Annual Progress Report 2019

Strengthening Equity, Access and Quality in Education SEAQE2

In Ethiopia, Myanmar, Somalia and South Sudan

ADRA

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Abbreviations

ACS	Adventist Community Services
CDSS	Community Development Support Service
CEC	Community Education Committees
CHS	Core Humanitarian Standards
CP	Child Protection
CSO	Civil Society Organizations
CWD	Children with Disabilities
DPO	Disabled Peoples Organizations
DRR	Disaster Risk Reduction
DTVET	Department of Technical Vocational Education
EAO	Ethnic Armed Organization
EMIS	Education Management Information Systems
ESSP	Education Sector Strategic Plan
ETLE	Effective Teaching and Learning Environment
FGM	Female Genital Mutilation
GBV	Gender Based Violence
GOM	Government of Myanmar
GTHS	Government Technological High Schools
ICT	Information Communication and Technology
IGA	Income Generation Activities
KECD	Karen Education and Culture Department
KTI	Kismayo Technical Institute
KNP	Kabete National Polytechnic
KNU	Karen National Union
KSED	Kayin State Education Department
KTWG	Karen Technical Working Group
MOECHE	Ministry of Education, Culture and Higher Education
MOGEI	Ministry of General Education and Instruction
MTR	Mid-Term Review
N/A	Not Applicable
NCA	Nationwide Ceasefire Agreement
NIRA	Network for Integration and Rural Advancement
NESP	National Education Strategic Plan
PTA	Parent Teacher Associations
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
SEAQE2	Strengthening Equity, Access and Quality in Education 2
SED	State Education Department
SMC	School Management Committees
TOR	Terms of Reference
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
TVETQA	Technical and Vocational Education and Training Quality Assurance

EXECUTIVE SUMMARY

The "Strengthening, Equity, Access and Quality in Education" programme began a second phase in 2019, building on the outcomes, experiences and lessons learned from the previous programme, which ended in 2018. This second phase of the programme will be referred to herein as SEAQE2 or "the programme". SEAQE2 is implemented within the same partner countries as the previous SEAQE programme – in Ethiopia, Myanmar, Somalia and South Sudan. Implementation within a specific country will be referred to as "the project", with all four projects making up the programme.

Across the four countries, 187,227 learners were enrolled in SEAQE2-supported schools and TVET centres. Out of these, 1,866 were enrolled in TVET institutions, with the remaining learners in basic education. Per-country enrolment was: **Ethiopia**, 9,524 learners (3,587 f; 5,937 m; of which 29 f; 41 m with disabilities); **Myanmar**, 166,240 learners (80,571 f; 85,669 m); **Somalia**, 6,382 learners (2,523 f; 3,859 m); **South Sudan**, 5,081 learners (1,850 f; 3,231; of which 3 f; 1 m with disability).

The programme is supporting 1,539 schools and 8 TVET centres across the four partner countries. The programme continues to operate under the 'Whole-School Approach' Theory of Change, which emphasises a multi-stakeholder approach, seeking to strengthen each stakeholder's engagement within the education system. Some of the core activities of the programme include promoting inclusive education (especially for girls and children with disability), training and mentoring teachers, clarifying roles and responsibilities of Parent-Teacher Associations (PTAs), and capacity-building of head teachers. Combined with infrastructural support for classrooms, latrines and WASH facilities, the programme is designed to provide safe learning spaces and improve learning outcomes. This is also emphasised through the cross-cutting issues of child protection and safeguarding, which is a special focus area for SEAQE2. The eight supported TVET centres are also employing the 'Whole-School Approach' and promoting inclusion of girls and children with disability. The programme also emphasises private-sector engagement, to ensure that training is relevant, of high quality, and that graduates are employable in the labour market.

The political and economic contexts within which the SEAQE2 programme is implemented have not seen dramatic shifts during 2019. However, all partner countries have had ongoing internal conflicts, including tribal conflict and terrorism within the project target areas of South Sudan and Somalia respectively. Outbursts of rioting in and around the target area have also affected project activities for SEAQE2 Ethiopia during 2019. The project area in Myanmar remains stable, albeit with political flashpoints slowing the high-level peace negotiations.

While the programme experienced delays from the outset with the first transfer from Norad coming through in May 2019, start-up activities, including the baseline that started in March of the same year, were completed in a timely manner. In May and June, two start-up workshops for MEAL were held in Yangon and Addis Ababa, for both ADRA and external partners. During these workshops, the MEAL systems of the four implementing offices were assessed, using the international ADRA network's MEAL system assessment. In 2019, the international ADRA network, through its expert group on MEAL (MEAL Technical Learning Lab, of which ADRA Norway has the co-chair) began working on a package of guidelines and tools for accountability to beneficiaries, as well as indicators to measure the level of achievement. This work will further strengthen accountability to beneficiary's activities of ADRA Norway's programmes in 2020.

Given that the 2019 reporting period was short, and consisted mostly of start-up activities, this report focuses on activities conducted during 2019 under the various outputs, as presented in the results framework. Output indicators requiring data from the Effective Teaching and Learning Environment (ETLE) and the Technical and Vocational Education Training Quality Assurance (TVETQA) monitoring tools have already been reported at baseline, and will be collected again under the mid-term review. For this reason, they are not reported on in 2019. Most outcomes are not reported on in this report,

given that reporting at this level for 2019 is pre-mature. The exceptions are Outcome indicator 2.1 and 3.3, which are intermediate outcomes, and are reviewed below.

1. INTRODUCTION

1.1 General Information

1.1.1 Name of grant recipient:	**ADRA Norge**
1.1.2 Agreement number:	**QZA-18/0353**
1.1.3 Agreement period:	**01.03.2019 – 31.12.23**
1.1.4 Report for year:	**2019**
1.1.5 Type of report submitted	**Progress Report**

1.1.6 SEAQE2 Alignment with SDG4:

SEAQE2 is aligned with Sustainable Development Goal (SDG) 4 on quality education. SDG 4 seeks to ensure inclusive education and equitable quality education and promote lifelong learning opportunities for all. The goal is reflected in ADRA Norway's strategic priorities relating to quality education for all, which has two pillars: 1) access to and participation in a basic cycle of primary education, particularly in fragile and conflict-affected states; 2) quality of teaching and learning, particularly for basic literacy and numeracy.

SDG 4.A is to build and upgrade education facilities that are child, disability and gender sensitive to provide safe, non-violent, inclusive and effective learning environments. SEAQE2 does this by constructing new schools, rehabilitating classrooms, providing learning institutions with gender sensitive and disability friendly sanitary units, and supplying safe drinking water (Output 2.1.1, 2.1.2, 2.1.3, 2.1.4). All construction work is sensitive to local communities and the environment.

SDG 4.5 is to eliminate all discrimination in education. This involves eliminating gender disparities in education and ensuring equal access to all levels of education for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. SEAQE2 is working on these goals through output indicators 1.1, 1.2 and 1.3, where there is emphasis on reaching out-of-school children, making sure schools meet standards regarding inclusive education, as well as training administration, teachers and personnel on the issue. The SEAQE2 Output indicator 4.1 also states that learners should have increased influence on decision making and have a voice in matters concerning them. All these goals work together to establish a new mindset regarding inclusive education that will lead towards eliminating discrimination.

SDG 4.C target is to increase the supply of qualified teachers in developing countries. The work of the teachers, together with the respective school administrations is the most important area of focus when it comes to quality in education. SEAQE2 sets out to make sure both administration, head teachers and classroom teachers receive the education they need in order to provide quality education. The program supports continual teacher training in specific subjects, in addition to training for teachers in 21st Century Skills. (SEAQE2 Output indicator 3.1.1, Output 3.2, Output indicator 3.5.2)

1.2 Context

There are a number of new developments in the operating context for the programme in all the SEAQE2 focus countries.

In **Ethiopia**, a new, more liberal and open government came into power during 2018, pushing a series of reforms and lifting many human rights restrictions. Thousands of political prisoners were released, including journalists and opposition leaders. A new peace treaty was signed with Eritrea, resolving a

decades-long stalemate. Since then the space for NGOs, including management protocols, has improved significantly. They are now able to access most parts of the country. While Prime Minister Abiy has been able to rapidly introduce reforms due to his majority in government, there have been serious setbacks because of intercommunal conflicts. Approximately 620,000 Ethiopians are now displaced due to fighting in the Southern region and in the Oromia region. Nationally, more than two-million Ethiopians are internally displaced. An attempted coup during May-June 2019 forced another state-of-emergency in Ethiopia.

In **Myanmar**, the progress of the peace process remains slow despite the Nationwide Ceasefire Agreement (NCA) and the subsequent political dialogue between the Myanmar government and Ethnic Armed Organizations (EAOs). The situation in Kayin state remains fragile, the Karen National Union (KNU) called on the Myanmar Army to stop building roads connecting four districts in the north of the state, believing that the road is intended for military purposes. Incidents like this have impacted the peace process despite the ongoing high-level negotiations. Fighting continues in various parts of the country, and smooth implementation of the Nationwide Ceasefire Agreement (NCA) remains elusive. SEAQE2 remains largely guided by the Myanmar National Education Strategic Plan (NESP) 2016–2021. During May and October 2019, the Ministry of Education (MoE) and stakeholders commissioned a Mid Term Review (MTR) of the strategic plan. The results of the MTR will support the MoE to identify needed adjustments to NESP implementation and to inform the design of the NESP2 (2021-2030). ADRA Myanmar remains active in these discussions and ensures the project is aligned and exert influence on these developments. The government will revise curriculums for three levels for the academic year 2020-21 to keep education programmes in line with international standards. Meanwhile, the curriculums for Grades 4, 7 and 10 will be revised to meet international standards. In addition, teachers will be provided training during the summer holidays to become acquainted with the new syllabus.

In 2020, approximately 1 million people will require some form of humanitarian support in Chin, Kachin, Kayin, Rakhine and Shan states, due to armed conflict, protracted displacement, exposure to natural disasters, and other factors. Inequality, marginalization and discrimination continue to aggravate vulnerability and suffering. Humanitarian and development organizations will also seek to further enhance coordination with the Government of Myanmar at all levels. The Government's adoption of a National Strategy on Resettlement of Internally Displaced People (IDPs) and closure of IDP camps in November 2019 is an significant development, and humanitarian organizations are pushing for concerted engagement in pursuit of durable solutions, including education solutions, for the still growing number of people in situations of protracted displacement in Rakhine, Kachin, Shan and Kayin states.

SEAQE2 continues to strengthen the government education system in Kayin state, as well as the ethnic minority-governed school system in the Greater Karen region (Kayin State, Mon State, Bago Region (East), and Tanintharyi Region). The Basic Education reform is highly complex because it involves many large-scale activities occurring simultaneously. They range from infrastructure projects to development and rollout of the new curriculum, significant changes to pedagogy and assessment, and an important reform in teachers' capacity building. Success in achieving reform is also dependent on significant changes in teacher management and quality assurance processes. During the next years of implementation, SEAQE2 will continue to influence and contribute towards the realization of these systematic reforms.

In **Somalia**, International support and attention in 2019 focused on continuing to build the countries security sector, improving relations between federal and state authorities, and regional electoral processes. Norwegian support is heavily engaged in the latter two priorities. Relations between the Federal Government and the federal member states deteriorated during the reporting period, diverting attention from needed reforms. Most notably, the disputed election for the presidency in

Jubaland has soured relations between the Federal Government and the Jubaland State. This has affected project progress in 2019, as described under section 2.1 of this report.

The intensity of terror attacks increased in 2019. On 13 July there was an attack on the Asasey hotel in Kismayo. It was reported that at least 26 people were killed and over 50 injured. In December a truck bomb exploded at a busy security checkpoint in Mogadishu killing at least 78 people, including many students. It was the worst attack in Mogadishu since the 2017 bombing that killed over 300 people.

Within the education sector, the Federal Government of Somalia's Ministry of Education, Culture and Higher Education (MOECHE) oversaw provision of education services under the current priorities outlined in its Education Sector Strategic Plan (ESSP, 2018-2020). Recent achievements include the development of the first unified curriculum and the implementation of a standardized exam system. Secondary schools have already taken the first standardized national exams while grade eight students in primary schools are expected to follow suit in 2020. The current ESSP is expiring in December 2020 and MOECHE has already made plans to support the development of a new sector plan.

