Annual Progress Report 2020

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
MoE	Ministry of Education
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
NFE	Non-Formal Education
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

![ADRA logo]

1. INTRODUCTION

1.1 General Information

Name of grant recipient:	**ADRA Norge**
Agreement number:	**QZA-18/0353**
Agreement period:	**01.03.2019 – 31.12.2023**
Report for years:	**2020**
Type of report submitted:	**Progress Report**

1.2 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 target 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 target 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 equity in education. Output indicator 4.1 also states that learners should have increased influence on decision making and have a voice in matters that concern them. All these goals work together to establish a new mindset regarding inclusive education that will lead towards eliminating discrimination.

SDG target 4.C 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 and cross cutting issues such as Positive Discipline. (Output indicator 3.1.1, Output 3.2, Output indicator 3.5.2)

1.3 Context

1.2.1 General Context

In **Ethiopia**, the SEAQE2 program has advanced steadily despite repeated security disturbances, armed conflict in the Tigray region and imposed restrictions due to the Covid-19 pandemic which started in the middle of March. Repeated security disturbances occurred in the operational areas. From late of June 2020 to July 2020 there was intense security issues in Ethiopia following the assassination of

Oromo artist and activist Hachalu Hundessa on June 29, 2020. In the SEAQE2 operation areas like Shashamane, Ziway (where the ADRA office is located) and Negelle Arsi towns, buildings, hotels and shops were arsoned and wide spread destruction to properties was observed. This violence and unrest led to the loss of hundreds of lives and the detention of thousands, creating high tension within communities. This situation directly affected SEAQE2 project activities, specifically in terms of delays in the construction of new school buildings. On November 4, 2020, Tigray People Liberation Front (TPLF) and Ethiopian National Defence Force (ENDF) soldiers came into conflict as the TPLF mounted attacks on the ENDF Northern Command headquarter in Mekelle. On November 9 and 10, 600 hundred civilians were killed in a massacre in the town of Mai Kadra according to a preliminary investigation by Amnesty international and the Ethiopian Human Rights Commission. Thousands of People are believed to have been killed in the ongoing conflict. As of December 2020, the UN estimates that more than one million people have been internally displaced because of the fighting and more than 50,000 people have fled to Sudan due to the armed conflict. The Federal Forces captured the Tigrayan capital Mekelle on 28 November 2020, after which Ethiopian Prime Minister Abiy Ahmed declared the Tigray operation over. This volatile situation indirectly affected the opening of schools and also the psychosocial well-being of learners in general and the potential escalation of the civil war and its effect on the socio-economic structure of the country created general fear and stress among citizens.

In **Myanmar** the Political context in the country during most of 2020 was relatively calm, with conflict and fighting deescalating as the country focused to control COVID-19. However, this changed after the general elections, which took place in early November. The election occurred amid continued tension between the military and the Aung San Suu Kyi-led National League for Democracy (NLD) government, which first took power after winning the first democratic 2015 general election. Reasons for the dispute included disagreements on proposed constitutional reform, such as the military's 25-percent reserved seats and effective veto power at the national parliament, and the handling of insurgent movements in Myanmar. Multiple incidents, including the finding of unexploded grenades at the home of an election official in Naypyidaw and clashes between NLD and opposition supporters, had occurred leading up to and following the elections. The NLD won at least 396 seats in the national parliament (Pyidaungsu Hluttaw) retaining its power, However, opposition parties, including the military-backed Union Solidarity and Development Party (USDP), claimed that irregularities occurred during the elections. There has not been any significant evidence presented to back these allegations. These events ultimately led to the Military take-over in February 2021. Since then, the security situation in Myanmar has spiralled out of control, with the military showing excessive force against protesters in urban centres, as well as military campaigns against the armed ethnic-minority groups. The military has been on the offensive against the Karen National Union since late 2020, and the conflict continues to escalate. As the project is implemented in and around KNU territories, this has detrimental impacts on the SEAQE2 project, affecting beneficiaries, activities, and educational infrastructure. Already in late 2020 there were reports of fighting in Northern Karen, with the displacement of more than 4000 civilians, creating a humanitarian situation which continues to escalate.

In **Somalia**, the International Monetary Fund and World Bank declared the country eligible for debt relief under the Heavily Indebted Poor Countries Initiative in March of 2020, after Somalia cleared its arrears with international support. However, ongoing armed conflict, insecurity, lack of state protection, and recurring humanitarian crises in 2020 have exposed Somali civilians to multiple challenges. Severe weather patterns, locust infestations, and Covid-19 worsened the ongoing humanitarian crisis, with over 620,000 new displacements due to flooding, adding to the country's 2.6 million internally displaced[1]. The displaced communities faced cycles of forced evictions, dire living conditions and limited access to basic services. Restrictions imposed by the government to limit the

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[1] https://www.hrw.org/world-report/2021/country-chapters/somalia

spread of the pandemic, including restrictions on movement and measures to ease congestion, along with price hikes and reduced remittance flows, further limited access to livelihoods and health care for displaced communities. Relations between the federal government and the federal member states continued to deteriorate, diverting attention from much-needed reforms.

In **South Sudan**, the delivery of services of the government have not improved while political contentions regarding the implementation of the peace process as stipulated in the "Revitalized Agreement on the Resolution of Conflict in South Sudan" went unresolved in 2020. Key states and counties have been left without leadership such as the state's governors, ministers, county commissioners and members of parliaments which has inhibited coordination of service delivery between the government representatives and humanitarian organisations. The project target areas of Greater Kapoeta and Budi counties have continued to experience incidences of inter-tribal conflict between the Toposa and the Buyas communities, cattle raiding by Turkana pastoralists, attacks on civilians, revenge killings, road ambushes and armed robberies which have increased concerns of security of personnel and implementation of SEAQE2 program activities. ADRA reported one incident of armed robbery in February 2020 while staff were travelling between project locations, fortunately without any lives lost. This has led to higher project implementation cost as movement along Budi-Kapoeta roads requires hiring of escorts to accompany any staff planning field activities to those project schools.

1.2.2 Covid-19 Pandemic

In **Ethiopia**, Schools closed on 16 March due to the Covid-19 pandemic after five cases of the virus were confirmed following the declaration of the virus as a pandemic by the World Heal Organization (WHO) on 12 March, 2020. The Ethiopian government immediately declared the official closing of schools to mitigate the spread of the virus after consultations were made with top officials. As a result, most children in Ethiopia were out of school for more than seven months of the academic year. Nationwide, more than 26 million children were unable to attend school, including more than 10 million in the Oromia region where the SEAQE2 program is implementing activities. On 3 April, the Ministry of Education of Ethiopia introduced the "Concept Note for Education Sector Covid-19 Preparedness and Response Plan''. The Objective of the response plan was to ensure the continuity of basic education and to contribute to the effort of controlling the spread of the virus. This concept note considered three modalities for different group of students; digital learning, audio-video programs and material distribution. ADRA Ethiopia assisted their local education sector with necessary materials. However, due to limited access to radio and television devices with reliable electricity unavailable to the majority of the rural population, it is safe to assume large gaps in the rolling out of this response effort between the urban and the rural population as well as for disadvantaged groups, persons with disabilities and students with non-literate families. Many children have most likely received very little or no form of education during the period of protracted school closures, presumably resulting in significant learning loss and inequalities resulting from the situation. Schools which met the necessary Covid-19 protection requirements reopened in October 2020, however generally with reduced capacity. A double shift system has been implemented in many schools, extending school days to 6 (from 5), which puts extra pressure on school administration and teachers. The government decided to give free promotion to the next grade level in all primary and secondary schools, except for the graduating levels of grades 8 and 12, which will have to sit for standardized regional and national examination. The examinations for grade 8 were administered in December 2020, while the grade 12 exams were not administered in 2020. The total impact of school closures and Covid-19 restrictions on primary and secondary education in Ethiopia is yet to be discovered, but it is clear that the impact will be severe.

In **Myanmar** the COVID-19 pandemic had a tremendous impact on access to education across all states and regions in the country. Given the country's weak health infrastructure and underlying public health vulnerabilities, prevention is key, and authorities have put in place various movement control

measures in order to curb the spread of COVID-19, including school closures, which represents a significant challenge for students and education providers. Myanmar reported its first 2 cases on 24 March 2020, followed by a gradual increase in cases which resulted in school closures in May 2020, and since then education institutions have remained closed. During 2020, the SEAQE2 project has followed the national COVID-19 Response and Recovery Plan for the education sector developed by the Ministry of Education, which objective is to provide an overall framework to ensure the continuity of quality and equitable education in Myanmar during the COVID-19 pandemic in the short, medium and long-term, including the vocational training sector. Restrictive measures were intended to be reduced gradually by the end of January 2021, however the political crisis in the country made this impossible. ADRA Myanmar has joined other actors in the country to advocate for safe re-opening of schools including supporting the schools to put in place safety measures and infrastructure to enable schools to function again. Also, ADRA plans to undertake back-to-school assessments by supporting teachers in order to determine the learning that took place during the closures of education institutions and be responsive to individual student needs by introducing remedial education and restructuring learning. Prior to the military coup it was assumed that the COVID-19 situation in the country would be fully contained by mid-year 2021, but this is now unlikely.

In **Somalia**, the outbreak of the Covid-19 pandemic and the following safety measures applied such as restriction of movement of people, long closure of schools and social distancing have all challenged community engagement as well as education authorities when it comes to effective project implementation. Armed groups have forced populations in the South and Central regions of Somalia into IDP camps in major towns. This, in effect, means that key towns and areas that the SEAQE2 project targets are carrying the largest burden of IDPs, returnees and strained host communities, all affected directly or indirectly by displacement. Humanitarian responses have also been impeded as the influx of IDPs into big towns is consistent, while access has been limited due to the 2020 travel restrictions. This has left vulnerable populations at risk of covid-19, in addition to a greater subset of risk factors.

In **South Sudan**, due to the rising confirmed cases of COVID-19 all institutions of learning were closed in March 2020, negatively affecting the education of children, particularly in remote areas such as those targeted by the project. The MoGEI in collaboration with partners, including ADRA, developed an innovative multi-grade radio learning programme ('School on Air') to engage school-going children from home, although the coverage of this program was limited to primary grades 5-8. ADRA adapted activities to support learning continuity through 'school on air' and through home-based learning and learning in small groups. In October 2020, the government reopened candidate classes (P.8 & S.4) to allow learners to prepare for final examinations, while other classes still remain closed to-date. It is likely that schools will re-open in May 2021.

1.2.3 Education Context

In **Ethiopia**, the measures taken by the government to mitigate the pandemic has had several negative effects in regards to children and attitudes towards education in general. There has been declining interest by caregivers and learners towards education, while early marriage and harassment of children has increased. In early September, the Minister of Health advised the parliament that it was possible to reopen schools on September 18, 2020, provided certain conditions were met. Great care was to be taken in order to prevent the spread of virus. However, not all schools were able to meet the strict requirements to fully open, and some schools only concentrated on welcoming the graduate classes back, further delaying the schooling of a large number of school children. The delay in opening of schools continues to have a negative impact on the overall development and the wellbeing of children. The SEAQE2 project has supported the government effort to provide continuity in the education sector by cooperating with the Oromia Education Bureau, and providing a photocopying machine, printers, printer paper, and printer toners to support modular learning for both districts in which the project operates. Schools needed improved infrastructure to help prevent the spread of

COVID-19 when schools reopened in SEAQE2 targeted areas. However, schools were not able to improve basic infrastructure and other necessary facilities because of limited funds. Mobilizing the community to engage in resource contribution was one of several crucial activities for school head teachers and PTAs in order to improve infrastructure including WASH, sanitation facilities (Personal Protective Equipment) and support for learners in need during the pandemic. In this regard, the SEAQE2 project has provided various trainings and awareness campaigns for PTA members in order to mobilize communities to contribute their resources in order to improve their school environments. As a result, SEAQE2-supported schools and TVET centres have improved infrastructure to make schools/TVETs healthy, safe and protective. The community was also involved in maintaining peace and security in the operation areas by facilitating discussions and lobbying for action with local elders and traditional leaders to safeguard their schools from vandalism by mobs during the civil unrest witnessed in 2020.

