



ÅR I TJENESTE
FOR DE SOM
TRENGER DET MEST

STRENGTHENING EQUITY, ACCESS AND QUALITY IN EDUCATION - SEAQ2

RESULTS REPORT FOR 2019-2022

ETHIOPIA MYANMAR SOMALIA SOUTH SUDAN



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Abbreviations

ACS	Adventist Community Services
CDM	Civil Disobedience Movement
CDSS	Community Development Support Service
CEC	Community Education Committees
CNI	Community Initiative
CP	Child Protection
CPD	Continuous Professional Development
CSO	Civil Society Organizations
CWD	Children with Disabilities
DAF	Disability Aid Foundation
DPO	Disabled Peoples Organizations
DRR	Disaster Risk Reduction
EARC	Education Assessment Resource Centre
ECDC	Eden Centre for Disabled Children
ECDD	Ethiopian Centre for Disability Development
EESR	Education in Ethnic States and Regions
EiE	Education in Emergencies
ETLE	Effective Teaching and Learning Environment
ETLL	Education Technical Learning Lab
EQAVET	European Quality Assurance in Vocational Education and Training
FGM	Female Genital Mutilation
GCE	Global Campaign for Education
GITLL	Gender and Inclusion Technical Learning Lab
GSA	Gurmad for Sustainable Aid
ICT	Information Communication and Technology
IDP	Internally Displaced Persons
INGO	International Non-Government Organisation
IPE	Indigenous Providers of Education
KTW	Karen Teachers Working Group
KTWG	Karen Technical Working Group
MHPSS	Mental Health and Psychosocial Support
MoE/CHE	Ministry of Education, Culture and Higher Education
MoGEI	Ministry of General Education and Instruction
MoU	Memorandum of Understanding
MS	Microsoft
MTR	Mid-Term Review
N/A	Not Applicable
NFE	Non-Formal Education
NGO	Non-Government Organisation
OCAT	Organizational Capacity Assessment Tool
OOSC	Out of School Children
OOSCY	Out of School Children and Youth
OPD	Organisation of Persons with Disabilities
PTA	Parent Teacher Associations
PDAC	Programme Development and Advisory Committee
PSEA/H	Prevention from Sexual Exploitation, Abuse and Harassment
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
SEAQE2	Strengthening Equity, Access, and Quality in Education 2
SISEND	Somali Institute of Special Education Needs and Disability
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
VSLA	Village Savings and Loans Association
WaSH	Water and Sanitation and Health
WFP	World Food Program

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1 General

Name of grant recipient:	ADRA Norge
Norad's Agreement number:	QZA-18/0353 (Project A)
Norad's Agreement title:	Strengthening Equity, Access, and Quality in Education - 2 (SEAQE2)
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Countries of implementation:	Somalia, Ethiopia, South Sudan, Myanmar

The Strengthening Equity, Access and Quality in Education (SEAQE2) program, which commenced in 2019 and concludes its second phase in 2023, has been implemented by the Adventist Development and Relief Agency (ADRA) Norway in collaboration with national and local civil society organizations (CSOs). Building on the achievements and lessons learned from its predecessor, SEAQE1 (2014-2018), the program aims to ensure equitable access, enhanced quality, and improved educational outcomes for all learners, irrespective of their backgrounds, abilities, or gender. By adopting a comprehensive whole-school approach that emphasizes teacher competencies, school leadership, governance, student participation, and community engagement, SEAQE2 strives to create inclusive educational institutions.

The program's primary outcomes focus on improving access, safety, quality teaching, engagement with educational systems, and the influence of civil society in education policies and practices. Despite facing significant disruptions caused by the COVID-19 pandemic, conflicts, natural disasters, and ongoing humanitarian crises, SEAQE2 has exhibited strong performance across all outcome areas, surpassing most program targets. This results report provides a comprehensive overview of the program's achievements, challenges, and key insights garnered from the data collected since its inception in 2019.

Overall, the SEAQE2 program has demonstrated its commitment to enhancing educational opportunities and promoting inclusivity for marginalized children and youth. Despite formidable challenges, the program's dedication, collaboration with stakeholders, and adaptive strategies have yielded significant results, contributing to improved access, quality, and inclusion in education. Through its holistic approach and emphasis on engaging civil society, SEAQE2 has contributed to sustainable change in education systems and policies within the program countries.

2 Results and Learning

2.1 Summary

The objective of SEAQE2 is for *all learners, regardless of background, ability, and gender, equitably access, engage in and learn in inclusive educational institutions*. SEAQE2 has utilised a learner-focused whole-school approach to strengthen (a) teacher competencies, (b) school leadership, governance, management and facilities, (c) student participation, and (d) engagement of parents and communities in supporting quality education and addressing barriers to access. Civil society play a crucial role in influencing and promoting an inclusive quality education for all.

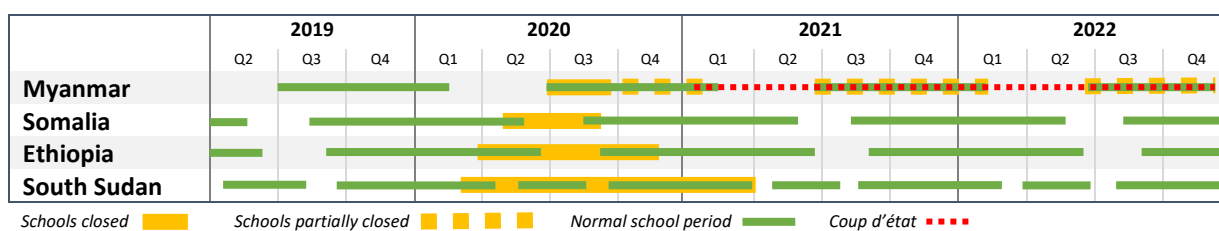
The key outcomes of the program are:

1. More marginalised children and youth access and participate in inclusive education
2. More children and youth learn in safe, protective and healthy education institutions
3. Learners benefit from improved quality teaching and relevant learning
4. Learners, parents, communities and other stakeholders are more positively engaged with educational systems
5. Strengthened civil society influences education policies and practices

To date, the four-year program has experienced significant disruption during 2020-2021 when the worst of the COVID-19 pandemic was felt by countries around the world, including SEAQE2 countries in Africa and Asia. Alongside navigating the complexities of home learning programs and catch-up classes once schools reopened, the program needed to maintain its alertness to the ever-changing conflict dynamics that afflict SEAQE2 countries, especially in Myanmar when the coup d'état drastically altered the development and humanitarian landscape. Since 2021, natural disasters and the

current hunger crisis have added to the fragility in communities where SEAQE2 operates. The illustration below shows periods of school disruptions due to COVID-19 and the coup d'état in Myanmar.

Table 1: School disruption due to COVID-19 and the coup d'état in Myanmar.



Despite significant disruption to education continuity, SEAQE2 has performed strongly in all outcome areas, surpassing most program targets. At the impact level, performance was measured according to three indicators.

Table 2: Objective indicator summary with targets and actuals for SEAQE2 countries.

Objective Indicator Summary	ALL		ETH		MYA		SOM		SSU	
	T	A	T	A	T	A	T	A	T	A
OI 1: Quality, inclusive, effective, learner friendly	25%	62%	25%	67%	25%	48%	25%	45%	25%	76%
OI 2: reduction in gender disparities in learning achievements	4%	3.6%	4%	5%	4%	14%	4%	-2%	4%	-9%
OI 3: # learners generating their own income	70%	85%	70%	100%	70%	76%	70%	71%		

The first measured the # and % of learners in supported education institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments (Objective indicator 1). This was measured using ADRA's Effective Teaching and Learning Environment (ETLE) assessment tool. The latest ETLE assessment conducted in 2022 found that 62 percent of the learners were accessing education in institutions that meet expected standards regarding quality, inclusion, and effective learner-friendly education environments. This is a significant achievement of 37 percent above the 25 percent target.

The program aims to reduce gender disparities in learning achievements. Using a standardised assessment instrument, students on average achieved 58 percent in the midline assessment for literacy and numeracy; a gain of 38 percent on the baseline measure (20 percent). Pleasingly, SEAQE2 has contributed to reducing the gender gap in learning by an overall average of 3.6 percent, which was slightly lower than the target of 4 percent (Objective indicator 2). Significant variation exists across the countries and at different levels of education. On average, girls outperformed boys in Myanmar, were on par with their male counterparts in Ethiopia, but performed lower than boys in both Somalia and South Sudan. Students in higher grades in all countries struggled with the literacy and numeracy assessment. Some valuable insights have been gained from the learning assessment and in the future, the indicator and measurement approach may change to reflect the diversity of learning experiences of students in SEAQE2 target countries.

The third indicator measured the # and % of learners who are generating their own income or accessing further education after completing Technical Vocational Education and Training (TVET) (Objective indicator 3). A tracer study of 1,530 TVET graduates (712 f, 28 with a disability) found that 85 percent of graduates were generating their own income or accessing further education after completing their TVET. This is 14 percent above the 71 percent target.

Despite the significant obstacles created by external factors, including COVID-19, the program has benefited a total of 382,032 (194,836 f) students since 2019 and has supported 9,329 out-of-school children and youth (OOSCY) (4,070 f, 240 living with a disability) to reengage in education. Alternative learning pathways were created to provide accelerated learning opportunities for 1,534 children and youth (754 f) and 2,552 (1,175 f) youth were supported to complete relevant TVET training to access labour markets. A significant increase in the number of children living with a disability enrolled in target learning institutions from 41 to 1,348 between 2019 and 2022 has been encouraging. This shows that the efforts made to work with parents to remove barriers to access, with teachers to improve their ability to support children living with a disability and engagement with schools to ensure they are proactively working with Organizations of Persons with Disability (OPDs) and other civil society actors to create an inclusive learning environment for all, is working. Pleasingly, the ratio of girls living with a disability enrolled in target learning institutions increased from 47 percent to 51 percent, reducing the gender disparities that often exist for girls living with a disability.

