

Strengthening Equity, Access & Quality in Education - SEAQE



Final Report 2014-2019



ADRA

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Executive Summary

In 2014, ADRA Norway, in partnership with ADRA Ethiopia, Somalia, South Sudan and Myanmar, launched the Norad funded project, Strengthening Equity, Access and Quality in Education (SEAQE). The proposed design aimed for increased access, quality and equity in formal and non-formal education (NFE) within the targeted areas of each of the five countries. The design centred on 'model schools', which included concentrated inputs using the 'whole school' approach.

Due to a budget shortage, related to a sudden drop in the value of the Norwegian kroner in the latter part of 2014, adjustments needed to be made to the programme in 2015 and 2016. Among other reductions, five partner countries were reduced to four, with SEAQE Sudan being phased out in early 2016.

This final report assesses SEAQE Africa and Myanmar's achievements and challenges over the five-year lifetime of the programme. SEAQE has supported its partners in the four countries during a difficult period of political, economic and security challenges to establish an integrated approach to quality education, and has successfully improved the quality of schools and created enabling learning conditions to help thousands of children attend school and raise their learning outcomes. The programme has strived to remain true to the initial design approved by Norad in 2014, while at the same time undergoing an iterative process in each country, as learning informed the means by which the programme could be improved and targets be achieved. The final year of the programme has been characterized by leveraging current successes and partnerships, and focusing on the advocacy and system strengthening components of the programme. Learning on interventions, capacity building of partners, risks have been captured.

SEAQE's initial vision: that all children, including marginalised children, will attend inclusive and quality schools with teachers who have the skills, knowledge and materials to teach competently; head teachers who provide professional leadership and are focused on quality; schools that have development plans focused on continuous improvement in learning; school-based management groups that provide effective community involvement and support; and inclusive practices that ensure that all children benefit from their time in school.

This has largely been successful, with a 31 percent increase in model school enrolment, and an increase of 41 percent in girls attending these schools. SEAQE has helped 188,010 children (50 percent females) access 1,679 schools across the four countries. Empirical evidence is now available to demonstrate the effectiveness of its whole school approach, particularly as there was early evidence that children are learning better in model schools with the increase in learning outcomes by 30 percent overall compared with baseline across SEAQE Africa. The gap between boys' and girls' learning outcomes has also been reduced. In Myanmar SEAQE has led to a 27 percent increase in students accessing grade 1 primary education in targeted areas, with 173,875 (51 percent girls) enrolled in 1,439 SEAQE supported schools. Out of the cohort of students enrolled in Grade 1 at baseline, 68 percent are now enrolled in Grade 4 in the 2018/2019 academic year. There has also been a 12 percent increase on transition rates from primary to middle school in the catchment area. Also notable has been SEAQE's direct contribution to sustainable changes in education policy and practice.

The TVET model employed by Myanmar and Somalia has been successful. 9,262 young people (60 percent female) graduated from TVET programmes in Myanmar and Somalia. In Somalia, 7,337 young people (63 percent female) graduated, with 61 percent of traced students for Institution Based TVET and 56 percent of traced students for Enterprise Based TVET shown to be employed or self-employed. In Myanmar, 1925 young people graduated (48 percent female) with 82 percent of graduates traced being employed/self-employed.

Overall, the four country programmes have made a clear contribution in providing access to quality education for populations who may otherwise not have such opportunity. The programme overall either met or exceeded most indicators, with variances explained by the worsening context in which SEAQE works. Each country programme worked extensively with the community to socialise messages on the importance of all children, particularly girls and children with disabilities, attending school; train teachers to ensure that they have skills, knowledge and materials to teach competently; head teachers who provide professional leadership and are focused on quality; schools that have development plans focused on continuous improvement in learning; school-based management groups that provide effective community involvement and support; inclusive practices that ensure that all children benefit from their time in school; and Education authorities that have improved data management systems, capturing disaggregated data on gender and disability.

1. INTRODUCTION

1.1 General Information

1.1.1 Name of grant recipient:	ADRA Norge
1.1.2 Agreement number:	GLO-3768 QZA-13/0585
1.1.3 Agreement period:	April 2014-March 2019
1.1.4 Report for years:	2014-2019
1.1.5 Type of report submitted	Final Report

1.1.6 SEAQE Alignment with SDG4:

SEAQE is closely aligned with national plans and priorities and global strategic frameworks such as the Sustainable Development Goals (SDGs). **Annex 3** outlines the full extent of alignment between SEAQE and the SDG 4.

1.2 Context

SEAQE Africa and Myanmar's operational landscape over the last five years has been very dynamic with a range of changes in the operational environment, directly impacting on programme delivery. In Africa, in particular, the operational context has become increasingly challenging with drought, food insecurity and conflict. This, in turn, has disrupted the education of millions of children in the region, with an increase in school drop-outs, child labour and protection issues. The context of Myanmar has also continued to change since 2014. A gradual liberalisation of the country led to free elections in 2015 and a government led by Aung San Suu Kyi. Improvements in the investment climate, banking sector and major reform programs have led to Myanmar being the fastest growing economy in the East Asia and Pacific region. However, challenges to ongoing growth include the incomplete peace process and continued conflict between the military and certain ethnic armed groups, natural disasters,¹ and the internationally criticised, and yet unresolved, Rohingya crisis.

1.2.1 Africa:

Natural disaster: Since the project started, **Ethiopia, Somalia and South Sudan** have all been severely affected by climate related weather events. Three consecutive years of drought have caused increased vulnerabilities, loss of crops, livelihoods and livestock, and weakened purchasing power, as well as spreading disease and triggering large scale population movements.

¹ Myanmar is now recognised as one of the world's most disaster-prone countries, ranking 3rd out of 187 countries in the 2019 Global Climate Risk Index. https://germanwatch.org/sites/germanwatch.org/files/Global%20Climate%20Risk%20Index%202019_2.pdf

Conflict: In **Somalia**, conflict remains the cause of persistent instability, and the structural drivers of conflict include ethnic mobilization between clans, political exclusion and marginalization, discrimination between population groups, and competition over scarce resources. More than 2.6 million people have been displaced as a result of drought, foods, conflict and insecurity, nearly two-thirds of whom are children². In **Ethiopia**, a previously stable context has changed significantly since the commencement of SEAQE. Protests, civil unrest, and violent anti-protest measures from the government, ultimately led to the previous prime minister stepping down in 2018. The new Prime Minister is reforming the government, but the internal tension in the country is increasing. As of 2019 the number of IDPs in the country has surpassed 1 million.³ **South Sudan's** conflict has led to nearly 4.3 million people being displaced. In 2017, Eastern Equatoria, the project region, was affected by conflict, with 114,125 people fleeing⁴. Regular and sustained humanitarian access was impeded in **South Sudan and Somalia** by conflict and insecurity and aid workers have been attacked.

Food Security: Extreme levels of acute food insecurity in the region persisted in 2018, with **South Sudan** and parts of **Somalia** being the worst affected⁵. **Somalia, Ethiopia and South Sudan** continue to face a risk of famine or catastrophe in the absence of assistance. In 2018 in **Somalia**, more than 5.4 million people were severely food insecure, in **Ethiopia**, 8.3 million people and in **South Sudan** 7.1 million⁶. Sharply increasing prices severely constrained food access for large numbers of households. By 2018, local prices of grains were near or at record levels in **Ethiopia, Somalia, and South Sudan**.⁷ While the economy has continued to grow in **Ethiopia**⁸, the highest food inflation in six years was recorded there in 2019⁹. **Somalia's** economic growth weakened further with food prices reaching an all time high in February of 2018¹⁰. Cost of food in **South Sudan** increased 91.60 percent in March of 2019, down from an all time high of 1002.20 percent in October of 2016.¹¹ **South Sudan** also had it's highest inflation rate in 2016, at 835 percent.

Protection: Sexual and gender-based violence remains significant in **Somalia** and **South Sudan**. The drought and conflict in both countries caused families to adopt negative coping mechanisms, including recruitment and use of children in the conflict, early marriage, increased child labour and gender-based violence. As of December 2018 in **Somalia**, an estimated 3.6 million people were in need of protection services, while this number is 7 million in **South Sudan**. In **Ethiopia** in the project region, 248,000 children were in need of protection services¹².

Education:

Ethiopia: Ethiopia continues to make solid progress in the education sector. The system expanded from 10 million learners a decade ago to more than 25 million learners, and learning outcomes have increased. However, compared to other low and middle income countries, Ethiopia ranks at the 7th percentile in access and at the 8th in learning¹³, with a G8 completion rate of only 47 percent¹⁴. Conflict and drought created significant challenges in Oromia in 2016-2017, with 109 schools closed, and 93,000 children out of school due to displacement or school closure¹⁵. In 2015, Ethiopia developed *the Education Sector Development Programme V (ESDP V) 2015-2020* which aimed to improve access to

² UNOCHA (2018) *Somalia Humanitarian Needs Overview 2019*.

https://reliefweb.int/sites/reliefweb.int/files/resources/Somalia_2019_HNO.PDF

³ <https://reliefweb.int/report/ethiopia/internally-displaced-persons-reach-nearly-1-million-ethiopia-who-reinforces-medical>

⁴ https://reliefweb.int/sites/reliefweb.int/files/resources/2017_South%20Sudan_Humanitarian%20Response%20in%20Review.pdf

⁵ FEWS (2018) <http://fewer.net/east-africa/food-security-outlook/february-2018>

⁶ The New Humanitarian (2019) <https://www.thenewhumanitarian.org/analysis/2019/06/10/drought-africa-2019-45-million-in-need>

⁷ FAO (2018) Food Price Monitoring and Analysis Bulletin <http://www.fao.org/3/CA1912EN/ca1912en.pdf>

⁸ <https://edition.cnn.com/2018/04/24/africa/africa-largest-economy/index.html>

⁹ Trading Economics (2019) <https://tradingeconomics.com/ethiopia/food-inflation>

¹⁰ Trading Economics (2019) <https://tradingeconomics.com/somalia/food-inflation>

¹¹ Trading Economics (2019) <https://tradingeconomics.com/south-sudan/food-inflation>

¹² https://reliefweb.int/sites/reliefweb.int/files/resources/oromia_cp_prioritized_woredas_final.pdf

¹³ https://www.epdc.org/sites/default/files/documents/EPDC%20NEP_Ethiopia.pdf

¹⁴ *The Education Sector Development Programme V (ESDP V) 2015/16 to 2019/20*

¹⁵ https://reliefweb.int/sites/reliefweb.int/files/resources/ethiopia-_conflict_displacement_situation_report_0.pdf

quality primary education and sustain equitable access to quality secondary education services.¹⁶ This has been supported by a significant commitment of the government's budget to education, with the education sector receiving 24 percent of national expenditure and 4 percent GDP in 2015/6¹⁷. The ESDP V has also guided ADRA's work in the education sector, insuring alignment with government priorities.

Somalia: Although the education sector in Somalia is starting to stabilise, it continues to face complex and multidimensional challenges in the areas of curriculum, teacher training, school infrastructure, unregulated private education, school finance and untrained educational professionals. Somalia currently has one of the world's lowest gross primary enrolment rates at 30 percent while the primary drop-out rate is 29 percent.¹⁸ At least 1.8 million school-age children are out of school in the target area South-Central Somalia, with only an estimated 22 percent of children there enrolled in primary schools¹⁹. Girls constitute only 36 percent of primary aged children enrolled in schools. Somalia is also one of the world's least protective environments for children, with 95 percent of girls undergoing Female Genital Mutilation (FGM)²⁰. The Somali Government is committed to the development and protection of children and demonstrated this by ratifying the *Convention on the Rights of the Child* in 2015. The *Education Sector Strategic Plan (2018 to 2020)* aims to improve access, quality, and gender equity at all levels of education²¹. Despite this, the government plans to allocate only 3 percent of its budget to education per year, which is insufficient to address the needs of the sector.²²

South Sudan: The number of out-of-school children in South Sudan is likely to remain the highest in the world, at 2.2 million children in 2018.²³ The project site, former Eastern Equatoria, had in 2016 (latest year for EMIS data), the lowest access rates in the country, with a net enrolment rate (NER) of 28 percent and a gross enrolment rate (GER) of 42 percent.²⁴ The current trend in female enrolment shows the Gender Parity Index (GPI) at only 0.68 at primary and 0.46 at the secondary level. Over 40 percent of schools are non-functional since conflict resumed in 2013. A significant amount of school-closures in 2016-2018 were ascribed to a lack of food. More than half of primary level teachers are untrained, meanwhile, many teachers have left their jobs mainly due to non-payment of salaries, insecurity and low salaries.²⁵ In the project area, 9 payam education offices are now closed down. Since 2014, a currency and inflation crisis has dramatically reduced the value of government funding for schools. Teachers' wages now cannot even buy a bag of charcoal.^{26 27} The government allocated only 3 percent of its national budget to education, compared with 50 percent spent on security and administration²⁸.

¹⁶ Govt of Ethiopia (2016) *Ethiopia's Education Sector Development Programme 2015-2020*

http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_esdp_v.pdf

¹⁷ UNICEF (2017) *Ethiopia Education Budget Brief* https://www.unicef.org/esaro/UNICEF_Ethiopia_2017_2020_Education_Budget_Brief.pdf

¹⁸ Federal Government of Somalia (2017), *Somalia National Development Plan 2017-2019*

¹⁹ Government of Somalia (2015) *Joint Review of the Education Sector*

²⁰ UNICEF, n.d. *Eradication of Female Genital Mutilation in Somalia* http://www.unicef.org/somalia/SOM_FGM_Advocacy_Paper.pdf

²¹ Somalia [Education Sector Strategic Plan](#) (2018 to 2020)

²² Federal Government of Somalia, op. cit

²³ Education 2030 (2018) *Global Initiative on Out of-School Children - South Sudan Country Study*

²⁴ Govt of South Sudan (2016), *Education Statistics, 2016*.

https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/emis_2016_-_statistics_booklet_-_2017-02.pdf

²⁵ Government of South Sudan (2016). *South Sudan Education Sector Analysis, 2016*.

<http://unesdoc.unesco.org/images/0025/002592/259247e.pdf>

²⁶ Hodgkin, A and Thomas, E. (2016) *Education and conflict in South Sudan* <http://odihpn.org/blog/education-and-conflict-in-south-sudan/>

²⁷ <https://uk.reuters.com/article/uk-southsudan-education/school-restarts-in-south-sudan-in-theory-idUKKCN1GC1D9>

²⁸ Ibid.

1.2.2 Myanmar:

Since the SEAQE programme started, the Government of Myanmar (GoM) has promoted significant reforms in education, including elements of decentralisation. There has been a significant shift in the government's willingness to countenance the existence of locally-owned education systems, such as that in Kayin State. Poverty in Myanmar has declined from 45 percent in 2004 to 38 percent in 2009/10 and 26 percent in 2015, according to the World Bank²⁹. However, the Multidimensional Poverty Index (MPI) from 2019 states that rural poverty is still as high as 48% in rural areas, and Kayin state tied with Shan state as the 3rd most poor states of Myanmar³⁰. The school dropout rate is high, especially in rural areas where 6 out of 10 children who start grade one (G1) drop out before the end of middle school.³¹

Within the education sector, reform developments are optimistic. Since SEAQE began, the new *National Education Law* (2015) was passed, and the *Comprehensive National Education Sector Plan 2016 – 2021* developed, committing the government to the provision of 'free and compulsory' primary education for all, and furthering the reform on decentralization, mother tongue learning and local curriculum and the expansion of the education system to include kindergarten through to G12. However, government administration systems are not in place. Government funding for the education sector has increased, however, the percentage of education spending of public expenditures was still only 8.5 percent for 2017-2018.³²

SEAQE Myanmar's operational context remains challenging. Significantly, almost none of the above mentioned funding is currently allocated to service provision for minority children living in areas under the control of ethnic minority groups. Full cooperation between the government and these ethnic minority areas on education has not yet emerged, as the current peace process is still developing. Kayin State still holds one of the highest rates of illiteracy in the country with over 20 percent of school-age-children being illiterate. Furthermore, despite mother- tongue language teaching in government schools being adopted in the national curriculum and policy, schools still face challenges with lack of teachers with language skills to teach ethnic minorities.

2. RESULTS

Over the four years, ADRA Norway has supported SEAQE partners in Ethiopia, South Sudan, Somalia and Myanmar to establish an integrated approach to quality education and school improvement. SEAQE's efforts to deliver against projected targets and results have been largely successful. Overall results are even more impressive when considered against the backdrop of ongoing conflict, drought and other disasters, inflation, food insecurity and weaknesses in the education sector in Africa and elections and consequent political transition in Myanmar. For examples of SEAQE **Africa** and **Myanmar** outcome level results, please refer to **Section 2.2** and **2.3** for **Outcome Overviews** and **Annexes 4A, 4B and 4C**.

2.1 SEAQE's Headline Results

The Norwegian Auditor General in 2019 published a report³³ reviewing the documented results provided by the various recipients of Norwegian development funding to education. In a report that was otherwise critical of the reliability and relevance of results reported from the Norwegian education development assistance ADRA was commended for having disaggregated data, which

²⁹ World Bank (2017) *Myanmar-World Bank joint poverty analysis*. <http://www.worldbank.org/en/country/myanmar/publication/myanmar-poverty-assessment-2017-part-one-examination-of-trends>

³⁰ Global MPI Country Briefing 2019: Myanmar

³¹ World Bank (2018). *Myanmar Overview*. <http://www.worldbank.org/en/country/myanmar/overview>

³² Ministry of Planning and Finance (2017) *The Citizen's Budget, Year 2017-2018*. (www.mopf.gov.mm)

³³ Dokument 3:10 (2018–2019) Riksrevisjonens undersøkelse av informasjon om resultater av bistand til utdanning

included children with disabilities. The following excerpts from the report mention ADRA's work within the SEAQE programme:

"The CSOs Save the Children and ADRA (Adventist Development and Relief Agency) are among the few recipients that report on children with disabilities in their four education projects."...."six projects are considered to have results information that is both reliable and relevant. Two of these are DFID projects, whilst four are supported by Norway. These are ADRA's projects in South Sudan and Ethiopia, the school sector programme in Nepal (2016– 2019) og GEQIP II in Ethiopia (2015–2017)....the CSO ADRA is considered to have the most relevant results information."..."ADRA has several indicators that measure quality in education."

The findings are in line with the core of the SEAQE programme, which emphasised EMIS capacity support to MoE departments, education quality assurance frameworks, and up-to-date databases with disaggregated values maintained by all partners.

SEAQE has improved the quality of schools and created enabling learning conditions to help 188,010 children (50 percent females) attend 1,679 schools across the four countries. Headline results focusing on key elements of SEAQE's programme of access, quality, equity and systemic change and sustainability, are as follows³⁴:

2.1.1 Access:

- In **Africa**, **38 model schools** have fully engaged with the 'whole school approach' through SEAQE support, focusing on improved inclusive infrastructure, improved and effective head teachers, competent teachers, school management groups³⁵, and supportive local education authorities, and inclusive practices across schools and local government. This has directly benefited 14,135 children (40 percent girls, up from 38 percent girls at baseline) who are attending improved quality education across the four countries. This is a 44 percent increase, with an additional 4,335 children attending school due to the SEAQE programme.
- SEAQE has provided at least **192 additional schools** in **Africa** with significant education improvements including teacher, Head Teacher and school management training and support in formal and non-formal education benefitting 228,414 children (47 percent girls) across the four countries. This is an increase of 120 percent, with an additional 124,560 children against baseline accessing increased quality education due to the SEAQE programme.
- In **Myanmar**, SEAQE has led to 27 percent increase in students accessing grade 1 primary education in targeted areas, with 17,062 (49 percent girls) enrolled in 1,439 SEAQE supported schools. Out of the cohort of students enrolled in Grade 1 at baseline, 68 percent are now enrolled in Grade 3 in the 2017/2018 academic year. There has also been a 12 percent increase on transition rates from primary to middle school in the catchment area.
- 2,156 (44 percent girls) successfully reintegrated into formal schooling from the SEAQE accelerated basic education programme (ABE) in **both Sudan and Somalia**, making and 95 percent (95 boys and 95 girls) reintegration rate.
- Overall, **1,687** school management groups were trained. In SEAQE **Africa**, 88 percent of sampled schools' school management groups were meeting regularly with school development plans. This was 69 percent in **Myanmar**. In SEAQE **Africa**, 85 percent were performing satisfactorily in promoting education for all children, with 71 percent doing the same in **Myanmar**.

