems capture data useful for accountability, but not for learning; these systems could be expanded in a future project to include formative inquiry and targeted assessments. For instance, a true picture of educational equity requires investigation about which children are outside the SEAQE-supported schools, including IDPs and locally marginalized households. As another example, project staff referred to the QLE as a monitoring tool, one that demonstrated whether SEAQE outputs were in place. However, the QLE was not incorporated into a SEAQE project learning agenda in which questions would be raised about the meaning of data, and M&E would be applied to generate answers.

In conclusion, SEAQE has achieved substantial results in education, many of which are sustainable and all of which have focused strong attention by schools, government and communities on the themes of equity, access and quality in education. Particularly with regards to social norms and educational support for girls' education, SEAQE has made a solid contribution. With the well-documented generational effects of female education on health, demography and prosperity, SEAQE has catalysed long-lasting improvements and opportunities for the populations where it has been implemented.

## RECOMMENDATIONS

**Table 22** below highlights recommendations which are integrated throughout this report. These recommendations are categorized by evaluation criteria as outlined in the TOR.

**Table 22: Final Evaluation Recommendations**

DAC Criteria	Recommendation(s)
Outcome / Impact	<ul style="list-style-type: none"> <li>• Provide more in-depth teacher training in the area of inclusive education.</li> <li>• Explore strategies to expand the number of female teachers and head teachers.</li> <li>• Continue to utilize mentoring as a means to support teacher development in the classroom and consider expanding into a Training of Trainers model.</li> <li>• Promote expansion of pre-service teacher training in target countries' formal education systems.</li> <li>• Provide accommodations or modifications for children with disabilities.</li> <li>• Make improvements to school infrastructure (buildings, classrooms, etc.).</li> <li>• Provide an accessible school environment for students with disabilities.</li> <li>• Make improvement to WASH facilities.</li> <li>• Provide awareness and training in menstrual hygiene management (MHM).</li> <li>• Minimize and/or eliminate TVET course barriers to enrolment and completion, and ensure that TVET enrollment incentives do not pull learners from regular schooling.</li> <li>• Provide intensive training in child discipline and guide schools in the process of writing and implementing a teacher code of conduct.</li> <li>• Continue to invest in security infrastructure in vulnerable communities, especially South Sudan schools where violence affects school security.</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>• Expand on the close interaction with the MOE in each country to promote policy development and capacity building in the following areas: <ul style="list-style-type: none"> <li>○ Teacher training (pre-service and in-service) to promote child-centered methods</li> <li>○ Inclusive education for CWD and minority groups, including local language instruction</li> <li>○ Monitoring and measurement including quality standardized testing</li> <li>○ TVET programme development and service provision</li> </ul> </li> </ul> <p>In undertaking this cooperation with the MoEs, ADRA should continue to make each country's efforts flexible to meet local contexts and varied capacity levels, and to continue to work with local and district level MoE systems, especially to explore opportunities to work in marginalized communities effectively.</p>



	<ul style="list-style-type: none"> <li>• Continue to engage communities in school development, including exploring innovative strategies to reduce school fees to make education more accessible.</li> <li>• Continue to work in close collaboration with communities to identify and address barriers to education for girls and CWDs.</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>• Continue to develop SEAQE's M&amp;E systems to capture a wider range of data, including qualitative data.</li> <li>• Continue to explore strategies to assess the relevance of the QLE approach.</li> <li>• Continue to promote Child Protection measures and their application in country.</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>• Enhance and monitor ADRA systems at the country-level, with a focus on improving process completion time while also maintaining integrity.</li> <li>• Balance concerns about cost-efficiency with provision of sufficient staffing to ensure the programme is implemented effectively and staff are working within clear job descriptions and reasonable levels of effort.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Explore methods to promote sustainability outside the programme scope.</li> <li>• Consider building off this approach and targeting community members – regardless of demographics – who are capable of spreading knowledge beyond their communities.</li> <li>• Establish a clear definition of SEAQE sustainability with schools and government counterparts, and develop a solid plan to promote that sustainability.</li> </ul>
Replicability	<ul style="list-style-type: none"> <li>• Expand provision of whole school approach to new communities and support this expansion with appropriately scaled policy development, EMIS, attendance monitoring, financial management and other relevant systems.</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• Continue to support ADRA country offices to develop and nurture strategic partnerships, including diversity of funding and local implementing partners to further ground the programme in local contexts.</li> </ul>

## ANNEX A: DATA COLLECTION TOOLS

The following annex provides a copy of the full set of instruments used in the final programme evaluation.

### Qualitative Instrument 1: ADRA Staff Member Key Informant Interview

INTERVIEWER NAME:	
DATE (DD/MM):	
START TIME:	
END TIME:	

#### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate ADRA in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to interview you as one of the ADRA staff implementing SEAQE. This interview will last about an hour and you don't have to answer any questions you don't wish to. You may stop the discussion at any time if you feel uncomfortable. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you would like to keep any of the information you share with us confidential, or if you do not wish to have your name appear in a list of all individuals interviewed for this study.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview.