In **Myanmar**, the SEAQE2 project remains part of a complex web of education systems and providers that cater to over 9.1 million learners and 932,200 higher education students. The Ministry of Education (MoE) is the largest provider of education services in Myanmar. Accounting for 83 percent of public spending in the sector, it manages more than 47,000 public schools and oversees 134 higher education institutions. The MoE also runs school-based early childhood education (ECD) programs in about 4,000 schools with some support from UNICEF and different NGOs, and some local faith-based organizations are implementing ECD programs using a community-based approach. In addition, more than 1,500 monastic schools registered with the Ministry of Religious Affairs (MORA) deliver the MoE curriculum while providing food and board for almost 297,000 children from the poorest communities and households. Ethnic basic education providers (some affiliated with ethnic armed organizations) provide education services of varying quality to more than 300,000 children, with well-established systems operating in Kachin, Kayah, Kayin and Mon states. ADRA, through different projects, including SEAQE2, is supporting more than 80% of the caseload in ethnic areas. Despite public spending on education increasing significantly in recent years, minority ethnic education systems remain marginalized, without any financial support from the government. ADRA continues to advocate for equity in the education sector, including recognition of prior learning across the education systems, through the SEAQE2 project and other education projects. The National Education Strategic Plan (NESP) 2016-21 guides the education reform process in Myanmar, and provides the government, education stakeholders and citizens with a 'roadmap' for sector-wide education reform. The MoE, with the support of the Global Partnership for Education (GPE) and development partners, was in 2020 in the process of drafting the next NESP, which was expected to be a 10-year strategy (2021-2030) aligned with the Myanmar Sustainable Development Plan (MSDP) and the Global Sustainable Development Goals. ADRA has been actively participating in this process, advocating for a specific strategy and in regards to government commitment towards supporting Ethnic Basic Education Service Provision and a component on the implementation of an Ethnic Basic Education Providers (EBEPs) Support Program. The former MoE pushed back on this aspect, but ADRA believes that without such a strategy the future of the ethnic education systems is at risk.

In **Somalia**, despite the efforts to strengthen government institutions, the Ministry of Education, Culture and Higher Education (MoECHE) continues to struggle with a weak institutional capacity while working towards strengthening the policy processes and comprehensively deliver expectations of the Education Sector Strategic Plan (ESSP). The Education Act and most policies and guidelines have existed as a draft for quite some time. The documents include the following; National Education Policy, the Private Schools Policy, Higher Education Regulatory Framework, WASH in Schools Guidelines, Community Education Committee (CEC) Policy Framework, Education in Emergency Policy, Accelerated Basic Education Policy, Early Childhood Education (ECE) Policy Framework, School Infrastructure Policy, Quality Assurance Framework Policy, and School Feeding Policy. Changes of political and technical office holders at State and Federal levels of governments have been disruptive for the critical coordination with authorities and the pace of implementing projects, including SEAQE2. Challenges include government officials wanting to place new demands for previously approved projects and planned activities. Political differences between state governments and the Federal

government has been on the rise during the project reporting period further undermining ongoing developmental and humanitarian activities.

In **South Sudan**, the Ministry of General Education and instruction (MOGEI) has started the rollout of a new national curriculum, and had NGO partners support the distribution of new text books and a competency-based curriculum which is expected to strengthen child-centred learning. This process was disrupted by COVID-19 closures, but is expected to resume in 2021. During the reporting period, construction and rehabilitation of classrooms, water supply and latrines proceeded as planned, catching up from 2019 and completing SEAQE2 targets for 2020. ADRA was also able to continue training PTA committees on DRR, assist in gender and policies development, support family strengthening activities, help establish school gardens, support VSLA and REFLECT cycles, procure and distribute scholastic materials, and equipping schools. ADRA also stablished a mentoring program for teachers and PTA members to accelerate implementation of activities in families, schools and communities and adapt to the restrictive COVID-19 measures.

2. RESULTS
2.1 SEAQE2 Progress Overview

Reflections on the project's Theory of Change

SEAQE2 was designed with a learner-focused approach in mind, as reflected in ADRA Norway's education program strategy. This learner-focused model evolved out of ADRAs previous programming as a response to lessons learned. The four key focus areas through which ADRA seeks to create an enabling environment can be summarized in the following words: "all learners are safe, included, engaged, supported and learning." This is achieved by undertaking activities that bring about 1) inclusion; 2) safety, health and protection; 3) engagement of students, families and communities as active participants in education; and 4) effective teaching and learning (see figure 1). Learning from former programming has demonstrated that to be effective, improvement of learning environments must be accompanied by parallel strengthening of the governance system at various levels including Local Government, State, and Federal levels. Through SEAQE2, ADRA and its partners are strengthening civil society groups to influence policy, practice and governance environments, with the aim to improve local educational institutions.
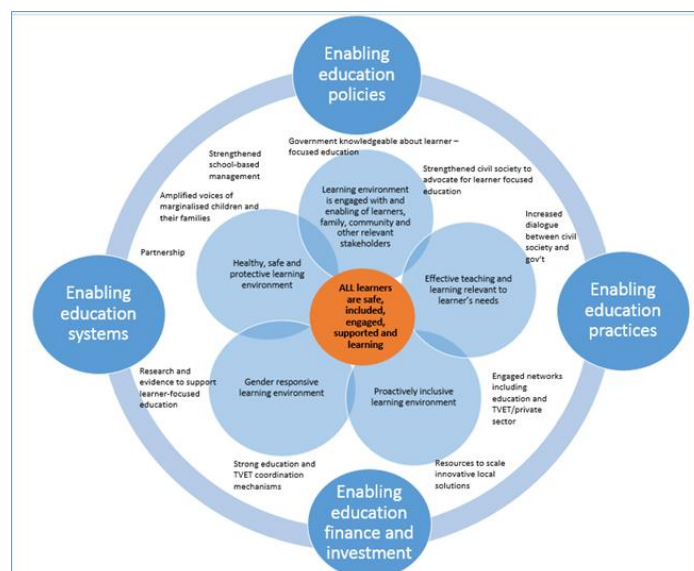
Reflecting the principles of inclusion and equity, the project schools, non-formal centres and TVET institutions are supported to be accessible, welcoming to all children and seeking out marginalised children. Learner-focused pedagogical approaches are to be implemented in healthy, safe and protective learning environments that encourage the democratic participation of children, parents and the community. However, the covid-19 pandemic has largely prevented education institutions

from reaching this goal so far in the project. Whatever learning has taken place in 2020, it has happened largely outside of the classroom. As a response to this, the project has placed an extra emphasis on online, self-paced, distance learning. While not a full substitute for face-to-face interaction in the classroom, solutions such as e-learning have proven themselves to be a necessary part of an education systems toolkit, in order to maintain a form of continuity, and to fulfil our objective of putting the learner first.

From the outset, one of the projects assumptions was that better-quality teaching would lead to an increase in learning for children in educational institutions. The increased likelihood of learning, and the increased inclusivity of educational institutions would in turn attract more learners to education, leading to an increase in enrolment rates. This would result in children and youth who were previously excluded now gaining access to education, more children staying on in school and more youth having access to economic opportunities or further education. With learning institutions closed most of 2020, this chain of assumptions has yet not manifested, and we are now faced with the risk that many students will not return to school. The emphasis moving forward will need to be centred around access, motivating children and young people, and encouraging their parents to send their children back to school.

Despite the current situation, the project will continue to improve the quality of teaching in schools and training in TVET centres, providing relevant skills, enabling higher learning outcomes, and ensuring that we are targeting children from the most marginalised backgrounds. Children from hard-to-reach communities will be accessing a broader and more relevant education through strategies that are appropriate to their social and geographic context. Students will be safe and included, engaged, challenged, and supported. By the project creating this enabling environment, students are more likely to learn and stay in school, go onto further education or find suitable work in the job market. We expect to see reduced dropout rates, as students and their families come to realize the value of education. Moreover, successful educational institutions are viewed positively by the community. This improved reputation leads to greater demand. At an impact level, this dynamic leads to learners accessing improved education, becoming employed and contributing positively to society.

In theory, SEAQE2 interventions should move towards becoming sustainable through increased government spending in the education sector resulting from advocacy and civil society led accountability initiatives. This is to be supported by increasing levels of capacity in educational institutions, local government authorities and regional and national agencies. Civil society organisations (CSOs) will build sufficient expertise within target communities so that these in turn can adequately engage in education issues and hold officials accountable. The objective is to work and lobby towards an increase in the level of government funding, leading to positive and sustainable change within the education sector.

The SEAQE2 project will be externally reviewed in a mid-term evaluation during the latter half of 2021. The evaluation will also consider to what extent the project's Theory of Change has held true.

2.2 Results by Indicator

Below, ADRA Norway has presented each outcome and output indicator as presented in the results framework. We have included a rating scheme for achievements for Year Two. 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)

Indicator 1: # and % of learners in supported educational institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments (ETLE and TVETQA composite indicator)

Objective Indicators will be reported at mid-term in accordance with the results framework

Indicator 2: % reduction in gender disparities in learning achievements in end-of-school exams

Objective Indicators will be reported at mid-term in accordance with the results framework

Indicator 3: % and # of learners (f/m) who are generating their own income or accessing further education after completing TVET (disability) (Norad indicator 3.1)

Objective Indicators will be reported at mid-term in accordance with the results framework

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

Indicator 1.1: % and # of out-of-school children (f/m) enrolled in supported educational institutions that remain in the learning institution the following year (disability) (Norad indicator 1.2)

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	70% of 220	88% of 498 (209 f; 230 m)	
Myanmar	70% of 231	0	
Somalia	70% of 158	0	
South Sudan	70% of 357	61% of 1170 (330 f; 338 m)	

Ethiopia: Cross-cutting issues awareness campaigns, as well as capacity building training for school administrations, school staff, school clubs, civil societies, and health and police officers have all directly contributed to the retention of learners in learning institutions. Combined with better quality education, improved infrastructure and safe and protective environments this will result in more out-of-school children (OOSC) remaining in school. 88% of OOSC enrolled in 2019/20 academic year have remained in the learning institution for the 20/21 academic year.

Myanmar: More than 36% of children within the project's catchment area are out of school. This is most notably the case within the remote rural areas of the Karen National Union (KNU) territories. During 2020, the SEAQE2 project has managed to initiate the non-formal education program in collaboration with the Karen Education and Cultural Department (KECD), an administrative authority of the KNU. The provision of quality Non-Formal Education (NFE) is improving access and encouraging participation of these marginalized young people. Training started in August 2020, despite disruptions caused by the Covid-19 pandemic. Given that the NFE training begun in 2020, this indicator is being measured for this target group in 2021.

Somalia: The SEAQE2 project was officially approved by the Somalia Ministry of Culture & Higher Education in February 2020, due to delays relating to permissions and political negotiations regarding location of schools to be constructed. While start-up activities were well underway prior to this, engaging OOSC as a stakeholder group did not commence in 2019. This indicator will therefore be reported on in the next annual report. In 2020, activities targeting OOSC included six separate "back-to-school" campaigns, and the establishment of 5 Accelerated Basic Education (ABE) centres.

South Sudan: 1,170 (506 F; 664 M) out-of-school children were enrolled in 2019, out of which 718 (380 F; 338 M) remained in school in 2020, registering for the 2020 school year before schools closed on 21 March 2020 for COVID-19 lockdown. Except for primary grade 8 and senior grade 4, school remained closed for the rest of the school year.

Indicator 1.2: # and % of learners (f/m) that benefit from education in 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

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	220 (147 f; 73 m)	226 (104 f; 122 m)	
Myanmar	251 (128 f; 123 m)	132 (63 f; 69 m)	
Somalia	158 (95 f; 63 m)	786 (354 f; 432 m)	
South Sudan	225 (113 f; 112 m)	727 (384 f; 343 m)	

Ethiopia: The numbers reported include attendance at 14 secondary schools. Numbers for OOSC from the TVET were not available at the time of reporting as enrolment had not started. The total number is higher than the target, however the number of girls enrolled is less than the target.

Myanmar: ADRA is collaborating with the Karen Education and Cultural Department (KECD) on an NFE program for OOSC. Despite disruptions due to covid-19, the NFE program began in August. One of the most challenging aspects of the ethnic minority education systems is the gap faced by students when wanting to transition into the official government education system. ADRA seeks, as an overall policy objective, to address this gap by creating education pathways for marginalized students, of which the NFE pilot program is one example.

Somalia: The project conducted more than six enrolment drive campaigns within the school's catchment areas in close collaboration with PTAs. This resulted in a high level of young people seeking admittance to ADRAs Accelerated Basic Education (ABE) programme. ABE is a non-formal education programme hosted within project-supported schools, with classes taking place after normal school hours. The objective is to enrol ABE students into the same schools, at a grade level suited to their progression. During this reporting period ADRA has seen greater retention of ABE students over the course of the ABE programme.

South Sudan: The enrolment of 727 (384 f; 343 m) out-of-school children, including 31 female children with disabilities and 16 male children with disabilities, ahead of the COVID-19 school closures, is largely attributed to the REFLECT program that encourages parents to enrol their children in school, community sensitization events conducted through the PTAs and the provision of learning materials. During school closures, ADRA also managed to support continued learning for 1,566 (516 f; 950 m) children through pre-recorded or radio education programs and supported re-opening in October 2020 of the Primary 8 candidate classes for 41 (12 f; 29 m) students to prepare for the national examination in early 2021, providing personal protective equipment (PPE) and hygiene materials. Tracer studies and accelerated learning programs will resume in 2021 and support re-enrolment of students as schools re-open.

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

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	294 (14 f; 280 m)	177 (18 f; 159 m)	
Myanmar	1264 (847 f; 417 m)	2671 (2099 f; 572 m)	
Somalia	156 (62 f; 94 m)	0	
South Sudan	130 (52 f; 78 m)	153 (12 f; 141 m)	

Ethiopia: This year, trainings that promote inclusive education was provided for 171 (18f; 153m) of which 133 (14f; 119m) teachers, 14 HTs (0 f; 14 m), 4 TVET deans (1f; 3m), 16 CPD team leaders (2f, 14m) and education office experts 4 (1f: 3m). Adding those trained in 2019, without counting any individual twice, a total of 177 (18 f; 159 m) educational personnel have been trained cumulatively. In addition, 61 (16f; 45m) PTA/SMC members, kebele education board (volunteers), representatives from girls' clubs, women and children affairs, social and labour affairs office and other education office experts participated in cross-cutting issues training and 110 (20f; 90m) PTA and SMC members were provided with inclusive education policies and practices training to promote inclusion.