Lack of reliable data on children's learning outcomes presents a major challenge when it comes to assessing the effectiveness of education at primary school level. The new ESSP seeks to address this gap through the introduction of early grade assessments and low-stakes assessments for monitoring learning outcomes. It also aims to strengthen and unify the examination system across Somalia.
Education actors have continued to strengthen Community Education Committees (CECs) for their essential roles in community mobilization, conflict resolution, identification of school needs, enrolment campaigns, fundraising, child's rights and protection, school development plans, teacher performance, and promotion of equal access to education, among other responsibilities.

In **South Sudan**, there were ongoing peace negotiations between the government and opposition leaders during the reporting period, culminating in the formation of the unity government in February 2020. Despite the national level progress in the peace process, incidences of inter-communal conflict between the Toposa and Buyas communities continued during the reporting period, characterized by revenge killings on both sides and a deterioration of security in the target areas. There was an armed robbery carried out on ADRA staff travelling to Chukudum from Kapoeta on the 26th of November, necessitating a reduction in travel by some routes and to some of the field locations.

The Ministry of General Education and Instruction (MOGEI) in South Sudan is currently rolling out a new curriculum that emphasizes competency-based child centred approaches, although the quality of teaching and learning is hampered by the low capacity of teachers to adopt and use the curriculum, with 70% of teaching staff being untrained volunteers. During the reporting period, foundational project activities were initiated in the target areas to mobilize communities and stakeholders, establish and train PTAs and ensure that schools were operational.

2. RESULTS
2.1 SEAQE2 Progress Overview

Annual Progress
During the first year of implementation, ADRA Norway's emphasis for SEAQE2 was to lay a solid foundation for the programme. This meant capitalizing on outcomes and experiences from the first phase of SEAQE, reviewing our multi-stakeholder 'Whole-School Approach', validating the theory of change, and ensuring the chosen approach would lead to the programme objective. SEAQE2 takes the issue of inclusion further than the previous programme, emphasising the role of partnerships in providing various products and services to at-risk students. Child safeguarding and protection forms an important part of inclusion, and ADRA Norway has sourced the technical expertise both in the

design and implementation phase to ensure that ADRA Norway and partners have the support they need to facilitate safe learning spaces in Ethiopia, Myanmar, Somalia and South Sudan.

ADRA was aware that the SEAQE2 programme was unofficially approved by Norad early in 2019. However, due to delays with the letters patent (*tildelingsbrevet*) between the MFA and Norad, the SEAQE2 contract was not signed until the 29th of May 2019. Through 2019, ADRA partners engaged for the most part in start-up activities. These included conducting a baseline assessment, filling project vacancies, and new staff inductions. New staff members were brought up to speed regarding ADRA as an organization, and given an understanding of the programme in general and their expected contribution. Furthermore, the ADRA Norway Monitoring, Evaluation, Accountability and Learning (MEAL) Advisor, together with outsourced technical support, developed a digital database aligned to the programme results framework. This allows for a data flow that increases efficiency and provides a common reference point for the programme M&E. The MEAL Advisor held training sessions in Nairobi and Yangon in June 2019, with the ADRA partners' respective MEAL and field staff. ADRA Norway also sent Education Specialists and Programme Advisors to assess the start-up process in all four partner countries. This allowed for strategic discussions regarding project implementation, and necessary revisions of the budget and results framework, given that the programme was delayed from the outset.

Education:

In **Ethiopia**, the project has worked with local authorities in order to secure the permissions needed to implement the project in the Oromia region. In March 2019, the project proposal document was submitted to the Oromia Education Bureau (OEB), Oromia TVET Bureau (OTVET) and the Oromia Bureau of Finance and Cooperation Commission (BOFEC). Permission from the government was granted on 6 May 2019, and the implementation, follow up, supervision, monitoring and evaluation of the project will be done in collaboration with these same authorities. In Ethiopia, the SEAQE2 programme works directly with 18 schools, 2 of which are yet to be built. Prior to project implementation, the baseline survey was conducted in the targeted areas with Carfax Projects Consulting, hired by ADRA Norway. The focus of the project so far has been to engage local communities in school related activities through awareness campaigns and local engagement in site selection for the construction of new schools. During this period, the Ethiopian government has made changes to their education policy. The formal education structure has been changed from an 8-2-2 model (8=primary, and 2+2 years for secondary education, respectively), to a 6-4-2 model. ADRA Ethiopia reports that this change helps widen the services and benefits offered to the targeted student body, as the new schools will cater for grades 9-12 (secondary). The new education model will create easier access for disadvantaged groups and help them stay in school longer. The major challenge during the implementation of the programme has been the lingering volatile security situation in the area which affects the education system at large, with schools often closed and a general feeling of insecurity among teachers and staff.

In **Myanmar**, the project is implemented by ADRA Myanmar in partnership with the Kayin State Education Department (KSED) to support government schools in Hlaing Bwe Township, and also in partnership with Adventist Community Services (ACS) and the Karen Technical Working Group (KTWG) focusing on community-based and non-government schools in a total of 13 townships of Kayin state where schools are being supported. Regarding the latter, the schools that SEAQE2 is targeting are the only schools available in the community. During 2019, the project, through its partnership with KTWG, managed to support education services in conflict areas in South East Myanmar through training, mentoring and support for teachers, parents and students. In addition, children from ethnic minorities in conflict affected areas continued to access education, especially during this critical transition period when long-term political agreements are being negotiated. The project also managed to support education pathways in partnership with ACS, where important pathways for middle school education and higher learning were provided to ethnic minorities in Myanmar. The project also established and strengthened coordination and engagement efforts with key stakeholders. This included securing

necessary approvals from the Kayin State government and Karen National Union. In addition, ADRA Myanmar managed to complete partnership agreements with implementing partners such as the GTHS, KECD and ACS.

In **Somalia**, the project will support a total of 16 schools and 2 TVET centres. One of the schools is a dedicated Special Needs Education school. 6 of the 16 schools are yet to be constructed. 6,382 learners (2,523 f; 3,859 m) were enrolled in supported educational institutions, of which 895 learners (308 f; 587 m) where in 2 TVET centres. The project faced several hurdles after the official start of the project. Due to the mounting tensions between the Federal Government and the Jubaland State during 2019 several aspects of the project were delayed. While Jubaland is only one of four states the project operates in, disagreements about target locations, and the distribution of project funding between the states, has directly affected overall project activities and progress towards 2019 targets. The MOECHE sought to curtail SEAQE2 cooperation with the Jubaland state, specifically wanting to move school constructions to other states that are on better terms with the Federal Government. This meant that securing permissions, school selection and tendering processes were all delayed and disrupted. ADRA Somalia has dedicated significant time and resources towards negotiations, in order to resolve these disagreements, and finally received the necessary permissions and an approved list of project-affiliated schools before the end of 2019.

In **South Sudan**, the project launched interventions in 20 schools in four counties in Eastern Equatoria State, including four schools that had previously been closed, bringing 1,170 (506 f; 664 m) children back into school. The project has a broad geographical footprint, with 5 schools in each of the targeted 4 counties to allow for engagement with a broad range of stakeholders as SEAQE2 works towards strengthening systems in the state and to find solutions to systemic barriers to education. Community awareness activities reached 1,823 (1,068 f; 755 m) persons, increasing awareness on the benefits of inclusive education and the importance of sending children with disabilities and girls to school. At the project launch, representatives from the National Ministry of General Education and Instruction, state leaders, county commissioners, paramount chiefs and head teachers committed their support for the programme and towards addressing issues such as early marriage. While the planned construction works for 2019 weren't completed, substantial progress was made and completion is expected during the dry season, early in 2020. Four county education forums were established with 155 (28 f; 127 m) persons in attendance, strengthening coordination and engagement of civil society in education advocacy initiatives. The challenges for the project in South Sudan include poor road conditions, remoteness of schools, poor mobile network coverage and increasing security risks.

TVET:
The programme is supporting 8 TVET centres, also using the 'whole school approach' and promoting inclusion of girls and persons with disability. The programme also emphasises private-sector engagement, in order to ensure that training is relevant, of high quality, and that graduates are employable in the labour market.

In **Ethiopia**, the project is supporting 4 TVET centres in the Oromia region, south of Addis Abeba. Each centre is being provided with a new classroom block, where accounting, secretary skills and ICT will be taught. These are courses of interest to the local economy and which are attractive to girls, who are underrepresented in the Ethiopian TVET sector.

In **Myanmar**, the collaboration with the Government Technological High School (GTHS) in Hpa-An is continued from the first phase of SEAQE. The GTHS will function as a hub for a new satellite TVET centre which the project began constructing in 2019. This satellite centre will serve ethnically marginalized communities close to the border with Thailand, who have almost no access to public education. During 2019, 239 students (92 f; 147 m), of which 7 students with disabilities (3 f: 5 m), completed TVET short course training in two batches. The short-courses included sewing, welding, electrical wiring, hospitality and hair dressing.

In **Somalia**, the project is supporting two TVET centres. The first is the Kismayo Technical Institute (KTI), which was also a part of SEAQE phase one. Through ADRA the centre has formed a partnership with the Kabete National Polytechnic in Nairobi, and the project is planning for a structured capacity-building programme for the KTI. The second TVET centre is the Prof Adow Vocational School, which is run by the Yme Foundation and is sub-contracted through ADRA Norway's frame agreement with Norad.

Outcome Highlights

Being the first year of a new five-year project with a less than a year of implementation, reporting is focused on the activity and output level. For the same reason, outcome examples will not be annexed to this report, but will be included with the 2020 progress report. However, we would like to share some progress made under some outcomes in the following section.

Outcome indicator 2.1: # of learners (f/m) enrolled in supported educational institutions (disability) (Norad core indicator 1)

Across the four countries, 187,227 learners were enrolled at the schools and TVET centres included in the programme. Out of these, 1,866 were enrolled in TVET institutions, with the remaining learners in basic education.

In **Ethiopia**, 9,524 learners (3,587 f; 5,937 m; of which 29 f; 41 m with disabilities) were enrolled in the supported educational institutions, of which 726 learners (400 f; 326 m) were enrolled in TVET centres.

In **Myanmar**, 166,240 learners (80,571 f; 85,669 m) were enrolled in supported educational institutions (with an estimated 0.63% of pupils having a disability), of which 245 (94 f; 151 m) were enrolled in TVET centres.

In **Somalia**, 6,382 learners (2,523 f; 3,859 m) were enrolled in supported educational institutions, of which 895 learners (308 f; 587 m) in TVET centres.

In **South Sudan**, 5,081 learners (1,850 f; 3,231; of which 3 f; 1 m with disability) were enrolled in supported educational institutions.

Outcome Indicator 3.3: % and # of learners (f/m) in target TVET institutions who completed/passed the appropriate TVET level (disability, out-of-school status) (Norad indicator 3.2)

During the course of the reporting period, a total of 294 students (122 f; 172 m) graduated from two TVET centres supported by the program. This includes 239 (92 f; 147 m) students (out of 245), or 97% of those enrolled, graduated from the GTHS in Myanmar and 55 (30 f; 25 m) students (out of 55), 100% of those enrolled, graduated from courses at the Prof Adow TVET centre in Somalia (partially funded by Norad). This achievement was possible due to the fact that ADRA and Yme were already supporting these TVET centres and they were operational ahead of the other TVET centres which are in newly formed partnerships, such as the 4 TVET centres in Ethiopia and the TVET satellite center in Myanmar. The Kismayo Technical Institute also began training with support from the project, with 150 (97m; 53f) students enrolled. However, these students had not graduated by the end of 2019.

Outcome indicator 5.1: # of research and advocacy documents developed by civil society

Activities under this indicator will be initiated in 2020.

Outcome indicator 5.2: # of policies, plans and budgets developed/revised to include quality, equitable, safe and/or inclusive education and/or protection for marginalised groups (local, provincial or national level)

Activities under this indicator will be initiated in 2020.

