

Annual Progress Report 2021

Strengthening Equity, Access and Quality in Education SEAQUE2

*In Ethiopia, Myanmar, Somalia
and South Sudan*



Table of Contents

| | | |
|-------|---|----|
| | ABBREVIATIONS..... | 2 |
| 1 | INTRODUCTION..... | 3 |
| 1.1 | General Information..... | 3 |
| 1.2 | SEAQE2 Alignment with SDG4..... | 3 |
| 1.3 | SEAQE 2 In-Country Contexts..... | 3 |
| 2. | RESULTS..... | 6 |
| 2.1 | SEAQE2 Progress Overview..... | 7 |
| 2.2 | Results by Indicators..... | 8 |
| 2.3 | Result Examples..... | 44 |
| 2.4 | Project Deviations, Risks and Cross-Cutting Issues..... | 44 |
| 2.4.1 | Risks..... | 44 |
| 2.4.2 | Deviations..... | 44 |
| 2.3.3 | Cross-cutting issues..... | 46 |
| 2.5 | Project Cost Efficiency..... | 51 |
| 3. | MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING..... | 52 |
| 4. | OVERVIEW OF FINANCES..... | 52 |
| 4.1 | Overview of financial situation and expenditure and deviations..... | 52 |
| 5. | DATE, SIGNATURE AND TITLE..... | 53 |
| 6. | LIST OF ANNEXES..... | 53 |

Abbreviations

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

1. INTRODUCTION

1.1 General Information

| | |
|--------------------------------|-------------------------|
| 1.1.1 Name of grant recipient: | ADRA Norge |
| 1.1.2 Agreement number: | QZA-18/0353 |
| 1.1.3 Agreement period: | 01.03.2019 – 31.12.2023 |
| 1.1.4 Report for years: | 2021 |
| 1.1.5 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 and support they need 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 SEAQE2 In-Country Contexts

The SEAQE2 programme is focused on supporting girls and boys to access, engage and learn in inclusive and quality learning environments in primary, secondary, non-formal and Technical Vocational Education and Training (TVET) education in marginalized and conflict-affected areas of Ethiopia, Myanmar, Somalia, and South Sudan.

Ethiopia: Ethiopia has faced security problems related to the armed conflict in the northern area since 4 November 2020. Although the security in the implementation area remained relatively stable, the conflict in the northern part of the country had some indirect impacts on the implementation of the SEAQE2 project. Unreliable political information and propaganda on part of the government affected student attendance and enrolment for certain periods as male students were in fear of being conscripted to the national army. One example was during the collection of mid-term review data in November 2021, when students were in fear to be sampled and participate in students learning assessment because they assumed the assessment team were there to single out students for army service. The school management teams were engaged to clarify the purpose of the assessments. In addition, elevated levels of military personnel rotating around towns and schools also increased fear in students, adding a burden to already existing mental health issues. The training and capacity development activities were also affected by the security issues, as many stakeholders repeatedly had to attend additional government meetings. ADRA Ethiopia was forced to compact training days and accomplish more than two activities for each training opportunity.

Another challenge affecting the implementation of the SEAQE2 program was the high inflation rates for construction costs. Inflation rates were high partly due to Ethiopia's armed conflict and partly because of general supply and demand issues on the global market. The Ethiopian government rationed some supplies to guarantee materials for its own national projects, pushing the prices of imported material even higher. By the end of the year, some construction materials had almost doubled in cost.

Myanmar: Up until 2021 the National League for Democracy (NLD) government was pursuing positive political, economic, and social reforms. Within the education sector, the National Education Sector Plan (NESP) 2016 - 2021 provided an avenue for greater cooperation and collaboration between the Ministry of Education (MoE) and Indigenous providers of education on important education reforms, such as language in education policy. The National Education Sector Plan (NESP) foresaw the establishment of a partnership mechanism between the MoE and Indigenous providers of education that would allow for the recognition of Indigenous education systems and the establishment of funding mechanisms. It is within this context that the SEAQE 2 project aimed to foster positive engagement between the MoE and Indigenous providers of education to contribute to the development of a diverse but inclusive education system that supported, rather than hindered, peacebuilding efforts.

The year 2020, however, saw the beginning of a double crisis for Myanmar that significantly impacted project implementation. The first cases of Covid-19 were reported on 24 March and gradually increased leading to various restrictions in movement to curb the spread. Consequently, government schools were closed in May 2020 and remained closed throughout 2020 and 2021. Then, in November 2020, the fallout from the general election that led to the military coup in February 2021 sent the security situation in Myanmar spiralling out of control. From late 2020, the military exerted excessive force against a popular civilian uprising or CDM (Civil Disobedience Movement) in urban areas that emerged in response to tensions and conflicts sparked by the election and the military coup.

Somalia: Prior to the start of SEAQE 2, Somalia remained largely unstable due to conflict, despite progress towards state formation. Conflicts are driven by ethnic/clan-based grievances over political exclusion, discrimination and competition over resources and more than 2.1 million people (two thirds of whom are children) have been displaced because of drought, food insecurity and conflict. Somalia is among the world's poorest nations, with a total poverty rate of 73%. Half of Somalia's population is under the age of 15 and 75 percent of the population is under the age of 30. Yet, public expenditure on education is only 5% and government social service systems and capacities are weak.

Within the education sector, implementation of the Education Sector Strategic Plan (ESSP 2018 - 2020) provides a shared agenda for the education sector for a five-year period (2018 - 2022). Achievements to date include the development of the first unified curriculum and the implementation of a standardised exam system. However, these processes have been hampered by the disruptive nature of the Covid-19 pandemic. A lack of reliable data on children's learning outcomes at the primary level remains a significant challenge with plans to introduce early grade assessments and low-stake assessments for monitoring learning outcomes, which is a goal of the ESSP.

Over the period in which the SEAQE2 has been implemented, relations between the federal government and federal state members have deteriorated, diverting attention from needed reforms. Election disputes for the presidency in Jubaland State, which soured relations between the federal government and the Jubaland State, created significant tensions over the selection of SEAQE 2 target areas/schools, which were ultimately not negotiated and agreed upon until February 2020, when government permissions for the SEAQE 2 project were finally granted. This, combined with the ensuing Covid-19 pandemic slowed down the implementation of the program in 2020, which has had a lingering effect on performance in 2021 as well.

South Sudan: Widespread poverty, conflict, food insecurity and epidemics are continual challenges in South Sudan. Political contentions regarding the implementation of the peace process as set forth in the Revitalised Agreement on the Resolution of Conflict in South Sudan continued in 2021. Flooding in large parts of South Sudan also made access to project target areas difficult and impacted harvests, contributing to the deteriorating food security and economic situation, which in turn was exacerbated by the COVID-19 pandemic and measures.

The SEAQE 2 target area was classified in the emergency phase under the Integrated Food Security Classification (IPC) four, with some areas potentially reaching IPC 5 (famine). While insecurity persists, there was an observable decrease in security incidences from August onwards along the roads and among the communities of Kapoeta and Budi. This is attributed to two peace and reconciliation conferences conducted in the target area in 2021 between the Toposa and Buya communities and between the Toposa and Lopit. These meetings were conducted with by the county commissioners, the Nyakiriket consortium and local actors. During these meetings, communities agreed to end cattle raiding and general conflict between communities. Some incidents after August included intimidation of contractors working on construction at schools. ADRA visited the communities together with the MP for the area, the commissioner and security personnel. To solve the issue of insecurity for the contractors, the community agreed to provide security support to the contractors, assigning 12 members of the community to their security.

Within the education sector, the National Minister of General Education and Instruction (MoGEI) continued the roll out of the new curriculum, which emphasises competency-based child centred approaches. However, the low capacity of teachers to adopt and use the curriculum restricts quality improvements, with 70 percent of teaching staff being untrained volunteers.

2. RESULTS

2.1 SEAQE2 Progress Overview

An overview of SEAQE2 supported educational institutions:

Ethiopia: 2 preparatory schools, 14 secondary schools and 4 TVET centres in ATJK, Negelle Arsi, Heban Arsi districts, in Oromia.

Myanmar: 1,489 educational institutions (the majority (1452) are primary and middle schools operated by Ethnic Education Providers (EEP) outside of government-controlled areas), 20 government schools, 15 Adventist Community Services (ACS) schools, and 2 Technical and Vocational Education and Training (TVET) centres in Kayn state. However, only 999 out of 1452 EEP schools supported by ADRA's partner, the Karen Teachers Working Group (KTWG), and only 13 out of 15 ACS schools were operational in 2021. All government schools have remained closed since 2020, initially due to covid-19. They remain closed due to the turbulent political situation in the country and are not expected to open until the latter half of 2022.

Somalia: 14 primary schools, 2 Special Needs Education schools, 2 TVET centres, 7 Accelerated Basic Education Centres (ABEs) and 3 Non-formal Education (NFE) centres in Southwest, Jubaland, Galmudug, Hirshabele states.

South Sudan: 20 primary schools, 6 Accelerated Learning Programmes (ALPs) in Kapoeta, Eastern Equatoria.

Below, ADRA Norway has presented progress towards the objective indicators in general terms and more details for outcome and output indicator as presented in the results framework. 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 = functional (largely achieved)

Orange = beginning to function (partially achieved)

Red = non-functional (limited achievement)

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)

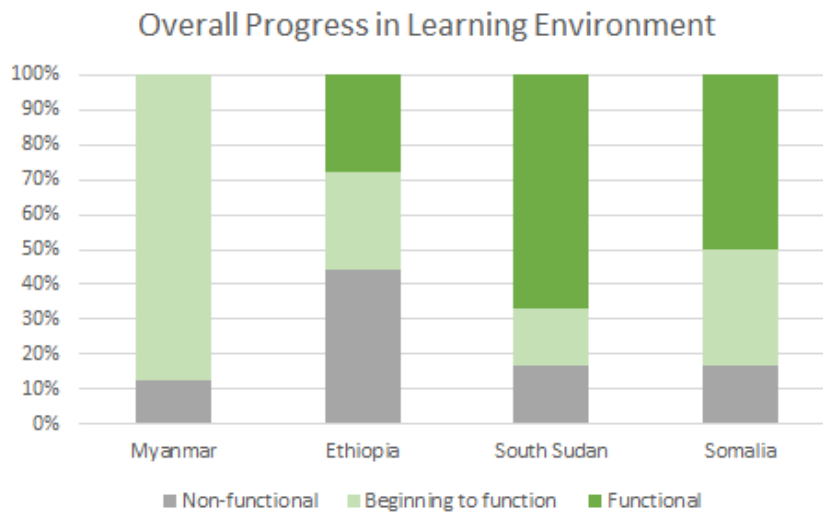
Indicator 1: # and % of learners in supported educational institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments (ETLE and TVETQA composite indicator)

ETLE requirements for Objective indicator 1

To achieve the expected standards of quality, inclusive and effective learner-friendly education, individual target schools need to meet the ETLE and TVETQA minimum standards on all outcome indicators (indicators 1.2, 2.3, 3.1 and 4.1). This means that they need to meet standards for:

- effective learning environment, effective teaching
- effective management by Head Teachers
- effective management by SMCs/PTAs
- effective school/TVET participation.

The graph below shows progress towards these ETLE and TVETQA minimum standards across the 4 countries:



Overall progress summary

The SEAQE2 project is focused on girls and boys accessing, engaging and learning in inclusive primary, secondary and Technical Vocational Education Training (TVET). In Myanmar, the project only works in ethnic minority areas, while in South Sudan it does not have a TVET component. The project works strategically on developing education pathways for marginalised children, including Out of School Children (OOSC), children with disabilities, minority clans and internally displaced children. In this phase of the project, emphasis was given to improving wellbeing, economic opportunities and the capacity of civil society and the government. SEAQE2 contributed to strengthening equitable access, participation and learning outcomes within improved learning environments and contributed to strengthening the education system.

Ethiopia

- Steady progress is demonstrated for most indicators used to measure the overall learning environment. It is worth noting that at baseline, no learning institutions achieved the overall targets or benchmarks. At this point in the program, 2 TVET centres have so far achieved the benchmark targets, and one school is very close to achieving the targets. The other education institutions showing progress in several indicator areas.
- 4 TVET centres have been constructed and handed over to the government and are operational.

Myanmar

- Due to general security issues a limited sample of 7 ACS schools and the KECD TVET centre received an assessment in 2021. Although none of the assessed schools achieved the set benchmarks, 6 schools and the one TVET centre showed overall progress against the minimum quality benchmarks.

Somalia

- 5 out of 11 assessed education institutions (4 schools and 1 TVET centre) have achieved functioning quality standards in terms of inclusive education, safety, and protection. Almost all quality measures for head teachers and teachers are above target, meaning that students are benefitting from more inclusive schools as a result of administrative support provided by the project.

South Sudan

- 2 schools have so far achieved the expected standards of quality, inclusive and effective learner-friendly education environments, while 3 other schools were close to reaching the functioning benchmarks. The rest of the schools have several areas where they are beginning to function.
- A teacher mentoring system has proven to have a better effect than the traditional training models and is preferred by teachers. The mentoring model is better adapted to follow up inexperienced teachers and it is expected it will create better learning outcomes, as a large portion of teachers in South Sudan are underqualified.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|----------------|----------------------------|--------|
| Ethiopia | 4% reduction | N/A | |
| Myanmar | | N/A | |
| Somalia | 4% reduction | 96% reduction | |
| South Sudan | 3.1% reduction | 173% increase in disparity | |

Ethiopia: This information is not available since the MoE has not yet released information on learning achievements (grades) for the 2021 exams. They have only released the number of candidates and number of students who passed the exam. ADRA Ethiopia is lobbying the MoE to release learning achievement data.

Myanmar: Due to the difference in the school calendar this data is not yet available and will be presented in next year's report.

Somalia: 7 schools provided both 2019 and 2021 end of year exams result. In 2019 the average for female students were slightly better than male student performance, with a disparity between the genders of 1.72%, this was due to a higher number of boys enrolled in supported schools and a high number of underperforming boys pulling the average performance down. In 2021 results showed a minimal disparity of 0.07% in favour of male students. The data suggests there is very little disparity in learning outcomes between boys and girls in supported schools in Somalia.

South Sudan: The average score for exams for both boys and girls was worse for the 2020 exams held in 2021, than it was in 2019. For the exams that took place in 2021, there was a 173% increase in disparities in learning achievements between girls and boys compared to baseline levels (Boys have 34.9% higher learning achievements than girls). This is largely attributed to the learning disruptions due to school closures, students not having enough class time to get through the curriculum, girls more likely to study from home due to pregnancy or domestic chores, and the absence of qualified teachers. While candidate classes resumed to prepare for exams for grade 8, only a limited number of students in the target area participated in the examination. With schools having resumed fully from May 2021, we expect that the performance will pick up for the 2022 report.

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)

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-----------|-----------------------------|-----------------------------|--------|
| Ethiopia | 70% | 45% of 726 | |
| Myanmar | 70% | 72% of 383 | |
| Somalia | 70% of 987 | 52% of 153 | |

Ethiopia: Out of 726 graduates, 330 (174f, 3fwd; 156m, 2mwd) are generating their own income or have continued their education. 120 graduates were employed by local companies while 171 graduates pursued further education. The project has not yet achieved the target for this indicator and will work towards reducing drop-out and increasing the quality of training. The project has already established new partnerships that will benefit the 4 TVET centres supported, providing new courses, including Solar Installation and Maintenance in a blended-learning format.

Myanmar: So far, the SEAQE2 project has enrolled 585 students in TVET short course training. Over 97% of these have graduated. Based on a sample of 383 graduates who were interviewed after 6 months, 72% are now employed. 47% of those employed are female, and 4 are youth with disabilities. ADRA supported 65% of graduates

by linking them up with potential employers or providing them with seed funding based on business plans that graduates developed. The project is currently reviewing the TVET data, and the current security situation to ensure high quality training and relevance within the current context.

Somalia: Out of the 153 (52f, 4fwd; 101m, 7mwd) TVET trainees, 52%, or 80 graduates (17f; 63m) are generating incoming through jobs and internship opportunities. 45 individuals (5f; 40m) started small businesses or gained employment while 35 (12f; 23m) gained internship opportunities which pays them commissions and transport allowances. The trainees only graduated in November 2021, and it is therefore expected that more of the graduates will gain employment soon. more trainees are therefore likely to secure jobs or start their own businesses, ADRA will continue to monitor and report the progress through tracer studies planned to be conducted during the second quarter of 2022.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|--|--------|
| Ethiopia | 70% of 220 | 73% (164) of 226 | |
| Myanmar | 70% of 251 | 36% (48) of 132 | |
| Somalia | 70% of 158 | 99% (1039) of 1040 | |
| South Sudan | 70% of 225 | Not measurable due to COVID-19 related school closures | |

Ethiopia: For the academic year of 2020/2021, 226 (104f, 122m) OOSC were reintegrated into the education system. 73% (164) of 226 OOSC (68f and 96m) remained in their educational institution for the 2021/22 academic year. Activities that contributed to the retention of learners was capacity building of stakeholders such as HT, college deans, teachers, PTSA/SMC, supervisors, school clubs, police officers and civil society groups, etc., as well as awareness campaigns, discussion meetings with school leaders and parents and tracer studies. In August, a coordination meeting was held with government stakeholders to promote a unity of action and optimum utilization of resources, which included discussing strategies to identify OOSC and youth for enrolment and follow up and reporting dropout of OOSC. In addition, there was follow up and support for OOSC in the schools by PTAs and parents.

Myanmar: The number of children that were out of school increased dramatically in 2021. Most government schools remained closed throughout 2021, forcing families to either keep their children at home, or seek out Ethnic Education Providers (EEPs), where schools remained operational. Also, within the Karen National Union territories, enrolment dropped by 35% due to on-going conflict. On a positive note, 27 non-formal education (NFE) students continued with their education during 2021. ADRA, together with the Karen Education and Culture Department (KECD) is now making plans to have mobile NFE centres, to cater to the increased needs through-out KECD districts. An additional 21 TVET graduates, formally OOSC, have gone on to continue their education, giving a total of 48 formally OOSC who have remained in school in 2021.