Myanmar: 2671 (2099 f; 572 m) were trained to support and respond to inclusive education in 2020. The project supported teacher education through in-service trainings, and this improved the capacity of education institutions to provide inclusive education. Various teacher trainings provided during the reporting period improved teaching skills in literacy and numeracy assessment, how to address disparities in learning levels of students and how to provide psycho-social support to students affected by conflict and other emergencies, particularly the COVID-19 pandemic. Moving forward, the project will continue to improve skills in classroom management and organization and respond to the needs of students with different learning levels. Trainings within Karen National Union (KNU) territories were conducted by the Karen Teachers Working Group (KTWG) in 31 sites across 7 districts, with a total of 2251 teachers present. Within government-controlled areas, ADRA held Teacher Training-of-Trainers (ToT) sessions via Zoom and launched the much-anticipated e-learning course covering 21st Century Skills for teachers. In addition, 31 head teachers attending a 3-day in-person training session covered the subjects Managerial Skills & Administration Effectiveness, Coaching, Mentoring, Supervision, and Leadership Management.

Somalia: This activity was not undertaken in 2020, due to challenges in accessing key stakeholders during the Covid-19 lockdown accompanied by school closures and travel restrictions.

South Sudan: The project trained and mentored a total of 153 education personnel, cumulative for 2019 and 2020, including 127 (10 f; 117 m) teachers, 20 (2 f; 18 m) Head Teachers and 6 (6 m) education authorities on inclusion, management, protection and quality in education. The two to three weeks of mentoring for each participant was conducted systematically, adapting activities during school closures to smaller gatherings and school-based training in line with COVID-19 prevention measures in order to prepare for school re-opening. Mentors also worked with PTAs/SMCs during the COVID-19 period, reaching support to 274 (119 f; 155 m) PTA/SMC.

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	1	5	
Myanmar	5	1	

Somalia	2	2	
South Sudan	1	2	

During the preparation of this report, ADRA Norway's MEAL specialists advised that the figures for the 2019 report be scaled back, due to a misunderstanding of this indicator's definition. The logical framework dictates that we are only to count partnerships that are between learning institutions and other actors providing inclusive support and/or services. This negates partnerships formed directly between ADRA and inclusion service providers. The difference in the definition is a matter of building sustainability for inclusion activities within a given education system.

Ethiopia: 5 partnerships to promote inclusive education have been formed. After coordination meetings an MOU was signed with the following organizations: Girarbet Tehadiso, Cheshire Ethiopia, Food for Hunger, Biftu Bira Reproductive Health and Eve Sanitary Napkin Production Company. Partnership and Networking strategies training has been provided to the organizations by the ADRA SEAQE2 project manager with the objective of creating a link between schools/TVET institutions, inclusive education partners and service providers to support inclusive education.

Myanmar: the project partnered with Humanity and Inclusion who supported TVET graduates with livelihood opportunities in 2019. However, due to the Government Technical High School (GTHS) remaining closed during 2020 this partnership was largely inactive during the reporting period. Establishing the number of partnerships indicated by the target has not been possible due to the external challenges faced by the project in 2020.

Somalia: The project had formed 2 partnerships in 2019, with one of them continuing in 2020; the partnership with the Disability Aid Foundation (DAF) which was engaged to deliver teacher training manuals for braille and sign language as well as teacher training in the same. The partnership with HAARAN, which specialized in identifying disability needs and support services for learners with various impairments, was disrupted by covid-19, which in turn affected the operational ability of this partner. In Addition to partnerships at the community level supporting inclusive education, the project engaged the Somali Institute of Special Education Needs and Disability (SISEND). In 2020 SISEND facilitated a review process regarding Special Needs Education, Disability, and Inclusive Education Policy, and presented the findings to the MOCHE in Mogadishu. The findings in turn helped ADRA in guiding the project's inclusion and disability activities. ADRA's aim with forming these partnerships is to ensure that support to the education sector is continued after the project is ended, making it sustainable.

South Sudan: A total of 2 partnerships were formed to support inclusive education for learners with Hope for South Sudan Church and Community Need Initiative (CNI) providing direct support for learners. More broadly, the project cooperated with Light for the World and Community Need Initiative (CNI) as well as supporting the Girls Education South Sudan (GESS) program for technical expertise and community mobilization and awareness on inclusive education. The partnership with Community Development South Sudan (CDSS) is on research and advocacy on inclusive education and the Hope for South Sudan church expressed interest in supporting the schooling of marginalized children and was able to donate clothes for learners to demonstrate their commitment.

OUTCOME 2: More marginalised children and youth access and participate in inclusive education	
Indicator 2.1: # of learners (f/m) enrolled in supported educational institutions (disability) (Norad core indicator 1)	

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	9,810 (3,777 f; 6,032 m)	6,733 (2580 f; 4153 m)	

Myanmar	174,640 (84,624 f; 90,006 m)	131,251 (67,899 f; 63,352 m)	
Somalia	6702 (2806 f; 3896 m)	8058 (3203 f; 4855 m)	
South Sudan	6,288 (2,386 f; 3,902 m)	4,850 (2,040 f; 2,810 m)	

Ethiopia: The total enrolment number for the 20/21 academic year for the SEAQE2 supported schools is 6,733 students, of which 726 (383f, 343m) are TVET learners. From the total enrolment, 102 (38 f; 64 m) are reported as children with disabilities and 226 (104 f; 122 m) were previously OOSC. The main reason the enrolment target for the academic year has not been achieved is because of delays in exam administration and exam results for graduates of grades 8 and 12, resulting in learners not being registered for grade 9 formal education and level 1 of TVET institutions by the end of the calendar year.

Myanmar: 131,251 Learners (67,899 f; 63,352 m) enrolled in educational institutions supported by the project. 132 of these learners (63 f; 69 m) were enrolled in TVET. 33 learners (14 f; 19 m) were enrolled in NFE courses. The aggregate number includes 13 children with disabilities (4 f; 9 m) including 2 TVET students. Also, 87 (33 f; 20 m) of the enrolled students were previously OOSC. Government schools were shut for the most part of the academic year 2020. Therefore, these enrolment figures represent the ethnic minority education system of the Karen people, in which most schools remained operational throughout the year.

Somalia: 8058 students were enrolled in supported education institutions in 2020. Of these, 153 were enrolled in TVET short courses provided by the project. The project had 6 enrolment campaigns, with high rates of success. However, enrolment is only the first step. The challenges facing the context in Somalia are many and include resourcing learners once enrolled, providing adequate infrastructure, teaching and learning materials, qualified teachers, and being able to offer a safe and pleasant school environment. These are critical determiners positive learning outcomes and learner retention, and something the project will continue to improve.

South Sudan: A total of 4,850 (2040 f; 2810 m) learners were enrolled as of March 2020, including 41 (12 f; 29 m) learners registered for P8 (primary eight) classes in October. However, this information was collected when registration was still in progress with some schools still closed since the new school calendar had just began and schools were re-opening gradually. The enrolment process was disrupted by the sudden closure of schools on 20 March 2020 due to the COVID-19 pandemic. With the closure of schools due to COVID-19, the project opted for a community-based learning program for continuity of learning while observing the COVID-19 prevention measures. The learning program reached 1,566 (516 f; 950 m) P5 to P8 learners through teaching in smaller groups or home-based learning using a pre-recorded lesson, which was then facilitated by a mentor. The project supported the reopening of P8 classes with WASH facilities in Chukudum, Lorege, Piobokoi and Faraksika primary schools in October for the 41 (12 f; 29 m) pupils enrolled to prepare for National examinations.

Indicator 2.2: % and # of learners (f/m) enrolled in supported educational institutions that remain in the educational institution the following year (disability) (Norad indicator 1.2)

Due to the impact of Covid-19 on the education sector this indicator was made redundant for the reporting period in question, as most students were out of school for the majority of the year.

Indicator 2.3: # and % learners that benefit from education in supported educational institutions that meet expected standards for healthy, safe and protective institutions (ETLE and TVETQA composite indicator)

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

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	16 (16 in TVET)	0	
Myanmar	15 (4 in schools; 11 in TVET)	11 (8 in schools; 3 in TVET)	
Somalia	26 (26 in schools)	0	
South Sudan	16 (cumulative)	7 (7 in schools)	

Ethiopia: 40 classrooms are being constructed or rehabilitated all together and work has continued during the pandemic. However, the pace has slowed and some activities have been delayed because of a shortage of construction materials on the market (import has slowed because of the pandemic) which in turn has resulted in an unforeseen increase of construction material costs, especially the price of cement is reported to have more than doubled. The expansion of TVET classrooms was scheduled to be completed in October, but the contractor was not able to meet the deadline given the reasons above. District government signatory bodies have been monitoring the construction activities per quarter and providing feedback. Supervisors and field staff have also been monitoring the progress of the activities frequently. The status of the ongoing construction projects in percent at the end of the year are as follows: Shalla Billa preparatory school 58.86%, Suro secondary 47.23%, Bulbula TVET 70%, and Meki TVET 65.55%.

Myanmar: The construction of two middle level schools (one government school and one Karen Education and Cultural Department (KECD) School) and one primary school started in 2019 and were completed during the 1st quarter of 2020. In total, 9 classrooms were fully equipped with furniture at each of the schools. One TVET centre was also completed. This activity was in cooperation with the with Government Technical High School (GTHS) in Hpa-An and KECD, and is now operating under the management of KECD. Its main structural components include two dormitories, 1 dining hall, 3 large workshop classrooms and two staff offices. The TVET classroom target number for this indicator was incorrectly set to 11, when in fact the project only planned to build 3 TVET classrooms. Construction of 2 more middle schools started in December 2020 and are scheduled to be completed in 2021.

Somalia: A new primary school was under construction in 2020 in Beletweyne, Hirshabelle State. Tendering of 2 more schools had begun by the end of 2020, but the process was fraught with political issues, mostly between Jubaland state and the Federal MOECHE. School construction site selection was of great political importance during a time when elections were anticipated to be on the horizon. While the political situation has not improved, ADRA is in the process of catching up on the lag in construction in 2021.

South Sudan: During 2020, four classrooms were constructed in Lokwamor and 3 classrooms were rehabilitated in Faraksika, bringing the cumulative total to 7 classrooms constructed/rehabilitated. In addition to this, 3 school offices were also completed and 6 teacher's quarters (3 blocks of 2 rooms). Assessments and preparation work for construction and rehabilitation work of 15 more classrooms in three schools had also been planned for 2020, but due to COVID-19 movement restrictions has been postponed until next year.

Indicator 2.1.2: Number of supported educational institutions provided with electricity

COUNTRIES	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	2	0	
Myanmar	4	3	
Somalia	8	0	
South Sudan	2	0	

Ethiopia: All supported schools and TVET centres will be provided with electricity, which is included in the construction tenders. The TVET centres, which are situated in urban areas, will be connected to the main grid, while the school buildings, which are situated in rural areas will be powered by solar. Electrical installations come at the end of the construction project, and therefore none of the construction sites have been supplied with electrical power.

Myanmar: 2 middle schools and 1 TVET centre were equipped with electricity in 2020. Once the constructions were finished, solar panels were installed in 2 middle schools. For the TVET centre, the electricity system is running on an installed generator.

Somalia: This activity was not prioritized in 2020, due to school closures for extended periods of the year. However, this will be followed up in tandem with school construction activities in 2021.

South Sudan: A solar electricity system was installed at the Budi education centre to support the teacher training process. Priority has been given to the county education centres and offices as there are concerns that if installed at the schools the equipment is likely to be stolen due to lack of security and the remoteness of the school locations. Further feasibility assessments are being done with the community and stakeholders to find potential solutions for electrification at the schools that could be sustained beyond the life of the project.

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

COUNTRIES	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	32 (0 in schools; 32 in TVET centres)	0	
Myanmar	22	16	
Somalia	8	0	
South Sudan	8	19	

Ethiopia: The construction of toilets is ongoing as part of the construction projects. However, the pace has slowed and some activities have been delayed because of a shortage of construction materials on the market resulting in an unforeseen increase of construction material costs (production and import has slowed because of the pandemic).

Myanmar: 8 toilets were constructed for the two new middle schools and 8 toilets were constructed for the new KECD TVET training centre. The toilets were constructed based on government standards ensuring separation between males and females and also taking into consideration the safety of girls and accessibility by the disabled.

Somalia: 8 toilets and WASH facilities were under construction during the reporting period. These are to be completed together with the school construction that is taking place in Beletweyne, Hirsabelle State. WASH facilities have always been crucial, but there is a new sense of urgency within the education sector to ensure all schools in Somalia have well-functioning WASH facilities.