#### Introduction

We are interested in getting information about your experience with SEAQE Project, including how you perceive the programme, manage the intervention and view its effectiveness and sustainability. Your honest responses and participation will be most helpful to us to understand your views.

#### Questions

Respondent(s) Name(s)	
Position Title	
Gender	
Years at this position?	

<b>ADS1</b>	Please describe your participation in activities implemented under SEAQE.
<b>ADS2</b>	What aspects of SEAQE's <b>design</b> worked well? What could be done differently at the design phase to improve the programme?
<b>ADS3</b>	What aspects of SEAQE's <b>implementation</b> worked well? What could be done during implementation to improve a similar programme in the future?
<b>ADS4</b>	What problems/challenges did SEAQE face as a programme? From the overall social and institutional environment? Do these issues still exist? If yes, how could they be resolved?
<b>ADS5</b>	In what ways has SEAQE impacted the students' success in their learning environment?
<b>ADS6</b>	In what ways has SEAQE impacted teacher development in their learning environment?

<b>ADS7</b>	In what ways did SEAQE engage with local communities?
<b>ADS8</b>	In what ways has the programme engaged external partner organizations? Has this been a positive experience for SEAQE? Do you anticipate these relationships will be sustainable after funding ends?
<b>ADS9</b>	How did SEAQE ensure quality and consistency with these partners?
<b>ADS10</b>	<p>In what ways has SEAQE supported access for vulnerable populations? (probe for gender, CWD, students who were out of school, victims of trauma, ethnic minorities)</p> <p>Are there other strategies that you would recommend to more successfully engage these populations in future programmes?</p>
<b>ADS11</b>	Do you feel that the SEAQE programme was relevant to the country context? Why or why not? Was it relevant to the needs of local communities? Why or why not? How could future programmes improve in this effort?
<b>ADS12</b>	Has SEAQE successfully influenced any major changes in policies or practices within the formal education system? If yes, in what ways? If no, what are the barriers to influencing change at this level?
<b>ADS13</b>	<p>Have you observed any strengthened capacity within governmental partners?</p> <p>If so, in what way? If not, what are the barriers? How could future activities overcome these barriers?</p>
<b>ADS14</b>	<p>Could you please give us a general description of SEAQE's M&amp;E systems? How were these systems developed? How are they working to date? What have been the challenges? How has the data been used to inform decision making for the SEAQE programme? Do you feel that you've built local capacity in M&amp;E through SEAQE? Why or why not?</p>

<b>ADS1 5</b>	To what extent do you feel that SEAQE has been successful in reaching its indicator targets?
<b>ADS1 6</b>	Do you feel that SEAQE was implemented in a cost-effective manner? Why or why not? How could similar programmes be made more cost efficient?
<b>ADS1 7</b>	Do you anticipate that the schools can help sustain elements of SEAQE after ADRA's funding ends? If so, which elements? How is the school and community planning for this transition?
<b>ADS 18</b>	How would you describe the ADRA [INSERT COUNTRY NAME] office's relationship with ADRA Norway? Do you feel that this relationship is effective in facilitating quality implementation of SEAQE? If yes, in what way? If no, how could it be improved?

Interviewed by:

Supervised by:

## Qualitative Instrument 2: Officials at Local, District or National Levels Key Informant Interview

INTERVIEWER NAME:	
DATE (DD/MM):	
START TIME:	
END TIME:	

### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate ADRA in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to have an interview with you as a key representative of the education sector through your work with \_\_\_\_\_ [INSERT RELEVANT MINISTRY NAME OR OFFICE TITLE]. The interview will last about 40 minutes and you don't have to answer any questions you don't wish to. You may stop the discussion at any time if you feel uncomfortable. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

### Introduction

We are interested in getting information about your experience with ADRA's SEAQE Project, including how you perceive the programme, manage the intervention and view its effectiveness and sustainability. Your frank responses and participation will be most helpful to us as we try to understand your views.

## Questions

School Details	Response	
Respondent(s) Name(s)		
Organizational Affiliation		
Position Title		
Gender		
Number of years in this position?		

<b>LND 1</b>	Please describe your participation in activities under the ADRA's programme.
<b>LND 2</b>	What aspects of ADRA's programme worked well? What could be done differently?
<b>LND 3</b>	What problems/challenges did SEAQE face as a programme? From the overall social and institutional environment? Do these issues still exist? If yes, how could they be resolved?
<b>LND 4</b>	Do you feel that the ADRA's programme was relevant to the country context? Why or why not? Was it relevant to the needs of local communities? Why or why not? How could future programmes improve in this effort?
<b>LND 5</b>	What changes have been made in regard to child protection as a result of ADRA's intervention?