Somalia: Out of the 1040 OOSC (479f; 543m) of which 18 students are disabled (10f; 8m), only one girl was reported to have dropped out of school as per January 2022. These students are enrolled in Accelerated Basic Education programmes, which are again integrated into 7 schools that the project is supporting. The ABE courses take place in the afternoon when regular students have gone home. Community enrolment campaigns to enrol more OOSC are ongoing in all locations and more OOSC children are likely to join schools in 2022. The success of this output is attributed to close follow-up by ADRA, the MoE a state-level, and the local community, who monitored absentees during the initial phase of schools reopening. The communities have also continued with awareness campaigns to return all children to school after COVID-19, and by the close of the year almost all learners were back in school.

South Sudan: This indicator was not measurable as schools were closed between February 2020 and May 2021. Despite this, the project has been successful in bringing children back into school, and during the pandemic actively enrolled 4850 OOSC and youth in learning programs with small groups and home-based learning. This contributed towards strong enrolment in the 20 supported educational institutions the following year. This is an over-achievement compared to the target of 70%. This includes 718 learners (380 f, 338 m) in the 8 schools that were reopened in 2020 just before the COVID-19 pandemic. With boys constituting 57% of enrolments, the project is still reaching more boys than girls. The high retention, despite COVID-19 school closures, is attributed to proactive school-based mentoring to PTAs, monitoring of the learners, joint community awareness sessions by the PTAs and the mentors, Back to Learning (BTL) campaigns, house-to-house visits, and radio awareness campaigns to promote enrolment/re-enrolment.

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 measures performance against the following standards:

- *Barriers to inclusive education, enrolment, and dropouts are systematically monitored and addressed by school leadership*
- *The school is affordable, and its facilities are physically accessible to all children.*
- *Schools promotes equitable curriculum and ensure access to learning materials.*

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-----------------|-------------|--------|
| Ethiopia | 35% of learners | 9% | |
| Myanmar | | 12% | |
| Somalia | | 94% | |
| South Sudan | | 51% | |

Ethiopia: Five out of 18 supported educational institutions now meet the expected standards of inclusive education. All four TVET centres and one school have reached the benchmarks. Although the learners in these institutions comprise a low percentage of the total number of learners, the remaining schools show good progress towards reaching expected standards by the end of the program. This is a long-term process. After the setback experienced in this area due to school closures during the Covid-19 pandemic, ETLE scores measuring school leadership and participation show a positive trajectory compared to baseline data. In 2021, altogether 213 educational personnel, including teachers, school administrators, as well as representatives from local authorities received training in areas related to inclusive education. The trainings were intended to help strengthen the work towards achieving the necessary standards of inclusive education.

Myanmar: ADRA was able to safely assess 7 ACS schools that were operational during 2021 with the ETLE tool. While all schools came close, none of the 7 schools achieved the benchmarks for an inclusive school environment, during these trying times. The TVETQA tool showed that the KECD TVET centre also has made progress within inclusive education but has not yet reached the benchmark set for this indicator. Therefore, no students have been counted towards this indicator.

Somalia: 11 of 12 education institutions met expected standards for inclusive education – which includes 10 schools and one TVET centre. This means that 6,686 (2,637f; 4,049m) students are benefitting from more inclusive schools, as a result of administrative support provided by the project. The high percentage resulted from WASH infrastructure improvements implemented in 2021.

South Sudan: 50% (2,458) of 4,876 learners in six out of the 12 schools assessed, benefited from education in schools that met the expected standards of inclusive education with score 3 in at least 2 ETLE indicators. This is a higher achievement than the target of 25%. Positive achievements are attributed to the school-based mentoring conducted with 68 (13 f; 55 m) PTAs/SMCs, 146 (10 f; 136 m) teachers and 21 (3 f; 18 m) head teachers.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|---------------------|--------|
| Ethiopia | 220 | 224(113f, 129m) | |
| Myanmar | 251 | 340 (178f; 162m) | |
| Somalia | 158 | 1040 (489f; 551 m) | |
| South Sudan | 50 | 2380 (1042f, 1338m) | |

Ethiopia: 242 OOSC enrolled in the 14 supported schools and 4 TVET centres, reaching the set target. A coordination meeting held with 18 HTs and 9 government stakeholders in August helped promote a unity of action and optimal utilization of resources between stakeholders to achieve project objectives. In addition, school enrolment campaigns were held in order to promote the opening of the schools. One of the enrolled learners was registered having disabilities.

Myanmar: 53 OOSC enrolled in NFE training in 2021 and 287 enrolled in TVET short course training, meeting the target. 1 male and 2 female TVET students had disabilities, yet they graduated from the short courses they were enrolled in. ADRA continues to support these students with seed funding to start informal businesses.

Somalia: 1040 out-of-school children (489f, 10fwd; 551m, 8mwd) were in different ABE centres by the end of 2021 up from 786 (354f; 432m) reported in 2020 and meeting this year's target. This comes because of newly established ABE centres in Jubaland and increased enrolment in pre-existing centres. As shown under outcome indicator 1.1, drop-out from these centres is negligent, and indicates that students, parents, and the broader community see the value in this educational pathway.

South Sudan: A total of 2,380 learners (1,042 f; 1,338 m) who were out-of-school more than 6 months were enrolled in school when they re-opened, meeting the target. Out of these, 2,066 (904 f; 1,162 m) with 50 (10 f; 40 m) children with disabilities re-enrolled in schools while ADRA enrolled 314 (138 f; 176 m) in six ALP centres to catch up on learning for re-integration in schools. The enrolment of out-of-school children was done through back-to-school campaigns, awareness by PTAs/SMCs, cooperation with the local authorities, active follow up with children and youth who had dropped out with house-to-house visits and the option of access to accelerated learning program (ALP) centres.

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)

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|---------------|-------------|--------|
| Ethiopia | 35% of 18 | 28% of 18 | |
| Myanmar | 35% of 37 | 13% of 8 | |
| Somalia | 35% of 15 | 92% of 12 | |
| South Sudan | 35% (5) of 15 | 50% 12 | |

Ethiopia: Arsi Negelle preparatory school achieved 50% of effective learning environment indicators which measure monitoring and addressing barriers to inclusion and enrolment, affordability, and promoting equitable curriculum and learning materials. The capacity of the other supported schools to monitor and address barriers to inclusion are beginning to function and more schools are now more accessible and promote equitable curriculum and learning materials, compared to the baseline date. All 4 TVET centres achieved above the mid-term benchmark

measuring healthy, safe and protective institutions. The supported secondary and preparatory schools will be provided greater support to ensure project targets are met for this indicator moving forward.

Myanmar: Most of ACS schools need improvement within inclusive education. Even though they welcome all students, most of the schools have no Inclusive education policy. There are barriers for students with disabilities, as most schools lack the necessary resources to accommodate them. Some students have been dropping out and enrolment rate has decreased due to COVID-19 and escalating conflict. The 7 operational ACS Schools have conducted awareness raising campaigns together with PTAs and community leaders and encourage parents to enrol their children in schools. Throughout the Karen Education system KTWG provided in-service teacher training to improve inclusive education teaching practice to 2,251 teachers at 31 sites across the 7 KNU districts, during 2020. These efforts have borne fruit as KNU schools have remained open throughout covid-19 lockdowns and military interventions, with 82% of students reporting feeling safe at school in 2021.

Somalia: 11 of 12 education institutions, (10 schools and 1 TVET centre), have functioning standards for inclusive education. This means that 6,686 (2,637f; 4,049m) students are benefitting from more inclusive schools because of administrative support provided by the project. The high percentage resulted from WASH infrastructure improvements implemented in 2021.

South Sudan: Half of the 12 schools assessed meet the expected standards of inclusive education. This is a higher achievement than the target of 35% (5) of 15. 4 schools showed progress where indicators were beginning to function, while two schools did not meet standards on any of the related ETL indicators. The standard where schools performed most poorly was the standard about the equitability of curriculum and access to learning materials. The assessment also picked up gaps in the ability of schools to proactively monitor and address barriers to access.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 294 | 379 (48f; 331m) | |
| Myanmar | 1464 | 3490 (2757f; 733m) | |
| Somalia | 156 | 143 (18f; 125m) | |
| South Sudan | 130 | 156 (15 f; 141 m) | |

Ethiopia: 213 (38f; 175m) educational personnel were provided training to support and respond to inclusive education in 2021, bringing the cumulative number to 379. Of the 213 trained in 2021, 140 (26f, 114m) were teachers, 34 (7f, 27m) were local education authorities, and 39 (5f, 34m) were head teachers, deans, vice head teachers and vice deans. The 34 local education authorities, as well as 124 of the head deans and vice head teachers received training for the first time.

Myanmar: SEAQE2 in Myanmar have used the past 2 years with lockdowns and school closures to focus on activities less constrained by the ongoing disruptions to education. Staff and stakeholder training is one such area where there has been placed significant efforts. During 2021 alone 2478 (1965f; 513m) educational staff have received training in themes as diverse as “Positive Discipline for Teachers” (conducted by ADRA Norway staff), “21st Century Teaching Methods”, and “Non-formal Education Training” as well as regular capacity building for over 2295 KECD teachers and head teachers. These training sessions have the overall objective of moving the school environment towards a positive and inclusive place of learning.

Somalia: In 2021 the project conducted training sessions for government officials for the purpose of strengthening special and Inclusive education practices. A total of 125 (10f; 115m) MoE staff members participated across the 4

states the project is implemented in. 18 (8f; 10m) new teachers and 228 learners also took part in the establishment and training of Inclusive Child Clubs and Child Welfare Associations in schools in 3 states.

South Sudan: 153 educational personnel were trained, more than the target of 130. The training was conducted through close cooperation with the county education authorities and with support from the Director General for the Gender and Inclusion in MoGEI. This included 130 (13f; 117m) teachers, 20 (12f; 8m) head teachers and 3 (m) county education officials. The training was school based rather than centre-based to limit the barriers for teachers to attend. Of county officials, head teachers and teachers trained, 16 hold a diploma, 80 have completed secondary education and 57 have only completed primary education. It is interesting to note, that all 15 female teachers have completed secondary education or hold a diploma, so all 57 of the teachers and head teachers who only have a primary education, are male.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 2 | 5 | |
| Myanmar | 7 | 5 | |
| Somalia | 4 | 3 | |
| South Sudan | 2 | 4 | |

Ethiopia: The target was to establish 2 partnerships between education offices, TVET centres and partners in which their thematic areas are directly aligned with the SEAQE2 project. The project team identified and partnered with 5 local and international NGOs. The two international NGOs, *Cheshire Ethiopia* and *FH Ethiopia* support children with disabilities in terms of providing medical treatment, supplying mobility materials and teaching aids, creating awareness, and supplying girl's dignity kits and awareness creation support. The local NGOs, *Ethiopian Centre for Disabilities*, *Development Girarbet Tehadiso Association* and *Biftu Bira Youth and Health Association*, support with awareness creation, medical treatment, and teaching aids for children with sight and hearing impairments. All partnerships are active.

Myanmar: The project in Myanmar has established 5 partnerships, all of which are used to promote inclusive education practices. Partners are Unicef, Point B, Humanity International, Zabai and the EESR network. The latter is an NGO network with government representation, where Ethnic Education Providers can also have a voice on matters regarding education policy. This network was reconstituted in 2021 as the EiE Network, without government representation. Humanity International and Zabai have worked closely with the project during 2021 to promote TVET training for people with disabilities, and increased access to educational material through e-learning, respectively.

Somalia: In 2021 links were created between school managements committees and one of the project inclusive education partners, DAF (Disability Aid Foundation), to continue supporting schools on a pro bono basis. DAF has a direct link with the management of all SEAQE2 target schools. The schools can directly request support whenever needs arise for psychosocial counselling for learners and teachers, disability screening, finding appropriate referral for children with severe illness or disabilities and legal and advocacy needs of the schools. The project has also started talks with Education Assessment Resource Centre (EARC) in Kismayo where SEAQE2 Schools can refer their learners for assessment to determine the nature of a given disability. The centre also provides medical and physiotherapy services to learners in need.

South Sudan: The project has established 4 partnerships. In 2021, 2 new partnerships with the Kapoeta Civil Hospital and Budi Civil Hospital were established to link schools to health facilities to offer medical services and PSS/counselling to learners and teachers.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|------------------|---------------------------|--------|
| Ethiopia | 10,104 learners | 10,991 (4,267f; 6,724m) | |
| Myanmar | 183,354 learners | 86,528 (45,728f; 40,800m) | |
| Somalia | 8,966 learners | 8,737 (3,763f; 4,974m) | |
| South Sudan | 6,791 learners | 7,230 (3,120f; 4,110m) | |

Ethiopia: The project targeted enrolment of 10,104 (3,974f, 6,130m) in the Negelle Arsi and ATJK districts. At the end of December, education offices and TVET centers reported a total enrolment of 10,991 (4,267f, 6,724m), of which 560 (235f, 325m) are TVET learners registered for the 2021/2022 academic year. Of these, 123 (42f; 81m) are reported as children with disabilities and 242(113f; 129m) are OOSC enrolled in supported institutions. Although the total number of enrolments exceeds the target, the target for TVET is lower than expected. The major reason was a delay in TVET enrolment since the national examination results for grade 12 were not released in time for the official enrolment deadline.

Myanmar: 86,528 (45,728f; 40,800m) were enrolled in supported educational institutions in 2021. The majority came from the 999 KTWG/KECD schools that were operational in 2021. The remaining came from 13 ACS schools, 1 KECD NFE and 1 KECD TVET Centre. During the project, two middle schools have been constructed, with a total of 8 classrooms, and one TVET centre, all of which provide much needed education pathways for children in the target communities. The lack of middle schools has been a key reason why children do not continue their education, so building middle schools fills a critical gap. The establishment of a TVET centre under the administration of the KECD provides a much-needed education pathway for OOSC and youth, addressing a significant demand in community.

Somalia: A total of 8,737 learners (3763f; 4,974m) of which 705 are CWD (343fwd; 362mwd) are enrolled in 11 target schools, 3 NFE and 1 TVET centre. 6,939 learners (2,715f; 4,224m) of which 473 are CWD (224fwd and 249 mwd) are enrolled in primary schools. ABE centre enrolment stands at 1,040 (489f; 551m) of which 18 are children with disabilities (10f; 8m). 425 females (of which 23 are females with Disabilities) were enrolled in 3 NFE centres (2 Kismayo and one in Galkayo). 180 (82Fwd; 98Mwd) learners were enrolled in two schools for learners with special educational needs and disabilities. 153 (52f; 101m) students, of which 11 are persons with disabilities (4fwd; 7mwd) are enrolled in the Kismayo Technical Institute (KTI) TVET Centre.

South Sudan: The project carried out awareness campaigns, parent mobilization and provided learning materials and sports equipment to schools to encourage enrolment. During this reporting period, 7,230 of learners (3,120f; 4,110m; 14fwd; 42mwd) enrolled in the 20 supported schools and 6 ALP centres. This is higher than the target of 6,791 learners (2,688 f; 4,103 m) and includes a higher proportion of female learners than expected, particularly in the aftermath of COVID-19 school closures. Overall, 6,916 (2,944f, 3,972m) were enrolled in 20 supported schools and 314 (138f, 176m) were enrolled in the 6 ALP centres.

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)

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-----------------|----------------------|--------|
| Ethiopia | 70% of learners | 83% (5,005) of 6,007 | |
| Myanmar | | N/A | |
| Somalia | | N/A | |
| South Sudan | | N/A | |

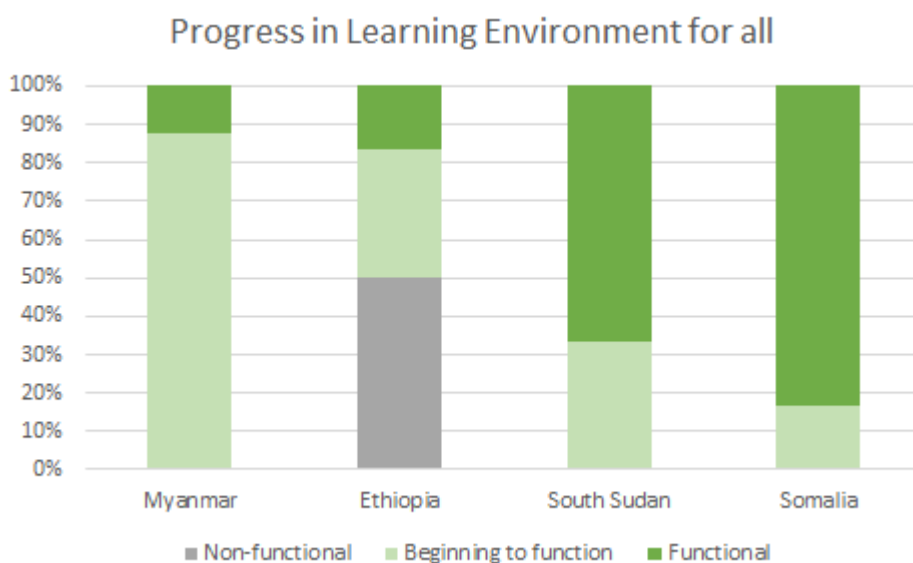
Ethiopia: 83 % (5,005 2,189f; 2,816m) of 6007 (2,197f; 3,810m) learners from formal schools remained registered for the 2021/2022 academic calendar, exceeding the target. 67% (61=26f, 35m) of 91 children with disabilities of formal schools also remained in the learning institution to continue their education. Capacity training of stakeholders as well as advocacy campaigns, school enrolment campaigns, and the provision of learning material has contributed to the retention of learners in the schools. The numbers do not include TVET learners, as TVET learners are enrolled in courses that do not exceed an academic year.