South Sudan: 19 latrine stances have been completed in four primary schools (Faraksika, Nachilagur, Lokwamor, Napak) since the start of the project, 8 within 2020. This includes 12 stances constructed, and 7 stances rehabilitated with accessibility for persons with disability. The planning and construction work are done in consultation with education officials, schools and communities and makes use of designs approved by the WASH cluster and Ministry of General Education and Instruction (MoGEI).

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

COUNTRIES	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	3 (0 schools; 3 TVET centres)	0	██████
Myanmar	4	3	██████
Somalia	0	0	
South Sudan	3	3	██████

Ethiopia: The provision of basic drinking water for 3 TVET centres are part of the construction/rehabilitation plans, but priority has been given to complete the essential infrastructure first. However, Bora TVET centre water expansion activities have already started.

Myanmar: During this reporting period, 3 institutions have been provided with basic drinking water systems (2 in middle schools; 1 in TVET centre). The provision of water supply systems includes 3x 1500 litre overhead tanks, underground water tanks, water pumps and pipeline plumbing. Handwashing basins were also set up at the new TVET training centre.

Somalia: Schools constructed by the SEAQE2 project have water-harvesting solutions in order to collect rain water for hand-washing and sanitation. Drinking water is brought to the schools by water trucks, and is paid for as a tangible means of support by the local community.

South Sudan: Rehabilitation of boreholes was completed in 3 schools (Kaldo, Nachilagur and Choroi) and assessments were completed in another two schools (Lokwamor and Napak) for the drilling of new boreholes to be completed ahead of the re-opening of the schools.

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	0	18	██████
Myanmar	0	20	██████
Somalia	0	0	
South Sudan	0	20	██████

Ethiopia: This indicator was not planned for 2020. However, a child protection policy and codes of conduct have been agreed upon and signed in document form with HTs and Deans of all SEAQE2 project supported schools and TVET centres. The school administrations reviewed the documents and adapted them in order to make them as relevant as possible to the local context. Orientation has also been provided by SEAQE2 project officers on the policy. This child protection policy is adopted by ADRA Norway and ADRA Ethiopia in the context of national and global policy on children's right to education. The policy is holistic and comprehensive and covers the following areas: Introduction to child protection, Policy statement, Scope, Roles and responsibilities, Board of Governors/Governing Body, Bullying and peer-to-peer conflict, Discipline, Confidentiality and data protection, Information technology, social media and photography, Safe conduct, Raising and responding to concerns, Creating networks and linkages with police, health, local government protection services/ social care, Education department, Other local government, Faith and community leaders and NGOs. The document has already been signed and sealed by schools in two copies and documented in the schools/TVET and one copy returned for SEAQE2 for follow up purposes. The next step is for teachers and other school communities to sign the policy.

Myanmar: 808 educational institutions (1 TVET centre, 19 government schools & 788 KECD schools) have benefitted from training on child protection, safeguarding, Mine Risk Education and awareness on COVID-19.

Out of these 20 (19 government schools; 1 TVET centre) have Code of Conduct documents in place. Karen Teachers Working Group (KTWG) trainers provided Child Protection, Mine Risk Education and Corona virus Disease (Covid – 19) awareness to 31 schools. A total of 1548 parents (1000 f; 548 m) and 1346 children (754 f; 592 m) attended the community awareness event.

Somalia: The project is planning to roll out School Code-of-Conduct support in year 3, once developed. During 2021 project staff will provide School Code-of-Conduct training for teachers in coordination with PTAs and education authorities.

South Sudan: All 20 supported schools received the teacher code of conduct and child protection guide, promoting healthy, safe, protective and supportive learning environments and were given training and mentoring on the formulation and promotion of the policies and practices. All the teachers signed the child protection policy as a commitment towards child protection. Training conducted by the school-based mentors was also provided to head teachers and PTA/SMC members on the teachers' code of conduct and child protection in preparation for school re-opening.

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	100	8 (8 f; 0 m)	
Myanmar	40	0	
Somalia	36	26 (12 f; 14 m)	
South Sudan	225	16 (5 f; 11 m)	

Ethiopia: ADRA Norway provided Safeguarding training through a webinar to SEAQE2 Ethiopia Project staff. An action plan has been developed which includes mapping of service providers and a referral system has been established. As a result, 8 female students received support for health, protection and guidance and counselling. 3 girls from ATJK district of Bulbula preparatory and Bulbula secondary schools received counselling and guidance, whereas 5 girls from Negelle Arsi district received health and protection services from health centres, women and children affairs and police for protection. These incidents were reported to the school principals who referred the cases to women and children affairs and then to police officers and court. The incidents included stress, rape, abortion and GFM. The strengthening of the referral system and child protection activities will continue to be a strong focus area of the program moving forward.

Myanmar: During the reporting period there were no referrals, due to restrictions in face-to-face interactions at that time. However, ADRA Norway provided Safeguarding training through a webinar to SEAQE2 Myanmar Project staff. Since then, an action plan has been developed which includes mapping of service providers and a referral system has been established. Moving forward, the referral system and child protection activities will be strengthened.

Somalia: In 2020 referral mechanisms were established and functional. The Child-Protection trained teacher mentors, in collaboration with PTAs identified 26 vulnerable children (12 girls and 14 boys) with various protection issues including physical injuries, early marriage, child neglect, abusive and exploitative child work. Some of these children, particularly those with injuries, were referred to nearby medical facilities in Baidoa and Jowhar for treatment while others were provided with psycho-social support and protection assistance by the available service providers on the ground.

South Sudan: The project referred 16 (5 f; 11 m) learners to health, safety and protection services during this period. The project leverages another ADRA project, Adolescent Sexual and Reproductive Health (ASRH) to establish referral pathways for health-related cases, including rape cases and referrals in Kapoeta South. The number of referrals was low because of the COVID-19 closure of schools, although the project did develop an adapted community-based referral mechanism during COVID-19, completed the mapping of service providers and completed training with school administrators in preparation for school re-opening.

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

Indicator 3.1: # and % of supported educational institutions where educational personnel and PTAs/SMCs are achieving expected standards of effectiveness and quality (ETLE and TVETQA)

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

Indicator 3.2: # and % of learners in supported educational institutions achieving the minimum proficiency level in reading and mathematics (Norad indicator 2.1)

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

Indicator 3.3: % and # of learners (f/m) in supported TVET institutions who completed/passed the appropriate TVET level (disability) (Norad indicator 3.2)

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	80% (726 students)	0 of 726	
Myanmar	90% (621 students)	98% (52 (19 f; 33 m)) of 53	
Somalia	80% (760 students)	0 of 153	

Ethiopia: Due to school closures, competence exams have not been administered in 2020.

Myanmar: The TVET short course training for Batch 1/2020 was scheduled to open on March 16th 2020 at the GTHS in Hpa-an. However, in compliance with social distancing requirements to curb the spread of COVID-19 this activity was postponed until 2021. KECD planned to open the short course training on August 11, 2020 however this was delayed until 21 September 2020 because of delays encountered by ADRA to secure approvals from the government in order to collaborate with an Indigenous provider of education to implement project activities in KNU territories. For these reasons only one batch of TVET students were able to enrol in TVET courses. A total of 53 students (32 f; 20 m) enrolled, and all but one student completed their courses.

Somalia: 153 trainees (52 f; 101 m) were enrolled in five TVET courses. However, due to the pandemic the project-supported centre in Kismayo closed, and the students had to suspend their training. Most of the students returned, and completed their training in April 2021. The project's support to Yme's TVET centre in Galkayo was also suspended for 2020, and recommenced in 2021.

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING

Ethiopia	126 (50f; 76 m)	110 (20 f; 90 m)	
Myanmar	100 (55 f; 45 m)	1221 (403 f; 818 m)	
Somalia	90 (36 f; 54 m)	115 (44 f; 71 m)	
South Sudan	260 (104 f; 154 m)	274 (119 f; 155 m)	

Ethiopia: 110 (20 f; 90 m) PTA and SMC members have been provided with training on inclusive education policies and practices to promote inclusion and on roles and responsibilities to promote quality education. Of this total figure 12 (3f; 9m) TVET SMC members were part of the training. Girls and children with disabilities face many challenges in attending their education and need support from their parents, teachers and community. The contribution of school PTAs and SMCs is necessary in order to support schools and enforce policies and practices that promote inclusive education. Although the target number of trainees is adequate, it also shows gender disparities that need to be addressed.

Myanmar: Cumulatively the project has trained 1221 (403 f; 818) PTA members in total. Of these, 413 PTA members received training in 2020. A total of 395 School Management Committee members (106 f; 289 m) for 118 schools participated in training workshops. The training focused on parent education such as basic Literacy skills and strategies for parents and caregivers, providing tips on how to support, develop and boost children's literacy at home. ADRA provided PTA training to government schools, with training topics including roles and responsibilities of PTA members, positive parenting, corporal punishment, guiding rules/principles governing the operations of PTAs, importance of cooperation between school management and PTAs and teachers. 71 PTA members and parents (39 f; 32 m) attended the trainings. In addition, one of the project partners, Karen Teachers Working Group (KTWG), provided one day parent education workshops in 153 schools in the Karen rural areas and a total of 4859 parents (3004 f; 1855 m) benefited.

Somalia: PTA training manuals were revised in 2020 to incorporate themes on inclusive education, disability and child protection. In Somalia the term for this stakeholder group is Community Education Committees (CECs). CECs in Somalia are the driving force in sustaining schools in the absence of strong government control. Therefore, strengthening their capacity is critical to the survival of schools. During 2020, the project trained 115 CEC members with instruction covering their roles and responsibilities. CECs conducted enrolment drives through community mobilization and door-to-door campaigns during the latter half of 2020 when schools opened again.

South Sudan: The PTA/SMCs in all 20 schools were restructured and mobilized for project supported activities. In the context of COVID-19, mentors were deployed to provide training and mentoring for small groups in a decentralised manner. This adapted approach proved effective in building the skills and confidence of the members, 90% of whom lack literacy skills. The PTA/SMC members were also invited to join the REFLECT literacy activities to improve their ability to carry out their role. The PTA/SMCs capacity was strengthened to manage and promote quality education for all, participate in planning, decision making and monitoring and support resource mobilisation. They were trained on their roles and responsibility, inclusive education and crosscutting issues such as; inclusion, gender, DRR, peace building and resilience and learner friendly education. They were also given training on the establishment of school gardens to complement school feeding and improve the nutrition of learners. As a result, school communities of Lowoyakali, Kaldo, Loolim and Napak have contributed grains, chicken, goats and a cow to the schools. Messaging on Covid-19 were included in all events to increase awareness. Linkages to service providers for protection and psychosocial support were also strengthened.

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	90% of 18 institutions	100% of 18 institutions	
Myanmar	60% of 1489 institutions	50% of 1489 institutions	
Somalia	70% of 11 institutions	100% of 12 institutions	
South Sudan	70% of 20 institutions	95% of 20 institutions	

Ethiopia: All supported educational institutions have been effectively inspected, supervised and monitored by local education authorities at least once during the 2020 academic year. District Education and TVET authorities Inspection Departments have developed checklists to measure the status of schools and TVET in areas such as infrastructure, enrolment, school improvement, text book distribution, EMIS, resource management, training and workshops, documentation of financial statements, implementation of school activities and safety measures during Covid, teaching and learning processes, community engagement and partnerships with service providers. Besides the external inspection, schools and TVET heads also supervise teacher classroom performance based on certain criteria like lesson/session plan preparation, method of teaching, evaluation methods, delivery of curriculum and training, preparation of notes and teaching learning materials etc. 285 (43 f; 242 m) of formal school teachers and 56 (19 f; 37 m) of TVET trainers have been supervised by their respective heads once in the first quarter of 2020 with the aim of improving teacher performance in the areas mentioned above.

Myanmar: 743 of 1488 supported schools and 1 TVET centre were effectively inspected, supervised, or monitored by local education authorities one or more times in the last school year. The purpose of the school visit is to support school improvements, create familiarity with the school Management committee, teachers and staff, and to understanding the challenges facing school management. Authorities also observed the classroom environment, and the school facilities in general.

Somalia: 100% of education institutions were inspected, supervised and monitored by education authorities more than once during the reporting year. This includes 9 primary schools, 2 Special Education Needs schools, and 1 TVET centre. The Ministry of Education (MoE) led inspection of schools prior to selection and approval for support. The ministry also supervised teaching, learning and utilization of the harmonized curriculum when schools were opened in the latter part of 2020. MoE teams (Directors and Engineers) were also sent to assess construction sites, as well as to monitor and supervise school construction progress. It is a strategic priority of the SEAQE2 project to credit the MoE for all school construction and support in order to strengthen the perception of the government within the local community.

South Sudan: Planning meetings with the Director Generals office were conducted on joint monitoring during construction/rehabilitation and mentoring activities in the supported schools and on how to conduct a school inspection. Two motorcycles were also serviced in Kapoeta North County to enable supervisory visits by education officials. During COVID-19 school closures, most of the visits were associated with COVID-19 awareness programs, mentoring activities, 'education on air' home-based or small group learning, trainings and construction work. Schools were closed for the full school year, except for P8 and S4 candidate classes which opened in October and had 41 (12 f; 29 m) pupils enrolled to prepare for National examinations.