³⁴ More details on these numbers is available under **Section 2.2 and 2.3 and Annex 6 and 7 - Results Framework spreadsheets**

³⁵ Including Parent Teacher Associations (PTAs), School Management Committees (SMCs) and Community Education Committees (CECs)

2.1.2 Quality:

- SEAQE **Africa** has successfully increased learning outcomes by 30 percent overall compared with baseline in standardised test results, which is 29 percent over the target. Of significance is that the gap between boys' and girls' learning outcomes has been reduced.
- In SEAQE **Africa**, 85 percent of 73 supported schools were found to have met the standards for a good quality school³⁶. Across both SEAQE **Africa** and **Myanmar**, the programme trained 6,109 teachers (67 percent females) and 229 HTs (5 percent females) over the five years of SEAQE. By the end of year five, 84 percent of Head Teachers assessed were performing effectively, and 95 percent of teachers assessed in **Africa** (from a baseline of zero) and 81 percent of teachers in **Myanmar** (from a baseline of 45 percent) were shown to be performing satisfactorily.
- 9,262 young people (60 percent female) graduated from TVET programmes in **Myanmar** and **Somalia**. In **Somalia**, 7,337 young people (63 percent female) graduated, with 61 percent of traced students for Institution Based TVET and 56 percent of traced students for Enterprise Based TVET shown to be employed or self-employed. In **Myanmar**, 19,25 young people graduated (48 percent female) with 82 percent of graduates traced being employed/self-employed.

2.1.3 Equity

- In **Africa**, SEAQE has directly led to an additional 693 children with disabilities attending school (against baseline), 43 percent of these being girls. In SEAQE model schools, there has been a 348 percent increase in girls with disabilities attending, and an 85 percent increase in schools where education improvements have included teacher, Head Teacher and school management support in formal and non-formal education.
- In **Somalia**, 280 people with disabilities (113 males and 167 females) graduated from TVET. This is 4 percent of students who graduated. In **Myanmar**, 2 percent of trained females graduating from TVET are now working in non-traditional skill areas, compared with 0 at baseline.

2.1.4 Sustainability and systemic change:

- Mobilisation has led to significant increases in the community contribution of cash and in-kind support to schools including school supplies and fees, teachers' accommodation, affordable labour, local building materials, and constructed elements of school infrastructure. This adds up to a value of 3.75 million NOK across **Africa** and 45,000 NOK in **Myanmar**.
- Advocacy and influencing of SEAQE **Africa** and **Myanmar** has contributed to sustainable changes in education policy and practice. In each country, SEAQE has led to improved data collection and EMIS in target areas, with increased accurate and disaggregated data on education including sex of children and children with disabilities. SEAQE **Africa** has directly led to the development of inclusive education policies and practices. SEAQE **Myanmar** has nationally represented and engaged in ethnic education issues, which directly led to the national reform process better addressing issues in education in ethnic areas outside of government control.
- SEAQE **Myanmar** has provided technical and financial support to competency-based modular short/medium TVET courses, with 10 TVET short-course training curricula being developed and corresponding training manuals approved by the Government of Myanmar (GoM). The GoM is showing increased budgetary support for these TVET courses, and the model has now been recognised across Myanmar and the region.

³⁶ These are schools that receive the 'whole school support' either through ADRA (the model schools) or through the community (ie where the community has provided infrastructural support).

- The SEAQE programme has also established ADRA **Norway** as the education experts within the global ADRA network, with SEAQE recognised as the flagship education programme and supported or replicated by other ADRA partners across the network.

2.2 SEAQE Africa Outcome Overview

Below, ADRA Norway has presented each outcome indicator, as presented in the logical framework. We have included a rating scale for achievements for Years One to Four. Please refer to **Annex 4** for examples of SEAQE Africa outcome level results. For an overview on achievements and deviations in outcome and output results, please refer to **Annex 5: SEAQE Africa Results Framework**.

Achievement Rating Scale

- 1 = fully achieved, very few or no shortcomings
- 2 = largely achieved, despite a few short-comings
- 3 = only partially achieved, benefits and shortcomings finely balanced
- 4 = very limited achievement, extensive shortcomings
- 5 = not achieved

OUTCOME: By 2018, target areas have improved access, quality, and equity in formal and non-formal education.

OUTCOME Indicator 1: *Number of children supported by ADRA in primary and lower secondary education in focus areas.*

EOP Target: 17,200 children supported by ADRA in primary and lower secondary education in focus areas

EOP Actual: 14,135 children supported by ADRA in primary and lower secondary education in focus areas

Rating Score – 2

Table 1: Number of children supported by ADRA in primary/secondary education	Target	Baseline	Actual	% increase
Number of children supported by ADRA in primary and lower secondary education/children with disabilities	17,200	9,800/63	14,135/193	44/208
Boys/boys with disabilities	n/a	5,742/42	8,546/99	49/136
Girls/girls with disabilities		4,058/21	5,589/94	38/348
Students enrolled in newly built schools			2,715	
Students indirectly benefiting from ADRA support (M&F/children with disabilities)		103,854/635	228,414/1,379	120/117
Boys/boys with disabilities		54,083/353	120,737/796	123/125
Girls/girls with disabilities		49,771/282	107,677/583	116/107

38 model schools have fully engaged with the 'whole school approach' through SEAQE, focusing on improved inclusive infrastructure, improved and effective head teachers, competent teachers, school management including Parent Teacher Associations (PTAs), School Management Committees (SMCs) and Community Education Committees (CECs), supportive local education authorities, and inclusive practices across schools and local government. Despite severe drought, conflict, food insecurity, displacement, school closures and increased protection issues in the targeted SEAQE Africa countries, this has directly benefited 14,135 children (40 percent girls, up from 38 percent girls at baseline) who are attending improved quality education across the four countries. This is a 44 percent increase, with an additional 4,335 children attending school due to the SEAQE programme. SEAQE has provided at least 192 additional schools in **Africa** with significant education improvements including teacher, Head Teacher and school management training and support in formal and non-formal education benefitting 228,414 children (47 percent girls) across the four countries. This is an increase of 120% percent, with an additional 124,560 children against baseline indirectly accessing increased quality education due to the SEAQE programme.

The increased enrolment is a result of SEAQE Africa's engagement with and building capacity of stakeholders, influencing and conducting advocacy that created shifts in education policy and practice and increased opportunities for vulnerable children to access improved quality and equitable education. Although SEAQE did not reach the targeted increase, this achievement is still significant set against the context, where enrolments have been decreasing significantly in and around the project areas. For more information on the context and how this has affected education in the area, please refer to **Section 1.2: Context**.

Also of note is that an additional 693 children with disabilities attending school (against baseline), 43 percent of these being girls. In SEAQE model schools, there has been a 348 percent increase in girls with disabilities attending, and an 85 percent increase in girls with disabilities attending schools where teachers, PTAs and/or HT are being trained in inclusive education and the importance of girls' education. In both settings, this is higher than the percentage increase in boys with disabilities attending school. This shows the importance of changing people's attitudes around disability and challenging stigma, especially regarding the compounded vulnerability of girls facing gender and disability related discrimination.

- **PTAs and SMC engagement:** Over the past 5 years, 224 PTA and SMC groups were trained (1588 members, 1207 M/381 F). Out of these, 88 percent of sampled schools' PTAs/SMCs were meeting regularly with school development plans and 85 percent were performing satisfactorily in areas including: the monitoring of children's dropouts from school and causes; child protection; developing and implementing school development plans; working with Head Teachers to address issues in school, and increasing parent involvement in the school and focus on their children's well-being and learning. In **South Sudan**, an additional activity of REFLECT training took place, with a total of 472 (M=76/ F=396) parents in eight REFLECT circles. As a direct impact of this training, the REFLECT circles mobilised 616 children to go back to school. Three PTA networks in **South Sudan** were also developed to strengthen community voice around issues in education.

- **Community mobilisation** including enrolment and advocacy campaigns by PTAs and SMCs, and engagement of civil society, local partners and education authorities on issues around gender and inclusive education (focused on disability) has taken place on an annual basis in each of these countries. Community mobilisation has led to significant increases in contribution towards construction, renovation, hygiene and sanitation, agriculture practices in schools and school administration costs. Communities have provided affordable labour, sanitary packages for girls, local building materials, and constructed elements of school infrastructure, such as fences, latrines, storage and teachers accommodation. Overall, the in kind and cash contributions from the community are approximately valued at 3.75 million NOK.

- **Strengthening education system and practices:** Systems and practices have also been strengthened such as education management and information systems (EMIS); Coordination Roles and Responsibilities; Quality Assurance; Human Resource Management, including sub-systems of accurate and timely payroll systems; Planning; Budgeting; Financial Management; Procurement, and Inclusive Education. In each country, data collection has improved, as the SEAQE programme has provided training and mentoring for accurate and disaggregated data on education, including sex of children and children with disabilities. ADRA **Somalia** supported technical experts (1 Technical Advisor (TA) and 9 Technical Officers (TOs)) in the Ministry of Education, Culture and Higher Education (MOECHE). Due to training and facilitation by SEAQE Somalia, Galmudug and Jubaland state are now collecting EMIS data. A federal level *2015/16 & 2017/18 Statistical Year Book* was published through technical support by ADRA, and data is currently being analysed for the *2018/19 Statistical Year Book*. Further achievement of the programme also include the development of a planning unit in the MOECHE at the Federal Government in **Somalia**, and ADRA Somalia and the Jubaland MoE co-chairing the monthly Education Cluster meetings. In **South Sudan**, SEAQE has supported the strengthening of EMIS through providing a tool and training MoE staff on disaggregation of data based on the type of disability. Harmonisation and verification of EMIS data is done across three county education offices with support from SEAQE. Additionally, SEAQE **South Sudan's** support has resulted in the improved quality of, and government commitment to, the examination systems in Budi county. The improvement came through SEAQE programme support and influencing for: the inclusion of G4 and G5 levels in the county government final examinations; the

development of an examination council established in 2017 that provided standardised examinations for all of its respective districts; the supervision and monitoring visits of MoE to SEAQE target counties and payams; and printing support. In previous years ADRA **South Sudan** provided printers, cartridges and reams of paper, however, in 2017 and 2018, the examination council contributed the cartridges and reams of paper for the examinations. This shows the government's increased commitment to improved assessment systems. In **Ethiopia**, system training and provision of computers has improved the quality of EMIS data in the project regions.

● **Policy and practice changes:** In **Somalia**, ADRA provided technical input in and mobilised support for the development of policies. In countries where policies are in place but are not put into practice, such as in **Ethiopia and South Sudan**, SEAQE programme has facilitated and supported the training for education authorities, civil society, HTs and teachers in inclusive education focused on including children with disabilities and girls in education systems. ADRA **Somalia** continues to operate with embedded technical experts, with significant results. In **Somalia**, with support from the SEAQE project and other education actors, the Federal Government in Somalia (FGS) developed the *Education Sector Strategic Plan (ESSP)*. ADRA **Somalia** through the SEAQE programme, also initiated the development of the draft inaugural *Special Needs and Inclusive Education Policy*. Going forward, ADRA **Somalia** is a lead agency in the consultative fora with the FGS and the Federal Member States (FMS) to agree on a harmonized policy and leading the process on inclusive education. In **South Sudan**, SEAQE supported the formation of the *Inclusive Education Technical Working Group* and has developed a county-level committee in Budi to develop bi-laws and ensure implementation on issues around child protection and inclusive education.

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

EOP Target: 80% of supported primary and junior secondary schools and learning centres in focus areas that meet the benchmarks for a good quality school/learning centre

EOP Actual: 87% of supported schools/learning centres that meet benchmarks for good quality

Rating Score – 1

Countries	Baseline	Total Supported Schools	Achieved Benchmarks	%
Ethiopia (secondary schools)	0	3	3	100
Ethiopia (primary) ³⁷	0	38	33	87
Somalia (primary) ³⁸	0	10	11	110
Somalia (NFE centres)	0	8	4	50
South Sudan (primary)	0	12	11	92
Total	0	71	62	87

In SEAQE Africa, we have defined supported schools as those that receive the 'whole schools support' either through ADRA support (model schools) or through the community support, where the community has provided infrastructural support. 62 schools were found to have met the standards for a good quality school, which is 87 percent of supported schools for this indicator, showing a higher achievement than the proposed target for the programme.

ADRA's whole school approach is focused on a set of concentrated inputs in focused target areas and 'model schools' which include 1) capacity building of local authorities; 2) mobilising the support of community groups to engage in education; 3) building and improving learner-friendly and inclusive infrastructure; and 4) creating learner friendly, safe and inclusive learning and teaching environments within schools and Non-Formal Education (NFE) institutions. This outcome measures schools against all of ADRA's set benchmarks of a good quality school.

³⁷ These do not include infrastructural support from SEAQE, but received all other components of SEAQE. The community has provided infrastructural support, therefore fulfilling the brief of the 'whole school' support.

³⁸ The overachievement of the target refers to a non-model school also performing satisfactorily as per minimum benchmarks levels.

This composite indicator stated that for a school to be considered to be of good quality, it should meet all sub-indicators. During the year of 2018, frequency of interventions and strategic partnerships with education institutions and MoE departments in the areas of quality and inclusion were intensified. In **South Sudan**, financial support for the national Ministry of General Education and Instruction (MoGEI) to monitor SEAQE targeted payams and schools increased accountability between teachers and HTs in the areas of performance and reporting. Parents and community education in the form of literacy circles and training in positive parenting, the importance of education and child rights together with PTA networks and education forums between school boards and government contributed to the quality performance of schools. In **Ethiopia**, strategic partnerships with key education departments (e.g. gender and Inclusion) and Woreda Education Office supervisors were also strengthened through participation in training sessions and monitoring. In **Somalia**, the SEAQE programme financially supported the first director of the teacher training department at the Mogadishu federal level, provided curriculum and reference material to teachers, and encouraged teachers to peer-mentor other colleagues in teaching methodologies and usage of lesson plans. Consistent technical support for schools to implement their school develop plans (SDPs) also impacted positively the quality elements of this outcome indicator.

OUTCOME Indicator 3. Increased learning outcomes in model schools and NFE learning centres

EOP Target: 10% increase compared to baseline in standardised test results by 2018

EOP Actual: 30% increase compared to baseline in learning outcomes in model schools.

Rating Score – 1

Table 2: Increased learning outcomes in SEAQE model schools

Increased Learning Outcomes in Model Schools ³⁹	Baseline			Achieved YR 1-5			% Increase		
	Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls
SEAQE Ethiopia (300 to 400 score mark)	336	342	330	414.5	420	409	23	23	24
SEAQE Somalia %	56	N/A	N/A	74	76	72	18	N/A	N/A
SEAQE South Sudan %	29	33	20	59	68	50	129	107	151
Average SEAQE Africa							30		

In the 2017/18 academic year, SEAQE successfully supported the increased learning outcomes by 39 percent overall, which is 29 percent over the target. In the 2018/19 the learning outcomes increase was of 30 percent overall compared with baseline in standardised test results. Of significance is that the gap between boys' and girls' learning outcomes has been reduced. In **South Sudan**, the girls scores have increased by 151 percent in comparison to baseline, higher than boys increase of 107 percent. This shows a major realignment in the equity gap between girls and boys in one of the most vulnerable countries in the world. The gap is slightly reduced in **Ethiopia** (reduction of a gap of 12 down to 11 points over baseline). These results, and specifically that of **South Sudan**, show that provision of quality education is possible, even in what is essentially an emergency context.

This significant increase in learning outcomes is a direct result of the engagement and capacity building that SEAQE Africa has done with teachers and Head Teachers. Overall, out of the 229 HTs (217 M/12 F) trained over the five years of SEAQE, 84 percent of HTs assessed were performing effectively, 66 percent more HTs since 2016. A total of 1,457 (1,092 M of which 6 were PWD/365 F) teachers were trained during the five years of the SEAQE programme, and 95 percent of teachers assessed were shown to be performing satisfactorily. This is 71 percent more teachers since 2016.

Additionally, in order to boost the impact and support the learning outcomes of students, SEAQE **Ethiopia** also distributed a total of 3,381 textbooks for two Secondary Schools and one Preparatory School and a total of 20 teachers (10 male, 10 female) have received the Training of Trainers (ToT) training in a literacy boost methodology at the district level. These teachers have trained 820 colleagues (571 males and 249 females) in literacy boost and

³⁹ Grade 8 Somalia and South Sudan, and Grade 9-12 Ethiopia

71 (39 males and 32 females) community volunteers to engage in literacy activities in the school sites such as reading stories to children. When comparing results to neighbouring areas, SEAQE target areas scored 23 percent higher. In **Somalia**, the support provided to the MOE by hiring a Technical Officer (TO) in the teacher development department resulted in standardisation of the teacher training, such as the professional development of courses and the profile of teachers already in the service. Training in EMIS and inclusive education policy framework; schools monitoring and supervision of teachers also contributed to the teachers and HTs development and accountability towards the teaching and learning processes. In **South Sudan**, the examination system was streamlined with SEAQE support in Budi County.

OUTCOME Indicator 4. *Proportion of TVET graduates earning increased income after skills training in target areas*
EOP Target: 70% of 2,400 IBTVET and 1,200 EBTVET graduates earning increased income after skills training
EOP Actual: 61% of traced IBTVET and 56% of traced EBTVET graduates earning increased income after skills training

Rating Score – 3

Table 3: TVET students trained, graduating and percentage employed

TVET graduates employed	EOP Target	Trained and graduated YR 1-5	% employed
IBTVET	70% of 2,400	1,658 (1,092 M, 34 with disabilities/ 566 F, 6 with disabilities)	61% of traced students were found employed. 527 (266 M/261 F) traced from YR 1-5.
EBTVET	70% of 1,200	5,932 (1,870 M, 79 with disabilities/ 4,062 F, 148 with disabilities)	56% of traced students were found employed 2,540 (992 M/1528 F) traced from YR 1-5.

In **Somalia**, over the lifetime of the programme, a total of 7,590 young people (2,962 M, 113 with disabilities/ 4,628 F, 154 with disabilities) were trained and graduated from TVET. This includes 1,658 (1,092 M, 34 with disabilities/566 F, 6 with disabilities) from the Institution-Based Technical Vocational Educational Training (IBTVET) programme and 5,932 (1,870 M, 79 with disabilities/ 4,062 F, 148 with disabilities) from Enterprise Based TVET (EBTVET). 61 percent of traced students of IBTVET and 56 percent from EBTVET were found employed or self-employed. Tracing of graduates for both IBTVET and EBTVET has proven to be a key challenge in Somalia, with only 527 students traced for IBTVET. Constraints include graduates migrating to different areas or even outside of Somalia in times of conflict and drought, and, in EBTVET, graduates having sporadic employment. The tracing of all students in both IBTVET and EBTVET was not achieved, however, SEAQE Somalia was able to have reliable samples of both IBTVET and EBTVET graduates.

IBTVET provided courses run between 3-9 months in computer skills, carpentry, plumbing, mobile repair, tailoring, electrical fitting and mechanics. Key challenges to the programme in Somalia have been the lack of TVET curriculum that uses a competence-based approach, lack of quality assurance as well as lack of standardized examination and certification of TVET graduates. To help address these challenges, The SEAQE programme supported the IBTVET sector in Somalia through the construction and equipping of one TVET centre in Kismayo, as well as private sector participations in TVET activities including curriculum review processes and assessment of graduates in internships and the establishment of the TVET forum in Kismayo for the creation of a TVET working group/task force to support regulatory mechanisms within the sector. Entrepreneurship and business skills to complement vocational skills training are provided to the IBTVET students. In the absence of policy and regulatory framework that impacts standardization, SEAQE has been working with the government on the development of a Vocational Qualification Framework (VQF) and a Vocational Qualification Authority (VQA) in Jubaland.

EBTVET is managed along more traditional (informal) lines for this region, with master craftsmen identified and their training capacity developed. These craftsmen then provide practical training to trainees in a workshop. The trainee only learns the skill of interested up to the level he/she feels confident to perform on his/her own, with no examinations or certificates. Literacy, numeracy, entrepreneurship and business skills training are provided. Courses run for 1-6 months. The challenges to the EBTVET approach are substantial, including limited engagement from private sector and other TVET stakeholders, limited long-term employability opportunities, low level of tutor qualifications, and lack of standardisation in curriculum. A positive result of the EBTVET programme has been the

increased number of people with disabilities and young women enrolling and graduating with literacy and numeracy skills as well as a practical skill. 85 percent of people with disabilities and 96 percent of young women graduating from SEAQE TVET in Somalia are in EBTVET. This is due to the flexibility of EBTVET which allows for other obligations these young women have. However, if the challenges in EBTVET are not addressed, then there is a danger that the more vulnerable groups are getting a lower standard TVET training. Indications from traced EBTVET students show that the results of employment are not as high as that of IBTVET. Further research on the cultural dynamics, characteristics and interests of the groups enrolling in the EBTVET will take place in the second phase of SEAQE in order to address the challenges and search for appropriate solutions to improve the uniqueness of the vocational training opportunity provided in the EBTVET form.