<b>LND 6</b>	In what ways does ADRA's SEAQE programme work align with education policies and sector plans?
<b>LND 7</b>	<p>What resources have you allocated to address the needs of vulnerable groups within programmes like SEAQE? How have these resources been allocated? Do you feel that this was an effective strategy to address the needs of these vulnerable groups? If yes, in what way? If not, why not?</p> <p>How could these efforts be made more effective in future programmes?</p>
<b>LND 8</b>	Are data from the ADRA programme shared with your staff and other partners? If yes, how are you using the data.
<b>LND 9</b>	Do you feel that ADRA's programme was implemented in a cost-effective manner? Are there other examples or strategies of similar programmes that employed more effective cost-savings strategies?
<b>LND 10</b>	Do you anticipate that elements of SEAQE will continue after ADRA's funding ends? If so, which elements? How are the schools and communities planning for this transition?

Interviewed by:

Supervised by:



### Qualitative Instrument 3. Local Teachers, Head Teachers/School Administrators Key Informant Interviews

INTERVIEWER NAME:	
DATE (DD/MM):	
START TIME:	
END TIME:	

#### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate ADRA in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to have an interview with you as one of the teachers/administrators involved with the ADRA project. The interview will last about 40 minutes and you don't have to answer any questions you don't wish to. You may stop the discussion at any time if you feel uncomfortable. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study or if you don't wish to have photos taken of you during our field visits.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

#### Introduction

We are interested in getting information about your experience with ADRA's SEAQE Project, including how you perceive the programme, manage the intervention and view its effectiveness and sustainability. Your frank responses and participation will be most helpful to us as we try to understand your views.

#### Questions

School Details	Response
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Name of the School	
School code	
Location of the School	
Respondent(s) Name(s)	
Position Title	
Gender	
How many years have you been in this position in the school?	

<b>T/SA 1:</b>	Please describe your participation in activities under the ADRA programme.
<b>T/SA 2:</b>	What aspects of the programme worked well? What could be done differently?
<b>T/SA 3:</b>	What problems/challenges did the programme face? From the overall social and institutional environment? Do these issues still exist? If yes, how could they be resolved?
<b>T/SA 4:</b>	How do you manage the use of the ADRA's resources in the school?
<b>T/SA 5:</b>	Did you attend any trainings under ADRA's programme? If yes, did you find the training useful? Why or why not? Have you changed your teaching habits as a result of the training? If yes, please give us examples.

<b>T/SA 6:</b>	Have you and/or your staff received training on student discipline techniques?
<b>T/SA 7:</b>	Does your school have a teacher code of conduct that prohibits the use of corporal punishment? If yes, what is the process for reporting violations of the teacher code of conduct?
<b>T/SA 8:</b>	Have you noticed any changes among the students since the ADRA programme was implemented? If yes, did changes affect girls and boys equally? If yes, did changes affect children with disabilities? If yes, did changes affect out-of-school learners?
<b>T/SA 9:</b>	What barriers to enrollment exist for school-aged children in your area?
<b>T/SA 10:</b>	What activities are being implemented to address these barriers? Are these the result of the ADRA programme?
<b>T/SA 11:</b>	What barriers to school completion exist for school-aged children in your area?
<b>T/SA 12:</b>	What activities are being implemented to address these barriers? Are any of these the result of ADRA's programme? If yes, which ones?
<b>T/SA 13:</b>	Tell me about the levels of engagement between the community and the school. How was the community engaged in working with your school? Any external partnerships to support school activities? Any cash or in-kind community contributions?

<b>T/SA 14:</b>	What direct or indirect costs (if any) do parents/family have to assume in order for their children to attend and fully participate in school?
<b>T/SA 15:</b>	What role did the PTAs/SBMCs play in your school? In what ways did they contribute?
<b>T/SA 16:</b>	Has ADRA's programme influenced any changes in the school environment for female students? For female teachers?
<b>T/SA 17:</b>	What support (if any) was provided to girls in the area of menstrual hygiene? Are there any school or community programs for menstrual hygiene management?
<b>T/SA 18:</b>	What types of disabilities are present in your classroom and/or school?
<b>T/SA 19:</b>	<p>Have you participated in any trainings or activities addressed teaching:</p> <ul style="list-style-type: none"> <li>● girls</li> <li>● students with disabilities</li> <li>● students from ethnic or language minorities?</li> </ul> <p>If yes, which ones? Were they useful?</p> <p>If no, would you find such trainings useful? Which ones and why?</p>
<b>T/SA 20:</b>	<p>How does your school accommodate:</p> <ul style="list-style-type: none"> <li>● girls</li> <li>● students with disabilities</li> <li>● students from ethnic or language minorities?</li> </ul>
<b>T/SA 21:</b>	Do you anticipate continuing the activities started under this programme after ADRA's funding ends? If yes, which activities? If no, why not?

Interviewed by:

Supervised by:

#### Qualitative Instrument 4: FGDs with School SMCs, PTAs, and CECs

<b>Moderator Name:</b>	
<b>Notetaker Name:</b>	
<b>Date:</b>	
<b>School Name:</b>	
<b>School Code:</b>	
<b>Locality / Sub- Locality</b>	
<b>FGD Code*</b>	
<b>Number of Participants:</b>	
<b>Start Time:</b>	
<b>End Time:</b>	

\*Team Leader to provide FGD codes.

#### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate ADRA in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to talk to you about your experiences with the ADRA's SEAQE project. The focus group will last for about an hour and you don't have to answer any questions you don't wish to. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

## Introduction

We are interested in getting information about your experience with ADRA Programme, including how your group has contributed/will contribute to sustainability and engaged other key stakeholders. Your frank responses and participation will be most helpful to us as we try to really understand your views. Your responses will not be considered “right” or “wrong” as we are mainly interested in knowing what you think. Everyone’s views are equally important. It’s fine to disagree with other people’s views, but if you do, it’s important to disagree in a respectful and polite manner. It’s important for you to talk one at a time, because if you all speak at once, we will not have a clear recording. If you disagree with something anyone says, wait for them to finish before you speak.

### **MODERATOR**

- EXPLAIN THE ROLE OF NOTE-TAKER AND AUDIO-RECORDER
- ASK THE PARTICIPANTS TO FILL IN THE SIGN-IN SHEET (ADULT TEMPLATE PROVIDED)
- ALLOW RESPONDENTS A FEW MINUTES FOR ANSWERING ANY QUESTIONS REGARDING THE FGD

## Questions

<b>FSMC/PTA 1:</b>	What are the main education issues affecting marginalized children in the community? <ul style="list-style-type: none"> <li>● girls</li> <li>● students with disabilities</li> <li>● students from ethnic or language minorities?</li> </ul>
<b>FSMC/PTA 2:</b>	Have these issues changed since the implementation of ADRA’s programme? If yes, in what ways?
<b>FSMC/PTA 3:</b>	How are these issues being addressed: <ul style="list-style-type: none"> <li>● By the school</li> <li>● By the community</li> <li>● By the local government</li> </ul>
<b>FSMC/PTA 4:</b>	What changes have been made in regard to child protection at the school level as a result of ADRA’s intervention?
<b>FSMC/PTA 5:</b>	Has the ADRA intervention supported PTAs and SMCs?  If so, in what way? If not, why not?

<b>FSMC/PTA 6:</b>	<p>Have you or other members of your PTA/SMC/CEC received training by ADRA?</p> <p>If yes, which ones? Were they useful?</p> <p>If no, would you find such trainings useful? Which ones and why?</p>
<b>FSMC/PTA 7:</b>	<p>How often does your PTA/SMC/CEC meet? Do you feel your group is effective? Why or why not?</p>
<b>FSMC/PTA 8:</b>	<p>In what ways has the ADRA programme benefited your school? (include specific examples)</p>
<b>FSMC/PTA 9:</b>	<p>What activities does the PTA/SMC/CEC engage in at the school?</p>
<b>FSMC/PTA 10:</b>	<p>Does your school's PTA/SMC/CEC work with the local education officials in your area on issues identified within the school?</p> <p>If yes, do you feel this is an effective collaboration? If so, in what way?</p> <p>If no, would this be useful? If so, in what way?</p>
<b>FSMC/PTA 11:</b>	<p>What issues do marginalized schoolchildren face within your school:</p> <ul style="list-style-type: none"> <li>• girls</li> <li>• students with disabilities</li> <li>• students from ethnic or language minorities?</li> </ul>
<b>FSMC/PTA 12:</b>	<p>Have you observed any changes/effects in your schools as a result of ADRA's programme?</p>
<b>FSMC/PTA 13</b>	<p>Has there been any improvements to these issues since the implementation of ADRA's programme?</p>
<b>FSMC/PTA 14</b>	<p>Has the PTA/SMC engaged in any activities to ensure sustainability of ADRA's programme?</p>
<b>FSMC/PTA 15</b>	<p>Do you have any suggestions on how the ADRA programme can be improved?</p>

Interviewed by:

Supervised by:





### Qualitative Instrument 5. Key Informant Interview with Community/Village Leaders

INTERVIEWER NAME:	
DATE (DD/MM):	
START TIME:	
END TIME:	

#### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate ADRA in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

The interview will last about 40 minutes and you don't have to answer any questions you don't wish to. You may stop the discussion at any time if you feel uncomfortable. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study or if you don't wish to have photos taken of you during our field visits.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

#### Introduction

We are interested in getting information about your experience with ADRA's SEAQE Project, including how you perceive the programme, manage the intervention and view its effectiveness and sustainability. Your frank responses and participation will be most helpful to us as we try to understand your views.

#### Questions

Community / School Details	Response
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Name of Community	
Name of the SEAQE-supported school(s)	
School code(s)	
Location of the School(s)	
Respondent(s) Name(s)	
Position Title	
Gender	
How many years have you been involved in working with this school?	

<b>CL 1:</b>	Please describe your participation in activities under ADRA's programme.
<b>CL 2:</b>	What aspects of ADRA's programme worked well? What could be done differently?
<b>CL 3</b>	What barriers to enrollment exist for school-aged children in your area?
<b>CL 4</b>	What activities are being implemented to address these barriers? Are these the result of ADRA's programme? Are they effective? Why or why not?