For other countries data was not available, and this indicator was not measured due to the COVID-19 related schools' closures or conflict.

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)

The ETLE standards measured under this indicator (D-J) include:

- DRR & resilience plans are available at the school site and shared with community leaders and stakeholders
- Child protection systems are in place and are operational
- Reporting mechanisms are in place and are operational
- Latrines are kept well maintained and are gender sensitive
- All students have ready access to clean and reliable drinking water.
- An adequate waste disposal system exists and is maintained.
- The school has links with existing health authorities who provide periodic health examinations for children regardless of background or ability.



Ethiopia: ETLE and TVETQA data show a steady improvement towards the target of reaching expected standards for healthy, safe and protective institutions, although it is only the TVET centres that are meeting benchmarks so far. A focus area for the program in 2021 has been to strengthen protection and referral systems. In April, 78 head teachers, vice head teachers, vice deans, education office experts, PTAs and SMC heads received training in how to promote healthy, safe and protective learning environments and referral pathway strategies. In October, education office experts and other partners received training in child protection and safeguarding issues. A safeguarding taskforce has been established within the ADRA Ethiopia office which is being supported by a child protection expert. Activities related to improving hygiene as a result of the Covid-19 pandemic have also contributed to safer learning spaces. ETLE and TVETQA data show that protection systems are beginning to function for more than half of the schools, although further implementation is needed for them to become fully functional. The same is true for other areas, such as access to drinking water and safe latrines, and waste disposal

systems. DRR and resilience plans remain to be implemented in most schools. One preparatory school already meets the criteria of expected standards for healthy, safe and protective institutions, and TVETQA assessment results show that 2 TVET centres meet the mid-term benchmark for healthy, safe and protective TVET environments.

Myanmar: Only 7 schools could be assessed by ETL during 2021 due to high security risks. All the assessed schools show indications that they are beginning to function but are not yet at a functioning at a satisfactory level according to output indicator 2.2.2. or outcome 2.1. Within TVET, the Government Technical High-School (GTHS) in Hpa-An scored above the benchmark in 2020 for this indicator. However, the GTHS was closed all of 2021, and was not included in the TVETQA assessment for this year. The assessment was conducted for the KECD TVET centre only, which was constructed in 2020. The KECD centre scored above the benchmark score, indicating that centre is already functioning satisfactorily within the attention areas of guidance counselling and social services for students.

Somalia: 10 of 12 education institutions have functioning standards for healthy, safe and protective institutions, including 9 schools and 1 TVET centre. This means that the wellbeing of 88% of learners are better catered for due to the engagement of the project in 2021. For the KTI TVET Centre in Kismayo this was realised through improved social services and guidance counselling, in addition to inclusive WASH facilities.

South Sudan: 75% or (3,657) of 4,876 enrolled in the 12 assessed schools benefited from education in supported educational institutions that meet expected standards for healthy, safe, and protective institutions. This is higher than the target for this period of 35%. The project constructed or rehabilitated 8 classrooms in Loolim, 5 in Mogos and constructed 3 latrines in Katiko, Loolim and Karukomuge, to improve facilities and meet standards. Training and awareness were provided on mitigation of risks and on health, protection, and safety. Many of the schools that did not meet the standards did not have the DRR and resilience plans in place and basic facilities were not in place or being well maintained. All schools performed well on having child protection mechanisms in place and on waste disposal. Safe drinking water was also available in most schools.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 16 | 16 | |
| Myanmar | 19 | 15 | |
| Somalia | 43 | 43 | |
| South Sudan | 20 | 20 | |

Ethiopia: The construction of 16 planned classrooms for 4 TVET centres, (Modjo, Bora, Meki and Bulbula) has been completed. The classrooms were officially inaugurated and handed over to the government on September 22, 2021. More than 2000 community members participated in the inauguration together with the ADRA Ethiopia staff, including key government stakeholders and higher officials. The event was aired by the local news media (Oromia Broadcasting Network and Fana Broadcasting). *“The way forward and direction to ensure the sustainability of the project were points of reflection touch on by Oromia and East Shoa Zone MoE representatives. The contribution of ADRA SEAQE2 staff towards successful implementation of the project was praised, and the government stakeholders promised to support ADRA Ethiopia in every aspect needed for the project’s success.”* (Quoted from the inauguration report). These classrooms will offer training in soft skills like accounting and ICT, which were selected in order to encourage the enrolment of girls and learners with disabilities according to the needs assessment conducted prior to the start of the projects.

Myanmar: In 2021 a new government-run middle school was constructed by the project in Kayin State. The school was fully equipped with furniture for teachers and students, and white boards for instruction, as well as latrines for both sexes and solar panels installed on the roof. The school was officially handed over to the School Management Committee in August of 2021. Thus, the project has achieved 15 classrooms constructed, in the form of 3 middle schools (4 classrooms each) and one TVET training centre (3 classrooms). The tendering process began for a 4th middle school in 2021, and this construction will be finalized until 2022. The lack of middle schools has been a key reason why children do not continue their education so building middle schools fills a critical gap. The establishment of a TVET centre under the administration of the KECD also provides a much-needed education pathway for OOSC and youth, addressing a significant demand in community.

Somalia: So far, a total of 43 classrooms have been constructed in 5 new schools through SEAQE2. In 2021 ADRA constructed 16 new classrooms in 2 primary schools in Galmadug state; 8 classrooms were also constructed in a Primary School in Jubaland and a further 8 new classrooms for Banadir orphanage in Mogadishu. ADRA also renovated two classrooms for a Special Needs School in Jubaland in 2021. The school didn't have enough classrooms for the learners, ADRA therefore supported the partitioning and rehabilitation of an old school hall to create two new classrooms of standard size and conditions. Including a school construction in Hirshabelle state in 2020, and a graduation hall at Yme's TVET centre in Galkayo brings the total classroom count to 43 and represents a significant increase in the education system in Somalia during this period.

South Sudan: 3 classrooms were completed and 8 rehabilitated in Loolim and 5 in Mogos primary schools, bringing the cumulative total to 20 classrooms constructed/rehabilitated.

Indicator 2.1.2: Number of supported educational institutions provided with electricity

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 3 | 4 | |
| Myanmar | 5 | 5 | |
| Somalia | 9 | 5 | |
| South Sudan | 3 | 0 | |

Ethiopia: The project has provided electricity to all the TVET centres with the newly finished TVET classrooms. The electricity is supplied by the local grid and provides enough power to run electrical installations in the 16 classrooms, as well as the furnished computer labs.

Myanmar: The project has provided 5 educational institutions with a mix of generator and solar power-sourced electricity. The generators are for more energy-demanding activities, while the solar panel are primarily for lighting and pumping water. The KECD TVET centre and 2 primary schools were equipped in this manner in 2021.

Somalia: The project provided electricity to 5 schools in 2021, including 3 of the 5 newly constructed schools. The schools were connected to already established power lines. The remaining two schools have all wiring established and are only awaiting connection to power lines which are currently not close enough to their respective locations. ADRA Somalia, together with the MoE and the local community are exploring alternative ways, such as solar PV, to power these schools. The project also installed a solar-powered system at the Mustaqbal Special Needs Education Centre in Baidoa, South-West State.

South Sudan: No schools or facilities were supported during this reporting period.

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

| COUNTRIES | 2019-2021 | 2019-2021 | RATING |
|-----------|-----------|-----------|--------|
|-----------|-----------|-----------|--------|

| | CUMULATIVE TARGET | CUMULATIVE ACTUAL | |
|--------------------|-------------------|-------------------|--|
| Ethiopia | 32 | 0 | |
| Myanmar | 32 | 24 | |
| Somalia | 19 | 69 | |
| South Sudan | 14 | 25 | |

Ethiopia: The project target was to rehabilitate 32 toilets in 4 TVET centres, but this has not been achieved so far. Priority was given to finishing the classroom rehabilitation. Rampant inflation in Ethiopia over the last couple of years has increased the cost of construction materials dramatically, which has severely impacted the construction industry across the board. It remains to be seen if the extra toilets can be constructed with the funds the project has available.

Myanmar: 24 toilets have been constructed so far in the project, with 8 toilets added in 2021. This has increased the well-being of the students attending the KECD TVET Centre and the other schools benefitting from new installations. All installations have an equal distribution between the two sexes.

Somalia: 54 new latrines were constructed in the 5 new schools – 18 for female students; 18 for male students; 9 for female teachers; 9 for male teachers. 10 of the constructed latrines are disability friendly. In addition to the constructed latrines, 15 latrines were rehabilitated in 3 other schools. This target was overachieved, due to a renewed emphasis on hygiene and sanitation in the aftermath of the covid-19 pandemic.

South Sudan: Constructed 3 blocks of latrines in Loolim, Karkomuge and Katiko each 2 stances. One stance for boys and girls and one stance modified for children with disability in Loolim, Karkomuge and Katiko. This brings the cumulative number of latrines to 25, which is higher than the target of 14 latrines cumulative. Additional toilets were constructed to address needs at the schools and help them to reach the necessary standards.

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|--------------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 3 | 0 | |
| Myanmar | 21 | 3 | |
| Somalia | 3 | 8 | |
| South Sudan | 5 | 3 | |

Ethiopia: This indicator is primarily linked to the construction of Shalla Billa preparatory and Suro secondary school. Both construction projects are over 70% completed. Access to basic drinking water will be provided at the end of construction, which is scheduled for 2022.

Myanmar: The provision of water supply systems to 3 schools includes either 1500 Litre or 3000 litre overhead tank, depending on the size of the school. Water pumps and pipeline systems are fitted, and hand washing basins are installed. The recent pandemic has shown the importance of this activity, and ADRA Myanmar is mapping which schools need further assistance, to safely operate, having good hygiene practices in place.

Somalia: The project-built water systems for all 5 new schools and connected them to the local water supply. The schools also have additional gutters and storage for harvesting rainwater. The project also improved access to water for a further 3 schools, including the installation of water pumps, hand-washing facilities, rainwater harvesting, and water storage tanks.

South Sudan: This activity was not conducted in 2021 due to budget limitations, with schools requiring boreholes to be drilled at a cost of USD 15,000 per location. ADRA South Sudan is exploring options for 2022 for the three 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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------|--------|
| Ethiopia | 10 | 18 | |
| Myanmar | 745 | 237 | |
| Somalia | 9 | 11 | |
| South Sudan | 10 | 18 | |

Ethiopia: 14 Secondary and 4 TVET learning institutions have already signed the child protection policy introduced by the SEAQE2 project to support the practice of the code of conduct in schools. This year, the project team is following up the implementation of the policy. 33 vice HTs, vice deans and education experts were trained in the school policies in order to strengthen the capacity of schools to manage referral pathways and reporting procedures in case of incidents of violations in schools. 36 PTA/SMC and educational experts also received training in how to support school policies and to promote a supportive learning environment. In addition, 29 PTAs and Environmental Club leaders were trained on environmental protection and cross cutting issues such as disaster risk reduction, positive disciplining and learner friendly environments, and HIV/AIDS education.

Myanmar: ADRA strengthened partners resolve by sharing about the importance of a code of conduct in schools in order to engender a safe and the protective learning environment. This has been brought up in all the projects engagement with school administrations. All government schools already have this in place. ADRA and KTWG are collaborating with community schools in order to have this in place within the coming year.

Somalia: in 2021 ADRA worked together with the Jubaland Ministry of Education to update the existing code of conduct and supported the roll-out to all schools in the state. 4 target schools and 1 TVET in Jubaland benefitted from this engagement. A total of 11 supported institutions now has updated codes of conduct, which are signed by the teachers, and displayed in the office.

South Sudan: Head teachers in 18 schools were trained (17 m, 1 f) on policies and practices that promote healthy, safe, protective, and supportive, learning environments which includes policies and practices on issues like bullying, gender, violence, child protection, Corporal punishment, exploitation and improper teacher-student relationship, school health and Nutrition. They developed policies on child protection, corporal punishment and bullying in schools. 18 of the 20 schools signed codes of conduct. Napak and Farakshika were not able to participate due to insecurity.

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)

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------|--------|
| Ethiopia | 35% of 18 | 22% of 18 | |
| Myanmar | 35% of 37 | 13% of 8 | |
| Somalia | 35% of 16 | 83% of 12 | |
| South Sudan | 35% of 20 | 75% of 12 | |

Ethiopia: In April, 78 stakeholders received training in how to promote healthy, safe and protective learning environments and referral pathway strategies. In October, education office experts and other partners received training in child protection and safeguarding issues. These trainings will help educational institutions adopt and enforce expected policies and practices that will lead to healthy, safe, protective and supportive learning environments. ETLE and TVETQA data shows some progress for this indicator with some schools having systems

that are beginning to function, but with only 1 school functioning satisfactorily and 2 TVET centres meeting the benchmark so far. This will be a priority for the other learning institutions going forward.

Myanmar: In 2021, 7 ACS schools and the KECD TVET Centre were assessed by the ETLE and TVETQA tools, respectively. Regarding the indicators relating to health and safety, all learning institutions showed progress in improving the learning environment, showing systems that are beginning to function, with the TVET centre achieving the mid-term benchmark required by these tools. The project will work towards supporting the schools and the TVET centre towards creating healthy, safe and protecting environments and creating functional referral pathways. The remaining schools will also be assessed once the security situation allows.

Somalia: All 12 education institutions (11 schools and 1 TVET centre) operating in 2021 were assessed by ETLE regarding health, safety and protection. 9 of the schools were assessed to have functioning learning environment standards. Also, the 1 TVET centre achieved the benchmark. Especially policies and practices around WASH have been emphasised in the wake of the Covid-19 pandemic, as is the case for the project at large.

South Sudan: 9 of the 12 assessed schools have functioning policies and practices for healthy, safe, protective and supportive learning environments according to ETLE data.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 150 | 25 (17 f; 7m) | |
| Myanmar | 60 | 0 | |
| Somalia | 55 | 63 (29 f; 34 m) | |
| South Sudan | 325 | 158 (65f; 93m) | |

Ethiopia: 25 referrals to health, safety and/or protection services have been reported so far in the program. Referrals are often done directly to police or institutions and are not necessarily reported to the schools, which may account for a lower number of referrals than anticipated. Training on protection issues and referral systems has been delivered to teachers, children and women's affairs, police officers, health officers and education office experts in May and October respectively, and to ADRA Ethiopia staff in October. A protection task force has been established within the ADRA Ethiopia office with a focal person appointed, and the training in and implementation of referral pathways is being followed up by a protection specialist.

Myanmar: Project staff and key stakeholders have in 2021 developed a referral tracking system. They have also conducted a referral mapping exercise by collecting the information of services provided by INGOs, NGOs and CBOs in the project catchment area. Finally, they have sent the referral mapping check list to each organization through email for reflections and feedback. The mapping process is ongoing. There was also a three-day online training on safeguarding and child protection held by ADRA Myanmar for project staff and related partners in November.

Somalia: The project is active on education coordination platforms and has supported target schools to create linkages and referral systems with child protection and disability services offered by other NGOs and CSOs. In 2021, 35 learners (13 f; 22 m) were referred to health, safety and/or protection services in Hirshabele, Jubaland and South-west states. This, together with 28 referrals in 2020, gives a total of 63 students benefitting from increased access to health and social services, which is above the target.

South Sudan: In greater Kapoeta, the project collaborated with a health project called Adolescent Sexual and Reproductive Health (ASRH) being implemented by ADRA, established a referral pathway for health-related issues among children and youth which had been of a significant help for rape cases and referrals in Kapoeta

South. In Budi, there is a collaboration established already with Coraid and Budi civil Hospital so that more referrals are done through this pathway. The cumulative number of referrals was 158 (65 f; 93 m), less than the target of 325. Further work is being done to connect to service providers, to develop case management systems and to provide more orientation to school leadership in 10 schools regarding services, referral pathways and how to identify learners in need of referral.

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)

The percentages for this outcome indicator are calculated based on indicators 3.1.1 (school, TVET), 3.1.3 (school), 3.2.1 (school), 3.2.2 (TVET) and 3.4.2 (TVET) that support this target.

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|--------------------|------------------------------------|------------------------------------|---------------|
| Ethiopia | 35% of 18 | 11% of 18 | |
| Myanmar | 35% of 37 | 0% of 8 | |
| Somalia | 35% of 15 | 50% of 12 | |
| South Sudan | 35% of 20 | 25% of 12 | |

Ethiopia: TVETQA assessment results indicate that 3 TVET centres have educational personnel that achieve the expected standards of effectiveness and quality. When it comes to the other institutions, the ETLE assessment show an average 61% increase in scores for effective HT leadership, a 40 % increase in scores for effective SMC leadership, and a 29% increase in scores for effective school participation, showing that some areas are beginning to function and that educational personnel are steadily improving their standards. Two schools stand out in achievements on certain indicators; Arsi Negelle preparatory school indicated well-functioning leadership, while Bulbula secondary school indicated that the PTAs were functional. However, no schools have so far have reached overall functionality for this outcome indicator and will therefore remain a priority for all supported educational institutions going forward.

Myanmar: Of the 7 Adventist Community Services (ACS) schools and 1 KECD TVET centre assessed under this indicator, none have reached functioning standards of effectiveness and quality so far. While progress has been made within the areas pertaining to this indicator, they have been overshadowed by an increasingly challenging context, and where ambitions about delivering quality education have been replaced by approaches more suited to Education in Emergencies (EiE).

Somalia: 46% (5) of the 11 operational schools achieved all of output indicators 3.1.1 (HT achieving 50% of ETLE indicators for effective management), 3.1.3 (SMCs/PTA achieving 50% of ETLE indicators for effective management) and 3.2.1 (50% of teachers achieving 50% of ETLE indicators for effective teaching). This indicates a gradual improvement in the quality of the education provided. For the TVETQA assessment, only one of the two supported TVET centres were assessed, as Yme's TVET centre in Galkayo was not operational for the greater part of 2021. The Kismayo Technical Institute scored well in the TVETQA assessment, scoring over the benchmark for both organizational management and quality of training.