OUTCOME Indicator 5. *Number of youth reintegrating into formal schooling from NFE (by gender & disability)*

EOP Target: 1,250 (440 girls/610 boys - 20 with disabilities) reintegrating into formal schooling from NFE

EOP Actual: 2,156 (952 girls/1,204 boys- 3 children with disabilities) reintegrated into formal schooling (89 percent)

Rating Score – 1

Table 4: Students graduating from NFE and reintegrating into formal school

ABE Reintegration	EOP Target	Graduated NFE YR 1-5			Reintegrated into formal schools YR 1-5			% reintegrated into formal schools		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
SEAQE Somalia	1,050	2,060	1,141	919	1,901	1,076	825	92	94	90
SEAQE Sudan	200	356	185	171	255	128	127	72	69	74
Total	1,250	2,416	1,326	1,090	2,156	1,204	952	89	91	87

2,156 (1,204 boys/952 girls) successfully reintegrated into formal schooling from the SEAQE accelerated basic education programme (ABE) in both **Sudan** and **Somalia**, making a total of 89 percent (91 boys and 87 girls) of children from ABE who successfully reintegrated into school. This outcome indicator is a 72 percent increase over the target. In **Somalia**, SEAQE worked with the government to get the ABE two year curriculum harmonised and approved in the States of Jubaland, Galmudug and South-West. Since last year, the programme adopted a one year curriculum utilized by NRC. Also contributing to this result was the ability of SEAQE **Somalia** to leverage schools to include reintegrated students; door-to-door campaigns by CECs; consistency in financial support to teachers; teachers mentoring and supervision on child-centred pedagogy; and maintenance of student and teacher records. Moreover, the placement of the ABE programme into other schools where ADRA **Somalia** was working contributed to cost sharing in activities and scholastic materials. ABE has suffered from lack of key standardisation in teacher's training, assessments, examinations and certification. The SEAQE **Somalia** team continues to advocate for non-formal education systems to be in place through the support of technical advisors and officers at the MoECH level. Although many children with disabilities in Somalia do not attend school or drop out due to the stigma involved, the numbers of children with disabilities that SEAQE Somalia reached through this component was very small, and the target was not reached.

2.3 SEAQE Myanmar Outcome Overview

Below, ADRA Norway has presented each outcome indicator, as presented in the logical framework. We have included a rating scale for achievements for Years One to Four. Data for 2017/18 has not been analysed here, as information from the examinations will be available only in June 2018. Please refer to **Annex 4C** for examples of SEAQE Myanmar outcome level results. For an overview on achievements and deviations in outcome and output results, please refer to **Annex 6: SEAQE Myanmar Results Framework**.

Achievement Rating Scale

1 = fully achieved, very few or no shortcomings

2 = largely achieved, despite a few short-comings

- 3 = only partially achieved, benefits and shortcomings finely balanced
 4 = very limited achievement, extensive shortcomings
 5 = not achieved

OUTCOME: By 2018, Children and youth in target areas within Southeast Myanmar have improved access, quality and equity in basic education and increased economic opportunities

Outcome indicator 1 - Primary school enrolment rate in G1 in target areas (disaggregated by sex and location)

EOP Target - 10% increase in enrolments in G1 / year for target schools by EoP

EOP Actual – 27% percentage increase since year 1 of the programme.

Score: 1

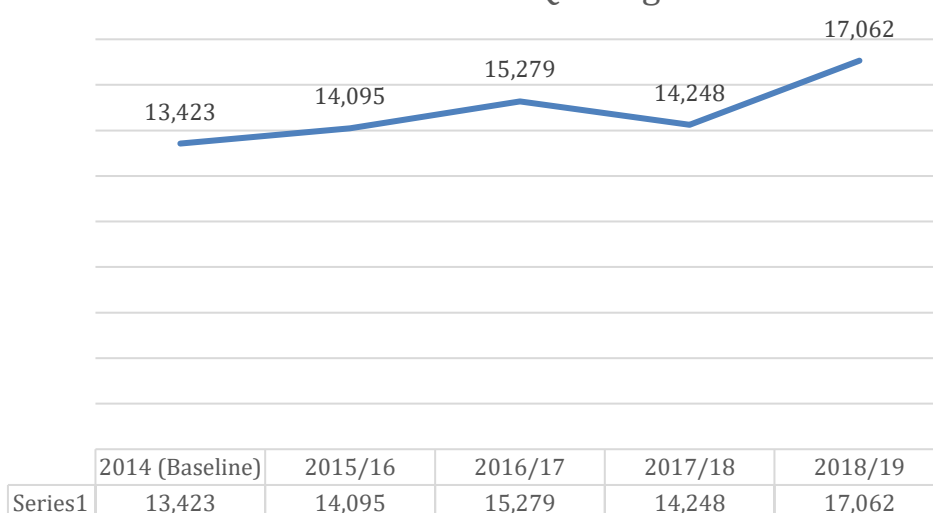
From 2014 to 2018, actual G1 enrolment rates in targeted SEAQE schools have increased, with a five percent increase in 2015/16, followed by 14 percent in 2016/17, and then down to six percent in 2017/18 and an increase of 20 percent in 2018/19 year. This is shown in **Graph 1**. This apparent reduction from 14 percent to 6 percent does not relate to children not going to school. Due to policy changes and reforms, many community schools are becoming government schools in the target area or government is building new schools in ethnic areas. As ADRA's partner in this area, Karen Teachers Working Group (KTWG), only supports ethnic community schools, they then cease to work with schools once they receive government support. As a significant number of community schools from KTWG have integrated to the government system, a decrease in enrolment in KTWG-supported schools is shown.

Therefore, the **final increase achievement in enrolment in 2018/9 is more indicative of the results of SEAQE Myanmar, as 27 percent more children attended G1 due to the community mobilisation and teacher, HT, PTA/SMC engagement and training done by SEAQE in the region.**

Some of the negative outcomes of ethnic community schools becoming government schools include government curriculum with less emphasis on the teaching of the mother tongue and ethnic groups' history and high turnover of government teachers in ethnic areas. ADRA Myanmar will continue to advocate for mother tongue and ethnic issues to be represented in education in Kayin State, and now with new funding from the EU ADRA Myanmar will expand this work to other Ethnic minority regions of the country.

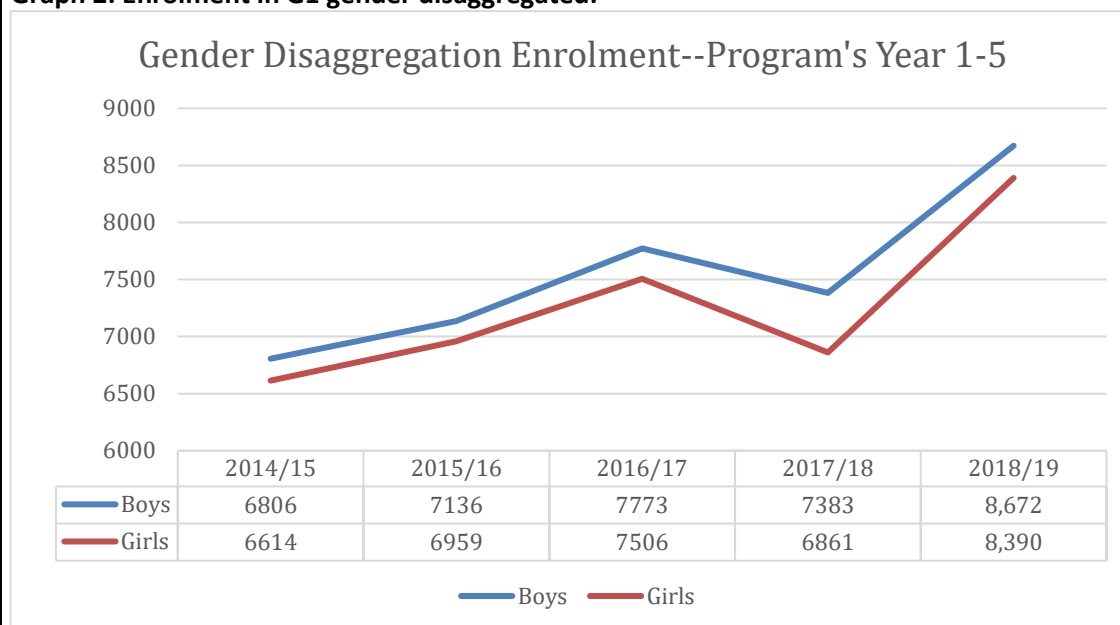
Graph 1: Total enrolment in G1 in SEAQE targeted schools.

Total Enrolment in G1 in SEAQE Targeted Schools



Graph 2 shows gender disaggregated enrolment data in SEAQE schools, highlighting a growing gender gap between boys and girls in 2017/18 data and a drop of these same levels in 2018/19 enrollment numbers. New government school construction in ethnic areas has contributed to students transferring to these schools due to government accreditation of schools, teachers and students.

Graph 2: Enrolment in G1 gender disaggregated:



Much of the increased enrolment of students in G1 in the region is due to school construction, distribution of learning materials, training support received by teachers, and HTs and PTAs/SMCs in their practices of improving the school context and encouraging parents to send their children to school. Monitoring found that 69 percent of the PTAs/SMCs are now more inclusive, with more female participation, and in 71 percent of schools, teachers and parents collaborate on key issues affecting students such as sickness, absenteeism, performance and discipline. Teachers and HTs are also performing significantly better. In 2014, the baseline showed that only 45 percent of teachers were performing effectively in teaching domains. As of 2018, 81 percent of teachers (691 M/2,858 F) are performing effectively in these domains.

Regarding children with disabilities, KTWG does not collect the numbers of disabled children. However, ADRA Myanmar, and Adventist Community Services (ACS) measure this in 47 schools which they support. Out of 764 G1 children in 47 schools, there are currently 11 students (8 boys/3 girls) with disabilities. There were no children with disabilities in G1 in the 47 schools at baseline, and this has now increased to 1.4 percent. Although the numbers are low, this does show that there are some initial changes to the level of stigma and discrimination against children with disabilities.

Outcome indicator 2 - Number of primary school entrants completing G4 (disaggregated by sex and location)

EOP Target - 10% increase (estimated at 1227 additional students completing G4/year for target schools) by EoP

Baseline Value- 50%

EOP Actual – 68% of primary entrants in 2014/2015 year have completed G3 and enrolled in G4 in the 2018/2019 academic year.

Score: - 1

The cohort survival data shows that an average of 68 percent of students who enrolled in G1 continue to be in the SEAQE targeted schools in G4. After 5 years of SEAQE implementation, there has been an increase of 18 percentage points since baseline results that show an average of only 50% of pupils reaching G5 in 2014. **This**

equates to a 36% improvement in the survival rate over the course of the project. Provision of learning materials, infrastructure support for middle grade level schools, and parents training contributed most towards the achievement under this target. As noticed in **Table 5** below, G1 enrollment and promotion differ greatly from G2. This is due to security issues in communities and grade level changes with the education reform, which brings great confusion in schools and amongst parents who prefer to send their children at an older age. For instance, the data under this outcome was annually revised in order to address the changes in numbers that occurred due to changes in the records in schools. Still, access to middle grades and financial support to cover education costs such as uniforms and transportation, and older children needing to work to support their families are amongst the highest causes of children dropping out of schools.

Table 5: Survival Numbers Cohort Analysis								
Number of SEAQE Supported Schools	G1 → G2 (2015/16)		G2 → G3 (2016/17)		G3 → G4 (2017/18)		G4 → G5 (2018/19)	
1,355 primary schools (as per 2017 data)	Enrolling in G1	Eligible for promotion to G2 (ie passing final examinations)	Enrolling in G2	Eligible for promotion to G3 (ie passing final examinations)	Enrolling in G3	Eligible for promotion to G4 (ie passing final examinations)	Enrolling in G4	Eligible for promotion to G5 (ie passing final examinations)
	14,651	12,793	32,608	28,761	29,103	24,863	22,215	Not Available
	Promotion rate	87%	Promotion rate	88%	Promotion rate	85%	Promotion rate	Not Available
Survival Rate from G2 to G4					68%			

Outcome Indicator 3 - Transition rate from primary to middle school within the catchment area

EOP Target – 10% increase in transition rate

Baseline Value – 124% in targeted township

EOP Actual – 12% increase on transition rates in 3 targeted SEAQE schools.

Score: 1

Table 6: Transition rates in three targeted SEAE schools									
	2015-2016 (Baseline) School Year			2016-2017 School Year			2017-2018 School Year		
Grades	M	F	T	M	F	T	M	F	T
G4	29	43	72	34	38	72	34	43	77
G5	41	48	89	55	51	106	43	53	96
Transition Rate	141%	112%	124%	162%	134%	147%	146%	123%	125%
Transition rate baseline in the 3 targeted schools			124%	Transition Rate Increase		23%	Transition Rate Increase		1%
Average transition rate increase				12%					

The increase in transition rates refers to the transition of children from primary school to middle level schools in three targeted areas. In the data above, the total enrolment in G4 is consistent throughout the four years, while the G5 enrolment increases on average by 12 percent, achieving more than 100 percent transition rates. This indicates a higher level of access by primary students from surrounding villages. In order to support parents and the costs of education for children, the SEAQE programme distributed learning materials to 547 middle school students (250 M Including 2 with disabilities; 297 F including 2 with disabilities) from 2016 to 2018 projects years,

which seems to have affected the outcome results with more students enrolling and reaching G4 levels as well as enrolling in G5. The support of infrastructure and learning materials also impacted these schools to officially become “middle schools” instead of only being “post primary” schools. This upgrade is significant as support from government also increases with the upgrading of a school.

Outcome indicator 4 - Skilled TVET graduates employed or self-employed in the formal or informal economy

EOP Target - 70% of all graduates who are supported by the project are employed or self-employed within 6 months after course graduation. This includes at least 5% of trained females working in non-traditional skill areas. (Disaggregation to be done at baseline.)

Baseline value – 0%

EOP Actual – **78% of graduates** traced are employed/self-employed within 6 months of graduation, with **2% of trained females working in non-traditional skill areas**.

Score: 1

Table 7: Students traced and employed/self-employed

Project Years	2015			2016			2017			2018			EOP		
Total of graduates traced	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	11	28	39	210	199	409	355	353	708	332	349	681	908	929	1,837
Total of traced graduates employed or self-employed	6	16	22	186	158	344	256	261	517	277	280	557	725	715	1,440
Employment/Self-Employment percentage	54	57	56	89	79	84	72	74	73	83	80	82	80	77	78
Percentage average of employment and self-employment	78%														

This outcome has been successful, with the target surpassed. One TVET training centre was built at GTHS. Out of 1,925 TVET short-course graduates, 1,837 were traced, with 78 percent employed/self-employed within 6 months of graduation. Two percent of female students graduated in non-traditional skill areas such as house wiring and barbershop haircutting. Additionally, 1,538 students (806 M including 4 with a disability; 732 F including 4 with disabilities) participated in internship programs, equalling 76 percent of graduates. 1,085 (520 M including 1 with a disability; 565 F including 2 with disabilities) received micro-grants for start-up businesses. During 2017, additional courses were added, totaling ten short-courses offered at the GTHS Hpa –An in Kayin State. Due to GTHS Hpa-An being a model institution for TVET short courses, in 2018, two courses were expanded to be offered at the Thandaung Gyi GTHS in Kayin State.

Much of the success of this outcome is attributable to SEAQE’s comprehensive TVET approach, focusing on policy/curriculum, capacity development at various levels of the TVET system, financial support to students, infrastructure and equipment support and coordination amongst different stakeholders. Employment opportunities for TVET students increased through the engagement and full support from the government, microfinance organizations, business actors and INGOs. The programme leveraged support and local reach to including business actors in Kayin State supporting graduates by offering internship positions and employing TVET graduates, and joint job fairs with IOM/SWISS Contact and the Department of Labor.

Despite this, SEAQE Myanmar has found that low interest of businesses and companies in graduates from TVET short courses continues and businesses still prioritize students who have higher qualifications, and have the experience required to work independently. To address this issue in future TVET programming ADRA will emphasize 21st century skills, as a means of increasing the employability of TVET graduates. Training in entrepreneurship will also be improved and intensified, so as to provide opportunities for students to create their own jobs. 21st Century Skills, Entrepreneurship training and ICT Skills will in future programming be provided as E-learning/blended learning, in order to improve the quality of education TVET students receive.

Outcome Indicator 5 - Competency-based modular short TVET course reflected in the National Education Strategic Plan (NESP), implemented and included in MoST budgets
EOP Target - Competency-based modular short and medium TVET courses reflected in NESP, included in MOST budgets and being implemented at THS in Kayin State. YR 1-4 Actual – Competency-based modular short and medium TVET courses are reflected in NESP; 10 TVET short-course training curricula developed and corresponding training manuals approved; 14 short-modular TVET tutors supplied/financially supported by the Government Score: 2
SEAQE Myanmar's Communication and Advocacy strategy aimed to generate a common understanding of the programme's vision for change and persuade programme stakeholders and beneficiaries to adopt or support the competency-based modular short course approach, technologies and practices. The SEAQE TVET programme has provided a flagship demonstration model for cooperation and competency-based modular short course delivery between MoE-DTVET and civil society, reinforcing the role of the GTHS in the delivery of TVET programming. The SEAQE TVET partnership with the GTHS in Hpa-an is viewed as a model to be replicated in other parts of Myanmar, and has been visited by a range of government departments, INGOs from Myanmar and other countries in the region, and officials, including the Vice President, the State Minister, and the Minister of Education. There is now increased GoM support to the TVET short-course national strategy and short and medium TVET courses are now reflected in the National Education Strategic Plan (NESP). SEAQE Myanmar has been successful in getting government approval of 10 short course curriculum and respective training manuals. The GoM is also now funding two SEAQE TVET short course teachers, and has seconded 12 regular teachers to support TVET training. This curriculum development was closely aligned with required skills and business-identified needs in the project areas. SEAQE Myanmar has observed increasing commitment by the DTVET (a) to provide budget support for external skilled teachers, (b) to increase the number of regular teachers available for the short courses and (c) to support technical coordination around further curriculum development and harmonization. The GoM now recognises that the TVET short course curriculum is foundational in the development of the MoE-DTVET national curriculum. During the programme's life, SEAQE Myanmar was also successful in securing commitment from MoE-DTVET to provide certification and recognition for refugee TVET training and for the development of new partnerships between Karen Education Department and DTVET for training in border areas. For more details on this, see Section 3.4: Lessons Learned. The GoM still relies on organizations like ADRA to support the sector and provide technical and financial resources, for example, SEAQE Myanmar built classrooms to accommodate learners in the GTHS. SEAQE Myanmar has also supported the institutional strengthening of the GTHS, and coordination with the private sector.
Outcome Indicator 6 - Number of networks in place that engage with ethnic education issues and other barriers to education
EOP Target - 5 networks in place and strengthened that engage in ethnic education issues and other barriers to education. YR 1-4 Actual – 6 networks in place and strengthened that engage in ethnic education issues and other barriers to education. Score: 1

SEAQE Myanmar developed or strengthened six networks that have engaged in ethnic education issues and other barriers to education. SEAQE Myanmar also participated, facilitated and coordinated meetings with NGOs, networks and the different education stakeholders in order to promote and advocate for ethnic education and other barriers to education such as disability, mother-tongue teaching and protection. Through this, SEAQE Myanmar has been successful in bringing together different entities, and evidence and learning from remote ethnic areas, to the state and national discussions. This has led to the national reform process better representing and addressing issues in education in ethnic areas outside of government control. In 2015, the SEAQE project supported the initial formation of the education policy for Karen entities. This policy continues to be used as a major talking point in the peace process in the political dialogue. In 2017, SEAQE Myanmar co-chaired (with UNICEF) the Kayin State Education Network meeting, and, with KED, was able to present the challenges and advocate for solutions with the State government on issues such as ethnic language curriculum, recruitment of teachers to work in KED schools and budget allocation for the ethnic education system. Coordination with other NGOs such as World Education and BEAM Foundation strengthened the voice seeking significant reform and support to the ethnic education system in Myanmar. The education reform is still in process and the original timeframe states its completion in the next 15 years.