<b>CL 5</b>	What barriers to school completion exist for school-aged children in your area?
<b>CL 6</b>	What activities are being implemented to address these barriers? Are these the result of ADRA's programme? Are they effective? Why or why not?
<b>CL 7:</b>	Are you aware of any problems/challenges that ADRA's programme faced during implementation? If so, please provide examples.
<b>CL 8:</b>	Are you involved in decision-making around how resources are used in the school?
<b>CL 9:</b>	What direct or indirect costs (if any) do parents/family have to assume in order for their children to attend and fully participate in school?
<b>CL 10:</b>	Have you observed any changes within the school since ADRA's programme was implemented?
<b>CL 11:</b>	Have you observed any changes within the community since ADRA's programme was implemented?
<b>CL 12:</b>	Tell me about the levels of engagement between the community and the school. How is your community engaged in working with the school? Any external partnerships to support school activities? Any cash or in-kind community contributions?
<b>CL 13:</b>	<p>What are the main education issues affecting marginalized the children in the community?</p> <ul style="list-style-type: none"> <li>• girls</li> <li>• students with disabilities</li> <li>• students from ethnic or language minorities?</li> </ul>
<b>CL 14:</b>	Have these issues changed since the implementation of ADRA's programme? If yes, in what ways?
<b>CL 15:</b>	Has the community engaged in any activities to ensure sustainability of ADRA's programme?

<b>CL16</b> :	Do you have any suggestions on how the ADRA project can be improved?
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Interviewed by:

Supervised by:

## Qualitative Instrument 6. Key Informant Interview with Implementing Partner

INTERVIEWER NAME:	
DATE (DD/MM):	
START TIME:	
END TIME:	

### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate ADRA in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

The interview will last about 40 minutes and you don't have to answer any questions you don't wish to. You may stop the discussion at any time if you feel uncomfortable. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's ADRA Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

### Introduction

We are interested in getting information about your experience with ADRA's SEAQE Project, including how you perceive the programme, manage the intervention and view its effectiveness and sustainability. Your frank responses and participation will be most helpful to us as we try to understand your views.

### Questions

Details	Response
Respondent(s) Name(s)	

Organization name and Position Title	
Gender (Female or Male)	
How many years have you been in this position?	

<b>IP 1:</b>	Please describe your participation in activities under ADRA's programme.
<b>IP 2:</b>	What aspects of ADRA's programme worked well?  What could be done differently?
<b>IP3:</b>	Have there been changes in education policy and systems that ADRA's work contributed to?
<b>IP4:</b>	What changes have been made in regard to child protection at the school level as a result of ADRA's intervention?
<b>IP5:</b>	Were any working groups established as result of ADRA's programming? If yes, are the groups still functioning?
<b>IP6:</b>	What changes have been made in the areas of HR and financial systems in as a result of ADRA's intervention?
<b>IP7:</b>	What changes have been made in regarding school supervision as a result of ADRA's intervention?
<b>IP 8:</b>	Do you anticipate that any elements of ADRA's programme will be sustainable after the program ends? If so, which elements?

<b>IP 9:</b>	To what extent will your organization continue the work started under this programme after ADRA's funding ends?
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Interviewed by:

Supervised by:



## Qualitative Instrument 6. Focus Group Discussion Guide - Boys

<b>Moderator Name:</b>	
<b>Notetaker Name:</b>	
<b>Date:</b>	
<b>School Name:</b>	
<b>School Code:</b>	
<b>Locality / Sub- Locality</b>	
<b>FGD Code*</b>	
<b>Number of Participants:</b>	
<b>Start Time:</b>	
<b>End Time:</b>	

\*Team Leader to provide FGD codes.

### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate the SEAQE programme in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to talk to you about your experiences with the ADRA project. The focus group will last for about an hour and you don't have to answer any questions you don't wish to. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's ADRA Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

## Introduction

We are interested in getting information about the experience that boys in schools have with ADRA's Project, including their perception as boys to education and boys' perceptions about girls' education. Your frank responses and participation will help us understand your views. Your responses will not be considered "right" or "wrong" as we are mainly interested in knowing what you think. Everyone's views are equally important. It's fine to disagree with other people's views, but if you do, it's important to disagree in a respectful and polite manner. It's important for you to talk in turns, because if you all speak at once, we will not have a clear recording. If you disagree with something anyone says, wait for them to finish before you speak.

### MODERATOR

- EXPLAIN THE ROLE OF NOTE-TAKERS AND AUDIO-RECORDER
- ASK THE PARTICIPANTS TO FILL IN THE SIGN-IN SHEET (STUDENT TEMPLATE PROVIDED)
- GIVE A FEW MINUTES FOR ANSWERING ANY QUESTIONS REGARDING THE FGD

## Questions

<b>FBOYS 1:</b>	Are boys and girls treated the same here at school? For example, are girls and boys treated equally by the teachers, and/or other students both in the classroom and on the playground.  if not, how are they treated differently?
<b>FBOYS 2:</b>	How are children who are different treated at your school? (different is defined as handicapped, different ethnic or religious groups, or students who speak a different language)
<b>FBOYS 3:</b>	What things have improved at your school within the last few years?
<b>FBOYS 4:</b>	Do you feel safe here at school? if not, why not?
<b>FBOYS 5:</b>	Have you witnessed violence here at school? If yes, can you explain more?
<b>FBOYS 6:</b>	If you have a problem, is there someone you can talk to at your school?