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 reported at mid-term in accordance with the results framework

The ETLE assessment tool aggregates scores of individual teachers in the respective schools indicating if the teaching in the school as a whole is ineffective (score 1), needs further improvement (score 2), is effective (score 3), or is exemplary (score 4). The overall goal for the SEAQE2 project is for schools to reach category 3 (effective). 50% of teachers in a school must display teaching skills that meet the criteria of category 3 or 4 for the whole school to have reached a satisfactory level of teaching. Baseline results show that although there are teachers who demonstrate effective teaching practice, all schools indicate a general teaching level of category 1 (ineffective).

Training teachers to acquire and make use of effective teaching methods is a priority in the SEAQE2 project. The ETLE baseline gave the project crucial information about where scarce project resources should be placed in order to build the capacity of teachers who are in most need of support.

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	3000 (1115 f; 1885 m)	3210 (1203 f; 2007 m)	
Myanmar	750 (375 f; 375 m)	1177 (613 f; 564 m)	
Somalia	6702 (2806 f; 3896 m)	1121 (490 f; 631 m)	
South Sudan	500 (190 f; 310 m)	4,850 (2,040 f; 2,810 m)	

Ethiopia: The objective of reference book provision is to increase the academic performance of students and improve the reading culture of learners. 5 secondary schools were provided with 3500 reference books covering different subject areas in September 2020. The schools were selected based on needs assessment and other certain criteria such as student population, shortage of reference books, availability of library and librarian, and the academic performance of students. Some of the recipient schools were Negelle Arsi Preparatory, Dole Secondary, Kelo secondary, Adami Tulu Secondary and Bulbula Secondary school. Following ADRA Ethiopia's procurement policy, 3500 reference books were procured and distributed. In addition to distributing the books, 32 (8 f; 24m) school librarians from Negelle Arsi and ATJK districts received library science and organization training.

Also, in order to support the state initiative of modular learning to support students learning at home during the COVID-19 pandemic (this was a new approach providing alternative learning opportunities for secondary school students), ADRA Ethiopia contributed a significant amount of stationary material like printer and copy machine toner and A4 paper. The material was used by the District Education offices to print material to be distributed to grade 8 and grade 12 students to be able to prepare for examinations.

Myanmar: During 2020, 17 education institutions (15 community schools, 1 NFE centre, and 1 TVET centre) received learning materials support. A total of 1177 students benefitted from these distributions in 2020, 1124 in schools, and 53 in TVET short courses. 2,942 learning material kits for government primary and secondary schools were procured in 2020, and will be distributed once schools reopen. In addition to the learning material kits the 15 community schools mentioned above received mother tongue-based reading resources in the Karen ethnic language.

Somalia: The project saw long periods of school closure owing to Covid-19 disruption, which prevented this activity to effectively take place. However, the following most vulnerable groups were provided with teaching and learning materials: 786 (354 f; 432 m) in Accelerated Basic Education (ABE): comprising OOSC who are often disadvantaged by lack of scholastic materials; 182 (84 f; 98 m) in Special Education Needs and Disability (SEND), since this group of children require adaptation of relevant teaching and learning materials; 153 (52f; 101m) in TVET, being youth without prior training and in need of sponsored skills development courses.

South Sudan: All 20 schools received teaching and learning materials at the beginning of 2020 in preparation for the new school year. These materials included pens, pencils, exercise books for individual learners and chalk, geometrical sets, science and social studies wall charts, manilas and pairs of scissors for teachers. Additional items

such as face masks, soap and buckets were provided by UNICEF to schools in Chukudum, Lorege, Piobokoi and Faraksika.

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

COUNTRIES	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	99,715	106,447	
Myanmar	750	20,476	
Somalia	22,258	0	
South Sudan	4,000	32,288	

Ethiopia: 56,732 government approved text books have been provided for grade 9-12 students in Negelle Arsi and ATKJ districts in 2020. These textbooks include all subject matters taught in the schools, although there were shortages of grade 11&12 text books in the case of Negelle Arsi district.

Myanmar: During the project period 20,476 textbooks have been distributed to supported learning institutions. Of these, 7257 textbooks were distributed in 2020 to 15 schools and 1 TVET centre. The MoE in Myanmar is providing teaching and learning materials to government schools and the project focuses therefore on providing books and materials required by underserved community-driven education systems.

Somalia: This activity was not required in 2020 as other organizations filled this gap. This allowed the project to reallocate project funds to meet other needs.

South Sudan: The Ministry of General Education and Instruction, with the help from UNICEF, provided the aligned text books (P1, P.3 P.5 P7, S1, and S3) for the new curriculum to all the primary schools at the beginning of 2020. The project supported the transportation and distribution costs of 27,000 textbooks to schools in the project area (9,000 English, 9,000 maths, 6,750 numeracy and 2,250 teaching guide text books). This brings the cumulative number to 32,288 for 2019 and 2020.

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

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	0	0	
Myanmar	270 (104 f; 166 m)	132 (63 f; 69 m)	
Somalia	0	0	

Ethiopia: While construction of TVET centre ICT labs is still underway, computer equipment and server solutions have been purchased, and the labs are ready to be equipped once they are finished. There will be 4 computer labs, one in each of the 4 TVET centres, with each lab having 26 workstations. The labs are designed to cater for e-learning, and will provide access to both students and teachers. During 2020, the project has provided technical training for 4 ICT workshop technicians who will manage the ICT labs.

Myanmar: The project introduced e-learning to enrolled TVET students who were required to take the Life Skills course prior to starting their TVET training. The other courses available on the platform, including Entrepreneurship, Digital Literacy and Hospitality, were also available for them to take. The received support on to access the platform from their personal devices and were provided with the equivalent of USD $70 for mobile internet access. At the training centres students could access the e-learning platform via Wi-Fi. The students were able to take their lessons in both the Myanmar and Karen Languages. Due to the government technical high school (GTHS) in Hpa-An remaining closed during 2020, the project did not reach its target for this indicator as the only training centre in operation was a satellite centre associated with the GTHS in Hpa-An, operating under the KECD.

Somalia: This activity did not take place in 2020. However, training was given to staff to understand the e-learning platform in order for them to be able to properly guide the target group users.

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	1	0	
Myanmar	3	5	
Somalia	1	0	

Ethiopia: No new or improved TVET curricula has received input from the private sector. However, 2 already existing curricula, namely Accounting and ICT soft skills training, have been reviewed and improved by the Oromia TVET Bureau, zonal, district and TVET college expert representatives in order to adapt the curricula to also include disadvantaged groups like girls and learners with disabilities. During needs assessments during the design phase of SEAQE2, the team found that girls and learners with disabilities were excluded from the education system because of limited numbers of TVET institutions and shortage of suitable classrooms. Also, 70% of the curricula offer hard skills training, while most girls and learners with disabilities prefer soft skills training. Based on this finding, ADRA Ethiopia decided to expand TVET centre classrooms and review soft skills curricula to respond to the needs of girls in regard to TVET training. Based on the results of the market analysis done, training curricula in accounting and ICT skills were selected to be reviewed. All Accounting (level I-IV) and ICT (level I-IV) occupation standards, curriculum, and assessment areas have been revised and contextualized. The reviewed curricula have been presented to a panel of experts invited to validate the improved curricula. As a result, 2 TVET curricula have been reviewed and approved for use in the supported institutions. The improved curricula are stamped by the Zone TVET office and distributed to institutions under SEAQE2 supervision.

Myanmar: 5 courses were revised in 2019 through a multi-stakeholder process. Teacher training manuals were reviewed by local business owners and the ADRA co-founded INGO TVET network. All inputs were considered and revisions were made accordingly. Based on the efforts undertaken in 2019, it was not necessary to make changes to the curriculum in 2020, so the cumulative achievement for this indicator remains at 5 courses improved.

Somalia: A stakeholder meeting was held to chart the way forward on the review and revision of selected TVET curriculum. However, this activity faced a two-folded disruption in 2020. Firstly, the pandemic re-focused educational priorities towards emergency response rather than continuation of development activities. Secondly, the MoE at the Federal level had an internal reshuffling of staff, which meant the new team needed to be inducted on the plans to revise TVET sector curriculum. This process will resume 2021.

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

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	15% of 42	38% of 42	
Myanmar	15% of 32	43% of 28	
Somalia	15% of 29	0	

Ethiopia: In November, 16 TVET trainers received capacity support in areas such as entrepreneurship, delivering relevant, high quality and equitable training for learners. Trainers were shown how to use a project-based training methodology, follow ministry-developed TVET policies, and incorporate linkages with local industries for innovation and bringing new technology into the classroom. These capacity support trainings were provided by the Oromia TVET Bureau. The SEAQE2 staff have also been active in lobbying TVET administrators to partner with private industries in order to partner within TVET training.

Myanmar: In association with the National Skills Standard Authority (NSSA), 2 ToT sessions were held at the Government Technical High School (GTHS) in Hpa-An. In total, 12 trainers received capacity development and pedagogical support. 6 trainers (3 f; 3 m) received capacity support within the subject of the House Wiring course in order to improve the quality of the training provided. The same was done for Basic Sewing, Hair Dressing and Rural Mechanics, where 6 trainers (2 f; 4 m) received capacity support, improving the quality of these courses.

Somalia: Capacity support to TVET trainers in Somalia was always intended to be provided through the Kabete National Polytechnic in Nairobi, Kenya. This proved to be impossible to implement in 2020 due to covid-19 and the accompanying travel restrictions between Somalia and Kenya. The intention is still to pursue this partnership, and to have it functioning towards the end of 2021. Other short-term options are also being explored, including locally-sourced master trainers brought into the TVET centres to support training staff.

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	9810 (3777 f; 6032 m)	6733 (2580 f; 4153m)	
Myanmar	345 (133 f; 212 m)	53 (33 f; 20 m)	
Somalia	6702 (2806 f; 3896)	6,939 (2,715 f; 4,224 m)	
South Sudan	0	1,566 (516 f; 950 m)	

Ethiopia: Life skills topics are covered by the national school curriculum, and so 6,733 (2,580 f;4153 m) students received training in life skills while schools were operating, of which 726 (383 f; 343 m) were enrolled in TVET. 101 (37 f; 64 m) of these students were registered as disabled.

Myanmar: Of the 360 training hours TVET students must take, 54 hours are set aside for life skill and small business lessons. The content of training includes topics such as Time Management, Stress Management, Anger Management, Personal Development, Communication, Professional Development, Decision Making, Teamwork, Financial Literacy, and Management of Small Business. The courses were tailored to the needs of the students after assessing their gaps in the respective subject areas. Trainings were provided in the classroom at the satellite TVET centre in Myawaddy, close to the border with Thailand. During 2020, 53 (33 f; 20 m) students received life skills training, which gives a project total of 292 (125 f; 167 m) so far.

Somalia: Life skills were provided to all primary school learners through SEAQE2 supported teachers. 140 (22f; 118m) teachers were trained in community-based rehabilitation as a social model of addressing barriers to disability, as well as on creative recreational psychosocial support. This content was then introduced to students in the classroom during the second half of 2020 when schools opened again.

South Sudan: While 4,850 (F=2810, M=2040) learners enrolled in the first term and received some training, schools were closed in the middle of March due to COVID-19. The project worked to provide continuity of learning for P5 to P8 students 1,566 (516 f; 950 m) P5 to P8 learners from 8 schools through home-based teaching programs. Out of the 20 schools, 12 offer only lower grades and do not have P5 to P8 learners and therefore were not involved in the small group/home-based learning initiatives. The home-based life skills training included topics to help learners cope with the COVID-19 situation.

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

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	20% of teachers trained	18% of teachers trained	
Myanmar	20% of teachers trained	50% of teachers trained	
Somalia	20% of teachers trained	0	
South Sudan	N/A	N/A	N/A

Ethiopia: 58 (5 f; 53 m) school teachers, of which 9 (2 f; 7 m) were TVET trainers, received 21st century skills application training in November 2020. The project team found that teachers were motivated to apply the practical lessons they learnt in these sessions in order to make their classroom lessons more interactive and participatory. Training sessions were formed around the 21st Century Skills application course developed by ADRA staff with support from external experts.

Myanmar: 50% of targeted teachers received training in the 21st Century Skills course during 2020. 133 out of 266 teachers took part, representing both government schools, community schools, the 2 TVET centres in this project and 1 NFE centre. The training was provided in 3 separate sessions. The first session in September was facilitated by Zabai, who helped develop the course and manages the e-learning platform, with 20 teachers taking part. The second session was held in November by ADRA Myanmar staff with 104 teachers from community and government schools. The final session for 2020 was held in December, with 127 teachers from the same stakeholder groups. After avoiding double counting, the total number of participants from all 3 sessions is 133 teaching staff.

Somalia: Plans for this activity were worked out in 2020 and the Somali language version of the Zabai e-learning course was completed in November 2020. Providing the 21st Century Skills training to teachers and TVET trainers will be prioritized in 2021.