In next section of the report, results achieved under each outcome are discussed and analysed using program data collected since 2019. Some important learning from SEAQE2 has also been captured, noting that supporting wellbeing of students, teachers, school leaders and CSOs is fundamental to sustaining gains made in learning outcomes, teacher competency, policy advocacy and system strengthening. Regarding program monitoring and evaluation, a key insight that will inform future education programming is the need to create a more simplified results framework that streamlines data collection processes and ensures all indicators are easily measurable and meaningful for our partners.

Outcome 1: Inclusion, Equity and Access

Education access for OOSCY. In 2020, UNESCO estimated that globally 24 million children and youth were at risk of permanently dropping out of school due to the education disruption, economic impacts and amplification of inequities caused by the COVID-19 pandemic, with children and youth, particularly girls, more at risk of not returning to school in low-and-middle-income countries.¹

In response to the impacts of COVID-19 pandemic, conflicts and ongoing insecurity in program locations, SEAQE2 placed a high priority on retaining learners and enrolling OOSC following COVID-19 school closures. A total of 9,329 OOSC (4,070 f, 240 living with disability) who had not attended school for six months or more were enrolled into schools, accelerated learning or non-formal education (NFE) programs, and TVET in the reporting period. This represents a significant achievement of 255 percent against the target of 3,652 OOSC (*indicator 1.1.1*). Overall, 74 percent or 5,098 (2,383 f) of the 6 884 OOSC enrolled from 2019 to 2021 remained in school the following year (*target 70 percent, indicator 1.1*).

Success is attributed to ADRA program partner’s active engagement with school and community stakeholders, including parent teacher associations (PTAs), school management and community education committees, and house-to-house visits. Program partners also facilitated the safe re-opening of target schools following COVID-19 school closures, ensuring that water and sanitation facilities were in place. Furthermore, partners established NFE and accelerated education opportunities as a means of providing remedial programs and creating learning pathways for 1,534 (754 f) children and youth.

Education access for girls and children living with a disability. The number of children living with disability enrolled in learning institutions increased from 41 to 1,348 from 2019 to 2022 (*indicator 2.1*). This is attributed to improved cooperation with OPDs, the provision of inclusive education training for head teachers and teachers, community awareness and engagement initiatives and door-to-door campaigns conducted by school management committees (SMCs), PTAs and community education committees (CECs) to challenge negative perceptions and norms related to disability and promote the right to education and the enrolment of children living with a disability. In Somalia, the program also supports specialised education for children with disabilities.

Between 2019 and 2022, the overall ratio of girls to boys in target schools increased from 47 percent to 51 percent. In South Sudan and Ethiopia, the ratio of girls to boys increased from 36 percent to 42 percent, while in Somalia the ratio of girls to boys increased from 40 percent to 45 percent. This positive increase in the enrolment and retention of girls is attributed to several program initiatives, including effective community mobilization, collaboration with local CSOs, advocacy to local authorities, investment in establishing private spaces for girls in schools, and the distribution of menstrual hygiene packs. In Myanmar the ratio of girls increased from 48 percent to 53 percent, raising concerns that boys’ access to education has been negatively impacted by the Myanmar crisis following the coup d’état in early 2021.

Table 3: Outcome 1 Indicator summary of SEAQE2 countries

Outcome 1 Indicator Summary	ALL		ETH		MYA		SOM		SSU	
	T	A	T	A	T	A	T	A	T	A
1.1. % and # of OOSC enrolled who remain	70%	70%	70%	71%	71%	96%	70%	99%	71%	57%
	1761	4180	465	481	517	640	333	1032	446	2027
1.2: (ETLE/TVETQA) % of learners in ed. Inst. - inclusive education	35%	88%	35%	66%	35%	62%	35%	100%	35%	98%
1.1.1: # of out-of-school children (f/m) supported to enroll (Norad indicator 1.1.1)	3652	9329	880	895	984	1168	1106	1188	682	6078
1.2.1: (ETLE/TVETQA) % ed. Inst. Meet standards		74%	33%	72%	35%	88%	33%	68%	35%	96%
1.2.2 Education personnel trained	2244	5396	294	439	1664	4474	156	143	130	340
1.3.1: # of partnerships formed supporting inclusive education for learners	18	22	3	5	7	5	5	6	3	6

¹ UNESCO (2020) [How many students are at risk of not returning to school?](#) Advocacy paper 30 July 2020.

Inclusive education capacity development. Schools and TVET centres made progress in meeting minimum expected standards for inclusive education. This is assessed using ADRA’s ETL² assessment criteria on barriers to enrolment, physical accessibility, and equity in the classroom. A total of 74 percent of assessed education institutions (48 of 66 schools and 7 of 8 of TVET institutions) met the standards for inclusive education. This is a significant achievement against the 35 percent target (*indicator 1.2.1*) and means that 88 percent of learners (or 27,025 learners: 12,381 f) are currently enrolled in inclusive education institutions. Teacher competencies were improved through pre-service and in-service teacher training, continuous professional development (CPD) and through school-based mentoring of teachers, head teachers, and PTAs. The program trained 5,396 education personnel (3,664 f) (*target 2 244, indicator 1.2.2*), strengthening the quality of teaching and learning in target schools.

Partnerships between education institutions, CSOs and service providers. The SEAQE2 program contributed to the formation of 22 partnerships with local CSOs and service providers that support inclusive education. This represents a 122 percent achievement against the target of 18 partnerships (*indicator 1.3.1*). Partnerships were formed with training organizations, OPDs and health providers who contributed to the provision of teacher training, learning materials, health services, and assistive devices. OPDs supported teacher capacity building, the development of inclusive teaching and learning materials, and inclusive education policy and advocacy initiatives. In Ethiopia, the capacity of 29 (6 f) head teachers, PTA/SMC members and education officers to create and sustain partnerships between schools and inclusive education CSOs and service providers was strengthened through training provided by Ziway Oromia State University.

Outcome 2: Protective, Safe and Healthy Learning Environments

Enrolment. A total of 382,032³ children and youth have been reached by the program between 2019 and 2022 in the four partner countries of Myanmar, South Sudan, Ethiopia, and Somalia. In 2022, the total enrolment in mainstream primary, middle and secondary schools, non-formal and accelerated learning programs and TVET centres was 144,533 (73,142 f). While this is only 65 percent of the 219,637 target (*indicator 2.1*), target schools have achieved a higher rate of enrolment compared to pre-COVID-19 levels in all countries except Myanmar, where many schools remain closed due to the ongoing Myanmar crisis. Approximately 413 schools in Myanmar were temporarily closed during 2021 and 2022. This has resulted in an overall reduction in enrolment from 187,227 (88,531 f) in 1,547 educational institutions⁴ in 2019 to 144,533 (73,581 f) in 1,134 educational institutions in 2022. In Ethiopia, Somalia and South Sudan, total enrolment in education institutions increased from 20,987 (8,054 f, 41 children with a disability) in 2019 to 33,269 (14,326 f, 1,372 children with disabilities) in 2022 (*target 31 644*). In Myanmar, enrolment declined from 166,240 in 2019 to 111,264 in 2022. While this is a significant decrease in enrolment, there are positive signs of recovery in Myanmar as enrolments have improved from 2021 when enrolment was 86,528, immediately following the coup d’état. The result is testament to the resilience of local CSOs in providing access to education services at a time when most government schools in Myanmar were closed. Most schools supported by Indigenous Providers of Education (IPEs) and faith based CSOs remained open despite significant disruptions due to COVID-19 and the Myanmar crisis.

SEAQE2 partners pivoted to supporting remote learning during COVID-19 school closures. Initiatives included supporting remote learning through radio programs, such as *education on air*, small group learning activities and the provision of home learning materials.

SEAQE2 partners in Myanmar have also pivoted to supporting Education in Emergencies (EiE), with IPEs providing education in trenches in conflict settings during periods of bombing by the Myanmar military and in many community schools that remained open despite the conflict context. This has seen children who cannot access education at government schools in conflict areas enrolling in community schools supported by IPEs and SEAQE2, leading to an overall increase in enrolment in target community schools.

Retention of learners in 2022 was 118 percent (*target 70%, indicator 2.2*). South Sudan was the only partner with low retention (49 percent). This was due to the broader food crisis in South Sudan and the closure of 5 schools due to conflict and insecurity.⁵ We expect this to improve in 2023 as the situation stabilizes. The percentages for Myanmar and Somalia were above 100 percent, partly as more OOSC continued to re-enter school in 2022 in various grades, and as Internally Displaced Persons (IDPs) move into the program target area displaced children begin to enrol in target schools.

² See ETL Assessment Criteria in Annex 6

³ Total enrollment in 2019, grade 1 enrollment for 2020, 2021 and 2022, and the total number of TVET, NFE, ALP, ABE and OOSC enrolled during the period.

⁴ These include primary, middle, and high schools, TVET institutions, NFE centres and accelerated learning facilities.

⁵ See deviations section. This change was approved as a part of the 2022 annual plan.

Training was provided to education authorities, head teachers, teachers and SMC/PTAs on child protection (CP), disaster risk reduction (DRR), Water and Sanitation and Health (WaSH), and referral mechanisms to strengthen healthy, safe and protection learning environments. The ETLE assessment found that 92 percent of learners were learning in 61 education institutions (54 schools and 7 TVET institutions) that had met expected standards for healthy, safe and protection learning environments (*target 35 percent, indicator 2.3*).

Education infrastructure. School facilities were improved in the target schools to reduce overcrowding in classrooms, improve access for children with disability, expand education opportunities post primary and improve the working and living conditions for teachers.

A total of 129 classrooms were constructed or rehabilitated (109 in schools and 20 in TVET centres) with disability access friendly infrastructure (*target 131, indicator 2.1.1*). Solar electricity was fitted to 15 education institutions (*target 23, indicator 2.1.2*). A total of 9 new schools were constructed to expand access to education. This includes 5 elementary schools in Somalia, 2 secondary schools in Ethiopia and 2 middle schools in Myanmar. School construction benefited significantly from communities, which contributed to construction activities.