South Sudan: Educational personnel and PTAs/SMCs in 3 schools representing 25 % of 12 supported educational institutions that were assessed show functioning standards of effectiveness and quality (ETLE). Three of the schools were non-functional, but the other 6 were showing progress towards achieving the standards. The weakest area of achievement was on poor teacher performance. Additional funding from Norad to be used in the first half of 2022 will focus on the gaps for teachers by boosting the training and mentoring of teachers.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|------------------|--------|
| Ethiopia | 35% | 47% (37%f; 56%m) | |
| Myanmar | 40% | 66% (63%f; 70%m) | |
| Somalia | 35% | 86% (84%f; 86%m) | |
| South Sudan | 15% | 25% (16%f; 29%m) | |

Ethiopia: From a sample of 294 students in grade 10, Mid-Term Review (MTR) ASER data showed an average 47% proficiency rate in literacy and numeracy. This meets the expectations of the mid-term target. The results, however, indicate that proficiency is higher in literacy than in numeracy, and that females tend to score lower than males. The gender difference is most significant when it comes to numeracy.

Myanmar: Students performed well in the literacy assessments from Grade 4 – 10 and there was little difference between male and female students. Student performance in numeracy at Grade 7 and 10 was lower than milestone targets and indicates some gaps may exist in numeracy understanding. That said, the average for grade 4 and 10 students scoring above 50% for both the numeracy and literacy tests was 66%, which was higher than expected based on project targets. The sample size for the ASER tests were 237 students. Male students scored on average 5% higher than their female counterparts, which suggests a low gender disparity in learning outcomes.

Somalia: 178 students were sampled for the MTR ASER tests. Results indicate that 86% of grade 4 students assessed scored above 50% on literacy and numeracy tests. This result is significantly higher when compared to the other SEAQE2 countries and is partially explained by the fact that grade 10 results are not included (the project in Somalia does not support grade 10 students). The scores shown for Ethiopia and Myanmar are drawn down by the inclusion of lower scoring grade 10 students. In Somalia, a higher proportion of girls than boys performed well in numeracy, and a higher proportion of boys than girls performed well in literacy. This finding was different in other countries where girls usually performed lower than boys in both assessments.

South Sudan: The performance of students in the Grade 4 learning assessment for literacy was lower than other country results. Grade 4 literacy and numeracy results show that 25% of students scored above 50% on both tests. Many students were unable to answer questions and girls' performance in literacy and numeracy was lower than boys. Gender differences were statistically significant with high confidence values. Most Grade 7 students did not answer any of the questions in numeracy. This suggests that they did not understand the questions and/or were unfamiliar with the type of questions asked. Literacy results for students were much higher in Grade 7, especially for the reading task.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|-------------|--------|
| Ethiopia | 80% of 770 | 45% of 726 | |
| Myanmar | 90% of 690 | 97% of 287 | |
| Somalia | 80% of 987 | 82% of 153 | |

Ethiopia: The 4 supported TVET centres have seen significant infrastructure finalized in 2021, in the form of 4 expansion centres. These centres will provide training within accounting, ICT and Solar PV, and will accommodate classrooms, an ICT lab and a workshop at each of the 4 locations. These facilities are in full operation in 2022. In 2021, 330 (174f; 156m) graduates completed their TVET training. This represents 45% of the students who enrolled. ADRA will review the causes of drop out and underperformance amongst students in order to better assist students in completing their training.

Myanmar: Out of a total of 287 students that enrolled for TVET training in 2021, 279 (140f, 2fwd; 139m, 1mwd) graduated from their short course training programme. TVET training was planned to take place within the

Government Technical High School (GTHS) in Hpa-An, in addition to the KECD TVET Centre in Myawaddy. However, due to the military coup in February, the project ceased its collaboration with the GTHS. Instead, project staff removed training equipment and supplies from the GTHS compound, with permission from the GTHS principle, and provided on-the-job training together with partnering business owners in the Hpa-An township. 170 students received training in this way in 2021. This shows a level of commitment and resolve which is highly commendable, given the risk all participating stakeholders undertook in defying the military government in this way.

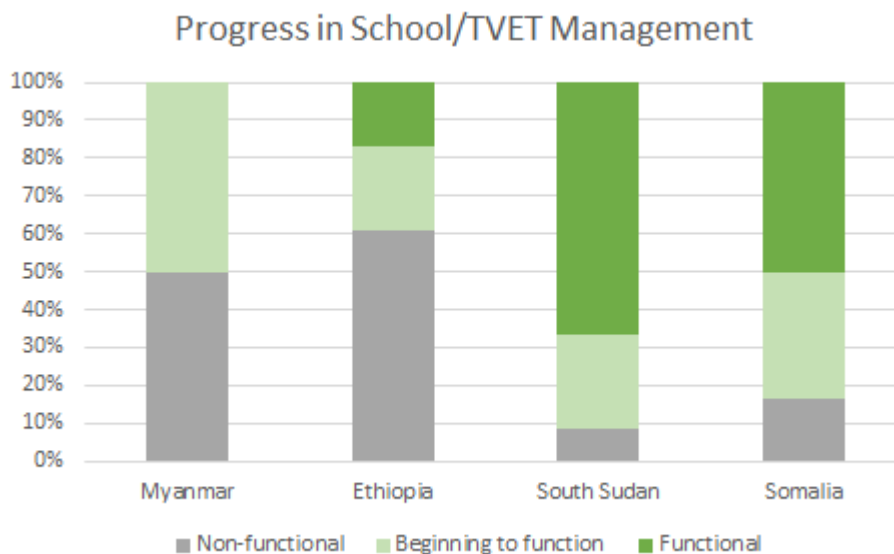
Somalia: Out of the 153 (52f; 101m) learners in the KTI TVET Centre, 81.69% or 125 trainees (39f; 86m) completed the required classes and graduated. They attended entrepreneurship and post-training mentorship to help them transition into the job market. The percentage achieved matches the target for 2021, however, actual enrolment and completion numbers are lower than the targets. This is partly because Yme's TVET centre has not yet been operational during the project period and has therefore not contributed to the achievement of the set targets. Yme is expecting to have the TVET centre fully operational in 2022.

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)

The ETLE standards measured under this indicator (T-Y) include:

- Establishing goals and expectations
- Ensuring an orderly and supportive environment
- Resourcing strategically
- School leaders collaborating with surrounding schools
- Planning, coordinating and evaluating teaching and the use of the curriculum
- Promoting and participating in teacher learning and development



Ethiopia: Head teachers play a pivotal role in supporting effective teaching and learning at the school level. According to the TVETQA assessments, 2 of the supported TVET centres scored well above the benchmark for management and systems strengthening. Interestingly, all 4 TVET centres showed significant progress within criteria related to vision and policy. 1 in 3 of 18 headteachers meeting the standards indicate that some of the schools are now functioning when it comes to resourcing strategically, collaborating with other schools, and creating an orderly environment. In addition, the remaining schools show indications that they are beginning to function in these areas. It should be mentioned that half of the head teachers at the supported schools have newly been replaced and two reshuffled because of political issues, which might have affected the latest ETLE scores

negatively. The areas that need more focus are for HTs to work more on teaching and curriculum development as well as promoting and participating in teacher development. In March, 41 head teachers were trained in leadership, supervision and strategies to support teachers and community participation. Following up and strengthening the work on this indicator will be a priority going forward.

Myanmar: Of the 7 Adventist Community Services (ACS) schools and 1 KECD TVET centre assessed under this indicator, assessments found that half are beginning to function according to the set standards. However, no Head Teacher achieved the benchmark regarding institutional management and systems strengthening. Findings suggest HTs struggle to establish yearly school development goals & expectations with other teachers, parents and PTAs. Administrators need a more systematic approach to data and record keeping processes. HTs are not always able to use resources provided by NGOs and local communities strategically for the betterment of the school, and often struggle to follow up school improvement plans. HTs appreciate the professional development training provided by the project, and would like to see more subject specific training, training on new curriculum, classroom management and lesson plan training and skills training for TVET trainers. These suggestions were reiterated by teachers who also suggested practical training on teaching methodology and child psychology.

Somalia: Half of the 12 head teachers achieved the set standards for managing educational institutions and strengthening their systems. The KTI TVET Centre in Kismayo also achieved the benchmark, as shown from the TVETQA assessment, and is included among the 6 education institutions. This is a positive indication that administrators are managing their tasks effectively. The project continues to support those schools that are still below the benchmark.

South Sudan: 67% of head teachers met expected standards for managing supported educational institutions and strengthening systems, which exceeds the target. Training was provided to the head teachers on their roles and responsibilities, record keeping and documentation, inclusive education, and crosscutting issues such as Inclusion, Gender, DRR and resilience and a learner friendly environment.

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 126 | 169 (37f; 132m) | |
| Myanmar | 3000 | 1639 (492f; 1147m) | |
| Somalia | 120 | 140 (64f; 86m) | |
| South Sudan | 260 | 336 (123f; 213m) | |

Ethiopia: So far in the program, 169 supported PTA/SMC members have been given training in roles of responsibility, managing and promoting quality education, and supporting school policies in inclusive education and healthy, safe, protective and supporting learning environments. PTA and SMC members have also participated in discussions on cross-cutting issues with girls' clubs and environmental protection club leaders. In 2021, 107 (22f; 85m) PTA and SMC members received various trainings. Of these 48 (11f; 37m) were newly elected PTA and SMC members who attended the project trainings for the first time; 14 (4f; 10m) from ATJK, 26 (5f; 21m) from Negelle Arsi and 8 (2f; 6m) from TVET centres.

Myanmar: In total, 770 PTA members and parents benefitted from training on "Positive Parenting: positive discipline and corporal punishment". 418 of these beneficiaries received training from ADRA and partners for the first time, and it is this figure that is added to the cumulative achievement over the project period. The first round of trainings were led by SEAQE2 Education staff in collaboration with ACS coordinators and PTA leaders in 7 ACS and 11 GoM target schools. A total of 230 (131f; 99m) parents and PTA members were present. KTWG also held trainings for PTAs and parents, with 540 (157f; 383m) participants present. Training included basic roles and responsibilities of the PTA, as well as matters relating to child protection, and the rights of the child.

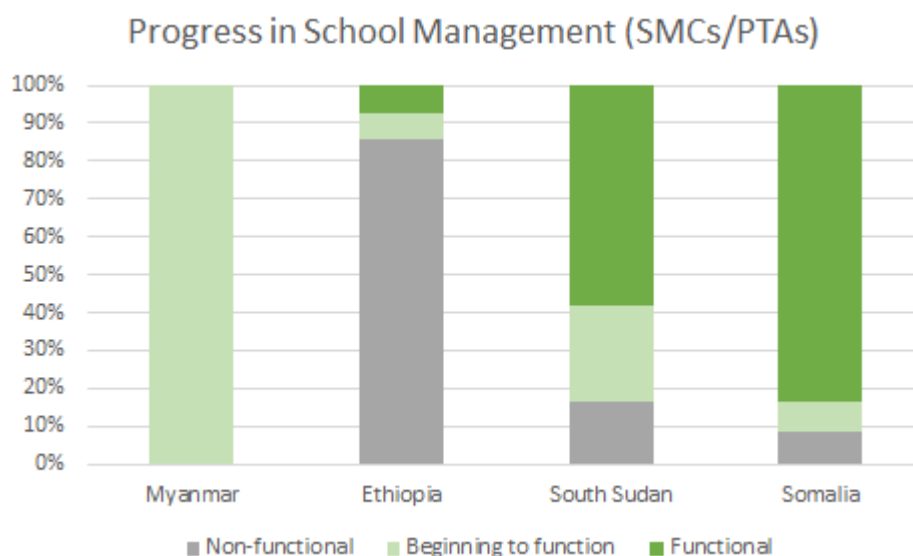
Somalia: In Somalia the term for this stakeholder group is Community Education Committees (CECs). CECs in Somalia are the driving force in sustaining schools in the absence of strong government capacity and oversight. Therefore, strengthening their capacity is critical to the survival of schools. CECs conducted enrolment drives through community mobilization and door-to-door campaigns during the latter half of 2020 when schools opened again. During the project period 140 CEC members have received training in community participation in education, sustainability planning, resource mobilization. The project has also emphasised cross cutting issues within education, and focused on child protection and positive discipline, aiming to strengthen child protection at family and community level. The intention is to create and promote preventative measures to protect children from situations of vulnerability, risk and abuse. During 2021 25 (10f; 15m) new PTA members received an induction as outlined above.

South Sudan: A total of 336 PTA/SMC members (123 f; 213 m) were trained and mentored from 18 of the schools on their roles, inclusive education, and gardening, strengthening their capacity to manage and promote quality education for all learners, and participating in planning, decision making, monitoring and resource mobilisation. Two schools were not accessed due to insecurity. This was done through mentors who conducted school-based mentoring, reaching almost all PTAs and SMCs as the training and support was easily accessible since the venue was within the community. The training sessions included topics on cross cutting issues such as inclusion, gender, DRR, peace building and learner friendly education.

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

The ETLE data standards measured under this indicator (AA-DD) include:

- SMCs & PTAs lead the school development planning process together with head teachers
- SMCs/PTAs effectively support management of school funds and resources
- SMCs/ PTAs monitor school progress
- DSMCs/PTAs involve parents in activities to raise student achievement



Ethiopia: More SMC/PTA now support management of school funds and resources and lead the school development planning processes together with the head teachers, compared to the baseline. Some increase is also shown in monitoring and school progress and the involvement of parents in activities to raise student achievement. This indicates that SMCs and PTAs are beginning to function in their role. Bulbula secondary school so far meets expected standards in managing and strengthening supported educational institutions. However, more training and support is needed for the roles of SMCs and PTAs to function as intended in all schools. Selected SMC/PTA

members received training in respective areas of responsibility throughout the year. In February, training was given in cross-cutting issues (inclusion). In April training was given in healthy, safe, protective and supportive environment and inclusive education policies and practice. In May, training was given in managing and promoting quality education. In December, SMCs/PTAs were included in a meeting on awareness creating. The trainings conducted this year will contribute to strengthening the capacity of SMCs/PTAs to manage and strengthen supported educational institutions going forward.

Myanmar: No school assessed has met this standard, however, the results indicate that over half of the schools supported by the project have PTAs that have increased their engagement in school development plans, management of school funds and resources, monitoring school progress and pushing for higher student learning outcomes. This result indicates significant resilience within communities affected by the on-going conflict in Myanmar.

Somalia: 82% (9) out of the 11 schools assessed during the ETLE assessment achieved at least 50% of ETLE indicators for effective school management (SMCs/PTA). The increased performance is attributed to the capacity development provided by the project. A brief list of training provided to this stakeholder group is provided under output indicator 3.1.2.

South Sudan: 58% (7) of 12 assessed schools from were meeting standards on the management of education institutions. PTAs/SMCs from all the 12 schools that were assessed showed signs of improvement and ownership of processes to improve their schools.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------------|--------|
| Ethiopia | 90% of 18 | 100% of 18 | |
| Myanmar | 70% of 1489 | 28% of 1489 | |
| Somalia | 80% of 15 | 86% of 14 | |
| South Sudan | 80% of 20 | 80% of 20 schools | |

Ethiopia: 18 supported educational institutions have been effectively inspected, supervised and monitored by local education authorities at least once during the 2021 academic year. 100% of 14 schools were effectively inspected by district education offices. All 4 TVET centres supported by the project have also been inspected by district TVET administration offices. District Education and TVET authorities Inspection Departments have developed checklists measuring the status of schools and TVET centres on standards set by the MoE. In addition to the inspections of local authorities, teacher supervision was also conducted, with performance based on certain criteria, such as lesson/session plan preparation, method of teaching, learner evaluation methods, delivery of curriculum and training, preparation of notes and teaching learning materials. In total, 299 (41f; 158m) formal schoolteachers and 73(23f; 50m) TVET trainers have been supervised by their respective head teacher one time (in the 1st quarter of 2021) to improve their performance.

Myanmar: A total of 412 schools (1 NFE centre, 1 KECD TVET Centre, 13 ACS Schools, 397 KTWG schools) were effectively inspected, supervised or monitored by local education authorities at least once during 2021. For community schools supported by Karen Ethnic Education Providers There is no formal inspections or supervision of schools by local education authorities. However, Karen Teachers Working Group (KTWG) sends Mobile Teacher Trainers (MTTs) to all schools on a yearly basis. The numbers are lower for 2021 due to a drastic increase in conflict during the past year, to levels unseen since the KNU signed ceasefire agreements with the Myanmar government in 2015.

Somalia: 11 schools and 1 TVET centres in 2021 have been visited and monitored by local education authorities during 2021. Special education Director for Jubaland visited all target institutions in Jubaland for joint monitoring

with ADRA staff in 2021. Hirshabele and South-west MoEs reported that education officers and quality assurance departments visited supported institutions in 2021. Officials and engineers from the federal ministry of education also inspected newly constructed schools in Jubaland, Galmudug and Banadir.