SEAQE Myanmar supported the development of the Myanmar/Burma Indigenous Network for Education (MINE) and worked with this network to launch the *Declaration of Ethnic Language and Rights* to key education stakeholders in Myanmar such as KSED, Monastery Education, NGOs and civil society organizations. Together with MINE, SEAQE Myanmar also participated in the *National Network for Education Reform (NNER)* and *Comprehensive Education Sector Reform (CESR) discussions* for curriculum revision and provided feedback on the national education law.

Through membership and engagement in various working groups as listed in **Annex 9** SEAQE Myanmar shared data from specific targeted areas to help with mapping of services and beneficiaries; reviewed and provided feedback on national standards for teachers, laws and bi-laws for disability and inclusive education; and strengthened the coordination and collaboration with local NGOs to provide training and services to teachers in remote areas in Southeast Myanmar.

2.4 Risk

SEAQE in all 4 countries experienced significant macro level political and economic changes in their project's lifetime with varying impacts on the operational ability of partners to deliver according to original plans and risk management strategies. This includes the changes outlined in detail in **Section 1.2: Context**. SEAQE partners have demonstrated impressive resilience in their ability to absorb and respond to these changes, and have adapted with creativity and political acumen. For an overview of the most significant external and internal risk factors and management measures common across SEAQE Africa, SEAQE Myanmar and Norway, please refer to **Annexes 7A, 7B and 7C**.

2.4.1 Risk management in practice:

All ADRA partners have a risk register and updates the risk analysis biannually for ADRA Norway's review. The programme aims to be risk aware through localized and context specific analysis. There are procedures for travel within countries, communication protocols and security protocols to assess and mitigate security risks. ADRA Norway has worked consistently with each office on their risk management capacity and appropriate mitigation strategies. Each annual partnership meeting has had sessions on anti-corruption, financial management, child protection and risk management. ADRA Norway has conducted on site checks during monitoring visit to address these. In addition to programmatic updates, regular briefings are given to the ADRA Norway board of directors on relevant changes in financial risks and on security, political and operational risks.

ADRA Norway continues to emphasize open communication with our partners, encouraging a culture of sharing so we can take preventative measures where needed. All our partners are working in fragile states with very little predictability, specifically when it comes to political and security issues, so flexibility has proved to be important. This has been shown in the way ADRA partners engaged with new government administrative entities, as they emerged in project areas of **Somalia** and **South Sudan**. Within all of our SEAQE countries, ADRA coordinated closely with relevant government authorities at all levels. We also coordinated with non-government organizations and cluster groups at national and local level, to share information and build synergies between interventions. ADRA partners also consulted extensively with beneficiaries and community leaders.

The main risks within SEAQE has throughout the programme been security related, and ADRA partners have worked in a conflict sensitive manner in the planning, implementation, monitoring and evaluation of the programme. This has been particularly important in target areas in **Somalia**, **South Sudan** and **Myanmar** where government control is fluid or absent and conflict dynamics changing. Security in **Ethiopia** and **South Sudan** has deteriorated significantly since the start of the programme in 2014, and some targeted schools have been closed. All ADRA partners have built trust with government officials and local communities through frequent consultation and coordination. In **Myanmar**, the programme had core elements that contributed to harmonization of approaches on both sides of the conflict and promoted dialogue between education actors, building a basis for future convergence and recognition.

Another major risk that has increased considerably since 2014 for **SEAQE Africa** is drought and food insecurity. ADRA has sought additional funding with varying success from donors to support school feeding, school gardens and teacher incentives. The economic crisis and lack of emergency preparedness has exacerbated food insecurity and driven families in targeted areas to move or take their children out of school to work. Economic hardship in **South Sudan** has also contributed to increased robberies and requirements of illegal fees at road blocks or by government officials. ADRA enforced strict financial management and monitoring systems, and all ADRA offices have whistleblowing mechanisms in place.

2.4.2 Risk management areas for improvement:

The risk management tools and reporting requirements in the programme has proved useful for monitoring predefined risks and assess the need for extraordinary measures. There are however, some areas of weaknesses in the risk management of the programme that should be noted. Risks related to financial exchange loss and child protection were not fully captured in the risk management tools. Negative consequences for programme achievements and beneficiaries has nevertheless been prevented through sourcing for additional funding, revision of budgets, implementing safeguarding policies and codes of conduct and engaging in extensive beneficiary consultation.

ADRA Norway has now integrated child protection as an integral part of risk management at both programmatic and organizational level for the entire portfolio. Child protection policies, training and safeguarding procedures are up to date in all partner countries, and ADRA Norway has worked with each partner to strengthen their child protection systems and help roll out child protection across partners and monitoring protection issues. Similarly, each ADRA partner has a feedback and complaints mechanism in their offices, but this has not been rolled out successfully to the field where beneficiaries are often illiterate and may not have access to phones or internet. ADRA Norway continues to support each local partner to develop new or strengthen existing complaint mechanisms so they can be readily available and accessible in a way that suits local context and culture.

Tools and systems were initially designed for country level analysis and management. Although ADRA Norway has strengthened each ADRA partners' capacity to manage country specific risks, this does not reduce the need for a holistic programmatic risk management plan for ADRA Norway. ADRA

Norway has implemented a risk management system in its Sahel programme (Agreement number GLO-3768 RAF 17 0046) and revised the system in SEAQE to incorporate holistic programme risk management. **Annex 8** shows the risks related to unachieved outcomes in SEAQE Africa, and shows how ADRA Norway and our SEAQE partners worked to mitigate against these.

2.5 Unanticipated Positive and Negative Results

Through a continual process of monitoring and reviewing risks and assumptions at the operational plan level, ADRA Norway captured many of the positive and negative unexpected results. With positive unexpected results, on the whole, ADRA Norway modified the log-frame to include these with revised targets and indicators. With unanticipated negative results, this related to risk management, and highlighting these concerns led to learning, resulting in decisions being made and risks further mitigated against.

2.5.1 Unanticipated positive results:

With improved technical capacity, ADRA partners moved beyond service delivery and towards greater engagement with the communities and strengthening education systems, including influencing policy and practice. The capacity of partners to develop successful applications for education projects for other donors has significantly increased. SEAQE partners have now started other education projects worth over 428 million NOK. Partnerships and complementary activities, worth approximately 40.4 million NOK, have taken place with SEAQEs' planned intervention which has brought about positive synergies, better outcomes, and a more cost efficient engagement. This is expanded on under **Section 3.1: Coordination**. Due to SEAQE's presence amongst underserved communities, other actors such as Care, World Vision, UNICEF, and American Refugee Council (ARC), have now established themselves in these target areas, which were previously considered too insecure to work.

SEAQE has been able to mobilize communities in ways in which were not anticipated at the outset of the programme. Communities' financial and in-kind contributions to school maintenance and operating costs have surpassed ADRA's expectations and have totalled 6.85 million NOK in total. This has included cash and in-kind contributions to recruit and pay wages for community teachers; provide security for schools; work on school farms; labour and supplies for building classrooms, toilets and school fences; maintaining classrooms and furniture maintenance; providing school feeding; building school fencing; planting trees in the schools; and supporting marginalised children to attend school.

SEAQE **Myanmar** has had a significant pull factor on other education actors, specifically in regards to the component of TVET. SEAQE **Myanmar** has experienced a change in the willingness of other organizations to engage in competency-based modular short courses. Prior to SEAQE's work in this area, few agencies were supporting the Government Technical High School (GTHS), due to its limited capacity. After two years of SEAQE Myanmar's capacity building support to the GTHS administration, and the facilitation of short course training programmes, other actors including LuxDev, SwissContact, IOM and the Asian Development Bank have established partnerships with the GTHS.

The SEAQE **Myanmar** programme has contributed to building more positive relationships between the MoE in Kayin State, and the Karen National Union (KNU), specifically regarding ethnic education and the harmonising of different education systems. Through the Karen Education Department (KED)

and the Karen Teachers Working Group (KTWG), SEAQE Myanmar has a well-established partnership with the Karen civil society. A strong level of trust has developed between ADRA Myanmar and the Kayin MoE. This has enabled SEAQE **Myanmar** to serve as a neutral meeting place between the Kayin MoE and the KED, allowing for relationships to establish and strengthen. This has, in turn, contributed to the reform process, allowing for greater education opportunities to be realised within KNU areas. While this is not completely unanticipated, SEAQE **Myanmar**'s role in brokering this has illustrated further potential for SEAQE's role in conflict resolution.

2.5.2 Unanticipated negative results:

ADRA Norway and partner staff use risk and programme monitoring system information for tracking progress against targets and assessing outcomes of interventions, including those that are unanticipated. Below are listed some country-level unexpected consequences within SEAQE Africa, which are related to risks. These were then mitigated against as a result of learning from these negative consequences. There were no known unanticipated negative results in SEAQE **Myanmar**.

- After SEAQE **Somalia** campaigned for inclusive education, many children with disabilities wanted to enrol into primary schools. However, due to resource constraints and the complexity of many of the disabilities, SEAQE Somalia was only able to support integration of 42 learners into the local schools. This was done by partnering with other organisations and institutions focused on vulnerable groups who were able to work with these children.
- In 2015 in **South Sudan**, building contractors assigned to school construction in Kapoeta State were attacked while travelling to the site. This attack claimed the lives of the driver of the vehicle, and one of the contractors. The contractors, desiring to be cost effective, took the shortest route, which ADRA South Sudan had advised against. To address this situation, ADRA Norway required regular security risk assessments from ADRA South Sudan and supported them to upgrade their security policies and practices, including radios and satellite phones. The focus on monitoring the situation on the ground was also increased. ADRA South Sudan also continued to maintain strong and positive relationships with communities and local and international partners in order to receive updated information on security and protection.
- SEAQE **South Sudan** carried out peace building activities which included football tournaments between 19 schools. In one game, the match highlighted tension between the payams (villages). SEAQE South Sudan mitigated this by bringing together the HT, PTA members and authorities as well as the community leaders to clarify the objective and aims of the events. In future matches, SEAQE employed a more conflict sensitive approach, with further dialogue and awareness raising done with the various stakeholders before the matches commenced.
- In SEAQE **Ethiopia**, PTAs and SMCs, together with community stakeholders, advocated for the right to education for marginalised groups including girls and children with disabilities. In 2017, it emerged that a family had encouraged their daughter, married at a young age, to divorce her husband and continue her studies in response to the programmes advocacy campaigns. Such consequences on the family unit may reflect negatively on ADRA's engagement within education. SEAQE Ethiopia modified their message accordingly.

2.6 ADRA Norway's Added Value

ADRA **Norway** developed a regionally integrated programme which provided synergies, cost efficiency, an overall theory of change and opportunities for learning. ADRA **Norway** has recognised the need for coordination, oversight and accountability of the country level programmes involved and

dedicated about 4.6 percent of SEAQE funds for centralised support staff. The SEAQE programme has also further positioned ADRA Norway as the education experts within the global ADRA network and SEAQE has been recognised as the flagship education programme, with other partners committing funds to, or replicating the SEAQE approach. ADRA Norway has also facilitated global, regional and country learning exchanges and spaces for reflection which have strengthened a ‘community of practice’ on education access, quality and equity across ADRA and partners.

2.6.1 Building capacity of partners:

Over the course of the SEAQE programme, ADRA Norway’s education advisors have built technical capacity of ADRA partners on issues of inclusive education, gender mainstreaming, advocacy, strategic direction and human rights and child protection. ADRA Norway programme advisors have worked to build capacity of offices in monitoring and evaluation, reporting, accountability, building developing relevant partnerships in the sector, sustainability and accessing further funding. The finance director has provided support for all financial management issues and strengthened financial and anti-corruption systems. The programme and country directors have worked closely with the partners to further develop institutional capacity; update relevant policies and systems; address risk including security, complaints and feedback mechanisms; support human resource development, and furthering national and international partnerships. More on this will be discussed under **Section 2.7: Strengthening civil society.**

In 2017 Norad contracted an external organisational review of ADRA Norway, led by FCG Sweden, who stated - ADRA Norway’s value-added in programming is mainly discernible in the inputs and feedback on various plans and reports prepared by partners, its role in M&E systems development and related support provided to partners, and the overall quality assurance performed by its staff. At the thematic level, ADRA Norway has actively promoted the concept of inclusive education and the whole-school approach in programming, and has been appointed as the “education knowledge centre” within the ADRA network. The Education Technical Advisors have had a particularly important role in providing strategic and technical leadership, training and mentoring of ADRA country offices, and lessons learned and knowledge-generation...ADRA Norway has shown good ability to organise in fragile and conflict heavy contexts, and this can be considered a “competitive advantage” and value added. That ability needs to be ensured and sustained.⁴⁰

Additionally, partners recognise the added value of ADRA Norway in regards to capacity building. ADRA Norway conducted annual surveys with SEAQE partners to identify how they assessed ADRA Norway as a partner. This highlighted areas for ADRA Norway to improve, and the scores have improved consistently between baseline (2014) and the most recent survey (2017). The two areas of partnership that showed the most improvement over the five years was in **non-financial capacity building support** and **monitoring work and achievements. In comparing ADRA Norway with other supporting organizations**, the most recent survey showed that partners rated ADRA Norway 6.2 on a scale from 1 (much worse) to 7 (much better) than other organisations they work with; and a **score of 6.3 out of 7 on overall added value.** Also of interest is that partners went from identifying ADRA Norway as a ‘caring sister’ at baseline to a ‘teacher’ in year five.

2.6.2 Strengthened strategic education partnerships and networks:

The ADRA Norway strategic plan for 2013 – 2018 focused on education for all development programming and most humanitarian interventions. The SEAQE programme has been key in establishing strategic priorities of ADRA Norway within education. ADRA Norway has built the capacity of SEAQE partners to form or strengthen key networks and partnerships in-country to address issues around inequitable and poor quality education and resulting learning crises. This will be discussed in more detail under **Section 2.7: Strengthening Civil Society.** ADRA Norway’s partnerships include:

⁴⁰ Sigvaldsen E, & Lövkrona, J. (2017). Organization Review of ADRA Norway –Final Report. FCG Sweden & Nordic Consulting Group.

- In 2015 ADRA Norway, with the Strømme Foundation, Caritas and Digni, formed a *TVET education group* that developed and shared models for TVET and job creation. The group conducted a workshop with local actors in Myanmar in 2016 which was preceded by a TVET symposium organized by SEAQE **Myanmar**, in collaboration with the *Myanmar NGO TVET working group*.
- In 2017 ADRA Norway established a partnership with *KFUM-KFUK* on training of teachers in **South Sudan** on psychosocial support. ADRA Norway is also an active member of the Oslo-based Sudan Forum to coordinate with other agencies working in South Sudan.
- ADRA Norway linked up with university research through the *Forum for Education and Development* in Oslo. Seminars at Høgskolen i Oslo og Akershus (HiOA) have provided a meeting place between civil society actors and the university and research stakeholders on education matters.
- ADRA Norway is an active member of *Global Campaign for Education (GCE), Norway* which influences global funding for education to reach SDG 4 targets. ADRA Norway was involved in advocating for the replenishment of the Global Partnership for Education (GPE) fund. ADRA Norway participates in a sub-group of GCE on new technology.
- ADRA Norway joined *the Inclusion Network* in Norway in 2017 and has actively participated in seminars and meetings to learn and share SEAQE experiences on inclusive education. In 2018, ADRA Norway organised a seminar on *Education for Ethnic Minorities*, focusing on the SEAQE experiences in Myanmar, and included participants from Norad, such as Gerd Hanne Fosen. ADRA also participated in a panel discussion to share SEAQE experiences on inclusive education during Atlas Alliance's launch of a report on stigma and education for people with disabilities.
- Out of SEAQE, ADRA Norway has also developed a close relationship with Save the Children Norway and the Strømme Foundation, where lessons learned, opportunities to collaborate and some coordination have taken place within SEAQE Sahel in Mali and Niger.
- Since 2015 ADRA Norway has developed new public-private partnerships in order to strengthen relevance and sustainability in vocational education programming. ADRA Norway has also formed partnerships on new technology in education with the companies *Leap Learning* (who has developed the *Alphabet King* application, an interactive concept involving use of tablets, games, puzzles to improve learning outcomes) and *Zabai* to introduce e-learning and learning labs in schools. These partnerships are now coming to fruition in the SEAQE Sahel and SEAQE2 programme.
- In 2018 ADRA Norway, established a partnership with ADRA Canada to respond to a call for proposals from Global Affairs Canada on Girls Education. ADRA Norway became a technical partner on an application to improve education outcomes for vulnerable girls and women living in fragile areas in Myanmar, Niger, and Sudan. We have received confirmation that this project was approved by Global Affairs Canada and will be implemented during 2019 – 2022.

Strengthening the education focus within the global ADRA network: ADRA Norway has been key in sharing programmatic experience, models and standards since the start of the SEAQE programme in 2014. An indicator of success is that, on the back of SEAQE, ADRA Norway has spearheaded the adoption of education throughout the global ADRA network, with ADRA internationally focusing on education together with health and livelihoods as their main programme sectors. Previously there had been many competing sectors priorities, with education included as cross-cutting across sectors. Also, the ADRA global network launched '*Every child, everywhere in school*' for the common network advocacy campaign for 2019 - 2020.

Since 2015 ADRA Norway has chaired or co-chaired the Education Technical Learning lab (ETLL) for the ADRA Network. ADRA Norway and the SEAQE approach has also influenced the development of the overall strategic plan and the draft education strategy for the ADRA global network. Key achievements of the ETLL have included: developing a draft capacity statement; mapping expertise in education; identifying common indicators for network reporting; case study paper for the TVET programmes in Somalia and Myanmar, a draft Education in Emergency framework (under revision) and conducting an out-of-school-children situational analysis in Myanmar. The former chair of the ETLL (an ADRA Norway staff member) was appointed in 2017 as member of the ADRA global Programme Development and Advisory Committee (PDAC) to further support the programmatic development of the education

sector within the network. As of 2019, our MEAL Programme Advisor is a Co-Chair of the ADRA Network's MEAL Technical Learning Lab. ADRA Norway is still represented in the PDAC group, and as ETLL co-chair.

2.6.3 Synergies and replication of the SEAQE model:

The SEAQE holistic and integrated model focusing on the 'whole school' has been recognised across the ADRA global network. In particular, the SEAQE programme has influenced ADRA-UK's education strategy, and their most recent proposals to DFID have been based on learning from SEAQE. ADRA Canada has also applied for grant funding with ADRA Norway in a supporting role, providing technical expertise. Other ADRA supporting offices have also partnered with ADRA Norway to support SEAQE including: ADRA UK funding the TVET pilot in Myanmar; ADRA Czech funding complementary support; and ADRA Denmark sharing the costs of an education advisor in South Sudan. ADRA Norway also used the SEAQE model and learning to develop SEAQE Sahel in 2017, a 5-year programme in Mali and Niger and supported by Norad with 80 million NOK. In 2016 the Norwegian Embassy for Somalia requested that ADRA add to SEAQE a 1 million NOK grant for a TVET school programme run by the Yme foundation. SEAQE has also positioned the ADRA partners to access additional education funding, with most of these funding grants complementary to or containing elements of the integrated 'whole school approach'. In 2018, after repeated recommendations by the Norwegian embassy in Somalia, ADRA Norway and ADRA Somalia decided to partner with Yme Foundation and its local partner GSA to include the Prof Adow TVET Centre in Galkayo, Somalia as part of SEAQE2.

2.6.4 Development education in Norway:

ADRA Norway used information from, and visits to, SEAQE partners to create support for the development agenda among the Norwegian public. ADRA Norway has had steady programme support from its main constituency, the Norwegian Adventist Church, both in terms of private donations and independent initiatives for international solidarity. Each year the Adventist church organises a fundraising campaign to support ADRA Norway, with approximately 1500 volunteers involved annually. 17 million NOK has been gathered in total over the five years, which is used to provide match funding for SEAQE and other programs. There has been a gradual increase of regular private donors, and there have been various private initiatives to fundraise for ADRA Norway.

ADRA Norway conducted 172 events and development education activities related to SEAQE between 2014 and 2018, reaching about 5,000 people. This included working with 62 churches. ADRA Norway has also produced and presented learning and teaching materials for approximately 1050 school children and 234 teachers in 12 schools, including resource leaflets for teachers and education films for children. The education materials from ADRA Norway are based upon the curriculum guidelines (Kunnskapsløftet) for schools in Norway and are focused on thematic aspects within education and sustainable development. The films are also shared in social media channels. During 2014 – 2018, ADRA Norway facilitated 22 meetings/seminars where diaspora from **Ethiopia, South Sudan, Somalia** and **Myanmar** were informed about the SEAQE programme. These diaspora groups were mobilized to participate in ADRA Norway's annual appeal by gathering contributions within their own networks and among the broader Norwegian community.