While positive results were achieved, construction activities were heavily impacted by the depreciation of the NOK, disruptions to supply chains and price hikes because of the COVID-19 pandemic and the war in Ukraine. In effect, this meant that the SEAQE2 budget contracted while input costs increased. As an illustrative example, the cost of cement in Ethiopia increased more than 400 percent. In addition to these factors, less solar installations took place in South Sudan due to concerns around security and potential theft in target areas. Construction activities were scaled back in Myanmar in the wake of the Myanmar crisis due to prolonged government school closures. The decrease in budget required partners to prioritise interventions within the program. As an illustrative example, ADRA South Sudan shifted budget from construction to teacher professional development, supporting learning pathways and reducing barriers to education.

Student to latrine ratios and sanitation conditions were improved through the construction or rehabilitation of 175 gender sensitive latrines (156 in schools and 19 in TVET institutions). This is a 129 percent achievement against the 136 target (*indicator 2.1.3*). Water systems, including wells, boreholes, water filtration systems and rainwater harvesting systems, were installed in 31 education institutions (29 in schools and 2 in TVET institutions). This is an 84 percent achievement against the 37 target (*indicator 2.1.4*).

Table 4: Outcome 2 Indicator summary of SEAQE2 countries.

Outcome 2 Indicator Summary	ALL		ETH		MYA		SOM		SSU	
	T	A	T	A	T	A	T	A	T	A
2.1 Learners Enrolled in education institutions	221784	147515	10407	12986	191505	111928	11437	11466	6288	11135
2.2 Learners enrolled who remain the following year	70%	118%	70%	78%	70%	129%	70%	107%	70%	49%
2.3 % learners in ed. Inst. Health, safe protective	35%	92%	35%	87%	35%	61%	38%	87%	35%	100%
2.1.1: # of classrooms constructed or rehabilitated	131	129	33	40	19	17	47	49	32	23
2.1.2: # ed. Inst. With electricity	23	15	5	4	5	3	9	6	4	2
2.1.3: # of toilets constructed or rehabilitated	136	175	64	43	32	32	24	69	16	31
2.1.4: # ed. Inst. Supported with water	37	31	5	0	21	17	6	9	5	5
2.2.1 Codes of Conduct	1161	612	15	18	1117	556	14	15	15	23
2.2.2: % ed. Institutions Health, safe, protective	35%	92%	35%	83%	35%	100%	38%	85%	35%	100%
2.3.1 # of Referrals	778	524	200	39	80	100	73	84	425	301

Policies and practices. Education institutions were assessed using ETLE criteria relating to the enforcement of expected policies and practices for healthy, safe, protection and supportive learning environments. A total of 71 of 74 education institutions met the minimum standards for DRR and resilience planning, child protection mechanisms, feedback and reporting mechanisms, WaSH facilities and referral mechanisms. This is an achievement of 96 percent against the 35 percent target (*Indicator 2.2.2*).

Codes of conduct promoting a healthy, safe, protective, and supportive learning environment were present in 606 schools and 6 of the 9 TVET institutions (*target 1,161, indicator 2.2.1*). Codes of conduct set the rules and regulations, rights, responsibilities, and behavioural expectations for head teachers, teachers, PTA/SMCs, and learners and outline the mechanisms for reporting and handling complaints. The program achievement was above target in Ethiopia, Somalia, and South Sudan, but significantly below target for Myanmar. This is primarily because of access issues and school closures in Myanmar, which limited monitoring and verification of school level data. In 2022, only 745 of 1,117 schools were accessible when the assessment was conducted. Of these schools, 555 (or 50 percent) had codes of conduct in place.

Referral mechanisms between schools and health and protection services. The program operates in conflict affected locations which are characterised by insecurity and limited access to basic services. SEAQE2 partners engaged with education authorities, traditional leaders and SMCs to address harmful traditional practices that have a direct impact on the wellbeing of learners and their access to education. Harmful practices and threats to learners' health and wellbeing are numerous and include exploitative and abusive child labour, early and forced marriage, domestic violence, sexual and gender-based violence, neglect, and trauma from exposure to conflict and violence.

Program partners actively engaged with education coordination platforms and protection working groups and established linkages with local CSOs and service providers to create referral systems to child protection, health, social and disability services. A total of 524 learners (246 f) were referred to health, safety and/or protection services. This is a 67 percent achievement against the 778 target (*indicator 2.3.1*). Referrals were largely associated with the harmful practices listed above and included serious cases of forced marriage, rape, domestic violence, abortion, and female genital mutilation (FGM). Referrals were also made to health service providers or OPDs mentioned above under output 1.3.

Preventative measures have been taken through community dialogue sessions, advocacy campaigns and work with traditional leaders and/or local authorities. In South Sudan, significant work was undertaken with local authorities on the establishment of by-laws and the signing of commitments to end early and forced marriage, which has reduced the incidence of forced marriage and enabled remedial action to be taken against perpetrators. In Ethiopia, partners contributed to national policies for school safety and protection and for inclusive learning environments that were rolled out with PTA/SMCs to strengthen their engagement in case management and referrals. Child protection cases were reported to school principals and referred to Women and Children Affairs.

Outcome 3: Quality Teaching and Relevant Learning

Effective management. Learners in SEAQE2 target schools benefitted from improved school management, quality teaching and relevant learning. As a result of disruptions due to the Covid-19 pandemic, training education personnel was prioritised, including 2,887 PTA/SMC members. Training of PTA/SMC members far exceed the target of 606 members (*indicator 3.1.2*) and contributed to 81 percent of target schools having PTA/SMCs who meet expected ETLE standards of effectiveness (*target 35 percent, indicator 3.1.3*). Furthermore, 73 percent of schools were inspected, supervised, or monitored by local education authorities on an annual basis (*target 80 percent, indicator 3.1.4*). As an illustrative example, in South Sudan the program supported the training of county education officials, Payam supervisors and inspectors on effective school supervision. Education supervisors visited target schools once a week to monitor teacher activities on behalf of county education authorities.

PTA/SMCs and head teachers in target schools were trained in school management and supervision, except in Myanmar, where access issues and the closure of many government schools because of the Myanmar crisis hindered progress. Despite this, head teacher performance and teacher performance were above targets in 71 percent (*target 80 percent*) of schools inspected.

Teaching Quality. A total of 86 percent of head teachers met expected standards for managing targeted educational institutions. This is 51 percent above the 35 percent target (*indicator 3.1.1*). In South Sudan, head teachers in urban schools supported by the program were assessed as meeting standards and extra efforts were made to train and mentor head teachers in rural schools. In Ethiopia, head teachers in all supported secondary schools met expected standards.

Learners in target educational institutions benefitted from having teachers who met expected standards in effective teaching practices. In Ethiopia, the number of teachers in target schools who met expected standards exceed the end of program target, with Myanmar and Somalia also exceeding 2022 targets. A total of 73 percent of teachers in target educational institutions met expected standards for course delivery (*target 35 percent, indicator 3.2.1*). The ETLE assessment of teaching practice includes classroom observations. It is relevant to note, however, that for a school to achieve the indicator, 50 percent of the trained teachers from that school must achieve the minimum benchmarks in

learner-centred teaching practices. Therefore, whilst there has been improvement, professional teacher development remains a priority in to further improve teaching practice standards.

Training teachers in 21st century skills has been a program focus. The training includes making use of the online digital 21st century skills course developed by ADRA in partnership with Zabai. A total of 44 percent of teachers in all target learning institutions have received 21st century skills training (*target 50 percent, indicator 3.5.2*). In some countries, mobile network or internet connection issues create challenges in delivering the online course. ADRA Ethiopia has been instrumental in introducing 21st century skill training within the national curriculum. ADRA Ethiopia facilitated a national forum focused on the importance of 21st century skills and assisted in contextualising the training curriculum, which has now been incorporated into the national education policy and curriculum. ADRA Ethiopia also organised and provided training on 21st century skills for stakeholders at national, regional, zone and district level. Teachers and trainers in supported learning institutions have received 21st century skills training, and approximately 400 TVET students have accessed 21st century skill training through the ADRA/Zabai online learning portal.

Table 5: Outcome 3 Indicator summary of SEAQE2 countries.

Outcome 3 Indicator Summary	ALL		ETH		MYA		SOM		SSU	
	T	A	T	A	T	A	T	A	T	A
3.1: # and % of EIs achieving standards of effectiveness and quality	31	61	6	18	13	16	5	7	7	20
	34%	81%	33%	100%	35%	57%	33%	54%	35%	87%
3.2: # and % learners proficient in reading and mathematics	31%	58%	35%	47%	40%	66%	35%	86%	15%	34%
3.3: # and % of learners passed TVET	2090	1756	652	586	621	990	817	180		
	82%	72%	80%	48%	90%	99%	79%	87%		
3.1.1: % of head teachers (f/m) meeting expected standards	35%	86%	35%	100%	35%	86%	35%	54%	35%	96%
3.1.2: # of supported PTA/SMC members (f/m) trained (Norad core indicator 4)	606	2887	126	236	100	1993	120	161	260	497
3.1.3: % of ed. Inst. where SMCs/PTAs meeting expected standards	35%	76%	35%	100%	35%	14%	35%	55%	35%	91%
3.1.4: % of Schools inspected	80%	73%	90%	100%	80%	71%	87%	100%	90%	100%
3.2.1: % of teachers (f/m) in ed inst. effective teaching practices	35%	73%	35%	78%	35%	56%	35%	55%	35%	84%
3.2.2: % of EIs meet standards in course delivery	38%	100%	25%	100%	50%	100%	60%	100%		
3.3.1: # of learners (f/m) provided with learning materials (Norad ci 3)	22594	26921	10407	8191	750	9905	11437	2434	0	6391
3.3.2: # of textbooks provided (Norad 2.1.1)	250215	276651	199715	200528	1500	41947	45000	0	4000	34176
3.3.3: # of learners using e-learning	2236	1655	858	603	345	793	1033	153	0	106
3.4.1: # of new or improved TVET curricula with input of private sector (Norad 3.1.3)	12	9	3	3	6	5	3	1		
3.4.2: % of TVET trainers (f/m) provided with capacity support	45%	77%	45%	100%	45%	51%	45%	80%		
3.5.1: # of learners (f/m) participate in life skills education (disability)	79316	87090	39091	28698	1420	997	38805	32465	0	24930
3.5.2: % teachers trained in 21st century skills	50%	45%	50%	55%	50%	41%	50%	93%	0%	25%