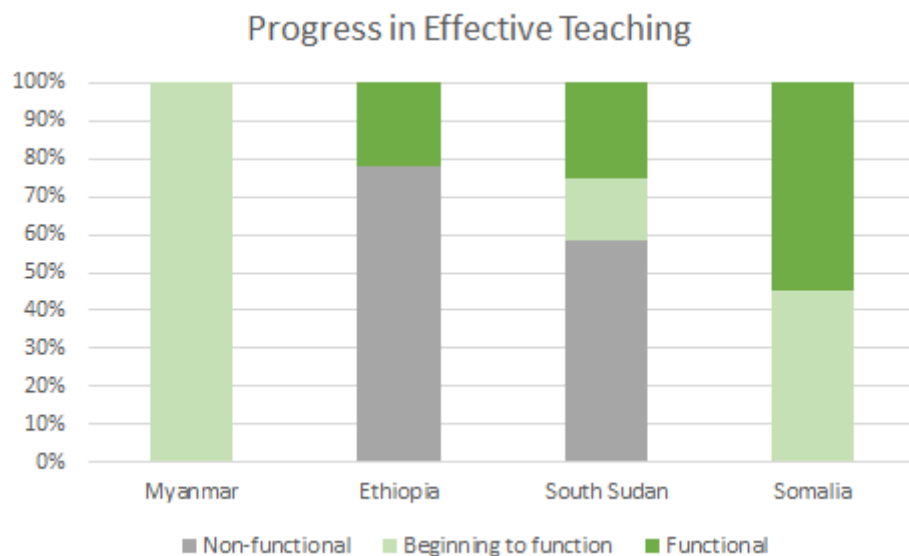
South Sudan: 80% (16) of the 20 supported educational institutions were effectively inspected, supervised, and monitored by local education authorities. This was done mostly during construction/renovation and mentoring programs in the schools. This achievement was attributed to the training and mentoring provided by the mentors and visits from the Director General for Gender and Inclusion in MoGEI, that raised the moral of local education authorities, head teachers and teachers. These types of visits were important in discussing issues such as delays in salary payments, coordination of incentives and the assessment of needs for improvement of the quality of education. Training was conducted for the county education directors on how to conduct school inspection and mentoring. Resources were provided to the county education offices, such as motorcycles to facilitate their supervision of the schools.

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)

The ETLE data standards measured under this indicator (K-S) include:

- Teacher utilizes effective questioning to stimulate children's engagement and understanding
- Teacher utilizes a variety of quality learning/teaching materials & ways of presenting a lesson
- Teacher explicitly states learning goals and objectives and reminds students of the learning focus area during the lesson
- Teacher utilises formative and summative assessment and is able to analyse data that informs S achievement"
- Teacher integrates learning and applies knowledge to real life experiences
- Teacher establishes clear behavioural expectations and is able to manage behavioural issues in an effective and positive way
- Teacher uses mother tongue to further explain key concepts and support learning as needed (when mother tongue is not the language of instruction).
- Teacher is knowledgeable of psychosocial wellbeing and support and is able to plan trauma recovery interventions.



Ethiopia: 1 out of 4 teachers in the supported schools in Ethiopia function well in their roles as teachers. The rest are steadily improving their skills in the subset criteria of expected standards of teaching, compared to the baseline. According to the ETLE data, all teachers now make use of formative and summative assessment and make

use of mother tongue languages in order to explain and guide students. Other areas where most teachers have improved are using effective questioning, stating learning goals and objectives and establishing behavioural expectations. Some teachers also have increased knowledge of psychosocial well. However, it is obvious that the teachers in the supported schools need more follow up, capacity building and mentoring in order to deliver better quality education, something the project team will focus on in the current period.

Myanmar: The project was able to assess 29 teachers in 7 ACS schools and 1 TVET centre. According to the results, most teachers have begun to function well in their role as teachers. Areas where there is progress includes the use of mother tongue to support students, positive disciplining and behaviour management, and use of practical examples during teaching in class. The progress the teachers have made contributes to the increased learning outcomes within the student body, as shown by the results achieved under outcome 3.2. even though it has not met the benchmark. The KECD TVET centre, which was constructed in 2020, has not yet scored above the benchmark regarding effective teaching as assessed by TVETQA. This is an area which the project team will focus on in the current period.

Somalia: Teachers in all 12 Education Institutions achieved 55% (53% f; 56% m) of ETLE and TVETQA indicators for effective teaching. 110 teachers were assessed through ETLE and TVETQA. ADRA partnered with respective Ministries for education at state level (Jubaland, Hirshabele and South-west States) to offer mentorship support to all the teachers in target locations. Through the mentorship programme teachers were given capacity building tailored to their specific needs.

South Sudan: 38% (0% f; 40% m) of 89 teachers (4f; 85m) who were assessed in supported educational institutions met expected standards in effective teaching practices, which is close to the target of 35%. In the ETLE assessment, it was found that teachers were weakest in their subject knowledge and their ability to provide psychosocial support. A total of 78 teachers (12f; 66m) were trained through in-service teachers' training and 60 (13f; 47m) for continuous professional development (CPD), although this training took place towards the end of the year after the ETLE data was collected. As an innovation to offset the challenges of COVID 19 on teacher training, ADRA South Sudan expanded the school-based mentoring to what we now call TEAMS (Teacher Mentorship Support) to not only support teachers but for the mentors to work with the school system. The mentors worked with the teachers to provide them tutorial support in the areas of planning (lesson plans, scheme of work), participatory teaching/child centred), classroom management, inclusive education, Child protection and teachers' code of conduct as stipulated in South Sudan teachers' code of conduct.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|-------------|--------|
| Ethiopia | 50% of 4 | 75% of 4 | |
| Myanmar | 50% of 2 | 100% of 1 | |
| Somalia | 50% of 2 | 100% of 1 | |

Ethiopia: Under indicator 3.2.2 TVET centres are assessed within 2 TVETQA criteria – curriculum and methods of teaching. To achieve the mid-term benchmark TVET centres must score above 2, on a scale of 0-4. In 2021 3 of the 4 TVET centres passed this benchmark.

Myanmar: The KECD TVET centre was found to be scoring below the benchmark for this this indicator. However, looking at the two criteria individually, the centre had a positive score for curriculum, which shows the centre's policy regarding labour market involvement is visible in the way employers are involved in the definition of the content of the education. The centre arranges for input and feedback from employers, considering the future demands from the labour market.

Somalia: The project established a TVET working group in Jubaland to collaborate and share sub-sector information and support the MoE with a TVET Technical Officer to enhance capacity development, including partnership development. Of the two centres supported by the project, only the KTI TVET centre was operational in 2021. According to the standards of the TVETQA assessment the KTI was found to be operating above the benchmark in regard to both the curriculum used, and the methods of teaching applied. The TVET centre offers vocational training valued by employers and involves them when defining training content. The centre also makes use of a variety of teaching methods to motivate students and to reach learning objectives.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------|--------|
| Ethiopia | 3000 | 0 | |
| Myanmar | 0 | 1653 | |
| Somalia | 8966 | 425 | |
| South Sudan | 0 | 1001 | |

Ethiopia: 4 secondary schools, Gode and Watera in the Negelle Arsi district and Oitu and Jido in the ATJK district, were provided with a total of 3500 books covering subjects of math, chemistry, physics, biology, history, geography, civics, English, and Afaan, Oromo and Amharic reference books. The purchase and distribution was done based on needs assessment conducted by ADRA Ethiopia in August 2021. Altogether 2396 students have benefitted from these learning materials. However, the definition of this indicator says that learning materials must be provided directly to students. Since reference books and library material is not provided directly to students this does not technically qualify under this indicator.

Myanmar: 53 students (35f; 18m) were provided with learning materials in NFE centre. 287 trainees (144f, 2fwd; 143m, 1mwd) were provided with learning materials in TVET short courses. 1313 students (706f; 607m) were provided with learning materials in 13 ACS schools. This output was intended to be undertaken in 2022, but due to the ongoing conflict, and increased enrolment in operational schools, the project team moved this activity forward.

Somalia: In 2021 ADRA provided learning materials to 425 females (of which 23 are Females with Disabilities) enrolled in 3 NFE centre (2 in Kismayo and one in Galkacyo). This comes in addition to learning materials provided to 1,326 students in the preceding 2 years. Furthermore, the procurement of learning materials for 3 new schools was made and will be report in 2022.

South Sudan: Although there target for 2021 was 0, ADRA supported 1001 learners with access to radios and learning materials during the school closures, as part of the learning continuity programming during COVID-19.

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|-----------------------------|-----------------------------|--------|
| Ethiopia | 149,715 | 159,920 | |
| Myanmar | 750 | 31,615 | |
| Somalia | 33,629 | 0 | |
| South Sudan | 4,000 | 32,888 | |

Ethiopia: In 2021, 53,473 textbooks were provided for secondary schools, making the accumulative number of textbooks distributed so far in the project 159,920. ADRA Ethiopia cooperated with the MoE, helping with the logistics of the distribution of the textbooks.

Myanmar: the project team, together with partners, have made significant efforts to distribute textbooks to schools that continued to operate in 2021. 11,139 textbooks were distributed in 2021 alone, and 31,615 textbooks in the past 3 years. Textbooks were distributed to all grades, including kindergarten, up to grade 9, as well as instruction manuals for TVET courses and non-formal education (NFE). The target for this indicator in Myanmar counts sets of textbooks distributed (per student) rather than individual books, and equals 1,613 sets, covering all required textbooks per grade. Thus, the project has already surpassed the endline target of 1,500 sets distributed. The increased emphasis on this output is due to changes in the project context post-Covid. The project team requested to move funding between output level activities, seeking the most efficient way of achieving increased learning outcomes amongst the student population.

Somalia: This activity is pending on a greenlight from Federal ministry of education and will likely be done in 2022. GPE in Somalia has taken responsibility for purchase and distribution of textbooks for schools in Somalia. ADRA will fill any gaps still existing, once these are known.

South Sudan: No additional activities in 2021.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|------------------|--------|
| Ethiopia | 418 | 560 (235f; 325m) | |
| Myanmar | 345 | 240 (118f; 122m) | |
| Somalia | 276 | 153 (52f; 101m) | |

Ethiopia: The project has provided 4 ICT labs within the 4 supported TVET centres. These became operational in 2021 and are primarily used for training TVET students in ICT skills. Students are also accessing e-learning course content in the labs, using a combination of local servers, and where possible, an internet connection.

Myanmar: the project enrolled 179 of their own TVET trainees on to the e-learning platform, where students had access to a library of courses. The life skills course is mandatory for TVET students. An additional 61 participants were signed up to the platform, through ADRA's collaboration with other TVET education providers. In addition to life skills training, users were able to access English training, entrepreneurship courses, and ICT courses, to name a few.

Somalia: 153 (52f; 101m) TVET graduates, and 4 trainers were trained and added to the online Learner Management System (LMS) where they can then access a library of courses. ADRA's MEAL Expert will continue monitoring their progress over the next few months and provide technical support.

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

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-----------|-----------------------------|-----------------------------|--------|
| Ethiopia | 2 | 1 | |
| Myanmar | 4 | 5 | |
| Somalia | 2 | 0 | |

Ethiopia: In 2021 one new curriculum, namely "Employability and Entrepreneurship" has been developed and validated by Federal TVET agency experts. The curriculum development process was done in collaboration with a parallel project implemented by ADRA Ethiopia called the "Green Energy TVET" project. This curriculum is now being utilized across Ethiopia by all TVET institutions with the aim of equipping learners with basic skills within entrepreneurship and business planning. In 2020, two other curriculums, one for accounting and one for ICT were

improved. The reach of this output goes far beyond ADRA's work, as the TVET agency in Ethiopia has taken ownership and responsibility for rolling out the curriculum nation-wide.

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. Apart from some minor changes to the Small Business and Life Skills course manuals, no significant changes were made to course curriculum in 2021.

Somalia: In 2021 the project organized a public-private partnership workshop between local businesses in Kismayo, and the Kismayo Technical Institute (KTI). One of the outcomes of the workshop was a market assessment, to be conducted with the support of participating stakeholders. The result of the market assessment will inform the development of new and/or revised curriculum for marketable skills in Kismayo and the broader Jubaland state.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|-------------|--------|
| Ethiopia | 25% of 42 | 0% | |
| Myanmar | 30% of 32 | 0% | |
| Somalia | 30% of 29 | 79% of 29 | |

Ethiopia: No such training took place in 2021. In 2020, 40(12f; 28m) TVET centre trainers attended a 2-day training methodology (pedagogy) workshop Oromia State University. TVETQA assessments indicate that training methodology has improved in all 4 centres in 2021 and can be partially ascribed to this specific output. TVET principles and SMCs have also attended training sessions specific to their needs. In this way the project provides holistic support to all relevant stakeholders in and around the TVET centres.

Myanmar: While no formal capacity building was put in place for TVET trainers in 2021, 7 trainers from the KCED TVET Centre were brought to Hpa-An, which is the districts urban centre, and gained exposure to business and skills techniques directly from the business sector. This gave the trainers an opportunity to update themselves and learn new innovations within their respective fields. Budget has been set aside in 2022 for more in-depth capacity support.

Somalia: 15 KTI Centre trainers were trained by ADRA on child protection, inclusive education, and learner-centred teaching methodologies. 4 of these same trainers have been trained on accessing ADRA LMS for access to e-learning courses. Access to e-learning allows TVET trainers to increase their skills, and ADRA intends to sign up more trainers in 2022. In Yme's TVET centre in Galkayo refreshers trainings were provided for the following subjects; tailoring, electricity, plumbing and masonry. This encompasses the curriculum as well as usage of the machinery and pedagogically training. 8 trainers took part.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------------------|--------|
| Ethiopia | 10,104 | 10,991 (4,267f; 6,724m) | |
| Myanmar | 345 | 287 (144f; 143m,) | |
| Somalia | 8966 | 8737 (3763f; 4974m) | |
| South Sudan | 3,000 | 6,916 (3,972f; 2,944m) | |

Ethiopia: Life skills are incorporated into the national curriculum and all learners therefore participate in life skills education, including learners at the TVET centres. In addition to the integrated life skills modules, ADRA Ethiopia

has provided 21st Century Skills application training in 2020 and 2021 for teachers in SEAQE2 supported schools to strengthen their capacity to incorporate life skills training in the classroom (see details in indicator output 3.5.2.).

Myanmar: The life skills training for TVET students in Myanmar is broken down into small business training, general life skills (teamwork, stress/time/ anger management, communication, etc.) and leadership training. Students respond very positively to this training and confirm that it sets the tone for the practical skills training they are about to learn and improves their chances of employment post-graduation. The course is provided in the form of blended learning, with both online and face-to-face interactions. At times during 2021 the training has been mostly online due to covid-19 mandates and insecurity in the country.

Somalia: All 8,737 learners, of which 515 are CWD (251f; 264m) attended life skill training in 2021. It is part of the school curriculum in primary schools and SNE centres, the NFE and TVET learners also attend life skills classes as part from their core skill training. ADRA also trained the TVET trainees on entrepreneurship, Job seeking, and networking skills.

South Sudan: 6,916 (3,972f, 14 fwd; 2,944m, 43 mwd) learners benefited from life skills training that includes psychosocial skills, cognitive skills, self-management, communication skills and interpersonal skills. In addition, a 2-day training was conducted 7 schools for 128 learners (47f; 81m) on facilitation, group discussion, role play and presentation skills to strengthen student leadership.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|-------------|--------|
| Ethiopia | 35% | 10% | |
| Myanmar | 35% | 56% | |
| Somalia | 35% | 2% | |

ADRA has developed a fully digital course in 21st Century Skills for teachers, delivered as an interactive e-learning course. It is based on material from several sources, including Trilling and Fadel (2009), as well as Unicef and Pearson Education. The aim of the course is to improve the pedagogical expertise and capacity of all staff involved in education. The digital course is broken down into two parts. The first part of the course revolves around the 4 Cs: Critical Thinking, Communication, Collaboration, and Creativity. The second part gives practical examples for bringing 21st Century Skills into the classroom. By the end of the course teachers should know practical ways of providing learner-centred education and training, and helping students master the 4 Cs mentioned above.

Ethiopia: 36 teachers, all male, participated in “21st Century Skills for Teachers” during 2021. This was the second time the project conducted this training, with 58 (5f; 53m) teachers participating in 2020. With a total of 323 teachers and TVET trainers supported by the project, 29% have now benefitted from this course, and have access to the 21st Century Skills e-learning course via their personal devices and/or school ICT labs.

Myanmar: the project trained 882 teachers in the 21st Century skills course. This represents 56% of the larger group of teachers (1566) that are supported by the SEAQE2 project. During a post-training assessment, it was noted that 35% of teachers had incorporated 21 Century Skills concepts they had learnt during training into their classroom. This is an encouraging result, indicating that the project is making an impact on classroom pedagogy.

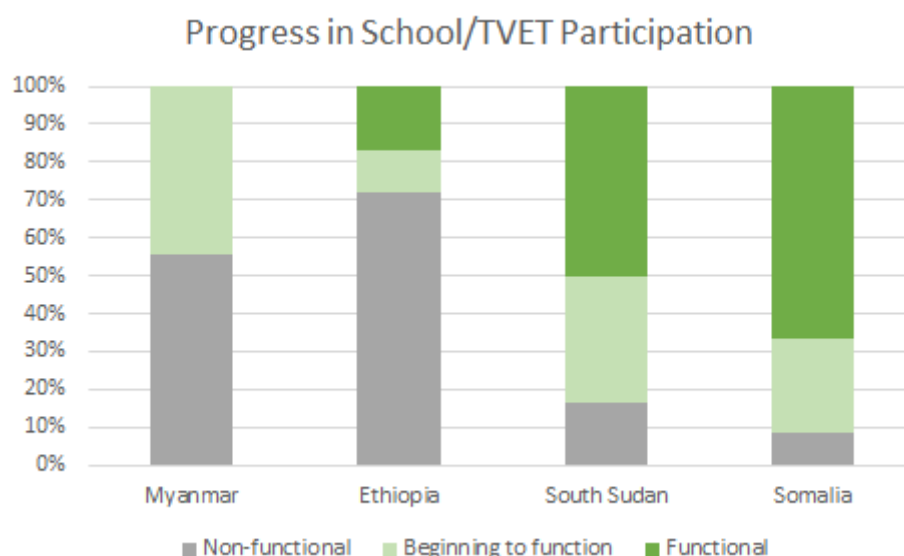
Somalia: This activity was delayed in 2021, as the school system in Somalia sought to recover from the disruption of Covid-19. 4 male TVET trainers have been trained on accessing ADRA's LMS in order to partake in the various e-learning courses available. This represents 14% of the 29 TVET trainers supported by the project. More trainers will be trained in the first quarter of 2022.