ADRA Norway continuously updates and refines its webpage, which works as a resource bank with learning materials, articles and informative stories produced by ADRA Norway. ADRA Norway also uses social media as an information and educational channel, reaching hundreds of followers every day. Biannual newsletters have been provided for the 300 regular monthly donors during the programme, and ADRA has published 150 articles and informational advertisements in two Adventist magazines with over 4000 subscribers between them.

2.7 Strengthening Civil Society

ADRA Norway's strategy is focused on strengthening SEAQE partners, who are civil society actors in their own right, and their capacity to advocate for and monitor the delivery of high quality and inclusive education services to vulnerable children and their families. This is done through the strengthening of the capacity of the individual organisation, strengthening of the partners' role in influencing the government and education agenda and, through the partner, strengthening local civil society in-country. Our partnership approach puts emphasis on the development of trust and open dialogue with partners while respecting their agenda and their leading role in driving the programme forward. SEAQE exit strategies include strengthening the internal and external capacities of partners, and more on this will be discussed under **Section 3.3: Sustainability**.

2.7.1 Strengthening internal capacity of civil society partners:

ADRA Norway, through SEAQE, has provided backstopping, facilitated reflection and shared learning, communicated findings and results, given technical input to support implementation and decision making processes, built networks and partnerships, and provided financial oversight to the partner teams in-country. Capacity building started first within ADRA Norway, with a focus on building the capacity of its own staff to add value to partners' work, to provide support and networking, up to date knowledge and tools, access to spaces, contacts and relationships in the country and internationally. SEAQE held annual learning events, where partners came together to reflect on the approaches and practices of their implementation thus far, with the aim of developing lessons learned and best practices, and testing the theory of change. This then enhanced implementation for the year ahead. These events also allowed for targeted capacity building and mentoring for all partner countries. Synergies between country programmes were also developed, particularly between Somalia and Myanmar TVET programmes. When it comes to strengthening the internal capacities of partner organizations, several outputs can be highlighted;

Administrative, monitoring and evaluation, and accountability capacities: These capacities are vital for transparency internally in the organisations as well as for the accountability to their members, boards and donors. Regular trainings with partners were held either during the learning events, or through in-country visits in financial management, child protection and safeguarding, financial and programmatic accountability, risk management and monitoring and evaluation were organised for partners followed by mentoring of the individual partners. Support to improve financial management practice has resulted in improved practice evidenced in the audit reports. ADRA **Norway** conducted capacity building activities with ADRA **South Sudan** and **Somalia**, which were measured through capacity assessments. Both Somalia and South Sudan's capacity increased, with Somalia's capacity increasing most in programme development and sustainability, and South Sudan's in education technical expertise and budgeting and financial management. ADRA **Norway** worked across the programme to develop and roll out a monitoring and evaluation system, which included developing databases, verifying data, and use of the Effective Teaching and Learning Environment (ETLE) tool. This tool is used to assess, monitor and evaluate the quality of education across the SEAQE programme, and is used by all SEAQE partners.

Education technical capacity and strategic development: SEAQE has directly built the capacity of each partner to implement high quality education programmes, as well as supporting the strategic direction in education programming with each partner. ADRA **Norway** directly supported the development of an education strategy in ADRA **South Sudan**. Support for developing strategic approaches for education programming was provided for **Myanmar, Somalia and Ethiopia**. A participatory internally-conducted SEAQE mid-term evaluation was done to assess the progress and achievements of SEAQE

with particular attention given to stakeholder's perspectives, with a focus on children, parents, teachers and education authorities. ADRA Norway also built capacity of partners to develop successful applications for education projects for other donors, worth over 428 million NOK, which in turn further strengthened education programming within the partners. This includes ADRA **South Sudan** accessing over 82.5 million NOK, ADRA **Ethiopia** accessing 18.7 million NOK, ADRA **Somalia** accessing over 109.5 million NOK, and ADRA **Myanmar** accessing 20,1 million NOK. In addition, ADRA **Myanmar** is being awarded an EU grant worth over 200 million NOK in early 2019. This represents a shift in focus towards education and significant growth. Through SEAQE, ADRA Norway has also supported ADRA Myanmar's TVET strategic approach through providing targeted technical support including engagement with the private sector. This has contributed to additional partnership and funding opportunities for TVET, and national and international recognition of its model TVET component in SEAQE.

2.7.2 Strengthening external capacity of civil society partners:

SEAQE has focused on strengthening the external capacities of partners to promote the inclusion of marginalized individuals and groups within education and civil society organizations. This has been done by engaging in evidence-based advocacy to create an enabling environment for more inclusive and quality education. This included advocating for stronger and better implemented norms and standards; inclusion and effective targeting of vulnerable groups; further coordination, and increased government monitoring and evaluation. There has also been an emphasis on helping school management groups to organise, strengthen schools, conduct community mobilisation and focus the voice of the community on local issues of concern in education. When it comes to strengthening external capacities to influence, mobilise communities, and make alliances, results include:

Capacity to partner and make strong alliances: Through SEAQE, partners have developed and strengthened partnerships, fora, and networks. These have driven stronger results through avoided duplication, increased strategic linkages and greater leverage. This also ensured that, where possible, households of our beneficiaries are appropriately linked to government and other donor programmes. The collective voice of these groups have also been able to influence policy and practice in-country. In particular, SEAQE partners have been able to represent the voices of the marginalised in their communities, by presenting qualitative and quantitative evidence from the field. Through SEAQE, partners have developed synergies and coordinated activities with different organisations which has

Example: ADRA's partnership with Karen Teachers Working Group (KTWG) in Myanmar has ensured the sustained support of an education system closed-off from the rest of the country, and driven almost entirely by local communities themselves. Through Mobile Teacher Trainers (MMTs) schools are monitored, and in-service teacher training is provided. Head teachers and PTAs also receive support and mentoring in their roles. This work is now being scaled to many more ethnic education community actors living in the border regions of Myanmar, and is funded by an EU grant worth over 200 Million NOK.

served to leverage results, maximize impact and ensure sustainability in education programs. Altogether, the value of this leverage and coordination such as trainings or funded complementary activities is approximately 40.4 million NOK. More details on coordination and complementarity are referenced in **Section 3.1: Coordination**, and **Annex 9** on SEAQE partnerships and networks.

Capacity to influence legislation and political reforms: SEAQE partners have been able to provide feedback on and influence policies and practice in education based on the evidence, experience and

knowledge of working directly with children, their families, their schools, and their communities. This representation of the voices of the most marginalised, particularly of girls, children with disabilities, and ethnic minorities has included work such as: the consultation on the girls' education policy, and on the 2nd South Sudan Education Sector Analysis in **South Sudan** through the Partnership for Education Group; the consultation on the *Education Sector Strategy*, the development of the draft *Special Needs and Inclusive Education Policy* and the harmonization and approval of the Accelerated Basic Education curriculum in **Somalia**; and reviewing the *National Education Strategy Plan* as part of the Comprehensive Education Sector Reform Group, reviewing the *National Education Law* and by-laws to include disability and inclusive education in **Myanmar**, as well as strengthening and presenting the voice of ethnic education within the reform process in **Myanmar**.

Strengthening community based groups: SEAQE has strengthened participation and organisation of groups at local level in the community in supporting education. In SEAQE **Africa**, community based groups that contribute to school management, such as Parent Teacher Associations (PTAs), Community Education Committees (CECs) and School Management Committees (SMCs) are in place and have been organised and strengthened in decision-making processes, supporting their schools, and mobilising the community on issues around inclusive education. In each SEAQE country, these school management groups actively conducted 177 inclusive and gender focused advocacy initiatives with the community, with a total approximate 36,957 attendees over the five years. SEAQE also strengthened these school management groups to have stronger links with local government to provide greater monitoring of school accountability including teacher attendance and managing school finances and resources. SEAQE has mobilised community in-kind and cash contributions to schools worth approximately 6.75 million NOK across **Africa** and 108,000 NOK in **Myanmar**.

Example: SEAQE in South Sudan supported the creation of 3 PTA networks, formed as interest groups that mobilise the community around education-related issues and lobby government officials. One example of the PTA networks continued engagement is a position paper developed in 2018 on child/early/forced marriage, drafted by parents and PTA representatives, which was presented to the Kapoeta state legislative assembly. The assembly assured the PTA network of tasking the state minister of education to draft and present a bill on the issue, which will then be debated and passed into law.

2.8 Cost Efficiency of SEAQE

2.8.1 Final Evaluation Findings

The SEAQE programme had a final evaluation undertaken early 2019. Pertaining to efficiency the evaluation reports the following:

“SEAQE Myanmar was found to incorporate elements of cost efficiency. Cost-efficient measures undertaken by SEAQE Myanmar included capacity building through training workshops and increasing awareness through mass marketing messages and campaigns. These intervention strategies have the potential for low-cost, high-yield results by allowing implementers to reach broad audiences economically. There were no significant issues which affected the efficiency of implementation, and most activities were implemented in accordance with the workplan and budget with the exception of the TVET component. A review of annual reports indicate that there were significant delays in commencing TVET activities due to issues beyond the programme's control.”

SEAQE Africa was “considered to be cost effective by all stakeholders, with significant investments by the local community to support the schools working under SEAQE. Respondents identified a variety of civil society actors contributing to these schools, including SMCs, PTAs, religious groups, and township leaders, who were donating time and resources to improve the schools, provide needed security, and even supplement or pay teacher salaries...While the financial investment in SEAQE was significant, the community support made this investment go even farther than it would have otherwise during the course of implementation.”

However the evaluation did point to high staff turnover and understaffing in some of the partner offices, as well as among target groups receiving capacity building and training, as having a negative impact on efficiency.

Recommendations:

- “Enhance and monitor ADRA systems at the country-level, with a focus on improving process completion time while also maintaining integrity.”
- “Balance concerns about cost-efficiency with provision of sufficient staffing to ensure the programme is implemented effectively and staff are working within clear job descriptions and reasonable levels of effort.”

2.8.2 Value for Money (VfM):

The following discussions on value for money (VfM) are defined as per ICAI, ITAD, DFID and BOND,⁴¹ which show how good VfM is about achieving the best possible impact with the resources available, looking at elements of efficiency, effectiveness, economy and equity. ADRA Norway believes that an assessment of value for money, including equity, is important to ensure that the resources were applied in a way as to produce maximum value to key stakeholders including the most vulnerable. Below are some examples of different aspects of VfM, taken from ADRA's internal reporting.

Effectiveness: Is it possible to produce the same outcomes another way for less money (or, better outcomes for the same money)?

- Leveraging funding is essential to programme cost effectiveness and sustainability. SEAQE has been able to leverage funding from the beneficiary communities to the value of 6.8 million NOK; and approximately 40.4 million NOK from funded complementary activities from other donors or agencies. In Myanmar, the government has provided TVET tutors at a value worth approximately 18,500 NOK. More details on coordination, cooperation and complementarity activities in SEAQE Africa and Myanmar are referenced in **Annex 9**.
- *Outcome Indicator Two*, around learning outcomes, shows that learners whose schools have received more SEAQE intervention, have increased learning outcomes. For these schools, the effect of full intervention is positive. In most countries, a comparison with control schools was not possible, except in **Ethiopia**, when comparing the results to the neighbouring area, SEAQE model

⁴¹ BOND (2012), *Value for Money, integration into the programme lifecycle*. https://www.bond.org.uk/data/files/Value_for_money_-_integration_into_the_programme_lifecycle_Jan_2012.pdf; BOND (2016). *Leaving no one behind: The value for money of disability-inclusive development*. https://www.bond.org.uk/sites/default/files/resource-documents/leaving_no_one_behind_the_value_for_money_of_disability-inclusive_development.pdf; Bortcosh, S and Gibby, P (2016) *Assessing and Managing Value for Money: Lessons for NGOs*. <https://www.bond.org.uk/sites/default/files/resource-documents/assessing-and-managing-vfm-main-report-oct16.pdf>; Barr, J and Christie A, (2014), *Better Value for Money: An organising framework for management and measurement of VFM indicators*, ITAD: <http://www.itad.com/wp-content/uploads/2014/11/Itad-VFM-paper-v21.pdf>; Independent Commission for Aid Impact (2011), *ICAI's Approach to Effectiveness and Value for Money*. www.bond.org.uk/data/files/ICAI-Approach-to-Effectiveness-and-VFM.pdf

schools scored an average of 20 percent higher. Despite being more expensive, the initial evidence points towards a causal impact of the full set of SEAQE inputs against learning outcomes. The alternative of providing fewer inputs to produce the same outcomes here does not hold true.

- An analysis of the effectiveness of IBTVET and EBTVE in **Somalia** suggests that although EBTVE is cheaper to run, the impact is lower (with only 56 percent of EBTVE traced graduates having employment compared with 61 percent IBTVET), and may be offering marginalised groups a lower standard TVET service.
- The SEAQE **Myanmar** programme overall has delivered cost effective and successful outcomes. SEAQE Myanmar has delivered at low cost by leveraging investments by other donors. For example, SEAQE **Myanmar** contributes to a larger KTWG programme that complements the Mobile Teacher Training units, with other donors providing approximately 24.4 million NOK. The Mobile Teacher Trainer (MTT) approach of KTWG reaches large numbers of remote schools and areas with limited access, and provides training on and supervision of aspects of the whole school system at a low cost. This provides extensive economies of scale and high levels of expertise as well as increased impact. Without these investments of other donors, ADRA **Myanmar** would not be able to implement this programme on its own at this cost. Also of note is that this ethnic area is not accessible by ADRA or other NGOs, only to KTWG. This contributes to the outcomes around retention and access. The effectiveness of sharing and learning across a larger programme is also shown in the work that KTWG and ADRA are doing in advocating for ethnic education, as per *Outcome Indicator Six*.
- The legislative and administrative changes that SEAQE has been able to bring about are significant. This has been through the capacity building of SEAQE partners to mobilise communities, capture evidence and present the voice of the marginalised at a local, regional and national level. This represents sustainable changes in the capability of SEAQE partners globally, as well as the ADRA Network, as effective actors and supporters of the right of vulnerable children to an education.

Efficiency: Is it possible to produce the same outputs another way for less money (or, better outputs for the same money)? General savings in output delivery were gained in the fourth year of the project through: use of materials developed in earlier years of programme implementation to increase rollout of programme elements such as lesson plans and teacher training guides; increased emphasis on on-the-job support as opposed to hiring venues for training of teachers; increased capacity of partners, and therefore greater cost efficiency and less wastage in programme implementation. Individual country offices also provide substantial examples of further cost efficiencies in delivering outputs:

Overall:

- Teacher mentoring has been a cost-effective approach to improving teachers' capacity. One mentor reaches many teachers and the mentoring is tailored to specific areas of need based on classroom observation. In comparison to workshops/trainings, there is a saving of SEAQE resources that would otherwise have been incurred in venue hire, per diems, training manuals, meals and accommodation.
- ADRA **Norway** has guided its partners to seek value-adding partnerships in areas where ADRA lacks experience; for example, in the area of working specifically with children with different or complex disabilities. In each country, ADRA has formalized partnerships with agencies who focus on this technical area. The net effect has been lower budgetary cost compared to consultancy services.

Somalia

- Embedding Technical Advisors and Technical Officers in the national and regional MoE to contribute to capacity development (*Output One*) through personnel training and systems development. This provided long-term capacity support and was cost effective in comparison to hiring consultants.
- Engagement in specific shorter contracts with service providers, MoE officials and technical personnel. Specific contracts or MOUs spelt clear deliverables and were only renewed based on needs, as previously, long-term contracts had led to complacency and poor quality deliverables.

- ADRA Somalia operates with a low-profile approach, generating savings on security. ADRA visibility is only used on school infrastructure and supplies, and not on vehicles or clothing. This reduces the risk of ADRA becoming a target as staff move among communities. ADRA also relies on local communities for its security, with regular updates from community members provided before visiting sites. This improves security management at low or reduced costs compared to security firms.

South Sudan

- ADRA South Sudan partnered with WFP to provide school feeding during periods of drought. This maintained enrolment and retention. WFP provided food supplies, administration and distribution costs, while the SEAQE programme facilitated distribution through a school feeding programme. In this way, school feeding was provided in a cost efficient way where SEAQE expenses were limited to those involved in supervision and monitoring.

Myanmar

- Embedding SEAQE's TVET programme in the Government Technical High School (GTHS) enabled use of government resources, and government contribution towards teacher salaries/stipends, electricity and water, as well as contribution of government land and facilities. Asia Development Bank also funded the construction of new GTHS dormitory facilities.
- SEAQE Myanmar worked with other organisations to use their training, loans schemes and business development services to improve outputs for beneficiaries, including LuxDev who delivered hospitality training, and Vision Fund and Dawn Foundation which delivered micro-finance to beneficiaries. SEAQE Myanmar also partnered with businesses to create internships where SEAQE provided a stipend for students, while businesses provided expertise and mentoring during a practical placement.
- SEAQE Myanmar cooperates with the Office of the Vocational Education Commission (OVEC) in Thailand on teacher training, and only covers travel costs and per diems for teachers. OVEC provides accommodation, training materials and trainers at the Thailand TVET institutions identified by OVEC. Graduate Certification of TVET programmes is supported and endorsed by Myanmar Department of Technical and Vocational Education and Training (DTVET) and OVEC in Thailand.

Economy: Is it possible to get the same inputs another way for less money (or better inputs for the same money)? In 2017 Norad engaged consultants for the purpose of undertaking an organizational review of ADRA Norway. The following comments on ADRA Norway's cost efficiency regarding our inputs are taken from the organizational review report⁴²:

Of the total Norad related funds, about 12% is used for administration of the programme. The administrative grant from Norad is then used as a proxy for the indirect costs – i.e. costs necessary to keep ADRA Norway running, but not necessarily directly related to the Norad project. Direct admin costs in Norway are low, with staff costs constituting about 4.6% of total Norad related funds. There are three key reasons:

- *Comparatively strong local partners, largely able to manage and monitor programmes on their own.*
- *ADRA Norway benefits from in-kind contributions from the church equivalent to a full time salary, for instance through sharing a part time grants assistant and an accountant and running of ADRA Norway salary and staff compensation systems. Further, office space and...furniture are made available to ADRA Norway at no cost.*
- *The ADRA network, with its internal supervision, controls and support, provides vital processing competence and QA...Economies of scale are apparent in ADRA International's standardisation of processes and procedures, in partner licensing, and in the development of technical and professional knowledge hubs.*

ADRA **Norway's** salary scale and personnel policies, as well as per diems follow the Adventist church structure, which is generally lower in terms of wages and compensations than the Government salary scale. SEAQE ADRA partners operate in a similar way, with ADRA salary scales and per diems matching

⁴² Sigvaldsen E, & Lövkrona, J. (2017). Organization Review of ADRA Norway –Final Report. FCG Sweden & Nordic Consulting Group.

that of the national church administration. This enables ADRA to keep administration costs low, and makes it possible for a partner like ADRA Ethiopia to have 84 percent of SEAQE funding going to programme activities. This demonstrates high level inputs and low overhead costs, particularly given the contexts of conflict and insecurity where ADRA is implementing the SEAQE programme. Overall, the SDA church has provided approximately 787,500 NOK for country director salaries and compensation for staff working on SEAQE Africa. In **Norway**, the SDA church has provided approximately 5 million NOK, of which 3.4 million NOK is towards key staff such as 50 percent cost for the Secretary General, and approximately 1.6 million NOK for rent/utilities. This ensures that high level inputs in terms of continuity and provision of staff, are achieved at minimal costs to the programme.

Equity: Are benefits accessible and showing impact to all people, including the most marginalised?

In terms of equity, the SEAQE logframe already disaggregates indicators, and some equity related results are available. Examples include:

- In SEAQE Africa, an additional 874 children with disabilities have started to attend school, 374 of these being girls. In SEAQE model schools, which include inclusive infrastructure, there has been a 348 percent increase in girls with disabilities attending. There has been a 108 percent increase in girls with disabilities attending schools where teachers, PTAs and/or HT are being trained in inclusive education and the importance of girls' education. This shows the impact of the full 'whole school approach', including inclusive infrastructure.
- Programme wide, SEAQE has shown that ADRA's training addresses equity gaps between male and female teachers. As a result of two years of SEAQE training, female teachers have the same or better subject knowledge, pedagogical skills and overall competence than their male counterparts, as per the ETLE. For example, in SEAQE Africa, in year three, only 27 percent of male teachers and 11 percent of female teachers were competent, while by the end of the programme, 97 percent of male teachers and 84 percent of female teachers were competent. This has policy implications for state and local governments in terms of ensuring recruitment systems are not systematically discriminatory against women, and working to ensure suitable retention and professional development opportunities in the conditions of service for female teachers.
- Additionally, SEAQE addressed the equity issue of learning outcomes between boys and girls. Of significance is that the gap between boys' and girls' learning outcomes has been reduced. In **South Sudan**, the gap has reversed from 13 points (20 percent girls: 33 percent boys) at baseline to where the girls are now two points ahead of the boys (63 percent girls: 61 percent boys). The gap is reduced in **Ethiopia** (reduction of a gap of 12 down to 10 points over baseline)
- While girls are not at parity with boys yet in SEAQE Africa, in SEAQE **Africa**, girls' enrolment percentage within model schools (schools receiving the whole school approach) increased 38 percent. Interestingly, girls' enrolment in schools who received only some input from SEAQE decreased from 49 to 48 percent.