Learning outcomes. Many learners have achieved minimum proficiencies in reading and mathematics, with a total average of 58 percent (f 54 percent/m 62 percent) of learners meeting minimum proficiency levels⁶, exceeding the 31 percent target (*indicator 3.2*). In Myanmar, a high percentage of students in Grade 4 (91 percent of students in literacy and 65 percent of students in numeracy) scored above the minimum proficiency. In Somalia, Grade 4 students also performed above the minimum proficiency (97 percent of students in literacy and 93 percent of students in numeracy). Grade 4 students in South Sudan struggled to achieve the minimum proficiency with only 38 percent achieving above the minimum proficiency in literacy and only 16 percent in numeracy. From Grade 7, inconsistencies begin to emerge in assessment results. Grade 7 students in Myanmar and Somalia performed well in the literacy assessment (93 percent of Myanmar students and 89 percent of Somalia students scored above the minimum proficiency) but lower in numeracy (29 percent of Myanmar students and 63 percent of Somalia students). This decline as students progressed through their schooling was observed across all countries, with students generally performing better in literacy than in numeracy.

There are gender dimensions to learning outcomes observed. Interestingly, in Myanmar and Somalia girls generally scored higher than boys in numeracy, and boys scored higher in literacy, which is the opposite to what is often observed

⁶ Measured as the percentage of learners that obtained on or above 50 percent in the assessment task.

in assessment data. The gender gap in learning outcomes has narrowed in many countries. Most notably, in Ethiopia boys on average scored 30 percent higher than girls on average at baseline compared to 12 percent at mid-term, a 26 percent reduction in the gender disparity in learning outcomes. Similarly, in South Sudan boys on average scored 25 percent higher than girls at baseline and only 12 percent higher at mid-term, a reduction in gender disparities of 27 percent. Overall, boys scored on average between 3 percent and 12 percent higher on the literacy and numeracy assessments at mid-term compared to between 3 percent and 30 percent at baseline. This shows a significant decrease in gender disparities in learning outcomes, which is promising.

TVET centres' capacity for quality and effectiveness. TVET institutions play a crucial role in developing a skilled workforce and contributing to economic development. An objective of the SEAQE2 program is to improve the delivery of TVET in Ethiopia, Myanmar, and Somalia. Applying the whole-school approach to TVET centres, SEAQE2 sought to strengthen institutional and operational capacity within 9 target TVET centres. TVET centre system strengthening included administrative support to improve the delivery and quality of TVET courses, training of TVET trainers on methodology and content, introducing and/or improving TVET curricula utilising private sector inputs, innovations in course delivery, including blended learning, and the provision of relevant teaching and learning materials and equipment.

TVET centre capacity assessments were undertaken to identify gaps and inform capacity building plans to strengthen management, governance and financial systems. Strengthening TVET centre management systems supported the delivery of high-quality TVET courses to trainees. A TVET quality assessment tool for monitoring performance improvements, based on the EQAVET⁷ standard, was developed with funding from the European Commission.

Mentoring and training were provided to TVET trainers to ensure they were equipped with sound teaching methodologies and the capacity to effectively deliver the new TVET course curricula. A total of 88 out of 115 trainers were trained. This is an achievement of 77 percent against the 45 percent target (*indicator 3.4.2*). As an illustrative example, TVET trainers were trained on 21st century teaching methodologies, which supported 56 percent of trainers (*target 50 percent, indicator 3.5.2*) to apply student-centred approaches in the classroom. The upskilling of TVET trainers has significantly improved the quality of education provided at the TVET centres.

Nine new TVET course curricula were developed in cooperation with private sector stakeholders to align training with the demands of the labour market (*target 12, indicator 3.4.1*). Life skills training was integrated into TVET courses to develop students' soft skills, including communication, teamwork, and problem-solving skills, equipping students to succeed in the workplace and in their personal lives. TVET centres were furnished with necessary teaching and learning materials, tools, and equipment to facilitate training. TVET courses included: Basic Accounting; ICT; Solar PV Installation and Maintenance; Iron and Steel Welding; Plumbing; Rural Mechanics; Auto-Mechanic; Hair Dressing; Tailoring; Hospitality.

In Ethiopia and Myanmar, blended learning was incorporated as a pedagogical approach. This involved the use of technology to enhance learning outcomes, with a focus on combining online and face-to-face learning. By leveraging digital tools, students could access learning materials in their own time and learn at their own pace.

Outcome 4: Community and Stakeholder Engagement in Education

Learner voice and influence in decision making. Learners, parents and employers have been empowered to increase their influence in decision making in respective learning institutions. Learner targeted awareness campaigns were conducted in all program countries, and learners have actively engaged in student clubs and contributed to the ETLE program evaluation. Overall, 61 percent of institutions met standards on parent, learner, and private sector participation (*target 34 percent, indicator 4.1*) and 54 percent of education institutions met standards for learner participation (*target 35 percent, indicator 4.1.1*). However, the space for influencing decision making varies according to the administrative and political context in each country. For instance, strong community engagement and participation in primary education was supported by the strong links that exist between community and local primary schools. On the other hand, empowering learners and parents to engage in decision making within secondary schools was more challenging because secondary schools are typically closely monitored by the government and administered by local education authorities. Examples of youth empowerment initiatives included student representatives in SMCs, student engagement and oversight in the provision of school meals and female patrons guiding discussions among adolescent girls in South Sudan. In South Sudan, boys' clubs were established and provided a safe space for boys to discuss issues that contribute to school

⁷ The EQAVET is a community of practice bringing together the Member States, social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

dropout, such as pressure to join militia groups or engage in illegal migration. In Ethiopia, PTA/SMCs have a strong influence on decision making and so learner engagement in PTA/SMC was an effective vehicle for learners to influence school level decisions.

Parental support. A total of 24,675 (*target 12,060, indicator 4.2.1a*) parents have received positive parenting training and 2,248 (*target 1,370, indicator 4.2.1b*) parents have participated in family strengthening activities. A total of 74 percent (*target 35-38 percent*) of target educational institutions meet the expected standards in effective parental participation. ADRA Norway provided a 3-day workshop on corporal punishment and positive discipline for all SEAQE2 partners, which was then provided to teachers and parents. Partners report that the trainings have helped change the attitudes of parents towards the use of corporal punishment. In Myanmar, parent education training, which raises awareness on children’s right to an education, encourages parents to become involved in their children’s education and to engage with their local school, reached 6,809 parents.

Community support. Most target learning institutions (78 percent) have communities that demonstrate increased support to the school through in-cash or in-kind contributions (*target 89 percent, indicator 4.3.1*). Community contributions vary and include improving security measures, including erecting fencing around school perimeters or contributing to salaries for security personnel, providing land and seeds for school gardens, providing labour or materials for construction and renovation of classrooms and latrines, supplying livestock or material for furniture, etc. All schools in Ethiopia, South Sudan and Somalia received support from communities. In Myanmar, 43 percent of schools received community support because many government schools were closed due to the Myanmar crisis and ADRA Myanmar has not resumed cooperation with the government schools since the coup d’état.

TVET institutions partnerships with private sector. Private sector engagement has been critical to achieve SEAQE2 TVET objectives. ADRA partners and TVET centre administrative staff collaboratively identified four key areas for private sector engagement: 1) Identifying skill gaps in the labour market, 2) developing high quality, modern and relevant training curricula, 3) providing on-the-job training for TVET centre students, and 4) facilitating job placements for graduates. Partnerships between TVET centres and the local private sector have been established in Ethiopia, Myanmar, and Somalia. A total of 88 percent (8 of 9) TVET centres achieved a satisfactorily rating for private sector engagement, using ADRA’s TVET Quality Assessment tool, significantly exceeding the 38 percent target (*indicator 4.4.3*).

Table 6: Outcome 4 Indicator summary for SEAQE2 countries.

Outcome 4 indicator summary	ALL		ETH		MYA		SOM		SSU	
	A	A	T	A	T	A	T	A	T	A
4.1: # and % ed. Inst. for parent, learner, and employer participation	34%	61%	33%	78%	35%	46%	33%	46%	35%	65%
4.2: # of private sector companies contributing resources to the TVET sector	3	6	1	5	1	0	1	1		
4.1.1: % of ed. Inst. - participation of learners in decision-making (ETLE)	35%	54%	36%	21%	37%	83%	38%	36%	35%	74%
4.2.1a: # of Parents in positive parent training	12060	24675	320	274	8700	21710	2440	2078	600	613
4.2.1b: # of Parents in family strengthening activities	1370	2248	320	460			330	685	720	1103
4.2.2: % meet the expected standards in effective parental participation	37%	74%	36%	71%	37%	100%	38%	64%	35%	74%
4.3.1: % supported educational institutions that receive support from the community	89%	78%	100%	100%	100%	43%	100%	100%	50%	100%
4.4.1: # of collaborations between the private sector for vocational training sector (Norad indicator 3.1.5)	9	34	3	19	3	6	3	9		
4.4.2: # of individual internships established (sex, disability)	1515	1381	300	534	735	723	480	124		
4.4.3: % meet the expected standards in effective employer involvement	38%	88%	25%	75%	50%	100%	50%	100%		

Market assessments were conducted in each target location to map private sector stakeholders and identify potential skill gaps. Based on these assessments, partners identified relevant private sector companies and Memorandums of

Understanding (MoUs) were established. A total of 6 private companies actively engaged in the TVET centres and provided in-kind support (*target 3, indicator 4.2*). Collaborations with 34 private sector actors have been established (*target 9, indicator 4.4.1*). Private sector collaborations are far reaching and have contributed invaluable insights into current market demands that have supported TVET centres to 1) develop industry-relevant TVET courses that prepared graduates for jobs in high-demand sectors and 2) build partnerships that create job opportunities for TVET graduates. Most private sector partners provided internships and job shadowing opportunities during training, enabling students to gain valuable work experience, and many often recruited graduates. On-the-job training and internships were completed by 1,381 (701 f) students (*target 1 515, indicator 4.2.2*). TVET centres held job fairs and networking events to facilitate interaction with industry professionals, learning from them, and establishing valuable contacts for future job opportunities. The private sector was also engaged in TVET course curriculum development under Outcome 3.