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)

The standards being assessed under this indicator include:

- Students have opportunities to participate in student organizations
- Students are involved in decision-making activities in their schools
- Parents are school's partners in decision-making
- Dissemination of school information is made available, including arrangements for translation or oral transmission for illiterate parents.
- Parents are active in encouraging and assisting their children at home.



Ethiopia: ADRA Ethiopia has trained PTA/SMC in roles and responsibilities when engaging in school affairs, as well as positive parenting training and student awareness creation of how to have their voices heard and be able to participate in decision making. ETLE data shows modest progress for this indicator with 2 of the 4 TVET centres reached the mid-term benchmark for this indicator, but no schools. Community engagement in secondary schools do not seem to be as easy to achieve as with primary educational institutions. However, the data suggests more students are organized and involved in decision making and more parents support their children at home, showing these areas are beginning to function in several schools. At the same time the data suggests more attention is needed in supporting parents to engage in school decision making fora, and in disseminating information to keep parents up to date on school matters.

Myanmar: Of the 35 schools and 2 TVET centres monitored by ETLE and TVETQA, only 8 were assessed in 2021. The other schools were either not operational, or in insecure locations. Of the 7 schools and 1 TVET centre that were assessed, just under half saw progress in stakeholder participation. However, none met the overall benchmark criteria at this time. Stakeholders are transitioning from the initial shock of both covid-19 and the military take-over of the country to a firm resolve to continue to support local community educational institutions, which have struggled significantly in the face of the dramatic changes the country has seen in the past 2 years.

Somalia: 42% (5) of the 12 educational institutions (11 primary schools, 1 TVET centre) assessed in 2021 achieved effective participation of learners and parents, in the case of schools, and employers in the case of TVET. These achievements have come about through the creation of school clubs for students, and positive parenting training for parents, among other efforts. Within the TVET sector, the project is supporting the Kismayo Technical Institute (KTI) to reach out to the private sector, and to realise partnership opportunities.

South Sudan: 33% (4) of the 12 educational institutions assessed achieved standards on effective participation of learners and parents. 8 of the schools had opportunities for the learners to participate in student organizations

such as hygiene clubs, inclusive education clubs and being prefects in the schools with 66%, while 5 schools involved learners in decision making activities such as meetings for planning with 42%, and parents were active in encouraging and assisting their children at home by reducing household work to the girls and sending their children to schools every day with 41% of schools. Only 4 schools had parents as partners in decision making during meetings and school activities and were able to disseminate school information including transmission for the other parents.

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-----------|--------------------------------|--------------------------------|--------|
| Ethiopia | 1 | 2 | |
| Myanmar | 3 | 0 | |
| Somalia | 1 | 1 | |

Ethiopia: Two TVET centres supported by the project (Modjo and Meki TVET colleges) received contributions in 2021. Firstly, the Modjo Dry Port company provided funding to construct 2 additional workshops in the Modjo TVET College. Meki TVET College was also supported by Dugda Childcare and Womens Development Association, with a computer, a generator, as well as furnishings and supplies for conducting hairdresser training.

Myanmar: During 2021 the Government Technical High School (GTHS) in Hpa-An was mandated by the military government to remain closed. As this is one of the two TVET Centres where the project provides short course training this posed a serious challenge to the planned activities for TVET in 2021. However, project staff were quick to find other means of providing training to the young people enrolled in the courses. Together with business stakeholders who appreciate the projects positive contribution in Hpa-An, placements were found in 9 local businesses, for more direct, on-the-job practical training. Several other businesses have also expressed a willingness to support local youth in this way. Despite the fact that small businesses have not been able to contribute with resources it is truly commendable that both staff and local business stakeholders continue to support the educational pathways of these young people. This at a time when military suppression is being exercised in Hpa-An, and with the regional and national banking systems in disarray. As mentioned under Outcome Indicator 3.3 170 students received training in this way in 2021.

Somalia: The BECO electrical company partnered with the Kismayo Technical Institute (KTI) to provide support for learners in electrical classes, in. This partnership is the first of its kind, where the KTI has formed bonds with the private sector. The company provided part of the training tools and internship opportunities for learners from the KTI. They have additionally provided opportunities for learners and trainers to visit their power plant for practical lessons and observation. Such partnerships are a good indication of acceptance and support to a form of training that the private sector sees value in.

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)

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------|--------|
| Ethiopia | 35% of 14 | 0% of 14 | |
| Myanmar | 35% of 35 | 0% of 7 | |
| Somalia | 35% of 13 | 36% of 11 | |
| South Sudan | 35% of 20 | 33% of 12 | |

Ethiopia: In December, training was provided for 53 students, PTAs and education expert officers in promoting engagement in school decision making for students. The positive effects of student participation in school decision making and strategies to promote student participation and establishing student parliaments was highlighted. The

results of this training has yet to take make an impact. According to ETLE data, there are indications that student participation in some supported schools is starting to function, but the progress overall so far is modest. More focus will be given to this indicator going forward.

Myanmar: As mentioned under outcome indicator 4.1, only 7 schools were assessed by ETLE in 2021. Due to the ongoing conflict in the region the results were below the benchmark for participation of learners in decision-making processes. None of the assessed schools reached the mid-term project benchmark.

Somalia: 36% (4) of the 11 schools assessed achieved all the indicators for effective participation of learners in decision making. This is above the benchmark set for the mid-term of the project and shows progression towards the end-of-project goal. However, in the mid-term review undertaken by external consultants, only 1 in five students indicated that they were asked their opinion on school matters. This shows there is room for improvement regarding student participation.

South Sudan: 33% (4) of 12 assessed educational institutions met expected standards of participation of learners in decision-making. Although the project trained 36 (16 f; 20 m) student leaders and facilitated the formation of clubs in 10 schools which included debating club, sports club, Hygiene and sanitation clubs, Agriculture clubs and environmental club as well as establishment of committee PTA/SMCs committee, School Disaster Risk Reduction/resilient committee, child protection committee, resource mobilization committee, hygiene and sanitation committee, only 33% of schools met the standards simply because some of the schools were only operating from P1-P4 with children of 6-10 years who could not participate effectively. from 12 schools were trained on hygiene and sanitation, child right, DRR, child protection. The training was conducted for two days. The trainings helped learners from these schools to participate in DRR clubs, know their rights to exercise in the schools. There are also cultural barriers for effective participation of children in youth.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 240 | 129 (28 f; 101m) | |
| Myanmar | 8300 | 17,159 (10,981 f; 6,178 m) | |
| Somalia | 2440 | 624 (335 f; 289 m) | |
| South Sudan | 600 | 613 (327 f; 286 m) | |

ADRA Norway provided positive discipline training to all partners in 2021, except for Ethiopia. These were delivered as interactive webinars over three days, with ADRA partners and key stakeholders in attendance. Two of ADRA Norway's Education Specialists conducted the workshop, which prompted good discussions and reciprocal learning. The concepts shared through this workshop formed the basis for positive discipline in schools and positive parenting at home, which ADRA partners have been sharing with project stakeholders in 2021.

Ethiopia: 39 parents have participated in positive parenting training. The goal was to promote awareness of positive parenting and disciplining skills in order to ensure the well-being of learners and ensuring parents support their children's education. The accumulative indicator results of 129 parents trained is below the target.

Myanmar: The project had two rounds of training for parents and PTA members, regarding their roles in the education of their children. The SEAQE2 staff primarily presented on the subject of "Positive Parenting: Positive Discipline and Corporal Punishment." In total, there were 8004 (5108f; 2896m) participants during the two training sessions held in 2021, from 194 KTWG schools. Feedback from parents underscored the importance of discussion child protection issues and the need for positive approaches when supporting their children's education, both in school and at home.

Somalia: 300 new parents (163f; 137m) attended Training on child protection and positive discipline in 2021. The trainings aim to strengthen child protection at family and community level; create and promote preventive measures to protect children from situations of vulnerability, risk and abuse; to ensure appropriate inter-sectoral response at all levels, coordinate and network with all allied systems; to raise awareness and educate communities on child rights and protection of children and families. 624 (335 f; 289 m) parents were trained in 2020. While the project is still behind on the targets, there are plans to use some of the already-trained parents in a ToT approach. This would help reach more parents with the important messages of child protection and positive discipline.

South Sudan: 613 (327 f; 286 m) parents were trained on the Positive parenting, Child Protection, Sexual Reproductive Health, Nutrition education, hygiene and sanitation and peace education in 17 supported schools. The training took 2 days for selected topics (Definition of Positive Parenting, Why Positive Parenting, Roles and Responsibility of Parents, Corporal Punishment, Understanding Behaviour, Encouraging Positive Behaviour and appropriate discipline, Menstrual Sanitation etc). A total of 17 groups were trained with each having an average of about 36 parents. The training use group discussions, questioning, role play, storytelling and group presentation.

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 240 | 0 | |
| Somalia | 264 | 425 (all female) | |
| South Sudan | 540 | 1661 (466 f; 583 m) | |

Ethiopia: The experience of the program so far is that it is more challenging to form a strong parent support system for secondary and TVET learning institution than it is for primary learning institutions. Students are older, which results in less involvement opportunities for parents, and in the case of TVET learners it is not given that they are from their local community. Going forward, the program will focus more on strengthening teacher-parent communications.

Myanmar: SEAQE2 Myanmar does not have this output in their project logical framework.

Somalia: The project operates 3 Non-formal Education groups for women wanting to gain basic skills. 425 females (of which 23 are Females with Disabilities) were enrolled in the 3 NFE centres (2 in Kismayo and 1 in Galkacyo) in 2021. ADRA pays incentives to 17 NFE instructors in the 3 NFE centres as well as providing teaching and learning materials. In 2021 the women's groups took part in tailoring, tie and dye, beauty salon experience, computer skills, as well as literacy and numeracy classes. The women are free to pick and choose which trainings they wish to be a part of, and training sessions accommodate other obligations they have during the day. The threshold for participation is purposely set low to engage as many women as possible.

South Sudan: 1049 (466f; 583m) parents participated in family strengthening activities. Of these, 589 (103f; 486m) parents participated in REFLECT training and literacy circles. The contents of learning included discussions on community challenges and how to address them, such as food insecurity, causes of theft, shortage of water, disadvantages of cattle, illiteracy, alcoholism, diseases, soil erosion. The groups are facilitated for 5 months and graduate after 6 months. Some REFLECT circle members have also joint the ALP programs to continue their learning. Additionally, 360 (363f; 97m) parents participating in Village Savings and Loan Association (VSLA) activities. The VSLA groups saved 888,700 SSP (about 2,116 USD) over a period of 7 months. The total group provided loans over this period of SSP 165,000 (393 USD). This level of savings confirms that the members are living below poverty i.e., below 2 USD per day. However, the VSLA has benefited members with social funds and some security and enabled group bonding and support, as they shared experiences, challenges and got advice from each other.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------|--------|
| Ethiopia | 25% of 14 | 0% of 14 | |
| Myanmar | 35% of 35 | 0% of 7 | |
| Somalia | 35% of 13 | 64% of 11 | |
| South Sudan | 35% of 20 | 50% of 12 | |

Ethiopia: Since the schools SEAQE2 supports in Ethiopia are preparatory and secondary schools, parents do not have readily access to decision making bodies like they do in primary schools. Some parents might not live in the vicinity of the school and have the same attachment to the educational institution. Parental training and PTA trainings have been conducted in order to strengthen parental participation where it is possible.

Myanmar: Of the 7 schools that were assessed under ETLE in 2021, none reached the benchmark for effective parental participation. This is primarily due to the ongoing conflict taking place in their region. However, other challenges include a high rate of illiteracy amongst parents, which makes supporting their children's learning at home challenging. This also requires that school communication to the parents be primarily presented orally. Further work needs to be done in order to accommodate illiterate parents to partner with the school in decision-making processes.

Somalia: 63.6% (7) of the 11 schools assessed achieved at least 2 of the 3 indicators for effective parental participation. The Community Education Committee (CEC) model used in Somalia is a hybrid of the typical PTA and SMC structures found in other countries. The CEC represents community members and parents that champion education in their community. The CEC also has a strong sense of ownership to the school, and therefore follows school administration closely. This civil society model encourages parent participation and engagement, in a setting where the MoE is too weak to perform all its mandated tasks.

South Sudan: 50% (6 of 12 assessed schools) supported educational institutions meet the expected standards in effective parental participation. Parents participated in discussions and decision-making regarding policies and activities at the school in all the meetings of SMC and school leadership meeting. In schools like Lowoyakali, Nasigeret, Longeeye, Karkamuge, Lorege and Piobokoi, parents willingly volunteer to take on leadership by fencing of the schools with thorns and reeds, contributing grains to supplement the school feeding. The gaps identified in the ETLE assessment in relation to this indicator was the weak documentation of the meeting minutes and activities related to this indicator. Secondly, in some schools, PTAs/SMCs have complained that school administration does not provide them with information when they ask (poor accountability). High illiteracy also makes it difficult for parents grasp training content. Some parents expect to be paid for their participation in school activities. Given the low capacity of teachers and head teachers, they are unable to effectively engage parents, create programs that can encourage parents to help their children to learn. Activity plans for 2022 are factoring in these gaps.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-------------|-------------|-------------|--------|
| Ethiopia | 100% Of 14 | 100% of 14 | |
| Myanmar | 100% of 35 | 34% of 35 | |
| Somalia | 100% 13 | 92% of 12 | |
| South Sudan | 70% of 20 | 90% of 20 | |

Ethiopia: All 14 secondary schools and the 4 TVET centres have received in-kind and in-cash contributions from the local community. In-kind contributions consist of the planting of trees, material for fence construction, seeds

for school gardens, furniture, and cobble stone, among other contributions. Many schools have also received in-cash contribution, with some of the larger schools receiving considerable contributions.

Myanmar: 12 schools and 1 TVET centre received significant support during 2021, including supplies of materials for renovation and construction, enrolment drives within the community, and accommodation for community teachers, and includes the manpower for the infrastructural improvements to the KECD TVET Centre. As one of the project partners states “we would not be able to continue without the support of the community. The community is the most important pillar of Adventist Community Services.”

Somalia: 11 out of 12 schools reported support from communities through the CEC. The CEC supports part of the teacher’s salary in all schools, contribute to school costs. With SEAQE2 school constructions the community supported through labour and provision of building materials to improve school infrastructure and lower the cost of construction.

South Sudan: 18 education institutions received in-kind support from the community. This support help in schools with fencing and hence reducing unnecessary crossing of animals and community through the school compound. They also built school kitchens from local materials in 17 schools. Increasing local ownership. The target was 70%, so this was over-achieved. This is attributed primarily to the ongoing awareness sessions and additional support by the mentors for the PTAs/SMCs and head teachers.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-----------|--------------------------------|--------------------------------|--------|
| Ethiopia | 2 | 91 | |
| Myanmar | 3 | 11 | |
| Somalia | 3 | 2 | |

Ethiopia: As mentioned under outcome 4.2, 2 companies are providing resources to 2 of the TVET centres, in order to improve the quality of training provided. In addition to this, and through the support of the project, the 4 TVET centres now have formalized internships and cooperative training with 58 distinct SME companies. This is a significant improvement for the TVET sector in the region, which traditionally only looked to larger government companies for such training, with limited success. The number of students now accessing internships has increased, with students gaining work experience in the formal and informal labour market.

Myanmar: in 2021 there was a total of 9 of collaborations with the private sector established for the purpose of bringing private sector skills and expertise to the vocational training sector. Cumulatively the project has now achieved 11 such partnerships. The forms of partnerships established in 2021 are however unique, given that they came about during a period when the GTHS TVET centre in Hpa-An was closed, and 9 private businesses volunteered to take on students for on-the-job training. This was a declaration of their support for the projects TVET training, in what are severally trying times.

Somalia: The Kismayo Technical Institute (KTI) has formed partnerships with a Kismayo car mechanics garage and the BECO Power company. the garage provides internships/job placements for learners in the mechanics class while BECO supports the KTI through provision of electrical materials and internship opportunities.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|------------------|--------|
| Ethiopia | 100 | 288 (151f; 137m) | |
| Myanmar | 270 | 202 (100f; 102m) | |
| Somalia | 160 | 35 (7 f; 28 m) | |

Ethiopia: 288 (151f; 137m) of TVET learners benefited from partnerships formed with the private sector as one of the purposes is to provide cooperative training or internship for TVET trainees. The project has supported these efforts in various ways, including providing training to TVET principles in how to establish such collaboration with local businesses, helping to frame such partnerships as a win-win solution. The 4 TVET centres now have internship opportunities with 58 distinct entities.

Myanmar: Despite disruptions to the education system, and specifically to TVET students, 202 (100f; 102m) were able to join internships. The numbers presented here are significant given the insecure context in which these internships took place, and were achieved through direct on-the-job training, combining training and internships in one.

Somalia: 35 TVET trainees have been given internship opportunities and the KTI continues to search for internship opportunities for more learners. Internship opportunities were limited during the reporting period due to businesses closing and keeping precautionary measures associated with Covid-19.

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

| COUNTRIES | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|-------------|--------|
| Ethiopia | 25% of 4 | 50% of 4 | |
| Myanmar | 50% of 2 | 0% of 1 | |
| Somalia | 50% of 2 | 100% of 1 | |

Ethiopia: All 4 TVET centres have made progress under this indicator, as can also be seen from the previous 2 indicators. The project is achieving the 2021 target and is likely to achieve the project target of 75%, or ¾ centres effectively involving local businesses. Among other activities contributing to this output TVET centres held a advocacy event at Adama Robi Hotel, where they encouraged local businesses to work with them for the skills training and increased employability of TVET graduates.