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

Indicator 4.1: # and % of supported educational institutions that meet the expected standards for participation of learners, parents and employers (ETLE and TVETQA)

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

Indicator 4.2: # of private sector companies contributing resources to the TVET sector

COUNTRIES	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	0	1	
Myanmar	0	0	
Somalia	0	0	

Ethiopia: 1 charitable association has contributed a high-cost hair dressing machine for Meki TVET College in 2020. The hair dressing machine has been provided by a local civil society association called Dugda Child Care and Women Development Association which is located in Meki. The machine is already in use at the centre.

Myanmar: During 2019 the project implemented job fairs at the Government Technical High School (GTHS) in Hpa-An and followed up with private sector stakeholders. The private sector also contributed to TVET curriculum revision and updating in 2019. Unfortunately, none of these activities were possible during 2020, and there are therefore no formal partnerships in place with the private sector as of 2020.

Somalia: This activity was not applicable in 2020. In addition, TVET centres were not fully operational in 2020, therefore no specific partnerships were established with private companies.

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

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	160 (80 f; 80 m)	90 (20 f; 70m)	
Myanmar	7900 (5267 f; 2633 m)	12,379 (8403 f; 3976 m)	
Somalia	1840 (920 f; 920 m)	324 (198 f; 126 m)	
South Sudan	0	0	

Ethiopia: 90 parents participated in Positive parenting training conducted in August this year. Even though the project target was to train 160 parents of learners, the project was limited to training 90 parents due to budget priorities. The schools were asked to select parents who are role models and who can influence other parents in positive parenting and create awareness of other social gatherings. The training topics included:

a. Overview of Positive Parenting
b. The roles and responsibilities of parents on students' learning,
c. Parental involvement in the promotion of peace education in the school,
d. Parental engagement in creating a conducive learning environment
e. Child rights policies on protection and the promoting education for girls and learners with disabilities
f. The impact of poor health, nutrition and sanitation on the academic achievement of students.
g. Concept of VSLA (Village Level Saving and Loan Association) - family strengthening in a local context

Myanmar: During 2020, 4,912 (3042 f; 1870 m) parents received positive parenting training. In total for the project period thus far, 12,379 (8403 f; 3976 m) parents have benefited from such training sessions. Through the Karen Teachers Working Group (KTWG), one of the partners of the project, whole day parent education training workshops were held in 153 schools. The trained participants acquired knowledge and skills on how to support children's education, understand parent roles and responsibilities and how to engage with the school PTA. Trainers used different training methods such as group work, individual exercises, peer work and group competition to deliver knowledge on topics such as child rights & protection training, mine risk education awareness, Covid-19 awareness, basic literacy and numeracy skills and strategies for parents. ADRA also held PTA and parent training sessions for 53 parents (38 f; 15 m) within government-controlled areas. In addition to this, ADRA held a covid-19 prevention campaign, reaching 5,139 households. The campaign included the distribution of flyers and posters on COVID-19 Prevention and handwashing steps, as well as distribution of liquid and bar soaps.

Somalia: The project was able to start this activity during 2020, despite the significant challenges that Covid-19 posed. Somali society is very traditional in its approach to parenting, and so positive parenting is a new perspective in Somalia. The project teams expect that refresher trainings will be needed, and that results will be gradual. Through a training session on positive parenting, 324 parents were introduced to the following topics:

• Celebrating the positive: recognizing children for their effort is as important as the actual effort
• Encouraging children to talk openly and let them know that talking through their feelings is a healthy way of expressing themselves
• Using discipline, not punishment: discipline as a method of teaching children life-long responsibility and acceptable behaviours
• Teaching responsibility constructively: teach responsibility by giving children frequent opportunities to practice making decisions about what they need to do in each situation
• Separating the child from the behaviour
• Being kind although firm and consistent

South Sudan: Training on positive parenting, hygiene and peace building within the school communities of Piobokoi, Lorege, Chukudum and Farasika under the REFLECT in 4.2.1.b. The REFLECT circle runs twice a week and the meeting days were established by the learners based on work load and preferred time. The REFLECT circles

cover four major topics: numeracy, literacy, cross-cutting issues (positive parenting, peace education, nutrition, child protection, importance of education, inclusive education) and community issues or factors affecting community, causes, effects and possible local solutions.

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

COUNTRIES	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	160 (80 f; 80 m)	0	
Myanmar	N/A	N/A	
Somalia	164 (105 f; 59 m)	0	
South Sudan	360 (216 f; 144 m)	612 (346 f; 266)	

Ethiopia: This activity did not take place due to Covid-19 restrictions.

Myanmar: This activity is not part of the project in Myanmar.

Somalia: This activity did not take place due to Covid-19 restrictions.

South Sudan: During 2020, a total of 329 (203 f; 126 m) parents have been actively involved in family strengthening activities to support income generating activities and change perceptions towards education, through the Village Saving and Loan Associations (VSLA). Activities were implemented in compliance with COVID-19 restrictions.

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	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	100% of 18	100% of 14	
Myanmar	100% of 35	34% of 35	
Somalia	100% of 10	100% of 11	
South Sudan	20% of 20	85% of 20	

Ethiopia: All 14 Secondary schools and 4 TVET centres received in-cash, in-kind and in-labour resource contributions from their respective surrounding communities. The communities contributed considerably in providing construction materials, a transformer to provide electricity, computers, desks and chairs, and farmland for nursery and planting. In addition, they helped with maintaining school infrastructure such as fencing and classroom desks and chairs, facilitating conductive reading environments (preparing reading corner), providing seedlings and being involved in agricultural activities like planting trees. The experience is that involving the communities in school related activities increases the chances of succeeding with a project and provides the school with basic needs and infrastructure maintenance.

Myanmar: Through regular coordination and community involvement, the project has managed to organise communities into action towards improving school infrastructure. Participation has contributed to the development of maintenance plans and sustainability of school infrastructure. In 2020, during the building phase of the two middle schools and the one TVET centre, communities contributed in-cash and in-kind, in order to save construction costs. This included the provision of land for all sites, unskilled labour, and construction materials.

Somalia: Supported PTA groups developed school development plans (SDPs) for 9 primary schools, with realistic targets for communities to realize. Communities provided both in-kind support (security to schools) as well as material/financial contribution, most notably drinking water deliveries and monetary incentives to support teachers.

South Sudan: This reporting period and cumulatively, a total of 17 education institutions were receiving in-kind and labour support from the community, especially during school renovation and monitoring of school activities. In-kind support included 71kg of grains, 1 bull, 24 goats and 11 chickens. Mobilization of communities on ownership and community support for education was challenging with COVID-19 restrictions and school closures, although it was possible to continue activities through mentors and small group meetings to encourage re-enrolment when schools re-open.

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	1	31	
Myanmar	1	2	
Somalia	1	0	

Ethiopia: All supported TVET institutions have established collaborations with potential private companies and charitable organizations directly related with the training provided in the given TVET institutions. Altogether 31 small, medium and large private sector enterprises have agreed and signed memorandums of understanding with the institutions in the areas of training. The objectives of these enterprises are to work actively with the colleges in providing and sharing experiences with trainees and trainers in the areas of technology transfer, technical expertise and KAIZEN application and entrepreneurship. In addition, they have been working jointly in resource exchange and coordination, solving common problems and facilitating internships and placements for trainings.

Myanmar: Most of the private sector were affected by the COVID-19 pandemic, and were forced to lay off workers due to lower level of business operations and profitability. As a result, the scheduled job fairs were postponed in 2020. However, efforts are underway to consider online job fairs.

Somalia: Due to the disruption of the education sector and the private sector sue to the COVID-19 pandemic, it was not feasible to seek out partnerships between TVET centres and private sector companies. Hopefully, it will be possible to resume this activity in 2021.

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

COUNTRIES	2020 TARGET	2020 ACTUAL	RATING
Ethiopia	100 (52 f; 48m)	0	
Myanmar	245 (94 f; 151 m)	0	
Somalia	160 (64 f; 96 m)	0	

Ethiopia: Trainings were halted during the reporting year due to the closure of learning institutions. Internships could therefore not be pursued as planned. Hopefully, it will be possible to resume this activity in 2021.v

Myanmar: The GTHS in Hpa-An was closed during 2020, and the TVET Centre in Myawaddy was under construction. This prevented internships from taking place. Furthermore, most of the private sector were affected by the COVID-

19 pandemic, and were forced to lay off workers due to low levels of business operations and profitability. As a result, scheduled activities like job fairs and internships were postponed.

Somalia: Trainings were halted during the reporting year due to the closure of learning institutions. Internships could therefore not be pursued as planned. Hopefully, it will be possible to resume this activity in 2021.

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

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

No evidence-based advocacy documents were developed during this reporting period. The milestone is planned to be reported on in year 3 (2021) for all countries.

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)

One strategic document was developed by the SEAQE2 project in Somalia. The Community Education Committee Training Manual was reviewed and revised to include protection and special education needs and disability sensitization for promotion of inclusive education.

Initially, no policies or plans regarding inclusion or protection of marginalized groups were planned to be developed during this reporting period, as the milestone is planned to be reported on in year 3 (2021) for all countries.

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	2020 TARGET	2020 ACTUAL	RATING
SEAQE2	0	4	

The ADRA Network has developed an internal process for licensing and accreditation. During 2019, ADRA decided to align with the Core Humanitarian Standards (CHS) and become a member of the CHS Alliance. 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 were not able to receive accreditation by the end of 2020, are not eligible to access international 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 by a team comprised of representatives from ADRA regional offices, supporting offices (i.e. ADRA Norway) and ADRA International.

During 2020, ADRA Ethiopia, ADRA Myanmar and ADRA Somalia all gained tentative accreditation. With ADRA South Sudan gaining tentative accreditation in 2019, the project target for this indicator has been reached. However, on-site verification has not taken place for these four ADRA offices due to COVID-19.

It is worth mentioning that ADRA Norway is the first ADRA office in Europe who received full accreditation.

ADRA country offices have the following key achievements to report for 2020:
- Developed several robust policies including finance, procurement, HR, Safeguarding and programming
- Developed and strengthened the Monitoring and Evaluation system
- Strengthened the technical capacity of the organisation
- Strengthened the Internal control system including a fully-fledged internal audit section
- SunPlus Accounting software has been fully incorporated and systems have been continuously improved

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	0	0	
Myanmar	0	0	
Somalia	0	0	
South Sudan	0	0	

Ethiopia: 2 civil society organizations that partner with SEAQE2, namely Biftu Bira Youth and Reproductive Health Association and Girar Bet Tehadiso Mahber, have advocated for inclusive education and support children with disabilities in medical, material and awareness creation services. More specifically, Biftu Bira Youth and Reproductive Health Association has been advocating inclusive education, child protection, GBV HTP, STD and related issues. Besides, the association has been promoting the importance of education for the community and sending their children to school. Girar Bet Tehadiso Mahber provides services for children with disabilities. These include identifying disabled children who need further treatment or need to undergo medical treatment as well as providing medication, mobility materials, eyeglasses, hearing aids, etc. The result is increased enrolment in schools for children with disabilities and girls, as well as increasing retention and motivating students to attend their education. ADRA Ethiopia will perform a capacity assessment during 2021 and help them develop a capacity building plan, build capacity and monitor progress throughout the rest of the program period.

Myanmar: The 2 local partners which have received capacity support in 2020 are Adventist Community Services (ACS) and the Karen Teachers Working Group (KTWG). They are both implementing partners in the SEAQE2 project. ADRA engages with both organizations supporting their administration, financial and program monitoring systems, as well as their organizational sustainability. During 2020 ADRA facilitated engagement with other INGOs, which has the potential to provide partners with new projects and higher levels of funding. Formal capacity assessments are scheduled to be undertaken in 2021 and 2022, which will provide standards to report against for this indicator.

Somalia: Two partner organizations, Disability Aid Foundation (DAF) and Somali Institute for Special Education Needs and Disabilities (SISEND) demonstrated technical capacity to deliver the expectations in partnership with ADRA and line ministries. DAF and SISEND capably advocated for the rights of persons with disabilities and marginalized children, especially during Covid-19 pandemic by ensuring that the messaging on health measures reach such groups. However, a capacity assessment was not conducted from the outset of the partnership, which would have allowed for an objective consideration of any changes in organizational capacity. The project will work towards having this in place in 2021.

South Sudan: During 2020, ADRA has been building engagement with Light for the World, Community Need Initiative (CNI), CDSS and Hope for South Sudan church on research and advocacy on inclusive education to support learning of marginalized children. Further engagement and expansion of this will take place as schools re-open and restrictions are lifted. ADRA will also engage organizations for persons with disability (OPDs) in this forum, which capacity has been strengthened by the Norad funded Together for Inclusion (TOFI) project.

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	0	0	
Myanmar	1	2	
Somalia	1	0	
South Sudan	1	4	

Myanmar: Two platforms were strengthened during 2020, the Kayin State Education Development Network and the TVET Coordination Meetings at Kayin State Level. These two platforms were actively engaged in meetings, mostly digitally, during 2020. At least 2-3 coordinating meetings were carried out during the year. In the meetings, updates were provided from State GoM, along with the challenges faced by the ethnic minority education systems. Also, members are constantly seeking out synergies among the networking members regarding how to maximize efficiency between their support to government and ethnic minority education sectors.