ADRA Norway is currently developing internal benchmarking, looking at year-on-year changes in unit costs for SEAQE Sahel and SEAQE2.

3. COOPERATION – SUSTAINABILITY – LESSONS LEARNED

3.1 Coordination and cooperation with other donors and authorities

The SEAQE programme actively supports government strategies and coordinates closely with other education stakeholders in-country to leverage results, maximize impact and ensure sustainability in education programmes. In Myanmar, there is an added component of aligning with civil society priorities through the Karen ethnic community education system and KTWG. ADRA has been able to leverage strategic and complementary donor funding due to the relevance of the SEAQE programme's

focus and targets. More details on coordination, cooperation and complementarity activities in SEAQE Africa and Myanmar are referenced in **Annex 9**.

3.1.1 Cooperation with other partners and donors:

SEAQE has found that good working relationships, efficient coordination and aligned strategies amongst development programmes in the education sector are critical to building lasting change. This has served to leverage results, maximize impact and ensure sustainability in education programs. Through membership and engagement in various groups, SEAQE partners have shared data and evidence from specific targeted areas; mapped services and beneficiaries; reviewed and provided feedback on national standards, policies and practices; and strengthened the coordination and collaboration with other organisations to provide joint activities such as monitoring, evaluation, training or other services.

Due to the ambition of the project and occurrence of exchange rate losses, SEAQE funding levels have not always been adequate. However, partnerships and close collaboration with other organisations and donors have meant that SEAQE has achieved outsized impact compared to funding due to positive synergies, complementary grants, access to technical expertise and economies of scale. ADRA partners have managed to mainstream SEAQE aims into other projects, or gain other funding to support harmonised activities, worth approximately 40.4 million NOK.

During the lifetime of the programme, SEAQE partners have accessed over 428 million NOK of funding, with most of these grants complementing or containing elements of the integrated 'whole school approach' promoted by SEAQE. In early 2019 ADRA **Myanmar** was granted EU funds of over 200 million NOK project for support of minority ethnic education across Myanmar. This project builds on experience from the SEAQE programme, starts in 2019, and is closely aligned to ADRA Norway's Norad-funded SEAQE2 programme in Myanmar.

3.1.2 Cooperation with government and education authorities

SEAQE was designed with national and decentralised education government authorities around government education strategy plans. Where strategies are now being updated, for example, **South Sudan** and **Somalia**, or education reforms are taking place, as in **Myanmar**, SEAQE partners are part of national fora and working groups which informs, provides consultation and gives input into new policy and strategy documents. Additionally, SEAQE partners are also in regular dialogue and joint planning with the government to ensure that their programmes are aligned closely with all strategies, current or nascent. MoUs and/or Scopes of Work were developed at appropriate levels of each group as part of programme start up. An initial mapping of government and non-government stakeholders and an analysis of their interests as relevant to SEAQE was developed in Year One, and was updated regularly. SEAQE partners also work closely with local authorities in building their capacity and liaising with them on project plans and budgets.

SEAQE supports vertical linkages between national, state and local level policies and practices. SEAQE has assisted the government in developing and rolling out inclusive education policies and strategies in inclusive education in South Sudan and Somalia. ADRA **Somalia** through the SEAQE programme, initiated the development of the draft inaugural *Special Needs and Inclusive Education Policy*. ADRA **Somalia** is now the lead agency in the consultative fora with the Federal government of Somalia and the Federal Member States to agree on a harmonized policy and lead the process forward on inclusive education. In **South Sudan**, SEAQE supported the formation of the *Inclusive Education Technical Working Group* and has formed a county-level committee in Budi. In countries where policies are in place but are not put into practice, such as in **Ethiopia and South Sudan**, the SEAQE programme has facilitated and supported the training for education authorities, civil society, HTs and teachers in inclusive education focused on including children with disabilities and girls in education systems.

One of the aims of SEAQE is to closely link local education authorities, schools and communities, principally by institutionalising systems and structures which encourage dialogue and co-management strategies, such as school development plans and school management groups monitoring implementation of quality education practices and policies. In **South Sudan and Somalia**, through community/local government authority dialogues, issues from the community have been brought to the attention of local education authorities. SEAQE **Myanmar** has been key in the discussions and negotiations to break down barriers and support dialogue between civil society actors and government. This has further contributed to strengthening the ethnic voice in the education reform process and the National Ceasefire Agreement (NCA) and improves conditions for eventual convergence of education systems.

Government systems and practices have also been strengthened such as education management and information systems (EMIS); Coordination Roles and Responsibilities; Quality Assurance; Human Resource Management, including sub-systems of accurate and timely payroll systems; Planning; Budgeting; Financial Management; Procurement, and Inclusive Education. In each country, data collection has improved, and SEAQE project areas have increased accurate and disaggregated data on education including sex of children and children with disabilities. For more details on this, please refer to **Section 2.2** under **Outcome Indicator One** for SEAQE Africa.

3.2 Safeguarding Cross Cutting Issues

3.2.1 Anti-corruption:

Internal risks such as corruption are mitigated by proper management and monitoring within ADRA Norway. The contracts between ADRA Norway and partners clearly outlines Norad's compliance standards, specifically regarding zero tolerance towards all forms of corruption. Each of our local partner offices have management systems in place to maximize transparency in activities. ADRA Norway ensures that proper management and financial guidelines are practiced through quarterly financial reports and annual compliance audits for each country programme. ADRA Norway has built the capacity of its own staff by training programme staff on financial management and anti-corruption. ADRA Norway has clearly articulated a value-based approach to anti-corruption, emphasising how working against corruption is a central Christian concept, as well as responsible stewardship of assets.

ADRA Norway has promoted anti-corruption material for SEAQE partners for their internal capacity building. The annual partnership meetings have each emphasised zero tolerance for fraud and mismanagement and whistle-blowing as well as providing training on financial and programmatic compliance. On-line courses have been presented to partners. ADRA Norway has developed a risk analysis process for fraud and corruption to ensure that controls are in place to manage risks, which includes a risk statement, risk analysis, risk mitigation, and monitoring. Regular monitoring trips to each country have been carried out by programme and finance staff to ensure that internal controls are being followed. The Finance Director has identified weaknesses in financial and administrative procedures in each country, and worked closely with partners to prioritize financial system strengthening. Specific examples of anti-corruption work in partner countries to support SEAQE in the field includes:

- ADRA has maintained a clear position against bribes, with ADRA employees asked to report any corruption or extortion that they face in the field to local authorities or other stakeholders.
- Routine joint monitoring with project stakeholders including local government across all SEAQE partners has helped to eliminate possible corrupt practices because project inputs can be verified in relation to the anticipated or actual results. Peer monitoring is also practiced in some offices, where teams of staff drawn from different departments visit project sites and share findings.

- Each ADRA SEAQE partner has a Programme Committee, chaired by the Programs Director. This committee coordinates, reviews and assesses the progress of programs on the account of activities, budget status, procurement and monitoring and evaluation activities as appropriate.
- ADRA **Somalia** and **South Sudan**, in conjunction with the MoE, has focused on strengthening Human Resource systems and this included cleaning the payroll and removing 'ghost' teachers.
- SEAQE has also distributed the Teachers' Code of Conduct in **South Sudan**, which articulates what behaviour is expected of a teacher. This helped to reduce incidents of teachers asking for bribes for grades, according to focus group discussions.
- SEAQE partners have provided training for the school management groups such as PTAs and SMCs with regard to their roles and responsibilities, which includes overseeing school financial systems. In **Ethiopia**, PTAs found that there was significant mismanaged of school funds. Government audits have shown that having PTAs/SMCs oversee school financial management systems has greatly reduced the amount of mismanaged funds.
- All partners now have updated Fraud, Whistleblowing and Complaints Policies and practices.

3.2.2 Environment and vulnerability to climate change:

The ADRA network as a whole subscribes to the Sustainable Development Goals, and seeks to operationalise these across our work. The SEAQE programme is implemented in some of the most environmentally vulnerable contexts, where local populations are dependent on climatic conditions for their food, water, health, and economic development. ADRA Norway strives to ensure that environmental concerns are promoted in our programme. All construction and renovation works have been carried out under the supervision of ADRA, community and government to ensure environmental friendly building approaches. SEAQE's implementation of construction works takes disaster risk management into account concerning location of constructions, design and location of latrines, and meets broader WHO and Sphere standards. As far as possible local construction materials are sourced for school infrastructure. This is often cost efficient, supports local economies, and is environmentally friendlier than transporting construction materials over long distances. Additionally, ADRA Norway and SEAQE partners follow best practice when it comes to recycling, minimising water wastage, and economising on fuel and transport. Country partner specific activities are as follows:

- **Norway:** ADRA Norway is actively promoting sustainable development within SDG 4 across all its education programmes. ADRA Norway is a member of the Norwegian Forum for Development and Environment (ForUM), and engages with the other members on policy issues and advocacy campaigns regarding sustainable development. ADRA Norway engages annually with Adventist schools with the purpose of providing development education, includes messages about sustainable development and environmental protection.
- **Ethiopia:** Environmental Protection Clubs are in each of the 189 schools and have carried out activities such as cleaning the school compound, classrooms and toilets, planting trees and flood mitigation. SEAQE Ethiopia have partnered with a local NGO, Selam Environmental Development Association (SEDA,) in an effort to promote the importance of environmental protection in schools.
- **South Sudan:** ADRA staff trained PTAs, PTA Networks, Teachers, Parents, REFLECT learners and school pupils on environmental education and how to manage waste. Awareness raising was also provided to community members on proper and safe use the local environment, including the proper disposal of non-biodegradable plastics. Local communities and students were encouraged to protect local biodiversity and plant more trees. Agriculture and Environmental training were given to teachers as part of their teachers training.
- **Somalia:** SEAQE organized environment clubs and debate forums in all 20 schools on environmental conservation. The non-formal education (NFE) centres have environmental awareness as a cross-cutting issue within the life-skills training curriculum. ADRA Somalia has drawn internal synergies by partnering with the EU-funded Somalia Energy Transformation project to provide solar panels to three of the SEAQE supported schools.

- **Myanmar:** ADRA has carried out environmental and social impact assessments in Kayin State and has linked up with the Disaster Risk Reduction programs that are taking place in the target area.

3.2.3 Human rights, including the rights of people with disabilities

In this section, children with disabilities also refers to children with other special education needs such as those having difficulties with health, communication, behavioural or social issues, or displaying symptoms of trauma. One example of this is children who are traumatised, or children with albinism who do not have a disability, yet the stigma against them in some areas is significant. Gender and girls' education will be discussed under **Section 3.2.4 Women's rights and gender equality**.

Our approach to inclusive education for children with disabilities has first addressed stigma and raising the awareness of children, teachers, parents, school communities, and authorities on inclusive principles, and their roles and responsibilities in ensuring inclusive learning environments and education happens. This has been done through trainings, workshops, mentoring and technical support in each of our SEAQE partner countries. In **Ethiopia**, PTAs have been conducting home-to-home visits to bring back to school students, who have dropped out in general and, in particular, students with disabilities. Also in **Ethiopia**, PTAs in five schools have provided children with disabilities with educational, psychosocial and material support to enable them to stay in school.

Strong advocacy and policy work has been done to ensure that the voice of children with disabilities has been heard and their right to education respected. In **Ethiopia**, SEAQE was granted permission to undertake inclusive education focused advocacy campaigns within the community, which is significant given the government restrictions on advocacy or rights focused activities. In 2018 SEAQE **Ethiopia** staff went further with rights issues, holding campaigns against Gender-based Violence amongst 65 local communities in collaboration with local community representatives. In **South Sudan, Somalia** and **Myanmar**, SEAQE partners are key members of the national *Inclusive Education Technical Working Groups*. In **Somalia**, the SEAQE programme also initiated the development of the draft inaugural *Special Needs and Inclusive Education Policy* and is a lead agency in rolling this out across the country. In each of our SEAQE **Africa** countries, SEAQE has successfully worked with the government to ensure that the EMIS data to disaggregate by sex and disability. To take forward evidence-based replicable approaches, we will continue to improve our data capture and disaggregation of children with disabilities through more inclusive monitoring and evaluation systems.

SEAQE worked with teachers to ensure they are using inclusive methodologies. Where children have complex disabilities or cannot be catered for by under-resourced school environments, we have worked with our networks and partnerships to ensure that they receive the educational support that best meets their needs. For example, in **Myanmar**, Eden Centre (EC) have conducted inclusive education training of teachers and have carried out disability assessment in the community to inform SEAQE on barriers to participation in education. In **Ethiopia**, the SEAQE project has partnered with Cheshire Service Ethiopia and Ethiopian Centre for Disabilities and Development and the Girarbet Eye Care Centre to ensure that children with disabilities access essential support. In **Somalia**, SEAQE is partnering with Somali Disability Empowerment Network (SODEN), Horn of Africa Aid and Rehabilitation Action Network (HAARAN), Disability Aid Foundation (DAF) and Disability Aid Association (DAA) to provide expertise inclusive education. SEAQE schools in Somalia have now included 182 (104 boys/78 girls) children with disabilities. More on the Somalia case study is discussed under **Section 3.4 Lessons Learned**.

Referrals and linkages have also been set up between agencies. For example, in **Somalia** and **Myanmar**, different agencies refer children and youth with disabilities to SEAQE for TVET. In **Myanmar**, referrals to TVET are also being sent from organizations who work on drug rehabilitation to enable youth who have completed their treatment to access TVET. SEAQE **Ethiopia** has referred 78 (48 boys/ 30 girls) disabled children for medical treatment with partnering institutions. These children received medical treatment and supplies for hearing, sight and other physical disabilities.

Through SEAQE's work in advocacy, community awareness, and working with local authorities and teacher training activities on inclusive education, ADRA partners are beginning to see progress towards inclusive education in their target areas. Enrolment numbers show increased access for children with disabilities in SEAQE schools. In SEAQE **Africa**, a total of 1,572 children with disabilities (895 boys; 677 girls) were attending school by EoP. In SEAQE model schools, which include inclusive infrastructure, there has been a 348 percent increase in girls with disabilities attending. There has been a 107 percent increase in girls with disabilities attending schools where teachers, PTAs and/or HT are being trained in inclusive education and the importance of girls' education.

In all settings, SEAQE has promoted those children who are hard to reach, whether for reasons of gender, race, religious or ethnic backgrounds. In each of the countries, SEAQE has worked to make education more accessible for rural children, who would normally have no access to school. In **Myanmar**, the rights of ethnic minorities have been promoted, as well as the use of mother tongue. In doing this, ADRA has contributed towards the dialogue in the education reform process. In **Somalia** and **South Sudan**, SEAQE has also promoted the rights and worked to address the stigma of children in nomadic cultural settings and displaced children.

3.2.4 Women's rights and gender equality

SEAQE promotes the rights of women and girls within all levels of the programme. All programme data is disaggregated to track involvement and benefits for women and girls. While girls' enrolment is not at parity with boys yet in SEAQE **Africa**, girls' enrolment percentage within model schools (schools receiving the whole school approach from SEAQE Africa) increased 38 percent. Interestingly, girls' enrolment in schools who received only some input from SEAQE decreased from 49 to 48 percent. Additionally, SEAQE addressed the equity issue of learning outcomes between boys and girls. Of significance is that the gap between boys' and girls' learning outcomes has been reduced. In **South Sudan**, the gap has reversed from 13 points (20 percent girls: 33 percent boys) at baseline to where the girls are now two points ahead of the boys (63 percent girls: 61 percent boys). The gap is reduced in **Ethiopia** (reduction of a gap of 12 down to 10 points over baseline).

In particular, we have worked to ensure that SEAQE training addresses equity gaps between male and female teachers. As a result of four years of SEAQE training, female teachers have the same or better subject knowledge, pedagogical skills and overall competence than their male counterparts, as per the ETLE. For example, in SEAQE **Africa**, in year three, only 27 percent of male teachers and 11 percent of female teachers were competent, while by the end of the programme, 97 percent of male teachers and 84 percent of female teachers were competent. This has policy implications for state and local governments in terms of ensuring recruitment systems are not systematically discriminatory against women, and working to ensure suitable retention and professional development opportunities in the conditions of service for female teachers.

Overall, there has been increased gender equity in community based groups in SEAQE **Myanmar**, but not for SEAQE **Africa**. However, SEAQE has provided more meaningful roles for women who are engaged in community based groups, particularly in mobilizing communities. SEAQE has found that lack of appropriate water and sanitation facilities in schools can be a disincentive for girls to attend, therefore separate girls' and boys' sanitation facilities have been built within schools. Measures as girls' scholarships (**South Sudan**) and provision of girls' friendly spaces (**Somalia**) are also being promoted to increase girls' participation and retention in schools. In SEAQE **Africa**, awareness raising activities have been done by ADRA and community-based groups to promote girls' education and reduce harmful traditional practices such as early marriage in communities and to stop the occurrence of Gender-Based Violence. In Ethiopia, 2,884 girls have been supported with tutorial classes on gender issues, including 681 girls who have received extra tutorial classes on science. All SEAQE partners also conducted gender analyses in 2016 to assess gender differences in education to support their activities in 2017 and 2018.

Inequalities in economic development and skills training remain within **Myanmar** and **Somalia**. In **Myanmar**, women are overrepresented in skill areas such as language training and tailoring, but underrepresented in skills areas that are high in demand such as mechanics and information technology. Women are thus likely to earn less than men. To counter this, in the SEAQE TVET courses in **Myanmar** and **Somalia**, ADRA encourages girls to participate in non-traditional courses. SEAQE Myanmar is participating in an analysis by DTVET on *Gender in TVET*, looking at types of courses and experience of women in non-traditional skill areas and a broader country strategy for gender in TVET in Myanmar. In the TVET programs, ADRA is working to break down barriers to participation of boys and girls in non-traditional skill areas, this includes the participation of young women in house wiring and male haircutting and the participation of boys in sewing and female haircutting. This was successful, as two percent of young women in TVET in Myanmar have engaged in non-female traditional skill areas. SEAQE is also supporting the development of female entrepreneurs by including life skills, business skills and internship opportunities in their training. The programme builds confidence of women and girls to find employment, start self-employment, or continue with further studies.

The intentions of Security Council Resolution 1325 on women, peace and security have been safeguarded through the following country specific interventions:

- SEAQE **Myanmar** has ensured a gender balance among MTTs. The programme provides meaningful roles for women in mobilizing communities, and in training and mentoring teachers and developing the education systems amongst Karen ethnic minorities. SEAQE Myanmar also supports the peace process through working closely with ethnic education organizations, enabling continued provision of education services to both boys and girls in remote conflict affected communities, reaching out of school children, providing opportunities for girls to get an education and access opportunities in the future in an equitable way.
- SEAQE **South Sudan** conducted cross cutting training for 714 participants including 598 women, on peace and conflict resolution, with trainees becoming peace ambassadors in their communities.
- In SEAQE **Somalia**, the requirement for CECs to have 40 percent women representation was advocated for and achieved in more than half of the 20 schools. Despite the challenges of women taking over prominent positions of decision-making, one of the model schools has a female CEC chairperson. SEAQE Somalia also promotes peace building as one of the cross-cutting issues in the literacy and numeracy training for vulnerable women. ADRA Somalia has found that literate women are more likely to be able to promote peace and conflict resolution in their families and communities.

3.2.5 Child protection and safeguarding

Child protection mainstreamed across SEAQE: Children's rights are promoted, particularly through access to quality education, and awareness raising on gender and inclusive education. There are serious protection issues amongst the large populations of children and youth in the targeted areas. Thus, SEAQE has used schools as platforms for creating and supporting social networks, adult supervision systems, opportunities for psychosocial support, and awareness raising on child protection issues. In SEAQE **Africa**, SEAQE has worked with community or religious leaders, PTAs, teachers and local authorities to train them on child protection including children's rights, physical and institutional threats towards children, negative cultural practices such as early marriage, and gender based violence. In countries in conflict like **Somalia**, out-of-school children have been exposed to traumatizing experiences following years of violent conflict. Besides conflicts, many children have been displaced with their families in the aftermath of prolonged drought. In response to their predisposition to trauma, teachers and CECs in **Somalia** have been trained on provision of psychosocial support to such children as a protective intervention for children to overcome trauma and build positive relationships with their peers, families and community.