Myanmar: The Karen Education and Cultural Department's (KECD) TVET Centre was the only TVET centre operational in 2021. Under the TVETQA assessment the centre scored below the benchmark for effective employer involvement. This will likely improve in 2022 as the KECD will benefit from the experience the project has had in Hpa-An, where local businesses are positive to having students come for on-the-job training/internships. The project is using the contact base developed in Hpa-An, in order to achieve a similar approach in and around the KECD TVET centre.

Somalia: The KTI is on a progressive path regarding effective employer involvement. Through the TVETQA assessment the KTI scored well above the mid-term benchmark. However, 2021 was not the best year for gauging employer involvement, as represented by the lower numbers for trainee internships/job placements this year. The KTI is engaging broadly within the private sector to find relevant internships for students in 2022. The second TVET centre supported by the project, Yme's centre in Galkayo, has not provided training during 2021, due to new agreements with the German Development Bank (KfW) falling into place, and higher levels of conflict in the vicinity of the TVET centre. It was therefore not included in the TVETQA assessment for 2021. Yme has assured ADRA that 2022 will see regular operations at the TVET centre. The centre in question does have extensive partnerships in place with the private sector, but these have laid dormant during the reporting period.

OUTCOME 5: Strengthened civil society influences education policies and practices

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

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 1 | 1 | |
| Myanmar | 1 | 0 | |
| Somalia | 2 | 1 | |
| South Sudan | 1 | 0 | |

Ethiopia: ADRA Ethiopia has developed one advocacy guide to promote inclusive education and to contribute to facilitation of quality inclusive education services in schools. This Advocacy guide was developed by a consultant and facilitated by the TOFI project, also funded by Norad. The document is validated and approved for implementation in Ethiopian schools.

Myanmar: The project team is planning to conduct a market assessment for TVET in Myawaddy township in 2022, which is where the KECD TVET centre is located. The market assessment is needed in order to align the centre with labour market demand, making the centre more sustainable and efficient in the selection of courses provided. The assessment will also consider various activities CSOs can provide, with the objective to improve the employability of young people and help them navigate employment policies and opportunities.

Somalia: Some commendable advocacy work was done especially on the front of Inclusive Education and Special Needs. However, due to the project team being pressing for time to catch up with delayed implementation (occasioned by Covid-19 disruptions), the documentation process could not be completed within the reporting period. This work is therefore scheduled for 2022.

South Sudan: This work began late in 2021 and the project team has identified a number of issues for research from the education sector coordination for which a number of research will be done in 2022.

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)

| COUNTRIES | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 1 | 0 | |
| Myanmar | 1 | 0 | |
| Somalia | 1 | 1 | |
| South Sudan | 1 | 0 | |

Ethiopia: No plans or budgets have yet developed in order to include marginalized groups so far in the program. This will be prioritized in the last two years of implementation.

Myanmar: No such activities were undertaken in 2021. ADRA and the other SEAQE2 partners have severely curtailed any formal interaction with government entities and officials since February 2021, when the military took control of the country.

Somalia: The project led the process around the development of a Special Education Needs and Disability (SEND) policy in 2020. In 2021 the project has used the policy for key messaging and practices that operationalize the policy among stakeholders. Regarding future policy engagement, 2021 saw heightened political tensions, and these need to succeed before any new education policy work can start up with the MoE. The constant shifting out of ministerial staff also makes it challenging to engage with the MoE at federal and state level in the short term.

South Sudan: While work was done to set up the education sector and forum for civil society during 2021, the group will only begin work on action plans, budgets, and policies in 2022.

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 | 2021 TARGET | 2021 ACTUAL | RATING |
|-----------|-------------|-------------|--------|
| SEAQE2 | 4 | 4 | |

During 2020, ADRA Ethiopia, ADRA Myanmar and ADRA Somalia all gained official accreditation through ADRA International. With ADRA South Sudan gaining accreditation in 2019, the project target for this indicator has been reached.

The ADRA Network has developed an internal process for licensing and accreditation. During 2019, ADRA aligned with the Core Humanitarian Standards (CHS) and became a member of the CHS Alliance. ADRA applied 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. Full approval is granted after 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. ADRA Norway will participate in some of these country verifications especially in some of our partners.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|-----------------------------|-----------------------------|--------|
| Ethiopia | 1 | 0 | |
| Myanmar | 1 | 0 | |
| Somalia | 1 | 0 | |
| South Sudan | 1 | 0 | |

SEAQE2 partners in Ethiopia, Somalia and South Sudan have developed partnerships with national and local DPOs. These partnerships, though initiated by Together for Inclusion (TOFI) program, funded by Norad, have benefited SEAQE2 directly.

Ethiopia: ADRA Ethiopia has identified and assessed 3 local CSOs and 2 INGOs that can contribute to monitor, lead or advocate for improved education for marginalized people. ADRA Ethiopia plans to provide capacity support to these organizations in 2022.

Myanmar: The SEAQE2 main project's partners are Adventist Community Services (ACS) and the Karen Teachers Working Group (KTWG). Both local partners received capacity support in 2020. ADRA Myanmar engages with both organizations on a regular basis supporting their administration, financial and program monitoring systems, as well as their organizational sustainability. ACS was due for a new organizational capacity assessment in 2021, but due to the instability in the country this review was postponed until 2022.

Somalia: One of the project's partners, DAF, have shown in increase capacity to deliver project outputs independently. This demonstrated capacity was not present in the organization prior to ADRA's partnering with DAF. A formal capacity assessment is yet outstanding and will be conducted in 2022.

South Sudan: This work has been initiated through the formation of a partnership with CDSS to set up a country level sector coordination for government-CSO interaction and county level forum for government-CSO dialogue. The capacity assessment is underway and the CSO groups are being established in 2022.

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 1 | 0 | |
| Myanmar | 3 | 2 | |
| Somalia | 3 | 3 | |
| South Sudan | 3 | 4 | |

Ethiopia: No formal platforms for civil society-government dialogue have been formed so far in the program.

Myanmar: No such activities were undertaken in 2021. ADRA and the other SEAQE2 partners have severely curtailed any formal interaction with government entities and officials since February 2021, when the military took control of the country.

Somalia: ADRA leveraged the following platforms in order to further project activities in 2021:

ESC: ADRA introduced Disability Aid Foundation (DAF) to MOECHE as our partners focused on Special Education Needs (SEN), which has resulted in stronger focus on accommodating for learners with special needs.

TVET Working Group: This group was established in Jubaland to bring all relevant stakeholders from both private and government sectors together in support of youth vocational training courses, which has resulted in set standards in terms of selection criteria, content, duration of trainings, internship opportunities and certification.

Community-based rehabilitation approach: Community, government and stakeholder platform established to support rehabilitation activities through engaging in policymaking, administrative structures, rehabilitation monitoring and referral systems.

South Sudan: 4 platforms for civil society-government dialogue were formed in the 4 counties, namely, Kapoeta South County Education Sector Coordination, Kapoeta East County Education Sector Coordination, Kapoeta North County Education Sector Coordination and Budi County Education Sector Coordination. A two-day workshop was conducted in each of the 4 counties to deliberate on the challenges and set up action points and recommendations. Issues identified were

- The ineffectiveness of the School Governing Boards (SGBs) (PTAs/SMCs) attributed to discord between the government and the SGBs. Most of them are semi-literate and may be reluctant in their roles.
- Lack of by-laws preventing rampant pregnancy/early Marriage
- Low budget for Education sector leading to much influx of qualified/trained teachers to NGO sector. Most of the qualified teachers dissent teaching profession due to low and delayed salary to join NGO sector.
- Lack of mobility hindering supervision, inspection, and collection of accurate data by the CED and PES.
- Vandalism of school properties
- Over-reliance on WFP food rations
- Limited support from chiefs in the remote areas
- Limited support for children with disability

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 | 2019-2021 CUMULATIVE TARGET | 2019-2021 CUMULATIVE ACTUAL | RATING |
|-------------|--------------------------------|--------------------------------|--------|
| Ethiopia | 4 | 1 | |
| Myanmar | 7 | 4 | |
| Somalia | 5 | 1 | |
| South Sudan | 0 | 2 | |

Ethiopia: ADRA Ethiopia's network with 6 CSOs has been strengthened through partnership meetings and networking training in October and December, respectively. In the networking meetings facilitated by ADRA Ethiopia, topics like strategies to engage in and support education systems to promote inclusive education, referral mechanisms and case management strategies and work towards including marginalized groups in education were discussed. The objective of the training was to strengthen the links between the project and partner organizations to better promote education for marginalized groups and share best practices. Both networking activities were initiated and facilitated by ADRA Ethiopia.

Myanmar: In 2020 ADRA Myanmar led out and strengthened the Ethnic Education at State and Regions (EESR) working group and the Refugees Returning Students Supporting Group. The latter group has paused its engagement in 2021, due to an increase in IDPs and refugees fleeing from the region. In 2021 ADRA and partners have actively engaged in strengthening the DRR Working Group Kayin and been instrumental in the formation of the Kayin Protection from Sexual Exploitation and Abuse (PSEA) Network. The PSEA Network has been established in Myanmar at large, with a sub-group in Kayin where ADRA played a key role, in order to carry out operational functions for the protection against SEA. The Network meets regularly and provides support to organizations to implement PSEA policies. Other fora the project is active in include the WASH working group, since 2021, and the UN Women Peace and Development Implementation Plan – for Kayin state. All these fora and networks allow the project to advocate for the greater recognition of Ethnic Education Providers, and the needs they face as they maintain a fragile education system for a marginalized population.

Somalia: ADRA formed the following groups/initiatives in 2021 in support of marginalized groups in education:
Child-to-Child Clubs: Child welfare associations that enable children to freely air their views and concerns. ADRA trained teachers and CECs on their need and importance and often monitor the performance of these child clubs.
School Inclusion Week: focusing on non-discriminatory practices, inclusion weeks have been adopted for schools to ensure full participation of everyone and recognition of every child as important and having specific contributions to make for the wellbeing of all.
Girls Empowerment Forum (GEF): specific social vehicles for girls to belong and share their adolescent experiences and guide younger girls as well. The clubs are often overseen by a patron who is a female teacher.
Boys Empowerment Forum (BEF): to empower, educate boys with the goal of creating strong role models for the Somali community and the larger society. One of the challenges addressed is tendencies to drop out of school to join militia groups and 'tahrib' illegal immigration.
Women Support Groups: monthly discussion group that covers multiple topics that promote the health and well-being of families as well as helping women nurture themselves and learn about their education opportunities and that of their children as well as healthy living. ADRA will establish forums for each of these school-based clubs and support groups in 2022.

South Sudan: The formation of the county level education forum for civil society – civil society dialogues is still ongoing, there were no additional structures formed. The cumulative for this is 2 that were formed in 2019 and 2020. Much of the attention in 2021 was put on establishing the education sector coordination for government civil society dialogues.

2.2 Result Examples

See Annex 6 for results examples from South Sudan and Myanmar.

2.3 Project Deviations, Risks and Cross-Cutting Issues

2.3.1 Deviations

The deviations in programme progress seen in 2021 are largely ripple effects from the heights of the Covid-19 crisis. The tangible consequences of school closures and lockdowns in 2020 have given way to less tangible negative impacts in learning outcomes, mental health issues and general well-being of all stakeholder groups. According to the World Bank¹ the predicted trajectory for learning outcomes in developing countries has had a significant decrease post-covid. In order to recover, these countries will need an accelerated learning plan. This is also evident in the ETLE and TVETQA assessment results from the SEAQE2 project, which are designed to measure progress in the quality of outcomes. The level of measured performance by these tools is lower than expected at this stage of the project. Despite this, the quality assessment tools are still showing a general progress, indicating that the program is moving in the right direction. The MTR further shows that learning outcomes have increased despite the setbacks of the past two years. It remains to be seen if programme objectives are still in reach, given the new macro-economic and security backdrop. This will be elaborated on in the section on risk management.

Deviations to activities in 2021 for SEAQE2 included:

- Further increases in allocations for construction costs in Ethiopia to support rising costs of materials. Some construction material costs have increased by 400%.
- 32 toilets intended for construction in Ethiopia were not constructed, due to funds being reallocated to completion of classroom buildings.
- Additional funding from ADRA Czech and the Kavli Trust have enabled the completion of classroom furnishings etc. in Ethiopia.
- Due to the ongoing civil war in the north of Ethiopia government stakeholders refrain from monitoring project progress, for fear of being the target of violence.
- SEAQE2 in Somalia originally intended to construct 6 primary schools by 2021. It is now evident that the budget can only allow for the 5 schools that have already been constructed. This is partially due to the increased cost of implementing the project across all 5 jurisdictions in South and Central Somalia. The project was designed around only 3 of these jurisdictions, but the federal government required the inclusion of all five when the project sought approval in Somalia. This deviation will naturally have a consequence for the enrolment targets of the project.
- 28 of the 35 schools in Myanmar intended to receive the broadest range of inputs were closed in 2021. These were mainly government schools that were initially forced to remain closed after the 2021 coup and are not expected to open until the end of 2022. ADRA Myanmar will likely need a new MOU with the government in order to be able to continue implementing activities in government schools.
- In SEAQE2 Myanmar, community schools in territories outside of government control have received project support. However, due to the increased level of conflict in 2021, not all areas have been accessible to project partners. These restrictions of movement have caused deviations across most activities.

¹ The World Bank, UNESCO and UNICEF (2021). *The State of the Global Education Crisis: A Path to Recovery*. Washington D.C. [World Bank Document](#)

- In SEAQE2 South Sudan, 18 out of 20 schools were supported due to insecurity issues in 2 school locations. The level of support to the 18 schools was also restricted due to COVID 19 and weather conditions. Only 8 out of 12 planned ALP centres were established. This limited the opportunity for out – of – school adolescents and youth to enrol in ALP.
- In South Sudan, the program introduced mentoring for teachers, PTAs/SMCs and Head Teachers, and large-scale mobilization of communities to enrol OOSC. The mentorship program was an innovation to mitigate COVID 19 effects. As a result, there was greater enrolment (50% increase) and retention of OOSC in 2021 compared to 2020, albeit keeping in mind that 2020 enrolment was disrupted by covid-19. Similar positive results were gained through enrolment drives in Ethiopia and Somalia.

2.3.2 Risks

Risk management matrices are continually updated and refined to reflect the situation in implementing countries and ensure appropriate risk tracking, mitigation, and response. On a quarterly basis, ADRA Norway provides updates to the ADRA board of directors. 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 review by ADRA Norway. Procedures to oversee travel to and within countries, including security protocols, help make the working environment tolerably safe. Because of the limitations on travel during 2021, coordination with partners, monitoring of activity progress and capacity building was done mostly using online platforms. 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.

Covid-19 remained an issue during the reporting period. It continued to cause staff travel restrictions, the postponement of events, the limiting of access to supported communities and key stakeholders, the continued reallocation of funds towards covid-19 related activities, as well as other disruptions. During 2021, countries also began to see the post-pandemic economic and political consequences of covid-19. The already fragile countries SEAQE2 operates in experienced further political instability and economic recession, most notably in Myanmar and Ethiopia. Findings from the MTR indicate that existing barriers to education have been amplified by the COVID-19 pandemic and school closures. Out of the 20 SEAQE2 supported schools in South Sudan, 12 schools offer only lower grades and so were not involved in this distance learning initiative, since the School on Air program only targeted primary grades 5 - 8 and therefore was not accessible to all children. In Ethiopia, the barriers facing girls have been exacerbated by COVID-19 and school closures. Almost half of the head teachers interviewed during MTR, stated that many girls did not return to school after school closures. It may be too early to define these as ‘withdrawals or ‘dropouts’, but delayed start and irregular attendance are often predictors of early dropout. According to head teachers in most countries, children with disabilities, children in remote areas, children whose families had to migrate and children from poor households struggled to access distance learning.

The **Myanmar** military coup in early 2021 that led to the ousting of the legitimate NLD government has made engagement and collaboration with the MoE incredibly difficult. Education reform processes and collaborations with the MoE on education policies and programs that were underway with the NLD government have been suspended. The peace process and democratic reforms have been undermined, and pushed 48 percent of Myanmar’s population into poverty, with women and children among the hardest hit. The status of the ADRA organization in the country is in limbo, as all INGOs are required to apply for new registrations and MOUs. ADRA Myanmar continues to operate, while awaiting the finalization of the legislative process around the operation of NGOs. The Myanmar

economy is also severely affected by the coup, but this issue pales in comparison to the suffering of the people of Myanmar at the hands of the junta government.

With an ongoing civil war in the North, **Ethiopia** was in a poor position to deal with the economic impact of Covid-19. In addition to lockdowns and supply-chain issues abroad, the centralized government was not able to control inflation, which currently stands at over 33%. The consumer price index jumped 77% from early 2020 until the present. This has had dramatic effects on the purchasing power of regular Ethiopians and placed a high tax on already expensive building materials which the project requires to finalize school constructions.

In 2021, **Somalia** faced heightened political tensions, at times associated with violence, in the context of a delayed electoral process and power struggles at the leadership level. In southern and central Somalia, conflict and insecurity spiked, driving cycles of displacement, disruptions to livelihood activities, and constraints on trade and humanitarian access. Increased competition for natural resources and income generated conflict at the local and sub-clan level. These increased levels of conflict have, among other activities, delayed the opening of Yme's TVET centre in Galkayo.

The political situation in **South Sudan** has shifted since the project began, with the new Eastern Equatoria state government under-funded, understaffed, and at a significant distance from where the SEAQE2 project is implemented. Ten years after independence and three years after the signing of the revitalized peace agreement, people in South Sudan continue to face deteriorating humanitarian conditions. Their situation is worsened by endemic violence, conflict, access constraints, public health challenges, and climate shocks. The latter results in the dual phenomena of extraordinary flooding and localized drought, which has a severe impact on people's livelihoods and restricts access to education and WASH services. For 2022, the humanitarian community in South Sudan estimates that more than two-thirds of South Sudan's population, 8.9 million people, will need humanitarian assistance, an increase of 600,000 since 2021. In regard to SEAQE2 program implementation this context creates a highly insecure operational environment, where violent attacks along main roads are commonplace. Other related consequences are that teachers are not receiving salaries and are poorly motivated to perform their tasks.