**FBOYS 7:**

Lastly, can you share with me some things you are proud of at your school?

Moderated by:

Supervised by:

Notetaker:

## Qualitative Instrument 7. Focus Group Discussion Guide - Girls

<b>Moderator Name:</b>	
<b>Notetaker Name:</b>	
<b>Date:</b>	
<b>School Name:</b>	
<b>School Code:</b>	
<b>Locality / Sub- Locality</b>	
<b>FGD Code*</b>	
<b>Number of Participants:</b>	
<b>Start Time:</b>	
<b>End Time:</b>	

\*Team Leader to provide FGD codes.

### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate the SEAQE programme in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to talk to you about your experiences with the ADRA project. The focus group will last for about an hour and you don't have to answer any questions you don't wish to. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study.

You have the right to ask and get answers to any questions you may have about this evaluation. If you have any questions now, you can ask me before, during or after the interview. You can also contact ADRA's Project Manager \_\_\_\_\_ at Tel: \_\_\_\_\_.

### Introduction

We are interested in getting information about your experience with ADRA Project, including the girls' perception about education and the difficulties they face, how they feel about the project and whether they think it has made a difference. We will also explore any changes to life-skills and self-esteem related to ADRA's Project. Your frank responses and participation will be most helpful to us as we try to really understand your views. Your responses will not be considered "right" or "wrong" as we are mainly interested in knowing what you think. Everyone's views are equally important. It's fine to disagree with other people's views, but if you do, it's important to disagree in a respectful and polite manner. It's important for you to talk one at a time, because if you all speak at once, we will not have a clear recording. If you disagree with something anyone says, wait for them to finish before you speak.

### **MODERATOR**

- EXPLAIN THE ROLE OF NOTE-TAKERS AND AUDIO-RECORDER
- ASK THE PARTICIPANTS TO FILL IN THE SIGN-IN SHEET (STUDENT TEMPLATE PROVIDED)
- GIVE A FEW MINUTES FOR ANSWERING ANY QUESTIONS REGARDING THE FGD

### **Questions**

<b>FGIRLS 1:</b>	Are boys and girls treated the same here at school? For example, are girls and boys treated equally by the teachers, other students both in the classroom and on the playground.  if not, how are they treated differently?
<b>FGIRLS 2:</b>	How are children who are different treated at your school? (different is defined as handicapped, different ethnic or religious groups, or students who speak a different language)
<b>FGIRLS 3:</b>	What things have improved at your school within the last few years?
<b>FGIRLS 4:</b>	Think about yourself and your peers. Has the ADRA project had an effect on the girls' self-esteem, decision making, problem solving? For example, have girls assumed leadership roles within clubs or the school, are they preferring to study rather than get married?  If yes, how is this shown?
<b>FGIRLS 5:</b>	Has the <i>ADRA</i> program helped girls in this community to remain in school? If yes, how? If no, why not?

<b>FGIRLS 6:</b>	Do you feel safe here at school? if not, why not?
<b>FGIRLS 7:</b>	Have you witnessed violence here at school? If yes, can you explain more?
<b>FGIRLS 10:</b>	If you have a problem, is there someone you can talk to at your school?
<b>FGIRLS 11:</b>	Are there problems/challenges that affect girls' ability to remain in school? If so, which? Any suggestions how to solve the problems
<b>FGIRLS 12:</b>	Lastly, can you share with me some things you are proud of at your school?

Moderated by:

Supervised by:

Notetaker:

## Qualitative Instrument 8. Focus Group Discussion Guide - Parents

<b>Moderator Name:</b>	
<b>Notetaker Name:</b>	
<b>Date:</b>	
<b>School Name:</b>	
<b>School Code:</b>	
<b>Locality / Sub- Locality</b>	
<b>FGD Code*</b>	
<b>Number of Participants:</b>	
<b>Start Time:</b>	
<b>End Time:</b>	

\*Team Leader to provide FGD codes.

### Informed consent

Good morning/afternoon/evening Sir/Madam. My name is \_\_\_\_\_, and I am part of an independent evaluation team that is assessing the SEAQE Education Project, implemented by the Adventist Development & Relief Agency (ADRA). The evaluation team and I are working independently to evaluate SEAQE in all four countries where it is implemented, including \_\_\_\_\_ [INSERT COUNTRY].

We would like to talk to you about your experiences with the ADRA project. The focus group will last for about an hour and you don't have to answer any questions you don't wish to. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender. Please let us know if you do not wish to have your name appear in a list of all individuals interviewed for this study.