In each country, School Development Plans have integrated child safeguarding in schools, including building school fences to protect children, or providing school supplies for vulnerable children at danger of dropping out. In **Myanmar** and **South Sudan**, positive parenting for mothers and fathers has been delivered through PTA and parent training (Myanmar) and REFLECT (South Sudan). In **South Sudan**, teachers in all SEAQE schools must sign the government's Code of Conduct for teachers. Community dialogues in SEAQE **Africa** have also discussed issues around child protection. In **Myanmar**, children are trained on Mine Risk Education by the MTTs.

Child protection as an institutional policy and system: SEAQE partners all have Child Protection Policies and Codes of Conduct for staff to sign. ADRA **Norway** has provided training and support in child protection on an annual basis as part of the partner meetings, and local partners have in turn provided training in child protection to programme staff. However, a recent self-assessment conducted by the partners has highlighted both the strengths and weaknesses of the organisational systems for child safeguarding. While partners have strong policy frameworks, and conduct regular training for staff, they struggle with monitoring, reviewing, reporting and effective information sharing on child protection systems with beneficiaries and stakeholders. In addition, there are weak procedures for documenting, storing and protecting sensitive information on children and cases. ADRA **Norway** is currently working to build their capacity specifically for child protection. ADRA **Norway** has also undergone revision and strengthening of its complaint mechanism including that on child protection in during 2018.

3.3 Sustainability

Sustainability can be analysed on two levels: how likely is the process itself to be sustained; and how sustainable are the changes which have been experienced. At national levels, given the context-specific nature of change, a sustainability analysis was conducted as part of the final evaluation, which is an appendix to this report. At an overall programme level, sustainability is reflected in organisational commitment, increased capacity at all levels, strengthened systems, and lasting knowledge assets for the wider education programme. SEAQE was designed to strengthen the overall education system, with all outputs and outcomes leading to sustained positive change. While significant progress has been made towards more robust systems, weaknesses are still evident, specifically within the line ministries of SEAQE countries. Below is provided a summary of factors affecting sustainability, drawn from the learning of the projects, to provide lessons for future project design and continued support.

3.3.1: Theory of Change:

The original theory of change focused on an integrated whole school approach which would lead to increased access and improved learning outcomes of children. The theory was that concentrated inputs in focused target areas in 'model schools' would produce valid and demonstrable impact compared with schools in neighbouring areas. While this is still at the core of the theory of change driving the programme, local government priorities and SEAQE budget cuts early on in the programme brought about a more scattered approach, rather than targeting concentrated geographic regions. This meant that across SEAQE Africa, SEAQE and the whole school approach has been diluted, trying to reach as many children, teachers, schools, and communities. This has potentially reduced overall impact. The theory of change was also weak in relation to the enabling political environment, particularly the articulation of political engagement and leveraging resources. Future theories of change will include strengthening programmatic engagement with government and other stakeholders, particularly on the articulation of and advocating for the whole school approach and sustained support beyond the project lifetime.

3.3.2 Changes to capacity and commitment:

Evidence from SEAQE suggests the changes in individual and organisational capacity, confidence and attitudes will be long lasting. These types of changes have been observed in increased a) capacity for, commitment to and mainstreaming of inclusive education in implementing partner organisations and the overall ADRA network, and b) capacity and confidence of school management groups, such as PTAs, SMCs and CECs to participate in the decision-making of schools and communities.

The capacity building of SEAQE partners and the overall ADRA network is important, as this represents sustainable changes in the capability of ADRA globally as an effective actor and supporter of the right of vulnerable children to an education. The SEAQE programme has also established ADRA **Norway** as the education experts within the global ADRA network, with SEAQE recognised as the flagship education programme and supported or replicated by other ADRA partners across the network. ADRA's capacity also further promotes the participation and voice of civil society actors in their work upholding the importance of education in the target countries. Capacity of partners and the ADRA network are discussed under sections **2.6 ADRA Norway's Added Value** and **2.7. Strengthening Civil Society**.

SEAQE has built the capacity of communities to manage and implement school improvement through these community-based groups who manage and support schools such as SMCs and PTAs. Overall, communities, as represented by these groups, are supporting school improvements and holding schools more accountable. The PTAs, SMCs and CECs are also reaching out to the community, and encouraging vulnerable children to enrol and ensuring that schools accommodate their needs. HTs and these school management groups have formed strong and effective partnerships for school governance. As a result, enrolment rates have increased, particularly for marginalised children, girls, those in difficult to reach areas, and those with disabilities. The programme support to achieve this outcome is not capital intensive, and has been focused on advocacy, mobilization, and collaborating on community awareness campaigns. Knowledge and greater awareness of issues pertaining to inclusive education have brought about progress towards changed practices at the community level. The PTAs, SMCs and CECs now own these changes and the sustainability of their engagement in education is long-term, based on their own perception of the positive return education has for the community at large. This is evident through the level of support, both financial and in kind, which these groups have generated of 6.75 million NOK across **Africa** and 108,000 NOK in **Myanmar**.

3.3.3. Strengthened systems:

The SEAQE programme has supported the reinforcement and institutionalization of core administration systems within local and regional education offices as well as developing standards and harmonizing systems. The technical support provided to MoE staff have contributed to improved practices. For example, in each country, SEAQE has led to improved data collection and EMIS in target areas, with increased accuracy and disaggregated data on education including sex of children and children with disabilities. SEAQE **Somalia** has harmonized the Non-Formal Education Accelerated Basic Education curriculum and standards across the country. Both SEAQE **Somalia** and **South Sudan** in conjunction with MoE have focused on strengthening Human Resource systems at various levels. SEAQE **Myanmar** has also provided technical support to short/medium TVET courses, with 10 TVET short-course training curricula being developed and corresponding training manuals approved by the Government of Myanmar (GoM). The GoM is showing increased budgetary support for these TVET courses, and the model has now been recognised across **Myanmar** and the region. This type of technical input is likely to continue after the programme phases out. However, government funding needs to reach down to local education departments, and in countries where education funding is extremely low, or is redirected due to corruption, the sustainability of SEAQE's capacity building work with the local and regional education departments cannot be guaranteed. Efforts in **Somalia** and **South Sudan** are most vulnerable in this regard.

The advocacy and influencing of SEAQE **Africa** and **Myanmar** has contributed to sustainable changes in education policy and practice. SEAQE **Africa** has directly led to changes in the perception, policy and practice of inclusive education, and these are likely to be sustainable. SEAQE **Myanmar** has supported the national reform process to better address issues of education in ethnic areas outside of government control. This change is also sustainable.

3.3.4 Improved learning and teaching environments:

SEAQE has sought to establish a positive environment for learning and teaching, resulting in more child-centred education. For example, teachers are now using lesson plans, and are teaching using more student centred methodology. This has resulted in increased learning outcomes. This has happened through providing support to head teachers', conducting teacher training and mentoring, facilitating school management groups and their school development plans, conducting awareness raising of parents, community leaders and the wider community and supporting the rolling out of policies such as those on child protection and inclusive education. SEAQE has engaged with government teacher training structures, and the content developed through the programme will continue through these government systems. However, if child-centred teaching is truly to have a significant effect, issues of classroom size needs to be addressed. In this regard, areas affected by crowded classrooms need continued support to balance access and quality.

3.3.4 Improved inclusive education infrastructure:

Access to education in the target areas is low, and SEAQE has addressed the supply side barrier through rehabilitating existing structures and building safe and child-friendly schools including toilet blocks, water points, as well as basic furnishings. In SEAQE **Africa**, each construction project was transferred over to the MoE and the local community, with maintenance plans developed. PTAs and SMCS will continue to hold government officials responsible for the implementation of maintenance plans. In **Myanmar** the schools SEAQE targets are both government schools and ethnic community schools. With government schools, the schools were officially handed over to the government, with maintenance plans. However, with the Karen community schools the approach is different. Community schools are built with local materials rather than commercial building supplies. Due to the materials used, the community schools have a constant need of maintenance. This approach is sustainable in the sense that the materials are readily available from the local environment, and communities can continue to improve the school structures. However, due to the peace accords, commercial building materials can now be sourced for these communities, and more permanent constructions should be considered for new engagement in these areas.

3.3.5 Improving evidence and learning:

Efficient knowledge management and a clear understanding of what works, what does not, what changes to make and how to make them is key to sustainability. In 2018 and 2019, SEAQE's programme results and experiences have been shared, helping to disseminate knowledge and learning. This information has been made available to national authorities, as well as other key stakeholders involved in the programme. ADRA aims to strengthen understanding and highlight good practice in improving schools, and implementing the whole school approach. Where appropriate, information will be made available on ADRA Norway and partners' websites. This includes all SEAQE results, qualitative and quantitative research and best practice reports, Manuals and Training Guides, and audio-visual materials.

3.3.6 Exit strategies:

The SEAQE exit strategies were based on a phased approach⁴³, where emphasis was placed on transferring of programme activities over to community, local education institutions and local civil

⁴³ Rogers, B., and Macias, K. (2004) *Programme Graduation and Exit Strategies: Title II Programme Experiences and Related Research. Discussion Paper No.25.* Boston Massachusetts: Tufts University Friedman School of Nutrition Science and Policy – Food Policy and Applied Nutrition Programme.

society organizations (CSOs). SEAQE partners built capacity of communities, local CSOs and education institutions during the last five years. For ADRA Norway, a key exit strategy has been to support partners to secure funding outside of ADRA Norway and Norad and building fundraising capacities. This has largely been successfully, particularly for **Somalia**, **Myanmar** and **South Sudan**. However, recognising the undeniable value of secure (and long-term) project funding, ADRA Norway will continue to seek funds for the evolution and development of ‘whole school focused’ and child-centred inclusive country, regional and global education programmes. A country-specific exit strategy action plan was drafted by each partner at the start of 2018 and implemented throughout the course of the year. An updated comprehensive exit strategy is found under **Annex 12**.

3.4 Lessons Learned

3.4.1 Overall SEAQE learning:

Children’s participation: SEAQE partners found that the process of qualitative monitoring has shown that the voice and empowerment of children and youth often get lost in a complicated and technical set of mechanistic indicators and monitoring systems. The systems which were set up to manage a large programme are focused on ensuring capture of relevant information for reporting to donors and keeping track of progress. However, the voice of children themselves was not adequately monitored or heard as part of the ongoing SEAQE monitoring systems.

In **Somalia** and **Ethiopia**, this has been done through children’s structures in school such as children’s clubs, where children actively discuss and address issues affecting their learning including child protection and safe-guarding. These provide fora through which children have a voice, participate in school governance and can influence the decisions made on education issues to ensure that they are safe at school and at home. In **Ethiopia**, all PTAs now include children representatives and student parliaments have started in many schools. In **South Sudan**, advocacy has been done through community theatre, radio talk shows and radio spot messages, where children have promoted issues on inclusive education, and against child marriage, among other topical issues.

ADRA Norway addressed this issue by supporting all partners to actively and meaningfully engage the participation of children in their activities. The new ETLE that will be used during SEQAE II, has added indicators to assess children’s participation in school settings and the communication systems in schools that invite pupils for dialogue. In **Ethiopia**, all PTAs now include children representatives and student parliaments have started in many schools. In **South Sudan**, advocacy has been done through community theatre, radio talk shows and radio spot messages, where children have promoted issues on inclusive education, and against child marriage, among other topical issues.

SEAQE **Ethiopia**, **South Sudan** and **Somalia** are also now starting to capture the voices of the most vulnerable, including children with disabilities. This will further improve our understanding of the barriers children face in different contexts. An ongoing lesson is that ADRA should mainstream children’s participation through all country programmes and should showcase SEAQE’s education work with the most vulnerable to further influence advocacy, policy development, and programming.

Inclusive Education: While SEAQE has set inclusive education as an overarching approach, the ‘invisibility’ of children with disabilities means that even within inclusive education programs, resources are often not available for education for children with disabilities, as they are often extremely poor, vulnerable and difficult to reach. Our approach to inclusive education for children with disabilities has first addressed stigma and raising the awareness of children, teachers, parents, school communities, and authorities on the right for all children to access education. However, in SEAQE we have learned that this is not enough, and we cannot do this alone. This is still a relatively new area for ADRA, and to move forward, we need to focus on strengthening the capacity of our staff

and adapting our systems to mainstream inclusive education for children with disabilities across our education programs. SEAQE has learned that we need to use our resources in a more efficient and sustainable way including leveraging the technical expertise of our partners who specialize in this area.

One example of this learning is from **Somalia**, where SEAQE is partnering with Somali Disability Empowerment Network (SODEN), Horn of Africa Aid and Rehabilitation Action Network (HAARAN), Disability Aid Foundation (DAF) and Disability Aid Association (DAA) to provide expertise on community mobilisation, expertise on policy development and training for teachers and duty bearers on skills for daily living. In particular, these organisations have provided teachers to ensure specialized child-centred pedagogy and technical provision of content materials in braille and sign language to be rolled out across some of the SEAQE schools.

Initially, SEAQE Somalia and SODEN conducted mobilisation for education for all children, and 74 children with disabilities, many who were hearing or visually impaired, wanted to integrate into mainstream schools. However, schools felt they could not accept these students, as no teachers had received training in braille or sign language. The children, parents and local partners were disappointed in the schools' inability to cater adequately for these children, particularly as community mobilisation had set up such high expectations. To temporarily address this issue, SEAQE, with technical input from their partners, established a class in one of the SEAQE supported schools for visually and hearing impaired. In this particular school, six teachers were re-trained by DAF in braille and sign language to oversee learning of the children. The aim was that these teachers would cascade this training to other teachers and the children could be fully integrated into the school. In Mogadishu, SEAQE and DAF also trained five teachers in secondary schools on braille and sign language. Three children successfully integrated into these schools. After trainings and teacher mentoring, the schools will be able to independently manage the learning needs of these children with disabilities.

SEAQE Somalia also learned that the reason children with disabilities did not attend school was also for financial reasons. The initial enrolment for children with disabilities dropped from 60 to 42 and by the end of the year 2017, the number further reduced to 22 due to issues of transportation for children with mobility issues, school supplies and uniform. SEAQE addressed this by providing monthly incentives for the 22 (11M; 11F) children, including transportation, uniform and additional learning materials. This has increased the number of children with disabilities to 31 (16M; 15F) children. The children are now fully involved in the school activities without any discrimination.

Going forward, SEAQE will promote a more comprehensive approach to inclusive education that includes more appropriate level of funding for support for inclusive education, close partnership with organisations, and specialised cascading training for teachers in technical aspects of teaching CWD, and stipend provisions for children with disabilities to be able to attend schools.

Access to education: The main contribution of SEAQE in East Africa to enhanced access was the newly constructed schools, which enabled students to receive quality education in their local villages. This not only provided safe and efficient access to learning; it also saved parents the expense and stress of sending their children to schools outside their home communities. This alone increased enrollment significantly among secondary school-aged girls in Ethiopia, where adolescent girls are often not permitted to attend school away from home.

Another added value of increased access to education is the enhanced involvement of parents' and community engagement through CEC/PTA groups. The strength of parental engagement is felt not only in improving the likelihood that students will complete more years of schooling; it also enhances quality through the provision of direct and in-kind community contributions to school facilities,

including fencing and building renovations, but also in supporting provision of learning materials and other support to enhance service delivery in the classroom.

However, the findings in the final evaluation of the programme shows that outreach to households and communities that are outside the education system, including nomadic pastoralists, internally displaced populations, or extremely impoverished families was not targeted by the programme. These families are the most marginalized and the most costly, in terms of financial and human resources, to reach. As ways to move forward towards the next phase of SEAQE, ADRA partners will develop strategies and local partnerships to outreach and advocacy for the most marginalized. Marginalization assessment, support for out-of-school children activities, parents involvement to mobilize other parents and ongoing monitoring of school demographics will help the programme to analyze the most marginalized groups and provide support. Furthermore, ADRA **Somalia** has ensured funding for the ADRA global advocacy campaign that has as the theme “Every child, everywhere, in school.” The extra funding will be utilized in SEAQE target areas in order to improve the outreach strategy of the country. A key component of the global advocacy campaign is the capacity building aspect which will greatly benefit ADRA **Somalia, Myanmar and Norway** offices as the recipients of the funding.

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

While SEAQE has certainly had its share of successes, there is still work to be done. The application of teacher training in pedagogical techniques and student discipline is an area that has received wide accolades from all stakeholders. Yet there is some evidence that teachers are still learning to apply child-centered methods in the classroom, and high turn-over rates mean that continuous investment in teacher training is essential. For phase II, ADRA country offices will continue to work with MoE and international agencies to advocate for teachers salaries and stipends in order to decrease teachers’ turn-over and head teachers observation and capacity building skills. One element that has changed is the ETLE indicators in SEAQE phase II. The new ETLE focuses more on specific teaching skills such as argumentation and analysis, application of theory into practical aspects of childrens’ lives, out of classroom enhancement activities, teacher explicitly using teaching goals and objectives and teachers sharing learning amongst themselves etc. Continuous support for ETLE evaluators and mentors will ensure greater development of child-centered approaches to continue to improve learning outcomes and the teaching profession.

SEAQE has expanded the availability of libraries and science labs, though not all of these have the skilled personnel to make these resources useful to learners. Site visits revealed several instances of books and teaching materials still unpacked, or science laboratories (in Ethiopia) locked for the lack of equipment or qualified teachers. According to ADRA staff, this was due to lack of the MoE fulfilling the terms of the MoU to provide the teacher resources needed. In Ethiopia, the budget was revised in 2018 in order to provide schools with the science materials promised by the MoE. Although we were able to provide the equipment, the capacity component was missed. As part of our programmatic approach is to partner with private sector, international inter-agencies to lobby for support and financial resources.

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

Child protection: SEAQE made significant strides in promoting child protection issues within the life of the programme, most especially in prohibiting corporal punishment in the classroom. However, there is still work to be done in ensuring that children in SEAQE schools have a safe and nurturing learning environment. This was especially seen in South Sudan, where raiding and internal conflict affected the security situation in the schools. But in other cases, students still need protection from inappropriate teacher conduct, student-to-student violence and conflict, and other safety issues in the schools. Engaging PTAs and SMCs in this effort is an effective strategy to promote awareness and ensure that students have clear resources and support mechanisms if they do experience violence either inside or outside the school. ADRA Norway is committed to continue to provide support to the child protection challenges in its implementing countries, and at the moment it has assigned a child protection advisor as well as a child protection consultant who will lead strategic approaches and plans to address systemic changes in each country.

Monitoring and Evaluation, Learning and Accountability: Weaknesses in monitoring and evaluation systems proved problematic for the first two years of the programme. The baseline that was done in 2014 proved to be inadequate as a basis of ongoing comparison, so needed to be conducted again (Myanmar) or data from year one used instead (SEAQE Africa). During the process of the MTR in 2016, ADRA Norway did a verification exercise with individual partners to confirm accurate numbers for the database. The ETLE tool was also introduced to assess quality of the learning and teaching environments in a uniform manner across the programme. The ETLE tool utilizes a scale scoring system that demonstrates different levels of development in each score range (1 to 4). For the data collection, a mixed methods approach was used to triangulate data through observation and/or analysis of documents and systems in place, applicability of standards and teaching techniques and knowledge with interviews with head teachers, teachers, parents, community groups and children. This meant that other country level tools and materials needed to be aligned accordingly to develop a standardised ETLE approach across the three countries.

While this alignment took time, ADRA Norway has learned that a more harmonised and standardised monitoring and evaluation approach will produce better data and provide improved quality assurance to the programme. This was implemented by hiring a new Programme Officer to revise the whole M and E system and data base, as well as doing verification exercises in each country. ADRA Norway and partner staff indicated that staff are overloaded and there have not been enough people available for data collection or technical capacity for data analysis. The lack of resourcing for M and E has led to significant delays in reporting and analysis. As a result, new M and E staff in SEAQE partners and in ADRA Norway were hired to further streamline the data and the reporting systems.