2.2 Results by Outcome

Below, ADRA Norway has presented each relevant output indicator as presented in the results framework. We have included a rating scheme for achievements for Year One. For an overview of achievements and deviations in outcome and output results, please refer to **Annex 5: SEAQE2 Results Framework.**

Traffic-Light Rating Scheme
Green = largely achieved, very few or no shortcomings
Orange = only partially achieved, benefits and shortcomings finely balanced
Red = very limited achievement, extensive shortcomings
Blank = Not applicable for this year

OBJECTIVE: All learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions (schools, accelerated education, alternative learning programmes, and TVET centres)

OUTCOME 1: More marginalised children and youth access and participate in inclusive education

Output 1.1: More out-of-school children and youth access education
Indicator 1.1.1: Number of out-of-school children (f/m) supported to enrol into an appropriate level of education (disability) (Norad indicator 1.1.1)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	220 (123 f; 97 m)	498 (227 f; 271 m)	Green
Myanmar	231 (115 f; 116 m)	0	Red
Somalia	632 (380 f; 252 m)	175 (63 f; 112 m)	Orange
South Sudan	357 (143 f; 214 m)	1,170 (506 f; 664 m)	Green

EDUCATION:
Although students, teachers and staff experience periods of unrest and insecurity in the areas of operation in **Ethiopia**, discussion with key government stakeholders, running school enrolment promotion campaigns and having teachers mobilize the local communities at different levels have resulted in 498 previous out-of-school children now attending school, a doubling of the country target for 2019.

In **Myanmar**, ADRA was not focused on enrolment of out-of-school children into schools. However, ADRA has worked with its partners and education departments to develop criteria and processes for identifying and enrolling out-of-school children into school from the following year.

In **Somalia**, there was a delay in the approval of schools due to political issues outside of the control of the project. The implementation of a new unified curriculum and exam system by the Somali Ministry of Education also affected enrolment of out-of-school children, as activities focused on rolling out the new curriculum.

In **South Sudan,** four non-functional primary schools were re-opened, resulting in 1,170 (506 f; 664 m) out-of-school children being enrolled in school. This achievement was also the result of dialogue sessions with communities, emphasising the importance of including girls and children with disability, training for chiefs on their role in mobilizing children to attend school, and addressing issues such as early marriage, in addition to providing scholastic materials and hygiene supplies.

TVET:
In **Ethiopia** the project enrolled 285 (167 f; 118 m) level 1 TVET entrants, who had previously been out of school during the last 6 months. This result more than doubled the country target for 2019. This output is also based on

the OOSC strategy meetings held with government stakeholders and the partnerships that were established as a result. SEAQE2 **Myanmar** did not report separate OOSC figures for TVET, but did engage in mapping student profiles, collecting enrolment data and providing psychosocial support.

Output 1.2: Educational institutions and authorities have increased capacity to provide and manage inclusive education

Indicator 1.2.1.: Percentage of supported educational institutions that meet the expected standards of inclusive education (ETLE and TVETQA)

This indicator will be reported at mid-term in accordance with the results framework

While achievements will be reported at the mid-term, efforts made in **South Sudan** and **Myanmar** towards achieving this indicator include the training of head teachers, PTAs and teachers on effective school management, life skills and psychosocial support emphasising inclusive education. Community engagement efforts are also focused on inclusive education.

Indicator 1.2.2.: Number of educational personnel (f/m) trained to support and respond to inclusive education (level of education, type of education personnel) (Norad core indicator 5)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	410 (92 f; 318 m)	150 (11 f; 139 m)	
Myanmar	1,826 (1,222 f; 604 m)	32 (10 f; 22 m)	
Somalia	392 (159 f; 233 m)	0	
South Sudan	130 (18 f, 112 m)	34 (4 f; 30 m)	

EDUCATION:
In **Ethiopia** 150 teachers (11 f; 139 m) attended a 4-day workshop on inclusive education. Teachers created action plans for how to create awareness of inclusive education in their school communities, how to share their knowledge with peers, and how to work with partners.

In **Myanmar**, the programme has trained 32 (10 f; 22 m) teachers as trainers of trainers (ToTs) during a two week period. This training included teachers from the GTHS, ACS, KTWG and KECD and was focused on inclusive education, 21st Century Skills and psychosocial support. The trainees trained 1,032 (470 f: 562 M) PTA/SMC members as part of their follow-up. Further training of teachers will be conducted during 2020.

Somalia have not yet started training activities to train personnel to support and respond to inclusive education.

In **South Sudan,** the training of 34 (4 f; 30m) education personnel from 20 schools consisted of the training of 18 (3 f; 15 m) out of the 20 head teachers on effective school management, policy development and inclusive education. In addition, 16 (1 f; 15 m) teachers were trained in life skills, psychosocial support and inclusive education. The training was conducted in Kapoeta South and Budi counties. School based follow up to the training and the training for Payam supervisors, county inspectors and state education personnel will be conducted in 2020.

TVET: N/A

Output 1.3: Educational institutions have strengthened links with inclusive organisations and service providers

Indicator 1.3.1: Number of partnerships formed supporting inclusive education for learners

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	0	5	
Myanmar	3	4	
Somalia	1	3	

South Sudan	0	4	

EDUCATION:

In **Ethiopia**, ADRA has facilitated communication between schools and local DPOs and international NGOs who are working on supporting the schooling of children with disabilities and girls. These are collaborations that are continued from SEAQE1.

In **Myanmar**, ADRA facilitated partnerships between the TVET centre and UNICEF, Humanity and Inclusion (HI), Point B and Zabai to promote inclusive education through developing three eLearning courses. In addition, another partnership was developed with UNICEF and the Kayin State Education Department (KSED) that will provide education services for marginalized and refugee learners.

In **Somalia**, ADRA has facilitated partnerships between 2 disability organizations and the supported schools in the project. In 2019 the project made plans for an assessment of disability needs and support services for learners with various impairments, as well as identifying teacher training needs and working on a framework for special education needs with these two local partners, HAARAN and DAF. Kabete National Polytechnic (KNP) is a third partner that will contribute towards TVET capacity development.

In **South Sudan**, ADRA mapped the stakeholders in the education sector in Eastern Equatoria and participated in regular coordination meetings to share updates, establish synergies and share work plans. This has resulted in partnerships between some schools and the Network for Integration and Rural Advancement (NIRA), Save the Children, and Community Development Support Service (CDSS) in the training of 12 (3 f; 9 m) learners on puberty and menstrual hygiene management and mentoring of 75 (45 f; 30 m) learners and 24 (18 f; 3 m) learners on how to make reusable pads with 3 sewing machines donated by (CDSS).

TVET:

Out of the 12 partnerships established in 2019, 8 are in place in order to enhance TVET activities and outputs. In **Ethiopia,** 4 local NGO partnerships will facilitate referrals of TVET students for medical treatment, sexual and reproductive health solutions, and distribution of menstrual pads. In **Myanmar** the project partnered with Humanity and Inclusion who support TVET graduates with livelihood opportunities. Partnerships with Point B and Zabai were in place early, developing teacher and student e-learning courses which is further described under indicator 3.3.3. In **Somalia,** the project formalized a partnership with the Kabete National Polytechnic in Nairobi for capacity building of teaching staff and administration within the 2 TVET centres the project supports in Somalia.

OUTCOME 2: More marginalised children and youth access and participate in inclusive education

Output 2.1: Educational institutions provide safe, gender-sensitive and protective infrastructure
Indicator 2.1.1: Number of classrooms constructed or rehabilitated (type of learning space, constructed/rehabilitated) (Norad core indicator 2)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	9	0	
Myanmar	11	0	
Somalia	27	1	
South Sudan	4	0	

EDUCATION:

In **Ethiopia**, ADRA has projects underway to start building 1 preparatory school and 1 secondary school. The projects include administration offices, staff areas, space for school services, 12 classrooms per project, and latrines. Norad's procurement directives were followed in the tendering process, and government permission secured in advance. The construction sites were handed over to contractors in November 2019 and the building projects have been ongoing without interruption.

In **Myanmar**, ADRA has started construction of two middle schools in Pan Taw Mee (GoM school) and Dae K' Hee (KECD school) with a total of 8 classrooms. The construction work begun in December 2019 and is expected to finish by May 2020. These schools were selected after initial assessment in six communities and in partnership with communities, the Kayin State Education Department (KSED) and KECD. Community and local leaders have supported the construction process by providing in-kind contributions including casual labour for certain works, local materials and free accommodation for technical workers of construction companies to reduce costs. The main reasons for the delay in starting and completion of planned constructions during 2019 have to do with the fact that the project started later than originally planned and that the negotiations for selection of sites and surveying areas took longer than originally planned.

In **Somalia**, the start-up of the proposed building projects has been challenging due to unresolved differences of interests between the involved parties. ADRA wants their projects to be aligned with the interests of the Ministry. Documents have been prepared for the invitation of bids on the projects, but procurement and building has not yet commenced.

In **South Sudan,** site meetings were conducted with the communities and the assessment of the schools was completed. A construction company was selected for construction/rehabilitation of 7 classrooms, 2 school offices and 6 rooms for staff quarters in 3 of the 5 schools where construction is planned. The process was delayed by flooding in the project area and inter-communal violence in Lokwarmor which was eventually resolved and preparation work resumed late December 2019.

TVET:
Construction began on 12 classrooms (4 blocks with 3 classrooms each) in each of the 4 TVET centres in **Ethiopia** in 2019. Norad's procurement directives were followed in the tendering process, and government permission secured in advance. Each TVET centre will have a new block for ICT and accounting training – subjects in high demand amongst girls, who otherwise have limited interest in enrolling in TVET centres. In **Myanmar,** a new TVET centre site was selected, with community commitments and authority permissions secured. Building plans, tender and company selection were all completed by the end of 2019. The construction is expected to be completed by June 2020 and it will have 3 classrooms. The TVET centre site is in an ethnically marginalized region close to the Thai border and will serve as a satellite-centre to the Government Technological High School (GTHS) in Kayin State. In **Somalia,** one graduation hall was constructed at the TVET centre run by Yme in Galkayo – Prof Adow. The project used graduate students as well as local materials for the construction, which significantly reduced the cost, while also supporting the local economy.

Indicator 2.1.2: Number of supported educational institutions provided with electricity

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	2	0	
Myanmar	3	0	
Somalia	6	0	
South Sudan	1	0	

EDUCATION:

In **Ethiopia**, installation of electricity is planned for 2020/2021 and are part of the ongoing building projects.

In **Myanmar,** provision of electricity for the schools is linked to the construction process timeframe for 2 schools and 1 TVET centre. Two middle schools will have access to electricity through solar power. By the end of 2019, the selection committee has selected solar energy companies who will provide solar power units for the two schools and the contract is signed. In addition, 50% of payment has been effectuated and installation will be finalized by June 2020.

In **Somalia**, installation of electricity is included in the building project plans, but construction has been delayed due to complicated official application and approval processes.

In **South Sudan** the Budi Education Centre, the only in-service teacher training centre in the target area, was assessed for electrification, the 6 solar panels and 12 batteries were purchased and the contractor was identified. The installation was delayed to early 2020 during the dry season.

TVET:

Both in **Myanmar** and **Ethiopia** the ongoing constructions at 5 TVET centres include the installation of electricity, either through connection to the main grid or through solar PV systems. In **Somalia**, due to the current partnership with ADRA, Yme was able to secure further funding in 2019 for the TVET centre in Galkayo. Part of the grant will go towards the development and installation of a small scale solar photovoltaic (PV) plant with capacity for 100,000 kWh per year. This PV system will supply the TVET centre with electricity, with the remaining energy being sold to a neighbouring hospital and the Galmudug Electric Company grid. This will help generate income for the TVET centre.