Private sector partnerships are a key sustainability strategy, and it is expected that TVET centre and private sector partnerships will continue well after the program comes to an end.

Outcome 5: Strengthened Civil Society Influence

CSO support for children suffering education marginalisation. Partners have supported collaboration and dialogue between CSOs and government at all levels on important education reform issues, driving forward policy advocacy and strengthening government’s capacity to deliver inclusive education. Policy advocacy efforts are achieving results, apart from in Myanmar where the Myanmar crisis has undermined previous policy advocacy efforts and where the Myanmar military has ceased education reform processes and avenues for dialogue with CSOs and education stakeholders.

Advocacy efforts have focused on key issues related to teacher management, including teacher professional development and teacher salaries, disability inclusion, the prevention of early and forced marriage and strengthening climate responsive TVET. A total of 7 research and evidence-based advocacy products have been developed (*target 8, indicator 5.1*). In South Sudan, research has been undertaken to drive evidence-based advocacy on teacher remuneration, retention and wellbeing. The research was conducted in collaboration with the Education Cluster and engaged the Ministry of General Education and Instruction (MoGEI) at national, country and district levels. In Ethiopia, ADRA collaborated with the Ethiopian Centre for Disability Development (ECDD) to develop an advocacy guide for inclusive education and guidelines for disability mainstreaming. ADRA Norway also developed guidelines for positive discipline and has been supporting partners to advocate for adoption of the guidelines by education stakeholders.

A total of 5 policies, plans or budgets have been developed to support inclusive education (*target 6, indicator 5.2*). In South Sudan “*education by-laws*” and “*community by-laws*” have been developed to promote parental support for education and tackle issues of sexual abuse, corporal punishment and forced marriage. In Ethiopia, ADRA supported the development of the “*National Inclusive Education Strategy*”. In Somalia, ADRA supported the formulation, translation and roll out of the “*Somali National Early Childhood Education Policy Framework*” and the “*National Policy on Safe Schools Declaration*.”

Table 7: Outcome 5 Indicator summary of SEAQE2 countries.

Outcome 5 Indicator Summary	All		ETH		MYA		SOM		SSU	
	T	A	T	A	T	A	T	A	T	A
5.1: # of research and advocacy documents developed by civil society	8	7	2	3	2	1	2	1	2	2
5.2: # of policies, plans and budgets	6	5	1	1	1	1	2	2	2	2
5.1.1: # of ADRA country offices that are accredited by the ADRA network	2	4	0	1	0	1	1	1	1	1
5.1.2: # of local civil society organizations increased capacity	4	8	1	3	1	2	1	2	1	1
5.2.1: # of platforms for civil society-government dialogue formed or strengthened	13	14	1	1	4	3	4	6	4	4
5.3.1: # of civil society fora and networks that are created or strengthened	23	21	6	5	8	5	6	7	3	4

CSO capacity building. All SEAQE2 partners have completed the ADRA licencing and accreditation process (*target 2, indicator 5.1.1*), ensuring capacity is being developed in relation to the formulation of mission and values, governance and leadership systems, people management, financial and material resource management, networking and relationship building, corporate identity, risk management, safety and security, and development and humanitarian programming.

Licensing and accreditation is provided by the ADRA network, with ADRA Norway participating in country verification exercises and supporting partners to implement action plans. Partners have collaborated with 19 local CSOs and actively strengthened 10 local CSO partners (*target 4, indicator 5.1.2*). CSO partners included 4 OPDs, 3 local development CSOs and 4 local education CSOs. While organisational capacity assessments have been conducted, they have not been uniformly implemented by partners due to the complexity of the organisational domains of the organisational capacity assessment tool OCAT. ADRA Norway is currently developing a contextualised OCAT that will be more suited to CSOs in conflict and fragile contexts.

Dialogue between civil society and government. A total of 12 platforms for civil society-government dialogue were established/strengthened (*target 13, indicator 5.2.1*). In Myanmar, the three CSO-government dialogue platforms focused on issues of education access, recognition of teacher and student prior learning and on financing and delivery of TVET opportunities for youth. In South Sudan, four county level CSO-government forums were established with 230 (55 f) members, with the objective of improving education quality, addressing enrolment and retention barriers for girls, children living with disabilities, orphans and combating early marriage. In Somalia, four CSO-government dialogues were established, including the Education Sector Coordination (ESC), the TVET working group, specialised education support for children with disability and a platform for pandemic response. In Ethiopia, one CSO-government dialogue platform was established between ADRA, 6 CSOs and local education authorities to coordinate education awareness activities, strengthen teaching quality, inclusion of children with disabilities and infrastructure standards.

Civil society fora and networks. A total of 22 CSO fora and networks have been created to increase cooperation and coordination between CSOs and drive forward efforts to reach groups of children that are marginalized and excluded from education (*target 23, indicator 5.3.1*). In South Sudan, 4 CSO networks were established (one for each target county) to enable CSO coordination and joint advocacy on education related issues. In Somalia, a CSO fora was convened to develop a PTA training manual and coordinate activities to strengthen child protection and inclusive education. CSOs involved in the forum organised *School Inclusion* weeks, focusing on non-discriminatory practices, a school-based management platform for education stakeholders, and an intergenerational dialogue for youth and adults. In Myanmar, efforts to support coordination between CSOs has been hampered by changes in the operating context because of the Myanmar crisis. ADRA Myanmar co-chairs the Education in Ethnic States and Regional (EESR) group and supports the INGO TVET group. Prior to the coup d'état, ADRA was also a member of the Refugee Returning Students Support Group, the Kayin DRR working group, the Kayin Prevention from Sexual Exploitation and Abuse (PSEA) Network, the WaSH working group, the UN Women Peace and Development Coordination group and chaired the Southeast Myanmar education sub-cluster.

For a more in-depth representation of project achievement please see the two result examples in **Annex 6**.

2.2 Significant Deviations

The program targets have not been revised since 2020. It was agreed with Norad not to adjust targets during and after the COVID-19 pandemic and to instead report on deviations. Deviations are a result (1) disruptions to education due to the Covid-19 pandemic; (2) significant changes to the operating context in Myanmar due to the ongoing Myanmar crisis; (3) a weaker NOK that reduced purchasing power; and (4) high inflation and increased input costs due to the global energy and food crisis.

Major deviations:

- **Lower enrolment in Myanmar due to school closures.** In Myanmar, many government schools remained closed post-COVID due to the coup d'état in February 2021 and ensuing Myanmar crisis. While many learners were able to access education at schools supported by IPEs that remained open during the COVID-19 pandemic and periods of conflict following the coup d'état, overall enrolment fell. Many children, youth, families and communities were forced to flee military attacks and airstrikes in Myanmar's Southeast. In 2022, 111,928 students were enrolled compared to a target of 202,133. This represents a decrease from baseline (2019) enrolments of 55,000 students.
- **Higher enrolment in South Sudan.** In South Sudan, 5 rural schools were permanently closed post the COVID-19 pandemic due to conflict, insecurity and teacher shortages. These schools were replaced with 8 schools, increasing the total number of target schools from 20 to 23. This led to higher enrolment numbers in South Sudan than earlier anticipated.
- **Higher OOSC enrolment and retention.** With extended periods of school closure, the program invested in reengaging OOSC, enrolling 9,329 OOSC, 60 percent above the target of 3,652.
- **Less referrals.** The program supported 524 referrals for learners to health, safety, or protective services (*target 788*). While this was needs based, efforts to strengthen referral systems remains a priority for 2023.

- **Less community support.** 74 percent of educational institutions received support from the community (target 89 percent). This was primarily linked to government school closures in Myanmar as there was strong community support in schools that remained open.
- **Less Infrastructure development.** The program planned to install electricity (solar) in 31 education institutions. Only 15 were completed as partners reduced targets due to rising costs, budget cuts, and concerns regarding the security of the equipment. These factors also impacted the implementation of activities to provide access to water.
- **Lower TVET achievements.** Due to the 2020 - 2021 disruptions, the total number of TVET graduates was 1,756 youth compared to a target of 2,090. Despite this, it is anticipated that the end of program target of 2,628 will be exceeded. Based on current projections, a total number of 3,000 TVET students are expected to graduate by the end of the program. Disruptions also impacted the achievement of other targets for digital courses, curricula development, internships and on the job training with local businesses, and 21st century, although steady progress has been made.

Table 8: Schools supported by SEAQE2.

Schools supported by the program	Total	Ethiopia	Myanmar	Somalia	South Sudan
# of education personnel in 2022	5 396	439	4 474	143	340
Enrolment in 2019 in supported schools	187 227	9 524	166 240	6 382	5 081
Enrolment in 2022 in supported schools	144 533	10 974	111 264	11 160	11 135
# of education institutions 2019 ⁸	1 538	18	1 489	11	20
(-) # closed post-Covid, coup, conflict	426	0	421	0	5
(+) # of new schools/ schools added	16	2	2	4	8
# of education institutions 2022	1 128	20	1 070	15	23

2.3 Risks

ADRA Norway works closely with partners to identify and manage program risks using a risk matrix that assesses likelihood and impact and identifies risk mitigation and response strategies. Sound risk management is critical given the highly volatile contexts in which ADRA operates and a range of risk mitigation strategies tailored to the local context have been identified and adopted. Partners actively engage local community leaders and stakeholders throughout the program cycle. This ensures that the program continues to be conflict sensitive and promotes local ownership. To mitigate child abuse and exploitation risks, ADRA maintains child protection and safeguarding policies and provides a range of support to partners to strengthen their protection and safeguarding systems and capacities.