In 2017, ADRA Norway expanded the function of M and E to include Accountability and Learning (MEAL). Since 2017, ADRA Norway now has a MEAL function and a MEAL Programme Advisor. This has helped with providing data which has been used in real time for decision making in SEAQE. For future programs, ADRA Norway will invest adequately in the MEAL capacity in Norway and also in partner offices. This renewed focus on MEAL has meant that learning has been documented in a more responsive and proactive manner, feeding directly into programme implementation and wider education discourse. This also means that SEAQE can ensure that our interventions are based on evidence and are underpinned by a rigorous quantitative and qualitative measurement of outcomes.

3.4.2 Country specific learning:

Mentoring of teachers in Somalia:

Somalia has faced chronic shortage of qualified teachers with low proportions of qualified or certified teachers; lack of teacher training institutions; lack of subject specialists in classrooms; high attrition of teachers trained or recruited by projects to private agencies and NGOs; perceived low status of

teaching profession; competition between public and private schools for teachers and the use of English as a medium of instruction is still a major challenge. Overcrowded classrooms and lack of or poor remuneration are also demotivating factors.

SEAE Somalia found that teacher training is very costly especially as pre-service and in-service trainings require meeting residential costs. Workshop-based trainings are often superficial, lack follow up, take teachers out of school and lack harmonisation between the different agencies running the trainings. As a result, SEAE Somalia requested the MoE recruit experienced and effective teachers to work with and alongside teachers in the SEAE supported schools to guide, influence and support teachers in child-centred pedagogy. Five teacher mentors were identified. The mentoring process involved pairing a mentor with a teacher to share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration and shared inquiry. The mentor observed the teacher during lesson delivery and provided reflective feedback. The mentors were provided with guides to help them observe, score and give feedback to teachers.

As a result, SEAE Somalia found that teacher mentoring has proven to be far more cost-effective than workshop trainings, with deeper knowledge transfer to the teacher. Measuring the quality learning environment showed that the teachers' ability to use effective and positive teaching methodologies increased after one year from 38 percent in 2016 to 64 percent in 2017. This success has led the DFID funded *Girls Education Challenge* in **Somalia** to fund and develop resources for teacher continuous professional development based mentoring. For future funding, ADRA Norway will propose mentoring be mainstreamed across all teacher professional development.

Secondary education in Ethiopia: A powerful case can be made for the expansion of secondary education in countries like Ethiopia that have achieved relatively high levels of primary education coverage but still have low enrolments at the secondary level on the grounds of economic growth, poverty reduction, equity, and social cohesion⁴⁴. In particular, there is already a demand for a labour force with 21st century skills that go far beyond basic literacy and numeracy. There are wide regional variations in the gross enrolment rate (GER) in secondary education, with Oromia (project area) having a GER at 23 percent, whereas Addis Ababa has a GER of 83 percent. In the SEAE targeted areas, secondary schools are scarce, and this means that girls, children with disabilities, children from poor families and other marginalized groups of the community were denied from accessing secondary education due to lack of parental permission, or money for transport or boarding. Because of this, SEAE Ethiopia has been focusing on providing accessible and inclusive secondary education for marginalized groups in the target areas.

As a result of SEAE, two Secondary Schools and one Preparatory School were built, fully outfitted, and handed over to the government, with 909 (34 percent girls) students benefiting. The student teacher ratio in the area is 70:1, but in the new SEAE schools, this has been reduced to 35:1. Head teacher and teacher training, PTA and SMC support, low student teacher ratios, and provision of learning materials, textbooks, computers and libraries have contributed to improved learning outcomes in these model schools. Boys' learning outcome increased by 19 percent since baseline and girls' increased by 20 percent. When comparing results to the neighbouring area, SEAE target areas scored 13 percent higher in learning outcomes. Regarding SEAE's learning, all indications point to this output being sustainable in the long term, as higher education leads to better economic opportunities for graduates, particularly for girls⁴⁵.

⁴⁴ World Bank (2012) *Secondary Education in Ethiopia: Supporting Growth and Transformation*.
<https://elibrary.worldbank.org/doi/abs/10.1596/978-0-8213-9727-5>

⁴⁵ Dieterich, C, Huang, A, Thomas, A. (2016) *Women's Opportunities and Challenges in Sub-Saharan African Job Markets*. IMF Working Paper.
<https://www.imf.org/external/pubs/ft/wp/2016/wp16118.pdf>

Comprehensive approach to community support in South Sudan:

Kapoeta State is made up of agro–pastoralist communities which put very little value to education. A number of cultural beliefs mean that early and forced marriages affect girls' enrolment in schools whereas boys are often kept at home to herd cattle. Disability is culturally considered shameful to the family, with a girl with disabilities even more stigmatised and vulnerable due to the lack of marriage opportunities and resulting protection issues. SEAQE commenced with PTA training, but results in years two and three showed that there was little change in the attitudes of the community members towards the value of education. This was also evident by the fact that 2 model schools closed in 2015 and 2016. Following the political instability in South Sudan and recurring drought, the capacity of the teachers became critically low, with the average teachers' level of qualifications being a Grade 4 education, with approximately 70 percent of the teachers are themselves school dropouts.

SEAQE South Sudan rethought their approach to community engagement and introduced a comprehensive strategy. SEAQE introduced community dialogues to involve community members in discussing challenges to education and developing community initiatives to address the above issues. These meetings also involved key decision makers and influential community and religious leaders. Additionally, more time and resources were spent on awareness raising sessions to influence community attitudes to education. In conjunction with this, SEAQE also advocated with key gatekeepers in the community such as chiefs and local education authorities to increase access and inclusiveness. SEAQE also commenced mentoring of PTAs to supplement trainings which helped in the development and implementation of their SDPs. REFLECT was introduced so as to increase the level of literacy and numeracy of parents and further engage them in addressing challenges in respect to education. REFLECT was also supplemented with Village Savings and Loans Associations (VSLA) which provided parents with opportunities to mobilize and save money within VSLA groups.

PTAs from several schools started to work together, creating a unified voice to overarching issues in education. SEAQE established 3 county based PTA networks to represent 18 schools in the SEAQE programme. As a platform, the PTA network provided an opportunity for the schools to express their interest, enter into dialogue and advocate with duty bearers such as local government authorities on education issues that were relevant to the schools.

As a result, all SEAQE targeted schools are now using SDPs. All the 18 SEAQE schools (13 model schools and the 5 supported schools) remained functional when other schools within the same districts closed down. This success was attributed to the support from the communities to contribute both in – kind and cash to support the schools. This included paying for the teachers during this time. As a result, 6,557 children (41 percent girls) in the 13 model schools and 1,565 (45 percent girls) in the 5 supported schools remained in school against challenging context characterized by insecurity, displacement, and drought and disease outbreaks.

Supporting education reform through TVET in Myanmar: With the signing of the national ceased-fire agreement, and the elections in 2015 that promised a more stabilized government and peace opportunities for the ethnic minorities, UNHCR and the Government of Myanmar (GoM) started dialogues to promote the return of refugees from the camps in the Thai-Myanmar boarder. The positive results and impact of SEAQE which shows that an average of 78 percent of traced graduates are employed has created the opportunity for dialogue and interest of the ethnic education stakeholders to advocate for a TVET programme that can be offered in remote or areas of influx of returnees into Myanmar. Considering the lack of skills, business and language knowledge and opportunities for TVET education in many remote areas in Myanmar, ADRA Thailand and ADRA Myanmar have been meeting with different ethnic and government bodies in order to advocate for the possibilities in establishing a TVET centre in a strategic area in the Kayin State. This TVET centre would benefit a variety of youth who are returning from the refugee camps, women and youth in remote areas to access quality TVET classes in Myanmar.

The cross border synergies with Office of the Vocational Education Commission (OVEC) Thailand, and success and visibility of the SEAQE TVET component has meant that ADRA Myanmar has been approached to be an intermediary point for the collaboration of ethnic and government education bodies to create a TVET programme which provides opportunities for skills development and employability not only for ethnic groups in Southeast Myanmar but also to refugees and internally displaced people returning to the area. Consequently, the SEAQE TVET programme has commenced dialogues between Department of TVET (DTVET), Government Technical High School (GTHS) Hpa-An and the ethnic stakeholders together with ADRA Thailand on how to collaborate and support the development of skills and job opportunities in hard-to-reach areas for marginalised groups including refugees, returnees and IDPs in the Southeast Myanmar area.

After cross-border meetings, GTHS visits to the TVET schools in the Thai-Myanmar refugee camps and other areas, the TVET training centre in the Karen National Union (KNU) control areas will be expanded through developing sub-centres of the GTHS Hpa-An. Importantly, and for the first time, the technical resource persons from KNU will be formally recognized by DTVET who is providing supervision and quality control for the GTHS Hpa-An. While awaiting for the future funding and final agreements for the expansion of the TVET programme in KNU controlled areas, SEAQE allocated the budget for a pilot groups of 40 Karen students from remote areas to receive training at Hpa-An GTHS in 2018. The beginning of this partnership between DTVET, GTHS Hpa-An and KNU/KED will indirectly support the peace process as well as the education reform and provide a template for other partnerships to come.

The expansion of TVET courses to remote areas under KNU control taught SEAQE Myanmar to explore other pathways to support the peace and reconciliation in Myanmar, while also promoting the economic and skill development of vulnerable youth in Myanmar. Both ADRA Thailand and Myanmar were able to come together as one organization and advocate for synergies, sustainable development and compromise between KNU and DTVET. This has shown the value that the ADRA network can have when different ADRA partners come together as one voice. It also presents the potential of organisations like ADRA who advocate for change, do not favour sides in the reform context, and have therefore been chosen to act as an intermediary.

SEAQE's success, and its skilled and careful management of a post conflict situation, has had a potentially transformative impact on both peace and service delivery in the region. This pioneering approach has potential for replication, and further peace-building impact, in other areas where Government of Myanmar could cooperate with ethnic groups that are attempting to deliver services in conflict or post conflict areas. A critical part of the success is ADRA Myanmar's willingness to engage in dialogue with both sides, and in creating a role as a neutral and trusted broker.

4. RESULTS MONITORING AND EVALUATIONS

The ETLE was rolled out across SEAQE Africa in 2016, having already been used in SEAQE Myanmar successfully since Year One. The ETLE is a tool used to assess, monitor and evaluate education projects. The ETLE tool provided a way to identify and monitor the quality of education from Years Three and onwards. Although SEAQE Africa had resulted in high enrolment rates in most countries, quality of education had not been assessed up until Year Three. The ETLE has proven invaluable in assessing and improving the quality of teaching and learning environments. It has led to ADRA Norway and SEAQE partners using the findings to programme, plan and implement effective interventions at a local school level, as well as an overall programme level. This has brought about significant learning, much of which is reflected in the **section 3.4: Lessons learned**. As a result, results of ETLE across SEAQE Myanmar and Africa show significant improvement in the quality of teaching, PTAs, SMCs and CECs implementing SDPS, and HTs supporting their schools and teachers more effectively. Based on our learning of using the ETLE in Myanmar, East Africa and in the Sahel region, a new ETLE tool was

developed adding components such as DRR, child protection, inclusion and very specific teaching and school management skills. The new ETLE will give our partners professional development support and an even greater opportunity to improve learning outcomes and skills for teachers, HTs, PTAs/SMCs.

The Mid Term Review (MTR) was also conducted in 2016, and finalized in 2017. The MTR presented learning and key successes derived from the previous three years, as well as from needs assessments, and from consultation with education stakeholders, partners and communities in our target areas. Results of the data analysis shows that SEAQE has, overall, achieved positive impact in communities through support to education for children through the whole school approach. The programme design and intervention was seen as relevant to the needs of the target population.

However, key recommendations were made around: increased focus on inclusive education, protection and capturing the voice of children within all SEAQE programmes; reinforced concentration on short and long-term sustainability with a clear exit strategy; stronger monitoring and evaluation systems with improved data collection and analysis; more effective addressing of push and pull factors relating to formal education; and an increased focus on resilience. An overall recommendations for ADRA Norway and their future direction of working, particularly in SEAQE phase two, focuses on investigating conditions for up-scaling and leveraging national systems and resources for the expansion of this programme.

A TVET review was commissioned by ADRA's Education Technical Learning Lab (ETLL) in 2017, which included the SEAQE programmes TVET activities in Myanmar and Somalia. The purpose of the review was to identify cross-cutting lessons for dissemination to other TVET and labour market projects. The study was part of a learning process to analyze approaches; capture key challenges; and to document learning and ways forward. The review found that ADRA is able to implement complex projects in high risk contexts. Although the approaches for both Somalia and Myanmar being very different due to economic contexts, one of the main recommendations was to strengthen the programme design by following international statistical definitions and benchmarks as well as increase the consistency and quality of documenting key areas such as inclusion in TVET, female employability in the trade sector in Somalia and the in-depth analysis of outcomes reporting and processes. The findings of the review can be found in **annex 10**.

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

In applying the recommendations that emerge from the final evaluation report has proven to be a valuable reference point as ADRA begins start-up activities for SEAQE2. The report highlights weaknesses and strengths of the SEAQE programme, and recommends approaches to build and expand upon in a new phase. Below is the summary of the recommendations in seven areas of analysis: Outcome/Impact, relevance, effectiveness, efficiency, sustainability, replicability and partnerships. For a full report, please refer to the Final evaluation (**annex 11**) for more details.

DAC Criteria	Recommendation(s)
Outcome / Impact	● Provide more in-depth teacher training in the area of inclusive education. ● Explore strategies to expand the number of female teachers and head teachers. ● Continue to utilize mentoring as a means to support teacher development in the classroom and consider expanding into a Training of Trainers model. ● Promote expansion of pre-service teacher training in target countries' formal education systems. ● Provide accommodations or modifications for children with disabilities. ● Make improvements to school infrastructure (buildings, classrooms, etc.). ● Provide an accessible school environment for students with disabilities. ● Make improvement to WASH facilities. ● Provide awareness and training in menstrual hygiene management (MHM). ● Minimize and/or eliminate TVET course barriers to enrolment and completion, and ensure that TVET enrollment incentives do not pull learners from regular schooling. ● Provide intensive training in child discipline and guide schools in the process of writing and implementing a teacher code of conduct. ● Continue to invest in security infrastructure in vulnerable communities, especially South Sudan schools where violence affects school security.

Relevance	● Expand on the close interaction with the MOE in each country to promote policy development and capacity building in the following areas: - o Teacher training (pre-service and in-service) to promote child-centered methods - o Inclusive education for CWD and minority groups, including local language instruction - o Monitoring and measurement including quality standardized testing - o TVET programme development and service provision In undertaking this cooperation with the MoEs, ADRA should continue to make each country's efforts flexible to meet local contexts and varied capacity levels, and to continue to work with local and district level MoE systems, especially to explore opportunities to work in marginalized communities effectively. ● Continue to engage communities in school development, including exploring innovative strategies to reduce school fees to make education more accessible. ● Continue to work in close collaboration with communities to identify and address barriers to education for girls and CWDs.
Effectiveness	● Continue to develop SEAQE's M&E systems to capture a wider range of data, including qualitative data. ● Continue to explore strategies to assess the relevance of the QLE approach. ● Continue to promote Child Protection measures and their application in country.
Efficiency	● Enhance and monitor ADRA systems at the country-level, with a focus on improving process completion time while also maintaining integrity. ● Balance concerns about cost-efficiency with provision of sufficient staffing to ensure the programme is implemented effectively and staff are working within clear job descriptions and reasonable levels of effort.
Sustainability	● Explore methods to promote sustainability outside the programme scope. ● Consider building off this approach and targeting community members – regardless of demographics – who are capable of spreading knowledge beyond their communities. ● Establish a clear definition of SEAQE sustainability with schools and government counterparts, and develop a solid plan to promote that sustainability.

Replicability	Expand provision of whole school approach to new communities and support this expansion with appropriately scaled policy development, EMIS, attendance monitoring, financial management and other relevant systems.
Partnerships	Continue to support ADRA country offices to develop and nurture strategic partnerships, including diversity of funding and local implementing partners to further ground the programme in local contexts.

5. OVERVIEW OF FINANCES

5.1 Overview of financial situation and expenditure

Table A - Overarching Financial Overview								
	2014	2015	(1) Approved total budget* (2014-19)	(2) Actual total (2014-19)	(3) Budget 2018-19	(4) Actual 2018-19	(5) = (3) - (4) Deviation	(6) = (5)/(3) % Deviation
Project costs – local partners	21 226 333	34 884 888	149 201 248	150 573 737	29 767 197	35 110 611	(5 343 414)	-18 %
Project costs – grant recipient	2 755 758	2 570 255	14 945 908	13 265 100	3 919 747	3 681 664	238 083	6 %
Actual Financing Need	23 982 091	37 455 143	164 147 156	163 838 837	33 686 945	38 792 275	(5 105 331)	-15 %
(-) Accrual *			-			-	-	
Total Project Costs	23 982 091	37 455 143	164 147 156	163 838 837	33 686 945	38 792 275	(5 105 331)	-15 %
Other external funding **				(2 719 343)		(896 937)	896 937	n.a.
Project costs, basis for calculation of grant recipient's own contribution	23 982 091	37 455 143	164 147 156	161 119 494	33 686 945	37 895 338	(4 208 393)	-12 %
(-) Grant recipient's own contribution (min. 10%)	2 398 209	3 745 514	16 414 716	48 961 924	3 368 694	3 810 077	(441 382)	-13 %
(=) Norad share of Project Costs	21 583 881	33 709 629	147 732 440	144 987 002	30 318 250	34 085 261	(3 767 011)	-12 %
(+) Norad's Contribution to Adm. Costs	1 624 593	2 537 284	11 119 646	10 913 000	2 282 019	2 565 557	(283 538)	-12 %
(=) TOTAL Norad Grant	23 208 475	36 246 912	158 852 087	155 900 002	32 600 269	36 650 818	-4 050 549	-12 %
(-) Carry-over of Norad funds from previous year (incl. admin grant)	-			(4 050 549)		(4 050 549)	4 050 549	n.a.
(=) TOTAL expenditure of Norad funds - incl. carry-over	23 208 475	36 246 912	158 852 087	151 849 453	32 600 269	32 600 269	0	0 %

* The total cumulative approved budget for 2014-19 is calculated based on the approved annual budgets. It does not include carry-over of funds, to avoid the issue of double-counting.

** Adjustment to compensate for use of avg exchange rates to convert values (actual)

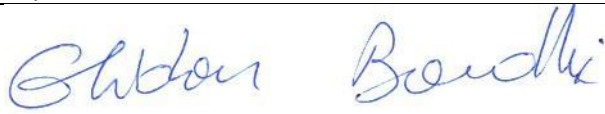
Table B – Overview of Project expenditure for 2018-19

	(1)	(2)	(3)	(4)	(5)	(6)
	Approved Project budget	Total Project expenditure	Total Norad grant	Total expenditure of Norad grant	Deviation in expenditure of Norad grant (3) - (4)	Deviation % (5) as % of (3)
Ethiopia	4 225 174	4 940 398	4 425 811	4 781 030	-355 219	-8 %
Somalia	13 396 954	14 151 945	13 714 810	13 695 431	19 379	0 %
South Sudan	7 550 783	9 849 739	9 216 212	9 509 916	-293 704	-3 %
Sudan	0	0	-572 121	0	-572 121	100 %
Myanmar	8 514 033	8 953 256	9 866 106	8 664 441	1 201 665	12 %
Total	33 686 945	37 895 338	36 650 818	36 650 818	0	

5.2 Deviations from approved annual budget

An overview of the annual budget with comments and explanations on deviations is attached as **Annex 1: SEAQE Consolidated Financial Report 2018-19**.

6. Date, Signature and Title:

Date:	September 2, 2019
Signature:	
Title:	Programs Director, ADRA Norway

7. List of Annexes:

- Annex 1A: SEAQE Consolidated Financial Report 2018-19
- Annex 1B: SEAQE Programme Accounts 2018-19
- Annex 2: SEAQE Audit Report 2018-19
- Annex 3: SEAQEs Strategic Alignment with SDG 4
- Annex 4A: SEAQE Somalia Outcome Example
- Annex 4B: SEAQE South Sudan Outcome Example
- Annex 4C: SEAQE Myanmar Outcome Example
- Annex 5: SEAQE Africa Results Framework
- Annex 6: SEAQE Myanmar Results Framework
- Annex 7A: Programme Risk Matrix Africa
- Annex 7B: Programme Risk Matrix Myanmar
- Annex 7C: Programme Risk Matrix in ADRA Norway
- Annex 8: SEAQE Africa unachieved outcomes
- Annex 9: SEAQE Partnerships and Networks
- Annex 10: External TVET Review
- Annex 11: SEAQE Final Evaluation Report
- Annex 12: Updated Sustainability and Exit Strategies Myanmar and East Africa
- Annex 13: List of Abbreviations