Indicator 2.1.3: Numbers of toilets constructed or rehabilitated (sex, both sexes; of which disability-friendly) (Norad indicator 1.2.1)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	22	0	
Myanmar	6	0	
Somalia	7	0	
South Sudan	8	0	

EDUCATION:

A total of 46 toilets were contracted for construction in 2019; 32 in **Ethiopia** and 14 in **Myanmar.** The installation of 32 toilets in **Ethiopia** is planned for 2020/2021 and are part of the ongoing building projects (see indicator 2.1.1.). In **Myanmar**, ADRA is constructing 14 toilets and the work will be completed together with the school constructions (see indicator 2.1.1). These toilets are designed according to the national standard on education institutions and respect the student/latrine ratio.

In **Somalia**, the construction of toilets is included in the building project plans, but construction has been delayed due to complicated official application and approval processes.

In **South Sudan,** 6 latrine blocks (14 toilets) are under construction in 5 schools and almost completed by the end of 2019. The schools were identified through assessment and site meetings were conducted with the communities to ensure community involvement through casual labour, which contributes towards community engagement and sustainability.

TVET:

8 toilets were included in a larger contract for construction of a new TVET centre in **Myanmar** (see indicator 2.1.1). In **Somalia**, the project had set a target for renovation of 7 toilets in 2019, but due to delays around the selection of schools, which has been a political issue between federal and state level MoE, the renovations were not able to take place in 2019.

Indicator 2.1.4: Number of supported educational institutions provided with basic drinking water

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	2	0	
Myanmar	3	0	

Somalia	6	0	
South Sudan	3	0	

EDUCATION:

In **Ethiopia**, installing water supply is planned for 2020/2021 and is part of the ongoing building projects (see indicator 2.1.1). For the two school projects, water will be connected to nearby water sources.

In **Myanmar**, installation of water supply is linked to the construction of schools (see indicator 2.1.1). The project will install new water supply to one school and make repairs and extension of water supply to the other school. Water will be provided using boreholes, and installing pipes and three water tanks of 1,500 litre each.

In **Somalia**, the provision of drinking water to the educational institutions is part of the building project plans, but construction has been delayed due to complicated official application and approval processes.

In **South Sudan,** 6 schools were assessed and 3 school boreholes recommended for rehabilitation. The contractor was selected and work will commence in 2020 during the dry season, the best period for rehabilitation of boreholes.

TVET:

The provision of a water source and supply system is included in the construction agreement for the new TVET centre in **Myanmar**, and is currently under construction. In **Ethiopia,** an agreement was made between ADRA and the 4 TVET centres that the project would cover rehabilitation costs for the existing water sources. In **Somalia**, due to the current partnership with ADRA, Yme was able to secure further funding in 2019 for the TVET centre in Galkayo. Part of the grant will go towards installation of a borehole and a desalination system for drinking and cooking.

Output 2.2: Educational institutions have policies and practices that promote a healthy, safe, protective and supportive learning environment
Indicator 2.2.1: Number of supported educational institutions with codes of conduct promoting a healthy, safe, protective and supportive learning environment

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	N/A	N/A	
Myanmar	N/A	N/A	
Somalia	N/A	N/A	
South Sudan	N/A	1	

EDUCATION:

In **Ethiopia,** the project trained 81 (10 f; 71 m) school and TVET community members about Child Protection (CP) and Gender-Based Violence (GBV). This was in line with ADRAs work towards sensitizing stakeholder to these issues, prior to co-developing the codes of conduct. The codes of conduct are yet to be approved and adopted in the respective schools.

In **Myanmar**, there were no activities addressing this indicator during 2019. The project will focus more on CP and GBV in the following years to reach targets for 2021.

In **Somalia**, the project has started to create awareness in regards to healthy, safe, protective and supportive learning environments and shared this awareness with stake holders. No learning institutions have implemented codes of conduct so far.

In **South Sudan**, one school (Piobokoi) established a code of conduct promoting a healthy safe, protective and supporting learning environment. This was included in the training of 18 (3 f; 15 m) head teachers that took place

in 2019 in collaboration with the office of county education directors. This included policies and practices on issues such as bullying, gender, violence, child protection, corporal punishment, exploitation and improper teacher-student relations, school health and nutrition and will be rolled out in all the 20 SEAQE2 supported schools in 2020 and reinforced with mentoring.

Indicator 2.2.2: % of supported educational institutions that have and enforce expected policies and practices for healthy, safe, protective and supportive learning environments (ETLE and TVETQA)

This indicator will be reported at mid-term in accordance with the results framework

Output 2.3: Educational institutions have strengthened links with health and protection services

Indicator 2.3.1: Number of referrals to health, safety and/or protection services (sex)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	81	0	
Myanmar	28	0	
Somalia	18	0	
South Sudan	0	0	

In **Myanmar, Somalia** and **Ethiopia**, ADRA has not conducted any referrals yet, but has mapped existing service providers including CSOs and developed relationships.

In **South Sudan,** ADRA is in the process of supporting schools to establish referral mechanisms through mapping service providers and training of teachers and head teachers. This year, the project conducted awareness activities in the communities and mentoring in schools with the teachers and head teachers on the use of referral tools for learning and children with special needs. Referral books were distributed to the schools.

SEAQE2 will place special emphasis on child safeguarding and protection in the coming year, including strengthening internal processes and identification of referral pathways.

OUTCOME 3: Learners benefit from improved quality teaching and relevant learning

Output 3.1: Educational institutions have effective management structures and systems

Indicator 3.1.1: Percentage of head teachers (f/m) meeting expected standards for managing supported educational institutions and strengthening systems (ETLE and TVETQA)

This indicator will be reported at mid-term in accordance with the results framework

Indicator 3.1.2: Number of supported PTA/SMC members (f/m) trained (Norad core indicator 4)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	133 (57 f; 76 m)	121 (26 f; 95 m)	
Myanmar	5,980 (4,250 f; 1,730 m)	819 (527 f; 292 m)	
Somalia	270 (92 f; 178 m)	108 (37 f; 71 m)	
South Sudan	260 (104 f; 156 m)	253 (104 f; 150 m)	

EDUCATION:
In **Ethiopia**, 98 (21 f; 77 m) PTA members from 14 secondary schools received training. Some topics covered in the training were how PTAs can mobilize communities to send girls and children with disabilities to school and support their education, as well as promoting attitudes that emphasize the benefits of inclusive education. The objective of the training was to strengthen TVET administration capacity to carry out roles and responsibilities, and to enable the SMCs to increase community understanding and acceptance of inclusive education.

In **Myanmar**, ADRA conducted two trainings for PTA/SMCs in 32 schools (17 GoM schools and 15 ACS schools). The first training was focused on the roles and responsibilities of PTA and SMCs, the role of parent involvement in improving education for their children, and improved accountability among rights holders. Each school then developed School Development Plans for the academic year 2019/2020. These trainings were held with 819 PTA/SMC members (527 f; 292 m). In addition, ADRA conducted another training with 334 members (201 f; 133 m) on Disaster Risk Reduction (DRR), disaster management, and child protection. The original target for 2019 has been 5,980 PTA/SMC members. However, this target was deemed not realistic and it was revised for the following years.

ADRA is discussing modalities for training PTAs in ethnic areas with its partner KTWG. KTWG does not fully comply with ADRA requirements for this indicator, and steps are taken to bring them to a common understanding. Meanwhile, KTWG conducted awareness raising for parents, community and PTA/SMC members on barriers to child learning and opportunities in 288 schools. In addition, they conducted a one-day workshop in 162 communities on community engagement and support towards learning and how best to contribute to school activities. During these activities, approximately 7,383 parents (5,059 f; 2,324 m) participated, of which 576 were PTA/SMC members.

In **Somalia**, 108 (37 f; 71m) PTA members have undergone training. PTA groups were reconstituted with better gender representation. Training was given related to roles and responsibilities, child protection, psychosocial support, Safe Schools and Disaster Risk Reduction, inclusive education and disability awareness.

In **South Sudan**, PTA members were mobilized in 20 schools and trained in the knowledge and skills needed to develop their action plans. The objective of the training was to enable them to play their executive role in managing school activities, to mobilize local resources to support the school and teaching staff, to establish a link between the school and the community, and to develop a conducive teaching and learning environment in the schools. This included training on child protection, peace education, environmental education, and positive parenting. Meetings were held with the community to restructure the PTA membership in operational schools and establish PTA structures in re-opened schools, raising awareness with the community on the role of the PTAs.

TVET:
In **Ethiopia**, out of the 121 PTA & SMC members that received training, 23 members (5 f; 18 m) were from the 4 TVET centres SEAQE2 is supporting. The objective of the training was to strengthen TVET administration capacity to carry out roles and responsibilities, and to enable the SMCs to increase community understanding and acceptance of inclusive education.

Indicator 3.1.3: Percentage of supported educational institutions where SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions (ETLE)

This indicator will be reported at mid-term in accordance with the results framework

Indicator 3.1.4.: Percentage of supported educational institutions effectively inspected, supervised or monitored by local education authorities one or more times in the last school year (Norad indicator 2.2.4)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	N/A	N/A	
Myanmar	N/A	N/A	
Somalia	N/A	N/A	
South Sudan	N/A	N/A	

This indicator was not systematically collected during 2019, and reporting figures at this stage may give the false impression that many schools were not inspected or supervised. This indicator will be reported in-depth for 2020. Below are confirmed activities and inspections/supervision which took place during 2019.

EDUCATION:

In **Ethiopia**, 36 Reporting and Record personnel received EMIS training to collect, analyse, interpret and report changes regarding inclusive education.

In **Myanmar**, 1,332 school were monitored by local education authorities in KTWG, GoM and ACS schools. ADRA, in partnership with the education department and local partners, have developed school monitoring plans. For schools supported by KTWG, monitoring visits were conducted by Mobile Teacher Trainers (MTT), while in the ACS and GoM schools monitoring visits were conducted by education supervisors.

In **South Sudan**, ADRA staff have been conducting the field monitoring for schools and mentoring for teachers to ensure that lessons plans are in place and records are being maintained. The state and 4 county offices of greater Budi and Kapoeta have been given the resources needed for their offices, including 5 computers, 5 printers and printing paper. In addition, 7 motorcycles for the County and Payam supervisors have been repaired. Meetings were held with the state and National Ministry of General Education and Instruction to plan the training and joint inspection process that will take place in February 2020 with trainers from the National ministry.

TVET:

In **Myanmar** 1 out of 2 TVET centres were inspected by local education authorities, as the other was still under construction. In **Ethiopia** the project coordinated with the 4 TVET centres and the Regional TVET Agency, but there were no inspections attributed to the project in 2019. In **Somalia** the Prof Adow TVET centre in Galkayo received 2 government visits/inspections during the previous year.

Output 3.2: Educational institutions have improved quality teaching
Indicator 3.2.1: Percentage of teachers (f/m) in supported educational institutions who meet expected standards in effective teaching practices (ETLE)

This indicator will be fully reported at mid-term; however, in **South Sudan**, initial coordination has been completed with the University of Juba, which was involved in the training and certification of 104 teachers in previous phases of the programme, on the provision of in-service training and certification for teachers which will start in 2020 with 40 (5 f; 35 m) teachers. The teacher mentoring, classroom observation and feedback session activities will also commence in 2020 to improve the effectiveness of teaching practices. In **Myanmar**, ADRA trained 5,081 teachers (4,018 f; 1,063 m), of which 4,908 teachers (3,881 f; 1,027 m) in KTWG schools and 173 teachers (137 f; 36 m) in GoM schools in 21st Century Skills, child-centred pedagogy, and education on low-resource contexts. In addition, ADRA supported a convention for all ACS teachers on leadership, planning, monitoring, assessment, quality, and innovative teaching and learning.

Indicator 3.2.2: Percentage of supported educational institutions that meet expected standards in course delivery (TVETQA)

This indicator will be reported at mid-term in accordance with the results framework

Output 3.3: Educational institutions have effective and relevant teaching and learning materials
Indicator 3.3.1: Number of learners (f/m) provided with learning materials (Norad core indicator 3)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	8,771 (3,633 f; 5,138 m)	0	
Myanmar	0	3,326 (1,651 f; 1,675m)	
Somalia	1,789 (930 f; 859 m)	205 (127 f; 78 m)	

South Sudan	1,000 (600 f; 400 m)	4,840 (1,877 f; 2,963 m)	

EDUCATION:

In **Ethiopia,** need assessments have taken place. Relevant reference materials in support of the national curriculum text books will be provided throughout the project starting in 2020.