Somalia: No such platforms for civil society-government dialogue were formed in 2020. However, there were several ad-hoc meetings between NGOs and the MoE as education stakeholders collaboratively considered strategic ways to respond to the disruption of the education sector caused by the pandemic. This engagement will be further prioritised in 2021.

South Sudan: The target on this indicator during 2020 was one partner organization demonstrating improved capacity. 4 county-based education forums have been formed during 2019 and are still functional, although there has not been much activity during the COVID-19 period due to travel restrictions, restrictions on gatherings and school closures. The forum involves local education authorities, (Payam education supervisors, inspectors and county education directors) county executive directors, commissioners, the 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 in each of the 4 counties.

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	2019-2020 CUMULATIVE TARGET	2019-2020 CUMULATIVE ACTUAL	RATING
Ethiopia	2	1	
Myanmar	6	2	
Somalia	3	1	
South Sudan	1	1	

Ethiopia: 1 civil society fora and network was created in 2020 which includes six civil societies working in the common thematic areas in the targeted sites. These Civil Societies are Food for Hunger (FH), Girar Be Tehadiso Mahber, Cheshire Service Ethiopia, Catholic Relief Services (CRS), Ethiopian Centre for Disability and Development (ECDD) and Biftu Bira Youth and Reproductive Health Association, which all directly support the SEAQE2 program in different capacities.

Myanmar: The following two forums were strengthened and remained active to influence and support education opportunities for marginalize groups (especially from the ethnic minorities); Ethnic Education at State and Regions, in which ADRA has been co-chair, and the Refugees Returning Students Supporting Group. The project's targets for this indicator are higher than they should be, due to the partner misunderstanding the indicator definition.

Somalia: During 2020, the project facilitated the establishment of a School-based management platform for education stakeholders within schools to decentralize decision making processes. In addition to this the project also held intergenerational dialogue fora between youth and adults, and created child clubs to advance the wellbeing of children. These latter groups were a part of additional activities, and fall outside of the definition of the indicator.

South Sudan: ADRA continues to engage with civil society organizations, although these efforts have slowed during the COVID-19 pandemic during 2020. Ongoing coordination is 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.

2.3 Result Examples
See Annex 6 for results examples for Myanmar and South Sudan.

2.4 Project Deviations, Risks and Cross-Cutting Issues

2.4.1 Risks
ADRA Norway provides quarterly updates to the ADRA board of directors of a risk management matrix to track and manage risks associated with the implementation of the program portfolio and continually refining its risk management system to ensure active risk management. 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. Because of the limitations to travel during 2020, coordination with partners, monitoring of activity progress and capacity building was done mostly using online tools. We have also maintained weekly contact via Skype, Zoom, Teams, WhatsApp and e-mail with partners to follow up on implementation, security, adaptations, budget monitoring, procurements and local developments associated with the COVID-19 situation in country.

Major risks that materialised during 2020 included:

- Mitigating risks associated with COVID-19 became core to the implementation of the project in all target countries. This was done through close coordination with government and other stakeholders, efforts to protect staff and project target groups from infection, adaptation of activities, initiatives to support learning continuity and efforts to get children back into school as lock downs were eased and schools began to re-open in some locations.

- The NOK to USD exchange rate weakened in 2020, leading to an exchange loss and cuts to budgets for 2020, except for South Sudan, to accommodate a more conservative forecast. Inflation particularly impacted Ethiopia and South Sudan, as the cost of materials increased when borders closed and supply chains were disrupted and the economic effects of COVID-19 became tangible. There is also a risk that children who are working to help with the family income will not return to school.

- Rising insecurity in South Sudan and in project target areas. The political situation remains fragile and in the context of continuing political instability incidences of communal conflict, road ambushes and insecurity continue unabated. In February 2020 an ADRA vehicle was ambushed and personnel robbed. Fortunately, there weren't any serious injuries, but actions needed to be taken to limit the risk to the project staff by using convoys and air transportation.

- There was need during 2020 to increase the focus on child protection and referral mechanisms as some early evidence suggests that the prevalence of GBV, sexual and domestic violence has increased due to the COVID-19 situation. An example of this is the spike in teenage pregnancies that ADRA has observed in project areas in South Sudan.

- The project implementation was affected in Myanmar and Somalia in the run up to national elections and tensions surrounding the elections. In Myanmar staff were instructed to avoid demonstrations or crowds, communications procedures were put in place, project vehicles and drivers avoided streets affected by the demonstrations. Staff were oriented on the risk and security management plan for each of the identified risks preparing them for scenarios such as hibernation, temporary suspension of activities, evacuation of staff. Conflict in the South East of Myanmar between the Karen National Liberation Army (KNLA) and the Myanmar government continued to escalate in 2020. It is hard to ignore the events of 2021 in Myanmar in the 2020 report, which has led to further breakdown in the ceasefire in the South East in January and the Military coup that took place in February and the uncertainty that continues at the time of submitting this report.

- Ethiopia saw political unrest in Oromia during 2020 that affected the movement of staff to some extent. The political unrest in the Tigray region, although not directly impacting the project also is having an impact on the operating environment for NGOs in the country.

- Desert locust infestations affected Somalia, Ethiopia and South Sudan during 2020. Although this had a limited direct impact on project schools and communities, it contributed towards deteriorating food security and economic conditions in the target areas.

- Flooding affected large parts of South Sudan, Ethiopia and Somalia during 2020 and made access to project locations and harvests challenging, particularly in the project target areas of South Sudan.

2.4.2 Deviations

Many of the deviations for 2020 were driven by COVID-19 school closures and restrictions to movement and public gatherings. This affected enrolment in all project locations and disrupted progress towards enrolment and retention of out-of-school. Examinations were delayed meaning that progression to the next grade was also delayed. While schools re-opened in Somalia in August and in Ethiopia in September with positive re-enrolment trends, government schools in Myanmar and in South Sudan remained closed for most of 2020 and will only re-open fully in 2021. Teacher training continued through modified approaches in all countries except Somalia. While planned construction activities were increased for 2020, many of the classrooms and WASH facilities were not completed by the end of the year and will be completed early 2021 due to movement restrictions, localized flooding and issues relating to availability and price of materials in 2020. An example of this is the

doubling of the price of cement in Ethiopia towards the end of 2020 leading to increased construction costs.

Delays in permissions for the project in Somalia until February 2020, just ahead of COVID-19 school closures, relating to political negotiations regarding location of schools to be constructed impeded progress. Effectively, activities in Somalia could only gain momentum from August 2020 when schools re-opened. ADRA therefore decided to reallocate some funds of the 2020 budget for Somalia to the other project countries to support continuity of activities, innovations and adaptations to COVID-19, and to mitigate the effects of the currency fluctuations and price increases on implementation.

ADRA Norway reduced co-financing in 2020 due to the uncertainty for fundraising in Norway during COVID-19, in line with Norad guidelines given for 2020, although still contributed co-financing of 4.8% to the SEAQE2 budget in 2020. Expenses for ADRA Norway were also reduced compared to budget during 2020 primarily due to savings from reduced travel.

Deviations to activities in 2020 for SEAQE2 included:
- Increases in allocations for construction costs in Ethiopia to support rising costs of materials.
- Additional costs for deployment of mentors in South Sudan to support decentralised training of teachers, PTAs and head teachers and to support the small group learning continuity activities where facilitators used MP3 speakers with recorded lessons in their teaching.
- Support for candidate classes to access and prepare for national examinations on their return to school.
- Support for WASH infrastructure and community mobilization to prepare schools for re-opening.
- Additional community awareness and mobilization campaigns to promote re-enrolment post-COVID-19 school closures.
- Additional support for learning materials, e.g., the printing of modular learning materials for distance learning in Ethiopia.
- Support for training on child protection and safeguarding using webinars with SEAQE2 project staff from all countries.
- Support for the COVID-19 prevention activities (awareness, hygiene materials and PPE) in project schools and communities.

2.3.3 Cross-cutting issues

Anti-fraud and corruption
ADRA Norway has 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. All partners have updated fraud, whistleblowing and complaints policies and practices in place. ADRA maintains a clear zero tolerance position against bribes. ADRA employees are required to report corruption or extortion that they face. Routine joint monitoring has helped to reduce the risk of possible corrupt practices. Given the risk of robbery, project staff avoid carrying funds physically as much as possible. Efforts are made to limit risks to staff and the project. In South Sudan, for example, a Money Transfer Company (L.E.M. International Company limited) is utilized to transfer cash to all project locations since the banking system is weak due to the civil war. In procurements that exceeded NOK 100,000, ADRA Norway oversees the procurement/tendering process, reviews all supporting documents and checks prospective contractors before contracts are signed. During country visits, ADRA Norway staff perform regular on-site verification and spot checks. During the COVID-19 pandemic the monitoring has taken place remotely.

For the SEAQE2 project, two cases of robbery incidents in South Sudan were reported to Norad's "varslingsteam" and dealt with in 2020. The first happened in November 2019, where a vehicle belonging to ADRA was stopped by armed robbers and emptied of valuables. The second incident

occurred in February 2020 where a vehicle belonging to ADRA was attacked and stopped while on their way from the local office to a nearby school. Based on submitted documentation on cost price, and because these incidents were reported immediately, Norad instructed ADRA to reimburse the project 90% of the cost, which was a total of NOK 16,079. In order to ensure the full replacement of items, ADRA Norway increased its reimbursement to NOK 24,704 to ensure proper functioning of the project.

The environment and vulnerability to climate change
During 2020, ADRA Norway has been working on its organizational strategy for 2021 to 2025, and has included more emphasis on the environment and climate change increasing our engagement through our programs and working towards lighthouse certification by 2022 for our office in Norway. We are working with ADRA Europe's Resilience Working Group to roll out the Carbon Neutral Strategy for the ADRA Network. In line with SDG goal 13, and the Paris Agreement and Kyoto protocol on reduction of greenhouse gasses and climate-resilient sustainable development, we will work to reduce our carbon emissions. This includes assessing our administration-related carbon footprint and exploring carbon-offsetting methods. We plan to develop an action plan to adopt environmental-friendly operations and work towards carbon neutrality in our operations in Norway.

ADRA Norway encourages its partners to adopt and implement sustainable environmental policies and practices to ensure that program 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 communities. 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. Local field offices are also primarily powered by solar power.

During 2020 ADRA Norway and ADRA Germany found common interests and synergies in our programming in Ethiopia, specifically within the area of TVET training and capacity support to TVET centres. This culminated in a partnership to fund a new e-learning course on Solar PV Installation and Maintenance. The e-learning course builds on the work that ADRA Germany has done in partnership with ADRA Ethiopia and a German Solar consultancy firm, in having an entire curriculum and competency standards developed and approved by the Ethiopian Ministry of Education. This engagement is held in high regard by the MoE, which sees this course as a strategic part of their ambition to modernizing the TVET sector, while at the same time emphasising sustainability within TVET and the economy at large. The e-learning course will be finalized during the summer of 2021, and is already being tested out in key TVET Centres-of-Influence across Ethiopia.

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 parent 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.

Human rights, including the rights of people with disabilities
Support is being provided to project 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. Inclusive education messaging and topics have been incorporated into all community awareness events and training for teachers, head teachers, PTAs/SMCs and community education committees (CECs). One of the most effective tools being used by the SEAQE2 programme is 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. The SEAQE2 program is cooperating with the Norad funded Together for Inclusion (TOFI) project in Somalia, South Sudan and Ethiopia which is developing partnerships with Disabled Peoples Organizations (DPOs) to further enhance their involvement in inclusive education activities. This approach is being adopted across the SEAQE2 program and incorporated into other projects as well in areas not covered by TOFI as ADRA strengthens its work with DPOs and upholds their mantra as an organization, "nothing about us without us."

A significant proportion of the project activities are with minority groups (Karen in Myanmar, Toposa and Buya in South Sudan, Oromia in Ethiopia and underdeveloped locations in Somalia) currently marginalized within their respective countries and within the education systems. The SEAQE2 project is strengthening education in these target areas and supporting efforts to improve access to and recognition of the value of education. In Myanmar, for example, the program advocates for recognition of the value of learning, recognition of teachers in community schools and promotes dialogue between education providers and the government regarding issues on Mother-tongue based multi-lingual education (in Myanmar) and transition from community primary schools to government schools.

Teachers are being trained on code of conduct that prohibits corporal punishment in schools. Parents and child actors have been sensitised and trained on child rights and child protection related issues. Emphasis was made for teachers to ensure child rights were considered when decisions were made that affected children's wellbeing. Children are also sensitized on their rights to education, health, communication and food and shelter so that they are aware that they are not to be subjected to abuse, corporal punishment and harassment of any kind and asked to report any forms of abuse they experience.

Women's rights and gender equality
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 of 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 where the project has a strong emphasis on access to education for girls.

In schools and communities, training for PTAs/SMCs, teachers and parents in addition to 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 the promotion of 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. In South Sudan, ADRA is working with the Government, local authorities and UN agencies to address issues of early/forced marriage and has managed to get some local bylaws amended to ban the practice. 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 girls in school. Consequently, additional support is provided to improve their learning. In the TVET programmes, girls are given support to join non-traditional skills training.