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 fraud and 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, as well as awareness raising about anti-corruption and zero tolerance against fraud and mismanagement. ADRA Norway also conducts capacity building sessions and provides partners with training material

and tools for further organizational development on anti-corruption. During the COVID-19 pandemic the monitoring has taken place remotely. In addition to the regular monthly monitoring of partners' finances through reports, in 2021 ADRA Norway conducted 4–5-day intensive virtual workshops with each of the partners. ADRA Norway thus engaged with the partners to assess all different parts of their internal control system, providing support and guidance for further improvement. ADRA Norway received very positive feedback from the partners, especially field staff, who felt included as they could participate of such a session remotely from their field offices.

In 2021 two cases were reported to Norad's "varslingsteam", both for SEAQE2 in South Sudan. In one of them there was a suspicion of misuse of funds after the identification of a difference between cash count and cash amount of approximately USD 6,000. After further investigation, copy of vouchers were found at the field office, which by mistake had not been entered in the accounts at the main office in Juba. The accounts were thus updated and checked by the local auditor, who confirmed that it was not a fraud case, but a lack of internal control of vouchers. A further whistle-blowing case was reported to Norad after a computer belonging to the project manager was stolen from his private car, along with documents and private assets. Norad was notified in both cases, and they were processed and closed.

The environment and vulnerability to climate change

In accordance with our 2021-2025 organizational strategy, ADRA is placing an increased emphasis on climate change mitigation and response. Partners have, for instance, been encouraged to adopt and implement sustainable policies and practices, while carefully assessing and managing the environmental footprint of activities. SEAQE2 staff receive awareness training on effective environmental behaviour and management in undertaking project activities and office operations. Further, ADRA undertakes education advocacy among partner civil society organisations that promote ecologically sustainable development. The community is also sensitised through awareness creation programs on climate change adaptations and mitigation. Consequently, environmental school clubs have been established and engaged in water conservation, tree planting activities, and effective waste management.



During both construction and rehabilitation of SEAQE2 schools, contractors are briefed on environmental issues and management. Like in previous years, solar power is installed within schools for lighting and energy. Similarly, local field offices remain mostly powered by solar power. This promotes awareness and practice towards harnessing readily available and renewable solar energy to meet power needs within the community. Additionally, construction and renovation of buildings within ADRA programs carefully adheres to environmental requirements and clearances.

In 2021, a new e-learning course on Solar PV Installation and Maintenance, supported by SEAQE2, was finalised and tested out within key TVET Centres-of-Influence across Ethiopia. The course curriculum and competency standards developed by ADRA Germany, ADRA Ethiopia, and a German solar consultancy firm, were successfully approved by the Ethiopian Ministry of Education.

Furthermore, aligned with Sustainable Development Goal (SDG) 13, the Paris Agreement, and the Kyoto Protocol, ADRA Norway strives to reduce its organisational carbon emissions. This includes assessing administration-related carbon footprint and exploring opportunities for carbon offsetting. ADRA Norway is currently developing an action plan to adopt environmental-friendly operations, is working towards carbon neutrality and aims to obtain lighthouse certification within this calendar year. ADRA Norway is simultaneously collaborating with the ADRA Europe Resilience Working Group to launch a Carbon Neutral Strategy for the larger ADRA network.

Human rights, including the rights of people with disabilities

Stakeholders including teachers, administration, government officials, and project staff have received support and training to increase their capacity to identify, manage and monitor issues relating to disability and impairment, exclusion based on ethnicity or membership of minority groups or languages, and other kinds of exclusion or marginalization. Persons with disabilities often face intersecting vulnerabilities that increase their exclusion. Within the SEAQE2 Mid-Term Review, teachers reported that pertinent safety concerns for children with disabilities at school included shaming, discrimination, violence, bullying, and harassment. As means of mitigation, advocacy and awareness-raising have been conducted, for instance through posters and communication materials in Somalia and information sessions with caregivers in Myanmar. However, during Covid-19, domestic violence prevented children with disabilities from accessing distance learning, according to 40 percent of headteachers. Hence, we find that Covid-19 has a negative impact on inclusion, as those most susceptible to exclusion run a higher risk falling behind and/or not returning to school.



SEAQE2 cooperates with Together for Inclusion (TOFI), a Norad funded project in Somalia, South Sudan and Ethiopia, which partners with Organisations of Persons with Disabilities (OPDs) to identify out-of-school children with disabilities, set up school inclusion teams, and further promote human rights through advocacy at local, state, and national levels. This approach is being adopted across the SEAQE2 project as ADRA upholds the principles of “nothing about us without us” and “no one left behind.”

Furthermore, a considerable number of project activities target minority groups; Toposa and Buya in South Sudan, Karen in Myanmar, Oromo in Ethiopia, and Somalis and Bantu with low socioeconomic status, currently marginalized within their respective countries and education systems. The SEAQE2 project continues to promote and improve access to education as a human right, irrespective of ethnicity, religion, gender, ability, or sexual orientation. Hence, activities include human rights sensitisation, student-centred teacher training, inclusion of marginalised persons in decision-making processes, and school codes of conduct that forbid corporal punishment.

Women’s rights and gender equality

The SEAQE2 project has helped promote gender sensitivity and responsiveness by building girls’ toilets, providing menstrual hygiene packs, providing gender-inclusive teacher training, and monitoring gender inclusion within the classroom. Amplified by the Covid-19 pandemic, boys face significant protection risks in the community, including child labour, safety risks, neglect, security issues, domestic violence, and conscription into armed forces or militia groups, as reported by headteachers. Similarly, girls face protection risks including forced marriage, safety risks, gender-based violence, child labour, domestic violence, early pregnancies, and security issues. In addition, child trafficking emerged as a new protection issue within Somali SEAQE2 communities during the Covid-19 pandemic.



While gender disparity regarding enrolment numbers was significant in Ethiopia, Somalia, and South Sudan, the SEAQE2 Mid-Term Review revealed gender parity within Myanmar schools. Responses to encourage students to return to school following Covid-19 suggested that girls were encouraged and supported to return with a few girls’ clubs established and girls’ education campaigns conducted. Nonetheless, the Mid-Term Review indicated that interventions were generic rather than specific to the unique barriers girls face and that a deeper analysis of the barriers may help to inform a more tailored response. In South Sudan, relevant political authorities are neglecting their duties of service

delivery and control, which results in slow rates of implementation of policies and strategies including the Inclusive Education Policy, Child Act, and general gender strategies, impacting gender equality and girls' rights.

Conflict Sensitivity and alignment with the resolution on “Women, Peace and Security”

Relevant adjustments have been made to the SEAQE2 project to ensure conflict sensitivity, although a more rigorous and continuous process of conflict analysis may have helped reduce tensions and avoid implementation delays in Somalia. At the local level, the SEAQE2 project is conflict-sensitive, according to headteachers and education authorities, without negatively affecting the relationships between diverse groups in the community. In South Sudan and Somalia, moreover, several reports within the Mid-term Review asserted that SEAQE2 had helped build positive relationships between the school, community, and local stakeholders and improve the relationships between diverse groups. ADRA Norway developed a conflict sensitivity guide for all our programs, and this strengthens our capacity to support our partners.

The military coup in 2021 and the subsequent military rule that now prevails in Myanmar has significantly changed the operating environment. The safety and security of local NGO staff is a major concern, with ADRA Myanmar reporting that NGO staff members from other agencies have been arrested, and at least one NGO employee has been killed. Further consultative and rigorous processes of conflict analysis are needed. For instance, communication with partners and local staff about how and why decisions are made, particularly in relation to signing an MoU with the military regime, is needed.

Program interventions in Ethiopia and Somalia have, according to the Mid-Term Review, been conflict sensitive. ADRA Ethiopia has been responsive to local conflict dynamics and staff noted how the trust and respect they have built within SEAQE2 communities has contributed to their safety and security. ADRA Somalia explained how communities often warned them about armed groups in the area and/or approached armed groups about not targeting ADRA staff during times of conflict.

Furthermore, ADRA South Sudan has been responsive to local conflict dynamics and has built trust and respect within target communities and schools and among local stakeholders. Staff noted that when they visit target communities, often accompanied by escorts to navigate roadblocks and reduce security risks on route, they typically stay for two weeks and that this has helped build positive relationships and increased the confidence of local stakeholders.

ADRA incorporates 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. Our partners advocate for the rights of girls to education and broader wellbeing. Additionally, we have begun to partner with more women grassroot organizations and schools-based students associations that promote women equality and girl's rights. An example is the space the program has created in Somalia for Girls Empowerment Forums.

Child protection and safeguarding

All offices benefitted from regular safeguarding and child protection support from ADRA Norway. Meetings took place at least once every two months, with more frequent support given as needed. In 2021, all country offices were supported to establish Safeguarding and Protection Taskforces, appointing a Focal Person and taskforce members including key staff from SEAQE2. The task forces created action plans which included adopting a suite of six safeguarding policies. All partners have done this and had the policies adopted by their boards. Further capacity building of Ethiopia and Myanmar SEAQE2 staff took place in November and



December through a three-day training in safeguarding and child protection covering topics including how safeguarding issues arise, PSHEA, child protection and child rights, identifying child protection issues, the basics of child development, making referrals, case recording and tackling child marriage. There are plans to do the same for Somalia staff in 2022.

Child protection is interwoven into the design of SEAQE2 due to the nature of schools as protective spaces, therefore all activities can be seen as contributing towards the protection of children, especially the enrolment of out of school children including those with disabilities. The follow up of those who were at risk of or had dropped out is key to enabling the most vulnerable carry on with their education and be protected from child labour, child marriage, abuse and early pregnancy. In all countries the project conducted child protection training and awareness raising activities. Campaigning topics in Ethiopia included child protection, gender-based violence, inclusive education and traditional harmful practices. These campaigns, in Ethiopia alone, reached 5,839 people from the local community, PTSA members, local administration, community representatives, teachers and students. Campaign tactics included short plays, poems, question and answer sessions and speeches from role models who have disabilities.

Despite schools being a safer place for children to be than out of school according to statistics, we know that violence within schools, particularly in the form of corporal punishment, continues to be a problem in supported schools, to different degrees across the partner countries. ADRA Norway's 'Eliminating Corporal Punishment in Education Institutions' was put in practice and countries carried out a range of activities to tackle this form of violence against children. Ethiopia trained PTAs in the dangers of corporal punishment and how to maintain a positive classroom environment. Teacher code of conducts were updated to include child protection and 14 secondary schools and 4 TVET learning centres were supported to adopt child protection policies. Myanmar staff used the ADRA Norway 'Positive Discipline for Schools' moderated package to train teachers and a similar package for parents, developed to suit illiterate participants. ADRA Somalia has now trained all schools in child protection and positive discipline. Other training attendees across the programme included Vice HTs, education officers, the police, staff from local government departments and students themselves. Topics included child protection, eliminating violence against children, identifying child protection concerns, international and national law, teacher's codes of conduct, case management strategies, anti-bullying, gender base violence, corporal punishment and positive parenting.

Protection referrals varied across countries, directing us to give more attention in 2022 to those countries where there were none or very few. Ethiopia had 17 protection referrals with the major themes being child marriage and abductions. Primary issues in South Sudan were child marriage and child labour, whilst in Myanmar a main concern is the psychosocial impact of the ongoing violence and ensuing repeated displacement. Trained teacher mentors in ADRA Somalia schools referred 18 cases of child abuse to various service providers in the respective regions. ADRA South Sudan have formed village child protection committees and appointed a lead child protection teacher for each school.

Organisation-wide efforts

Complimenting programme level initiatives, SEAQE staff have undoubtedly benefitted from the organisation-wide capacity building support of ADRA Norway's Safeguarding and Child Protection consultant during 2021. Task Forces comprised of staff drawn from across departments have met on a regular basis to discuss child protection cases, assess risks within their programmes, and review mitigation measures. Lastly, SEAQE partners have reviewed existing whistleblowing policies and adopted Safeguarding and Prevention of Sexual Harassment, Exploitation and Abuse (PSHEA) policies.

Unintended Consequences

During the reporting period ADRA has registered the following positive and negative unintended consequences:

- In Myanmar, due to the ordered closure of the Government Technical High School in Hpa-An, project staff facilitated the integration of training of young people within existing businesses in Hpa-An. This change in approach meant less theoretical classroom-based training on the one hand, and greater exposure to practical on-the-job work experience on the other. The net result is higher chances of employment, based on existing experience. This positive unintended consequence contributes to students' rights to education and gender equality.
- In South Sudan, due to insecurity in the region of Kopeta East, the project decided to discontinue support to some of the smallest schools in rural districts, where staff are most at risk. This move was more cost-efficient, as inputs benefitted a greater number of students, in schools with higher populations. However, it has the unintended consequence on the rights to education, by creating greater marginalization for students who no longer benefit from project activities. This decision will be re-evaluated once conflict subsides.
- In Somalia, ADRA initially designed SEAQE2 to target areas that received fewer inputs in the previous phase. The decision was therefore made to not include Galmugdug state in SEAQE2. However, as tensions increased between Jubaland State and the Federal Government at the start of the project, the latter decided to not approve the SEAQE2 project unless school constructions were distributed equally between all states of Central and South Somalia. Thus, school construction was reduced in Jubaland, and increased in Galmugdug. In hindsight it seems ADRA's choice of states increased already strained relations between the Federal Government and the Jubaland state.
- SEAQE2 programs in Ethiopia, Somalia, and South Sudan, have benefited directly from the complementarities and strategies of the TOFI program, an unintended positive consequence linked to human rights and inclusion. This collaboration has created strong synergies and has influenced SEAQE2 in various aspects including, deeper understanding of inclusive education and partnerships with DPOs. Additionally, the program has benefited from the collaboration with and the capacity of DPOs through training of teachers and headteachers. The TOFI program is implemented in 42 SEAQE2 schools, and advocate for the rights of CWD on a national level. Other consequences include increased understanding and commitment by PTA/SMCs and communities towards inclusion, which led to a higher-than-expected enrolment of CWD.

2.4 Project Cost Efficiency

School infrastructure provision (Output 2.1)

The program saw increases in the cost of materials due to shortages of key materials, cost increases in supply chains and transportation networks, inflation and exchange rate. In South Sudan, and Ethiopia this increase was significant during 2021. In Ethiopia the price of cement has tripled causing delays in completion of classrooms in 2 preparatory schools, causing contractors to halt work and seek renegotiation to avoid losses. We notice that construction costs for TVET classrooms are higher than those for schools, mainly due to additional technical standards required locally. ADRA Norway will work with its partners to explore new approaches to limit the impact of construction cost increases such as through strategic sourcing and water harvesting, especially in Somalia where water needs to be trucked to schools.

The use of mentors during the COVID-19 period (Output 3.2)

Due to the COVID-19 pandemic, partners in South Sudan and Somalia have significantly increased the engagement of mentors to train and coach teachers. The increase in number of days those mentors were engaged increased the unit cost compared to 2020. Overall, the average annual training cost for teachers using training and mentoring in South Sudan and Somalia are respectively USD 604 and USD 321. The cost for mentors and teacher training has reduced in Ethiopia compared to 2020 (by 50%), due to economy of scale by reaching more teachers. However, SEAQE2 in Myanmar gives us the most

cost-efficient training and mentoring. Their approach utilizes mobile teacher trainers and mentors that are embedded in community in ethnic areas. The costs varied significantly among countries due to context and approaches our partners use. Usually, the teacher and PTA training activities are conducted cheaper 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. The SEAQE2 Somalia is a good example of this where teacher performance has improved significantly compared to baseline. 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 Somalia the project leveraged resources invested by GPE and will only cover any difference. Where textbooks are supplied by the project, the costs of textbooks vary by country from NOK 1.5 (USD 0.14) in Ethiopia to NOK 6.2 (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 2,396 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 7.7 (USD 0.80), in Ethiopia at NOK 233 (USD 2.5) and in South Sudan NOK 45 (USD 5). Life skills training in Myanmar and Somalia is more cost-effective because 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. 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. Several 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. We assess that as travel opens, 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

3.1 SEAQE2 Mid-Term Review


The SEAQE2 project design included a mid-term evaluation of the project status and performance to be undertaken by external consultants. After the terms of reference was published and tenders submitted, the selection process clearly favoured Johnston Ryan Consulting Pty Ltd. Hence the consultants were granted the contract for the MTR on the 15.10.21. The Executive Summary of the MTR, as well as all 4 country chapters are submitted to Norad together with this progress report. The Executive Summary provides a good overview, while the country chapters provide more detailed information about it. The MTR provides ADRA with an independent evaluation and reflection on the progress of the SEAQE2 programme and provides recommendations on how ADRA can rise to the significant challenges that continued state fragility and COVID-19 has placed on education services in Ethiopia, Myanmar, Somalia and South Sudan. Additionally, the MTR process makes recommendations to simplify some of the indicators and end-of-program targets of the program to a more realistic level, given the impact that Covid-19 and other conflicts have had. Please refer to Annex 7 for the full report and findings of the MTR.

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: | 10.06.2022 |
| Signature: |  |
| Title: | Programs Director, ADRA Norway |

6. LIST OF ANNEXES:

Annex 1: Consolidated Expense Report Including Deviation Comments
 Annex 2: Financial Statements
 Annex 3: Audit Report
 Annex 4: Management Letter
 Annex 5: SEAQE2 Results Framework with 2021 Data
 Annex 6: Results Examples
 Annex 7.1: Mid-Term Review Summary Report
 Annex 7.2: Mid-Term Review Ethiopia Chapter
 Annex 7.3: Mid-Term Review Myanmar Chapter
 Annex 7.4: Mid-Term Review Somalia Chapter
 Annex 7.5: Mid-Term Review South Sudan Chapter