In **Myanmar**, a total of 2,723 (1,346 m of which 15 CWD; and 1,377 f of which 6 CWD) students in primary schools, and a total of 364 (182 f and 182 m) students in middle school benefitted from the distributed materials. The learning materials included exercise books, learning kits, math kits, and other learning materials. They were distributed to 17 GoM and 15 ACS schools. In addition, 139 teachers (120 f; 19 m) received teaching kits.

In **Somalia**, learning materials were not distributed in 2019.

In **South Sudan,** 4,840 (1,877 f; 2,963 m), including 56 children with disability (35 f; 21 m) received learning materials. This was more than originally targeted since it was discovered during preliminary engagement with the 20 target schools that the students did not have access to materials essential to learning.

TVET:

In **Myanmar,** 239 (F – 92, M – 147) TVET students enrolled in any of the six TVET courses provided by ADRA at the Government Technological High School (GTHS) received learning materials during 2019. In **Somalia,** 205 (127 f; 78 m) were provided with learning materials in the 2 supported TVET centres. Learning materials for TVET in **Somalia** included supplies for auto-mechanic, tailoring, metal work, plumbing, and ICT courses.

Indicator 3.3.2: Numbers of textbooks provided to supported educational institutions (Norad indicator 2.1.1)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	1,875	49,715	
Myanmar	0	13,166	
Somalia	1,789	0	
South Sudan	1,000	5,288	

EDUCATION:

In **Ethiopia,** textbooks are provided by the government, but distributed by regional education offices. The high actual number reflects individual textbooks for up to 13 subjects per student.

In **Myanmar**, 1,488 sets of textbooks, with 13,166 books in total, were distributed to students in 15 ACS schools. There were 1,112 students (597 f; 515 m) of which 14 CWDs (4 f; 10 m). The material included sets of books for grades 1-9 and preschool. In the coming year, students who attend GoM schools will also benefit.

In **Somalia**, although there is a target for this indicator, it is not applicable since the plans for the construction of schools has not yet been approved.

In **South Sudan,** 408 textbooks were distributed to 5 schools in Budi, supplied by UNICEF. NGOs are not mandated to print textbooks other than mother tongue materials. The textbooks included 400 books for numeracy, English, maths and teaching guides and 8 early childhood books. ADRA will advocate for additional textbooks in 2020 and support the distribution to the schools. 4,880 mother tongue text books were printed for primary grades 1 to 3 in the languages of Toposa, Buya and Didinga, which was approved by the department of teaching and learning materials development in the Ministry of General Education and Instruction.

Indicator 3.3.3: Number of learners in supported educational institutions using/accessing e-learning

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING

Ethiopia	N/A	0	
Myanmar	N/A	0	
Somalia	N/A	0	

ADRA has continued its partnership with Zabai, a Norwegian-owned company founded in **Myanmar** and specializing in developing digital course content for developing countries. Zabai's agreement with ADRA is to develop E-learning courses primarily for TVET Short Course programmes taking place within the SEAQE2 programme. As courses were still being developed and tested in 2019, no targets were set for this indicator. While the courses were developed in **Myanmar**, they are also to be contextualized and made relevant for TVET in **Ethiopia** and **Somalia**. The e-learning courses that form the basis for the ADRA-Zabai partnership are:

a. *Entrepreneurship:* Helping support students gain real-life business skills needed to start their own business. The course is developed and translated into 3 languages: Myanmar, Karen and English. This course will be used only in **Myanmar**.

b. *Digital Literacy:* An extensive set of digital courses which cover the competences stated in UN's "Global framework of Reference on Digital Literacy Skills for Indicator 4.4.2". The programme contains the following four courses: 1) Introduction to SMART Phone; 2) Communication and Collaboration; 3) Browsing and finding information from the internet; 4) Staying safe online. The courses have been translated into English, Myanmar, Karen, and Somali, and will be used in **Ethiopia** and **Somalia**, in addition to **Myanmar**.

c. *21st Century Skills:* This course is unique to the courses above, in that it is directed towards teachers rather than students. It is also not limited to TVET, but is designed with both basic education and TVET in mind. The course is still under development and will likely be launched in August 2020. It is based on material from several sources, including Trilling and Fadel (2009), as well as Unicef and Pearson Education. The aim of the course is to improve the pedagogical expertise and capacity of both teachers and TVET trainers. The first part of the course revolves around the 4 Cs: Critical Thinking, Communication, Collaboration, and Creativity. The second part gives practical examples for bringing 21st Century Skills into the classroom. This course will be available in English, Myanmar, Karen, and Somali, and will be used in **Ethiopia** and **Somalia**, in addition to **Myanmar**.

Course Testing at GTHS in Hpa-An
The first E-learning workshop was conducted together with 27 trainers and 141 students from the Government Technological High School (GTHS), particularly from the vocational short course programmes under the SEAQE2 project and Norwegian Refugee Council (NRC).
The objectives of the workshop were to:
   1) Introduce Zabai and their collaboration with ADRA and NRC
   2) Introduce E-learning and blended-learning approach
   3) Test out three Zabai courses: *Entrepreneurship*, *Digital Literacy* and *Beginner English*
   4) Collect user feedback for three courses
   5) Conduct classroom tutorials for Entrepreneurship and Beginner English which teachers can use with their students

Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training

Indicator 3.4.1: Number of new or improved TVET curricula with input from the private sector (Norad indicator 3.1.3)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	0	0	
Myanmar	1	5	
Somalia	0	0	

In **Ethiopia**, SEAQE2 is specifically targeting TVET courses that are in high demand amongst local businesses, and which girls are interested in enrolling in. Recent market assessments conducted by the Regional TVET Agency of Oromia indicate that this dual-purpose assessment shows that accounting, ICT and secretarial skills are relevant

for the local economy, and of interest to girls. The ICT course was recently updated in a consultative process driven by the Federal TVET Agency, and ADRA is now considering the need to update the accounting and secretary courses.

In **Myanmar,** 5 courses were revised in 2019 through a multi-stakeholder process. Teacher training manuals were reviewed by local business owners and the INGO TVET network co-founded by ADRA. All inputs were considered and revisions were made accordingly. The 5 training manuals reviewed in this process were 1) Life-Skill and Small Business; 2) Advanced Sewing; 3) Hair Cutting 4) Hair Dressing; 5) and Welding. The Department of TVET (DTVET) received support from the EU in order to strengthen their role and influence in coordinating the TVET sector. While this process was drawn out, the TVET INGO network did meet together with the DTVET several times in 2019. This has helped to foster a broader culture of collaboration amongst the various stakeholders, which is something ADRA has always encouraged in this sector and taken initiative to strengthen.

In **Somalia,** consultations were concluded with Kabete National Polytechnic (KNP) and the Ministry of Education in Jubaland. This partnership is intended to build the capacity of the Kismayo Technical Institute, also in regards to private sector engagement. However, engagement could not be contractually officiated since the good will of the Federal Government, Ministry of Education Culture and Higher Education was required. Tension between Jubaland and the Federal Government is the primary cause of this delay. In Galkayo, the Prof Adow TVET centre developed a Solar Water-Pumping Installation course in collaboration with the Wash Cluster Technical Working Group and Oxfam. The course is an extension of the electrical course currently provided at the centre, which is partially funded by Norad.

Indicator 3.4.2.: Percentage of TVET trainers (f/m) provided with capacity support for improved skills training

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	N/A	N/A	
Myanmar	N/A	N/A	
Somalia	N/A	N/A	

In **Ethiopia**, the project is assessing what TVET training will be most attractive for girls, as all hard skills courses attract male students and not girls. They are therefore starting to look into the possibilities of extending more soft skills training opportunities that will benefit girls.

In **Myanmar,** an e-learning workshop was conducted together with 27 trainers. This was to support them in using the solution, and learning how to enrol and follow-up students. For further information on e-learning see Output indicator 3.3.3.

In **Somalia,** while the Kismayo Technical Institute (KTI) waited for the intended partnership with Kabete National Polytechnic to begin, 9 (2 f; 7 m) master trainers were selected amongst the most qualified and experienced staff members. These master trainers gave professional development support to 17 (4 f; 13 m) trainers through a peer-support programme initiated by ADRA. The Prof Adow TVET centre in Galkayo also provided training for 10 TVET staff members (6 f; 4 m). After gaps were identified, trainers were selected for specific needs. During this process training materials were also revised and improved.

Output 3.5: Educational institutions provide more relevant knowledge, attitudes, values and life skills

Indicator 3.5.1: Number of learners (f/m) participate in life skills education (disability)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	8,771 (3,633 f; 5,138 m)	0	■
Myanmar	385 (165 f; 220 m)	239 (92 f; 147 m)	■
Somalia	11,700 (6,208 f; 5,492 m)	5,556 (2,215 f; 3,341 m)	■
South Sudan	0	4,840 (1,877 f; 2,963 m)	■

EDUCATION:
Somalia had 5,406 (2,162 f; 3,244 m) primary school children receiving life skills education.

In **South Sudan**, knowledge, attitudes, values, and life skills competencies are incorporated into the new South Sudan curriculum. The training of trainers (TOT) for 16 teachers (11 in Kapoeta and 5 in Budi) included psychosocial support and life skills to help learners cope with situations that arise at home and in schools. Another TOT for 13 teachers (2 f; 11m) focused on WASH to equip teachers with skills for teaching hygiene and sanitation practices.

TVET:
In **Myanmar**, short course students at the Government Technological High School in Hpa-An received training in life skills and entrepreneurship. These trainings were offered by state government department, civil society organization (such as Myanmar Red Cross) and selected business representatives. Some of the training topics included: human trafficking, child abuse, traffic rules, DRR, first aid, environment awareness, reproductive health, etc. These are part of the GoM life skills training curriculum and it was delivered during regular class time. This training is in addition to the vocational subject they enrolled in. Through another partnership with the road authorities, 50 trainees received motorcycle driving licenses. Follow up discussions with students, indicate that they were engaged in the teaching and learning. In the future, ADRA is exploring to include training on topics such as peace education. In **Somalia** 150 (53 f; 97 m) students at the Kismayo Technical Institute received similar life skills training.

Indicator 3.5.2: Percentage of teachers (f/m) trained in 21st century skills application

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	N/A	N/A	
Myanmar	N/A	N/A	
Somalia	N/A	N/A	
South Sudan	N/A	N/A	

The core activity under this indicator is the development of an e-learning course to be shared with teachers and TVET trainers attached to the SEAQE2 project in Myanmar, Ethiopia and Somalia. The programme is open licence and can also be shared online with any interested user. This course is still under development, and is based on source material from Trilling and Fadel (2009), among other experts. It also draws on a teacher's manual covering the same subject, developed by Point B in Myanmar. The aim of the course is to improve the pedagogical expertise and capacity of both teachers and TVET trainers. The first part of the course revolves around the 4 Cs: Critical Thinking, Communication, Collaboration, and Creativity. The second part gives practical examples for bringing 21st Century Skills into the classroom. Course languages include English, Myanmar, Karen, and Somali. The bulk of the course was developed in 2019, and some of the source material was presented in a pilot workshop in **Myanmar** to 12 (3 f; 9 m) teachers and 20 (9 f; 11 m) TVET trainers. In addition, ADRA is exploring a partnership with the Kayin State Education Department to offer this training for teachers in GoM schools. The programme hopes to launch this course in **Ethiopia** and **Somalia** during 2020.

OUTCOME 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems

Output 4.1: Learners have increased influence on decision-making in educational institutions

Indicator 4.1.1: Percentage of supported educational institutions that meet expected standards of participation of learners in decision-making (ETLE)

This indicator will be reported at mid-term in accordance with the results framework; however, in **Somalia** 11 school clubs have been organized so far where school children can discuss issues affecting them. Training has

also been conducted on the roles and importance of school clubs. Teachers who are school club patrons are being monitored.