Conflict Sensitivity and alignment with the resolution on "Women, Peace and Security"
The project operates in conflict settings and is constantly adjusting to conflict and insecurity at the local level and national levels. The project has made efforts to engage with stakeholders, local authorities and community leaders at the start of the project to lay a strong foundation for mutual understanding and acceptance of the project within the communities. Regular meetings and dialogue and the education conferences held with the stakeholders create good communication avenues and coordination during the project implementation and ensure that the project does no harm.

During 2020, ADRA Norway has been working on an overall approach to conflict sensitivity with partners, including SEAQE2 partners which will be finalized in 2021. This process is helping the project to be more explicit regarding how it engages in the local context and with local actors. As a part of this, ADRA will also incorporate key elements of the resolution on "Women, Peace and Security" to actively promote and support the engagement of women in local and national processes, particularly in the community peace building activities that are incorporated into our work with local communities, PTA/SMC groups and with local stakeholders and authorities in our project areas (particularly in South Sudan and Somalia).

Child protection and safeguarding
The SEAQE 2 programme prioritises the safety and wellbeing of all participants and maintains a 'do-no-harm' approach. Measures to mitigate safeguarding and protection risks are mainstreamed across the programme activities to improve the capacity of learning institutions to ensure not only that education is safe for learners, but that they are proactively protecting and supporting the most vulnerable.

SEAQE2 trains stakeholders including school management committees, teachers, parent-teacher associations, parents and caregivers, community leaders as well as children themselves in child protection to help build awareness of child rights, how to report concerns and most importantly, how to contribute towards keeping children safe and in school. In addition to the stakeholders mentioned, ADRA Ethiopia's participants have also included local government staff from the Department of Education, Labour Office and Women and Children's Affairs, a health officer and a police officer.

ADRA South Sudan trained the school management committees and parent-teacher associations of all the programme schools and additionally invited the local chiefs. They found in the pre-training tests that almost all of the participants saw children as a source of labour for subsistence farming, milking, carrying heavy loads and the construction of houses and fences. Participants admitted that they saw child marriage as harmless, that boys were frequently used for cattle raiding and that several boys had died during such raids. By the end of the training, the participants stated that the training had challenged their beliefs and they recognised that the cultural and traditional norms they were perpetuating comprised child abuse. The SMCs, PTAs, teachers and community leaders resolved to work together to promote the protection of children and report any concerns. Following the training, three child abuse cases were brought to ADRA South Sudan's attention. One case originated from a SEAQE2 primary school in Kapoeta East County. The PTA reported that one of the students, a 12-year-old girl, had been sexually assaulted the previous day by a man in the community. The girl had told her mother, who in turn sought help from the school and the local chief. Lack of money to transport the girl to hospital meant that she had not yet received treatment. The SEAQE 2 team paid for her

transportation and medical treatment and supported her family to seek justice to bring the perpetrator to account.

ADRA Somalia has trained Community Education Committees (CECs) in each school location to perform a variety of roles, including in identifying children at risk of dropping out. They have had several successes, including one CEC that identified a girl during the school closures who was at risk of early marriage. The CEC and school mentor were guided by ADRA to work with the family. The marriage was prevented and the girl returned to school once it had reopened. ADRA Somalia also had three cases of physical corporal punishment reported by a child protection lead teacher in a project affiliated school. ADRA Somalia education and child protection staff worked with the school management and teachers to deliver a session on positive discipline and are continuing to monitor the school closely.

To support our partners to ensure quality and impact of the child protection training they deliver to stakeholders, ADRA Norway has produced four training packages for use by SEAQE 2 programme staff: 'Child Protection for Teachers', 'Child Protection for Communities' and 'Positive Discipline for Teachers' and 'Positive Discipline for Parents and Caregivers'. In 2021, ADRA Norway Education Advisors will be running a virtual three-day "Positive Discipline Training" for SEAQE 2 partner staff and ToTs. Members of local teacher training institutions or education ministries will also be invited to join the positive discipline training. At the time of reporting both our partner offices in Myanmar and South Sudan have undergone the training. The training will be cascaded to teachers in the program targeted schools. In December, ADRA Somalia met with the Ministry of Education to discuss ADRA Norway's training packages for teachers on child protection and positive discipline, with a view to these packages being further contextualised for the Somali context and rolled out nation-wide.

To support schools in offering protective learning environments for all students, SEAQE2 aims for each affiliated learning institution to have a child protection policy. Staff work with the senior school leadership to adapt a template created for all SEAQE 2 learning institutions. ADRA Ethiopia worked with its partners to adopt and implement the school child protection policies with 14 schools and four TVET institutions by the end of 2020.

SEAQE 2 places a significant emphasis on the eradication of corporal punishment and each SEAQE 2 affiliated institution is encouraged to develop a whole school behaviour policy. The policy supports schools to improve the capacity of the schools to implement positive discipline, raise awareness of staff, children and families as to behavioural expectations (both of students and teachers) and establish systems for recognising and celebrating the achievement of all learners. A guide to how each school can do this in a fully participatory manner, involving consultation with students, teachers and caregivers was developed and it has been reviewed by partners. Roll out is expected in 2021.

Organisation- wide efforts
In addition to the programme level progress, all ADRA SEAQE 2 partners have benefitted from the organisation-wide capacity building support of ADRA Norway's Safeguarding and Child Protection consultant during 2020 and significant progress has been made. ADRA Somalia, ADRA South Sudan, ADRA Myanmar and ADRA Ethiopia have reviewed and updated their child protection and child safeguarding policies and processes, including improved incident report forms and clear case management procedures. ADRA Myanmar and ADRA South Sudan have both been supported to review their feedback and complaints mechanisms to ensure accessibility to all stakeholders, particularly children and the most vulnerable. This has included formally recognising the value of advocates for individuals who may need support to access and engage with the mechanism.

As face-to-face training was not possible due to the pandemic, the consultant worked closely with ADRA South Sudan management to develop a ten-module distance training package using a supported self-guided study methodology. This package was rolled out to all (approximately 250) ADRA South Sudan staff, with SEAQE2 team members forming a study group of their own to consider the

implications of the learning on program implementation. The training method was highly effective in reaching a large number of staff in remote locations in a cost-effective way and will be rolled out across partners in 2021. ADRA Somalia have already finalised amendments and contextualisation of the training package and are expected to begin implementation in the first quarter of 2021.

Each partner has selected a staff member to act as Safeguarding and Child Protection Focal Person for their organisation. Role descriptions for the position have been written and agreed on, covering a range of tasks including handling any safeguarding allegations made against staff, advising staff on handling child protection cases and supporting programme teams to risk assess their programmes and put into place measures to mitigate safeguarding and protection risks. The focal persons are supported by Task Forces comprised of members drawn from across departments. The focal persons of ADRA South Sudan, ADRA Myanmar and ADRA Somalia have attended training and orientation in their role led by ADRA International, and ADRA Norway will continue to support them into 2021.

Additionally, all four partners have committed to adopting safeguarding and PSHEA policies and reviewing their whistleblowing policies. Working closely with ADRA Norway's consultant, the Focal Person of each partner office started this process in the last quarter of 2020 which will be completed in 2021.

2.5 Project Cost Efficiency

School infrastructure provision (Output 2.1)
While infrastructure activities could continue despite school closures, the program saw increases in the cost of materials due to shortages, disruptions in supply chains and transportation networks, inflation and exchange rate fluctuations and local movement restrictions to project sites that overall increased the cost of construction during 2020. In Ethiopia the price of cement has doubled, causing contractors to halt work and seek renegotiation to avoid losses. Water harvesting is encouraged for all school designs and construction. In Somalia this has reduced the amount of water that needs to be brought to schools by water trucks.

The use of mentors during the COVID-19 period (Output 3.2)
The project increased the use of mentors during the COVID-19 pandemic. The cost for mentors varied in the project countries, with South Sudan the cheapest cost per mentor per month of USD 30, compared with Ethiopia at USD 96 and Somalia at USD 710. The costs varied significantly by the functions and responsibilities that were given to the mentors. In South Sudan, the project employed mentors to facilitate community and school level activities, adapting to the restrictions on public gatherings and enabling proper social distancing. In Somalia, mentors are used at the school level and imbedded into local education authority offices to strengthen the capacity and quality of education in the schools. Usually, the teacher and PTA training activities are conducted more cheaply through larger gatherings or combined training, but we found that the mentors were highly effective in terms of the results they were able to achieve and mentors directly contributed towards progress towards achievement of outcomes. While this approach is more expensive, the project is considering expanding this approach, at least for some of the activities. We will look at this more carefully during the mid-term review.

Accessing teaching and learning materials (Output 3.3)
The program is working with education authorities and other stakeholders on longer term solutions to the gaps in teaching learning materials at the schools. This means that a significant contribution can be made to the resources and learning at the schools with relatively small inputs from the project for advocacy and distribution. In South Sudan, the project leveraged a national program run by the MoGEI and UNICEF to distribute 27,000 text books to the schools. In Somalia the project also coordinates with other stakeholders to address this need. Where textbooks are supplied by the project, the costs of textbooks vary by country from NOK 1.67 (USD 0.20) in Ethiopia to NOK 5.33 (USD 0.64) in Myanmar depending on the type, printing quality and source. The project does also invest in

textbooks and learning materials for project schools, and this is considered important in terms of providing students with the materials needed to improve academic performance and literacy skills. In Ethiopia 3,500 reference books were supplied to school libraries and in Myanmar mother-tongue based reading resources were provided to schools.

The project has continued to invest in the eLearning platform for TVET courses and has also used this platform for distribution of the 21st Century skills training course for teachers. While the initial investment in developing this course was high, the subsequent costs for rolling the course out in each partner country is minimal. In comparison, ADRA would likely have organized Training of Trainer (ToT) workshops on the same theme in each SEAQE2 partner country, with significant time and costs going to arranging training sessions, and bringing education staff together. The efficiency of providing e-learning as a modality for teacher training therefore has a strong use case, especially considering the added constraints arising from the covid-19 pandemic.

The provision of life skills training (Output 3.5)
Project partners were asked to do an analysis of costs for life skills. The cost per student calculated in Myanmar was NOK 6.25 (USD 0.75), in Ethiopia at NOK 8.33 (USD 1) and in South Sudan NOK 33 (USD 4). Life skills training in Myanmar and Somalia is more cost-effective due to the fact that they are conducted by existing teachers who have received such training through a Training of Trainers (ToT) approach.

Overall cost efficiency of remote management and monitoring reflection
During the COVID-19 pandemic travel restrictions have been in place and travel from Norway to the field has been severely restricted. While there were times during 2020 when it was possible to travel to the field it was not considered safe, or cost or time efficient due to the requirements for 10-14 days of quarantine in hotels, sometimes in the country visiting and on return. Regular communication was maintained through Zoom or Teams conference calls, WhatsApp, Skype and social media and project teams were able to share updates, pictures and videos of project activities. A number of trainings were conducted through eLearning and webinars and financial reviews were taken online. While collaboration, partnership and monitoring can't be completely online, it is anticipated that the significant learning has taken place during the pandemic on how to use online tools and platforms to complete many of the tasks that were previously done through in-country field visits. In the future, as travel opens up, the frequency and approach to field visits will likely change and be more focused on tasks that can only be done through onsite verification and monitoring.

3. MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING

Development of a MEAL system
During the first half of 2020, there was a major focus on ADRA Norway's new online data management system, Kinaki. In January 2020, training was held in Ongata Rongai, outside of Nairobi in Kenya. Training on how to use the platform was provided for ADRA Ethiopia, ADRA Somalia and ADRA South Sudan by ADRA Norway and Kinaki's developers, Salanga. It also included discussions on how to best set up the platform to reflect the realities of the program areas. In February 2020, a similar training was conducted for ADRA Myanmar in Yangon by the same trainers. Follow-up trainings were held online in June 2020 and in January 2021 as the data entering was about to commence. All actors seem to have gained good proficiency in how to use the platform, although the challenges usually faced with early implementation have also been faced here.

Regular monitoring and data quality assurance
ADRA has, together with partners in the four implementation countries, collected regular monitoring data in relation to indicators in the results framework, cost data and other activities. Our partners have in addition made efforts to double-check data already collected which includes visits to

educational institutions. The monitoring activities have been conducted as far as possible, given the restrictions of the COVID-19 pandemic.

ADRA Norway has assisted the four implementing partners in quality assuring the data in preparation for this report. As part of this effort, databases were studied carefully, original data was consulted, and additional data collected where needed. In the few cases where incorrect data has been discovered for previous years, this has been corrected. This effort means that the validity of the data in this report and the attached results framework are significantly more reliable than they would otherwise have been. Though these tasks have proved more challenging during the Covid-19 pandemic, it means that we have been able to uphold the high quality of data throughout the program.

Baseline evaluation
While most of the baseline evaluation was conducted in 2019, some final data was collected in January and February 2020.

Mid-term Review
The following reviews and evaluations are planned for 2021:
1. An external mid-term review of the program will be conducted in the second part of 2021; and
2. An internal ADRA ETLE assessment will be conducted in October-November 2021

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	04/06/2021
Signature	*Ghiton Boudhi*
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 2020 Data
Annex 6: Results Examples