Risk response plans are developed where risks are assessed as highly likely and as having a severe impact on the program. These response plans may include contingency plans, alternative approaches, or risk transfer strategies. Risk response includes a review of theory of change assumptions and the risk tolerance of key stakeholders. ADRA Norway provides quarterly updates to the ADRA Norway board on risk response plans.

The most significant drivers of risk during the reporting period were the COVID-19 pandemic, escalations in conflict, food insecurity and inflation.

Human Rights. The COVID-19 pandemic disproportionately affected marginalised and vulnerable communities, including migrants, refugees, and indigenous peoples, who faced discrimination, stigmatisation, and limited access to healthcare. Government responses to the pandemic restricted movement and assembly, increased censorship of information, and at times law enforcement agencies exhibited excessive force. Governments in partner countries implemented emergency measures, such as curfews and quarantine, that limited individuals' rights and freedoms.

This was particularly evident in Myanmar, where civil space was significantly reduced after the military coup d'état. The civilian uprising (known as the civil disobedience movement or CDM) that followed included medical staff and teachers, resulting in health services and education services being shut down and many teachers being arrested or removed from their positions. Extended government school closures and teacher shortages have impacted the program. Partners in Myanmar are coordinating with development partners, donors and UN agencies, particularly around the risks associated with the new NGO registration processes, that could potentially lead to further disruptions, the deregistration of partners and/or the targeting of staff. ADRA has operated in Myanmar since the 1980s and has significant experience working

⁸ These include primary, middle, and high schools, TVET institutions, NFE centres and accelerated learning facilities.

under previous Military regimes. ADRA is confident that it can manage the complex dynamics in Myanmar and continue supporting IEPs to provide education services in conflict affected and hard to reach areas.

Conflict, drought, and the food crisis in the horn of Africa have resulted in significant displacement. In Somalia this has meant an increased enrolment of internally displaced children in target schools. The food crisis has affected school attendance in South Sudan and Ethiopia, particularly with cuts to school feeding programs supported by the World Food Program. Partners have engaged parents and local authorities to address food security issues within target communities and to combat children dropping out of school and engaging in child labour to contribute to family livelihood activities.

Climate and Environment. The Horn of Africa saw consecutive years of drought, affecting food security in the target areas and putting pressure on land and water resources. The program has increased its support to food security and livelihood activities, with a focus on climate resilient and environmental sustainability approaches that enhance the resilience of communities. Partners are also pursuing other funding opportunities to meet needs and address gaps in target locations.

Women's Rights and Gender Equality. The closure of schools had a significant impact on gender equality and women's rights, particularly in relation to access to education and economic opportunities. A report from the Centre for Global Development⁹ found that upper primary girls in Sub-Saharan Africa were more likely to drop-out than boys and faced a two-fold likelihood of falling pregnant compared to pre-pandemic averages. School closures and delays in reopening schools has contributed to an increase in early marriage, adolescent pregnancy, and limited job prospects, especially for early school leavers. Additionally, lockdown measures increased the risk of gender-based violence, as women and girls were confined to their homes and intimate partner and domestic violence increased. In Myanmar, the Myanmar crisis has significantly increased risks to civilians, including women and girls, with armed conflicts, arbitrary killings and arrests widespread throughout ethnic areas.

SEAQE2 was effective in enrolling more girls in school, and in enrolling out-of-school girls into education in all countries. The number of female teachers in schools in Ethiopia and South Sudan also increased. Girls' clubs have been established and referral systems strengthened to provide health and protection services to children, particularly girls. In South Sudan, by-laws have been established and enacted to drive forward efforts to prevent early and forced marriage and sexual and gender-based violence. Codes of conduct are also being widely implemented.

Anti-Corruption. The COVID-19 pandemic increased several risks relating to fraud and corruption due to the challenge in maintaining monitoring checks in remote locations where many SEAQE2 activities are conducted. Emergency measures led to the suspension of some monitoring activities, such as field verification and inspection exercises, which increased the risk of corruption. ADRA Norway monitoring visits were also limited due to international travel restrictions. To mitigate corruption risks, ADRA remained vigilant to fraud and corruption risk and undertook virtual financial monitoring and held regular monitoring related discussions with partners.

The program is working to increase the accountability of government officials. For example, in South Sudan research into teacher salary issues identified barriers and bottlenecks to teacher registration and salary payments systems, increasing transparency around government payroll processes. The research will support policy advocacy to improve teacher payment processes and reduce fraud and corruption.

In Myanmar, fund transfers have been severely hampered due to military restrictions and the breakdown of banking and financial systems following the coup d'état. ADRA is reverting to previous financial management mechanisms and cooperating with financial service providers to securely transfer funds to partners while minimising the risks associated with the use of cash transfers.

Political. ADRA takes a system strengthening approach to working with governments in fragile states. Partners work closely with government counterparts to support the implementation of SEAQE2 and build government capacity. In Somalia, partners provided training to Ministry of Education, Culture and Higher Education (MoECHE) authorities to address capacity gaps. In South Sudan, partners actively engaged with government authorities at national and sub-national levels to improve coordination and support program implementation.

2.4 Cost-efficiency

During the COVID-19 pandemic, travel restrictions hampered field visits by ADRA Norway. Regular communication was maintained via Zoom or MS Teams conference calls, and program teams shared updates, pictures, and videos of program

⁹ Moscoviz, L., Evans, L. (2022) Learning Loss and Student Dropouts during the COVID-19 Pandemic: A Review of the Evidence Two Years after Schools Shut Down, Center for Global Development, Washington.

activities. Several e-learning and webinar trainings were conducted and while field visits remain vital for comprehensive management and monitoring of program implementation, remote modalities provided cost efficiencies and will be continued where appropriate. ADRA Norway is tracking and analysing the unit cost of key indicators to assess cost efficiency. Examples are provided below.

School infrastructure provision (Output 2.1). Construction materials, supply chain and transportation costs increased during the program period. In South Sudan and Ethiopia, cost increases were significant throughout 2021-2022 due to the disruptions in supply chains due to the COVID-19 pandemic. In Ethiopia, the price of cement quadrupled, causing delays in the completion of classroom construction in two secondary schools, with contractors halting work while contracts were renegotiated to avoid losses. Construction costs for TVET classrooms were also higher than anticipated due to additional local technical standards. ADRA Norway and partners will employ new approaches to limit the impact of construction cost, including through strategically sourcing and harvesting water to avoid trucking water into schools in Somalia and leveraging community resources, such as community in-kind contributions for construction activities and local security.

Teacher training and mentoring (Output 3.2). The costs for teacher training and mentoring varied significantly across target locations due to the local context and different partner approaches. For instance, partners in South Sudan and Somalia employ mentors to complement teacher training, leading to higher unit costs for teacher training than in Ethiopia and Myanmar. Overall, the average annual training cost for teacher training and mentoring in South Sudan and Somalia was NOK 6,040 and NOK 3,210 respectively. In South Sudan, teachers are largely un-qualified, requiring significant investment to develop teacher competencies. On the other hand, the cost for teacher training in Ethiopia has been reduced by 50 percent (1,000 NOK), due to economies of scale in training more teachers. In Myanmar, teacher training and mentoring is cost-efficient, at an average of NOK 202. This is due to the use of mobile teacher trainers and mentors that are embedded in local community throughout ethnic areas. While integrating mentoring within teacher professional development has increased costs, mentoring is proving highly effective in improving teacher capacity, with teacher performance improving significantly in countries such as Somalia compared to baseline.

The provision of life skills training (Output 3.5). Partners undertook an analysis of the costs for life skills training. The average cost per student varied across counties, with costs in Somalia (NOK 30) higher than in Myanmar (NOK 7) and Ethiopia (NOK 2.8). This is attributed to the cascade model of training in Myanmar and Ethiopia, where existing trainers are trained to provide the life skills course.

Implementing e-learning platforms. E-learning platforms are a cost-efficient way to deliver education, particularly in remote areas. E-learning platforms provides students with the opportunity to access digital educational content on their mobile devices, reducing the need for textbooks, printed materials, and physical classroom space. Partners apply a blended approach where textbooks and learning materials are complemented with access to e-learning to maximise student learning.

TVET Partnerships with industry. Partnerships with local private sector companies and industries has yielded cost efficiencies through the provision of additional equipment, training and apprenticeship/internship opportunities. This has reduced the need to purchase some expensive equipment and has provided students with invaluable practical experience. Additionally, collaboration between TVET centres has promoted the sharing of resources, the joint development of curricula and the delivery of teacher training. This has created cost efficiencies and increased TVET opportunities in target locations.

2.5 Sustainability

SEAQE2 operates within the fragile states of Myanmar, Ethiopia, Somalia, and South Sudan, where limited public resources for inclusive education, low or unpaid teachers, limited teacher professional development opportunities, poor school infrastructure, and weak PTA/SMC structures prevail. Moreover, the education of girls and children living with disabilities is generally not prioritised and many children do not receive the quality education they deserve or the opportunity to complete a full cycle of basic education. It is within this context that SEAQE2 has made significant gains in strengthening access to quality education and TVET for all children, including the most vulnerable. SEAQE2 sustainability measures include a commitment to building the capacity of CSOs and education authorities at all levels to deliver quality inclusive education, contributing to system strengthening.

System Strengthening. In Somalia, Ethiopia, and South Sudan, ADRA has worked with state and local level education authorities to strengthen their capacity to fulfil their roles and responsibilities in supporting and monitoring inclusive

education within educational institutions. Partners report that this has contributed to empowering state and local level authorities, has led to government efforts to capture data on children living with a disability in schools and has resulted in government resource allocation for teacher training on inclusive education. Additionally, advocacy, capacity development, equipment support and engagement with the MoECHE in Somalia has empowered the Special Education Department at State level to support and monitor inclusive education within schools. In Ethiopia, the renewable energy blended training curriculum, piloted in target TVET centres, has been institutionalised by the government and is being rolled out across the country. In Myanmar, support for national education and TVET reforms to address issues in the provision of education services in ethnic areas outside of government control has been a priority. This includes capacity development support to IEPs who are responsible for education services in non-state actor controlled Southeast Myanmar.