In **South Sudan,** initial work began with the engagement of 289 (89f, 200m) pupils in school governance bodies (prefects) in 19 project schools (95%) and they were given 2 days training on their roles and responsibilities, peace building, conflict resolution, life skills and WASH. After the training, the prefect's body developed action plans for their contribution towards the general management of their respective schools. They are already helping teachers to organize assembly, and follow up on hygiene and discipline matters.

Output 4.2: Parents better support children's development and learning
Indicator 4.2.1.a: Number of parents (f/m) of learners in supported learning institutions participating in positive parenting training

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	80 (40 f; 40 m)	0	
Myanmar	4,525 (3,000 f; 1,525 m)	7,500 (5,382 f; 2,118 m)	
Somalia	1,455 (1,132 f; 323 m)	0	
South Sudan	0	0	

For **Ethiopia**, activities related to this indicator did not take place in 2019, due to delays with commencing implementation.

In **Myanmar**, ADRA organized and conducted workshops with PTAs and other parents and teachers in 17 GoM schools and 15 ACS schools. Training on positive parenting was part of a series of trainings organized with PTAs. The main topic for this training was about the role of parents in education and well-being of their children. A similar training was conducted in KTWG schools with focus on parents' engagement in education and the future of their children. In general, there is support from parents for these trainings and some parents asked for a more targeted approach on parenting skills.

For **Somalia**, activities related to this output have not been conducted in 2019, due to the drawn-out and politicized process of school selection, which was only finalized toward the end of 2019.

In **South Sudan** this activity will be initiated in 2020.

Indicator 4.2.1.b: Number of parents (f/m) of learners in supported learning institutions participating in family strengthening activities

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	80 (40 f; 40 m)	0	
Myanmar	N/A	N/A	
Somalia	82 (53 f; 29 m)	0	
South Sudan	0	283 (143 f; 140 m)	

For **Ethiopia**, activities related to this indicator did not take place in 2019, due to delays with commencing implementation.

The REFLECT methodology is being used in **South Sudan** to increase parental support for education. Four days training was provided in Kapoeta for 18 (0 f; 18 m) REFLECT facilitators on the methodology and they were given the materials needed to start their centre. The training ensured an understanding of the REFLECT approach, increased facilitation skills in literacy and numeracy, identified Didinga and Toposa community challenges and approaches to address these and how to report on the progress of the REFLECT Circles. 283 (143 f; 140 m) out of 366 (188 f; 178 m) enrolled REFLECT learners attended REFLECT classes twice a week from 3pm to 5pm in the 12

REFLECT circle centres in the four target counties (Budi, Kapoeta South, Kapoeta East and Kapoeta north). In 2020 an additional 8 REFLECT circle centres will be established. Work will begin in 2020 in the mobilization of parents for the Village Savings and Loan Association (VSLA) groups.

For **Somalia**, similar to the previous indicator, activities related to this output have not been conducted in 2019, due to the drawn-out process of school selection, which was only finalized toward the end of 2019.

This indicator is not applicable for SEAQE2 in **Myanmar.**

Indicator 4.2.2: Percentage of supported educational institutions that meet the expected standards in effective parental participation (ETLE)

This indicator will be reported at mid-term in accordance with the results framework.

Output 4.3: Communities demonstrate increased support to educational institutions

Indicator 4.3.1: Percentage supported educational institutions that receive support from the community

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	N/A	N/A	
Myanmar	N/A	N/A	
Somalia	N/A	N/A	
South Sudan	N/A	N/A	

In **Ethiopia**, there was no target this year. However, the baseline found that all of the 14 supported learning institutions had received support from the community.

In **Myanmar**, there was no target in this year. However, the baseline found that all of the 20 sampled schools had received support from the community for supporting learning and protection of learners. Teachers and parents were involved in school events to contribute in-kind labour in areas of construction, cleaning, preparing nutritious food and preparation for school events.

In **Somalia**, there was no target this year. However, the baseline found that all of the 10 sampled schools had received in-kind contributions. This was in the form of providing security as well as trucking water to schools during dry spells.

Although in **South Sudan** a result was not anticipated until 2020, 50% (10 of the 20 learning institutions) (Mogos, Nasigiriat, Napak, Longeleya, Lokwamor, Nachilagur, Piobokoi, Faraksika, Chukudum and Lorege) were able to contribute in-kind and cash to the schools. This is a significant increase from the baseline figure of 10%. The support from the community includes 725kg of Sorghum, firewood, labour for fencing school using local materials, 75 bundles of Bamboo, 246 poles and 2 temporal learning spaces. The contributions addressed gaps to WFP school feeding and kept animals away from the learning spaces. This was the result of community engagement and dialogue, PTA training, support from local chiefs and involvement from the REFLECT circles.

Output 4.4: TVET institutions have strengthened partnerships with private sector and other relevant stakeholders

Indicator 4.4.1: Number of collaborations between the private sector and supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (Norad indicator 3.1.5)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	0	4	
Myanmar	1	2	

Somalia	1	6	

In **Ethiopia** each TVET centre made collaboration agreements with at least 4 parastatal companies in 2019. The status of these partnerships will be assessed in 2020.

In **Myanmar** the project, together with the Government Technological High School (GTHS) in Hpa-An, linked up with business owners thorough a Job Fair Programme and conducted skill competitions among GTHS schools. During this year, ADRA facilitated training for students who participated in hair cutting and advanced sewing class. Teachers and students reported that this partnership with private sector companies, strengthen their technical skills and knowledge and improved their chances of landing a job.

In **Somalia** the project had consultations with different stakeholders to jointly identify beneficial partnerships. The project also established a TVET working group in Jubaland to collaborate and share sub-sector information and support the MoE with a TVET Technical Officer to enhance capacity development, including partnership development. In Galkayo, the Prof Adow centre has partnerships with 6 private businesses, including Arafat Water Company, DurDur Water Company, Dalad Electrical Company, Galkacyo Electrical Company (GECO), Hourmoud Company and Ali Bashi Tailoring Shops, which also led to internships for TVET students. Activities related to these partnerships in Galkayo are partially funded by Norad.

Indicator 4.4.2: Number of individual internships established (sex, disability)

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	100 (52 f; 48 m)	0	
Myanmar	270 (116 f; 154 m)	195 (85 f; 110 m)	
Somalia	0	55 (30 f; 25 m)	

Internship activities in **Ethiopia** did not commence in 2019, as the project focused on start-up activities and exploring potential partnerships with the private sector.

In **Myanmar,** 239 students (92 f; 147 m) completed TVET short course training in 2 batches in 2019. This was from an initial enrolment of 245. This was down from a target enrolment of 385, and was due to the project starting in April, which gave a shorter recruitment process for the first batch. In total, 195 (85 f; 110 m) students undertook internships, which is 80% of the total graduates for 2019. ADRA had meetings with private sector companies to plan this internship programme. In addition, orientation sessions took place with students on placement opportunities. Follow-up and monitoring of students in the workplace were conducted by TVET centre trainers and the Business Development Officer.

In **Somalia**, the TVET centre in Galkayo facilitated internships for 55 (30 f; 25 m) students, based on the private sector partnerships established (see output indicator 4.4.1).

Indicator 4.4.3: Percentage of supported educational institutions that meet the expected standards in effective employer involvement (TVETQA)

This indicator will be reported at mid-term in accordance with the results framework.

OUTCOME 5: Strengthened civil society influences education policies and practices

Output 5.1: Improved capability of civil society organisations to track, monitor and advocate for improved education for marginalised groups

Indicator 5.1.1.: Number of ADRA country offices that are accredited by the ADRA network

PROGRAMME	2019 TARGET	2019 ACTUAL	RATING

SEAQE2	0	1	

In 2019, ADRA Network has developed an internal process for licensing and accreditation (ADRA Accreditation and Licensing – AAL). The new AAL standards align with the Core Humanitarian Standards (CHS). ADRA decided to apply all the 9 CHS standards in its internal accreditation process. These standards include criteria in mission and values, governance and leadership, people management, financial and material resources, the development programme, external relationships, corporate identity, risk management, safety and security and the humanitarian programme. These areas have different sections and objectively verifiable indicators. ADRA Offices, which for some reason will not be able to receive accreditation by the end of 2020, will not be allowed to access external funding. The accreditation process includes a self-assessment survey done by each ADRA office, and an accompanying action plan that addresses any gaps from the self-assessment. These self-assessments are validated by the regional offices and, if they meet the minimum criteria, are approved and recommended to the ADRA International Board of Directors for provisional approval. Full approval is pending until a country visitation and onsite verification takes place.

All the four ADRA offices where SEAQE2 is implemented have started the accreditation process during 2019. By the end of 2019, only ADRA South Sudan was able to complete this process and receive provisional accreditation. We are confident that the other three offices will complete this process during 2020. In addition, ADRA Norway was the first ADRA offices in the network to receive full accreditation in 2019.

Indicator 5.1.2: Number of local civil society organisations that demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education for marginalised groups

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	0	0	
Myanmar	0	0	
Somalia	0	0	
South Sudan	0	0	

In **Myanmar** and **South Sudan** work was initiated on the Terms of Reference (TOR) for the civil society assessment with mapping of local civil society to groups to commence in 2020.

Output 5.2: Dialogue on education between civil society and government is strengthened

Indicator 5.2.1: Number of platforms for civil society-government dialogue formed or strengthened

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	0	0	
Myanmar	0	0	
Somalia	0	0	
South Sudan	0	4	

There was no target on this indicator during 2019; however, in **South Sudan,** 4 county-based education forums were formed at county level in Kapoeta East, North, South and Budi. The Forum involved the Local Education authorities, (Payam education Supervisors, inspectors and county education directors) County Executive Directors, commissioners, Paramount chief, head chiefs, chiefs, sub chiefs, and partners (cord aid, ARC, CDSS, ROG), head teachers, the PTA and the PTA network, women groups, church leaders, Women leaders and the Youth leaders. A total of 230 (55 f; 175 m) participants attended the Education fora with the objectives to improve education quality, address the challenges of enrolment, retention, girl child education, education of orphans and children with disabilities and to identify the root causes and barriers to education in their counties. In addition, to mobilize local support for education, 124 (5 f; 119 m) local chiefs were trained on inclusive education to mobilize support for education and address issues such as early marriage. It emerged at the training that 75% of the chiefs did not understand their role in supporting education and were not actively encouraging school attendance. Only about

10% had attended school themselves. An inclusive education network was formed at the state level to coordinate, mobilise and influence decision makers in supporting education at county level as well as voicing their concern to the state level on matters relating to education. The County Education forum membership is comprised of 4 executives and 7 members each from the Payams of Counties, headed by the chairperson, deputy, the secretary general and secretary of information and the civil society members, making a total of 11 members per forum. This coordination resulted in the cooperation with NIRAS, CDSS and Save the Children mentioned under 1.3.1 relating to inclusive education, and is being reinforced through collaboration with Radio Singaita FM, a local radio station based in Kapoeta that broadcasts information on education programming for ADRA and mobilized stakeholders to support education.

Output 5.3: Civil society fora and networks strengthened to advocate more effectively for education for marginalised groups

Indicator 5.3.1: Number of civil society fora and networks that are created or strengthened to influence education for marginalised groups

COUNTRIES	2019 TARGET	2019 ACTUAL	RATING
Ethiopia	1	0	
Myanmar	4	2	
Somalia	1	0	
South Sudan	0	0	

Although there was a target of 1 civil society forum or network to be formed in 2019, **Ethiopia** has not formed any civil society fora or network in this period. This task will be emphasised in 2020.

In **Myanmar**, ADRA initiated and is co-chairing the Education in Ethnic States and Regions (EESR) group with membership and participation for the group including all INGOs working on education in conflict areas (ADRA, Save the Children, Plan International, VSO, PACT Myanmar), donors supporting education in conflict areas (EU, World Bank, DFID, Danida, Australian Embassy) and international organizations (UNICEF and UNESCO). This network meets on a bi-monthly basis to coordinate education initiatives for ethnic minorities in Myanmar. ADRA Myanmar is also a core member of the INGO TVET group influencing policy and system strengthening activities and influencing increased TVET access for marginalized ethnic minorities in conflict areas.

In **Somalia**, a stakeholders meeting was facilitated in which the PTA training manual was reviewed, especially to include aspects regarding child protection and inclusive education.

In **South Sudan,** the work described in 5.2.1 will form the basis for the development of the civil society network in 2020.

2.3 Deviations - Risks – Cross-cutting Issues

2.3.1 Deviations
The official start date of the SEAQE2 programme was March 2019. ADRA Norway was aware that the programme was tentatively approved by Norad early in 2019. However, due to delays with the letters patent between the MFA and Norad, the SEAQE2 contract was not signed until the 29th of May 2019. ADRA Norway received the first disbursement of funds 01.07.19. Prior to this date ADRA Norway and partners pre-financed eligible start-up activities. This required that cost-intensive activities be postponed and that only essential planning and start-up expenses be approved. Additionally, ongoing partnerships and activities carried over from the first-phase of the programme needed financing, in order to ensure that achievements from the previous programme could be maintained and expanded upon in SEAQE2.

Other specific deviations include the political tension between the federal government and the Jubaland state in Somalia, which have significantly delayed the implementation of the project in 2019. While Jubaland is only one of four states the project operates in, the tension has affected the overall implementation in all states. Project activities in Jubaland related to permissions, school selection, and tendering have all been delayed and disrupted by the MOECHE, which pushed for SEAQE2 support to be disproportionally directed to other states. ADRA Somalia has dedicated significant time and resources towards negotiations, in order to resolve these disagreements, and finally received the necessary permissions and an approved list of project-affiliated schools before the end of 2019.

2.3.2 Risks

As the contract holder with Norad, ADRA Norway is continuing to work on refining its overall risk management system. During 2019, ADRA Norway developed a programme risk management matrix for the Board of Directors. This is focus on both financial risks as well as updates on security, political, operational and programmatic risks. This interactive risk management update for all programmes and projects managed through ADRA Norway is presented to the Board at each meeting (quarterly). This has resulted in greater engagement and feedback by the board to ADRA Norway's risk management processes. ADRA Norway has developed a risk analysis process for fraud and corruption to ensure that controls are in place to manage risks, including a risk statement, risk analysis, risk mitigation and monitoring. Regular monitoring trips to each country are carried out by programme and finance staff to ensure that internal controls are being followed. Given the risk of robbery, project staff avoid as much as possible to carry funds physically.

Each ADRA partner in Ethiopia, Somalia, South Sudan and Myanmar have organizational risk management procedures in place and provide regular updates to their local board of directors and regional offices. In addition, partners have a SEAQE2 risk register and provide risk analysis updates regularly for ADRA Norway's review. Procedures exist to control travel to and within countries, together with security protocols, to help to make the working environment tolerably safe.

With regards to SEAQE2 partners, ADRA has maintained a clear position against bribes. All partners now have updated fraud, whistleblowing and complaints policies and practices. ADRA employees are required to report corruption or extortion that they face. Routine joint monitoring across SEAQE2 partners has helped to eliminate possible corrupt practices. In procurements that exceed NOK 100,000, ADRA Norway oversees the entire procurement/tendering process, controls all supporting documents and approves prospect contractors before contracts are signed. During country visits, ADRA Norway staff perform regular on-site verification and spot checks. In addition, a financial monitoring visit is planned and performed every year for at least two countries. During the first partnership workshop, we are planning to train partners on financial management and anti-corruption measures. In addition, the new requirement by Norad's anti-corruption unit have been shared and discussed with our partners.

During 2019, most of the programme locations in Ethiopia, Somalia and South Sudan remained insecure, especially for traveling within the country. ADRA partners are continually in contact with law enforcement agencies, UNDSS and local communities to mitigate many of the security risks. In addition, floods, especially in Somalia and South Sudan, have affected programme activities and mobility of staff. ADRA Somalia and ADRA South Sudan have activated their humanitarian response plans and have secured funds from ADRA Norway and ADRA International Network to address the affected populations. Floods have disrupted school attendance for children and teachers, and have delayed some of the baseline activities. ADRA Somalia has updated the risk analysis to reflect the changes in context and their impact on the programme. The likelihood before mitigation and likelihood after mitigation in the risk analysis matrix have been adjusted from medium level to red levels. In addition, we have updated the impact after mitigation from low level to medium level for the risk "3.4 Heavy rainfall increases flood risk".

In South Sudan, ADRA has determined that the government of South Sudan has limited capacity to support or sustain commitments to SEAQE2 interventions. This might impact the sustainability of the programme and accountability towards its citizens (risk 1.4 in the risk analysis matrix). We have updated some measures that mitigate the impact of this risk by engaging national, state and county stakeholders in stakeholder workshops and publish commitments, to monitor support and engagement of local authorities. In addition, ADRA South Sudan will work closely with communities, local leaders, SMC and PTAs to build their advocacy skills to ensure government departments keep their commitments. During 2019, ADRA South Sudan assessed that an increase in cases of girls drop-out from school due to early marriage or pregnancies will impact the gender mainstreaming and sustainability (risk 4.3 in the risk analysis matrix). SEAQE2 in South Sudan worked closely with the community and identified female advocates or role models to promote girl's education in communities.

In Myanmar, SEAQE2 and other education programmes that ADRA is implementing in ethnic minority states, have core elements that contribute to harmonization of approaches on both sides and promotes dialogue between education actors, building a basis for future convergence and recognition. SEAQE2 is also working to ensure that the reformed national education framework reinforces peace-building efforts and does not undermine the current peace process. Despite a minor tension that has built between Military and KNU in Kayin state, the political and security situation has improved. There were two new persons appointed to lead the State Education Department, and the Ministry of Border Affairs and Social Work. They have been very supportive and would like to strengthen cooperation with organizations in the humanitarian and development process in Kayin State. There are no major risks affecting project implementation.

In Ethiopia, a new and more progressive government that has come into power during 2018 has taken measures to improve the space for civil society organizations and lift some restrictions NGOs such as ADRA Ethiopia had on managing development and humanitarian programmes. Despite some progress, an attempted coup during May-June 2019 enforced a state of emergency in the country. This limited ADRA Ethiopia from accessing programme locations and delayed some of the planned activities and the baseline.

The NOK to USD exchange rate has weakened in 2019, leading to an exchange loss and expectations of an unfavourable exchange rate in 2020. Due to delays in starting SEAQE2 activities, there has not been a direct impact on 2019 activities; however, the overall budget for 2020 and amounts that will be carried forward from 2019 has been revised taking into account a new and more conservative exchange rate, leading to a reduction in the partners' budgets in USD at the rate of approximately 12%. Cuts and adjustments have been made to activities, as well as operating costs and office expenses. SEAQE2 partners were able to find ways to reduce their budgets through greater cost sharing of administrative costs with other projects, finding more cost-efficient ways to implement planned activities and by reducing the targets for some activities. ADRA Norway has updated its risk analysis matrix and has submitted it with the annual implementation plan and budget for 2020, on 1 November 2019. We are also attaching it here in **Annex 7**: Risk Analysis for reference.

2.3.3 Cross-cutting Issues

2.3.3.1 Gender
In SEAQE2, we have been working with the parents to promote, manage and monitor gender discrimination, strengthen coordination, address barriers for boys and girls to quality education and ensure the tailoring activities to the different needs of boys and girls. All data collection has been sex-disaggregated to enable analysis of the results by gender. Across the programme during the start-up phase, gender training has been conducted for staff and partners to improve the gender sensitivity of our implementing teams. ADRA endeavours for gender balance in its project teams and works towards

appointment of women in key positions. An example of this is the appointment of a woman as ADRA Somalia's Technical Advisor to the Federal Ministry.

In schools and communities, training for PTAs/SMCs, teachers and parents, and awareness programmes have also incorporated gender sensitivity topics to prioritize or address issues of gender that impact equal access of boys and girls to quality education and promote education for all. The focus has been primarily on barriers associated with girl's education, such as GBV and menstrual hygiene across programme countries, early marriage in Somalia and South Sudan, and female genital mutilation (FGM) in Somalia. However, the programme has also analysed specific barriers for boys, and remains sensitive to supporting access to education for boys, and better learning. An example of this is in Myanmar where the performance of boys is weaker than the girls in school. Consequently, additional support is provided to improve their learning. In the TVET programmes, girls are given support to join skills training in non-traditional skills training.

2.3.3.2 Inclusion
Support is being provided to team members to develop and strengthen their understanding of inclusion and their capacity to identify, manage and monitor issues relating to disability and impairment, exclusion based on ethnicity or membership of minority groups or languages, or any other kind of exclusion or marginalization. During the baseline study process, disability assessments were also conducted to better understand the needs and barriers associated with disability.

Work is also being undertaken to strengthen coordination and linkages in the target areas were specialised services are needed. For example, in Somalia a partnership has been formed with two local organizations specialised on disability, DAF and HAARAN, and in Myanmar with Eden Centre and Humanity and Inclusion and in South Sudan with Light for the World.

Special visits with key stakeholders have been arranged to raise the profile of the issue with schools and communities. In South Sudan, the National Directorate for Gender and Inclusion attended stakeholder meetings and visited schools and informed county authorities about the Ministerial Order No. 28/2017 on inclusive education. Inclusive education messaging and topics have been incorporated into all community awareness events and training for teachers, head teachers, PTAs/SMCs, Community education committees (CECs). One of the most effective tools being used by the SEAQE2 programme are community led mobilization initiatives for door-to-door campaigns in Somalia and Ethiopia to reach out to families where there are children with disabilities or children out of school.

While the focus in SEAQE2 for inclusion is primarily on gender and disability, the rights of minority groups are also being addressed, particularly in Myanmar where education access is limited for children from ethnic minorities in the conflict-affected areas. ADRA is working there through the Kayin State Education Working Group that includes INGOs, Ethnic education actors and the government to work on recognition of learning for refugee returnees and minority groups, and enrolment in school.

2.3.3.3 Child Participation
It is a priority in the programme to promote child participation in the schools during the programme implementation. Through all the SEAQE2 countries, this has primarily been done through the formation of school clubs at the schools. These student groups are formed usually with 20 to 30 members and have support from a male and female teacher who serve as mentors. In Somalia, the school clubs are also organized in coordination with the community education committees (CECs) to strengthen the engagement of children in community engagement activities. The SEAQE2 staff are using these groups to hold focus group discussions and debates on child protection issues to give children a voice. The School clubs are encouraged to participate in school development planning events and influence decisions in the schools. In Myanmar, the teams are also encouraging PTAs/SMCs to allow participation from older children. The clubs give an opportunity for children to develop

leadership skills and provide feedback on a range of issues, including efforts to mobilize out-of-school children to get them to attend school.

2.3.3.4 Safeguarding and Child Protection

Developing the capacity of partners, project teams, school management, teachers and communities on safeguarding and child protection is a priority for the SEAQE2 programme. CP issues are included as part of the orientation for all staff, and staff sign a code of conduct, in line with CP policies and all contractors and partners also sign the code of conduct.

Schools are monitored by project staff and a complaint and response mechanism is established that is accessible to all project participants and stakeholders. Websites of ADRA Norway and some of the partners, such as ADRA South Sudan, also have pages where reports can be lodged.

PTAs/SMCs are trained on the roles with regard to safeguarding and Child Protection, timely incident reporting, confidentiality and responses or actions to be taken and these groups develop action plans for Safeguarding and child protection. Mobile teacher trainers who visit schools in Myanmar provide training to SMCs, teachers and parents on protection and safeguarding.

Cases that have been identified within the reporting period include instances of drunken teachers, corporal punishment or abusive punishment practices, early marriage, FGM, child-labour domestic violence and abuse. There are also high levels of distress in target areas, particularly in Somalia and South Sudan, where adverse conditions, poverty, hunger and conflict manifest, and we see many cases of post-traumatic stress. The response to these issues is often complex and in cases often go unreported, perpetrators are rarely exposed due to social ties or fear of reprisal and issues such as FGM are secretive within families and communities and can only be identified through proxies or further interrogation. Incidences of corporal punishment in schools have been reported and the matter is taken up with either the SMC, the community education committee (CEC) or the Ministry of Education officials (at times local, state level or national).

A mapping of service providers is conducted in the target areas to establish referral pathways for different types of cases such as Gender Based Violence (GBV), disabilities, early marriage and female genital mutilation (FGM). In Somalia some of the sensitive issues are not approached directly but through empowered community leaders or human/child rights and gender activists and/or collaboration with elders and religious leaders, with a view to transforming communities through these internal influencers. This approach is also being used in South Sudan with the girl's forums and the involvement of girl/person with disability role models/advocates. In Somalia, focal teachers nominated by the community education committees (CECs) are appointed to act as liaisons for overall child wellbeing, and act as an entry point for case management. In South Sudan, ADRA cooperates with UNFPA and a local organization, ARC, on GBV responses and on adolescent sexual and reproductive rights. Activities in schools and training on psychosocial support is also provided in Somalia and South Sudan. Some advocacy work has been initiated in South Sudan at stakeholder meetings where national and local education officials, local government and traditional leaders are committed to ending early marriage.

ADRA is a member of the child protection and GBV cluster group and works closely with the relevant government counterparts.

ADRA Norway is working with a Safeguarding and Child Protection expert to build capacity of ADRA Norway and its SEAQE2 partners in relevant safeguarding and child protection areas. We have had a similar approach to the SEAQE Sahel programme during 2019. During 2019, ADRA Norway developed a 'Strategy for Eliminating Corporal Punishment in Schools' which provides suggested activities for programmes to work with teachers, schools, students, parents and the wider community to change

mind-sets, improve children's awareness of their rights and the ability of teachers to practise positive discipline. In addition, we have developed some guidelines on safe recruitment and safe programming.

During 2020, we are planning to have a series of engagements with our partners including audits in order to determine current capacity of partners on safeguarding and child protection. In addition, we will support all partners to update their current CP policies and procedures. Below are the contents of a plan that we will start to roll out during 2020 and 2021 with all SEAQE2 partners:

- Reviewing existing policies and procedures relating to safeguarding and child protection. Making updates where necessary, or producing new documents where needed (safeguarding, child protection and whistleblowing policies).
- Country-specific training on safeguarding and child protection.
- Each partner will develop an action plan to address safeguarding and child protection.
- We will plan at least three webinars on: Prevention of Sexual Exploitation, Abuse and Harassment (PSHEA), safe programmes, and; establishing referral pathways.
- Pathways/mechanisms for reporting and handling protection related cases, including those where the alleged perpetrator is affiliated with ADRA. Provision of and guidance on the use of incident report templates and case note templates.
- Review of recruitment procedures to strengthen adherence to ADRA Norway's safe recruitment guidelines.
- Training and guidance provided to a Safeguarding and Child Protection Focal Point.
- Provision and training/guidance of the use of ADRA Norway's training package on safeguarding and child protection for all new and existing staff across all SEAQE2 partners. The training package is to be delivered by the Focal Point in addition to other trained staff to all newly recruited staff, and then to be repeated at least every two years. The package is modular, consisting of essential and additional modules.
- Monthly meetings which review progress against the agreed action plan and provide mentoring support (for example, reviewing cases, problem solving for common issues, etc.).
- More specifically to the SEAQE2 programme, the model for increasing the capacity of schools to protect children will include:
  o A training package on child protection for use by programme staff to deliver to schools, communities, law enforcement agencies and other stakeholders.
  o A template child protection policy for schools to guide programme staff in supporting each school to develop their own child protection policy, or simply fill in the template if they are in agreement with all aspects.
  o Identifying and appointing two lead teachers for child protection (one male and one female) in each school. These lead teachers will receive additional training.
  o Form child rights clubs/student governments etc. in each school, with clear terms of reference and specific roles and responsibilities around raising awareness of child rights within their schools.
- To align with ADRA Norway's Strategy for Eliminating Corporal Punishment in Schools, we will roll out the following topics, through interactive training and mentoring and follow up with our partners:
  o A training package for staff to deliver training on positive discipline to teachers is currently being produced.
  o A package supporting staff to work with schools to develop whole school behaviour management policies is also planned.

2.3.3.5 Disaster Risk Reduction

All the target areas for SEAQE2 are prone to disaster and therefore a range of disaster risk reduction and preparedness activities are implemented in collaboration with the relevant government departments, school management structure and communities. As part of the broader perspective of

the 'safe schools initiative' and 'protecting education from attack,' the programme works towards continuity of education during disasters and conflict. Our partners all participate in their respective Education clusters where they contribute towards advocacy efforts around protecting education in conflict settings (linked to the Global Coalition to Protection Education from Attack (GCPEA)) and contribute towards the data that is used in global advocacy.

In Somalia, school safety initiatives included training of staff and school stakeholders on participatory vulnerability analysis, safe construction and rehabilitation of school infrastructure, disaster preparedness and mitigation activities, increasing the resilience of education delivery. Project areas are prone to flooding, protracted droughts and conflict to varying degrees. Resilience is included in training for school-based interventions such as child clubs and as part of the psychosocial support training to strengthen the resilience of children to foster learning and wellbeing, as well as social capabilities and skills to cope, recover from hardships and be fully prepared for future challenges. SEAQUE2 works at the policy and technical levels with the MoE to prioritize DRR inclusion in plans with emphasis on safe learning facilities, school disaster risks reduction activities and school disaster management. In South Sudan, the Ministry of General Education and Instruction (MoGEI) provides a framework for DRR and resilience in the new teacher capacity building programme and DRR is also part of the life skills curriculum. The team there worked with communities to identify risks and mainstream DRR into activities, including al training conducted so far with PTAs/SMCs and head teachers.

2.3.3.6 Environment

ADRA Norway encourages its partners to adopt and implement sustainable environmental policies and practices to ensure that programme activities that may have impacts on the environment are properly assessed and managed. We provide awareness and understanding to SEAQE2 staff on effective environmental behaviour and management in undertaking project activities and office operations, and undertake education advocacy activities among partner CSOs that promote ecologically sustainable development. Through awareness creation programmes for children and communities on climate change adaptations and disaster prevention and mitigation, we believe we have played our part in the sensitization of masses. In practice, we have promoted environmental clubs in schools. These clubs focused on water conservation, waste management, and tree planting activities within their schools. The latter is both for aesthetic value and creation of micro-climates in the school surroundings.

In the construction and renovation of buildings we endeavour to conform to environmental requirements and clearances from concerned government agencies and Norad policies on the environment. During construction and rehabilitation in the schools the contractors are briefed on issues regarding environmental management. As in the past, we are installing solar power in schools for lighting and as an energy source. This does not only provide cheaper and sustainable energy in the long run, but also promotes awareness and practice to harness the readily available renewable solar energy for power needs.

We work to integrate good environmental practices in community activities such as the use of recycled papers during meetings, workshops, and trainings and proper disposal and segregation of project waste, while educating and promoting awareness to communities and parents about good environmental practices during community assemblies and parents' forums. An example of this comes from ADRA South Sudan where the use of electronic communication like sharing of written documents in soft copy has been encouraged.

2.4 Cost Efficiency of SEAQE2

Cost efficiency is a key guiding principle for all procurements and activities of SEAQE2. This involves evaluating bids and choosing constructors that deliver quality at a reasonable price. SEAQE2 seeks to purchase materials and equipment locally, where possible, to reduce costs and assist the local

economy. Furthermore, SEAQE2 works to engage school staff, parents and communities to mobilise resources. This includes communities maintaining and improving education structures and supporting teachers in enrolling all children in school. ADRA Norway is in the process of developing internal benchmarking and looking at changes in unit costs. ADRA plans to share monitoring results across teams, the programme and beneficiaries in order to capitalise on learning and use evidence to directly feed into the management and planning of SEAQE2. These tasks have not yet commenced, as the Monitoring Evaluation Accountability and Learning (MEAL) staff efforts were dedicated to baseline and database development in 2019. Instead, it will be a prioritised task to have this approach, with measurable indicators, ready for the mid-term review.

3. MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING

3.1 Baseline
An extensive and time-consuming baseline was conducted from May 2019 to February 2020. A consultancy company, Carfax Projects (UK), led the execution of a major baseline survey from May to October 2019, with ADRA staff and additionally hired enumerators collecting the data. In addition to the work conducted under the auspices of Carfax Projects, ADRA conducted further data collection and an assessment using the quantifiable qualitative *Effective Teaching and Learning Environment* (ETLE) assessment tool.

3.2 MEAL system
In May and June 2019, two start-up workshops for MEAL were held in Yangon (with all Myanmar partners) and Addis Ababa (for Ethiopia, Somalia and South Sudan). During these workshops, the MEAL systems of the four implementing offices were assessed, using the international ADRA network's MEAL system assessment; common understandings of the results framework, definitions and means of verification were reached; MEAL work plans were developed; and presentations and discussions were held on data quality, ethics, data protection and data quality. These workshops created strong foundations for a MEAL system with a common understanding. Follow-up workshops were held in Nairobi (for Ethiopia, Somalia and South Sudan) in January 2020 and in Yangon (for Myanmar) in February 2020, where further agreements and common understandings were reached which have created a basis for the reporting of data for this report.

In 2019, before the baseline, the abovementioned ETLE assessment tool was developed. Based on the ETLE tools previously used in SEAQE's first phase and in SEAQE Sahel, it was extensively revised. It includes all the aspects of teaching and learning environments SEAQE2 are addressing. Allowing us to qualitatively monitor the state of these environments, and reporting it simply in a quantitative manner, the ETLE tool is an important aspect of all four parts of MEAL – monitoring, evaluation, accountability (to beneficiaries and donors) and learning.

ADRA has also purchased a new data management platform for the SEAQE2 programme, which will help ensure relevant and reliable data are collected and produced for all our purposes. With the new platform, data verification and quality assurance will be easier to conduct than was the case in the first phase of the SEAQE programme. Relevant staff in the four implementing countries were trained on this platform in January and February 2020.

3.3 Regular monitoring and data quality assurance
The data reported in this report was collected through both regular monitoring exercises and through the baseline survey.

Data verification and quality assurance exercises have been conducted both in the programme countries (by ADRA offices and, where applicable, by other implementing partners) and thereafter by ADRA Norway. This double (in some cases triple) assurance ensures that the data reported herein is

of the highest quality and reliability. This is done by double-checking some data directly at the source of collection; then ensuring that data has been correctly entered into databases; definitions of indicators correctly understood; and data correctly aggregated.

3.4 Accountability

In **Ethiopia**, ADRA began designing a feedback and complaints mechanism for beneficiaries of the programme to share their feedback and submit any complaints they may have regarding the programme or ADRA. It is estimated that implementation of this mechanism will begin in 2020.

In **Myanmar**, ADRA focused in the first year on accountability between ADRA, on the one hand, and local government (both Myanmar and Karen governments), constructors and other partners on the other hand.

In **Somalia**, ADRA has committed ourselves to provide beneficiaries and communities with timely and transparent information about key programme components and decisions. This is done through CECs and other relevant forums, and these are encouraged to provide meaningful feedback on the programme.

In **South Sudan**, community leaders and government officials were included in the planning of the programme. Further, information meetings have been held with leaders at different levels, to share information about the programme.

In 2019, the international ADRA network, through its expert group on MEAL (MEAL Technical Learning Lab, of which ADRA Norway has the co-chair) began working on a package of guidelines and tools for accountability to beneficiaries, as well as indicators to measure the level of achievement. After the whole package is finalized in June 2020, it is planned to be implemented in SEAQE2, to strengthen the accountability work further.

4. OVERVIEW OF FINANCES

4.1 Overview of financial situation and expenditure and deviations

An overview of the annual budget with comments and explanations on deviations is attached as **Annex 1**: SEAQE2 Consolidated Expense Report Including Deviations Comments.

5. DATE, SIGNATURE AND TITLE:

Date:	05.06.2020
Signature:	*(signature)*
Title:	Programs Director, ADRA Norway

6. LIST OF ANNEXES:

Annex 1: Consolidated Expense Report Including Deviation Comments
Annex 2: Financial Statements
Annex 3: Audit Report
Annex 4: Management Letter
Annex 5: SEAQE2 Results Framework with 2019 Data
Annex 6: Risk Analysis