Your participation in this study will help us formulate relevant recommendations in order to improve the implementation of the Programme. There are no costs or benefits for participating in this study other than the information you share with us. You have the right

to ask any questions you may have about this evaluation now, during, or after the interview. You can also contact ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

### Introduction

We are interested in getting information about the experience that boys in schools have with ADRA Project, including their perception as boys to education and boys' perceptions about girls' education. Your frank responses and participation will help us understand your views. Your responses will not be considered "right" or "wrong" as we are mainly interested in knowing what you think. Everyone's views are equally important. It's fine to disagree with other people's views, but if you do, it's important to disagree in a respectful and polite manner. It's important for you to talk one at a time, because if you all speak at once, we will not have a clear recording. If you disagree with something anyone says, wait for them to finish before you speak.

### MODERATOR

- EXPLAIN THE ROLE OF NOTE-TAKERS AND AUDIO-RECORDER
- ASK THE PARTICIPANTS TO FILL IN THE SIGN-IN SHEET (ADULT TEMPLATE PROVIDED)
- GIVE A FEW MINUTES FOR ANSWERING ANY QUESTIONS REGARDING THE FGD

### Questions

<b>FPARENTS 1:</b>	What are the main education issues affecting marginalized the children in the community? <ul style="list-style-type: none"> <li>● girls</li> <li>● students with disabilities</li> <li>● students from ethnic or language minorities?</li> </ul>
<b>FPARENTS 2:</b>	Are boys and girls treated equally at that school? For example, are girls and boys treated equally by the teachers, other students both in the classroom and on the playground.  If not, how are they treated differently?
<b>FPARENTS 3:</b>	How are children who are different treated at the school? (different is defined as handicapped, different ethnic or religious groups, or students who speak a different language)
<b>FPARENTS 4:</b>	Do you feel that your child is getting a quality education at the school?
<b>FPARENTS 5:</b>	What positive changes have you seen at the school in the past few years?



Moderated by:

Supervised by:

Notetaker:

## School Survey and Observation Form

School Name:				
District:			<b>Total Number of Students:</b>	
Community:			<b>Male:</b>	Female:
<b>Number of Students Per Grade Level:</b>			<b>Total Number of Students with Disabilities:</b>	
K:	Male:	Female:	Male:	Female:
1:	Male:	Female:	<b>Total Number of Teachers:</b>	
2:	Male:	Female:	Male:	Female:
3:	Male:	Female:	<b>Total Number of Head Teachers:</b>	
4:	Male:	Female:	Male:	Female:
5:	Male:	Female:	Number of teachers that attended ADRA's training:	
6:	Male:	Female:	Male:	Female:
7:	Male:	Female:	<b>Total Number of PTA Members:</b>	
8:	Male:	Female:	Male:	Female:
TVET :	Male:	Female:	<b>Number of times PTA met this school year:</b>	
			<b>Total Number of School Management Committee Members:</b>	
			Male:	Female:
Average # of students per class:			<b>Number of times SMC met this school year:</b>	
Survey Completed By:			Date:	

### Facilities

Question	Yes	No
1. Are the school buildings well maintained?		
2. Are any school facilities in the process of being renovated? (if yes, which buildings, and indicate if the renovation is done through ADRA)		
3. Is there a physical barrier between the school and the road (if school is located near a road) and separating the school compound from the adjacent land? <b>Describe barrier:</b>		
4. Are the school grounds free from litter and garbage (except in designated areas)?		
5. Are outdoor play areas safe and clean?		
6. Are hygiene facilities present?		
7. Are the hygiene facilities well maintained?		
8. Are there separate facilities for teachers and students		
9. Are gender-specific hygiene facilities present?		
10. How many student hygiene facilities are there for each gender? ____ Male ____ Female		
11. Are hygiene facilities accessible for students with disabilities?		
12. Are sanitary supplies for girls made available?		
13. Is there access to clean drinking water?		
14. Are there handwashing facilities (with soap) close to latrines?		
15. Are classrooms large enough to accommodate all learners?		
16. Are there sufficient seats for all the children in the classrooms?		
17. Are classrooms child-friendly and safe? (e.g., inadequate lighting, leaks in roof, wires dangling, bare walls, ...)		
18. Did the classroom have adequate ventilation?		
19. Was the classroom clean and orderly?		
20. Did all students have a textbook (either shared or to self)?		
21. Are posters, maps, or artwork (commercial or handmade) hanging in the classroom?		