Strengthening teacher competencies. Systematic capacity development of head teachers and teachers has improved performance, with head teacher and teacher performance demonstrating significant improvement from baseline to mid-term. The SEAQE mid-term review noted that there are promising signs that the support to teacher professional development will be integrated into the government system in Ethiopia and South Sudan. In South Sudan additional financial support from Norad has strengthened collaboration with pre- and in-service teacher training institutions, helping to institutionalise the provision of quality teacher professional development and achieve sustainability.

Strengthening school governance (PTA/SMC/CECs). SEAQE2 has built the capacity of PTAs, SMCs and CECs to support the enrolment and learning of children. The assessment of PTA/SMC/CEC performance shows significant improvement in their capacity to support learning institutions and engage in decision-making processes. Capacity development of PTA/SMC/CECs has improved their roles and responsibilities in monitoring school performance, supporting teacher wellbeing, including through the provision of teacher housing, and supporting school infrastructure rehabilitation. In addition, PTA/SMC/CECs are actively involved in promoting the enrolment of OOSC and in supporting post COVID-19 school closure back to school campaigns in all countries. Most learning institutions now have Codes of Conduct and other policies to promote healthy, safe and inclusive education and child protection and safeguarding mechanisms have been established. These gains will remain and will continue to benefit target learning institutions.

Handover of infrastructure. An important sustainability measure is the handover of rehabilitated schools, classrooms, WaSH facilities and water supplies to communities and local governments. MoUs are established with local authorities and include maintenance plans with designated roles and responsibilities for community and local government authorities. The plans include the provision of community cash and in-kind contributions for maintenance. In Ethiopia, education authorities have contributed desks and benches to newly built schools and TVET centres. An analysis of cash and in-kind contributions by communities and local authorities will be included in the final report.

Strengthening TVET. In Ethiopia, Somalia, and Myanmar, partners have developed partnerships with private sector companies, laying the foundation for sustainability. To date, 34 new partnerships with private sector companies have been developed. These partnerships have resulted in the development of market driven training TVET course curricula, including access to 21st century skills, and internships and job placements opportunities for trainees. Partnerships between the TVET and private sector are anticipated to grow in line with market demands for a qualified workforce.

SEAQE2 has strengthened the capacity of Yme Stifelsen to manage the TVET centre in Galkayo, Somalia and diversify its funding base. The TVET centre generates its own income by selling water to private companies and grocery stores and Yme Stifelsen has now secured a 6 year 13 million Euro German Development Bank (KfW) grant that will support sustainable operation of the TVET centre.

Sustainability strategies and exit plans. ADRA Norway and partners have developed comprehensive and participatory sustainability strategies and exit plans (see **Annex 7**). The plans will be implemented in 2023 and updated at the end of the program to ensure commitments by various stakeholders have been upheld. Despite progress towards sustainability, ADRA recognises that supporting fragile states in transition to build and sustain education systems that provide a quality inclusive education for all children and youth is a long-term commitment. ADRA is committed to working with partners and continuing to support the development of sustainable education systems in SEAQE2 target countries.

2.6 Learning

ADRA Norway and partners have identified several key lessons that will inform continuous program improvements. These include:

Leverage partnerships to strengthen inclusion: In South Sudan, Somalia and Ethiopia, ADRA has leveraged collaboration with DPOs/OPDs through the TOFI program to strengthen inclusive education in SEAQE2 target learning institutions. Inclusive education was strengthened through the provision of inclusive education teacher training, including training some teachers in braille and sign language, the provision of learning materials in Braille for sight impaired students and the engagement of PTAs in community awareness raising activities that led to higher than anticipated enrolment of children living with disabilities. Collaboration with DPOs/OPDs and improving teacher capacity to provide inclusive education were critical success factors.

Adopt more rigid financial reporting. Budgeting and forecasting has been challenging for some partners. ADRA Norway aims to strengthen its financial management system to provide greater monitoring and oversight of partner budgets and prevent unplanned under/overspending. ADRA Norway is developing a dynamic financial management system that provides up to date data on budget spending that supports prompt decision making and corrective action where needed.

Budget with inflation in mind. Inflation has affected the SEAQE2 budget, particularly in relation to construction activities. The cost of some imported essential construction materials more than quadrupled from the start of construction to completion. Construction activities in Ethiopia were brought forward to avoid further costs due to rampant inflation (up to 33 percent). Salaries also increased due to inflation rates. At the same time, the NOK depreciated against the USD and other currencies. ADRA will develop future budgets with greater attention to inflation and currency exchange forecasts, particularly in relation to partner salaries and construction costs.

Integrate and budget for cross-cutting issues. Some cross cutting issues were not fully integrated into the design of SEAQE2 and therefore not adequately budgeted for. Efforts to integrate protection and safeguarding, gender equity, environment and climate change, human rights, mental health and psychosocial support (MHPSS), anti-fraud and corruption, human rights, and conflict sensitivity were often not sufficiently resourced and placed additional burden on both human and financial resources. In the future, cross cutting issues will be systematically integrated into the program design and budget.

Support the wellbeing of partner staff. Our partner staff work in volatile contexts characterised by political unrest and complex conflict dynamics. The working conditions of local partner staff are often difficult, and some have been subject to and have witnessed grave threats to human security. ADRA Norway will work with partners to identify ways to better support staff wellbeing.

Integrated school feeding initiatives within the program. Food insecurity has intensified in all target locations. In some schools, children come to school hungry or leave the school compound at lunchtime without returning. In South Sudan, the WFP support to school feeding in 20 target school has been withdrawn due to the suspension of food distribution in the target locations. To help address the food crisis and ensure learners can participate and learn in schools, ADRA will integrate evidence based home grown school feeding initiatives within the next phase of the program.

3 Evaluation/Review

See the mid-term review action plan (**Annex 8**) for an update of progress on key recommendations and plans to follow up on the rest of them.

4 Financial report and audit

4.1 Significant deviations from the last approved budget

An overview of the financial reports with comments and explanations on deviations for 2022 is provided in **Annex 2: SEAQE2 Consolidated Expense Report for 2019-2022 Including Deviations Comments**. A copy of the audit report is also provided in **Annexes 3 and 4**.

5 Other reporting requirements

5.1 Achievement of Civil Society Support

The objectives of civil society support: ADRA Norway's strategy is focused on strengthening CSOs using a threefold approach: (1) strengthening the capacity of ADRA offices in South Sudan, Ethiopia, Somalia, and Myanmar; (2) expanding

the reach and technical capabilities of the program through establishing local CSO partnerships in each country; and (3) strengthening policy advocacy through dialogue and collaboration with key global, national and local networks and coalitions. The goal of ADRA Norway’s engagement with civil society is to strengthen CSOs’ institutional, organizational, and technical capacity to support quality inclusive education and to drive forward policy advocacy efforts to achieve national inclusive education policy reforms. ADRA’s work with 21 CSOs in five countries is captured in Section 1, Outcome 5 of the report.

SEAQE2 is predominately implemented by four local CSOs who are the ADRA country offices in South Sudan, Ethiopia, Somalia and Myanmar. ADRA Norway has partnered with ADRA country offices for over 10 years and has supported them to become strong implementing partners. SEAQE2 has also focused on strengthening the capacity of other local CSO partners. In addition to the four ADRA partners, SEAQE supports 21 CSOs in five countries. A list of the 21 CSOs is provided below. The 10 CSOs highlighted in blue have received capacity development through SEAQE2.

How many of the local civil society actors have now strengthened their capacity and ability to exercise their role as civil society actors?

Country	Civil Society Organization	No. Reached	No. Strengthened
Ethiopia	<ul style="list-style-type: none"> • Che-shire Ethiopia • FHI • Ethiopia Centre for Disability Development (ECDD)* • Girar bet Tehadiso • Biftu Bira Youth Association 	5	3
Myanmar	<ul style="list-style-type: none"> • Eden Centre for Disabled Children (ECDC) • Point B • Humanity and Inclusion • Adventist Community Services (ACS) • Karen Teachers Working Group (KTWG) 	5	2
Somalia	<ul style="list-style-type: none"> • HAARAN disability organization • Education Assessment Resource Centre (EARC) • Save Somali Women and Children • Disability Aid Foundation (DAF) • Somali Institute of Special Education Needs and Disability (SISEND) • Gurmud for Sustainable Aid (GSA) 	6	3
South Sudan	<ul style="list-style-type: none"> • Hope for South Sudan • Community Initiative (CNI) • Light for the World • Community Development South Sudan (CDSS) 	4	1
Norway	<ul style="list-style-type: none"> • Yme foundation (implementing partner of both ADRA Somalia and ADRA Norway) 	1	1
Total	*In blue are all CSOs that have been strengthened.	21	10

Capacity support for ADRA Partners. ADRA Norway has provided capacity development for ADRA partner offices and has supported them to achieve accreditation and licensing through ADRA International. All partner offices received their licence by the end of 2021. As part of the accreditation process, ADRA partners developed capacity building plans that will help them improve and track their performance in the coming years. During SEAQE2, ADRA Norway focused capacity development in the following areas:

- **Governance:** Supporting the development of country and program level strategies and providing training on good governance, risk management and accountability to ADRA board members during country visits.
- **MEAL:** Strengthening MEAL processes, including through supporting dedicated MEAL staff.
- **Financial management:** Building partner capacity in financial management and anti-corruption through training and mentoring.
- **Technical:** Improving the technical capacity of partners in inclusive education, the provision of TVET, child protection and safeguarding and advocacy and influencing. To this end, ADRA Norway has supported partners

to join ADRA's international networks, including the Education Technical Learning Lab (ETLL), the Protection and safeguarding task force, the Gender and Inclusion Technical Learning Lab, etc.

ADRA partners have valued ADRA Norway's capacity development support. In a recent survey, ADRA partners rated ADRA Norway capacity development support on a scale of 1 (not useful) to 7 (extremely useful), with many areas rating very highly: strengthening technical abilities (6.2), MEAL (6), conflict sensitivity (6), risk analysis (6), protection and safeguarding (6.5).

Capacity support for other CSOs. ADRA partners have strengthened the capacity of 10 local CSOs. Capacity assessments were completed for at least four CSOs (one per country) using an OCAT tool. An OCAT was administered for CDSS in South Sudan, DAF in Somalia, ACS in Myanmar and ECDD in Ethiopia. After each assessment, ADRA supported each CSO to develop a capacity building plan. In Somalia, a second capacity assessment conducted with DAF, two years after the first assessment, indicates that scores have in average improved from 1,95 to 3 (on a scale of 1-4), indicating a significant improvement. During 2023, a second OCAT assessment will be conducted for CSOs in three other countries and achievements in capacity development will be shared in the final report.

5.2 Update on 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. All partners have updated fraud, whistleblowing and complaints policies and practices in place. ADRA maintains a zero-tolerance position against fraud and corruption. ADRA employees are required to report any corruption or extortion that they encounter. Routine joint monitoring has helped to reduce the risk of possible corrupt practices. 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 materials and tools for further organizational development on anti-corruption. In 2021, ADRA Norway conducted a 4–5 day intensive virtual financial management workshops with all partners. ADRA Norway has reported four cases to Norad's "varslingsteam", which have all been processed and closed.

The environment and vulnerability to climate change. In accordance with our organisational strategy and our climate policy, ADRA is placing an increased emphasis on climate change mitigation and response. ADRA undertakes advocacy among partner CSOs that promote ecologically sustainable development. The community is also sensitised through awareness creation activities 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, tender documents and contracts have clauses on environmental issues and management and where appropriate, solar power is installed within schools for lighting and energy. In 2021, a new e-learning course on Solar PV Installation and Maintenance was finalised and tested within key TVET Centres-of-Influence across Ethiopia. The course curriculum and competency standards have been scaled by the Ethiopian Ministry of Education throughout the entire country. ADRA Norway is undergoing an environmental audit with the aim of becoming environmentally certified within 2023.

Human rights, including the rights of people with disabilities. SEAQE2 stakeholders, including teachers, administrators, government officials, and program staff have received training and support 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 forms of exclusion or marginalization. Persons with disabilities often face intersecting vulnerabilities that increase their experiences of exclusion. Within the SEAQE2 mid-term review (MTR), teachers reported that pertinent safety concerns for children with disabilities at school included shaming, discrimination, violence, bullying, and harassment. As a result of MTR, the program has placed greater emphasis on advocacy, awareness raising and strengthening community-based mechanisms, such as school inclusion teams and protection and safeguarding committees.

SEAQE2 targets vulnerable populations, including minority groups in South Sudan, Myanmar, Ethiopia, and Somalia, Minority groups often suffer social exclusion and economic hardship, which intersect to exclude and marginalise children and families within their respective countries and from education services. The SEAQE2 program 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. SEAQE2 cooperates with the Norad funded TOFI Program in Somalia, South Sudan and Ethiopia, which partners with OPDs to identify OOSC with disabilities, and further promote human rights through advocacy at local, state, and national levels. This approach was adopted across the SEAQE2 program and is already showing promising results.

Safeguarding and protection of vulnerable groups. Remote safeguarding training has been provided to partners in Myanmar and Ethiopia while partners in Somalia and South Sudan have received in-person training, covering topics including PSEAH, child marriage, case management, FGM, why children join armed groups, child rights and gender-based violence. Each partner has conducted a protection mapping exercise in preparation for establishing referral mechanisms and now make referrals regularly. Program partners undergo risk assessments and capacity building plans are developed where necessary, including signing policies. All ADRA representatives and local communities are made aware of their rights, including acceptable and unacceptable behaviour from ADRA representatives; their right to complain and provide feedback; what they can provide feedback and complaints on; how to make a complaint; and what happens once complaints are made.

Women's rights and gender equality. The SEAQE2 program 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. Both boys and girls face significant protection risks, including (for boys), child labour, domestic violence, conscription into armed groups, and (for girls) forced marriage, domestic and gender-based violence, early pregnancies, etc. In addition, child trafficking emerged as a new protection issue within SEAQE2 Somalia communities during the COVID-19 pandemic. SEAQE2 conducted awareness raising activities to ensure PTA/SMC/CECs and school clubs were aware of and had strategies to prevent trafficking from their schools and communities.

Alignment with the resolution on "Women, Peace and Security". ADRA incorporates key elements of the resolution on "Women, Peace and Security" to actively promote and support the engagement of girls and women in local and national processes, particularly in community peace building activities that are incorporated into our work with local communities, PTA/SMC/CECs and with local stakeholders and authorities in target areas. Partners advocate for the rights of girls to education and broader wellbeing. Two partners place special emphasis on improving numeracy and literacy skills for parents, particularly women, through the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) and Village Savings and Loans Associations (VLSAs). Additionally, partnerships with more women grassroots organisations and schools-based students associations that promote gender equality and girl's rights have been pursued. This includes the creation of Girls Empowerment Forums in Somalia.

5.3 ADRA Norway Value Add

ADRA Norway's main role has been to support and build capacity of CSO partners to deliver quality inclusive education services in the targeted countries, communities, and education institutions. From a survey conducted with partners to **evaluate the partnership between partners and ADRA Norway**, it was found that on average partners rate the partnership with ADRA Norway very highly, noting the participatory approaches used by ADRA Norway and our added value in capacity building and support of program planning and implementation, inclusion, protection and safeguarding, support in MEAL and financial management. Additionally, partners shared that ADRA Norway has been instrumental in supporting them to access other funding sources, develop new partnerships with CSOs and leverage other resources and support. The survey showed that partners rated ADRA Norway 6.7 on a scale from 1 to 7 **on overall added value**.

Technical capacity support to partners. Over the course of the SEAQE2 program, ADRA Norway's education and TVET advisors have built technical capacity of ADRA partners on issues of inclusive education, gender mainstreaming, advocacy, strategic direction, and child protection and safeguarding. ADRA Norway MEAL advisors have worked to build a MEAL system and the capacity of partners in monitoring and evaluation, reporting, accountability, developing relevant partnerships in the sector, sustainability and accessing further funding. ADRA Norway's finance team has strengthened partners' financial and anti-corruption systems. The Program Director and Secretary General have worked with the leadership teams of our partners to further develop institutional capacity, including upgrading policies, systems and risk management processes.

ADRA Network. ADRA Norway has spearheaded support for the education portfolio throughout the global ADRA network. ADRA Norway has initiated, chaired, or co-chaired the Education Technical Learning Lab (ETLL) for the ADRA Network since 2015. Key achievements of the ETLL have included: developing a draft global strategy and capacity statement; mapping expertise in education; identifying common indicators for network reporting, etc. ADRA Norway also

participates in the Global Campaign for Education (GCE) working group in Norway, and the Inclusive Education Working Group, which led the development of the inclusion strategy for Norwegian aid. In addition, ADRA Norway is a member of the ADRA global Programme Development and Advisory Committee (PDAC) to further promote the education agenda and the Gender and Inclusion Technical Learning Lab (GITLL).

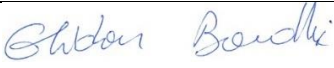
Support during Covid-19. During the Covid-19 period, ADRA Norway initiated online webinars with all partners. We organised four webinars with a focus on inclusive education, safeguarding and child protection. Subject matter experts and ADRA Norway staff hosted these webinars. Twenty-five staff from SEAQE2 partners participated in each webinar. We also hosted webinars focused on adapting education activities to COVID-19 measures and ensuring continuity of education.

Thematic support. ADRA Norway has developed a comprehensive *Positive Discipline for Teachers* training package for teachers in cooperation with partner child protection and education specialists, MoE leaders and representatives, and national teacher training institutes. ADRA Norway developed the training package and then went through a comprehensive process to contextualise the training and deliver training of trainers (ToT) through a three-day online seminar. In Ethiopia, the training was conducted physically by the ADRA Norway Education Advisors to headteachers, local education authority representatives and ADRA Ethiopia staff. The training was then rolled out to teachers in all countries throughout 2021-2022.

Safeguarding and protection. ADRA Norway has strengthened SEAQE2 partners’ capacity to respond to child protection and safeguarding issues through monthly meetings to discuss and resolve issues that arise. Additionally, ADRA Norway has facilitated strengthening local child protection systems, such as Village Protection Committees and partner safeguarding focal points. Other ADRA supporting offices have directly partnered with ADRA Myanmar and are building on the progress of SEAQE2. ADRA Canada is implementing the BRIGHT program, a three-year program funded by Global Affairs Canada and implemented in Myanmar, among other countries.

Complementarities with other programs. Building the capacity of ADRA partners in Ethiopia, Somalia and South Sudan and local DPOs/OPDs to address the education needs of children living with a disability through the complementary Norad funded TOFI program, where ADRA South Sudan is country lead. The SEAQE2 program benefits from the collaboration with and the capacity of the DPOs/OPDs through training of teachers and head teachers. The TOFI program is implemented in 50 of the same schools as SEAQE2 and specifically supports children living with disabilities to access, participate and learn in schools and supports advocacy for the rights of persons with disabilities at a national level.

6 Signature

Date:	31.05.2023
Signature:	
Title:	Elidon Bardhi Programs Director, ADRA Norway

6.1 List of annexes

- Annex 1: Consolidated Expense Report for 2019-2022 Including Deviation Comments
- Annex 2: Financial Statements
- Annex 3: Audit Report
- Annex 4: Management Letter
- Annex 5: SEAQE2 Results Framework with 2019-2022 Data
- Annex 6.1: Myanmar Results Examples
- Annex 6.2: South Sudan Results Examples
- Annex 7: Sustainability and Exit Plans
- Annex 8: Mid-Term Review Action Plan Update