22. Are classrooms equipped to accommodate students with disabilities?		
23. Are outdoor play areas accessible to students with disabilities?		
24. Were any students with disabilities present in the classrooms?		
List types of disabilities that students at the school have (physical disabilities, learning disabilities, mental disabilities, etc.)		
<b>Ask head teacher</b>		

<b>Teacher/Student Interactions</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
1. Is there a teacher present in each classroom?		
2. Do staff monitor student interactions outside the classroom (on school grounds)? <b>If no children on the playground, ask head teacher.</b>		
3. Are teacher materials available and of good quality?		
4. Are learning materials available and of good quality?		
5. Are teachers actively working with students?		
6. Are teachers interacting positively and respectfully with all students?		
7. Did students interact with the teacher in a respectful manner?		
8. Did teacher address students by name?		
9. Are teachers engaging male and female students equally?		
10. Are male and female students seated equally throughout the classroom? (for example, girls are not all seated at the back of the room)		
11. Describe any observed interactions that may violate students right to learn in a safe environment (corporal punishment/shaming):		

<b>School Leadership</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
1. Were school administrators present during the school visit?		

2. What administrators were present (list names and titles):		
3. Were school administrators interacting with teachers and students?		
4. Were PTA members at the school during the visit?		
5. Were School Management Committee members at the school during the visit?		
6. Please write any additional observations/information about the school that you feel is relevant to this evaluation:		

Interviewed by:

Supervised by:

## Student Survey

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Thank you for participating in this survey to inform the evaluation of the Strengthening Equity, Access, and Quality in Education (SEAQE) programme, implemented by the Adventist Development & Relief Agency (ADRA). This evaluation is being conducted by an independent evaluation team to study the SEAQE programme in all four countries where it is implemented, including Myanmar, Somalia, South Sudan, and Ethiopia.

We would like to interview you as one of the students benefitting from ADRA's programme. This survey will take about 15 minutes of your time. We want to hear about your experiences with many aspects of the programme. You may decide to answer or not any question you think may disturb you, and you may stop your participation at any time if you feel uncomfortable or for any reason. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender.

Your participation in this study will help us to make recommendations to improve programmes like ADRA. There are no costs or benefits for participating in this study other than the information you share with us in this survey. You have the right to ask any questions you may have about this evaluation by contacting ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

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### Respondent demographic questions:

Age:	
Sex:	
Country:	
District:	
School:	
Urban/rural	
Disability:	

Question	Yes	No

1. Do you think that you learn more in your classroom since year 201x [year ADRA started implementing at this school]? Why or why not?		
2. Do you think that your school helps the following types of students stay in school?		
• Females		
• Males		
• Students with disabilities		
• Students who had previously dropped out		
• Students who experienced trauma due to the political or military situation		
7. Did you observe any improvement in the quality of your teacher in the last few years? If yes, what kind of improvement		
6. Do you think that your school meets the needs of students in _____ [INSERT COUNTRY]? Why or why not?		
7. Are boys and girls treated the same here at school? If no, how are they treated differently?		
8. Does the school have sufficient sanitary conditions to meet your needs?		
9. Are school facilities available for you to attend to your menstrual hygiene needs?		
10. Do you feel safe here at school? If not, why not?		
11. Have you witnessed violence here at school? (violence includes beatings by teachers, students fighting, sexual violence, violence between adults)		
12. Have you been a victim of violence here at school?		
13. Do you feel that you have someone to talk to in this school if you had a problem with another student or teacher?		
14. Is there anything else you'd like to share with us?		

Interviewed by:

Supervised by:





## TVET Student Survey

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Thank you for participating in this survey to inform the evaluation of the Strengthening Equity, Access, and Quality in Education (SEAQE) programme, implemented by the Adventist Development & Relief Agency (ADRA). This evaluation is being conducted by an independent evaluation team to study SEAQE in all four countries where it is implemented, including Myanmar, Somalia, South Sudan, and Ethiopia.

We would like to interview you as one of the students benefitting from ADRA. This survey will take about 15 minutes of your time. We want to hear about your experiences with many aspects of the programme. You may decide to answer or not any question you think may disturb you, and you may stop your participation at any time if you feel uncomfortable or for any reason. Your answers will be reported anonymously but the information you share with us may be quoted in the final report with general identifiers like respondent type and gender.

Your participation in this study will help us to make recommendations to improve programmes like ADRA. There are no costs or benefits for participating in this study other than the information you share with us in this survey. You have the right to ask any questions you may have about this evaluation by contacting ADRA's Project Manager, \_\_\_\_\_ at Tel: \_\_\_\_\_.

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### Respondent demographic questions:

Age:	
Sex:	
Country:	
TVET Learning Center	
Course of Study	
Disability:	

Question	Yes	No
1. Have you graduated from a TVET course? If yes, was it a short course or a long course?		

2. Did you face any barriers to enrolling in the TVET course (including relocating and financing the course)? If yes, please describe how you overcame these barriers.		
3. Did you face any barriers to completing in the TVET course? If yes, please describe how you overcame these barriers.		
4. Are you or did you serve in a practical placement? If yes, did you complete the placement?		
5. Are you currently engaged in SME activities within your graduated course of study?		
6. If yes, have you accessed microcredit to fund your SME activities?		
7. If not, are you engaged in other SME activities?		
8. Do you feel that your training was sufficient to enable you to engage in your livelihood?		
9. Overall, are you satisfied with the TVET training course? Please explain your answer.		

Interviewed by:

Supervised by: