

BASELINE STUDY REPORT

For 'Strengthening Equity, Access and Quality in
Education (SEAQE2)' Education Programme in
Ethiopia, Myanmar, Somalia and South Sudan



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Executive Summary

The baseline study presented in this report is commissioned by ADRA Norway. Data were collected from the four participating countries – Ethiopia, Myanmar, Somalia and South Sudan – between May and October in 2019. The team conducted document and data review, focus group discussions and key informant interviews (with teachers, students, parents and community members), lesson observation, site inspection, document check, literacy and numeracy assessment and, for the TVET component only, private market analysis.

Theory of change, barriers and achievement of project impact

The team judges that, for the education component, the Learners Focused Model developed by ADRA Norway and its country offices for SEAQE2 is suitable and appropriate. The approach, developed using lesson learnt in the previous phase of the programme, goes beyond providing technical and financial support to schools and teachers; it also acknowledges the importance of engaging parents, community members, and national and local authorities in school operation and management. Moreover, SEAQE2 adopting this approach also seeks to build the capacity of various stakeholders for improving teaching and learning.

The results of this approach were most obvious in Somalia, where most schools in SEAQE2 were supported by ADRA in the previous phase of the programme. It was found that these schools consulted with and shared information with parents very regularly. The schools received strong community support with parents actively involved in school operation. The students' literacy and numeracy proficiencies were also of a higher standard than those in other participating countries. In all the four countries, capacity building of the previous phase of the programme has also had a long-lasting effect in schools, in particular with regards teacher training and school management; a number of teachers, particularly in Ethiopia and Somalia, held high opinions regarding the professional development and school management support they had from ADRA.

Although the consultants agree with the theory of change, they found that each of the four participating countries had distinctive areas of concern that would need ADRA Norway's and its country offices' attention. In other words, ADRA Norway will need to prioritise certain strategies in the approach, depending on the national and school contexts.

Each of the four countries is facing very different challenges in providing quality education. The schools in Ethiopia require assistance with purchasing reference books and information technology equipment (e.g., computers and electricity generators); early marriage is still an issue in the regions where the schools are. The schools in Myanmar has in general achieved gender equity, the major challenges are with ACS schools, which are currently under-resourced and should adopt the teacher training and school management approaches that the other two types of schools have been using. In Somalia, most of the SEAQE2 schools were in the previous phase of the programme, they should thus be offered more 'advanced' support, in particular on how schools can better provide pastoral care and psychological support, which are currently blind spots of teachers and school management. In stark contrast, schools in South Sudan require more fundamental support, for example, fences are needed to ensure student safety, child protection policy is needed to pre-empt child abuse, and schools should be very regularly visited to ensure that they are properly operating; resources on 'higher ideals' such as active student participation ought to be re-channelled to ensure that the basics are done first.

Based on the data collected, the consultants would like to make the following recommendations on the implementation of SEAQE2 in the four participating countries. The recommendations (see next

page) have taken into account the barriers that are distinctive in each of the four countries as well as how the overall programme outcomes can be achieved realistically. These recommendations should be read with the data collected carefully considered, the details can be found at the end of each of the country chapters.

more important and more urgent →	Ethiopia	Myanmar	Somalia	South Sudan
	Provide reference books and equipment for learning information technology and computer literacy. These were considered by both teachers and students as a deciding factor of effective learning, yet they are lacking in the schools.	Improve the quality of infrastructure of ACS schools and eradicate teacher absenteeism in these schools. ACS schools lagged behind the other two types of schools in terms of infrastructure, teacher training, teacher presence, and ability to keep documents.	Strengthen teacher education on providing psychological support and pastoral care. This will also better prepare these schools to accept and (re-)integrate returnees and IDPs, which formed a group of learners that is unique in Somalia.	Set up and enforce child protection protocol strictly and immediately in schools amid the serious teacher misconduct reported and seen in schools as well as the common use of violence and corporal punishment in schools.
	Provide extra support for girls and young women in Ethiopia, as the number of young women enrolled, and the number of female teaching staff were still lower than those of male.	Support the writing and distribution of textbooks both in Burmese and local Karen languages. Textbooks are commonly seen as the most important teaching and learning materials by teachers and students in Myanmar.	Provide and/or support the writing of textbooks and teaching and learning materials in local language. Both teachers and students expressed the need for more textbooks and teaching and learning materials.	Avoid giving out grants to schools based on the enrolment numbers reported by the schools, as these numbers were inaccurate. Also, money should be spent on schools that are able to retain teachers and offer quality education.
	Provide teacher training in active learning approach which should also help them teach 21st Century Skills.	Study the information sharing mechanisms endorsed by government schools and help introduce them in the other two types of schools (ACS and KTWG).	Capitalise on strong community support. The good practices in Somalia should be further studied and used to devise plans to be implemented in South Sudan.	Build fences for schools, as they are urgently needed. This will stop trespassers from entering the premises. Currently, the uncontrolled flow of children and villagers is a major challenge to structured teaching and learning.
	Identify good practices on student participation and devise plans to be implemented in other participating countries. The Quality Education Circle initiative seen in some schools was impressive as they effectively reduce the number of dropouts.	Understand how teachers in Myanmar familiarise themselves with the concepts of life skills and 21st Century Skills and devise similar strategies for other countries in SEAQE2.	Introduce and promote child abuse and neglect reporting system. It was found did not know how to inform the schools of these incidents. ADRA Somalia should include this as a part in teacher training on pastoral care and psychological support.	Provide teachers with suitable and relevant training, particularly on subject knowledge, lesson planning and using textbooks. Many teachers in the country never received proper training, and textbook use is minimal.
	/	Assist schools with providing fee exemptions for children from the poorest families in the region.	Work with partners to build infrastructure for water and electricity supply, which were commonly seen as the most needed school improvement in the next phase of the programme.	Offer support to school management with engaging local community members in school operation and management. South Sudan is the worst performing amongst the four in this regard.

Gender equality

Gender inequality in education remained substantial in the three participating countries in East Africa (i.e., Ethiopia, Somalia and South Sudan). There were much fewer girls and young women than boys and young men enrolled in SEAQE2 schools, including those that had received support in the previous phase of the programme. The theory of change and the approach of SEAQE2 has appropriately addressed this concern; relevant indicators regarding girls education (e.g., enrolment rates for girls, latrines for girls) have also been included to affirm the commitment on gender equality.

The major factors contributing to gender inequality are early marriage and certain gender norms. To develop an even more holistic approach for gender equality, ADRA Norway will need to strengthen teacher training on providing a wider understanding of sex education. This understanding of sex education will not only deal with sexual reproductive health and making positive life choices, which are mentioned in the theory of change, but also include education on relationship management and alternative gender norms. As a recent report by UNICEF (2018) points out, supporting girls' clubs, involving young men and boys in promoting alternative norms and parent education are key to tackling child marriage. Some organisations have been providing programmes that address such issues; ADRA Norway may want to explore the possibility of collaborating with them in this regard.

Extra support should also be provided on hiring and supporting female educators in these schools in these three countries, as female teachers only made up 4% to 18% of all teaching staff in these contexts. Support in this regard was alluded to in the final report of SEAQE but is less prominent in the theory of change for SEAQE2, despite the set target for female teachers to be given continuous professional development. ADRA Norway is advised to include in the theory of change strategies on increasing the number of female teachers; it should seek to influence the hiring of female educators through working with local authorities and school management in the inception period of the programme. These actions will help achieve gender equality further, as it is reasonable to assume that, with a larger number of female teachers in the schools, the programme can better promote gender equality through: (a) providing female educators in the region job opportunities, (b) constructing schools as spaces that are more female-friendly as female teachers involve in school operation and management, (c) having women as inspirational role models for female learners.

Monitoring, evaluation and learning (MEAL) strategy

One significant change in SEAQE2 is the addition of an expanded version of Effective Teaching and Learning Environment (ETLE) assessment tool. The consultants appreciate the comprehensiveness and the details of the tool, as it allows country officers to follow the means of verification to collect relevant information. In particular, the strategy included lesson observation as an assessment of teaching and learning; enumerators and country staff appreciated the inclusion of such assessment.

That said, the consultants found that the use of ETLE assessment tool was very time-consuming, for example, there are more than 100 questions in teacher interviews and it was impossible to complete three sets of such questions in a one-day visit. In the experience of this study, even with a shortened version of the list of questions, it took an enumerators in South Sudan up to 3 hours to finish a focus group discussion, towards the end of which all participants were tired out and unwilling to give substantive answers. The large number of questions unintentionally generated very short answers to each of them due to limited time, and this could have a negative impact on letting beneficiaries' voices be heard. This assessment tool is therefore considered not suitable for evaluation purposes; it may nonetheless be suitable for ongoing monitoring, which is usually allocated more time and is conducted by the client staff who are familiar with the tools.

Also, some of the ETLE indicators rely heavily on verification of administrative documents. Currently, the definitions of all indicators require inspectors to collect and check about 60 documents. To schools in developing countries that still rely on pen and paper, the process of preparing such documents could be an ordeal, and this can possibly lower the value for money as the time can be instead spent on meaningful teaching and capacity building. Some schools that performed well could also be penalised for not being able to prepare certain documents owing to technical difficulties. Some of these schools, particularly those in South Sudan and Somalia, receive funding from multiple sources, the demand on them in complying with evaluation could be overwhelming.

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List of Abbreviation

ADRA	Adventist Development and Relief Agency
AFSS	Andre Foods South Sudan
ARC	American Refugee Committee
ASER	Annual Status of Education Report
ALP	Accelerated Learning Program(me)
BEPS	Basic Education Post-Primary
CDSS	Community Development Support Services
CPD	Continuous professional development
DFID	Department for International Development
ETLE	Effective Teaching and Learning Environment
E.S.	East Shewa
EU	European Union
FHI	Family Health International
FGD	Focus group discussion
GCPEA	Global Coalition to Protect Education from Attack
GoM	Government of Myanmar
GTHC	Government Technical High School
IDP	Internally displaced people/persons
IT	Information Technology
IRC	International Rescue Committee
KDI	Kapoeta Development Initiative
KED	Karen Education Department
KII	Key Informant Interview
KNU	Karen National Union
KTWG	Karen Teacher Working Group
LogFrame	Logical framework
MEAL	Monitoring, Evaluation, Accountability and Learning
ND	No data (only used in tables)
NGO	Non-profit organisation
OECD	Organisation for Economic Co-operation and Development
OPRD	Organization for Peace, Relief and Development
PwD	People (or persons) with disabilities
PTA	Parent-teacher association
P.S.	Primary School (in South Sudan; only used in tables for school names)
P.S.	Preparatory School (in Ethiopia; only used in tables for school names)
SEAQE1	Strengthening Equity, Access and Quality in Education Phase 1
SEAQE2	Strengthening Equity, Access and Quality in Education Phase 2
S.S.	Secondary School (only used in tables for school names)
UN	United Nations
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNSOM	United Nations Assistance Mission in Somalia
P(s)	Parent(s) (only used in table column headings)

S(s)	Student(s) (only used in table column headings)
T(s)	Teacher(s) (only used in table column headings)
ToC	Theory of change
T&L	Teaching and learning
ToR	Terms of reference
ToT	Training of trainers
TVET	Technical and Vocational Education and Training
WFP	World Food Program

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1. Introduction

1.1 Overview of SEAQE2

Strengthening Equity, Access and Quality in Education (SEAQE2) is implemented by The Adventist Development and Relief Agency (ADRA) Norway in Somalia, South Sudan, Ethiopia and Myanmar with financial support from Norad.

It is a continuation and upgraded version of its first round programme (SEAQE), aiming to increase education opportunities for all children, including poor and marginalised children. This will be achieved by motivated teachers committed to child-centred teaching methodology; children achieving better learning outcomes in literacy, numeracy and life skills in an inclusive and safe educational environment; an active and engaged civil society which promotes equality and inclusion in education; and a strengthened local government which increasingly promotes inclusive and equitable education structures, policies and programming. There is also a technical and vocational education and training (TVET) component of the programme in Somalia, Myanmar and Ethiopia, supporting 7 TVET centres in total.

The development goals of the programme are that: all learners are equipped with the attitudes and skills that will help them access opportunities and achieve their fullest potential; all learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions (schools, accelerated education, alternative learning programmes, and TVET centres).

The main stakeholders of the programme include our primary target group of children, vulnerable youth, women and persons with disabilities, as well as regional and local government education officials, head teachers, community-based groups such as parent-teacher associations (PTAs) and school-based management committees, religious/traditional leaders, civil society organisations and the community as a whole.

1.2 Methodology

1.2.1 Objectives of Study

The baseline study is commissioned by ADRA Norway, and designed and conducted by Carfax Projects consultants, for the SEAQE2 education programme in four countries: Ethiopia, Myanmar, Somalia and South Sudan. The purpose of the study is to collect information on objective, outcome and output indicators to provide benchmark values for setting targets and refining the programme theory of change and objectives. The baseline values will provide a basis to measure progress, change and impact of the programme.

As requested by ADRA Norway, the baseline study was designed to utilise context and performance analysis strategically linking to the nature of the indicators. For the performance analysis, the consultants used ADRA Norway's Effective Teaching and Learning Environment (ETLE) assessment, which is a quantifiable qualitative tool that monitors the quality of education and learning environment aspects of the programme. The context analysis was conducted to analyse the quantitative nature of indicators and the current data in key areas of the programme.

The overall programmatic objectives of the baseline study are:



To establish a baseline sustainability score of the project at the community, school, and system levels with the data available and outline factors likely to hinder/support the sustainability of project activities and results to the extent possible;



To assess the plausibility of the Theory of Change (ToC) by testing the causal link assumptions and contextual assumptions of barriers to education, examining whether the project interventions designed to overcome the stated barriers would lead to the achievement of the project impact and intermediate outcomes.



To assess the project's approach to addressing gender inequalities, whether the design is gender sensitive, how the project is promoting gender equality through its interventions, and which aspects are gender transformative; and



Lastly, to provide recommendations and learning for the development of the project's MEAL strategy as well as reflections on the project design, implementation, and sustainability arising from the baseline findings.

For the education component of the study, the specific and technical objectives are:



On the education system

- To develop the baseline study to set the benchmark data for quantitative indicators around the areas of enrolment, transition, literacy and numeracy rates, education systems, learning materials and infrastructure;
- To conduct ETLE baseline survey study by coordinating data collection, analysis and reporting of findings;
- To establish baseline levels for key intermediate outcome and objective level indicators. To identify differences across various subgroups such as region, age, gender, disability, etc. (where possible);
- To gather data to understand the education context in target areas of the project and the perceptions of all stakeholders (i.e. government, school, teacher/student, and parent/community level) of SEAQE2, education, and the barriers to access, learning, transition and completion;



On partnerships

- To provide critical and strategic mapping of stakeholders, civil society and partners in the areas of inclusive, quality education, accelerated learning programs (ALP) and protection.



On inclusion and gender

- To assess various types and levels of marginalisation in programme target areas;
- To provide an overview of current beliefs and practices around gender and inclusion of marginalised groups;
- To map current practices of communities and service available in the area of protection in the programme target areas.

The report on the education component of the project is structured using the specific and technical objectives above for ease of reference and clarity. There is an extra section of ETLE indicator on top of the three to offer an overview of the performance of the schools.

For the TVET component, the specific and technical objectives are:



On the private sector

- Private sector and stakeholder mapping in TVET target areas (including what types of enterprises dominate the sectors in terms of size and ownership);
- Analyse the relationship between private and the TVET sector in target areas (including curriculum development, types of collaboration, internships etc.);
- To develop an employer-based skills-need assessment (including areas and sectors in need of highly skilled workers and the specific skills).



On the TVET system

- To provide an analysis of in-country professional development pathways for TVET graduates;

- To map TVET teachers certification, barriers to professional development and recommendations;
- To analyse the assessment procedure of TVET target institutions (focusing on quality skills) and the estimation of current enrolment, graduation and dropouts;
- To assess current practices around people with disabilities in TVET centres (absence policies, assessment norms, enrolment programs, teaching approaches etc.);
- To gather data to understand the TVET context in target areas of the project and the perceptions of all stakeholders (i.e. government, school, teacher/student, and parent/community level) of SEAQE, TVET, and the barriers to access, learning, transition and completion.



On inclusion and gender

- Market analysis for women employability and professional development pathways.
- To develop a gender mapping by vocation courses/skills provided at target TVET centres, showing barriers and suggesting recommendations
- To provide critical and strategic mapping of stakeholders and partners in the areas of inclusive, quality education and protection.

1.2.2 Methodological Approach

Participatory and rights-based approaches

This study adopted a participatory approach to respect the participants' rights and agency. Consultants using this approach undertook to incorporate views and feedback of key stakeholders at every stage so as to ensure relevance, appropriateness, and ownership of both the process and findings of this study. This approach is pertinent to this study particularly because it was conducted in multiple countries, which made it possible for the consultants to incorporate feedback received in countries that had data collection earlier. The consultants worked with the local offices to identify possible data points and the best ways to engage participants during the course of the study.

Moreover, the consultants ensured that the beneficiaries' participation was prioritised so that the study was done with them – and for them – in the hope of finding out how they could be better supported in the near future. The consultants also ensured that the participants' views and opinions were correctly presented in this report of findings. The sampling is clearly stated in this report to offer an accurate understanding of who are the findings representing.

Apart from the participatory approach, the consultants also adopted a rights-based approach in the study. In conjunction with the participatory approach, the rights-based approach ensured that the participants were considered active participants in the study. Their opinions accordingly guided the study so that the findings could ultimately empower them as right holders.

ETLE assessment

The Effective Teaching and Learning Environment (ETLE) Assessment developed by ADRA Norway was used throughout different stages of the baseline study for the education component.

The Assessment covers four main areas of the study, namely effective learning environment for all, effective learning, effective school leadership and effective school participation. The Assessment contains 44 indicators (referred to as ETLE indicators in this report). All SEAQE2 schools visited by the team were given scores, each ETLE indicator was given a score – 1 (ineffective), 2 (needs development), 3 (effective) or 4 (exemplary), as requested. The exceptions are a small number of schools where certain tools were unable to be deployed due to practical limitations, such as schools being abandoned. These schools are highlighted in the country chapters in this report.

The design of all the data collection instruments was guided and informed by the ETLE Assessment, so that enough data were collected to give schools scores to all ETLE indicators. Multiple instruments, when needed, were used for calculating a score for each indicator. For example, indicator H (reporting mechanisms are in place and are operational) requires data collected from teacher focus group discussions, student focus group discussion groups, parent focus group discussion and school document inspection. The use of multiple data collection instrument is to ensure that the data are reliable and what the respondents say are true. In this case, a school is not given the score of 4 unless the team judge from multiple sources that it meets the corresponding score definition written by ADRA Norway. This approach can also effectively collect only relevant data in a short period of time given as a result of limited resources and unavoidable technical difficulties.

Whilst most indicators require more than one data collection instrument for deciding the scores, two of the four area of study are by design more reliant on certain data collection instruments. Some indicators of the first area – effective learning environment for all – rely more on school facility check than others as they are concerned with the hardware of the schools. Examples of this group of indicators are I, J, K and L, in that the most reliable way of verifying the schools is to inspect the infrastructure; certainly, one could choose to ask in child focus group discussions whether the schools have clean water supply (for indicator J), but this is not advised owing to the very limited time and human resources that the data collectors have in schools. The third area of study – effective leadership – is more reliant on checking the documents that schools hold, as it is to ensure that the scores given are informed by documented evidence. Whenever other data sources could be used to triangulate the documents, the team undertook to do so; for example, for indicator KK, the data collectors check with headteachers relevant documents, including records that shows the names of excluded learning and the ‘parents’ involvement’ part (if any) of school development plans, they also counterchecked that with students and parents in focus groups to ensure that such involvement was not only on paper.

The ETLE Assessment score sheets are provided in country sections, accompanied by description and interpretation of the scores. An Assessment sheet for all SEAQE2 schools across the four participating countries is provided in the appendix of this report for ease of reference.

Protection and sensitivity

Issues of gender, marginalisation, and vulnerability were duly considered throughout all stages of the study. The team complied fully with internationally accepted protocols to ensure that the client’s core stakeholders of vulnerable children, youth and women were considered and that the meaningful participation of children, youth, women and other stakeholders was promoted in all stages of the study. The focus group discussion questions as well as the forms for lesson observation were designed so as to be sensitive to considerations of gender and vulnerability whilst also fully-aligned with a do-no-harm principle. All data were anonymised to protect the privacy of the participants.

The consultants undertook to ensure that issues of gender and vulnerability were appropriately considered throughout the study. The study was designed to focus on collect information regarding the issues of marginalisation and vulnerability. For example, in all focus group discussions included questions enquiring into the marginalised groups and how women and girls were treated in communities. In addition to data collection, data analysis was also conducted in a manner sensitive to gender and vulnerability. These data are presented in every country chapter as a dedicated section named ‘Inclusion and Gender’. The team strove to accurately present participants’ views and opinions in this report so as to respect the participants’ rights and agency.

Since the assessment of the project required in-country enumerators, Carfax consultants worked in collaboration with the client to ensure that all these individuals were duly vetted before carrying out the

work, particularly that with children and women. Either Carfax's consultants and in-country managers or the client staff were always with the enumerators in schools and TVET centres to ensure that the safety of the participants.

Child protection is of paramount importance to Carfax consultants. Child protection concerns are reported in this document in dedicated section in all country chapters so that individuals and authorities pertinent to this can react promptly. The consultants also ensured on-site that children were safe. In South Sudan, Dr. Leung of the team reported a serious and urgent child protection concern to ensure that dangerous individuals are removed from the premises immediately.

1.2.3 Instruments Adopted for Education Component

For the education component of the baseline study, the team of consultants reviewed the SEAQE2 programme documents provided by ADRA Norway and accordingly developed a number of data collection instruments. The instruments were digitised and data were collected using portable electronic devices in all the four countries. The table below provides an overview of the instrument use in SEAQE2 schools.

Table 1 Samples achieved in the four participating countries (education component)

Country	No. of SEAQE2 schools visited	No. of focus groups			No. of lessons observed	No. of schools with facilities inspected	No. of schools with docs. inspected	No. of test takers
		Teachers	Students	Parents				
Ethiopia	14	14	14	14	22	14	14	171
Myanmar	50	83	50	49	177	46	44	736
Somalia	10	9	10	9	9	10	9	108
S. Sudan	20	17	19	20	15	20	17	188

Focus group discussions

Three sets of questions were written for focus group discussions with (a) teachers, (b) students and (c) parents. Some questions appeared in all three sets, they allowed the consultants, on the one hand, to gain a more comprehensive understanding of the areas of study and, on the other, to compare responses of different stakeholders. For example, in some schools, teachers felt that they had consulted with students and parents on school management matters whilst students and parents did not think so.

A typical focus group comprises 3 to 6 people. The selection of individuals was determined partly by schools and partly by enumerators. On a typical visit to schools, enumerators would communicate with headteachers who they would like to recruit for focus group discussions, and headteachers would ask those available for the discussions. For most groups, there were both male and female participants. The discussions were conducted in local languages by enumerators to ensure that participants can fully express themselves.

In Myanmar, the questions for teacher focus group discussions were used in some occasions as interview questions with headteachers and teachers individually. This is due to limitations imposed by a small number of staff members. The team chose to conduct interviews instead to minimise the disruption to teaching caused by the data collection. In these schools, multiple interviews were carried out to ensure that more than one staff member participated.

Lesson observation

A lesson observation form was designed for enumerators to observe lessons systematically. The form was designed with reference to the ETLE assessment written by ADRA Norway. The main sections of the form contain 26 teaching techniques and 12 skills; the enumerators were asked to examine whether teachers had

demonstrated the teaching techniques and whether they had successfully helped student to master the skills. The enumerators chosen for lesson observation had some experience of teaching, for example, in Ethiopia, the enumerators were teachers before. They were asked to sit in classroom with children for at least 40 minutes. In most schools, one lesson chosen randomly was observed. Some examples of the techniques and skills are listed below:

Table 2 Example of teaching techniques in lesson observation sheet

Examples of Teaching Techniques
Teacher utilises open-ended and factual questions to get students involved and check on their understanding.
Teacher is consistent during the class period to utilise more than one way to present the lesson, especially focusing on children with special needs and learning difficulties.
Teacher deals with managerial tasks that are organised in certain ways that do not impact instructional and learning time.
Teacher tries to connect real-life experiences to exemplify concepts and knowledge.
Teacher prepares hands-on activities for lesson or unit with which students have enough time to engage.
Teacher encourages students to agree and disagree by formulating their opinions and directing their learning to a higher level thinking.

Table 3 Example of skills in lesson observation sheet

Examples of Skills
Critical thinking
Creativity
Collaboration
Information literacy

Facility and document inspection

With reference to the ETLE assessment, the consultants developed an inspection form for school facilities and one for documents held by school administration. The form for facility inspection covers the most important school facilities, such as water connection, electricity infrastructure, classrooms, latrines/toilets, rubbish disposal channels, walls and gates. The form for document inspection has 61 documents on it, inspectors used this form to check the documents with headteachers (see appendix E for a full list). Carfax consultants and in-country data collection managers conducted the facility and document inspection (except for Myanmar where local implementing partners took the lead); in schools where local language support was needed, they were accompanied by an experienced enumerator who helped verify the documents on-site.

Literacy and numeracy assessments

The consultant developed literacy and numeracy assessments for the baseline study. All tests were translated into the media-of-instruction that the school used to ensure relevance¹. All assessments were administered by enumerators on a 1-to-1 basis with students. The literacy and numeracy tests were written with reference to those developed by ASER Centre² that were widely used in development contexts.

For the numeracy test, one point is given to one correct answer; there are four parts, in each of which there are four questions, and students were asked to answer any three of the four. The highest score for the numeracy test is therefore 12 and the lowest is 0. The score for the literacy test indicates that a

¹ This media-of-instruction are in most cases the mother tongue of the students and the local languages. One clear exception was Ethiopia wherein high school students were taught in English as instructed by the national government; in Ethiopia, the tests were therefore conducted in English.

² The tests developed by ASER Centre can be viewed at: <http://www.asercentre.org/>

student can complete the corresponding task(s) below in the school's medium-of-instruction, which, in most cases, is the test taker's mother tongue:

Table 4 Literacy assessment score description

Score	Task(s) completed
5	Read a short article fluently; answer two comprehension questions correctly
4	Read a short article fluently; answer one comprehension question correctly
3	Read a short article fluently; answer no comprehension question correctly
2	Read a paragraph fluently
1	Read four words correctly
0	None of the above

The attainment results in this study indicate the literacy and numeracy rates of the students in the SEAQE2 schools.

There are three sets (P, M and H) of tests for Grade 4 (primary school; set P), Grade 7 (middle school; set M) and Grade 11 (high school; set H) students respectively. Enumerators were instructed to recruit Grade 4, 7 and 11 students to complete the test, but, in many schools in South Sudan and Myanmar, they were not able to do so. It was caused by the following unforeseen factors: (a) there were not enough students of these grades in schools; (b) students of these grades were not available for taking the tests because of their class schedules; (c) there were not enough students of these grades agreed to take the tests.

As a result, the team recruited students of other grades to take the tests. The implications of this alteration are that: (a) the results of a country should only be compared directly with other countries' according to their Grades (i.e., comparing Grade 4 results in South Sudan with those in Myanmar), this nonetheless provides an unexpectedly smaller count of test takers that might affect the representability; and (b) in future evaluations wherein literacy and numeracy assessment are to be repeated, the numbers of test takers in different Grades should match with those in this baseline study to ensure comparability.

This document reports the assessment results by Grades for clarity.

1.2.4 Instruments adopted for TVET Component

For the TVET component of SEAQE2, the consultants developed the following two data collection instruments after reviewing programme documents.

TVET centre inspection

The consultants developed an inspection form according to the LogFrame in order to collect both quantitative and qualitative data from the TVET centres. The items on the form include numbers of people completing TVET programmes, skill/trade areas on which training was provided, dropouts, graduates' career options, life skills and other relevant skills, trainers' qualifications, and health and safety policy.

Key informant interview and focus group discussion

Three distinctive groups of individuals were interviewed or invited to participate in focus group discussions: TVET trainers/heads, trainees and graduates, and private sector representatives.

The questions for these three groups of people were written with what insights they could provide in mind. For example, private sector representatives certainly have more 'on-the-ground' information about the job market and can therefore allow the team to evaluate whether the TVET centres are providing courses that match with the market demand.

The questions were designed to be used in both key informant interviews (KIIs) (where one person was interviewed) and focus group discussions (FGDs) (where usually 3-6 participants discussed) to allow for a great degree of flexibility, as the number of participants available could only be confirmed once the consultants were in the field.

The table below offers an overview of the use of the data collection instruments.

Table 5 Samples achieved in the three participating countries (TVET component)

Country	No. of SEAQUE2 TVET centres visited	No. of participants in KIIs and FGDs		
		Trainers/Heads	Trainees/Graduates	Private sector representatives
Ethiopia	4	21	32	2
Myanmar	1	5	12	9
Somalia	2	39	144	17
S. Sudan	(no TVET component)			

1.2.5 Challenges and Limitations

Challenges and limitations related to collecting data in individual countries are given in the country chapters. The following challenges and limitations apply to all countries.

Mobile and displaced beneficiary populations

Beneficiary populations might be mobile, making tracking down beneficiaries of this specific project a challenge. This also applied to populations which had been displaced during the period of programme implementation. The consultant worked closely with the project team to mitigate such challenges.

Self-reported data

The primary data rely on retrospective self-reported data. It is possible that participants did not recall events completely accurately and/or might have felt pressured to give responses that they deemed to be socially or (in the case of staff) professionally desirable. The enumerators were instructed not to lead the respondents and were asked to read scripts carefully and explain when appropriate. Analysis was conducted to account for any biases that may emerge from such self-reporting.

Sophisticated documents required

The ETLE Assessment was designed in a way that many sophisticated documents were required in order to prove that the schools had implemented certain activities. In reality, particularly in Myanmar and South Sudan, schools struggled to understand what these documents are. Many of the schools still relied on the use of pens and paper to record the activities in schools. It appeared to the team that it was nearly impossible for them to hold the documented evidence required. One way of mitigating this issue, which was adopted during the study, was to allow data collectors/enumerators to verify the implementation of certain activities using focus group discussions with the right stakeholders, such as students and teachers, and triangulate their answers.

Constrained timelines and resources

As with any such research exercise, resources available to explore these challenging, nuanced and complex themes were severely limited; and the degree to which such exercises could achieve complete understanding of any such topic was itself limited. In this baseline study, the resources provided by the client, including the number of enumerators and travel arrangement were also limiting factors. When this situation is compounded by issues in access and communications, research became even more challenging. The team

worked to prioritise tasks and to ensure efficiency of research activity, achieving the strongest-possible outcomes with available time and resources.

What is particularly challenging in this baseline study is that the focus group discussions were too long, as they needed to include many questions that were written with the intention to give scores to more than 40 ETLE Assessment indicators. After trials in Ethiopia, it was considered to be impossible to ask all the questions as each focus group discussion could take 3 to 4 hours to finish. The team decided that many questions needed to be removed. Even with the shortening, some focus group discussions with parents still took 2 hours to finish. Participants appeared to be impatient and some of them left in the middle of the discussions. The team sincerely hopes that, in future monitoring and evaluation, such an issue can be considered.

The limited resources and technical difficulties had an impact on the achievement of ideal sampling; sampling challenges for individual counties can be found in their corresponding chapters.

Client staff time and availability

In-country research activities was one of myriad competing requirements for country offices; multiple assessments, evaluations and strategic activities all competed for time of in-country teams, requiring careful scheduling and limiting the support they can offer. The consultants worked closely with the client and its in-country partner(s) to secure required data, striking a careful balance of tenacity, persistence and patience to achieve the required outcomes of this assignment

Cultural differences and language barriers

Cultural differences and language barriers posed some challenges to the capacity of international consultants to completely understand the cultures and contexts in which they operated. Close collaboration with the client's local staff, and working with good local consultants, in-country managers and enumerators, minimised these challenges from inception through data collection and analysis.

Independence

This baseline study was designed and conducted by Carfax consultants who are completely independent of the client and its implementing partners. However, since the research was conducted with the assistance of local enumerators hired by the client, it cannot be deemed as entirely independent. The consultants' and in-country managers' presence in data collection period ensured that the enumerators reported accurate data and that the data were not biased.

In Myanmar, this is particularly challenging because the data collection was conducted by the client's implementing partners, the issue of data loss and data impartiality could hardly be tackled in some schools; chapter 3.2 contains more information regarding this.

General limitations of social research

The approach adopted for this study sought to address many of the inherent limitations of social research; it is nonetheless rarely possible to achieve a completely true and accurate understanding of any context being researched, particularly when faced with the myriad cultural and language challenges this assignment had to contend with. So long as such challenges are borne clearly in mind when reading this report, the multiple sources, discussions, and findings included herein can provide a strong indication of the current state of those areas being researched.

1.3 Report Structure

The remaining of this baseline study report is organised by country: each of the four countries participating in SEAQE2 – Myanmar, Ethiopia, Somalia and South Sudan – has a dedicated chapter (chapter 2, 3, 4 and 5 respectively) to present the findings on that specific country.

The findings of the education component are organised with reference to the technical objectives, that is, (a) on education system (sections 2.2, 3.2, 4.2 and 5.2), (b) on partnership (sections 2.3, 3.3, 4.3 and 5.3), (c) on inclusion and gender (sections 2.4, 3.4, 4.4 and 5.4) and (d) on ETLE Assessment (sections 2.5, 3.5, 4.5 and 5.5).

Likewise, for the TVET component, the findings are presented in three sections for each of the three countries involved (Ethiopia, Myanmar and Somalia); these sections are findings on the private sectors (sections 3.7 and 4.7) (this is not applicable to Ethiopia due to a lack of private sector representative available), on the TVET system (sections 2.7, 3.8 and 4.8) and on inclusion and gender regarding the TVET system and, to a lesser extent, the wider societies (sections 2.8, 3.9 and 4.9).

The data are presented in these chapters with a number of tables and graphs for easier understanding. These tables and graphs draw data from multiple data collection instruments and offer an overview, which can also serve the function of triangulating data.

The aforementioned objectives of the study, methodological approaches, data collection instruments, as well as challenges and limitations, are applicable to all the four countries. Considering that the four national contexts are distinctively different, in each of the four chapters, there are also the following country-specific details: an overview of the national and school contexts, sampling, limitations and discussion.

The final chapter of this report will present cross-cutting findings, followed by recommendations.

2. Ethiopia

2.1 Introduction

2.1.1 Overview of National Context

Ethiopia is the second populous country in Africa and has experiencing strong economic growth, averaging 10.3% per year over the last decade, making it one of the fastest growing economies in Africa. Despite the economic progress, Ethiopia remains one of the poorest countries in the world due partly to its rapid population growth.

Politically, Ethiopia faces potential risks, as its separatist movements are becoming more active. Ethnicity has been a central feature of Ethiopian politics since the 1990s when the current constitution came into force. The constitution carved up the country into 9 ethnically based semi-autonomous regions, one of the largest is Oromia where all SEAQE2 schools are in.

The ruling party, The Ethiopian People's Revolutionary Democratic Front, has run the country with a heavy hand for almost three decades. The new Prime Minister, Abiy Ahmed, who was inaugurated in June 2018, promised to liberalise politics through economic and constitutional reforms, which would give regions cut along ethnic lines more autonomy. Due partly to the reforms, the country witnessed intercommunal fighting in 2018 that forced almost 3 million people from their homes (The Economist, 2019a).

2.1.2 Overview of School Context

The Ethiopian government has been investing heavily in education in the last decade; expenditure on education in 2015 was 27.1% of total government expenditure, according to UNESCO³. The young populations have become much more educated, and the proportion of education Ethiopian population to the national education is leading in East Africa. The net enrolment rates in Ethiopia are 85% (male: 89%; female: 82%) and 31% (male: 31%; female: 30%) for primary and secondary education respectively, according to the World Bank⁴. Over the past decade, Ethiopia has had primary school enrolment rate tripled and youth literacy rate improving from 49.9% in 2004 to 69.5% in 2015.

All the 14 SEAQE2 schools are in Oromia Region, where the capital city, Addis Ababa, is in. All schools are outside of Addis Ababa, though; more specifically, they are in East Shewa and Arsi Administrative Zones. They are all within a few hours of drive from either Ziway (also known as Zeway) or Awassa (also known as Hawassa), the major towns in the area. These districts were relatively stable compared to the Oromia regions that are closed to Somali Regional State. However, there reported violent protests and clashes in Awassa in June 2019 (just after the data collection) that reportedly killed at least 25 people (The Economist, 2019b). Army was deployed and Internet was switched off. The situation is quickly changing.

The relatively high quality of education is to some extent reflected in the ETLE Assessment results, Ethiopian SEAQE2 schools, as a whole considering all indicators, have an average score of 2; comparatively, the figure for both South Sudan and in Myanmar is roughly 1.5. The fact that Ethiopian SEAQE2 schools are all upper secondary schools may have an impact on the effectiveness, but the study cannot test this

³ <http://uis.unesco.org/en/country/et>

⁴ <https://data.worldbank.org/indicator/SE.XPD.TOTL.GB.ZS?locations=ET>

owing to a lack of control group (Ethiopian primary schools). The team, nonetheless, does not believe this is the only factor and believe that the finding is a result of better management and governance.

Despite the schools being in Oromia, where Oromo (sometimes referred to as Afaan Oromoo) is widely used, they adopted English as their medium-of-instruction which could help prepare students for universities that also use English in teaching.

One particular challenge in relation to education in Ethiopia is girls' education. Nationally, 40% of girls are married as children and only 16% of secondary school-aged girls attend schools. Gender-based violence, early child marriage and other harmful social norms are identified as barriers for girls' participation in education. UNICEF's key interventions regarding girls' education include introducing life skills education in schools, strengthening gender clubs to end school-related gender-based violence and actively engaging communities in supporting the education of girls. It also seeks to improve gender-appropriate WASH facilities in schools (UNICEF Ethiopia, 2019).

2.1.3 Overview of TVET Context⁵

Since the 2000s, there has been a considerable expansion in TVET institutions in Ethiopia in terms of both public spending and increased provision by private institutes. The public institutes, which comprised 70% of all institutes (estimate; as of 2013), are overseen by the Federal TVET Institute⁶. The institute was established in 2011. On a local level, the four TVET centres in SEAQE2 are certified, managed and monitored by the Oromia TVET Bureau.

In Ethiopia, students in Grades 10 and 12 take national examinations conducted by the National Education Assessment and Examination Agency. For those who pass the Grade 10 examinations, they continue their Grade 11 to 12 studies, whereas the remainder are expected to pursue TVET Levels 1 and 2 (if their results are above cut-off scores) or join the labour force. Those who cannot attain high scores in Grade 12 examinations to go to universities can also choose to follow the TVET track by attending Levels 3 and 4. In addition, university graduates can choose to attend Level 5 of TVET, which is relatively less common (and hence no such trainee participated in this study).

The TVET system in Ethiopia aims to emulate German apprenticeship-based system. Students are expected to apprentice for about 70% of the time spent in the programme, although this study found that percentage to be much lower in the 4 TVET centres. The TVET examinations, or skill assessment, are set by the federal agency which also decides the occupational standards required for each skill area.

Trainees who complete Level 4 TVET courses can choose to receive extra pedagogical training to become TVET instructors.

2.2 Sample Achieved

2.2.1 Sample for Education Component

The team went to all 14 SEAQE schools in Ethiopia, they are all secondary schools offering either Grades 9-10 or 11-12, except for Bulbula Secondary Schools that offered all four. All data collection instruments were deployed in all the 14 schools and there were no missing data, except for that in Bulbula Secondary School the team was unable to collect enrolment numbers owing to a very recent change of school

⁵ An independent research conducted by Krishnan and Shaorshadze (2013) and funded by UKAID provides more details on the TVET system in Ethiopia, it can be accessed following: <https://www.theigc.org/project/background-paper-on-vocational-education-in-ethiopia/>

⁶ The website of the institute is: <https://www.ftveti.edu.et>

management⁷. In Adami Tulu Secondary School, there was not enough time for enumerators to finish some focus group discussions, the scores for some ETLE indicators could not be decided as a result.

Unlike the other three participating countries, the literacy and numeracy assessment were conducted by ADRA Ethiopia staff, rather than Carfax consultants and/or associated in-country managers. This is because the team did not have enough time to develop the assessment as it was not given local examination papers in time. ADRA Ethiopia staff was given enough training and detailed instructions on how to conduct the assessment, and it is believed that the results are reliable. ADRA Norway agreed with this arrangement. Also, unlike the other three countries, the assessments were conducted in late-September and October which was not the same as the major round of data collection.

Table 6 Sample achieved in Ethiopia (education component)

#	School ⁸	Zone ⁹	SEAQEI	Date of Visit	No. of focus groups			No. of lessons observed	Facility checked	Document checked	No. of test takers
					Teachers	Students	Parents				
0	Adami Tulu S.S.	East Shewa	N	22-May	2	1	1	3	√	√	14
1	Bulbula P.S.	East Shewa	Y	22-May	1	1	1	3	√	√	12
2	Bulbula S.S.	East Shewa	N	23-May	1	1	1	2	√	√	12
3	Jido Kombolcha S.S.	East Shewa	N	23-May	1	1	1	2	√	√	12
4	Oitu S.S.	East Shewa	N	23-May	1	1	1	1	√	√	12
5	Dolle Langano S.S.	East Shewa	N	23-May	1	1	1	1	√	√	12
6	Galo Hirape S.S.	East Shewa	Y	24-May	1	1	1	2	√	√	10
7	Negelle Arsi P.S.	Arsi	N	24-May	1	1	1	1	√	√	12
8	Shopa Genet S.S.	East Shewa	N	27-May	1	1	1	1	√	√	13
9	Heben Degaga S.S.	East Shewa	N	27-May	1	1	1	1	√	√	13
10	Gode S.S.	Arsi	N	27-May	1	1	1	1	√	√	11
11	Wetera S.S.	Arsi	N	29-May	1	1	1	2	√	√	12
12	Kelo Duro S.S.	Arsi	N	29-May	1	1	1	1	√	√	12
13	Beseku S.S.	Arsi	Y	29-May	1	1	1	1	√	√	16
Total:					15	14	14	22	14	14	173

The consultants undertook to include as many women in focus group discussions as it was possible, but the selection of individuals was only partially decided by the team. For example, there were many more male teachers than female teachers in schools, so the male-to-female ratio for teacher FGDs was high. For parents and community member FGDs, these individuals were not selected by the team but by the client's local offices and schools, which were informed of the importance of gender balance. One possible reason for the low female turnout is that it is common for women to go to work while their male partners stay at home; it is likely that men, rather than women, had the time for the focus group discussions.

Table 7 Focus group discussion participants by gender (Ethiopia)

Focus group	No. of male participants	No. of female participants	No. of all participants
Teachers and headteachers	57	6	63
Students	45	37	82
Parents and community members	67	14	81

⁷ On the day of visit, the headteacher was only an acting headteacher. The previous headteacher left his job and was still teaching in the school, yet he was not on site on that day.

⁸ P.S. stands for Preparatory School while S.S. stands for Secondary School. Bulbula Preparatory School (#1) and Bulbula Secondary School (#2) are not related. The names of all schools also tell where the schools are, for example, Oitu Secondary School (#4) is located in Oitu.

⁹ E.S. are used for East Shewa in the tables hereafter.

2.2.2 Sample for TVET Component

The team went to all four SEAQE2 TVET centres in Ethiopia, more information can be found in the table below.

Table 8 Sample achieved in Ethiopia (TVET component)

TVET centre	Date of Visit	No. of participants		
		Trainers and heads	Trainees and graduates	Private sector rep.
Bulbula TVET Centre	22-May	21 (M: 16; F: 5)	32 (M: 19; F:13)	2 (M: 2; F: 0)
Meki TVET Centre	22-May			
Bora TVET Centre	23-May			
Modjoo TVET Centre	23-May			

2.2.3 Challenges and Limitations

Compared to other countries, there are no particular challenges and limitations regarding data collection, other than those described in section 1.2.5. All schools are within 3 hours of travel from the local office near Adami Tulu. Most roads leading to the schools were well maintained. A couple of schools are in remote areas with no major town nearby, yet the road network connecting these schools to the nearest town centres was reliable.

All schools in Ethiopia were well attended so that there was no difficulty in recruiting students to participate in focus group discussions. The fact that they are much older than the students in SEAQE2 schools in other countries also allowed them to more eloquently tell the team their needs, opinions and thoughts.

The team faced difficulties speaking with private sector representatives in the area. Correspondence, and instruments, clearly stipulated employer interviews throughout stages of communication between the consultants and ADRA's country office in Ethiopia; this message was reinforced during enumerator training. Prior to deployment to each site, ADRA staff were reminded to try to seek out employers. Reminders were also provided by the visiting consultant at each site, local stakeholders at each centre were asked for introductions to employers, and enumerators were encouraged to seek out local employers at each site. As evidenced in interview data, relationships with employers were scarce. This can possibly be compensated in the near future through a re-visit of the area conducted by the local office.

2.3 Findings: Education System (Edu. Component)



2.3.1 Enrolment

The schools in Ethiopia had decent student population sizes, most of them had more than 350 students in one school and they mostly only offered 2 Grades of study. The education system in these regions was that students would attend one school for senior secondary (Grade 9 to 10) and one for pre-university levels (Grade 11 to 12). According to the locals, students sometimes might find themselves unable to attend pre-university schools because they were too far away from their homes, some of them needed to move to continue their study.

Most schools, as the team observed, were very well attended. It was examination preparation period when the team visited, and some Grade 12 students were in schools and given space for revision. The teacher-to-student ratios were acceptable in most schools – between 20 to 40; in these schools, the team judged that there were enough teachers to ensure effective teacher and learning. **Some schools had much**

higher ratios and may need extra teachers hired for better quality teaching, they included: Heben Degaga, Gode and Beseku secondary schools, which have ratios higher than 1-to-40.

Table 9 Enrolment records of schools in Ethiopia

#	School	Zone	SE AQ E1	Date of Visit	Enrolment Reported ¹⁰			Number of teachers		Number of students per teacher
					M	F	T	M	F	
0	Adami Tulu S.S.	E.S.	N	22-May	357	300	657	28	3	21.2
1	Bulbula P.S.	E.S.	Y	22-May	333	97	430	12	2	30.7
2	Bulbula S.S.	E.S.	N	23-May	(no data)					
3	Jido Kombolcha S.S.	E.S.	N	23-May	311	145	456	15	1	28.5
4	Oitu S.S.	E.S.	N	23-May	210	132	342	9	5	24.4
5	Dolle Langano S.S.	E.S.	N	23-May	222	110	332	16	3	17.5
6	Galo Hirape S.S.	E.S.	Y	24-May	122	50	172	10	2	14.3
7	Negelle Arsi P.S.	Arsi	N	24-May	844	337	1181	36	1	31.9
8	Shopa Genet S.S.	E.S.	N	27-May	362	115	477	13	0	36.7
9	Heben Degaga S.S.	E.S.	N	27-May	532	303	835	16	3	43.9
10	Gode S.S.	Arsi	N	27-May	273	102	375	7	1	46.9
11	Wetera S.S.	Arsi	N	29-May	109	46	155	14	0	11.1
12	Kelo Duro S.S.	Arsi	N	29-May	263	128	391	12	2	27.9
13	Beseku S.S.	Arsi	Y	29-May	240	164	404	9	1	40.4
Total:					4178	2029	6207	197	24	28.9

As seen from the table above, there were usually more male students than female students in schools. The client could strengthen its support for young women to attend upper secondary schools and pre-university schools (i.e., preparatory schools). This could be due to the custom of families keeping women at home doing chores and taking care of young children, despite the rapid improvement in gender parity regarding education access (UNICEF, 2016). The section on inclusivity and gender (2.6) examines this in greater detail.

The gender imparity was also noticeable in numbers of teachers: only 11% of teachers were female. This could due partly to the fact that the percentage of male teachers tends to be higher in secondary schools; for example, the percentages of male teachers in kindergartens, elementary and primary schools, and secondary schools in the United States were 2%, 20% and 42% respectively (United States Department of Labor, 2018). Yet, it is believed that, in this case, a more crucial factor is that a short supply of female teachers as a legacy of the traditional gender roles. **The client could explore the possibility of prioritising female teachers in its recruitment process within reasonable limits.**

Two schools had 2 shifts a day. They were Nigelle Arsi Secondary School (hence its large enrolment number) and Gode Secondary School.

The following table provides an overview of the Grades that SEAQE2 schools offer.

Table 10 Grades offered by schools in Ethiopia

#	School	Zone	SEAQE1	9	10	11	12
0	Adami Tulu S.S.	E.S.	N	√	√		
1	Bulbula P.S.	E.S.	Y			√	√
2	Bulbula S.S.	E.S.	N	√	√	√	√
3	Jido Kombolcha S.S.	E.S.	N	√	√		
4	Oitu S.S.	E.S.	N	√	√		
5	Dolle Langano S.S.	E.S.	N	√	√		
6	Galo Hirape S.S.	E.S.	Y	√	√		
7	Negelle Arsi P.S.	Arsi	N			√	√
8	Shopa Genet S.S.	E.S.	N	√	√		

¹⁰ These numbers were reported by the schools to the consultants visiting.

#	School	Zone	SEAQE1	9	10	11	12
9	Heben Degaga S.S.	E.S.	N	√	√		
10	Gode S.S.	Arsi	N	√	√		
11	Wetera S.S.	Arsi	N	√	√		
12	Kelo Duro S.S.	Arsi	N	√	√		
13	Beseku S.S.	Arsi	Y	√	√		

All schools reported students dropping out, ranging from 3 to 60 in the 12 months leading to May 2019, but all schools were able to have some of them returning to schools. Most schools had policies in place to re-enrol students dropping out. Quite a few of the schools (at least three that the team knew of) were in a group called Quality Education Circle Groups comprised of schoolteachers and students, who actively contacted those dropping out to encourage them to go back to schools. The teachers also informed the team that there was a national policy that only allows students to go back to school within 24 months after they stopped going to schools unless there is proof of serious illnesses. This national policy, seemingly, deterred students from indefinitely deferring their study for reasons other than illness. PTA was reported to be another effective channel to have children returning to schools, as was in other countries in SEAQE2. **Compared to other participating countries of the programme, the policies and systems used in Ethiopia were very effective. The consultants suggested that the client further studies these system and explores the possibility of applying them on schools in other three countries.**

About half of the 14 schools had campaigns to encourage parents to enrol their children, in addition to the aforementioned mechanisms to stop students from dropping out and to re-enrol students. These campaigns mostly explained to parents the importance of education and sought to understand why parents were not willing to send their children to schools.

Only a small number of schools kept master lists of all school-age children in their neighbouring communities. Only a very small number of them kept lists of all out-of-school children, although most of them kept lists of students dropping out from their own schools. These two master lists were proven to be very difficult to compile, as the team saw in all the four countries. **The team therefore suggested that the client provided school with support if it considers these lists (all school-age children and all out-of-school children) are vital to further increasing enrolment.**

Table 11 Documents related to attendance and retention held by schools in Ethiopia

#	School	Zone	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of-School Children	No. of dropouts	Of which no. of Ss returned
0	Adami Tulu S.S.	E.S.	N	X	√	√	X	X	35	2
1	Bulbula P.S.	E.S.	Y	X	√	√	√	X	3	3
2	Bulbula S.S.	E.S.	N	√	√*	√*	X	X	(no data)	
3	Jido Kombolcha S.S.	E.S.	N	X	√	√	√	X	33	33
4	Oitu S.S.	E.S.	N	X	√	√	X	X	25	19
5	Dolle Langano S.S.	E.S.	N	√	√	√	√	X	30	24
6	Galo Hirape S.S.	E.S.	Y	√	√	√	X	√	16	10
7	Negelle Arsi P.S.	Arsi	N	X	√	√	√	X	10	6
8	Shopa Genet S.S.	E.S.	N	√	√	√	√	X	60	31
9	Heben Degaga S.S.	E.S.	N	√	√	√	X	X	50	46
10	Gode S.S.	Arsi	N	X	√	√	√	√	37	21
11	Wetera S.S.	Arsi	N	√	√	√	√	X	27	17
12	Kelo Duro S.S.	Arsi	N	X	√	√	√	X	7	0
13	Beseku S.S.	Arsi	Y	√	√	√	X	X	20	10

#	School	Zone	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of-School Children	No. of dropouts	Of which no. of Ss returned
Total:									353	222

2.3.2 Learning Experience and Quality of Teachers

Four student focus groups said that teachers, many of which were committed and knowledgeable according to them, helped them learn better in schools. Equally, books provided in schools were also considered to be important in helping them learn.

Table 12 Factors that helped and hindered students' learning in students' opinions (Ethiopia)

What Helped Students Learn Better in Schools (n=14)			What Made it Difficult for Students to Learn in Schools (n=11)		
Teachers and their commitment	4		Lack of teaching and learning materials	6	
Library and books	4		Lack of water and electricity	5	
Classrooms and other school buildings	4		Lack of computers and other IT equipment	4	
			Distance between schools and students' homes	2	

Meanwhile, 6 student focus groups said there were not enough books and teaching and learning materials in their schools, they alluded to the fact that their school libraries had few books. The lack of computers and other IT equipment was mentioned by 5 groups; this seems to be unique when the data in Ethiopia is juxtaposed by the other three countries where students were less concerned about IT. Students in these schools in Ethiopia, who were relatively older, expressed worries about being outcompeted by their peers in the capital equipped with IT skills and digital literacy. Some schools had computers and IT teachers but, without electricity, students were unable to obtain hands-on experience. **It is therefore suggested here that providing IT facilities and courses to students, as well as buying reference books, are two major ways of improving the quality of education in the near future.**

Students were also asked about their teachers. 2 student focus groups said that their teachers were not always in classrooms. Another 2 groups did not think that their teachers provided the help they needed for being successful. In particular, Bulbula Secondary School had major management and operation challenges that led to the community avoided sending their children to the school, according to the enumerators who lived in the same community. The headteacher has since been demoted.

Table 13 Students' opinions of teachers (Ethiopia)

#	School	Zone	SEAQE1	Teachers always in classrooms during lessons?	Teachers gave the help needed to be successful?	Teacher failure
0	Adami Tulu S.S.	E.S.	N	√	√	Some arrived late.
1	Bulbula P.S.	E.S.	Y	X	√	
2	Bulbula S.S.	E.S.	N	√	X	Bad management.
3	Jido Kombolcha S.S.	E.S.	N	√	√	
4	Oitu S.S.	E.S.	N	√	√	
5	Dolle Langano S.S.	E.S.	N	√	√	
6	Galo Hirape S.S.	E.S.	Y	X	√	
7	Negelle Arsi P.S.	Arsi	N	√	√	
8	Shopa Genet S.S.	E.S.	N	√	√	
9	Heben Degaga S.S.	E.S.	N	√	√	Some arrived late; had no knowledge

#	School	Zone	SEAQE1	Teachers always in classrooms during lessons?	Teachers gave the help needed to be successful?	Teacher failure
10	Gode S.S.	Arsi	N	√	√	
11	Wetera S.S.	Arsi	N	√	X	
12	Kelo Duro S.S.	Arsi	N	√	√	
13	Beseku S.S.	Arsi	Y	√	√	

There was no major teacher misconduct reported in Ethiopian SEAQE2 schools. Students in two schools said their teachers were sometimes late to school, and those in Heben Degaga said that their teachers did not have enough subject knowledge to teach.

Teachers, meanwhile, named in focus group discussions the following as the factors that had positively and negatively impacted on learning outcomes. The numbers in the first row indicate the number of teacher focus groups that said such factors existed:

Table 14 Factors that helped and hindered students' learning in teachers' opinions (Ethiopia)

Factors that positively impacted on learning outcomes (n=12)		Factors that negatively impacted on learning outcomes (n=13)	
Teachers' commitment	3	Not enough teachers	4
Community participation	2	Lack of teaching materials	4
		No or little community participation	3
		Students not interested in studying	2

They believed that teachers' commitment to education helped students learn in their schools; this corroborated what the students shared with the team. However, 4 groups pointed out that there were not enough teachers and the students' learning outcomes were compromised as a consequence. Another important factor that appeared to be very important to learning outcomes was community participation. Some teachers felt that their communities did not support education; in particular, some said that parents did not do enough to encourage their children to receive education. Some teachers also pointed out that there was a lack of teaching materials, a point that section 2.3.5 below discusses in detail.

Regarding teacher training, which could possibly lead to students' better learning experience, only about half of the teacher focus groups said they had received training or support from the government or school leadership to make them better educators. Notably, teachers in the schools that were in SEAQE1 all said that they had received training. More details are provided in the table below:

Table 15 Teacher training and continuous professional development (Ethiopia)

#	School	Zone	SEAQE1	Received training?	What training received?	Training needed/wanted?	What training needed?
0	Adami Tulu S.S.	E.S.	N	(no data)			
1	Bulbula P.S.	E.S.	Y	√	Teaching methods; IT.	√	Teaching methods; using teaching aid
2	Bulbula S.S.	E.S.	N	X		X	
3	Jido Kombolcha S.S.	E.S.	N	X		√	Active learning approach
4	Oitu S.S.	E.S.	N	√	Languages; civics	X	
5	Dolle Langano S.S.	E.S.	N	√	Languages	√	Active learning approach
6	Galo Hirape S.S.	E.S.	Y	√	(unspecified)	X	

#	School	Zone	SEAQE1	Received training?	What training received?	Training needed/wanted?	What training needed?
7	Negelle Arsi P.S.	Arsi	N	X		√	Active learning approach
8	Shopa Genet S.S.	E.S.	N	X		√	Teaching methods
9	Heben Degaga S.S.	E.S.	N	X		√	Active learning approach.
10	Gode S.S.	Arsi	N	√	Active learning approach	√	(unspecified)
11	Wetera S.S.	Arsi	N	X		X	
12	Kelo Duro S.S.	Arsi	N	X		√	Active learning approach.
13	Beseku S.S.	Arsi	Y	√	Active learning approach	√	

Active learning approach stood out as the kind of training that teachers would like to have; two groups said that they had had such training. Active learning approach is a pedagogical approach that focuses on active student participation, it usually involves the development of critical thinking skills, research skills, as well as cooperation between students with teachers acting as ‘facilitators’. There seemed to be awareness developed among the teachers that traditional ways of teaching might not be enough to help students succeed; it showed that teachers were keen to change their teaching practice. **The consultants suggested that ADRA Ethiopia continues to offer teacher training on active learning approach, in particular in schools that were not in SEAQE1.**

2.3.3 School Infrastructure

Most schools had decent classrooms that had intact walls and roofs. **Bulbula, Heben Degaga and Gode secondary schools, nonetheless, will need help with reinforcing the classrooms’ structure, as both of their walls and roofs should be repaired.** The buildings will need to be able to stand the strong wind in the parts of Oromia they are in. The buildings of Heben Degaga Secondary School, in particular, need restoration after some 70 years of use, there were wide cracks on walls. In Bulbula Secondary School, there was a big hole on the ground that could seriously harm students.

In addition, Jido Kombolcha Secondary School, despite its intact structure, was poorly maintained and of poor hygiene. **Wetera Secondary School urgently needs a new campus because it did not have its own compound.** It could just operate inside Wetera Elementary School, which only had 4 classrooms; it requires assistance with building new classrooms and other educational facilities for its 800 students.

The table below gives an overview of the facilities of SEAQE2 schools in Ethiopia:

Table 16 School grounds, utilities and safety hazards (Ethiopia)

#	School	Zone	SEAQE1	Number of classrooms	Intact walls	Completed roof	Running water supply	Electricity supply	Absence of wild animals	Absence of rubbish	Guard(s) at the gate	Safety hazards/problems reported
0	Adami Tulu S.S.	E.S.	N	12	√	√	√	X	X	√	√	/

#	School	Zone	SEAQEI	Number of classrooms	Intact walls	Completed roof	Running water supply	Electricity supply	Absence of wild animals	Absence of rubbish	Guard(s) at the gate	Safety hazards/problems reported
1	Bulbula P.S.	E.S.	Y	12	√	√	√	√	√	√	X	10 computers stolen
2	Bulbula S.S.	E.S.	N	16	X	X	X	√	X	X	√	Deep hole
3	Jido Kombolcha S.S.	E.S.	N	8	√	√	X	X	√	√	√	/
4	Oitu S.S.	E.S.	N	6	√	√	√	X	X	√	√	/
5	Dolle Langano S.S.	E.S.	N	5	√	√	X	√	√	X	√	/
6	Galo Hirape S.S.	E.S.	Y	8	√	√	X	X	√	X	X	Gate broken
7	Negelle Arsi P.S.	Arsi	N	12	√	√	X	√	√	√	√	/
8	Shopa Genet S.S.	E.S.	N	5	√	X	X	X	√	√	√	/
9	Heben Degaga S.S.	E.S.	N	12	X	X	√	X	X	√	√	Unsafe structure
10	Gode S.S.	Arsi	N	6	X	X	√	X	√	√	X	/
11	Wetera S.S.	Arsi	N	4	√	X	X	X	√	√	√	/
12	Kelo Duro S.S.	Arsi	N	12	√	√	√	X	√	√	√	/
13	Beseku S.S.	Arsi	Y	8	√	√	√	X	√	X	√	/

There was running water in about half of the schools. There was electricity in only 4 schools, and this has impacted on the teaching of IT as mentioned. What is also related to a lack of electricity supply is the fact that nearly none of the laboratories that the team saw was functional, most of them were only for storage.

The schools were, in general, safe for students; most of them had guards at the gate to stop trespassers. There were wild animals seen during the team's visit, they were mostly cattle and chickens that posed no immediate harm to students and teachers.

As far as sanitation facilities are concerned, most schools had latrines with no running water and no locks, the supply of soap was also not seen anywhere. These latrines were dark due to a lack of electricity supply. Students' toilets were mostly separated from teachers', if there was any for teachers at all. The table below provides an overview.

Table 17 Sanitation facilities in schools (Ethiopia)

#	School	Zone	SEAQEI	Number of boys' toilets	Number of girls' toilets	Number of male T toilets	Number of female T toilets	Separated boys' and girls' toilets	Separated students' and T toilets	Are the toilets clean?	Handwashing facilities	Locks for toilets	Visual aids on hygiene	Soap
0	Adami Tulu S.S.	E.S.	N	0	6	2	2	√	√	X	X	X	X	X
1	Bulbula P.S.	E.S.	Y	8	8	0	0	√	-	X	X	√	X	X
2	Bulbula S.S.	E.S.	N	0	2	1	1	√	√	√	X	X	X	X
3	Jido Kombolcha S.S.	E.S.	N	4	4	0	0	√	X	X	X	X	X	X

#	School	Zone	SEAQE1	Number of boys' toilets	Number of girls' toilets	Number of male T toilets	Number of female T toilets	Separated boys' and girls' toilets	Separated students' and T toilets	Are the toilets clean?	Handwashing facilities	Locks for toilets	Visual aids on hygiene	Soap
4	Oitu S.S.	E.S.	N	0	0	0	0	-	-	X	X	X	X	X
5	Dolle Langano S.S.	E.S.	N	4	6	0	0	√	-	X	X	X	X	X
6	Galo Hirape S.S.	E.S.	Y	8	8	0	0	√	-	X	X	√	X	X
7	Negelle Arsi P.S.	Arsi	N	6	4	4	0	√	X	X	X	X	X	X
8	Shopa Genet S.S.	E.S.	N	6	6	0	0	√	-	X	X	X	X	X
9	Heben Degaga S.S.	E.S.	N	4	4	0	0	X	-	X	X	X	X	X
10	Gode S.S.	Arsi	N	4	4	2	2	√	√	X	X	X	X	X
11	Wetera S.S.	Arsi	N	4	2	1	1	√	√	X	X	X	X	X
12	Kelo Duro S.S.	Arsi	N	8	8	0	0	√	-	X	X	X	X	X
13	Beseku S.S.	Arsi	Y	8	8	1	1	√	√	X	X	√	X	X

The team asked the students what facilities were needed in their schools. Computers and laboratory equipment – and electricity supply for them, of course – were much needed, according to the students. their responses were listed below:

Table 18 Facilities needed in schools in students' opinions (Ethiopia)

#	School	Zone	SEAQE1	What were needed in schools?
0	Adami Tulu S.S.	E.S.	N	Laboratory; plants; toilet; fence; computers; books.
1	Bulbula P.S.	E.S.	Y	Screens
2	Bulbula S.S.	E.S.	N	Additional buildings
3	Jido Kombolcha S.S.	E.S.	N	/
4	Oitu S.S.	E.S.	N	Lab. equipment; books; electricity computer; photocopy machine
5	Dolle Langano S.S.	E.S.	N	Teaching centres; toilet; computers; laboratories; computers; books
6	Galo Hirape S.S.	E.S.	Y	Computer; water supply; electricity
7	Negelle Arsi P.S.	Arsi	N	Toilets; water supply; computers
8	Shopa Genet S.S.	E.S.	N	Additional classrooms; books; water supply; computer; toilets
9	Heben Degaga S.S.	E.S.	N	Books; desks; chairs; water supply; electricity
10	Gode S.S.	Arsi	N	Desks; books; library chairs and tables; computers
11	Wetera S.S.	Arsi	N	Classrooms; toilets; water supply laboratories
12	Kelo Duro S.S.	Arsi	N	Laboratories; books
13	Beseku S.S.	Arsi	Y	Computers, lights, books; lab. equipment, photocopy machine

2.3.4 Literacy, Numeracy and Skills

Literacy and numeracy assessments were conducted by ADRA Ethiopia staff between late-September and mid-October. Grade 10 students were recruited for the tests; for the schools that only offer Grades 11 and 12, Grade 12 students took part. These grades were targeted because the assessment takes place at the beginning of academic year and these student will have studied in their schools for more than a year.

The results show that Grade 10 female students performed much worse than their male counterparts. Yet, for Grade 12 students, female students performed better in numeracy and worse in literacy compared to male students. However, when interpreting Grade 12 results, one should be aware that the same size for female students was very small and hence little representability.

Table 19 Literacy and numeracy assessment results overview (Ethiopia)

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
10	147	2.687	3.401
10 (male only)	95	3.032	4.126
10 (female only)	52	2.058	2.077
12	24	3.125	2.833
12 (male only)	21	3.286	2.762
12 (female only)	3	2.000	3.333
Total	171	/	/

Insofar as life skills are concerned, all 14 but one student focus groups said they knew what these skills were. Most of these groups added that their teachers taught them life skills.

Teachers in these schools were asked what life skills and 21st Century Skills were to them, as well as what values and attitudes they considered to be important to students. The table below summarises their responses; the numbers indicate how many teacher focus groups (out of 14) mentioned their corresponding items. Overly unspecific responses, such as 'knowledge that help one in daily living', were not included.

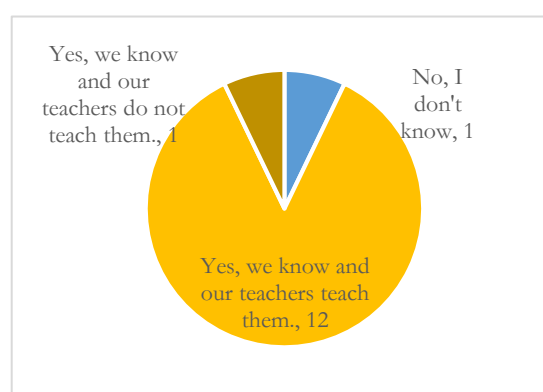


Figure 1 Students' responses to questions about teaching of life skills (Ethiopia)

Table 20 Life skills, 21st Century Skills, and values and attitudes mentioned by teachers (Ethiopia)

Life skills (n=14)		21 st Century Skills (n=14)		Values and attitudes (n=14)	
Tolerance	3	Technology (including IT)	6	Care for others; volunteerism	6
Charity	2	Globalisation	3	Embrace cultural diversity	1
Commitment	1			Tolerance	1
Creativity	1				

The themes of charity, altruism and volunteerism, as well as tolerance, were mentioned by groups of teachers when asked what life skills were to them and what values and attitudes should be taught in

schools. Comparing the four countries, it is unique that Ethiopian teachers highlighted tolerance as a life skill (agriculture in South Sudan and personal hygiene in Myanmar). This reflected that peace education was to some extent successful in teacher training and that teachers acknowledged the significance of tolerance and diversity in education; this is important given that Ethiopia has experienced conflicts between ethnic/language groups and that there is seemingly a resurgence of these conflicts.

Regarding 21st Century Skills, skills in using technology, including IT, were named by 6 groups of teachers. This again shows that the schools realised the importance of teaching IT in schools, but, without electricity and appropriate equipment, it appeared to be difficult for them to teach skills that they considered vital.

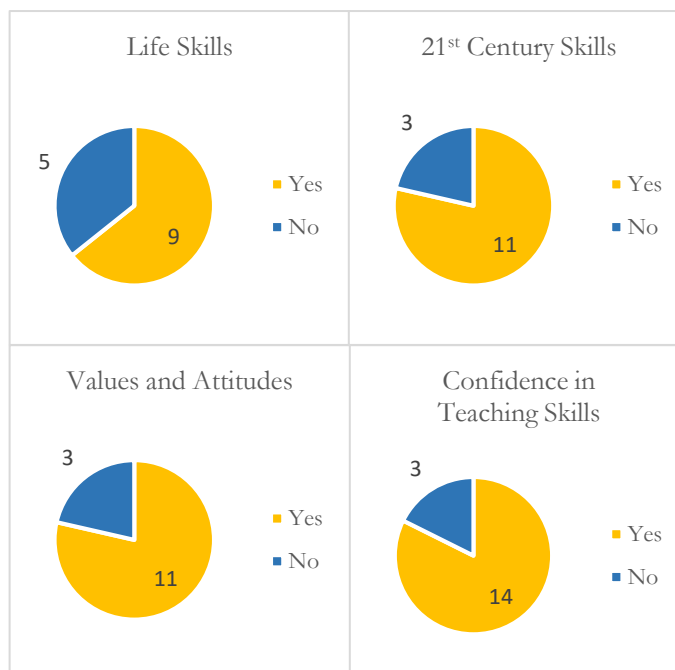


Figure 2 Teaching of life skills, 21st Century Skills, and values and attitudes in schools, and teachers' confidence in teaching them (Ethiopia)

Teachers were further asked whether they taught these life skills, 21st Century Skills, and values and attitudes in schools. The results are shown in the pie charts. 5 out of 14 groups of teachers said they taught life skills in schools, the proportion is lower than 21st Century Skills and values and attitudes.

Most teacher focus groups expressed confidence in teaching the life skills, 21st Century Skills as well as values and attitudes they named. That said, **the team judges that teachers' understanding of 21st Century Skills may not align with the standard understanding and that teachers were relatively less keen on teaching life skills. Future teaching training will need to address these weaknesses.**

2.3.5 Learning Materials

Textbooks were used in all lessons that the team observed; students had their own books. In two schools – Shopa Genet and Heben Degaga secondary schools – students had to share textbooks, 3 students needed to share one in the former and 20 in the latter. **They may require extra resources to purchase more books for students.**

In some student focus groups, students said that they were not provided textbooks. These students might not be in the classes that the team observed, so their responses gave a more complete picture. Some teacher focus groups also said there was no textbook provided in schools. For the students who were given textbooks, they in general liked the textbooks, yet they thought there were not enough books for them. Compared to the students, teachers had higher opinions about the quality of the textbooks.

Students told the team that, apart from their textbooks, there were reference book as teaching and learning materials, although the quantity of them was insufficient. There were mixed opinions amongst the teachers about the quality of these materials. Their pupils, also, named reference books as other teaching and learning materials; in three groups, students mentioned computers. More details can be found in the table below.

Table 21 Provision and quality of textbooks and teaching materials (Ethiopia)

#	School	Zone	SEAQEI	Textbooks used in lesson observed?	Textbooks provided? (Ss)	Textbooks provided? (Ts)	Quality of textbooks (Ss) ¹¹	Quality of textbooks (Ts)	Enough textbooks? (Ss)	Enough textbooks? (Ts)	Enough other teaching materials? ¹² (Ss)	Quality of other teaching materials? ¹³ (Ts)
0	Adami Tulu S.S.	E.S.	N	✓	✓	✓	***	***	✓	✓	✓	N
1	Bulbula P.S.	E.S.	Y	✓	X	X	-	-	-	-	✓	***
2	Bulbula S.S.	E.S.	N	✓	X	X	-	-	-	-	N	N
3	Jido Kombolcha S.S.	E.S.	N	✓	✓	✓	***	***	X	X	X	***
4	Oitu S.S.	E.S.	N	✓	✓	✓	***	***	✓	✓	X	*
5	Dolle Langano S.S.	E.S.	N	✓	✓	✓	*	***	X	✓	N	*
6	Galo Hirape S.S.	E.S.	Y	✓	✓	X	**	-	✓	-	X	N
7	Negelle Arsi P.S.	Arsi	N	✓	✓	✓	**	***	X	X	N	**
8	Shopa Genet S.S.	E.S.	N	✓	X	X	-	-	-	-	N	N
9	Heben Degaga S.S.	E.S.	N	✓	✓	X	**	***	X	✓	X	**
10	Gode S.S.	Arsi	N	✓	✓	✓	*	***	X	✓	X	*
11	Wetera S.S.	Arsi	N	✓	X	X	-	-	-	-	N	***
12	Kelo Duro S.S.	Arsi	N	✓	✓	✓	***	*	X	X	X	N
13	Beseku S.S.	Arsi	Y	✓	X	✓	-	-	-	-	N	***

Teachers reported that the national policy for upper secondary and pre-university schools was that these schools should use English as the medium-of-instruction so as to ensure a smooth transition to university where English was used. The issue of mother tongue use in Ethiopia is therefore not a concern. Students of all schools said that their teachers were fluent in students' mother tongue, which was Oromo (Amharic for some students, though). Most teachers confirmed that it was the case. In some schools, there were educational resources written in Oromo. During the time of visit, there was reportedly conflict between language groups in the country following the change of government, language use in schools was thus a sensitive issue. The use of English in schools to some extent alleviated the negative impact of such politics in schools.

Table 22 Mother tongue use in schools (Ethiopia)

#	School	Zone	SEAQEI	Teachers fluent in Ss' mother tongue? (Ss)	All teachers fluent in Ss' mother tongue (Ts)	Edu. resources in mother tongue? (Ts)
0	Adami Tulu S.S.	E.S.	N	✓	✓	✓
1	Bulbula P.S.	E.S.	Y	✓	X	X
2	Bulbula S.S.	E.S.	N	✓	✓	✓
3	Jido Kombolcha S.S.	E.S.	N	✓	✓	✓
4	Oitu S.S.	E.S.	N	✓	✓	✓
5	Dolle Langano S.S.	E.S.	N	✓	✓	✓
6	Galo Hirape S.S.	E.S.	Y	✓	✓	X
7	Negelle Arsi P.S.	Arsi	N	✓	X	X
8	Shopa Genet S.S.	E.S.	N	✓	✓	X

¹¹ '***' means the quality was either 'excellent' or 'good'; '**' was neutral; '*' was either 'poor' or 'very poor'.

¹² 'N' indicates that there was no other teaching material reported; 'X' means there were other teaching materials but there were not enough of them; '✓' indicates that there were other teaching materials and they were enough of them.

¹³ 'N' indicates that there was no teaching material available to the teachers; '***' means the quality was either 'excellent' or 'good'; '**' was neutral; '*' was either 'poor' or 'very poor'.

#	School	Zone	SEAQE1	Teachers fluent in Ss' mother tongue? (Ss)	All teachers fluent in Ss' mother tongue (Ts)	Edu. resources in mother tongue? (Ts)
9	Heben Degaga S.S.	E.S.	N	√	√	√
10	Gode S.S.	Arsi	N	√	√	√
11	Wetera S.S.	Arsi	N	√	√	√
12	Kelo Duro S.S.	Arsi	N	√	√	√
13	Beseku S.S.	Arsi	Y	√	√	√

Regarding teaching and learning materials, the team suggests that ADRA Ethiopia can consider helping school libraries to buy more reference books, as they were either not provided or, in schools that had them, insufficient. Books written in English and of upper secondary school levels would be a priority considering that students in these schools were taught in English and some of them will attend universities in the near future. Books written in Oromo and Amharic, meanwhile, may be helpful for student who struggle in understanding the subject content delivered in English in lessons.

2.3.6 Students' and Parents' Participation in School Operation

Comparing the countries that the team visited, **SEAQE2 schools in Ethiopia showed a significantly higher level of student participation in schools operation and management.** All student focus groups told the team that their schools asked for their opinions. Most groups said that they were asked for opinions about the teaching and learning in schools and about approaches that they preferred. In 3 schools, they were also consulted on the issue of teacher and student absenteeism; students in another schools said that they were asked about fund raising. The fact that these schools had older students compared to other countries the team visited could be a factor behind the greater students participation in school operation. **Lesson learnt here regarding student participation can be used in other countries of SEAQE2.**

Table 23 Consultation held between schools, students, parents and community members (Ethiopia)

#	School	Zone	SEAQE1	Do Ts ask for Ss' opinions? (Ss)	Do Ts consult with Ss on school affairs? (Ts)	Do schools include students in school management? (Ps)	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
0	Adami Tulu S.S.	E.S.	N	√	ND	X	ND	√	√	X
1	Bulbula P.S.	E.S.	Y	√	X	√	X	**	√	**
2	Bulbula S.S	E.S.	N	√	√	X	X	**	**	X
3	Jido Kombolcha S.S.	E.S.	N	√	√	√	√	√	**	**
4	Oitu S.S.	E.S.	N	√	X	√	X	***	***	**
5	Dolle Langano S.S.	E.S.	N	√	√	√	√	***	***	√
6	Galo Hirape S.S.	E.S.	Y	√	√	X	X	√	√	X

¹⁴ For all columns on frequency: '*****' means around once a month and more frequent than that; '****' means around once every 2 months; '***' means around once every 3 months; '**' means around once every 6 months; '*' means once every year; '0' means less frequent than once every 12 months, 'X' means never. Some focus group could not give the team the actual frequency of consultation, for these groups, a '√' means there was consultation but the frequency of that was not clear.

#	School	Zone	SEAQE1	Do Ts ask for Ss' opinions? (Ss)	Do Ts consult with Ss on school affairs? (Ts)	Do schools include students in school management? (Ps)	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
7	Negelle Arsi P.S.	Arsi	N	√	√	√	X	√	****	***
8	Shopa Genet S.S.	E.S.	N	√	X	X	X	*****	-	X
9	Heben Degaga S.S.	E.S.	N	√	√	√	X	X	*****	***
10	Gode S.S.	Arsi	N	√	√	√	√	***	*****	√
11	Wetera S.S.	Arsi	N	√	√	X	√	√	√	X
12	Kelo Duro S.S.	Arsi	N	√	√	√	X	***	*****	***
13	Beseku S.S.	Arsi	Y	√	√	√	√	***	***	****

Consultation with parents was also common amongst these schools, according to the parents participated in focus group discussions. Some schools met parents nearly every month to discuss a wide range of issues, there seemed to be a very close relationship between schools and parents in most cases. Teachers said that the discussions between the schools and parents were about student behaviours, dropouts and student performance. Comparatively, it is less common for schools to consult community members, although some headteachers told the team that they regularly talked to community/village chiefs mainly to address the issues of fundraising and student dropouts.

Two schools appeared to be uninterested in consulting with students and parents. As mentioned before, Bulbula Secondary School had a major fallout with the community shortly before the school visit, and a change of school management and ADRA's involvement in the new academic year should be able to improve the relationship. In Shopa Genet Secondary School, the teachers participated in focus group discussion said that the school did not consult students and parents, and this was corroborated by the parent focus group; nevertheless, the participating parents confirmed that the school had worked with the community in school management.

Sharing of information about students' learning with community was less common. In fact, it is done less frequently than the schools in South Sudan, its neighbouring country. The consultants were told that, for the schools that shared such information, they mostly did it annually. The team considered this would be an area of improvement. **Schools could make use of current channels, through which they communicated with parents and community members, to showcase more success stories and learning experiences of students with the wider community.** This would not only further strengthen the rapport between the schools and the community but also explain the importance of education and hence help reduce dropouts.

2.3.7 Child Protection

There was no report of child protection concerns in the SEAQE2 schools in Ethiopia at all. All students said that they felt safe in schools. Students of Wetera Secondary School said the only reason that they did not feel safe was that the school had to use the campus of an elementary school, they hoped that the secondary school could have its own dedicated campus where they could learn and play with their peers.

Students in Adami Tulu Secondary School said some teachers occasionally use strong words, but there was no major concern; teachers may need to be reminded on how to communicate with students effectively without hurting their feelings.

Table 24 Child safety in schools (Ethiopia)

#	School	Zone	SEAQE1	Feeling safe in school?	Corporal punishment in school? If yes, how often, and why?
0	Adami Tulu S.S.	E.S.	N	√	X (students reported that there was verbal abuse from Ts)
1	Bulbula P.S.	E.S.	Y	√	X
2	Bulbula S.S.	E.S.	N	√	X
3	Jido Kombolcha S.S.	E.S.	N	√	X
4	Oitu S.S.	E.S.	N	√	X
5	Dolle Langano S.S.	E.S.	N	√	X
6	Galo Hirape S.S.	E.S.	Y	√	X
7	Negelle Arsi P.S.	Arsi	N	√	X
8	Shopa Genet S.S.	E.S.	N	√	X
9	Heben Degaga S.S.	E.S.	N	√	X
10	Gode S.S.	Arsi	N	√	X
11	Wetera S.S.	Arsi	N	X	X
12	Kelo Duro S.S.	Arsi	N	√	X
13	Beseku S.S.	Arsi	Y	√	X

Encouragingly, 13 out of 15 student focus groups said that they would definitely talk to their teachers when they encountered problems in school or at home, some called their teachers their ‘second parents’, which showed a high level of trust between teachers and students. Most of them said that their teachers could offer them advice on and solutions to these problems. 10 student groups added that they knew how to report abusive behaviours in schools, the remaining 5 – Bulbula Preparatory School, Bulbula Secondary School, as well as Dolle Langano, Galo Hirape and Kelo Duro secondary schools – may want to consider informing their students of the reporting system for abusive behaviours.

One area of improvement in relation to child protection is preventing bullying. Only two teach focus groups confirmed that there was a system in place to prevent, identify and respond to harassment, bullying, violence and child abuse and neglect. It appeared that, whilst students knew how to report very serious abusive behaviours, there was no such system in schools to handle and prevent less violent incidence. That said, taking into consideration the fact that teachers were cognizant of the importance of tolerance and peace in education, the prevention of these matters could have been done through moral education.

Corporal punishment was not reported in any of the schools. The schools were in general peaceful and safe.

2.4 Findings: Partnership (Edu. Component)



2.4.1 Community Resources

Most SEAQE2 schools have established good rapport with parents and communities. Community/village chiefs were mainly consulted on promoting the importance of education within their communities, whilst PTAs were involved in school management and operation. Some schools also told the team that community members had helped with maintaining school buildings and setting up fences to ensure students’ safety.

To further make use of community support, these schools can develop programmes to seek more specific support from the communities, as the document inspection showed that only 3 schools had documented evidence of such programmes. These programmes can, on the one hand, disseminate educational messages and, on the other, look for community support and involvement. One possibility would be inviting respectable community members to schools to provide learners with extracurricular support, members with special knowledge and skills could provide children new learning experiences. There was no school offering such support as of the time the team visited. Nevertheless, there were community members offering support with making furniture for schools, as the team was told in focus groups with parents.

2.4.2 Other Organisations

Only half of the 14 schools reported that they received support other than ADRA Ethiopia. This is dissimilar from the circumstances in Myanmar and South Sudan, where many schools also received support from other NGOs. This could be due to the strong commitment and pro-poor spending of the national government, which has been investing in education effectively in recent decades. The expenditure on education in Ethiopia reached 4.7% of its GDP and 27.1% of government expenditure in 2015, according to World Bank and UNESCO.

The schools reported that they had support from the following organisations or programmes, other than ADRA:

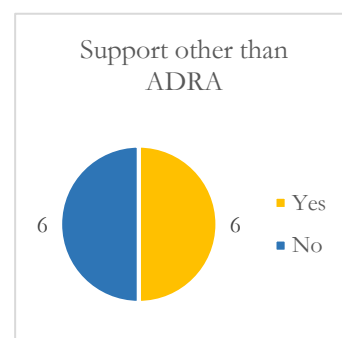


Figure 3 Teachers' responses to the question: 'Does your school receive any support from NGOs other than ADRA?' (Ethiopia)

Table 25 Organisations operated and support provided in target communities of South Sudan (Ethiopia)

#	School	Zone	SEAQEI	Supporting organisations or programmes	Kind of support
0	Adami Tulu S.S.	E.S.	N	(no data)	(no data)
1	Bulbula P.S.	E.S.	Y	Family Health International (FHI) 360	Tables; chairs; books
2	Bulbula S.S.	E.S.	N	/	/
3	Jido Kombolcha S.S.	E.S.	N	FHI 360	Tables; chairs; books
4	Oitu S.S.	E.S.	N	Adera Foundation; FHI 360	Computers; soap
5	Dolle Langano S.S.	E.S.	N	Boole	Classrooms and library
6	Galo Hirape S.S.	E.S.	Y	/	/
7	Negelle Arsi P.S.	Arsi	N	/	/
8	Shopa Genet S.S.	E.S.	N	Japanese government	Classrooms
9	Heben Degaga S.S.	E.S.	N	Catholic church (unspecified)	Sports materials
10	Gode S.S.	Arsi	N	/	/
11	Wetera S.S.	Arsi	N	/	/
12	Kelo Duro S.S.	Arsi	N	/	/
13	Beseku S.S.	Arsi	Y	/	/

Family Health International (FHI) 360 had a relatively strong presence in East Shewa Zone, three schools said that the organisation had provided them tables, chairs and books. According to their website¹⁵, the organisation started their programmes in Ethiopia mainly on preventing HIV and progressed to expanding access to education and improving quality of education. FHI 360 works with the government of Ethiopia, USAID and African Union.

¹⁵ <https://www.fhi360.org/countries/ethiopia>

2.5 Findings: Inclusion and Gender (Edu. Component)



2.5.1 Disadvantaged Groups

The team asked teachers, students and parents where there were groups of people in their communities facing challenges in relation to attendance and retention. Both teacher and student focus groups – 8 each – pointed out that children from poor families were having difficulties in going to schools. Poverty seems to be an enormous challenge to some children in these communities, in particular, those from ‘farmers’ families’, as these teachers and students mentioned. Although more than half of the schools (see chart) said there was fee exemption for students from poor families, the team was told that some students had to leave schools to work in order to support their families. **The client should explore offering scholarship to children from extremely poor families.** There were also other related expenses such as those on school uniforms, books and stationary.

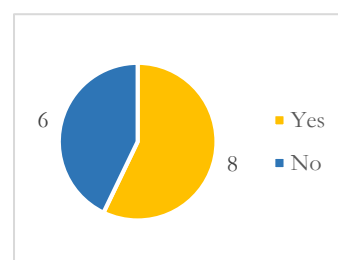


Figure 4 Teachers' responses to the question: 'Does the school exempt fees for students from extremely poor families?' (Ethiopia)

Apart from those from poor families, the focus groups also mentioned the following groups as being excluded in terms of school attendance:

Table 26 Marginalised groups mentioned by participants (Ethiopia)

Teacher FGDs (n=9)		Student FGDs (n=8)		Parents FGDs (n=11)	
Children from poor families	8	Children from poor families	8	Girls	8
Girls	4	Children with disabilities	3	Children with disabilities	3
Students with disabilities	3	Girls	1	Children from poor families	2
Children from remote villages	1	Children from remote villages	1	Children from remote villages	1

Girls also ranked high on the lists above: they were mentioned in 8 out of the 14 parent groups as the ones that faced challenges going to schools. In the schools in Ethiopia that the team visited, there were indeed more male students than female students. The total enrolment of the 13 schools¹⁶ were 4,178 for male students and 2,029 for their female counterparts. The respondents explained that was because some female students had to terminate their study owing to pregnancy and, in some cases, early marriage (in this school context, it means earlier than 16). Some of the young women had to take care of their family members: 4 parent focus groups added that young women were treated unfairly in terms of education opportunities and that they were expected to do chores and carry water from sources to home. one group further pointed out that young women sometimes felt they were inferior. The disparity was also obvious in terms of literacy and numeracy rates, as section 2.3.4 shows; further information can be found in Annex B.

¹⁶ As mentioned, the team was not able to obtain the enrolment record from 1 of the 14 schools.

Students with disabilities were also mentioned in all the three types of focus groups as ones that could not go to school. Many respondents said that there was little awareness of disabled people's rights to education. Staff members of ADRA Ethiopia local office added that they knew of people with disabilities being grounded at home by their parents, one student focus group also said disabilities were seen as inability in communities. Insofar as support for students with disabilities is concerned, none of the schools provided free transport for students with disabilities, although 6 schools said they provided other forms of support for these students such as textbooks and school uniforms.

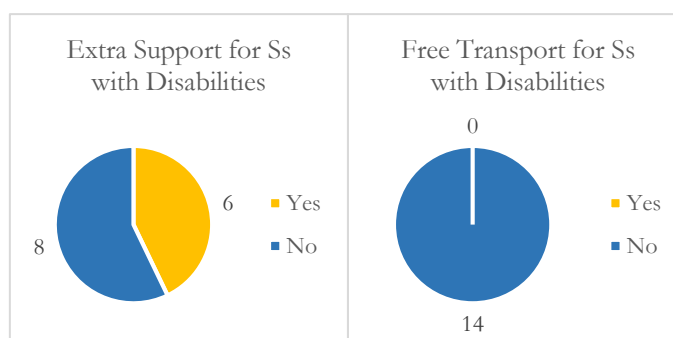


Figure 5 Teachers' responses to questions about school support for students with disabilities (Ethiopia)

Some children who lived very far away from schools were also said to be excluded, as they could not afford the time and cost travelling between their homes and schools. As mentioned, most of the schools that the team visited in Ethiopia only offer two Grades; as a result, a smaller number of schools is needed in a certain areas, and students need to travel a long distance to go to schools.

Parents and community members were asked whether there was corruption or nepotism in relation to student admission, attendance and retention; the participants reported that there was no corruption or nepotism.

2.5.2 Current Protection Practices

Most SEAQE2 schools in Ethiopia, 10 out of 14 precisely, had sections or topics on 'non-compliance to code of conduct', 'harmful practices around children' and 'safety and precaution' in their school development plan. The proportion is relatively high when it is compared with the other three countries. Some headteachers explained to the team that there were national policies on these issues, so the schools could easily follow the protocols and establish school-based policies.

Another area that the schools fared well was re-enrolling students. As discussed in section 2.3.1, PTA members were mostly active in promoting the importance of education in their communities. More importantly, some schools establish student groups that helped reduce dropouts; if a student does not go to school for a few days, the members of the group that he or she is in will visit his or her home to check up on him. These groups would then tell the schools what are needed to support the students who could not attend schools. This method is possible because the students are relatively older, most of them aged 16 and above. Headteachers said that groups like that worked well because they helped cultivate a supportive environment among students.

Most teachers of SEAQE2 schools in Ethiopia who participated in focus group discussions nonetheless thought that the facilities of their schools were of poor to medium quality regarding health, safety and protection of learners. Teachers were expressed concerns over sanitation facilities, lack of water supply, as well as lack of menstrual hygiene products in schools. According to some teachers, girls sometimes avoid going to school during menstruation because of a lack of clean toilets and sanitation products, these girls felt embarrassed being in schools. Some teachers also hoped that there were first aid kits in their schools.

6 of the 14 schools said that they raised students' awareness of discrimination against people with disabilities. The fact that mentioned and said that they promoted care and respect for others, as well as tolerance, in schools was also encouraging.

Considering that transport for students with disabilities was not provided anywhere and that some children living in remote areas could not go to schools, the team suggest that the client can look into the possibility of supporting the provision of transport for these young people. The roads to schools in most cases were safe and the issue of inaccessibility could be attributed to the high cost of transport, which the client may be able to provide support.

Last but not least, child marriage is being eliminated in Ethiopian societies, but it remains a problem, as the team understood from visiting the communities. According to reports published by UNICEF (Jones et al, 2016; UNICEF, 2018), in 2016, around 40% of the women aged 20-24 were married by the age of 18; this percentage for Oromia, where SEAQE2 schools are, is 48% in 2016 and 58% in 1991. The median age for Ethiopian women to enter a marriage was 16.5. Girls getting married early could compromise their education opportunity and hence their futures.

A study on tackling child marriage (Jones et al, 2016) pointed out that, in Oromia, girls were encouraged to marry their 'first love' which usually happened before or around the age of 18. There is also limited or prohibited access to contraception in Oromia, sometimes because of religious reasons. **An effective programme in Oromia – Integrated Family Health Programme – identified by a report published by UNICEF was one that used community dialogues and outreach to challenge existing discriminatory social norms and practices. The client may want to study the programme or seek opportunities to introduce their services to SEAQE2 schools.** The programme, in particular, sought to break the norms and beliefs relating to virginity and family or individual honour, as well as stigma around unmarried women; it was funded by USAID and implemented by Pathfinder International¹⁷. The report also highlighted the importance of improving women's career prospects and promoting non-traditional roles of women in societies, as these could help eliminate child marriage, especially those who chose to enter a marriage hoping to have a better future (but not owing to pregnancy).

¹⁷ <https://www.pathfinder.org/projects/integrated-family-health-program/>

2.6 Findings: ETLE Assessment (Edu. Component)

This section provides the results of the ETLE Assessment conducted in SEAQE2 schools in Ethiopia. The methodology of the assessment can be found in section 1.2.2. The detailed score definition of the assessment is provided by ADRA Norway.



Table 27 ETLE Assessment results (Effective Learning Environment for All; Ethiopia)

Code	School Name	A	B	C	D	E	F	G	H	I	J	K	L
0	Adami Tulu Secodary School	2	3	4	4	1	2	1	1	1	1	2	1
1	Bulbula Preparatory School	2	3	3	4	2	1	1	1	1	1	1	1
2	Bulbula Secondary School	3	1	1	1	2	1	1	1	1	1	1	1
3	Jido Kombolcha Secondary School	2	3	3	2	2	1	1	2	1	1	1	1
4	Oitu Secondary School	3	2	4	4	2	1	1	1	1	1	2	1
5	Dolle Langano Secondary School	3	3	2	3	2	1	1	1	1	1	1	1
6	Galo Hirape Secondary School	3	1	4	4	2	1	1	1	1	1	1	2
7	Negelle Arsi Preparatory School	2	2	2	3	2	1	1	1	1	1	1	1
8	Shopa Genet Secondary School	3	1	1	3	2	1	1	1	1	1	1	1
9	Heben Degaga Secondary School	3	1	4	4	2	1	1	1	2	1	1	1
10	Gode Secondary School	3	3	2	3	2	1	1	1	1	1	2	1
11	Wetera Secondary School	3	1	2	3	2	1	1	1	1	1	1	1
12	Kelo Duro Secondary School	2	2	2	2	2	1	1	3	2	1	1	1
13	Beseku Secondary School	3	2	4	4	2	1	1	1	2	1	1	2

Table 28 ETLE Assessment results (Effective Learning Teaching; Ethiopia)

Code	School Name	M	N	O	P	Q	R	S	T	U	V	W
0	Adami Tulu Secodary School	4	1	3	2	1	1	1	2	2	2	1
1	Bulbula Preparatory School	4	3	1	2	2	1	2	1	3	2	4
2	Bulbula Secondary School	4	1	1	3	1	1	3	1	4	4	1
3	Jido Kombolcha Secondary School	4	1	1	3	2	2	3	1	2	4	2
4	Oitu Secondary School	4	4	4	3	1	1	4	1	2	4	1
5	Dolle Langano Secondary School	4	2	4	4	1	1	2	4	2	4	1
6	Galo Hirape Secondary School	4	4	2	1	1	4	4	4	3	2	1
7	Negelle Arsi Preparatory School	4	4	1	4	1	1	4	2	2	2	3
8	Shopa Genet Secondary School	4	4	1	4	1	2	3	4	3	2	1
9	Heben Degaga Secondary School	4	1	1	1	1	4	1	1	2	4	2
10	Gode Secondary School	4	1	4	4	1	2	3	4	2	4	1
11	Wetera Secondary School	4	4	4	4	1	4	3	4	1	4	1
12	Kelo Duro Secondary School	2	2	1	1	1	4	3	1	2	4	4
13	Beseku Secondary School	4	2	4	2	1	1	4	4	1	4	1

Table 29 ETLE Assessment results (Effective Learning School Leadership; Ethiopia)

Code	School	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL	MM	NN
0	Adami Tulu Secodary School	1	2	2	2	2	4	2	3	3	2	3	1	1	1
1	Bulbula Preparatory School	2	1	1	1	2	4	2	1	2	1	2	1	1	2
2	Bulbula Secondary School	1	2	1	1	2	1	3	1	2	1	1	1	1	3
3	Jido Kombolcha Secondary School	1	4	2	2	4	1	3	1	1	1	1	1	1	2
4	Oitu Secondary School	1	3	2	2	2	4	2	3	1	1	3	1	1	1
5	Dolle Langano Secondary School	2	2	1	2	4	2	4	2	3	2	1	1	1	1
6	Galo Hirape Secondary School	2	1	2	2	4	4	4	3	2	2	3	1	1	3
7	Negelle Arsi Preparatory School	2	3	1	2	2	1	4	2	1	1	1	1	1	2
8	Shopa Genet Secondary School	2	2	2	1	2	1	2	2	1	1	1	1	1	1
9	Heben Degaga Secondary School	4	1	2	1	4	1	4	3	3	2	3	1	1	2
10	Gode Secondary School	4	3	2	2	4	2	4	2	3	3	1	1	1	2
11	Wetera Secondary School	1	1	2	2	2	1	4	2	2	1	1	1	1	3
12	Kelo Duro Secondary School	2	2	2	2	2	1	2	2	1	1	1	1	1	2
13	Beseku Secondary School	4	2	2	2	4	4	4	2	2	2	3	1	1	1

Table 30 ETLE Assessment results (Effective School Participation; Ethiopia)

Code	School	OO	PP	RR	SS	TT	UU	VV
0	Adami Tulu Secodary School	2	2	3	4	1	1	1
1	Bulbula Preparatory School	1	3	3	2	1	1	1
2	Bulbula Secondary School	1	2	2	1	2	1	1
3	Jido Kombolcha Secondary School	2	3	3	1	1	1	1
4	Oitu Secondary School	2	2	3	4	1	1	1
5	Dolle Langano Secondary School	2	3	3	2	1	1	2
6	Galo Hirape Secondary School	2	2	3	3	2	1	4
7	Negelle Arsi Preparatory School	2	2	3	2	1	1	1
8	Shopa Genet Secondary School	2	2	1	1	1	1	1
9	Heben Degaga Secondary School	2	2	3	4	1	1	1
10	Gode Secondary School	2	3	3	3	1	1	1
11	Wetera Secondary School	3	3	3	2	1	1	1
12	Kelo Duro Secondary School	2	2	3	1	1	1	1
13	Beseku Secondary School	2	3	3	4	1	1	2

2.7 Findings: TVET System (TVET Component)



A key finding of the TVET system in the regions where SEAQE2-supported TVET centres are in is that hands-on experience and trainers with practical industry experiences are lacking. With the exception of Modjoo TVET Centre, all TVET centres in Ethiopia had trainers who had no practical work experience in their relevant industries. Most of them joined teaching straight after the completion of their own education. It is a concern because TVET courses are, supposedly, best taught by trainers with hands-on experience.

Furthermore, for all courses offered in the three TVET centres (the exception being, again, Modjoo), there were reportedly only 12 hours of 'on-the-job' training, which comprised only 1% to 3% of the hours offered, depending on the lengths of these courses. The team judged that this is a major challenge. The following sub-sections offer more information on this, together with other findings.

2.7.1 Definition of Terms and Quality Metrics

Throughout the following sections, specific reference is made to terms:

Term	Definition
Graduation rate	Proportion of students that completed to full duration of the course they enrolled onto. This includes all components, including on-the-job training, if required.
On-the-job Training	Training given to students, whilst still enrolled in TVET course and prior to graduation, in the workplace. Normally in the form of internships or placements. Training can also be 100% on the jobs, in the form of apprenticeships.
Theoretical training	Classroom-based training to provide students with the knowledge and understanding of their course. This includes 21 st Century and Life Skills.
Practical Training	Hands-on training to teach students the applied skills required for their course and trade.
Private Sector Linkages	Relationships between TVET Centres and Private Sector, such as through providing internships or curriculum support.
Metric: employment rates on graduation	Proportion of students that completed to full duration of the course they enrolled onto. This includes all components, including on-the-job training, if required.

2.7.2 Overview of results

Section 2.7.2 presents the results of the Baseline Study on the TVET component of SEAQE2. This section presents an overview of the data collected, with relevant analysis. This analysis draws from discussions with local business owners, TVET trainers and recent graduates and students, alongside the inspection conducted at the centres. These tools have been triangulated to justify findings.

Data collected by Centres

The table below provides the programme objectives in line with the data collected and the relevant values for the centres.

Programme Objective	Indicator	Data Collected	Bulbula	Modjoo	Bora	Meki
Objective: All learners, regardless of background, ability and	Objective Indicator 3: % and # of learners (f/m) who are generating their	Student outcome and employment rates, provided by FGDs with	Data not available.	Data not available.	Data not available.	Data not available.

gender, equitably access, engage in and learn in inclusive educational institutions (schools, accelerated education, alternative learning programmes, and TVET centres)	own income or accessing further education after completing TVET (self-employed, employed or accessing further education) (disability, out-of-school status) (Norad indicator 3.1)	graduates, trainers, and private sector.				
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Outcome indicator 2.3: % of target educational institutions that meet minimum standards for healthy, safe and protective institutions (composite indicator)	If TVET centres meet minimum standards for health, safe and protective institutions.	Minimum standard not met, no health and safety policies, multiple health and safety hazards identified.	Minimum standard not met. No written health policy, multiple health and safety hazards identified.	Minimum standard not met. Oral explanations to students on sanitation and hygiene. Health and safety hazards identified.	Minimum standard not met, no health and safety policies, health and safety hazards identified.
Outcome 3: Learners benefit from improved quality teaching and relevant learning	Outcome indicator 3.3: % and # of learners (f/m) in target TVET institutions who completed/passed the appropriate TVET level (disability, out-of-school status) (Norad indicator 3.2)	Graduation rates for the number of enrolled students that successfully completed their chosen course, provided by centre observation survey. Supported by enrolment and drop-out data.	Data not available.	Data not available.	Data not available.	Data not available.
Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training	Indicator 3.4.1: # of new or improved TVET curricula with input from the private sector (Norad indicator 3.1.3)	Number of curricula which have input from the private sector, provided by centre observation survey.	None, only engagement with private sector was labour market assessment.	None. Engaged with private sector to undertake industry needs assessment.	None. Have engaged with private sector Labour market demand study.	None, only engagement with private sector was feedback sessions on quality of graduates and labour market survey.
	Indicator 3.4.2: # of TVET trainers supported to obtain qualifications as per government set standards (Norad indicator 3.1.1)	Number of trainers that were offered and took part in training in the last 12 months to obtain qualifications. Provided by centre observation survey.	Two male trainers received university top-up training to degree level	University top-up courses are provided, but no data on number of trainers participating.	One trainer undertaking a degree in ICT.	University top-up courses are provided, but no data on number of trainers participating.

Enrolment, Dropout, and Graduation Rates

The four TVET centres offered a wide range of courses; the lengths of these courses range from 3 to 24 months, with most of them around 6 to 12 months long. Modjoo TVET Centre was not able to provide clear enrolment records for each of the courses it offered; the enrolment numbers of other TVET centres, broken down to courses, can be found below.

Information Technology (IT) courses appeared to be particularly popular in these regions; however, trainees on these IT courses in Bulbula and Bora TVET centres said that there was no computer, it is unclear how trainees could become proficient in using IT hardware under these circumstances. These findings are same as those on the education component. Considering the lack of very basic facility in offering IT courses, the team had doubts over the effectiveness – not least in terms of preparing trainees for the job market – of these courses.

Table 31 Enrolment of TVET centres in Ethiopia

TVET Centre	Course	No. of trainers (gender)	Level	Length (month)	Enrolment				Modes of training or study
					M	F	Total	PwD	
Bulbula	Information Technology	2 (M: 1; F: 1)	1	10	11	25	36	3	Practical training to theories: 7:3; 304 hours based in the institution and 16 hours on the job
			2	8	5	17	22	0	
	Garments	2 (M: 1; F: 1)	1	10	11	17	28	0	
			2	8	5	13	18	0	
	Construction	2 (M: 1; F: 1)	1	10	9	1	10	0	
			2	8	9	1	10	0	
	General Metal and Fabrication	2 (M)	1	10	0	0	0	0	
			2	8	0	0	0	0	
Meki ¹⁸	IT Service Systems	8	1	6	34	53	87	0	Practical training to theories: 7:3; 390 to 1454 hours based in the institution (depending on the length of the course) and 12 hours on the job
			2	6	23	40	63	0	
			3	6	17	22	39	0	
			4	6	19	22	41	0	
	Fashion Design	2	1	6	18	62	80	0	
			2	6	8	34	42	0	
	Building, Electrics, Installation	3	1	6	32	30	62	0	
			2	6	21	8	29	0	
			3	6	33	37	70	0	
	Construction	5	1	6	26	12	38	0	
			2	6	18	6	24	0	
	General Metal Fabrication	8	1	6	0	0	0	0	
			2	6	0	0	0	0	
			1	6	0	0	0	0	
			2	6	0	0	0	0	
	Furniture Making		1	6	0	0	0	0	
			2	6	0	0	0	0	
Bora ¹⁹	Information Technology	3 (M: 2; F: 1)	1	6	4	31	35	0	Practical training to theories: 7:3; 12 hours on-the-job training
			2	6	5	10	15	0	
	Garments	2 (F)	1	6	8	5	13	1	
			2	6	9	6	15	0	
	Furniture Making	1 (M)	1	6	0	0	0	0	
			2	6	0	0	0	0	
Modjoo	Mechanics	5	1	12	26	52	78	1	Practical training to theories: 7:3; 70% of hours
			2	12					
			3	24					
			4	24					

¹⁸ The genders of the trainers for specific courses were not recorded. It is however known that there were 17 male trainers and 8 female trainers – adding up to 25 trainers in total.

¹⁹ Bora TVET Centre also had 1 male trainer in General Metal Fabrication and 1 male trainer in Construction, yet there was no information of such courses provided.

TVET Centre	Course	No. of trainers (gender)	Level	Length (month)	Enrolment				Modes of training or study
					M	F	Total	PwD	
	Garments	2	1	10					on-the-job training or in internship
			2	10					
	Textile	1	1	10					
			2	10					
	Road Construction	7	1	10					
			2	10					
	Construction		1	10					
			2	10					
			3	15					
			4	15					
	IT System Services	7	1	10					
			2	10					
	IT Hardware and Network Servicing		3	15					
			4	15					
	Accounting	2	1	6					
			2	10					
			3	15					
	Building, Electrics, Installation	5	1	6					
			2	10					
	Furniture Making	3	1	6					
			2	10					

Meki TVET Centre had the largest student/trainee population, reaching 575, whilst Bora and Modjoo centre had only 78 trainees each. Modjoo, however, reported to be having 32 trainer, and this gives only 2.4 trainees per trainer; this ratio, if it is not a mistake, suggests that either some trainers should be made redundant or that the centre needs to recruit trainees more ambitiously. The client may wish to verify the numbers of trainers and trainees before investing into the centre further.

Course Offerings and Nature of Delivery

Insofar as qualifications of the trainers are concerned, most of them had level 4 TVET training certificates while some 20 of them had Bachelor's Degrees. In Modjoo TVET Centre, more than 50% of their trainers held a Bachelor's Degree. Level 4 TVET training was the requirement for being a trainer in these centres set by the authorities. Two centre heads said that this requirement was adequate whilst two said it was not.

Some trainers in all 4 TVET centres attended summer courses organised by Ethio-China Federal TVET Institute, Adama Polytechnic University and Asala Polytechnic last year as a kind of professional development.

According to the data collected in in Bulbula, Meki and Bora TVET centres, their

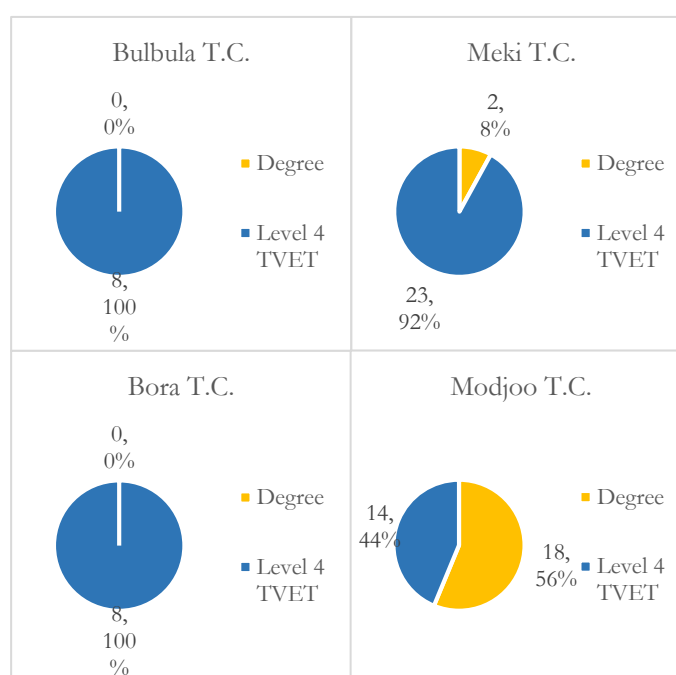


Figure 6 Qualifications of TVET trainers (Ethiopia)

trainers had never worked in their relevant industries. In Bulbula, most of the trainers started teaching right after finishing their study there. This casts doubts upon the ‘practicality’ of the training courses offered, especially when this piece of information is juxtaposed with that on the very limited on-the-job training offered in these three centres. In Modjoo, which was distinguishable in this aspect, the trainers claimed that they had between 1 to 3 years of experience working in relevant industries.

Trainees were asked to comment on their trainers, and most of them expressed satisfaction with their trainers’ performance. Unanimously, the student focus groups were impressed by the professionalism and commitment of the trainers. In Bulbula TVET Centre, where trainer-to-trainee ratio was 1-to-14.75, trainees said that there were not enough trainers, and this was a challenge to the quality of the courses.

Trainers in general felt confident in teaching in these centres, many of them said they were happy about their work, as it helped trainees to find jobs after training. All of them added that their centres were regularly inspected by local authorities and that felt that the inspection ensured the quality effectively.

The TVET Centres – except for Bulbula – did not know about life skills and 21st Century skills, and they did not undertake to include the teaching of these skills in their courses. This could be attributed to the fact that these centres were more concerned with practical skills. It could also be explained by the fact that these skills could have already been taught in courses, just that they were not explicitly singled out.

Table 32 Teaching of life skills and 21st Century Skills in TVET centres in Ethiopia

TVET centre	Life skills	21 st Century Skills
Bubula	√	√
Meki	X	X
Bora	X	X
Modjoo	X	X

Centre Infrastructure and Safety

All TVET centres had insufficient resources. In addition to a lack of computer and electricity that previous sections discussed, these centres also did not have enough teaching and learning materials, chairs, desks and workshops, according to the trainees. Fundamental buildings – classrooms – were nonetheless reported to be enough.

Equipment at these centres was considered not fit for purpose both by the inspectors and the trainees. Tools for vocational training were also lacking in these centres. Trainees expressed their frustration with insufficient opportunities provided regarding hands-on experience.

As regard health and safety, the sanitation facilities were reported to be of poor quality and not clean. This could have implications on women, as some of them felt embarrassed attending lessons on certain days of their menstrual cycle, as this report explains in section 2.5. Furthermore, no centre had written policy, yet there was a district-wide policy that was applicable to all centres to ensure basic safety – similar to what was seen in the education component. The centres said that they spoke to their trainees about health and safety in general, even though there was no written ones. There were safety hazards in all centres, these included, but not limited to:

Table 33 Safety hazards in TVET centres in Ethiopia

Safety hazards
Uncovered fuse boxes and exposed wirings
Lighting in classrooms comprised loose cables
Trip hazards
Unsecured tools
Holes in grounds
No fence and poor security, and children and trespassers can go in and out of centres

In general, the consultants could not consider these centres to be safe places for their trainees.

The heads of these centres ascribed the issues over infrastructure, equipment and safety largely to a lack of funding to improve the condition. Some of them informed the team that they had already prepared budgets and applications for such much-needed improvements. **The consultants recommend that, upon in-depth needs assessment, the client can consider investing in providing funding for purchasing equipment and tools that are instrumental to vocational training.** This equipment, nonetheless, must be supported by the infrastructure in the regions, so as to avoid situations like providing computers in areas where electricity supply is non-existent.

External Sector Relationships

The courses at the Modjoo TVET Centre had the largest ‘practical’ component according to the data provided by the heads of the centres, with 70% of its training course hours given to on-the-job training or in internship. The remaining three TVET centres had only 12 to 16 hours on-the-job training, which comprised only 1% to 3% of the total hours. All centres reported that practical training made up 70% of the course and the remaining 30% was for theories.

Trainees in all centres said that, although there were internship opportunities, these places were only available for trainees of certain levels and courses. Some also expressed concerns over the levels of training that these centres could offer, in that some of them only offered up to level 2, as seen in **Error! Reference source not found..**

The centres conducted labour market demand studies to ensure that their courses are relevant to the job market; these studies were described by one centre head as effective whilst by another ineffective. Nevertheless, apart from the studies, there was a shortfall of more substantial engagement of the private sector; this partially led to a lack of representatives that the team could possibly interview, as this was arranged by the centres in coordination with the country office.

Modjoo and Meki TVET centres had slightly different private sector engagement practices, in addition to the labour market demand studies. The staff members of Modjoo reported that they discussed student placements and needs with their partners at length; this is consistent with their claims on the number of hours trainees spent training on-the-job. Meki TVET Centre offered help to the private sectors in organising technical training and short courses, as well as asked the employers to give them feedback on the quality of graduates and suggestions on how to improve the courses. **The consultants suggest that other centres can engage with the private sector following these practices, as they are critical to the centres’ success in helping their trainees realise their potentials.** ADRA can consider providing support in this regard. However, trainees and graduates generally indicated in the FGDs that the TVET centres provided limited internship and job placement opportunities, which suggests that there are still elements of the the centres’ engagement with the private sector which need to be improved.

These TVET Centres appeared to have very good relationship with the local government; this is not surprising as the qualifications given by the centres were accredited by the local authorities – the Oromia TVET Bureau, which is under the Government of Oromia. The trainers were hired by the government and were reportedly paid very well. Also, quite some trainees secured jobs in government offices as a result.

Asked whether there were courses that the centres would like to offer to meet market demands but could not, the heads mentioned the following:

Table 34 Courses that could possibly meet labour market opportunities yet not currently provided in Ethiopia

Courses that could possibly meet labour market demands
Business management
Accounting
Automotive
Electronics
Plant Science
Laser Processing
Sugar Industry

These courses were not provided in the centres because of a lack of funding and professionals in the regions.

Graduates' Post-Training Development

According to the trainers and trainer heads, the proportion of trainees who could find a job in their training areas or start their business on completing the programmes is around 50%. Yet, it is important to note that this figure was only an estimate because not all TVET centres kept records of their trainees' post-graduation activities. Whilst Meki TVET Centre did not keep such records, other centres said that they did but only Bora TVET Centre could show the inspector these records. However, the inspector added that the data provided by Bora did not match with other figures provided in the same inspection.

The following are the figures provided by each of the centres:

Table 35 Graduate employment outcomes for TVET centres graduate in Ethiopia

TVET centre	Graduate employment outcomes
Bubula	'Real employment': 0%. There is no employment at all. Some of them are employed in construction – Construction work for local businesses: 50% A small number set up businesses with others – 25% - Building Construction / Stationery Supply / Photocopying / ICT Specific Skill and Trade Detail not available.
Meki	No record kept. Estimated employment rate: 65%
Bora	Government office employees: 16 male, 9 female Small enterprises/ entrepreneurship: 1 male, 4 female Continued study: 4 male, 12 female Private sector: 0 male, 1 female
Modjoo	Through Treasury Study, the centre claimed they had 100% employment rate.

Only 3 of the 9 trainee focus groups agreed that the TVET centres effectively prepared them for entry to the labour market. For those who disagreed, they mainly saw a lack of practical training – owing to a lack of materials and facilities for practising their skill – as a major challenge. These trainees all enrolled in IT courses. For the three groups that agreed, they were in garment courses and said that the trainers helped them with entering the job market.

The inspector added that the centres and the client may want to consider offering micro-loans for graduates to allow them to start their own businesses.

2.7.3 Inclusion and Gender (TVET Component)

According to the trainees participated in the focus group discussions, two groups were disadvantaged regarding attending the TVET centres: women and people with disabilities.



For women, the trainees said that some of them entered marriage and could no longer continue their study. As discussed in section 2.5 of this report, in 2016, around half of women at the

age of 18 were already married. Women who enter marriage early in general have fewer career and training opportunities. Moreover, from the site inspection, it is known that latrines in these TVET centres, akin to those in schools, had no water supply and were of poor hygiene. It is believed that the lack of good-quality sanitation facilities had a disproportionately negative impact on young women, who usually feel too embarrassed to attend these centres on certain days of their menstrual cycles – as discussed previously in this report.

That said, there was no admission barriers for women in any of the TVET centres and they were confident in training women, particularly in subjects that prepare women for industries like IT and garment, in which women had equal opportunities as their male counterparts. Only 3 of the 9 trainee focus groups considered that there were barriers for women to participate in training and for them to secure jobs.

Some trainers and training heads told the team that some women did not apply to programmes for industries that were traditionally occupied by male workers (e.g., construction) because the women themselves thought that they would have a lower chance of entering the industries. It is understandable that women make such a decision and that it may be difficult for the centres alone to change the gender biases of the wider society because, eventually, the trainees will face the difficulties of entering these industries when they graduate. **The team suggests that these centres could offer extra support for female trainees with securing internship positions as the first steps of entering the male-dominant industries, should there be any woman signing up for the courses. The centres can also develop courses specifically for married women and mothers so as to prepare them for going back to the job market.**

For people with disabilities, the major obstacles to enrolling in TVET centres are the centres' infrastructure and their career prospect. Except for Meki TVET Centres, all centres had trainees with disabilities (see **Error! Reference source not found.**). They enrolled in IT and garment courses possibly because these courses required fewer physical labour. However, not all classrooms and facilities of the centre were accessible to people with physical disabilities owing to limited resources. One factor pointed out by 2 trainee focus groups was that people with disabilities could not go to the centres for training. This is similar to the situation with schools. **Free transport for these prospective trainees with disabilities could solve the problem.** If possible, the centres should consider improving the accessibility of their classrooms and other facilities for people with disabilities; if change of the hardware is difficult financially, they could consider assigning staff members dedicated to assisting these trainees.

2.8 Recommendations



2.8.1 Recommendations for Education Component



Provide reference books and equipment for learning information technology and computer literacy. Most schools in Ethiopia had enough textbooks but reference books were insufficient, this issue was seen by the secondary and preparatory (pre-university) students as one that stopping them from performing better. Computer literacy and information technology are in demand in Ethiopia, but students in the regions would have never used a computer in schools, as there was no electricity and sometimes no such equipment. They risked losing out to their counterparts in big cities like Addis Ababa. Considering that setting up electricity supply could take long, the consultants suggest that smartphones and tablets, together with suitable teacher training, could be provided to solve the problem.



Provide extra support for girls and young women in Ethiopia, as the number of young women enrolled was still lower than that of young men. Worse still, there were few female teachers, and this could mean little support for girls in schools. Sex education (to prevent early marriage and promote birth control) and menstrual hygiene are key, according to secondary resources. Integrated Family Health Program in Oromia was identified by UNICEF as a successful programme that addresses the aforementioned problems, ADRA Ethiopia should explore the possibility of partnering up with the organiser to better support young women.



Provide teacher training in active learning approach which should also help them teach 21st Century Skills. Most teachers expressed in focus group discussions their interest in receiving training on this approach. This is a great opportunity to change the rote learning model in some schools in Ethiopia. As the target schools are middle and high schools, being able to learn to become active learners through project-based learning, exploratory learning and other approaches will greatly benefit them; these approaches will better prepare them for universities and the job market.



Identify good practices on student participation and devise plans to be implemented in other participating countries. The Quality Education Circle initiative seen in some schools was impressive as they effectively reduce the number of dropouts; this initiative groups students in a ‘circle’ of 4 to 6, and students inform the school if any of the members stop coming to school. Students were also actively involved in going into communities and encourage their peers to go to school. The team saw a similar strategy in Somalia and it proved to be successful. Moreover, students in these schools said that the schools listened to them and that they actively participated in school management and operation; the system that the schools used are worth studying and be implemented in other participating countries.

2.8.2 Recommendations for TVET Component

Fund the purchase of infrastructure, tools, and equipment required for training.

A number of issues were noted concerning the quality and availability of equipment, as well as significant concerns about the safety of the TVET centres. The TVET centre heads attributed these problems to a general lack of funding. Additional funding should be provided, based on a detailed needs-assessment for infrastructure and equipment upgrades.



Encourage and enable cooperation between TVET centres and the private sector.

There appeared to be little cooperation between the two, which resulted in visiting consultants having no private sector representatives for interviews. With the exception of Modjoo TVET Centre, other TVET centres in SEAQE2 did not offer sufficient internship and practical work opportunities, as the trainees rightly pointed out. Moreover, it appeared that the TVET system was a standalone one, in that many trainers started teaching in TVET centres immediately or not long after completing their TVET studies – with little or no work experience in relevant industries; the TVET system partially became one that trained young people to join itself.



Ask for information on recent graduates and enrolment records, and review the effectiveness of giving grants to TVET centres in Ethiopia. At the time of visit, only Bora TVET Centre could present to the consultant record of their graduates. Although the TVET programmes were accredited by national and local authorities, there was scarce information on graduates' career progression and, thus, it was difficult to evaluate the effectiveness of these programmes.



Provide microloans for female trainees and graduates who belong to minority groups. One major obstacle for graduates of TVET programmes is lack of job opportunities, this is even more challenging to female graduates who choose to pursue a career that is dominated by male workers, such as building and construction, and people with disabilities. ADRA Ethiopia should consider giving these graduates microloans; an evaluation rubrics may need to be developed to handle loan applications in a manner that takes into account gender and inclusivity.

Ensure there is adequate support for trainees with disability. The findings indicated the not all of the centres' facilities are accessible to persons with physical disability, and that the centres themselves are often unreachable for PwD due to difficulties with transportation. These limitations for PwDs could be removed if greater support were provided by the TVET centres, such as providing free transportation for trainees who need it.

3. Myanmar

3.1 Introduction

3.1.1 Overview of National Context

In 2015, The National League for Democracy won an absolute majority of seats in both chambers of the national parliament. The new parliament convened in 2016; Htin Kyaw was sworn in as the country's first civilian president in more than 50 years, and Aung San Suu Kyi assumed the newly created role of State Counsellor, a role similar to a Prime Minister, in April that year.

The political climate offered great opportunities to build peace and to reform the education sector. The new government promised that education would be one of its priorities; it announced the National Education Strategic Plan that aimed to develop vocational training and introduced a new curriculum that sought to change teaching and learning in schools. The spending on education in 2017 was nearly four times more than in 2012.

Most children in Myanmar can now complete primary education; the primary education completion rates for boys and girls are 96% and 97% respectively in 2017. The secondary education net enrolment rates are 57% for male and 62% for female. However, according to the UN, in 2018, there were 3,400 people (3,300 students and 100 education personnel) in urgent need of humanitarian education services in Kayin State²⁰, where most of the SEAQE2 are located.

Kayin State is a mountainous 'ethnic' area of Myanmar, populated mainly by Karen ethnic group. The capital city is Hpa-An. For three decades since the independence of Myanmar, Karen leadership, dominated by the Karen National Union (KNU) insisted an independent state covering all of today's Kayin State and much of Mon State. Since 1976, the KNU has called for a federal system. Much of Kayin State experienced decades of armed conflicts that caused numerous casualties and serious damages to the communities. In 2012, Myanmar's military-backed civilian government signed a ceasefire deal with the KNU. Meanwhile, nationally, a major peace process made a breakthrough in 2015 when a consensus was reached among all major political stakeholders on the need to form a federal system of government.

In most areas of Kayin State that were affected by armed conflict, the majority of schools can best be understood as 'community schools' which are managed and maintained by a management committee or parent-teacher association made up of local residents. There are also ethnic community schools in some fully stable government-controlled villages and towns where government schools are also available, but where some families prefer their child to attend an ethnic school. During conflict between ethnic leadership and the national government, the educational support from the national government was unstable, especially in areas where conflict was intense and where are hardly accessible. Since 2011, government education spending has increased enormously and new policies have been introduced to move towards free and compulsory education for all. New schools are set up in 'ethnic areas', they are referred to as government schools as the next section explains. Teachers are sent to these areas as well and some schools therefore offer mixed curriculum.

In Kayin, 1,586 schools²¹ are supported by Karen Teacher Working Group (KTWG) – a community-based organisation that provides then with training and education assistance. The organisation was established in the late 1990s to promote a resurgence of the Karen national education system (Jolliffe

²⁰ The numbers for Rakhine State, Kachin State and Shan State are 210,000, 53,100 and 11,700 respectively.

²¹ More enrolment information can be found on the website of KTWG at <https://ktwg.org/about/>

& Mears, 2016). The promotion of Karen language and dialects, as well as their cultures, is one of the priorities of KTWG.

3.1.2 Overview of School Context

There are three types of schools participating in SEAQE2 programme (education component), namely government schools (referred to as GoM, Government of Myanmar, schools), Adventist Community Services schools (ACS schools) and schools supported by Karen Teacher Working Group (KTWG schools) and managed by Karen Education and Cultural Department (usually known as KED).

KTWG schools were commonly categorised as ‘ethnic schools’ that are in the systems established by civilian administrations associated with Ethnic Armed Organisations (EAO) and networks of community-run schools supported by civil society organisation in ethnic areas (Johnston, 2016). ACS schools, as the name suggests, are operated by Adventist Community Services, which is a permanent department of the Seventh Day Adventist Church. These schools are in the Karen National Union areas, so some of them are managed by Karen Education Department. KTWG, on the other hand, provide professional development services to some ACS schools. ADRA supports ACS to find funding for the teachers who are deployed to work in ACS schools. Lastly, government schools are schools in government and mixed controlled areas run by the national government.

The three types of schools differ significantly in how they are managed and administered; historically, the so-called ‘ethnic school’ system and government education system are not compatible, and students finishing their study in ‘ethnic schools’ may not have their qualifications accepted by the government system (Johnston, 2016; Jolliffe & Mears, 2016). Given the differences, the school types are consistently presented in the data tables in this chapter. GoM schools are marked with G, ACS with A and KTWG with K in the tables below in the column named ‘school type’.

In KTWG schools, there are three curricula offered: Ministry of Education (MoE of the national government) curriculum, KED curriculum, and a mixed of two. There were marked as ‘Mo’, ‘K’, and ‘Mi’ respectively below. KED curriculum is widely and traditionally used in schools managed by KTWG, which also trains teachers and provides other teaching and learning support. Increasingly, more KTWG schools also provide the MoE curriculum in parallel, as they receive support from both the government and the KED (Johnston, 2016). Similarly, ACS schools also offer government curriculum, KED/KTWG curriculum, or a mix of both.

For the purpose of this report, the groupings of schools are not further broken down according to the curriculum, owing to the very small number of KED/KTWG sampled schools using mixed and MoE curricula; statistically, they cannot represent the whole group. The same is for ACS schools. The report nonetheless consistently groups the schools according to their types so as to highlight the differences (as well as similarities and lack of difference) between the three types of schools.

Since there were different curricula used, the school grades used in one system to differ from those in others. For clarity, in this report, the Grades refer to those of the new government system and the KED/KTWG system, which now share the same numbering. The only difference is how primary, middle and high schools are defined. In this report, Grades, instead of primary/middle/high categories, are used consistently for easier reference. Figure 7 presents an overview of the grading (green, yellow and red represent primary, middle and high schools respectively).

Table 36 provides more information about these schools, including their locations, their types (KTWG, GoM or ACS), the curriculum that the KTWG schools offer, as well as the Grades that they offer. The information on Grades was given in teacher focus groups; the team was not able to collect the data regarding grades that they offered in two schools – Hpar Kat (#5) and Wa Kyae (#48) – but it is known that they are primary schools. The curricula offered were only applicable to KTWG schools, as the organisation provided that piece of information.

Age	Old gov't standards	(Old gov't grades)	New gov't standards	KED
5 years	KG	G-1	KG ***	
6 years	S-1	G-2	G-1 ***	G-1
7 years	S-2	G-3	G-2 ***	G-2
8 years	S-3	G-4	G-3 ***	G-3
9 years	S-4	G-5	G-4	G-4
10 years	S-5	G-6	G-5	G-5
11 years	S-6	G-7	G-6 ***	G-6
12 years	S-7	G-8	G-7	G-7
13 years	S-8	G-9	G-8	G-8
14 years	S-9	G-10	G-9	G-9
15 years	S-10	G-11	G-10	G-10
16 years			G-11	G-11
17 years			G-12	G-12
	Standards	Curriculum		
			*** = new curriculum	
			Others, old curriculum	

Nearly all schools in the sample were supported by SEAE1, the previous phase of the programme that this study looks at. The only two exceptions are Pan Taw Mee and Taung Ka Lay (2), both of them are government schools.

Figure 7 Grading systems for different curricula in Myanmar

Table 36 Overview of SEAE2 schools in Myanmar, and the grades and curricula that they offer

#	School	District	Township	Village	SEAE1?	Grades	Types	Curriculum
0	Blah Hkee (Ber Kah Lay Koh) (school closed)	Taungoo	Daw Hpa Hkoh	Klay Wa (East)	Y	/	K	K
1	Bler Doh	Doo Pla Ya	Kaw T'ree	Thay Baw Boh	Y	1 to 4	K	K
2	District High	Kler Lwee Htoo	Hsaw Htee	Lo Hkee	Y	12	K	K
3	Hkoh Hkaw	Doo Pla Ya	Waw Ray	Kyaw P'Loo	Y	1 to 5	K	Mo
4	Hpa An District Brigade (7) High	Hpa-an	Lu Pleh	Kwee Law Hploh	Y	1 to 12	K	K
5	Hpar Kat (Branch B.E.M.S)	Hpa-an	Hlaing Bwe	Hpar Kat	Y	Primary	G	-
6	Htee Ghay Poe (new school)	Hpa-an	Lu Pleh	Hkler Day	Y	6	K	K
7	Htee Hpoe Hta (Htee Mu Hta)	Hpa-an	Hlaing Bwe	Htee Mu Hta	Y	1 to 3	A	-
8	Htee K'Haw	Hpa-an	Ta Kreh	Wa Me Klah	Y	1 to 6	K	Mi
9	Htee Moh Hkee	Hpa-an	Lu Pleh	Htee Hpah Reh	Y	6	K	Mi
10	Htee Theh Lay	Mu Traw	Dwe Lo	K'Ter Tea	Y	9	K	Mi
11	Hti Hu Than	Doo Tha Htoo	Kawkariek	Hti Hu Than	Y	1 to 5	A	-
12	Htoah Lwee Wah High	Taungoo	Htaw Ta Htoo	Per Htee	Y	5 and 12	K	K
13	K'Leh Lon	Mu Traw	Lu Thaw	Naw Yoh Hta	Y	5	K	K
14	Kaw Ler Th'Waw Hpoh	Doo Tha Htoo	Th'htoo	Kaw Ler	Y	1 to 4	K	Mo
15	Kawt Hpar Htaw (B.E.P.S)	Hpa-an	Hlaing Bwe	Kawt Hpar Htaw	Y	1 to 4	G	-

#	School	District	Township	Village	SEAQEI?	Grades	Types	Curriculum
16	Kawt Ka Swei (B.E.P.S)	Hpa-an	Hlaing Bwe	Kawt Ka Swei	Y	1 to 4	G	-
17	Kawt Nwet Ywar Haung	Hpa-an	Hlaing Bwe	Kawt Nwet Ywar Haung	Y	1 to 9	G	-
18	Keh Hko Mu Der	Mu Traw	Lu Thaw	Naw Yoh Hta	Y	12	K	Mi
19	Kha Dar	Hpa-an	Hlaing Bwe	Kha Dar	Y	1 to 4	A	-
20	Khoh Hkee	Taungoo	Htaw Ta Htoo	Khoh Hkee	Y	1 to 6	K	Mi
21	Klaw Hta	Doo Tha Htoo	Bilin	Htee Maw Hkee	Y	1 to 6	K	Mo
22	Kwee Lay Hpya	Doo Tha Htoo	Bilin	Noh Ber Baw	Y	1 to 12	K	K
23	Kyaune Htake (B.E.P.S)	Hpa-an	Hlaing Bwe	Kyaune Htake	Y	1 to 4	G	-
24	Lay Hpoe Hta (East)	Hpa-an	Hpa-pun	Lay Hpoe Hta	Y	1 to 9	A	-
25	Mee Zine Chaung Pyar	Hpa-an	Hpa-pun	Mee Zine Chaung Pyar	Y	1 to 4	A	-
26	Meh K'Tha D'Wea Soo	Doo Pla Ya	Waw Ray	Koh Yaw	Y	4	K	Mi
27	Meh La Ah	Hpa-an	Ta Kreh	Wa Me Klah	Y	1 to 10 (exc. 3)	K	K
28	Meh Theh Hkee	Doo Tha Htoo	Hpa-an	Ha T'Reh	Y	7	K	Mi
29	Moh Lon Pa	Mu Traw	Dwe Lo	Lay Hpoh Hta	Y	9	K	Mi
30	Naw Phar	Hpa-an	Ta Kreh	Thay Maw Koo	Y	1 to 9	K	K
31	No. 2 Ah Lann (Post B.E.P.S)	Hpa-an	Hlaing Bwe	Ah Lann Ywar Gyi	Y	1 to 8	G	-
32	No. 2 B.E.P.S. Nget Pyaw Taw	Hpa-an	Hlaing Bwe	Nget Pyaw Taw	Y	1 to 4	G	-
33	Noet Thea Hta (Nokel Hta)	Hpa-an	Hpa-pun	Nokel Hta	Y	1 to 3	A	-
34	Noh Hpaw Wah	Doo Pla Ya	Noh T'kaw	T'Proh	Y	5 and 9	K	K
35	Nwah Lay Hko Primary	Kler Lwee Htoo	Moo	Kwee Dee Hkaw	Y	1 to 4	K	K
36	Pa De Kaw	Kawkariek	Kawkariek	Pa De Kaw	Y	1 to 4	A	-
37	Pan Taw Mee	Hpa-an	Hlaing Bwe	Pan Taw Mee	N	1 to 8	G	-
38	Pwayhtawru	Hpa-an	Hpa-pun	Pwayhtawru	Y	1 to 12	A	-
39	Saw Boh Mya	Hpa-an	Lu Pleh	Kwee Law Hploh	Y	10	K	K
40	Saw Tay Der (Wa Mee Per Hko)	Taungoo	Htaw Ta Htoo	Maw Nay Pgha	Y	1 to 9	K	Mi
41	Taung Ka Lay (2)	Hpa-an	Hlaing Bwe	Taung Ka Lay (2)	N	1 to 4	G	-
42	Taw Naw Htoo	Hpa-an	T'Nay Cha	Sgaw Hko	Y	1 to 6	K	Mi
43	Tha Nin Tha Yaw	Hpa-an	Hlaing Bwe	Tha Nin Tha Yaw	Y	7 to 12	G	-
44	Thoo Bee Der	Mu Traw	Bu Tho	Pa Heh	Y	1 to 8	K	K
45	Thoo Mweh Commun. High	Hpa-an	Ta Kreh	Wa Me Klah	Y	1 to 6	K	K
46	Thu Kha Pee	Doo Tha Htoo	Bilin	Thu Kha Pee	Y	1 to 5	A	-
47	Wa Kheh Hta	Doo Tha Htoo	Bilin	Noh Ber Baw	Y	8	K	K
48	Wa Kyae	Hpa-an	Hlaing Bwe	Wa Kyae	Y	Primary	A	-
49	Wah Hka Der	Kler Lwee Htoo	Hsaw Htee	Lo Hkee	Y	/	K	K

3.1.3 Overview of TVET Context

Myanmar's Technical and Vocational Education and Training (TVET) system dates back to 1950, where it was introduced shortly after Myanmar achieved independence from the British. The system is designed to create skilled and proficient workers, through the provision of training and education across a variety of vocations. This serves to bridge the gap between the world of schools and work, and to reduce nationwide unemployment rates, by equipping trainees with the livelihood skills required to effectively enter into lucrative employment.

Present-day TVET policies in Myanmar are fundamentally based on two critical pieces of legislation introduced in the early 1970s. The first is the 1973 Basic Education Law, which provides a foundation for vocational training with an emphasis on applied sciences and the pursuit of university education. The second is the 1974 Technical, Agricultural and Vocational Education Law, which summarises the key activities of the Department of Technical and Vocational Education, under the Ministry of Science and Technology, a central ministry in operating the TVET system.

The TVET system in Myanmar includes both a formal and an informal system of education and training. The informal system is overseen by the Myanmar Educational Research Bureau (MERB), and provides non-formal education and vocational education designed to improve proficiency regardless of educational level, gender, or age. The courses are targeted at vulnerable demographics, such as persons with disability, out-of-school youth, dropouts, and rural population, and cover subject areas such as literacy and livelihood skills.

The formal education system has undergone a number of recent reforms to raise standards, such as increasing the length of the basic education system to five years of primary education, and six years of secondary education. Additionally, the secondary-school curriculum has been remodelled to cover prevocational subjects in addition to academic ones. The formal TVET system is spread across three levels of technical and vocational education: a basic-level for those that have completed primary school, a middle-level for those that have completed middle school, and a diploma-level for those that have completed high school.

The training courses offered in the formal system are categorised across three broad subject areas: vocational education, agricultural education, and technical education. These subjects are taught in vocational schools, agricultural high schools, or technical high schools. The vocational education sector covers non-industrial training, and is either completed in vocational schools with a heavy practical focus, or on-the job. The available options for vocational education are courses at post-primary schools or artisanal training at post-middle schools. Commercial training in Commercial Schools can also be attended upon completion of the Basic Education High School Examination. Agricultural vocational training was introduced to meet the demand for skilled workers in Myanmar's agricultural sector, and is taught in Agricultural High Schools (AHSs), and State Agricultural Institutes (SAIs) at the post-secondary level. Finally, trainees can undergo technical education training in Government Technical Colleges (GTCs) at the secondary level, and subsequently attend Governmental Technical Institutes (GTIs) run by the Ministry of Science and Technology at the post-secondary level. The curricula in GTIs and GTCs are designed to include a practical focus, implementing a ratio of 40:60 of theoretical and practical training (Majumdar, 2011; Mar, 2009; Kirkpatrick, 2017; UNESCO-UNEVOC, 2018).

3.2 Sample Achieved

3.2.1 Sample for Education Component

The team went to 47 of the 50 select SEAQ2 schools in Myanmar. The schools were chosen by ADRA Myanmar, KTWG, together with the consultant team. The schools were nonetheless not chosen completely randomly, rather, some of the schools were not included in this data collection exercise because they were extremely difficult to reach, for example, those that required more than a day's walking could hardly be included. That said, the team, ADRA Myanmar and KTWG agreed that they have struck the best balance they could in sampling schools.

In most schools, the team was able to deploy all data collection instruments. Due to the small number of teaching staff in some of the schools, the FGD was conducted as interviews in a one-to-one setting, this nonetheless did not affect the quality of the data. The details of the sample are shown below.

Table 37 Sample achieved in Myanmar

#	School	School type	SEAQ ^{E1}	Date of Visit ²²	No. of focus groups and interviews			No. of lessons observed	Facility checked	Document checked	No. of test takers
					Teachers	Students	Parents				
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	20-Jun	(school closed)						
1	Bler Doh	K	Y	20-Jun	1	1	1	2	√	√	0
2	District High	K	Y	17-Jun	1	1	2	5	√	√	18
3	Hkoh Hkaw	K	Y	17-Jun	2	1	1	5	√	√	20
4	Hpa An District Brigade (7) High	K	Y	19-Jun	1	1	1	5	√	√	19
5	Hpar Kat(Branch BEMS)	G	Y	13-Jun	1	1	1	2	X	X	13
6	Htee Ghay Poe	K	Y	24-Jun	1	1	1	4	√	√	18
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	18-Jun	1	2	1	1	√	√	17
8	Htee K'Haw	K	Y	20-Jun	1	1	1	5	√	√	19
9	Htee Moh Hkee	K	Y	20-Jun	1	1	1	3	√	√	19
10	Htee Theh Lay	K	Y	17-Jun	2	1	1	5	√	√	21
11	Hti Hu Than	A	Y	16-Jun	1	1	1	4	√	√	9
12	Htoah Lwee Wah High	K	Y	30-May	1	1	1	1	√	√	13
13	K'Leh Lon	K	Y	26-Jun	2	1	1	1	√	√	15
14	Kaw Ler Th'Waw Hpoh	K	Y	10-Jun	1	1	0	1	√	√	14
15	Kawt Hpar Htaw (BEPS)	G	Y	16-Jun	3	1	1	5	√	√	21
16	Kawt Ka Swei (BEPS)	G	Y	14-Jun	3	1	1	3	√	√	20
17	Kawt Nwet Ywar Haung	G	Y	13-Jun	3	1	1	5	√	√	20
18	Keh Hko Mu Der	K	Y	24-Jun	3	1	1	1	√	√	20
19	Kha Dar	A	Y	24-Jun	1	1	1	1	√	√	9
20	Khoh Hkee	K	Y	18-Jun	3	1	1	1	√	√	10
21	Klaw Hta	K	Y	21-Jun	1	1	1	2	√	√	0
22	Kwee Lay Hpya	K	Y	17-Jun	1	1	1	6	√	√	0
23	Kyaune Htake (BEPS)	G	Y	18-Jun	3	1	1	5	√	√	20
24	Lay Hpoe Hta(East)	A	Y	19-Jun	3	1	1	5	√	√	20
25	Mee Zine Chaung Pyar	A	Y	21-Jun	2	1	1	3	√	√	18
26	Meh K'Tha D'Wae Soo	K	Y	17-Jun	2	1	1	5	√	√	19
27	Meh La Ah	K	Y	18-Jun	1	1	1	5	√	√	20
28	Meh Theh Hkee	K	Y	18-Jun	1	2	1	1	√	√	17
29	Moh Lon Pa	K	Y	24-Jun	2	1	1	5	√	√	20
30	Naw Phar	K	Y	24-Jun	2	1	1	5	√	√	20

²² Date of visit here refers to the day when teachers were spoken to.√

31	No.2 Ah Lann (Post BEPS)	G	Y	18-Jun	3	1	1	6	√	√	20
32	No.2 BEPS Nget Pyaw Taw	G	Y	15-Jun	3	1	1	5	√	√	21
33	Noet Thea Hta (Nokel Hta)	A	Y	14-Jun	2	1	1	5	√	√	16
34	Noh Hpaw Wah	K	Y	17-Jun	2	1	1	2	√	√	0
35	Nwah Lay Hko Primary	K	Y	18-Jun	2	1	1	4	√	√	12
36	Pa De Kaw	A	Y	17-Jun	1	1	1	3	√	√	22
37	Pan Taw Mee	G	N	19-Jun	3	1	1	5	√	√	21
38	Pwayhtawru	A	Y	20-Jun	1	1	1	5	√	√	20
39	Saw Boh Mya	K	Y	18-Jun	1	1	1	4	√	√	20
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	18-Jun	2	1	1	3	√	√	37
41	Taung Ka Lay (2)	G	N	12-Jun	3	1	1	3	√	√	16
42	Taw Naw Htoo	K	Y	17-Jun	1	1	1	3	√	√	20
43	Tha Nin Tha Yaw	G	Y	19-Jun	1	1	1	5	√	√	20
44	Thoo Bee Der	K	Y	8-Jun	4	1	1	5	√	√	0
45	Thoo Mweh Community High	K	Y	19-Jun	1	1	1	2	√	√	21
46	Thu Kha Pee	A	Y	13-Jun	1	0	0	1	√	√	28
47	Wa Kheh Hta	K	Y	16-Jun	2	2	3	7	√	√	5
48	Wa Kyae	A	Y	18-Jun	0	1	1	0	X	X	12
49	Wah Hka Der	K	Y	(no data received)							

A gender balance was achieved in terms of sampling, the details of which can be found below:

Table 38 Focus group discussion participants by gender (Myanmar)

Focus group	No. of male participants	No. of female participants	No. of all participants
Teachers and headteachers ²³	63	88	151
Students	140	138	278
Parents and community members	149	145	294

3.2.2 Sample for TVET Component

Table 39 Sample achieved in Myanmar for TVET component

TVET centre	Date of Visit	No. of participants		
		Trainers and heads	Trainees and graduates	Private sector rep.
Government Technical High School (GTHS; in Hpa-an, capital city of Kayin State)	13-Jun 14-Aug	5 (M: 1; F: 4)	12 (M: 8; F: 4)	9 (M: 5; F: 4)

3.2.3 Challenges and Limitations

Apart from those reported in section 1.2.5, the major challenge in relation to collecting data in schools in Myanmar is the reliance on client's local implementing partners. This is particularly true when one compares how the data were collected in the four countries. In Ethiopia, South Sudan and Somalia, the team were able to send their consultants and in-country lead to go to nearly all schools; these individuals monitored the process of data collection and offered immediate support, especially when there were data loss and technical issues. In Myanmar, whilst the team had a consultant in the country, he was not with the data collectors.

KTWG schools, for instance, were visited by a team of enumerators/data collectors arranged by KTWG due to technical difficulties. Some of these schools are very remote and require one day's walk to

²³ There are two focus groups/key informant interviews of which the genders of the participants were not recorded.

reach; some regions of Myanmar are also difficult to obtain clearance to visit, especially for individuals coming from other countries. The study, which relied on the school groups themselves in arranging and coordinating the data collection, is therefore not completely independent.

For a small number of schools, there were data missing, although the collection tools were designed to minimise errors. For instance, enumerators were asked to pick from lists the names of the townships, villages and schools they were in, but, still, some data entries could not be assigned to schools properly, as the information mentioned above did not match with the master list. Since these schools were inaccessible, it was impossible for the data collection team to go back after data check. Unfortunately, there were many factors that were not controllable by the consultant team.

In particular, the team had difficulties in collecting data from Wah Kha Pee School (#49), a KTWG school, in which there was only one teacher as reported by KTWG. According to the dataset, there was no data submitted about this school. Blah Hkee (Ber Kah Lay Koh) School, also a KTWG school, was closed when the data collectors arrived, so there was no information about the school collected. Wa Kyae School also had only two data collection instruments returning data.

The table below shows what data collection instruments were not deployed in some schools.

Table 40 Schools in Myanmar wherein not all data collection instruments were used

School	School Type	FGD (teachers)	FGD (students)	FGD (parents)	Lesson obs.	Site visit	Doc. check	Assessment
Blah Hkee (Ber Kah Lay Koh) School (0)	K	x	x	x	x	x	x	x
Bler Doh School (1)	K							x
Hpar Kat (Branch B.E.M.S.) (5)	G					x	x	
Htee Moh Hkee School (9)	K						x	
Kaw Ler Th'Waw Hpoh School (14)	K			x				
Klaw Hta School (21)	K							x
Keww Lay Hpya School (22)	K							x
Meh K'Tha D'Wae Soo (26)	K						x	
Noh Hpaw Wah School (34)	K							x
Thoo Bee Der School (44)	K							x
Thu Kha Pee School (46)	A			x				
Wa Kyae School (48)	A	x			x	x	x	x
Wah Hka Der School (49)	K	x	x	x	x	x	x	x

For schools that only had assessment data missing, they were less an issue because the sample size of test takers – even when they were grouped according to the school types – were large enough to generate findings that could be used to represent the groups. The two schools – Wa Kyae School and Wah Hka Der schools, both KTWG schools – may need to be re-visited if the client would like to have a more accurate understanding of their operation and management.

3.3 Findings: Education System (Edu. Component)



3.3.1 Enrolment

The following enrolment numbers were provided by headteacher during school document inspection. Some of the SEAQE2 schools in Myanmar had very small student populations, as small as 25. This is very different from the enrolment numbers in Ethiopia and Somalia. In total, there were 2,323 male students

and 2,509 female students enrolled. Unlike the Ethiopia and South Sudan, the numbers were balanced in terms of gender in Myanmar.

There were, however, more than two times as many female teachers as male teachers in these schools; the study itself did not look into this issue, but according to many studies in countries where the same phenomenon is seen (such as the U.K. and the U.S.), the cause is usually about gender stereotype – that women are considered to be more caring hence more suitable for being teachers (see Won, 2019).

Table 41 Enrolment records of schools in Myanmar

#	School	Type	SE AQ E1	Date of Visit	Enrolment Reported ²⁴			Male Ts	Fem. Ts	Ss per T
M	F	Total								
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(school closed)						
1	Bler Doh	K	Y	20-Jun	28	14	42	2	0	21.0
2	District High	K	Y	20-Jun	113	116	229	5	12	13.5
3	Hkoh Hkaw	K	Y	21-Jun	64	69	133	2	5	19.0
4	Hpa An District Brigade (7) High	K	Y	17-Jun	85	96	181	6	10	11.3
5	Hpar Kat(Branch BEMS)	G	Y	13-Jun	(no data)					
6	Htee Ghay Poe	K	Y	24-Jun	24	25	49	1	3	12.3
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	18-Jun	25	26	51	1	1	25.5
8	Htee K'Haw	K	Y	20-Jun	21	24	45	2	4	7.5
9	Htee Moh Hkee	K	Y	20-Jun	41	47	88	0	3	29.3
10	Htee Theh Lay	K	Y	17-Jun	105	109	214	4	8	17.8
11	Hti Hu Than	A	Y	16-Jun	17	17	34	0	4	8.5
12	HtoH Lwee Wah High	K	Y	30-May	159	184	343	6	17	14.9
13	K'Leh Lon	K	Y	26-Jun	13	26	39	0	3	13.0
14	Kaw Ler Th'Waw Hpoh	K	Y	10-Jun	29	26	55	3	2	11.0
15	Kawt Hpar Htaw (BEPS)	G	Y	16-Jun	24	20	44	2	5	6.3
16	Kawt Ka Swei (BEPS)	G	Y	14-Jun	38	34	72	0	3	24.0
17	Kawt Nwet Ywar Haung	G	Y	13-Jun	139	121	260	1	13	18.6
18	Keh Hko Mu Der	K	Y	24-Jun	93	116	209	7	10	12.3
19	Kha Dar	A	Y	24-Jun	13	17	30	0	2	15.0
20	Khoh Hkee	K	Y	18-Jun	18	5	23	2	1	7.7
21	Klaw Hta	K	Y	21-Jun	49	45	94	2	3	18.8
22	Kwee Lay Hpya	K	Y	17-Jun	146	210	356	11	14	14.2
23	Kyaune Htake (BEPS)	G	Y	18-Jun	26	32	58	2	5	8.3
24	Lay Hpoe Hta(East)	A	Y	19-Jun	156	157	313	2	13	20.9
25	Mee Zine Chaung Pyar	A	Y	21-Jun	28	24	52	0	3	17.3
26	Meh K'Tha D'Wae Soo	K	Y	17-Jun	ND	ND	ND	0	7	ND
27	Meh La Ah	K	Y	18-Jun	35	45	80	9	2	7.3
28	Meh Theh Hkee	K	Y	18-Jun	32	34	66	3	4	9.4
29	Moh Lon Pa	K	Y	24-Jun	50	65	115	1	7	14.4
30	Naw Phar	K	Y	24-Jun	28	20	48	6	2	6.0
31	No.2 Ah Lann (Post-BEPS)	G	Y	18-Jun	169	152	321	1	9	32.1
32	No.2 BEPS Nget Pyaw Taw	G	Y	15-Jun	46	29	75	3	3	12.5
33	Noet Thea Hta (Nokel Hta)	A	Y	14-Jun	10	11	21	1	1	10.5
34	Noh Hpaw Wah	K	Y	17-Jun	47	48	95	3	7	9.5
35	Nwah Lay Hko Primary	K	Y	18-Jun	4	8	12	0	3	4.0
36	Pa De Kaw	A	Y	17-Jun	ND	ND	ND	1	0	ND
37	Pan Taw Mee	G	N	19-Jun	60	80	140	3	9	11.7
38	Pwayhtawru	A	Y	20-Jun	100	98	198	4	11	13.2
39	Saw Boh Mya	K	Y	18-Jun	65	93	158	6	9	10.5
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	18-Jun	12	16	28	0	3	9.3
41	Taung Ka Lay (2)	G	N	12-Jun	36	35	71	1	5	11.8
42	Taw Naw Htoo	K	Y	17-Jun	16	9	25	0	3	8.3
43	Tha Nin Tha Yaw	G	Y	19-Jun	11	40	51	5	4	5.7

²⁴ These numbers were reported by the schools to ADRA South Sudan.

#	School	Type	SE AQ E1	Date of Visit	Enrolment Reported ²⁴			Male Ts	Fem. Ts	Ss per T
					M	F	Total			
44	Thoo Bee Der	K	Y	8-Jun	ND	ND	ND	3	8	ND
45	Thoo Mweh Community High	K	Y	19-Jun	22	19	41	1	2	13.7
46	Thu Kha Pee	A	Y	13-Jun	34	40	74	0	3	24.7
47	Wa Kheh Hta	K	Y	16-Jun	92	107	199	0	12	16.6
48	Wa Kyae	A	Y	18-Jun	(no data)					
49	Wah Hka Der	K	Y	(no data)						
	Grand total:				2,323	2,509	4,832	112	258	/
	KTWG schools total:				1,391	1,576	2,967	85	164	/
	GoM schools total:				549	543	1,092	18	56	/
	ACS schools total:				383	390	773	9	38	/

The average class size – or, more precisely, the average number of students per teacher – in these schools in Myanmar is relatively small: 13.9 students per teacher. This number is the smallest comparing the four countries. Across different types of schools, KTWG schools have the smallest number of students per teachers (12.8), following by government schools (14.5) and, lastly, ACS schools (17.0). Nearly all schools have two shifts (morning and afternoon, presumably) a day, and that could mean that the actual class size is even smaller (as small as halving the number of students per teacher). **Given this information, the schools may want to look into recruiting more students while keeping the number of teachers steady, if the circumstances allow.**

Nearly all schools kept attendance and enrolment records with them, as the table below shows. About three quarters of them also kept a master list of all school-age children in their surrounding communities. This proportion is much higher when compared to the other participating countries; it could be due to the facts that the communities are smaller and that many of these schools, especially KTWG schools, are operated by community-based organisations. These documents could potentially be used to further increase the number of children going to schools.

Table 42 Documents related to attendance and retention held by schools in Myanmar

#	School	School Type	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of- School Children	No. of dropouts	Of which no. of Ss returned
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(school closed)						
1	Bler Doh	K	Y	X	X	√	√	X	2	1
2	District High	K	Y	X	√	√	√	X	0	0
3	Hkoh Hkaw	K	Y	X	√	√	X	X	2	0
4	Hpa An District Brigade (7) High	K	Y	X	√	√	X	X	ND	1
5	Hpar Kat(Branch B.E.M.S)	G	Y	ND	ND	ND	ND	ND	ND	ND
6	Htee Ghay Poe	K	Y	X	X	X	X	X	0	0
7	Htee Hpoe Hta(Htee Mu Hta)	A	Y	X	X	X	√	X	0	0
8	Htee K'Haw	K	Y	X	√	√	√	√	ND	ND
9	Htee Moh Hkee	K	Y	ND	ND	ND	ND	ND	8	2
10	Htee Theh Lay	K	Y	√	√	√	√	√	1	0
11	Hti Hu Than	A	Y	X	√	√	√	X	8	5

#	School	School Type	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of-School Children	No. of dropouts	Of which no. of Ss returned
12	Htoh Lwee Wah High	K	Y	√	√	√	√	X	0	0
13	K'Leh Lon	K	Y	X	√	√	X	X	3	1
14	Kaw Ler Th'Waw Hpoh	K	Y	X	√	√	X	√	0	0
15	Kawt Hpar Htaw(B.E.P.S)	G	Y	X	√	√	√	X	1	0
16	Kawt Ka Swei(B.E.P.S)	G	Y	X	√	√	√	X	3	3
17	Kawt Nwet Ywar Haung	G	Y	X	√	√	√	X	0	0
18	Keh Hko Mu Der	K	Y	X	√	√	X	X	0	0
19	Kha Dar	A	Y	X	X	√	√	X	0	0
20	Khoh Hkee	K	Y	√	√	√	√	X	1	0
21	Klaw Hta	K	Y	X	√	√	√	X	0	0
22	Kwee Lay Hpya	K	Y	X	√	√	√	X	0	0
23	Kyaune Htake(B.E.P.S)	G	Y	X	√	√	√	X	2	0
24	Lay Hpoe Hta(East)	A	Y	X	√	√	√	X	0	0
25	Mee Zine Chaung Pyar	A	Y	X	√	√	√	X	ND	ND
26	Meh K'Tha D'Wea Soo	K	Y	ND	ND	ND	ND	ND	0	0
27	Meh La Ah	K	Y	√	√	√	√	√	ND	2
28	Meh Theh Hkee	K	Y	√	√	√	√	√	0	0
29	Moh Lon Pa	K	Y	√	√	√	√	√	93	1
30	Naw Phar	K	Y	√	√	√	X	√	0	0
31	No.2 Ah Lann(Post B.E.P.S)	G	Y	X	√	√	√	X	0	0
32	No.2 BEPS Nget Pyaw Taw	G	Y	X	X	√	√	X	0	0
33	Noet Thea Hta(Nokel Hta)	A	Y	X	√	√	X	X	5	0
34	Noh Hpaw Wah	K	Y	X	√	√	√	X	2	0
35	Nwah Lay Hko Primary	K	Y	X	√	√	√	X	ND	ND
36	Pa De Kaw	A	Y	√	√	√	√	X	1	0
37	Pan Taw Mee	G	N	X	√	√	√	X	6	2
38	Pwayhtawru	A	Y	X	√	√	X	X	0	0
39	Saw Boh Mya	K	Y	√	√	√	√	X	25	1
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	X	√	√	X	√	0	0
41	Taung Ka Lay (2)	G	N	X	√	√	√	√	3	1
42	Taw Naw Htoo	K	Y	√	√	√	√	X	0	1
43	Tha Nin Tha Yaw	G	Y	√	√	√	√	√	0	0
44	Thoo Bee Der	K	Y	X	√	√	X	X	1	0
45	Thoo Mweh Commun. High	K	Y	√	√	√	√	√	2	0
46	Thu Kha Pee	A	Y	X	X	X	X	X	2	1
47	Wa Kheh Hta	K	Y	X	√	√	√	X	2	1
48	Wa Kyae	A	Y	ND	ND	ND	ND	ND	ND	ND
49	Wah Hka Der	K	Y	ND	ND	ND	ND	ND	ND	ND
% of all schools with the documents:				27%	86%	93%	73%	25%	/	/
% of KTWG schools with the docs.:				38%	96%	96%	65%	35%	/	/
% of GoM schools with the docs.:				11%	88%	100%	100%	22%	/	/
% of ACS schools with the docs:				11%	67%	78%	67%	0%	/	/
Total:				/	/	/	/	/	173	23

Only fewer than 30% of schools had campaigns to encourage parents to enrol children and documented evidence of such campaigns. Interestingly, KTWG schools were three times more likely to organise such campaigns.

About 40% of all schools said that some groups of children faced challenges in relation to attendance and retention, this proportion is also lower than that in South Sudan (88%) and Ethiopia (64%). Some of these schools said they visited parents and found out why they could not send their children to schools, sometimes they offer fee exemptions to children from very poor families. Section 3.5 further explores the issue of marginalisation and gender.

ACS schools had lower than average percentages in all columns above. That means that they are less likely to organise campaigns to encourage parents to enrol their children and less likely to keep documents related to attendance, enrolment and dropouts. **The client may need to consult with the ACS schools and reach an agreement with them on improving their practices; these schools may require help in these areas.**

3.3.2 Learning Experience and Quality of Teachers

All student focus groups said that they enjoyed going to schools because they could learn and meet friends there. When asked what helped them learn better in schools, the provision of learning materials such as textbooks was mentioned in 18 groups. Interestingly, many of them mentioned ‘pictures’ that were around schools and in their books. Many students were also thankful that they had good teachers who took care of them and helped them learn. Chairs, tables and other equipment in classrooms were also important to their learning.

About one-third of student focus groups expressed that there was shortfall in their schools that negatively impacted their learning, two groups mentioned insufficient textbooks in schools made it difficult for them to learn. It appears that textbooks and reading materials were commonly seen by students as an important factor that could impact on their learning. **The client may want to explore how they could further support the writing and buying of textbooks and reading materials, both in Burmese and different forms of Karen.**

Table 43 Factors that helped and hindered students' learning in students' opinions (Myanmar)

What Helped Students Learn Better in Schools (n=36)		What Made it Difficult for Students to Learn in Schools (n=12)	
Provision of learning materials	18	Insufficient textbooks	2
Good teachers	8	Teachers going to schools late / insufficient Ts	2
Chairs, tables and other equipment	6	Lack of interest in learning	2
Parents' support	4		
Group work with other students	2		

Two groups of students alluded the difficulties to insufficient teachers, as well as teaching going to schools late. The following table provides more details on teacher absenteeism and the quality of support that they provided.

Table 44 Students' opinions of teachers (Myanmar)

#	School	Type	SEAQEI	Teachers always in classrooms during lessons?	Teachers gave the help needed to be successful? ²⁵
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(school closed)	

²⁵ The students were asked to answer this questions in the scale of 1 to 10, with 1 being ‘not at all’ and 10 ‘very much so’.

#	School	Type	SEAQEI	Teachers always in classrooms during lessons?	Teachers gave the help needed to be successful? ²⁵
1	Bler Doh	K	Y	√	4
2	District High	K	Y	√	7
3	Hkoh Hkaw	K	Y	√	9
4	Hpa An District Brigade (7) High	K	Y	√	10
5	Hpar Kat(Branch B.E.M.S)	G	Y	X	6
6	Htee Ghay Poe	K	Y	√	10
7	Htee Hpoe Hta(Htee Mu Hta)	A	Y	X	10
8	Htee K'Haw	K	Y	√	7
9	Htee Moh Hkee	K	Y	X	10
10	Htee Theh Lay	K	Y	√	7
11	Hti Hu Than	A	Y	X	8
12	Htoah Lwee Wah High	K	Y	√	1
13	K'Leh Lon	K	Y	√	10
14	Kaw Ler Th'Waw Hpoh	K	Y	√	10
15	Kawt Hpar Htaw(B.E.P.S)	G	Y	X	7
16	Kawt Ka Swei(B.E.P.S)	G	Y	√	10
17	Kawt Nwet Ywar Haung	G	Y	√	10
18	Keh Hko Mu Der	K	Y	√	7
19	Kha Dar	A	Y	X	7
20	Khoh Hkee	K	Y	√	7
21	Klaw Hta	K	Y	√	10
22	Kwee Lay Hpya	K	Y	√	10
23	Kyaune Htake(B.E.P.S)	G	Y	√	9
24	Lay Hpoe Hta(East)	A	Y	X	8
25	Mee Zine Chaung Pyar	A	Y	√	10
26	Meh K'Tha D'Wea Soo	K	Y	√	10
27	Meh La Ah	K	Y	√	8
28	Meh Theh Hkee	K	Y	√	10
29	Moh Lon Pa	K	Y	√	3
30	Naw Phar	K	Y	√	6
31	No.2 Ah Lann(Post B.E.P.S)	G	Y	X	10
32	No.2 BEPS Nget Pyaw Taw	G	Y	√	4
33	Noet Thea Hta(Nokel Hta)	A	Y	√	10
34	Noh Hpaw Wah	K	Y	√	6
35	Nwah Lay Hko Primary	K	Y	√	10
36	Pa De Kaw	A	Y	X	5
37	Pan Taw Mee	G	N	√	10
38	Pwayhtawru	A	Y	√	9
39	Saw Boh Mya	K	Y	√	10
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	X	8
41	Taung Ka Lay (2)	G	N	√	5
42	Taw Naw Htoo	K	Y	√	9
43	Tha Nin Tha Yaw	G	Y	√	3
44	Thoo Bee Der	K	Y	√	8
45	Thoo Mweh Community High	K	Y	√	10
46	Thu Kha Pee	A	Y	√	10
47	Wa Kheh Hta	K	Y	X	9
48	Wa Kyae	A	Y	X	5
49	Wah Hka Der	K	Y	(no data)	(no data)
% with teacher presence; average (all schools):				73%	7.96
% with teacher presence; average (KTWG schools):				89%	8.1
% with teacher presence; average (GoM schools):				70%	7.4
% with teacher presence; average (ACS schools):				40%	8.2

As a whole, 73% of the schools had teachers always in classrooms during lessons, according to the students participated in focus group discussions. The percentage is higher than that of South Sudan but lower than that of Ethiopia, as a comparison. **Nonetheless, it is noteworthy that, in ACS schools, only 40% of them had teachers in classrooms at all times during lessons. This number is a worrying sign of teacher absenteeism that could be caused by factors like insufficient support – financially and professionally – as well as a lack of professionalism. The client may need to look into the root causes of such a problem.**

The KTWG schools, in contrast, had a considerably higher than average rate of teachers being in classrooms at all times, one may attributed this to a more dedicated and passionate team, considering that, historically, they were keen on promoting their languages and cultures in schools even when there was a lack of support from the national government. **The client could possibly study how these teachers were motivated and what policies and practices they endorsed as institutions; the success of KTWG teacher education is detailed in a report published by Save the Children (Johnston, 2016).**

Despite the absenteeism, students in the ACS schools held high opinions about their teachers, whom they said could provide the help they needed to succeed. Contrastingly, teachers in the government schools were given relatively low scores regarding their ability to provide the help. The study was not able to offer the reasons behind this, yet, considering that most of these schools were in so-called ‘ethnic regions’ of Myanmar, it could be that these teachers might not be accustomed to the local ways of teaching or that they had language barriers. Further investigation is needed to identify the causes. That said, the score is still of adequate standard.

Teachers were also asked about the factors that positively and negatively impacted on students learning outcomes in these schools. Interestingly, 9 teacher focus groups mentioned that their students, being clever, dedicated to learning and polite, are key to having good learning outcomes; these teachers praised their students in focus group discussions and showed how much they liked teaching their students. The second most common answer was that teachers could tell that their students were improving year-by-year; a sense of progression seemed to be fundamental for these teachers to tell that the teaching and learning were worthwhile. An expected answer – good teaching and learning materials – were also mentioned amongst teacher, so was it amongst students; similarly, the teachers talked about ‘pictures’ and ‘maps’ in their discussions. Furthermore, a sense of community – both within schools and within the wider communities – seemed to be contributing to students’ success; it highlighted the importance of having a shared mission and good leaders in schools.

Table 45 Factors that helped and hindered learning in teachers’ opinions (Myanmar)

Factors that positively impacted on learning outcomes (n=79)		Factors that negatively impacted on learning outcomes (n=17)	
Clever/dedicated/polite students	9	Unprofessional behaviours of teachers	3
Being able to tell that students are improving	7	Uninterested learners	2
Good teaching and learning materials	6	Insufficient teachers	2
Community and parent support	5	Students’ language barriers	1
Good leadership	5	Not enough materials	1
Professional development	2	No communication between schools and parents	1

Teacher unprofessional behaviours were mentioned in 3 teacher focus groups as a threat to students’ learning outcomes. They alluded to the fact that some teachers used corporal punishment and strong words in classrooms; section 3.3.7 on child protection provides more details on this realm of study. Uninterested learners were also mentioned in the discussions, this was not surprising in that students were seen as responsible for their own learning to some extent. Insufficient teachers were also on the list.

Given that some teachers themselves were critical of their peers' professionalism, it is worth looking into how many of these teachers in these schools received professional training and support. The table below provides the details.

Table 46 Teacher training and continuous professional development (Myanmar)

#	School	School Type	SEAQEI	Received training?	What training received?	Training needed/wanted?	What training needed?
0	Blah Hkee (Ber Kah Lay Koh)	K	Y		(school closed)		
1	Bler Doh	K	Y	√	Training of trainers (ToT)	√	English; health
2	District High	K	Y	X		X	
3	Hkoh Hkaw	K	Y	√	Summer teacher training	√	Subject training
4	Hpa An District Brigade (7) High	K	Y	√	General training	√	
5	Hpar Kat(Branch B.E.M.S)	G	Y	√	CPD, IT	√	IT
6	Htee Ghay Poe	K	Y	√	Lesson planning, subject training	X	-
7	Htee Hpoe Hta(Htee Mu Hta)	A	Y	X	-	√	Modern teaching methods.
8	Htee K'Haw	K	Y	√	Teacher training.	√	School compound.
9	Htee Moh Hkee	K	Y	X		√	Teacher training
10	Htee Theh Lay	K	Y	X	-	√	Leadership and management, lesson planning and teaching methods
11	Hti Hu Than	A	Y	X		√	Teaching methods
12	Htoh Lwee Wah High	K	Y	X	-	X	-
13	K'Leh Lon	K	Y	√	ToT, subject training	√	(Unspecified)
14	Kaw Ler 'Th'Waw Hpoh	K	Y	√	Teaching methods	X	-
15	Kawt Hpar Htaw(B.E.P.S)	G	Y	√	21 st Century Skills, teaching method	√	English; life skill, mathematics
16	Kawt Ka Swei(B.E.P.S)	G	Y	√	Teaching methods, headteacher training	√	Music, drawing, teaching method, physical exercise, Burmese
17	Kawt Nwet Ywar Haung	G	Y	√	Teaching method	√	Sports, drawing, music, English
18	Keh Hko Mu Der	K	Y	√	(unspecified)	√	(Unspecified)
19	Kha Dar	A	Y	√	Disability, natural disaster, 21 st Century Skills	√	New curriculum
20	Khoh Hkee	K	Y	√	ToT; teaching method, subject training	√	(Unspecified)
21	Klaw Hta	K	Y	X	-	√	Subject training, leadership, social skills
22	Kwee Lay Hpya	K	Y	X	-	√	Social training
23	Kyaune Htake(B.E.P.S)	G	Y	√	G-1 new curriculum; Teacher training	√	Social development; English, new teaching styles
24	Lay Hpoe Hta(East)	A	Y	√	Teaching method, English; classroom management	√	English, maths.

#	School	School Type	SEAQEI	Received training?	What training received?	Training needed/wanted?	What training needed?
25	Mee Zine Chaung Pyar	A	Y	√	Lesson plan, timetabling, teaching methods	√	Subject training, child psychology
26	Meh K*Tha D*Wea Soo	K	Y	X	-	√	Child psychology
27	Meh La Ah	K	Y	X	-	X	-
28	Meh Theh Hkee	K	Y	X	-	X	-
29	Moh Lon Pa	K	Y	√	(Unspecified)	√	(Unspecified)
30	Naw Phar	K	Y	√	Teaching methods, Child psychology, parents cooperation, lesson planning, teaching methods	√	Teaching methods, child encouragement, leadership, life skills
31	No.2 Ah Lann(Post B.E.P.S)	G	Y	√	New curriculum	√	Thinking, creativity
32	No.2 BEPS Nget Pyaw Taw	G	Y	√	New curriculum training, health	√	Physical education, English, dancing, music
33	Noet Thea Hta(Nokel Hta)	A	Y	X	-	√	English, maths, Burmese
34	Noh Hpaw Wah	K	Y	X	-	√	English, IT; classroom management
35	Nwah Lay Hko Primary	K	Y	X	-	√	Teaching skills, subject skills, child protection, management
36	Pa De Kaw	A	Y	√	(Unspecified)	√	Creativity
37	Pan Taw Mee	G	N	X	-	√	English
38	Pwayhtawru	A	Y	X	-	√	-
39	Saw Boh Mya	K	Y	√	Teaching methods, subject training	√	KTTC
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	√	Teaching methods, child psychology	√	Teaching methods, medical care, leadership
41	Taung Ka Lay (2)	G	N	√	Lesson planning	√	Music, art
42	Taw Naw Htoo	K	Y	X	-	√	Teaching methods, subject training
43	Tha Nin Tha Yaw	G	Y	√	(Unspecified)	√	(Unspecified)
44	Thoo Bee Der	K	Y	√	(Unspecified)	√	Teaching methods, English
45	Thoo Mweh Community High	K	Y	X	-	√	Social skills, Maths
46	Thu Kha Pee	A	Y	X	-	√	Teaching methods
47	Wa Kheh Hta	K	Y	√	Life skills	√	Safety
48	Wa Kyae	A	Y			(no data)	
49	Wah Hka Der	K	Y			(no data)	
% of schools for '√':				59.6	-	87.2	-
% of schools for '√' (KTWG schools):				53.6	-	78.6	-
% of schools for '√' (GoM schools):				90	-	100	-
% of schools for '√' (ACS schools):				20	-	100	-

Disappointingly, only less than 60% of the schools had their teachers saying that they had received training or support from government and/or school leadership; the figure is lower than that of South Sudan (68%) but higher than that of Ethiopia (46%). For those who received professional training, their training was mainly about the new curriculum (in government schools) and teaching methods, some were offered training on child/education psychology.

The breakdown of teacher training by school types gives a much clearer picture: only 20% of the ACS schools had teachers confirming that they had received training from the government and/or school leadership. This is a shockingly low rate. Combining this concern with that over teacher absenteeism in the ACS schools, it is worrying that teachers in these schools may not be given the support needed – and not monitored and motivated – in helping them to be good teachers, **the client needs to immediately look into the issue and provide appropriate support to these teachers in ACS schools.**

Contrastingly, teachers in the government schools were well supported in terms of professional development and training. This was reported in a study published by The Asia Foundation (Jolliffe & Mears, 2016): government schools in general have teachers who graduated from accredited courses and who are provided professional support. The report further pointed out that Kayin State (where most SEAQ2 schools are in) has called for an increase of quality teachers, supported by the national government. This nonetheless will not be easy because training for teachers, not least those on literacy in ethnic language, and development of teaching materials for them will take time.

Most teachers said that they would like to have training to make them better teachers, the percentages are particularly high amongst teachers in government and ACS schools. Subject training and teaching methods were the most popular kinds of training they would like to have; English training was mentioned in multiple schools.

3.3.3 School Infrastructure

This section looks into the infrastructure of the schools in Myanmar. The table below gives an overview of the numbers of classrooms, water supply, electricity supply and toilets/latrines in schools. No safety hazard was reported in these schools.

Table 47 School grounds, utilities and safety hazards (Myanmar)

#	School	School Type	SEAQEI	Number of classrooms	Intact walls	Completed roof	Running water supply	Electricity supply	Absence of wild animals	Absence of rubbish	Guard(s) at the gate
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(no data)							
1	Bler Doh	K	Y	2	X	X	X	√	√	X	X
2	District High	K	Y	11	X	X	X	X	X	√	X
3	Hkoh Hkaw	K	Y	6	√	√	X	X	X	X	X
4	Hpa An District Brigade (7) High	K	Y	11	√	√	√	X	√	X	X
5	Hpar Kat (Branch B.E.M.S)	G	Y	(no data)							
6	Htee Ghay Poe	K	Y	7	X	√	√	X	√	√	X
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	1	√	√	√	X	√	√	X
8	Htee K'Haw	K	Y	7	√	√	√	X	√	√	√
9	Htee Moh Hkee	K	Y	5	√	√	X	X	X	√	√
10	Htee Theh Lay	K	Y	9	√	√	√	√	√	X	X
11	Hti Hu Than	A	Y	5	X	X	X	X	X	√	X
12	Htoah Lwee Wah High	K	Y	14	√	√	√	X	X	X	X
13	K'Leh Lon	K	Y	6	√	√	X	X	√	X	X
14	Kaw Ler Th'Waw Hpoh	K	Y	4	√	√	√	X	√	X	√
15	Kawt Hpar Htaw(B.E.P.S)	G	Y	1	√	√	√	X	√	X	X
16	Kawt Ka Swei(B.E.P.S)	G	Y	4	√	√	√	X	√	√	X
17	Kawt Nwet Ywar Haung	G	Y	4	√	√	√	X	√	√	X
18	Keh Hko Mu Der	K	Y	14	√	√	X	X	√	X	X

#	School	School Type	SEAQE1	Number of classrooms	Intact walls	Completed roof	Running water supply	Electricity supply	Absence of wild animals	Absence of rubbish	Guard(s) at the gate
19	Kha Dar	A	Y	1	X	X	√	X	X	X	X
20	Khoh Hkee	K	Y	4	(no data)		√	X	(no data)		
21	Klaw Hta	K	Y	3	√	√	X	X	√	√	X
22	Kwee Lay Hpya	K	Y	10	√	√	√	X	√	√	X
23	Kyaune Htake (B.E.P.S)	G	Y	5	√	√	X	√	√	X	X
24	Lay Hpoe Hta (East)	A	Y	8	√	√	√	X	X	X	X
25	Mee Zine Chaung Pyar	A	Y	0	X	X	X	X	√	√	X
26	Meh K'Tha D'Wea Soo	K	Y	7	√	√	X	X	X	X	X
27	Meh La Ah	K	Y	11	√	√	√	X	√	√	X
28	Meh Theh Hkee	K	Y	4	√	√	√	X	√	X	X
29	Moh Lon Pa	K	Y	9	√	√	X	X	√	√	X
30	Naw Phar	K	Y	6	X	√	X	X	√	X	X
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	9	√	√	√	√	√	X	X
32	No.2 BEPS Nget Pyaw Taw	G	Y	3	√	√	√	√	√	√	X
33	Noet Thea Hta (Nokel Hta)	A	Y	3	√	√	√	X	√	X	X
34	Noh Hpaw Wah	K	Y	5	√	√	X	X	√	√	X
35	Nwah Lay Hko Primary	K	Y	4	√	√	X	X	√	√	X
36	Pa De Kaw	A	Y	4	√	√	√	X	X	X	X
37	Pan Taw Mee	G	N	3	√	√	√	X	X	√	X
38	Pwayhtawru	A	Y	11	√	√	√	X	√	X	X
39	Saw Boh Mya	K	Y	10	√	√	√	X	√	√	X
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	8	√	X	X	X	√	X	X
41	Taung Ka Lay (2)	G	N	2	√	√	√	X	√	X	X
42	Taw Naw Htoo	K	Y	6	√	√	X	X	√	√	X
43	Tha Nin Tha Yaw	G	Y	6	√	√	√	X	√	√	√
44	Thoo Bee Der	K	Y	2	√	√	X	X	√	√	X
45	Thoo Mweh Community High	K	Y	6	√	√	X	X	√	√	X
46	Thu Kha Pee	A	Y	4	√	√	√	X	√	√	X
47	Wa Kheh Hta	K	Y	9	X	√	X	X	√	X	√
48	Wa Kyae	A	Y				(no data)				
49	Wah Hka Der	K	Y				(no data)				
% of "√":					81	87	57	11	78	51	11
% of "√" (KTWG schools only):					82	89	39	7	82	52	15
% of "√" (GoM schools only):					100	100	90	30	90	50	10
% of "√" (ACS schools only):					67	67	78	0	56	44	0

The overview above shows that most schools had intact walls and roofs, which should provide very basic protection for children. 57% of schools had running water supply, this proportion is relatively high compared to other participating countries of SEAQE2. Most of the schools were also free of wild animals. However, half of the schools had rubbish piling up in their premises and only about 10% of them had guards at the gate.

Comparing different types of schools in Myanmar, it is obvious that ACS schools' infrastructure lagged behind the other two types of schools, in that they are less likely to have intact walls, completed roof, running water and electricity supply. It appears that **Hti Hu Than and Kha Dar** schools requires attention as their walls and roofs need repairment.

Other schools the require urgent attention had their names in red in the table below for follow-up.

The table below provides details on the latrine/toilets in the schools. 9 schools had no latrines or toilets at all, they may need assistance with building sanitation facilities The names of these schools are in red in the table below.

Table 48 Sanitation facilities in schools (Myanmar)

#	School	District	SEAQEI	Number of boys' toilets	Number of girls' toilets	Number of male T toilets	Number of female T toilets	Separated boys' and girls' toilets	Separated students' and T toilets	Are the toilets clean?	Handwashing facilities	Locks for toilets	Visual aids on hygiene	Soap
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(no data)										
1	Bler Doh	K	Y	1	1	1	0	X	X	√	X	X	X	X
2	District High	K	Y	1	1	0	0	√	-	√	X	√	X	X
3	Hkoh Hkaw	K	Y	1	1	0	0	√	-	√	X	√	X	X
4	Hpa An District Brigade (7) High	K	Y	6		0	0	X	X	X	X	X	X	X
5	Hpar Kat (Branch B.E.M.S)	G	Y	(no data)										
6	Htee Ghay Poe	K	Y	(no data)				√	√	√	√	X	X	√
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	2	1	1	1	√	√	√	X	√	X	X
8	Htee K'Haw	K	Y	1	1	0	0	X	-	√	X	X	X	X
9	Htee Moh Hkee	K	Y	0	0	0	0	-	-	-	-	-	-	-
10	Htee Theh Lay	K	Y	0	0	0	0	-	-	-	-	-	-	-
11	Hti Hu Than	A	Y	1	1	0	0	X	-	√	X	X	X	√
12	Htoah Lwee Wah High	K	Y	5	5	2	2	√	√	√	√	√	√	X
13	K'Leh Lon	K	Y	0	0	0	0	-	-	-	-	-	-	-
14	Kaw Ler Th'Waw Hpoh	K	Y	12	1	1	0	X	√	√	X	X	√	X
15	Kawt Hpar Htaw (B.E.P.S)	G	Y	1	1	1	1	√	√	X	X	X	X	X
16	Kawt Ka Swei (B.E.P.S)	G	Y	1	1	0	1	√	√	√	X	√	X	X
17	Kawt Nwet Ywar Haung	G	Y	2	2	2	3	√	√	√	√	X	X	X
18	Keh Hko Mu Der	K	Y	0	0	0	0	-	-	-	-	-	-	-
19	Kha Dar	A	Y	1	1	1	1	X	√	√	X	√	X	X
20	Khoh Hkee	K	Y	0	0	0	0	-	-	-	-	-	-	-
21	Klaw Hta	K	Y	1	1	0	0	√	-	√	X	X	X	X
22	Kwee Lay Hpya	K	Y	2	2	1	1	X	√	√	√	X	X	X
23	Kyaune Htake (B.E.P.S)	G	Y	1	2	1	1	X	√	X	X	X	X	X
24	Lay Hpoe Hta (East)	A	Y	1	1	1	1	X	X	√	√	√	X	X
25	Mee Zine Chaung Pyar	A	Y	0	0	0	0	-	-	-	-	-	-	-
26	Meh K'Tha D'Wear Soo	K	Y	1	1	0	0	X	X	X	X	X	X	X
27	Meh La Ah	K	Y	2	2	1	1	X	X	√	X	X	X	X
28	Meh Theh Hkee	K	Y	1	1	1	1	√	X	√	X	X	√	X
29	Moh Lon Pa	K	Y	0	0	0	0	-	-	-	-	-	-	-
30	Naw Phar	K	Y	2	2	1	1	√	√	X	X	X	X	X
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	3	3	1	1	√	√	X	X	X	X	X
32	No.2 BEPS Nget Pyaw Taw	G	Y	2	2	0	1	√	√	√	√	√	X	X
33	Noet Thea Hta (Nokel Hta)	A	Y	1	1	1	1	X	√	X	X	X	X	X
34	Noh Hpaw Wah	K	Y	3	3	0	0	√	-	√	√	√	√	√
35	Nwah Lay Hko Primary	K	Y	0	0	0	0	-	-	-	-	-	-	-
36	Pa De Kaw	A	Y	1	1	0	1	√	√	√	√	X	X	X
37	Pan Taw Mee	G	N	1	2	1	1	√	X	√	X	X	X	X

#	School	District		SEAQE1		Number of boys' toilets		Number of girls' toilets		Number of male T toilets		Number of female T toilets		Separated boys' and girls' toilets		Separated students' and T toilets		Are the toilets clean?		Handwashing facilities		Locks for toilets		Visual aids on hygiene		Soap		
38	Pwayhtawru	A	Y	6	3	3	0	√	X	√	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
39	Saw Boh Mya	K	Y	2	2	2	2	X	X	√	√	X	√	X	√	X	√	X	√	X	√	X	√	X	√	X	√	√
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	1	1	0	0	X	-	X	X	√	X	X	√	X	√	X	√	X	√	X	√	X	√	X	√	X
41	Taung Ka Lay (2)	G	N	1	1	1	1	X	√	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
42	Taw Naw Htoo	K	Y	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
43	Tha Nin Tha Yaw	G	Y	2	2	1	1	X	X	√	X	X	X	X	√	X	√	X	√	X	√	X	√	X	√	X	√	X
44	Thoo Bee Der	K	Y	1	1	1	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45	Thoo Mweh Community High	K	Y	2	2	1	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
46	Thu Kha Pee	A	Y	3	1	1	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
47	Wa Kheh Hta	K	Y	2	2	0	2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
48	Wa Kyae	A	Y	(no data)																								
49	Wah Hka Der	K	Y	(no data)																								
% of '√' (over schools that have latrines/toilets):								47	48	61	28	28	11	11														

Handwashing facilities, locks, visual aids on personal hygiene and soap were not commonly seen in the latrines or toilets of the SEAQE2 schools in Myanmar. This was similar to the situation on other participating countries.

The team asked the students what were needed in their schools, and most of them hoped that there were better classrooms and teaching facilities. It somehow demonstrates that the quality of the existing building is mediocre and/or insufficient.

Table 49 Facilities needed in schools in students' opinions (Myanmar)

#	School	Type	SEAQE1	What were needed in schools?
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(no data)
1	Bler Doh	K	Y	New school/fence
2	District High	K	Y	Renew school
3	Hkoh Hkaw	K	Y	Teacher; new school campus
4	Hpa An District Brigade (7) High	K	Y	School hall
5	Hpar Kat(Branch B.E.M.S)	G	Y	Teachers; plants; learning facilities
6	Htee Ghay Poe	K	Y	Chair; table; playground; school buildings
7	Htee Hpoe Hta(Htee Mu Hta)	A	Y	Classroom; electricity; roof
8	Htee K'Haw	K	Y	/
9	Htee Moh Hkee	K	Y	School buildings; classroom; playground
10	Htee Theh Lay	K	Y	Water supply, separate classrooms for different grades
11	Hti Hu Than	A	Y	School buildings
12	Htoah Lwee Wah High	K	Y	Teaching facilities
13	K'Leh Lon	K	Y	/
14	Kaw Ler Th'Waw Hpoh	K	Y	Teaching facilities
15	Kawt Hpar Htaw (B.E.P.S)	G	Y	/

#	School	Type	SEAQE1	What were needed in schools?
16	Kawt Ka Swei (B.E.P.S)	G	Y	Ball; skip rope; electricity
17	Kawt Nwet Ywar Haung	G	Y	Plants, playground
18	Keh Hko Mu Der	K	Y	Library
19	Kha Dar	A	Y	Roof, furniture, toilets
20	Khoh Hkee	K	Y	Chairs; tables
21	Klaw Hta	K	Y	/
22	Kwee Lay Hpya	K	Y	/
23	Kyaune Htake (B.E.P.S)	G	Y	Toilets
24	Lay Hpoe Hta (East)	A	Y	Toilet, roof, sports facilities; dormitories.
25	Mee Zine Chaung Pyar	A	Y	/
26	Meh K'Tha D'Wear Soo	K	Y	Water supply and fence
27	Meh La Ah	K	Y	/
28	Meh Theh Hkee	K	Y	Classrooms, playground
29	Moh Lon Pa	K	Y	Electricity; solar panels
30	Naw Phar	K	Y	Water supply; chairs; toilets
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	Chairs; tables; water supply; flooring; walls; sports facilities
32	No.2 BEPS Nget Pyaw Taw	G	Y	Library; sports ground
33	Noet Thea Hta (Nokel Hta)	A	Y	Playground
34	Noh Hpaw Wah	K	Y	/
35	Nwah Lay Hko Primary	K	Y	Electricity
36	Pa De Kaw	A	Y	Bell; clock; toilets; school building.
37	Pan Taw Mee	G	N	/
38	Pwayhtawru	A	Y	Fence; new building
39	Saw Boh Mya	K	Y	/
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	/
41	Taung Ka Lay (2)	G	N	Sports facilities
42	Taw Naw Htoo	K	Y	/
43	Tha Nin Tha Yaw	G	Y	/
44	Thoo Bee Der	K	Y	New school
45	Thoo Mweh Community High	K	Y	Toilets
46	Thu Kha Pee	A	Y	/
47	Wa Kheh Hta	K	Y	Library
48	Wa Kyae	A	Y	Electricity supply
49	Wah Hka Der	K	Y	(no data)

Flooding appeared to be a concern to some schools, as it could damage the school buildings and affect children's safety. It is therefore important to ensure that there are safe places for children to go to when evacuation is needed. The buildings also need to be reinforced so that they will not easily be damaged by water.

3.3.4 Literacy, Numeracy and Skills

The team used the literacy and numeracy assessment developed for SEAQE2 in Myanmar schools to decide the students' literacy and numeracy rates. Both literacy and numeracy test were conducted in one of the two local languages, which are also the schools media-of-instruction: Burmese and Karen.

As explained in section 1.3.3, the team was unable to recruit only Grade 4 and Grade 7 students for the assessment due to practical problems. The team instead asked students of other forms to take the tests in order to maintain a large sample size and hence the representability of the sample. As a result of this alteration, the results are presented – and should be read – by Grades. Since the alteration was unexpected, some enumerators gave set M to Grade 5 and 6 students. For fairness, these test takers were

separated according to the assessment they were given. Around 60 Grade 7 to 9 students were by mistake given primary school set (set P) because of the unexpected alteration, these results were discarded for fairness; the results were nevertheless kept in the dataset for the client, the sets of assessment they used were clearly marked in the column named 'literacy-set'.

As for the language used in the assessments, the team translated the assessment into the media-of-instruction of the schools, that is, students were tested using the language that their schools use in teaching. This should minimise the negative impact on literacy and numeracy rates caused by language barriers.

Students' attainment in Myanmar SEAQ2 schools are shown below by Grades. For attainment by school, please refer to the table in appendix.

Table 50 Literacy and numeracy assessment results overview (Myanmar)

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
1	63	0.222	1.222
2	89	0.326	1.483
3	147	1.490	3.136
4	141	3.050	4.830
5 (set P)	60	3.6	5.15
5 (set M)	26	3.962	5.807
6 (set P)	63	3.762	6.333
6 (set M)	19	3.263	2.947
7	54	3.963	3.778
8	54	3.944	3.926
9	20	3.85	5.5
Total	736	-	-

The literacy and numeracy rates of students in Myanmar, in comparison, are significantly higher than those of South Sudan. For example, in South Sudan, Grade 4 students attained 0.98 and 2.979 in literacy and numeracy tests respectively, those of Grade 4 students in Myanmar were 2.507 and 4.826.

From the scores of the assessment, there is a clear progression over the grades. That is to say, for students that took the same test, those of higher grades did better than their counterparts of lower grades. This can be attributed to the school education being effective, amongst other factors. The exceptions are Grade 6 (set P) for literacy, Grade 5 (set M) for numeracy and Grade 6 (set P) for numeracy.

The scores were further broken down according to the types of schools the students were in. Owing to the unexpected practices of having students of different grades taking the tests, the sample sizes in the analysis below became much smaller, this may have implications on how representable the ratees are. The results and findings therefore need to be read with that considered – in particular those of Grades 5 and 6. Those in brackets have fewer than 10 students taking part and thus omitted.

Table 51 Literacy and numeracy assessment results by school type (Myanmar)

Grade	No. of test takers ²⁶			Average score for literacy test (highest score = 5)			Average score for numeracy test (highest score = 12)		
	K	G	A	K	G	A	K	G	A
1	17	19	23	0.294	0	0.348	1.588	0	1.565
2	31	25	28	0.162	0.2	0.643	1.968	0.32	1.571
3	59	36	50	1.508	1.222	1.62	3.153	2.222	3.7
4	60	48	32	2.983	2.938	3.25	5.3	4.188	4.938
5 (set P)	51	2	7	3.725	-	3.142	5	-	5.286

²⁶ The numbers of test takers for each grade do not add up to those reported in the previous table because there were test takers with their corresponding school unrecorded, the team included them in the national results only.

Grade	No. of test takers ²⁶			Average score for literacy test (highest score = 5)			Average score for numeracy test (highest score = 12)		
	K	G	A	K	G	A	K	G	A
5 (set M)	17	4	3	4.412	-	-	6.882	-	-
6 (set P)	56	4	2	4.018	-	-	6.321	-	-
6 (set M)	2	15	2	-	3.133	-	-	3	-
7	23	19	8	3.667	4.211	3.875	3.810	4.316	1.75
8	34	10	10	3.093	3.7	4.2	4.355	2.5	3.2
9	20	0	0	3.85	-	-	5.5	-	-
Total	370	182	165	-	-	-	-	-	-

It is suggested that only Grades 3 and 4 (using set P papers), as well as Grade 7 (using set M papers), are used to compare the literacy and numeracy rates in different groups of schools, owing to their larger sample sizes. Grade 3 and 4 students in government schools did worse than their counterparts in KTWG and ACS schools both in literacy and numeracy tests. However, Grade 7 in government schools performed better. Grade 3 and 4 students in ACS schools had the best results compared to students in other schools, even though teacher absenteeism and teacher training were concerns as discussed earlier.

To assess the change of literacy and numeracy rates of the students' of different types of schools, **the client should consider recruiting only Grade 4 and 7 students (as the assessment was written for them) in a couple of years using the exact same sets of assessment papers.**

Using only Grade 4 and Grade 7 assessment results, the team explored whether there are differences between male and female test takers. The results are not provided for each school type because of the sample size. The details are shown below:

Table 52 Literacy and numeracy assessment result by sex (Myanmar)

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	141	3.050	4.830
4 (male only)	65	2.954	5.215
4 (female only)	76	3.132	4.500
7	54	3.963	3.778
7 (male only)	26	3.885	3.885
7 (female only)	28	4.036	3.679
Total	173	/	/

As table shows, there is no significant difference between the average score of male and female test takers. Girls tend to do slightly better in literacy and slightly worse in numeracy than their counterparts but the difference is not significant.

Apart from literacy and numeracy rates, the team also explores whether students knew about life skills. 60% of student focus groups said they knew what they were, and 21 groups of them said their teachers taught them life skills (see graph).

Teachers were asked about their understanding of life skills, 21st Century Skills, and values and attitudes that schoolteachers thought should be taught. Personal hygiene was mentioned in 12 teacher groups, compared to tolerance mentioned in Ethiopia and agriculture in South Sudan. Arts and culture are also life skills that were unique to Myanmar; it could be due to the fact that teachers were more dedicated to teaching their distinctive ethnic culture. Interpersonal and communication skills were brought up by teachers as both life skills and 21st Century Skills. **Encouragingly, critical thinking and creativity were mentioned by many teacher focus groups, these skills were much closer to the more standard understanding of 21st Century Skills,** compared to technology (may include IT) in Ethiopia and South Sudan. **The client may want to future explore why teachers in Myanmar are particularly familiar with these concepts.** Like other countries, care/respect for others was named by most teacher focus groups as a kind of values/attitudes that school should instil in their students.

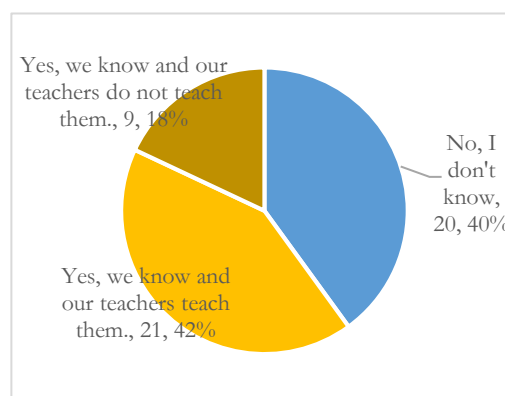


Figure 8 Students' responses to questions about life skills (Myanmar)

Table 53 Life skills, 21st Century Skills, and values and attitudes mentioned by teachers (Myanmar)

Life skills (n=84)		21 st Century Skills (n=84)		Values and attitudes (n=84)	
Hygiene/Staying healthy	12	Interpersonal/comm. skills	19	Care/respect for others	19
Arts and culture	11	Creativity	17	Love for traditional culture	7
Interpersonal/comm. skills	11	Critical thinking	16	Good behaviours	6
Problem solving skills	7	Self-learning	4	Communicating with elderly	3
Sports	7	Problem solving	2	Positive thinking	3
Sewing and weaving	6	Arts and culture	3	Good character	5
Self-management	4	Leadership	1	Self-value/self-confidence	2

Teachers were furthered asked whether they taught these life skills, 21st Century Skills, and values and attitudes in schools. The results were shown in the pie charts.

Life skills were the least taught group among the three, while 21st Century Skills were the most taught ones. Considering that many teachers named very relevant 21st Century Skills in focus groups discussions, it appeared that this is an area that the teachers did well.

Teachers were fairly confident in teaching life skills, 21st Century Skills, and values and attitudes.

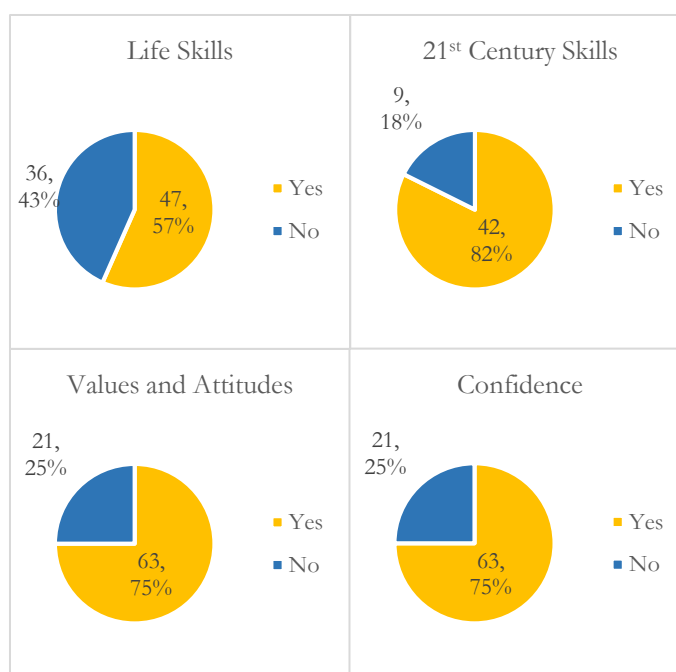


Figure 9 Teaching of life skills, 21st Century Skills, and values and attitudes in schools, and teachers' confidence in teaching them (Myanmar)

3.3.5 Learning Materials

Insofar as learning materials are concerned

Teachers of 80% of schools said that textbooks were provided in their schools. ACS schools had a lower percentage at 56%. According to the teachers, the quality of the textbooks was quite good, a fair number of groups said the textbooks were either excellent or very good. Teachers' answers on the provision and quality of textbooks were corroborated by their students, who held very similar views as their teachers.

Despite the provision of textbooks in most schools, in the lessons observed by the team, only 45% of them used textbooks, the percentage is much lower than that of Ethiopia, where textbooks were also widely available. The existing data do not tell the exact reasons, given that both teachers and students were satisfied with the quality of the textbooks. Regarding the quantity of textbooks, about half of those that had textbooks in their schools said that there were enough of textbooks. The table below provides more information, with empty cells mean no data were available.

Table 54 Provision and quality of textbooks and teaching materials (Myanmar)

#	School	School Type	SEAQEI	Textbooks used in lesson observed? ²⁷	Textbooks provided? (Ss)	Textbooks provided? (Ts)	Quality of textbooks (Ss) ²⁸	Quality of textbooks (Ts)	Enough textbooks? (Ss)	Enough textbooks? (Ts)	Enough other teaching materials? ²⁹ (Ss)	Quality of other teaching materials? ³⁰ (Ts)
0	Blah Hkee (Ber Kah Lay Koh)	K	Y									
1	Bler Doh	K	Y	√	√	√	***	***	X	X	√	***
2	District High	K	Y	√X	√	X	***	-	X	-	N	N
3	Hkoh Hkaw	K	Y	√	√	√	***	***	√	√	√	***
4	Hpa An District Brigade (7) High	K	Y	√	√	X	***	-	X	-	X	N
5	Hpar Kat (Branch B.E.M.S)	G	Y	X	√	√	***	***	√	√	√	***
6	Htee Ghay Poe	K	Y	X	√	X	***	-	X	-	X	***
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	X	√	X	***	-	√	-	√	***
8	Htee K'Haw	K	Y	X	√	√	***	***	X	X	N	N
9	Htee Moh Hkee	K	Y	√X	√	X	***	-	N	-	X	***
10	Htee Theh Lay	K	Y	√	√	√	***	***	√	√	N	***
11	Hti Hu Than	A	Y	√X	√	√	**	**	√	√	√	**
12	Htoh Lwee Wah High	K	Y	√	√	√	***	***	X	√	√	***
13	K'Leh Lon	K	Y	X	X	√	-	***	-	X	√	N
14	Kaw Ler Th'Waw Hpoh	K	Y	√	√	√	***	***	√	√	X	***
15	Kawt Hpar Htaw (B.E.P.S)	G	Y	√X	√	√	***	***	√	√	√	***
16	Kawt Ka Swei (B.E.P.S)	G	Y	X	√	√	***	***	√	√X	N	***
17	Kawt Nwet Ywar Haung	G	Y	X	√	√	***	***	√	√	X	***
18	Keh Hko Mu Der	K	Y	√	√	√	***	***	X	X	√	***
19	Kha Dar	A	Y	X	X	√	-	***	-	√	N	N
20	Khoh Hkee	K	Y	√	√	√	***	**	X	X	√	***
21	Klaw Hta	K	Y	√	√	√	***	***	X	X	X	***
22	Kwee Lay Hpya	K	Y	√X	√	√	***	***	X	X	N	N
23	Kyaune Htake (B.E.P.S)	G	Y	X	√	√	***	***	√	√	X	***
24	Lay Hpoe Hta (East)	A	Y	√	X	√	-	***	-	X	X	***
25	Mee Zine Chaung Pyar	A	Y	√	X	X	-	-	-	-	N	N
26	Meh K'Tha D'Wea Soo	K	Y	√	√	√	***	***	√	√	√	***
27	Meh La Ah	K	Y	X	X	X	-	-	-	-	N	***
28	Meh Theh Hkee	K	Y	√	√	√	***	***	√	√	X	***
29	Moh Lon Pa	K	Y	√	√	√	***	***	√	√	N	***
30	Naw Phar	K	Y	X	√	√	*	*	X	X	√	***
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	√X	√	√	**	***	√	√	N	***
32	No.2 BEPS Nget Pyaw Taw	G	Y	√	√	√	**	***	√	√	X	***
33	Noet Thea Hta (Nokel Hta)	A	Y	√	√	√	**	**	X	√	X	***
34	Noh Hpaw Wah	K	Y	√X	√	√	***	**	X	X	√	***
35	Nwah Lay Hko Primary	K	Y	X	√	√	**	**	X	X	X	**
36	Pa De Kaw	A	Y	√X	√	√	**	**	√	√	√	N
37	Pan Taw Mee	G	N	√X	√	√	***	***	√	√	√	***

²⁷ In some schools, more than one lesson was observed. “√X” denotes that some of the lessons teachers used textbooks while not in some.

²⁸ ‘***’ means the quality was either ‘excellent’ or ‘good’; ‘**’ was neutral ‘*’ was either ‘poor’ or ‘very poor’.

²⁹ ‘N’ indicates that there was no other teaching material reported; ‘X’ means there were other teaching materials but there were not enough of them; ‘√’ indicates that there were other teaching materials and they were enough of them.

³⁰ ‘N’ indicates that there was no teaching material available to the teachers; ‘***’ means the quality was either ‘excellent’ or ‘good’; ‘**’ was neutral; ‘*’ was either ‘poor’ or ‘very poor’; ‘ND’ indicates that there was no teacher available for FGD.

#	School	School Type SEAQEI Textbooks used in lesson observed? ²⁷			Textbooks provided? (Ss)	Textbooks provided? (Ts)	Quality of textbooks (Ss) ²⁸	Quality of textbooks (Ts)	Enough textbooks? (Ss)	Enough textbooks? (Ts)	Enough other teaching materials? ²⁹ (Ss)	Quality of other teaching materials? ³⁰ (Ts)
38	Pwayhtawru	A	Y	√	X	X	-	-	N	-	N	N
39	Saw Boh Mya	K	Y	√	√	√	**	**	X	X	N	**
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	X	√	√	***	***	X	X	X	**
41	Taung Ka Lay (2)	G	N	√	√	√	***	***	√	√	√	***
42	Taw Naw Htoo	K	Y	X	X	X	-	-	N	-	√	***
43	Tha Nin Tha Yaw	G	Y	X	X	X	-	-	N	-	N	***
44	Thoo Bee Der	K	Y	√X	X	√	-	***	N	√	N	***
45	Thoo Mweh Community High	K	Y	√	√	√	***	***	X	X	X	***
46	Thu Kha Pee	A	Y	X		√		***		X		**
47	Wa Kheh Hta	K	Y	√	√	√	**	**	X	√	√	N
48	Wa Kyae	A	Y		√		***		√		√	
49	Wah Hka Der	K	Y									
Number of √s:				21	38	37	-	-	19	19	19	36
% of √s (over sch. w/ info.):				45	80	79	-	-	-	-	-	-
% of √s (KTWG schools):				54	86	79	-	-	-	-	-	-
% of √s (GoM schools):				20	90	90	-	-	-	-	-	-
% of √s (ACS schools):				44	56	67	-	-	-	-	-	-

Slightly fewer than half of all schools had their students reported there were enough teaching and learning materials other than textbooks. A much larger number of teacher focus groups said that there were other teaching and learning materials and that they were of very good quality. According to these teachers, these materials included whiteboards, blackboards, maps, pictures, sports facilities and materials, reference books, tools for arts education, and many more. It appeared that, in most schools, there were sufficient supply of teaching and learning materials.

As regards the use of students' mother tongues – in this case, Burmese for government schools and possibly schools that uses a mixed curriculum and a variety of forms of Karen in 'ethnic schools' using KED system – most students (90% of schools) said that their teachers were fluent in their mother tongues. Teachers in 84% of the schools corroborated that and said that most of their colleagues were fluent in students' mother tongues and that they always used students' mother tongues in schools. This is promising, particularly because use of language in schools in Myanmar has been a sensitive topic, in that 'ethnic schools' are very keen on keeping their own languages and cultures. It appeared that there was no problem regarding the use of language of schools. Most schools also reported that there were enough teaching and learning resources written in students' mother tongue.

The only complication in these findings is that, amongst KTWG and ACS schools, there were fewer of them had students saying that their teachers were fluent in their mother tongues, the proportions were around two-thirds for both types of schools, as reported by teachers. However, the proportions reported by students were as high as 97% and 100% in KTWG and ACS schools respectively whilst that for government schools was much lower but still at 80%. More details can be found in the table below.

Table 55 Mother tongue use in schools (Myanmar)

#	School	School Type	SEAQEI	Teachers fluent in Ss' mother tongue? (Ss)	All teachers fluent in Ss' mother tongue (Ts)	How often do Ts use mother tongue? (Ts) ³¹	Edu. resources in mother tongue? (Ts)	Enough edu. resources in mother tongue? (Ts)	Appropriate edu. resources in mother tongue? (Ts)
0	Blah Hkee (Ber Kah Lay Koh)	K	Y			(school closed)			
1	Bler Doh	K	Y	√	√	ND	X	ND	ND
2	District High	K	Y	√	√	***	√	√	√
3	Hkoh Hkaw	K	Y	√	√	***	√	√	√
4	Hpa An District Brigade (7) High	K	Y	√	√	***	√	√	√
5	Hpar Kat (Branch B.E.M.S)	G	Y	X	X	**	√	X	X
6	Htee Ghay Poe	K	Y	√	√	***	√	√	√
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	√	√	***	√	X	X
8	Htee K'Haw	K	Y	√	√	***	√	√	√
9	Htee Moh Hkee	K	Y	√	√	***	√	√	√
10	Htee Theh Lay	K	Y	√	√	***	√	√	√
11	Hti Hu Than	A	Y	√	√	***	√	√	√
12	Htoah Lwee Wah High	K	Y	√	√	***	√	√	√
13	K'Leh Lon	K	Y	√	√	***	√	√	√
14	Kaw Ler Th'Waw Hpoh	K	Y	√	X	ND	X	ND	ND
15	Kawt Hpar Htaw (B.E.P.S)	G	Y	√	√	***	√	X	X
16	Kawt Ka Swei (B.E.P.S)	G	Y	√	√	***	√	√	√
17	Kawt Nwet Ywar Haung	G	Y	√	√	***	√	X	X
18	Keh Hko Mu Der	K	Y	√	√	***	√	√	√
19	Kha Dar	A	Y	√	X	ND	X	ND	ND
20	Khoh Hkee	K	Y	√	√	***	√	√	√
21	Klaw Hta	K	Y	√	√	***	√	X	X
22	Kwee Lay Hpya	K	Y	√	√	***	√	√	√
23	Kyaune Htake (B.E.P.S)	G	Y	X	√	ND	X	ND	ND
24	Lay Hpoe Hta (East)	A	Y	√	√	**	√	X	X
25	Mee Zine Chaung Pyar	A	Y	√	√	***	√	X	√
26	Meh K'Tha D'Wae Soo	K	Y	√	√	***	√	√	√
27	Meh La Ah	K	Y	√	√	***	√	X	X
28	Meh Theh Hkee	K	Y	√	√	***	√	X	X
29	Moh Lon Pa	K	Y	√	√	***	√	√	√
30	Naw Phar	K	Y	√	√	***	√	√	√
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	√	√	**	√	√	√
32	No.2 BEPS Nget Pyaw Taw	G	Y	√	√	***	√	√	√
33	Noet Thea Hta (Nokel Hta)	A	Y	√	√	***	√	X	X
34	Noh Hpaw Wah	K	Y	√	√	***	√	√	√
35	Nwah Lay Hko Primary	K	Y	√	√	***	√	√	√
36	Pa De Kaw	A	Y	√	√	***	√	√	√
37	Pan Taw Mee	G	N	√	√	***	√	X	√
38	Pwayhtawru	A	Y	√	X	***	√	√	√
39	Saw Boh Mya	K	Y	√	√	***	√	√	√
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	√	√	***	√	√	√
41	Taung Ka Lay (2)	G	N	√	√	***	√	√	√
42	Taw Naw Htoo	K	Y	√	√	***	√	√	√
43	Tha Nin Tha Yaw	G	Y	√	√	***	√	X	√
44	Thoo Bee Der	K	Y	√	√	***	√	√	√

³¹ '****' means 'always'; '***' for 'often'; '**' for 'sometimes'; '*' for 'rarely'; 'X' means the teachers never used mother tongue in schools.

#	School	School Type SEAQE1		Teachers fluent in Ss' mother tongue? (Ss)	All teachers fluent in Ss' mother tongue (Ts)	How often do Ts use mother tongue? (Ts) ³¹	Edu. resources in mother tongue? (Ts)	Enough edu. resources in mother tongue? (Ts)	Appropriate edu. resources in mother tongue? (Ts)
45	Thoo Mweh Community High	K	Y	√	√	***	√	√	√
46	Thu Kha Pee	A	Y	ND	X	ND	X	ND	ND
47	Wa Kheh Hta	K	Y	X	√	ND	X	ND	ND
48	Wa Kyae	A	Y	√	ND	ND	ND	ND	ND
49	Wah Hka Der	K	Y	√	ND	ND	ND	ND	ND
% of √s:				90	84	-	88	58	64
% of √s (KTWG schools):				97	67	-	89	88	
% of √s (GoM schools):				80	90	-	90		
% of √s (ACS schools):				100	67	-	78		

3.3.6 Students' and Parents' Participation in School Operation

It was rare for teachers in the SEAQE2 schools in Myanmar to ask for their students' opinions, only about 26% of them did so, and the proportions are similar across different types of schools. As seen in the findings of other participating countries, the proportion of teachers who thought that they had consulted with students was much higher (two times higher, precisely) than what their students thought. Low levels of student participation in school operation could be a result of the students' young ages, most of these children were under the age of 8. Caution should be given when comparison is made across the four countries, given that some countries only have older children, Ethiopia for instance had only high schools participating in SEAQE2. The team does not intend to say that young children's opinions are less important, but it is a common belief that young children may not be as eloquent as their older counterparts in expressing their thoughts and opinions, and this usually has an impact on teachers with regards what opinions they seek from their students. **The client may need to provide teacher education regarding student participation and the promotion of a more democratic learning environment.** The following table provides more details regarding student participation.

Table 56 Consultation held between schools, students, parents and community members (Myanmar)

#	School	School Type SEAQE1		Do Ts ask for Ss' opinions? (Ss)	Do Ts consult with Ss on school affairs? (Ts)	How often do schools include students in school management? (Ps) ³²	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
0	Blah Hkee (Ber Kah Lay Koh)	K	Y			(school closed)				
1	Bler Doh	K	Y	X	√	N	X	N	N	N

³² For all columns on frequency: '*****' means around once a month and more frequent than that; '****' means around once every 2 months; '***' means around once every 3 months; '**' means around once every 6 months; '*' means once every year; '°' means less frequent than once every 12 months, 'X' means never.

#	School	School Type SEAQE1		Do Ts ask for Ss' opinions? (Ss)	Do Ts consult with Ss on school affairs? (Ts)	How often do schools include students in school management? (Ps) ³²	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
2	District High	K	Y	X	√	N	√	****	****	****
3	Hkoh Hkaw	K	Y	X	√	***	√	****	****	****
4	Hpa An District Brigade (7) High	K	Y	X	√	N	√	****	****	N
5	Hpar Kat (Branch B.E.M.S)	G	Y	X	X	N	X	*****	*****	*****
6	Htee Ghay Poe	K	Y	X	X	*****	X	N	****	*****
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	√	√	N	√	***	***	N
8	Htee K'Haw	K	Y	X	√	N	√	****	****	N
9	Htee Moh Hkee	K	Y	X	X	N	X	N	N	N
10	Htee Theh Lay	K	Y	X	X	N	√	*****	*****	****
11	Hti Hu Than	A	Y	X	√	***	X	****	**	N
12	Htoah Lwee Wah High	K	Y	√	X	*****	X	*****	*****	N
13	K'Leh Lon	K	Y	X	√	N	√	***	***	N
14	Kaw Ler Th'Waw Hpoh	K	Y	X	X	ND	X	ND	ND	ND
15	Kawt Hpar Htaw(B.E.P.S)	G	Y	X	√	N	√	****	****	****
16	Kawt Ka Swei (B.E.P.S)	G	Y	X	X	N	√	*****		*****
17	Kawt Nwet Ywar Haung	G	Y	X	X	*****	√	*****	*****	N
18	Keh Hko Mu Der	K	Y	X	X	****	√	**	***	N
19	Kha Dar	A	Y	X	√	N	X	N	ND	***
20	Khoh Hkee	K	Y	X	X	N	√	****	****	N
21	Klaw Hta	K	Y	X	X	N	√	****	****	N
22	Kwee Lay Hpya	K	Y	X	√	N	√	****	*****	N
23	Kyaune Htake (B.E.P.S)	G	Y	X	√	N	√	****		N
24	Lay Hpoe Hta (East)	A	Y	√	√	*****	√	*****	*****	*****
25	Mee Zine Chaung Pyar	A	Y	X	X	N	√	N	**	N
26	Meh K'Tha D'Wae Soo	K	Y	X	√	N	√	****	****	****
27	Meh La Ah	K	Y	√	X	N	X	****	****	****
28	Meh Theh Hkee	K	Y	√	X	*****	X	*****	ND	*****
29	Moh Lon Pa	K	Y	X	√	N	√	****	*****	****
30	Naw Phar	K	Y	X	X	N	√	****	****	N
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	X	X	N	√	N	****	***
32	No.2 BEPS Nget Pyaw Taw	G	Y	√	√	N	√	****	*****	*****
33	Noet Thea Hta (Nokel Hta)	A	Y	X	√	N	√	****	****	N
34	Noh Hpaw Wah	K	Y	X	√	N	√	*****	N	****
35	Nwah Lay Hko Primary	K	Y	X	√	N	X	N	***	N
36	Pa De Kaw	A	Y	√	√	****	√	***	***	N
37	Pan Taw Mee	G	N	X	√	***	√	****	****	****
38	Pwayhtawru	A	Y	X	√	N	√	****	****	N
39	Saw Boh Mya	K	Y	√	X	N	√	****	****	N
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	√	X	N	X	***	N	N
41	Taung Ka Lay (2)	G	N	√	√	*****	√	****	*****	****
42	Taw Naw Htoo	K	Y	X	√	****	√	*	*	****
43	Tha Nin Tha Yaw	G	Y	√	X	N	X	N	N	N
44	Thoo Bee Der	K	Y	√	X	N	X	***	***	***

#	School	School Type SEAQEI		Do Ts ask for Ss' opinions? (Ss)	Do Ts consult with Ss on school affairs? (Ts)	How often do schools include students in school management? (Ps) ³²	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
45	Thoo Mweh Community High	K	Y	X	X	N	√	N	****	N
46	Thu Kha Pee	A	Y	ND	√	ND	√	ND	ND	ND
47	Wa Kheh Hta	K	Y	X	X	*****	√	N	N	*****
48	Wa Kyae	A	Y	X	ND	N	ND	*****	****	N
49	Wah Hka Der	K	Y	(no data)						
% of √s or one to six stars:				26	53	26	70	78	86	42
% of √s or one to six stars (KTWG sch.):				21	11	26	64	75	78	44
% of √s or one to six stars (GoM sch.):				30	50	50	50	30	88	70
% of √s or one to six stars (ACS sch.):				33	89	33	78	78	100	22

Notwithstanding the low student participation, parent and community participation in schools operation and management was high. This is not surprising because many of these schools are run by the communities themselves, not least KTWG and ACS schools owing to the development history of these schools. KTWG and ACS schools were indeed more likely to involve communities in school operation and management, according to the parents of these schools.

Government schools did much better in sharing information with community compared to KTWG and ACS schools, though. It could be due to the fact that they were more organised and that their teachers were well trained to do so. **The client may want to look into government schools' information sharing mechanisms and introduce them into KTWG and ACS schools, if it wishes to strengthen these practices of the schools.**

Some schools appeared to be uninterested in consulting with students, parents and community members. They are a mix of KTWG, ACS and government schools. There does not appear to be a pattern concerning schools working with other stakeholders. The names of these schools are in red in the table above. The client may want to provide professional training to their headteachers and/or administrators in how to effectively involve other stakeholders in decision making.

Looking at the document kept in schools and inspected by the team, more than half (61%) of the schools had sections or topics of 'parents' involvement' in their school development plan. Yet, only 24% had documented evidence of asking parents to encourage their students to learn and go to schools. Only 13% of schools had documented evidence of parents enrolled in literacy and numeracy programmes and/or participated in training offer by NGOs that would enable them to report what worked or not (in relation to learning) at home. About one-fifth of schools had volunteers going into schools to provide students with extracurricular support using their own special knowledge and skills.

The team suggested that, in order to unleash the power of parents and communities, the client may explore the possibility of guiding schools on how they could promote volunteerism among community members. The current rate of teacher and community participation is adequate, which to some extent indicates that parents and community members are keen on education. Given the

interest of parents and the fact that many of these schools are run by community-based organisations, the team believes that, with suitable assistance, teachers and community members could do so much more in schools other than sitting in meetings and giving suggestions.

3.3.7 Child Protection

This section looks into whether children feel safe in schools and child protection policies. Most students felt safe in schools, for those that did not, their concerns were mainly about the infrastructure of the schools. Students in Htee Ghay Poe (#6) were worried about flooding that, according to them, led to water rushing into schools and classrooms. Students in Htee Moh Hkee (#9) worried about the collapsed school walls. Those in Lay Hpoe Hta (East) (#24) expressed concerns over the poor condition of classrooms. Mee Zine Chaung Pyar (#25) said that the ladders in their school were too high, the team cannot judge from the data what ladder they referred to, but a school visit should help solve the problem. Last but not least, students in Pan Taw Mee (#37) said that they did not feel safe because the school had no fence. These schools' names are in blue in the table below.

Kawt Ka Swei (B.E.P.S.), a government school, had students reporting that there were bullying and thieves operating; this requires the client's attention. Students also reported corporal punishment used by their teachers for up to several times a week. The team judged that this school had child protection concerns and urged the client to liaise with the school management and visit the school to better understand the situation.

Corporal punishment is indeed common in schools in Myanmar, the following table gives an overview.

Table 57 Child safety in schools (Myanmar)

#	School	Type	SEAQEI	Feeling safe in school?	Corporal punishment in school? If yes, how often, and why?
0	Blah Hkee (Ber Kah Lay Koh)	K	Y		(school closed)
1	Bler Doh	K	Y	√	X
2	District High	K	Y	√	X
3	Hkoh Hkaw	K	Y	√	X
4	Hpa An District Brigade (7) High	K	Y	√	√, rarely
5	Hpar Kat (Branch B.E.M.S)	G	Y	√	X
6	Htee Ghay Poe	K	Y	X	X
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	√	X
8	Htee K'Haw	K	Y	√	X
9	Htee Moh Hkee	K	Y	X	X
10	Htee Theh Lay	K	Y	√	√, rarely, when Ss made noise in classes and did not submit their homework
11	Hti Hu Than	A	Y	√	√, several times a week, when Ss misbehaved and when they could not answer Ts' questions
12	Htoh Lwee Wah High	K	Y	√	X
13	K'Leh Lon	K	Y	√	√, a few times a month, when Ss did not do homework
14	Kaw Ler Th'Waw Hpoh	K	Y	√	X
15	Kawt Hpar Htaw (B.E.P.S)	G	Y	√	X
16	Kawt Ka Swei (B.E.P.S)	G	Y	X	√, several times a week, when Ss did not do their homework and when they disobeyed
17	Kawt Nwet Ywar Haung	G	Y	√	X
18	Keh Hko Mu Der	K	Y	√	√, several times a week, when Ss did not do their homework
19	Kha Dar	A	Y	√	√, once every few months when Ss did not study
20	Khoh Hkee	K	Y	√	X

#	School	Type	SEAQEI	Feeling safe in school?	Corporal punishment in school? If yes, how often, and why?
21	Klaw Hta	K	Y	√	X
22	Kwee Lay Hpya	K	Y	√	√, once every few months when Ss did not do their homework
23	Kyaune Htake (B.E.P.S)	G	Y	√	√, rarely, when Ss steal other students' teaching and learning materials
24	Lay Hpoe Hta (East)	A	Y	X	X
25	Mee Zine Chaung Pyar	A	Y	X	X
26	Meh K'Tha D'Wea Soo	K	Y	√	X
27	Meh La Ah	K	Y	√	X
28	Meh Theh Hkee	K	Y	√	X
29	Moh Lon Pa	K	Y	√	√, rarely, when Ss did not do their homework
30	Naw Phar	K	Y	√	√, rarely, when Ss did not study and when they did not respect teachers
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	√	X
32	No.2 BEPS Nget Pyaw Taw	G	Y	√	X
33	Noet Thea Hta (Nokel Hta)	A	Y	√	√, rarely, when Ss played in classes inappropriately
34	Noh Hpaw Wah	K	Y	√	X
35	Nwah Lay Hko Primary	K	Y	√	√, several times a week, when Ss could not read and when they did not attend lessons
36	Pa De Kaw	A	Y	√	X
37	Pan Taw Mee	G	N	X	X
38	Pwayhtawru	A	Y	√	X
39	Saw Boh Mya	K	Y	√	X
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	√	√, rarely, when Ss misbehaved and when they did not study well
41	Taung Ka Lay (2)	G	N	√	X
42	Taw Naw Htoo	K	Y	√	√, a few times a month, when Ss were naughty and when they did not observe classroom rules
43	Tha Nin Tha Yaw	G	Y	√	X
44	Thoo Bee Der	K	Y	√	X
45	Thoo Mweh Community High	K	Y	√	X
46	Thu Kha Pee	A	Y	ND	(no data)
47	Wa Kheh Hta	K	Y	√	√, a few times a month, when Ss did not do their homework and when they did not pass exams
48	Wa Kyae	A	Y	√	X
49	Wah Hka Der	K	Y	ND	(no data)

The schools with their names in red are the ones that used corporal punishment for more than a few times a month. According to the students participated in focus group discussions. The client is advised to contact the schools and urge the teachers to follow strictly the child protection protocol.

3.4 Findings: Partnership (Edu. Component)



3.4.1 Community Resources

As discussed previously, the schools, especially KTWG and ACS schools, have successfully established a close rapport with parents of their students and the wider communities. Parents and communities were involved in schools' management and operation. KTWG schools in particular are funded by their communities, and this appears to be a major source of community resources in Kayin State in the realm of education. To further tap into these community resources, the schools could further invite community members with special skills and knowledge to schools to offer extracurricular activities. It is understood

that arts and culture, as well as local languages, are given significant emphasis in these communities, it is thus possible to have parents and community members to contribute in these areas to start with. **The client may want to look into assisting KTWG and ACS schools with this endeavour by offering training on engaging other stakeholders in the communities.**

For government schools, it appeared that their relationship with the communities was less strong, when compared with KTWG and ACS schools, even though they had richer resources mainly coming from the ministry of education of the national government. **The client may want to contribute to helping government schools to build rapport with community members, who may then be more willing to give their support in education.** Currently, it seems that parents are relatively passive in participating in their children's education. The data shows that, although the information dissemination from government schools are better managed, parents are less likely than those in KTWG and ACS schools to be consulted on school matters.

3.4.2 Other Organisations

Only a small proportion of SEAE2 schools (19%; see graph) were at the same time receiving support other than ADRA Myanmar. Most of the SEAE2 schools have been receiving financial and other forms of support from ADRA for the last few years, though. When asked which organisations supported the schools, teachers and headteachers of KTWG schools named KED, but in this occasion, the report does not consider that to be having support from NGOs, given that these schools have in fact been operated by KED for a long time.

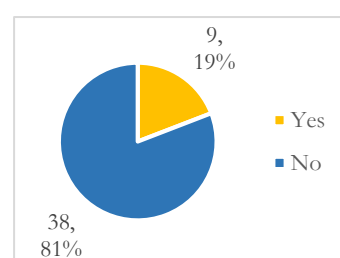


Figure 10 Schools that received support from NGOs other than ADRA (Myanmar)

The schools reported that the following organisation was giving them support (KTWG and KED are in *italics* to indicate that they were not considered as support from NGOs):

Table 58 Organisations operated and support provided in target communities of Myanmar

#	School	Type	SEAE1	Supporting organisations or programmes	Kind of support
0	Blah Hkee (Ber Kah Lay Koh)	K	Y	(no data)	(no data)
1	Bler Doh	K	Y	/	/
2	District High	K	Y	/	/
3	Hkoh Hkaw	K	Y	Japan Platform	Water pipes
4	Hpa An District Brigade (7) High	K	Y	/	
5	Hpar Kat (Branch B.E.M.S)	G	Y	Save the Children	Sports equipment, T&L materials, furniture, school buildings, energy and water supply; sanitation supplies
6	Htee Ghay Poe	K	Y	/	/
7	Htee Hpoe Hta (Htee Mu Hta)	A	Y	<i>KTWG</i>	<i>T&L materials</i>
8	Htee K'Haw	K	Y	/	/
9	Htee Moh Hkee	K	Y	/	/
10	Htee Theh Lay	K	Y	/	/
11	Hti Hu Than	A	Y	(unspecified)	T&L materials
12	Htoah Lwee Wah High	K	Y	/	/
13	K'Leh Lon	K	Y	<i>KTWG</i>	<i>Stationary; teachers' pay</i>
14	Kaw Ler Th'Waw Hpoh	K	Y	<i>KTWG</i>	<i>T&L materials</i>
15	Kawt Hpar Htaw (B.E.P.S)	G	Y	/	/
16	Kawt Ka Swei (B.E.P.S)	G	Y	/	/
17	Kawt Nwet Ywar Haung	G	Y	/	/
18	Keh Hko Mu Der	K	Y	<i>KTWG</i>	<i>Stationary; teachers' pay</i>

#	School	Type	SEAQEI	Supporting organisations or programmes	Kind of support
19	Kha Dar	A	Y	KED; Myanmar Red Cross Society	Generator; books; T&L materials
20	Khoh Hkee	K	Y	/	/
21	Klaw Hta	K	Y	/	/
22	Kwee Lay Hpya	K	Y	(unspecified)	Solar panels; batteries
23	Kyaune Htake (B.E.P.S)	G	Y	Malteser International; World Vision	Learning kits; personal hygiene and disaster reduction awareness promotion materials
24	Lay Hpoe Hta (East)	A	Y	KED	T&L materials; teachers' pay; sports materials; stationary
25	Mee Zine Chaung Pyar	A	Y	KED	Stationary, sports materials, paper
26	Meh K'Tha D'Wea Soo	K	Y	/	/
27	Meh La Ah	K	Y	/	/
28	Meh Theh Hkee	K	Y	KTWG	T&L materials
29	Moh Lon Pa	K	Y	/	/
30	Naw Phar	K	Y	/	/
31	No.2 Ah Lann (Post B.E.P.S)	G	Y	/	/
32	No.2 BEPS Nget Pyaw Taw	G	Y	World Vision	Soap, T&L materials
33	Noet Thea Hta (Nokel Hta)	A	Y	KED	Stationary
34	Noh Hpaw Wah	K	Y	/	/
35	Nwah Lay Hko Primary	K	Y	/	/
36	Pa De Kaw	A	Y	/	/
37	Pan Taw Mee	G	N	/	/
38	Pwayhtawru	A	Y	/	/
39	Saw Boh Mya	K	Y	/	/
40	Saw Tay Der (Wa Mee Per Hko)	K	Y	/	/
41	Taung Ka Lay (2)	G	N	Myanmar National Community Driven Development; Save the Children	T&L materials
42	Taw Naw Htoo	K	Y	/	/
43	Tha Nin Tha Yaw	G	Y	/	/
44	Thoo Bee Der	K	Y	International Rescue Committee (IRC); KED	WASH facility; T&L materials
45	Thoo Mweh Community High	K	Y	Basic Human Needs (BHN) Association	Solar panels
46	Thu Kha Pee	A	Y	KED; KTWG	T&L materials; buildings
47	Wa Kheh Hta	K	Y	Save the Children	Toilets
48	Wa Kyae	A	Y	(no data)	(no data)
49	Wah Hka Der	K	Y	(no data)	(no data)

The support received by the schools was mainly in the forms of teaching and learning materials, school facilities and, in three schools, electricity supply. It is unclear whether the private sector of these communities has given the schools support. Yet, it is believed that it is unlikely for schools in very remote areas to be receiving support from the private sector.

3.5 Findings: Inclusion and Gender (Edu. Component)



3.5.1 Disadvantaged Groups

31 out of 84 teacher focus groups, 10 out of 49 student focus groups and 21 out of 49 parent focus groups said there were certain groups of students facing challenges in relation to attendance and/or retention. Their responses are summarised in the table below.

Table 59 Marginalised groups mentioned by participants (Myanmar)

Teacher FGDs (n=31)		Student FGDs (n=10)		Parents FGDs (n=21)	
Children from poor families (usually with illiterate parents)	18	Children from poor families (usually with illiterate parents)	4	Children from poor families (usually with illiterate parents)	14
Children with disabilities	8	Children with disabilities	4	Children with disabilities	3
Children who needs to look after siblings	3	Children who needs to look after siblings	1	Children who face language barriers in learning	1
Orphans	2			Children who live far away from schools	1
Girls	1			Children who needs to look after siblings	1

All groups agreed that children from poor families were marginalised in terms of access to education. The problem is multi-pronged. These children are more likely to have parents who are illiterate and/or do not understand the importance of education, these parents, according to the respondents, are not supportive of their children receiving education. Since these children come from poor families, they are also less likely to be able to afford the school fees. Some parents mentioned that the schools could not afford exempting fees for many children because the schools were funded by community members who had limited financial resources.

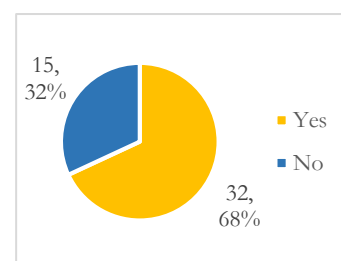


Figure 11 Teachers' responses to the question: 'Does the school exempt fees for students from extremely poor families?' (Myanmar)

As the data show (see graph), up to two-thirds of schools actually offered fee exemption to children coming from extremely poor families. Up to 80% of government schools, 78% of ACS schools and 61% of KTWG schools offered fee exemption. It may be that the schools have limited quota in terms of number of students receiving financial support.

Some children needed to stay at home to take care of their younger siblings. As a national average, in 2015, Kayin State has a total fertility rate of 3.4 which is significantly higher than the national average of 2.3, and this could have affected the chance of children receiving education. Family planning could possibly mitigate this problem but it is only a long-term solution. **In the short-term, the client may wish to provide extra funding to schools to offer fee exemption for these children.**

Children with disabilities is another group of children at risk of not receiving any education. All groups mentioned that there were children with vision problems who could not go to schools. Sadly, according to teachers in the schools, schools offer little and very limited support to students with disabilities. only 10 (21%) of the schools provided extra support to students with

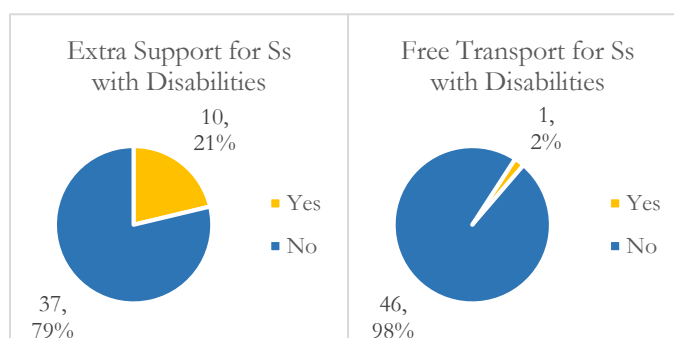


Figure 12 Teachers' responses to questions about support for students with disabilities (Myanmar)

disabilities, and nearly none of them offered free transport for students. Furthermore, only 8 schools (out of the 48 visited) are accessible to students with disabilities. According to the data sent back, some schools did not consider the issue of accessibility because there was no student with disability enrolled, yet one must ask whether a lack of such facilities deter those with disabilities from being enrolled. That said, most schools promoted tolerance and respect for others as discussed in this report, this could to a very limited extent address the problem.

While girls were said to be disadvantaged in Ethiopia and South Sudan, they appeared to enjoy equal education opportunities in schools in Myanmar. Only teachers in 1 focus groups mentioned that girls faced special challenges going to schools. The enrolment number also did not suggest preferential treatment for boys as the enrolment numbers for both sexes are balanced.

3.5.2 Current Protection Practices

In collaboration with the Government of Myanmar, UNICEF has been building and strengthening the national child protection system to protect all children from violence, abuse, exploitation and neglect. Myanmar authorities developed a National Social Protection Strategy in 2014 that identifies social work case management as the core of the national response to violence against children. A new Child Rights Law was enacted in July 2019 to better safeguard children. UNICEF also supports psycho-social assistance for children and adolescents caught up in conflict in Myanmar.

The national strategy and new law on child rights need to be introduced at a school level, for example, teacher should know of the new legislation and strategy, and, more importantly, how they should be implemented and observed in schools. When asked whether their schools had a system in place to prevent, identify and respond to harassment, bullying, violence, child abuse and child neglect, only 12 focus groups and interviewees said yes.

3.6 Findings: ETLE Assessment (Edu. Component)

This section provides the results of the ETLE Assessment conducted in SEAQE2 schools in Myanmar. The methodology of the assessment can be found in section 1.2.2. The detailed score definition of the assessment is provided by ADRA Norway. Due to technical limitations, some schools could not be assessed, the limitations are detailed in section 3.2.3.



Table 60 ETLE Assessment results (Effective Learning Environment for All; Myanmar)

Code	School Name	A	B	C	D	E	F	G	H	I	J	K	L
0	Blah H kee(Ber Kah Lay Koh)	/	/	/	/	/	/	/	/	/	/	/	/
1	Bler Doh	1	2	1	1	1	1	1	1	1	1	1	1
2	District High	2	1	1	4	1	1	2	1	2	1	3	3
3	H koh H kaw	2	1	1	1	2	1	1	1	2	1	1	1
4	H pa An District Brigade (7) High	2	/	1	1	2	1	1	1	1	1	1	2
5	H par Kat (Branch B.E.M.S)	/	/	1	/	1	1	/	1	/	/	/	/
6	H tee Ghay Poe	1	1	1	1	1	1	1	1	1	1	1	1
7	H tee H poe H ta (H tee Mu H ta)	1	1	1	1	2	1	1	1	2	1	4	1
8	H tee K'Haw	3	3	3	1	2	1	1	1	1	1	1	1
9	H tee Moh H kee	/	1	/	/	2	1	/	1	1	1	1	1
10	H tee Theh Lay	3	2	3	4	2	1	2	1	1	2	1	1
11	H ti H u Than	2	2	3	1	2	1	1	1	2	1	1	1
12	H toh Lwee Wah High	3	2	2	3	3	1	1	1	2	1	1	2
13	K'Leh Lon	2	1	1	4	2	1	1	1	2	1	1	3
14	Kaw Ler Th'Waw H poh	2	1	1	1	2	1	1	1	2	3	1	2
15	Kawt H par H taw (B.E.P.S)	2	3	1	1	2	3	1	1	1	1	1	2
16	Kawt Ka Swei (B.E.P.S)	2	2	1	1	2	2	1	1	2	1	1	1
17	Kawt Nwet Ywar Haung	2	1	1	1	1	2	1	2	1	1	1	1
18	Keh H ko Mu Der	2	1	1	4	2	1	1	1	2	1	1	3
19	Kha Dar	1	2	1	1	1	1	1	1	1	1	1	1
20	Khoh H kee	3	2	1	1	2	4	1	2	2	1	1	1
21	Klaw H ta	2	2	3	4	2	1	1	1	1	1	1	1
22	Kwee Lay H pya	2	4	2	3	1	1	1	1	1	1	4	1
23	Kyaune H take (B.E.P.S)	2	2	1	1	2	1	1	1	1	1	1	1
24	Lay H poe H ta (East)	2	1	2	1	1	1	1	3	1	1	1	1
25	Mee Zine Chaung Pyar	2	2	1	1	1	1	1	1	1	1	1	1
26	Meh K'Tha D'Wea Soo	/	2	/	/	2	1	/	1	1	1	1	1
27	Meh La Ah	3	2	3	4	2	2	1	1	2	1	1	2
28	Meh Theh H kee	3	1	1	1	4	1	1	1	2	3	1	1
29	Moh Lon Pa	3	1	1	3	2	1	1	1	1	1	2	1
30	Naw Phar	3	2	1	3	1	1	1	1	1	1	1	1
31	No.2 Ah Lann (Post B.E.P.S)	2	3	2	1	1	1	1	1	1	1	1	3
32	No.2 BEPS Nget Pyaw Taw	1	3	2	1	1	1	1	2	2	1	4	2
33	Noet Thea H ta (Nokel H ta)	2	2	1	1	2	1	1	1	1	1	1	1
34	Noh H paw Wah	2	2	3	4	1	1	1	1	2	1	4	1
35	Nwah Lay H ko Primary	2	1	1	1	1	1	1	1	1	1	2	1
36	Pa De Kaw	3	3	1	1	1	2	1	1	2	1	1	2
37	Pan Taw Mee	2	2	1	1	1	1	1	1	1	1	2	1
38	Pwayhtawru	2	2	1	1	2	1	1	1	2	1	1	1
39	Saw Boh Mya	3	2	1	4	2	1	2	2	2	1	4	1
40	Saw Tay Der (Wa Mee Per H ko)	2	2	1	1	1	1	1	1	1	1	1	1
41	Taung Ka Lay (2)	3	3	1	4	2	1	1	2	2	1	1	1
42	Taw Naw H too	3	2	3	3	2	2	1	1	2	1	1	3
43	Tha Nin Tha Yaw	3	2	4	4	2	2	1	1	2	1	1	3
44	Thoo Bee Der	2	2	1	1	1	1	2	1	1	1	4	1
45	Thoo Mweh Community High	3	1	1	1	2	1	1	1	2	1	4	1
46	Thu Kha Pee	1	1	1	1	2	1	1	1	1	1	1	1
47	Wa Kheh H ta	2	1	2	2	1	1	1	1	1	1	1	2
48	Wa Kyae	/	/	/	/	/	/	/	/	/	/	/	/
49	Wah H ka Der	/	/	/	/	/	/	/	/	/	/	/	/

Table 61 ETLE Assessment results (Effective Learning Teaching; Myanmar)

Code	School Name	M	N	O	P	Q	R	S	T	U	V	W
0	Blah H kee(Ber Kah Lay Koh)	/	/	/	/	/	/	/	/	/	/	/
1	Bler Doh	3	1	1	1	1	1	1	1	1	2	1
2	District H igh	3	1	2	3	2	2	2	3	2	2	1
3	H koh H kaw	3	2	2	1	1	1	2	2	2	2	2
4	H pa An District Brigade (7) H igh	2	1	1	1	1	2	1	1	2	2	1
5	H par Kat (Branch B.E.M.S)	2	1	1	1	/	1	1	1	/	2	2
6	H tee Ghay Poe	1	1	1	1	1	1	1	1	1	2	1
7	H tee H poe H ta (H tee Mu H ta)	1	1	1	1	1	1	1	2	1	2	2
8	H tee K'Haw	2	1	1	1	1	1	1	1	1	2	2
9	H tee Moh H kee	1	1	1	1	/	1	1	1	/	2	1
10	H tee Theh Lay	4	1	1	2	2	3	4	1	2	2	2
11	H ti H u T han	2	1	1	1	1	1	1	1	2	2	2
12	H toh Lwee Wah H igh	2	1	1	1	2	1	1	1	3	2	1
13	K'Leh Lon	2	1	1	1	2	1	1	1	2	2	2
14	Kaw Ler Th'Waw H poh	4	4	4	4	1	1	4	4	2	2	1
15	Kawt H par H taw (B.E.P.S)	1	1	1	1	1	1	1	1	3	2	2
16	Kawt Ka Swei (B.E.P.S)	1	1	1	1	1	1	1	1	1	2	1
17	Kawt Nwet Ywar Haung	1	1	1	2	1	1	1	1	3	2	2
18	Keh H ko Mu Der	2	1	1	1	2	1	1	1	2	2	1
19	Kha Dar	1	1	1	2	1	1	1	2	1	2	2
20	Khoh H kee	3	1	1	2	1	2	1	1	1	2	1
21	Klaw H ta	2	1	1	2	1	1	1	1	2	2	1
22	Kwee Lay H pya	2	1	1	1	1	1	1	1	2	2	1
23	Kyaune H take (B.E.P.S)	2	1	1	1	1	1	1	1	3	1	2
24	Lay H poe H ta (East)	1	1	1	1	1	1	1	1	4	2	1
25	Mee Zine Chaung Pyar	1	1	1	1	1	1	1	1	1	2	1
26	Meh K'Tha D'Wea Soo	2	1	2	1	/	1	1	2	/	4	2
27	Meh La Ah	2	1	1	1	2	1	1	1	4	2	2
28	Meh Theh H kee	4	3	3	2	2	1	4	2	1	2	1
29	Moh Lon Pa	4	1	1	1	2	2	3	1	2	2	2
30	Naw Phar	2	1	1	1	1	3	1	1	2	4	2
31	No.2 Ah Lann (Post B.E.P.S)	2	1	1	1	1	3	1	1	2	2	2
32	No.2 BEPSNget Pyaw Taw	2	1	1	1	1	2	1	1	1	2	2
33	Noet Thea H ta (Nokel H ta)	1	1	1	1	1	1	1	1	1	4	1
34	Noh H paw Wah	2	1	1	1	1	3	1	1	1	2	1
35	Nwah Lay H ko Primary	2	1	1	1	1	1	1	1	4	2	1
36	Pa De Kaw	2	1	1	1	1	1	1	1	2	2	1
37	Pan Taw Mee	1	1	1	1	1	1	1	1	4	2	2
38	Pwayhtawru	1	1	1	1	1	1	1	1	2	2	1
39	Saw Boh Mya	3	1	1	1	1	2	1	1	2	4	1
40	Saw Tay Der (Wa Mee Per H ko)	2	1	1	1	1	1	1	1	2	4	2
41	Taung Ka Lay (2)	2	1	1	1	1	1	1	1	3	2	2
42	Taw Naw H too	2	1	1	1	1	1	1	1	2	2	2
43	Tha Nin Tha Yaw	2	1	1	1	2	1	1	1	1	2	2
44	Thoo Bee Der	2	1	1	1	1	2	1	1	2	2	2
45	Thoo Mweh Community High	2	1	1	1	1	1	1	1	1	4	1
46	Thu Kha Pee	2	1	1	1	1	1	1	1	1	1	1
47	Wa Kheh H ta	2	1	1	1	2	2	1	1	2	2	1
48	Wa Kyae	/	/	/	/	/	/	/	/	/	/	/
49	Wah H ka Der	/	/	/	/	/	/	/	/	/	/	/

Table 62 ETLE Assessment results (Effective Learning School Leadership; Myanmar)

Code	School Name	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL	MM	NN
0	Blah H kee(Ber Kah Lay Koh)	/	/	/	/	/	/	/	/	/	/	/	/	/	/
1	Bler Doh	1	2	1	1	1	1	1	2	1	1	1	2	2	1
2	District High	4	3	1	1	4	1	4	1	2	1	1	2	1	1
3	H koh H kaw	2	2	2	1	2	1	3	1	2	1	1	1	1	1
4	H pa An District Brigade (7) High	2	2	2	1	2	1	3	1	1	1	1	1	1	/
5	H par Kat (Branch B.E.M.S)	/	1	1	/	/	2	2	/	/	/	/	1	1	3
6	H tee Ghay Poe	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	H tee H poe H ta (H tee Mu H ta)	1	2	1	1	1	1	1	1	2	1	1	1	1	1
8	H tee K'Haw	1	2	2	1	2	2	3	1	3	1	1	1	1	1
9	H tee Moh H kee	1	1	1	/	/	1	/	2	/	1	1	1	1	1
10	H tee Theh Lay	2	3	3	2	4	1	4	1	3	1	1	1	1	3
11	H ti H u Than	1	1	2	1	2	1	3	2	1	2	1	1	1	1
12	H toh Lwee Wah High	2	3	4	1	4	1	3	1	3	3	3	2	1	1
13	K'Leh Lon	2	2	2	1	2	3	3	1	2	1	1	1	1	2
14	Kaw Ler Th'Waw H poh	1	2	1	1	1	2	2	2	1	1	1	/	/	/
15	Kawt H par H taw (B.E.P.S)	2	2	1	1	4	2	4	1	1	1	1	1	1	2
16	Kawt Ka Swei (B.E.P.S)	1	1	2	1	1	1	3	1	1	2	1	1	1	2
17	Kawt Nwet Ywar H aung	1	3	2	1	1	2	3	1	2	1	1	1	1	2
18	Keh H ko Mu Der	2	2	2	1	2	4	4	1	2	1	3	1	1	1
19	Kha Dar	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	Khoh H kee	2	3	2	1	2	1	3	1	2	1	3	2	1	1
21	Klaw H ta	2	3	1	1	2	1	3	1	1	1	1	1	1	1
22	Kwee Lay H pya	1	3	2	1	2	1	3	1	1	1	1	1	1	1
23	Kyaune H take (B.E.P.S)	1	2	2	1	2	1	3	1	1	1	1	1	1	2
24	Lay H poe H ta (East)	1	2	2	1	1	1	3	1	1	2	1	1	1	1
25	Mee Zine Chaung Pyar	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	Meh K'Tha D'Wea Soo	1	2	1	/	1	1	2	3	/	/	1	1	1	/
27	Meh La Ah	2	3	2	1	3	1	3	1	2	3	2	2	1	2
28	Meh Theh H kee	1	3	2	1	1	1	4	1	3	2	3	2	1	1
29	Moh Lon Pa	1	3	2	2	4	3	3	1	3	1	1	1	1	3
30	Naw Phar	2	1	1	1	2	1	2	2	1	1	1	1	1	3
31	No.2 Ah Lann (Post B.E.P.S)	1	3	2	1	2	1	3	2	2	2	1	1	1	2
32	No.2 BEPSNget Pyaw Taw	1	3	2	1	4	1	3	1	2	1	1	1	1	2
33	Noet Thea H ta (Nokel H ta)	1	2	1	1	1	1	2	1	1	1	1	1	1	3
34	Noh H paw Wah	1	3	1	1	2	1	4	1	1	1	1	2	2	/
35	Nwah Lay H ko Primary	1	2	1	1	1	1	1	1	3	1	1	1	1	1
36	Pa De Kaw	1	2	1	1	1	1	3	1	3	3	1	1	1	1
37	Pan Taw Mee	2	2	2	1	4	1	3	1	1	2	1	1	1	2
38	Pwayhtawru	1	2	2	1	2	1	3	2	1	1	1	2	1	1
39	Saw Boh Mya	2	2	2	1	2	4	3	2	2	1	1	2	1	1
40	Saw Tay Der (Wa Mee Per H ko)	1	2	1	1	2	1	1	1	2	1	1	1	1	3
41	Taung Ka Lay (2)	2	2	2	1	2	1	3	3	2	1	1	1	1	3
42	Taw Naw H too	2	2	2	2	4	1	3	3	3	2	1	1	1	2
43	Tha Nin Tha Yaw	2	2	2	1	4	3	3	1	3	3	2	2	1	2
44	Thoo Bee Der	1	2	2	1	1	1	2	1	1	1	2	1	1	2
45	Thoo Mweh Community High	1	2	1	1	2	1	2	1	1	1	1	1	1	1
46	Thu Kha Pee	1	1	2	1	1	1	1	2	1	1	1	/	/	1
47	Wa Kheh H ta	1	2	1	1	1	1	3	2	2	1	1	2	1	1
48	Wa Kyae	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Table 63 ETLE Assessment results (Effective School Participation; Myanmar)

Code	School Name	OO	PP	RR	SS	TT	UU	VV
0	Blah H kee(Ber Kah Lay Koh)	/	/	/	/	/	/	/
1	Bler Doh	1	1	1	1	1	1	1
2	District H igh	2	1	3	4	1	4	2
3	H koh H kaw	4	3	3	2	1	1	2
4	H pa An District Brigade (7) High	3	2	3	2	1	1	1
5	H par Kat (Branch B.E.M.S)	/	1	/	/	/	/	/
6	H tee Ghay Poe	1	1	2	1	1	1	1
7	H tee H poe H ta (H tee Mu H ta)	1	2	2	1	1	1	1
8	H tee K'Haw	2	1	2	3	1	1	2
9	H tee Moh H kee	/	1	1	/	1	1	/
10	H tee Theh Lay	2	1	3	2	1	2	2
11	H ti H u Than	2	1	3	2	1	1	1
12	H toh Lwee Wah H igh	2	2	4	4	1	4	2
13	K'Leh Lon	2	2	3	2	1	2	2
14	Kaw Ler Th'Waw H poh	1	1	/	1	/	1	1
15	Kawt H par H taw (B.E.P.S)	1	1	3	1	2	1	1
16	Kawt Ka Swei (B.E.P.S)	2	1	2	1	2	1	1
17	Kawt Nwet Ywar Haung	2	1	3	2	2	1	1
18	Keh H ko Mu Der	2	2	3	4	1	2	2
19	Kha Dar	1	1	1	1	1	1	1
20	Khoh H kee	2	2	3	3	1	1	2
21	Klaw H ta	2	2	2	1	1	1	1
22	Kwee Lay H pya	3	2	2	2	1	1	1
23	Kyaune H take (B.E.P.S)	1	1	1	1	2	1	1
24	Lay H poe H ta (East)	2	1	3	1	1	1	1
25	Mee Zine Chaung Pyar	1	1	2	1	1	1	1
26	Meh K'Tha D'Wea Soo	/	2	2	/	/	1	/
27	Meh La Ah	2	2	2	4	3	4	1
28	Meh Theh H kee	2	2	1	3	1	4	2
29	Moh Lon Pa	2	1	3	1	1	2	2
30	Naw Phar	1	2	2	3	1	1	1
31	No.2 Ah Lann (Post B.E.P.S)	2	1	3	1	1	1	1
32	No.2 BEPSNget Pyaw Taw	1	2	4	1	1	1	2
33	Noet Thea H ta (Nokel H ta)	1	1	3	1	1	1	2
34	Noh H paw Wah	1	1	1	2	/	1	1
35	Nwah Lay H ko Primary	1	1	3	3	1	1	1
36	Pa De Kaw	3	3	3	2	1	1	2
37	Pan Taw Mee	2	1	2	3	1	1	1
38	Pwayhtawru	3	3	3	2	1	1	1
39	Saw Boh Mya	2	2	2	3	1	1	2
40	Saw Tay Der (Wa Mee Per H ko)	1	2	1	3	2	1	1
41	Taung Ka Lay (2)	1	3	3	1	2	1	2
42	Taw Naw H too	3	3	3	3	3	1	1
43	Tha Nin Tha Yaw	2	2	1	4	3	4	3
44	Thoo Bee Der	1	2	3	2	2	1	1
45	Thoo Mweh Community High	1	2	2	1	1	1	1
46	Thu Kha Pee	/	1	/	1	/	1	1
47	Wa Kheh H ta	1	1	1	2	2	2	1
48	Wa Kyae	/	/	/	/	/	/	/
49	Wah H ka Der	/	/	/	/	/	/	/

3.7 Findings: TVET Component



This section provides an overview of the TVET system in Myanmar, and proceeds to examine the findings of the baseline study on the TVET component of SEAQE2, and review the links between the private sector in Hpa-an and the surrounding regions, and the TVET system.

3.7.1 Definition of Terms and Quality Metrics

Table 64 Terms and Quality Metrics

Term	Definition
Graduation rate	Proportion of students that completed the course they enrolled onto to full duration. This covers all components, including on-the-job training, if required.
On-the-job Training	Training given to students whilst still enrolled in TVET course, and prior to graduation, in the workplace. Normally in the form of internships or placements. Training can also be 100% on the job, in the form of apprenticeships.
Theoretical training	Classroom-based training to provide students with the knowledge and understanding of their course. This includes 21 st Century and Life Skills.
Practical Training	Hands-on training to teach students the applied skills required for their course and trade.
Private Sector Linkages	Relationships between TVET Centres and Private Sector, such as through providing internships or curriculum support.
Metric: employment rates on graduation	Proportion of students that completed to full duration of the course they enrolled onto. This includes all components, including on-the-job training, if required.

3.7.2 Overview of Results

The TVET system in Myanmar undertook to prepare students for gainful employment upon graduation, by teaching them the critical vocational skills that are needed in their lines of work, and by providing them with valuable business opportunities through internships, job placements and networking events. The TVET component of SEAQE2 programme offers a range of potential professional pathways, providing courses in small-business skills (e.g., sewing and hairdressing) and in more construction-oriented and technological vocations (e.g., building, mechanics, and electronics and hospitality).

This subsection evaluates the performance of the ADRA TVET system at GTHS in Hpa-an, in relation to these aims, focusing primarily on the data collected through eight focus group discussions, which included ADRA staff, TVET trainers, TVET graduates and TVET trainees. The evaluation also analyses the findings and observations from an inspection carried out at GTHS, as well as additional data from surveys conducted with local business owners in and around Hpa-an.

The TVET system was evaluated in relation to the following five themes:

	The assessment / selection procedures, and enrolment / graduation / dropout rates at TVET institutions
	The quality and opportunities presented by the courses on offer
	The links between the private sector and TVET system
	TVET teachers' and trainers' levels of qualification and certification
	Market relevance

Data Collected by Centres

The table below outlines the programme objectives, programme indicators, and the relevant data collected from the TVET centres.

Table 65 Data Collected by Centres

Programme Objective	Indicator	Data Collected	Hpa-an (Kayin State)
Objective: All learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions (schools, accelerated education, alternative learning programmes, and TVET centres)	Objective Indicator 3: % and # of learners (f/m) who are generating their own income or accessing further education after completing TVET (self-employed, employed or accessing further education) (disability, out-of-school status) (Norad indicator 3.1)	Number of students employed, started their own business, and in higher education after graduation.	Graduates: 476 Qty Employed: 88 (18%) Started business: 139 (29%) In higher education: 33 (7%)
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Outcome indicator 2.3: % of target educational institutions that meet minimum standards for healthy, safe and protective institutions (composite indicator)	Data on TVET centre's health and safety policies, and on the presence of health and safety hazards.	TVET institution has health and safety policies, and no identified health and safety hazards.
Outcome 3: Learners benefit from improved quality teaching and relevant learning	Outcome indicator 3.3: % and # of learners (f/m) in target TVET institutions who completed/passed the appropriate TVET level (disability, out-of-school status) (Norad indicator 3.2)	Student enrolment, drop-out, and graduation rates.	Enrolment: 433 Graduation: 476 Drop-out: 48
Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training	Indicator 3.4.1: # of new or improved TVET curricula with input from the private sector (Norad indicator 3.1.3)	Number of curricula which have input from the private sector, provided by centre observation survey.	Data not provided by TVET centre
	Indicator 3.4.2: # of TVET trainers supported to obtain qualifications as per government set standards (Norad indicator 3.1.1)	Number of trainers that were offered and took part in training in the last 12 months to obtain qualifications. Provided by centre observation survey.	A total of 31 out of the 43 trainers were provided with additional training. No data on qualifications as per government standards.

In addition to the Observation and Inspection Checklist deployed at the Hpa-an TVET centre, eight FGD discussions with TVET trainees, graduates, and trainers, as well as private sector business owners, were also used to collect additional data. These multiple sources of data were used to triangulate findings.

Enrolment and Selection, Dropout, and Graduation Rates

Enrolment and Selection Rates

Table 66 TVET courses on offer, course length and male/female enrolment rates (Myanmar)

Skill or trade	Course length	Male enrol.	Male %	Female enrol.	Female %	Total	Total %
Sewing Training	4 months	0	0.0	25	100	25	5.8
Hair Dressing Training	4 months	7	33.3	14	66.7	21	4.8
Welding Training	4 months	22	95.7	1	4.3	23	5.3
House Wiring Training	4 months	26	100	0	0.0	26	6.0
Hospitality Training	4 months	12	44.4	15	55.6	27	6.2
Building Technology (1st Year)	10 months	27	65.9	14	34.1	41	9.5
Electronics Technology (1st Year)	10 months	26	100	0	0.0	26	6.0
Electrical Technology (1st Year)	10 months	37	88.1	5	11.9	42	9.7
Auto Mechanics Technology (1st Year)	10 months	39	100	0	0.0	39	9.0
Machining Technology (1st Year)	10 months	28	84.8	5	15.2	33	7.6
Building Technology (2nd Year)	10 months	19	67.9	9	32.1	28	6.5
Electronics Technology (2nd Year)	10 months	26	83.9	5	16.1	31	7.2
Electrical Technology (2nd Year)	10 months	17	89.5	2	10.5	19	4.4
Auto Mechanics Technology (2nd Year)	10 months	38	100	0	0.0	38	8.8
Machining Technology (2nd Year)	10 months	14	100	0	0.0	14	3.2
Total:		338	78.1	95	21.9	433	100

The figures on enrolment illustrated in table 66 indicate that there is a significant gender split in terms of general enrolment, and in the type of courses that men and women typically join. Overall, the male enrolment rate is 78%, compared to 22% for women, suggesting that male enrolment constitutes a disproportionately large share of total enrolment. Equally, while the majority of women seemed to enrol in the less technical or technological courses, such as sewing, hair-dressing, and hospitality training, this trend was inversed for the men, who predominantly enrolled in courses such as electronics, building, and auto mechanics.

Applicants for the TVET courses were typically accepted at a rate of one in five applicants. The selection criteria for applicants reported by TVET trainers and graduates included candidates' levels of education, their levels of motivation, and their performance during interviews (**Error! Reference source not found.**).

Trainers suggested that applicants' economic situations were also taken into consideration, while Graduates claimed that the selection process targeted candidates who had previously struggled to find work. These two criteria imply that the TVET program included measures to ensure that economically vulnerable candidates were selected for the courses and hence given the opportunity to promote their professional development.

Critically, trainers additionally reported that candidates' selection for the courses was also contingent on their availability throughout the course's training period, as well as their ability to find accommodation. These two criteria could potentially exclude candidates who came from remote areas, who could not afford accommodation, and who were unable to make themselves available for the entire duration of the course. In this way, **the selection process created barriers for certain vulnerable demographics,**

which restricted their opportunities to be included in the TVET system. The client may need to offer extra help to these vulnerable groups.

Table 67 Reported selection criteria for TVET centre (Myanmar)

Descriptions	Trainers	Graduates
Trainees are from an economically disadvantaged background	√	
Trainees have previously struggled to find work		√
Trainees have a high level of education	√	√
Trainees have a high level of motivation	√	√
Trainees are available throughout the entire training period	√	
Trainees are able to find accommodation	√	
Trainees perform well during interviews	√	√

Drop-Out Rates

Table 68 Reported reasons for dropping out (Myanmar; TVET component)

Reasons for Dropping out	Trainers	Graduates	Trainees
Health Issues	√	√	
Family Issues	√	√	√
Transportation Issues		√	
Language barriers (insufficient English)	√	√	
Insufficient levels of education		√	
Absenteeism		√	
Left to join formal education	√		√

Trainers and graduates reported that the dropout rate for each course ranged from zero to six dropouts per programme, while the inspection of the TVET system at GTHS revealed that 32 male trainees and 16 female trainees had dropped out of their courses during the last academic year. The trainers, graduates and trainees listed a number of reasons for dropping out of the courses, the most commonly referenced included health issues, family issues, language barriers and trainees dropping out to begin formal education programmes (**Error! Reference source not found.**). Trainers reported that there were measures in place to prevent trainees from dropping out, including the provision of accommodation, food and refunds of their stipends. These interventions are nevertheless limited, and not appropriate for addressing the specific problems raised by focus group participants. **A more appropriate set of measures would include flexibility in deferring program placements for trainees with health or family issues, and additional language classes for trainees struggling with language barriers.**

Graduation Rates

Table 69 TVET Graduation Rates across Courses

Skill or trade	Total graduates	
	M	F
Sewing Training	1	118
Hair Dressing Training	11	60
Welding Training	40	0
House Wiring Training	75	1
Hospitality Training	38	62
Building Technology	20	4
Electronics Technology	8	1
Electrical Technology	14	0
Auto Mechanics Technology	13	0
Machining Technology	10	0
Total (M/F)	230	246
Total	476	

Table 67 highlights the graduation rates across the different TVET courses offered by the TVET system in Hpa-an. Interestingly, there is a fairly even split between the number of men and women graduating from the course, numbered at 230 and 246 respectively. This is at odds with the enrolment rates discussed previously, which showed that the male-to-female enrolment ratio was nearly 4:1. The incongruence between the fact that four times as many men are enrolling into the TVET system as women, but that equal numbers of men and women are graduating, could potentially be explained by a larger drop-out rate amongst male trainees. Indeed, the previous subsection did find that 32 male trainees had dropped out of their courses in the previous year, compared to only 16 women. However, this is an insufficient explanation, as three quarters of male trainees would need to drop out for the male-to-female ratio to drop from 4:1 to 1:1 between enrolment and graduation. As such, the only potential explanation for this inconsistency is that there is an error in the data on graduation and enrolment rates provided by the TVET centre.

Course Offerings and Nature of Delivery

Types of Courses

Table 70 TVET Courses Offered in Hpa-an

Skill or trade	Course length
Sewing Training	4 months
Hair Dressing Training	4 months
Welding Training	4 months
House Wiring Training	4 months
Hospitality Training	4 months
Building Technology (1st Year)	10 months
Electronics Technology (1st Year)	10 months
Electrical Technology (1st Year)	10 months
Auto Mechanics Technology (1st Year)	10 months
Machining Technology (1st Year)	10 months
Building Technology (2nd Year)	10 months
Electronics Technology (2nd Year)	10 months
Electrical Technology (2nd Year)	10 months
Auto Mechanics Technology (2nd Year)	10 months
Machining Technology (2nd Year)	10 months

The GTHS in Hpa-an offered a range of potential pathways for professional development, across a variety of vocations. The full spread of courses on offer, as well as their durations, can be observed in **Error! Reference source not found..** Five of these courses lasted for ten months, while the other five lasted for four months. All of the longer courses were more technical in nature, involving training in areas such as building, electrical and auto-mechanical technology. Conversely, the four-month courses tended to cover less technical vocations, such as sewing, hospitality and hairdressing. The TVET staff and partners stated that, although these courses were of relevance to the labour market, they also wished that ADRA could offer courses in repairing air-conditioning units, freezers and motorbikes, due to the market demand in these industries. Graduate trainees confirmed that their communities required skills in mechanics, sewing, hairdressing and welding.

Preparation for post-training livelihoods

The TVET system undertook to prepare students with relevant vocational and livelihood skills that would enable trainees to find jobs upon completion. Both the trainers and trainees asserted that graduates were

well-prepared for employment upon course completion, and attributed this to students' training in business skills, customer-service skills, life skills, and their development of business networks through job placements and internships whilst on the programme. In the 12 months before the TVET inspection at GTHS, it had facilitated:

Table 71 Numbers of job placements and internships (Myanmar)

Total job placements and internships	Division by group
839	♂: 522
	♀: 313
	♿: 5

The consensus among trainers, graduates and trainees was that the TVET courses primarily consisted of practical learning rather than theoretical learning, with as much as 6 weeks spent training on-the-job. Overall, the most commonly cited ratio was that the courses were 70% practical and 30% theoretical. The trainees and graduates were generally satisfied with this organisation of training activities, citing that practical training was a critical element of vocational education.

Post-training opportunities/employment

The TVET trainers interviewed in this evaluation's focus group discussions estimated that approximately 75% of all graduates succeeded in finding employment in their training area after completing their courses.

Interestingly, this figure is not corroborated by the data collected during the observations and inspection of the GTHS, displayed in **Error! Reference source not found.** These figures show that out of 476 graduates, fewer than **55% percent were either employed, self-employed, or in higher education** (88 employed, 139 started their own business, 33 in higher education). There is considerable variation across the courses; the four-month courses had significantly higher rates of employment, self-employment, and higher education enrolment among graduates than the ten-month courses. Overall, the highest rates were recorded among hospitality and welding training graduates (79% and 67.5% respectively), whilst the lowest rates were recorded among those graduating from building, auto-mechanics and machining technology (all <10%).

There was also a gender split across graduates, with female graduates outperforming male graduates overall in terms of their post-graduation rates of employment, self-employment and enrolment in higher education. This difference may be explained by the gender split across the different skills and trades, as women were mainly concentrated across the four-month courses, which also happened to have the highest rates of post-graduation employment, self-employment and enrolment in higher education.

Table 72 TVET centre Graduation rates and post-graduation activities (Myanmar)

Skill or trade	Total graduates		Qty employed		Qty started their own business		Qty. In higher education		% employed/ self-employed/ in edu. after graduating
	M	F	M	F	M	F	M	F	
Sewing Training	1	118	0	2	1	57	0	6	55.5
Hair Dressing Training	11	60	1	9	3	19	0	3	49.3
Welding Training	40	0	6	0	20	0	1	0	67.5
House Wiring Training	75	1	0	0	39	0	2	0	53.9
Hospitality Training	38	62	29	38	0	0	4	8	79.0
Building Technology	20	4	0	0	0	0	0	2	8.3
Electronics Technology	8	1	0	0	0	0	2	1	33.3
Electrical Technology	14	0	3	0	0	0	2	0	35.7

Skill or trade	Total graduates		Qty employed		Qty started their own business		Qty. In higher education		% employed/ self-employed/ in edu. after graduating
	M	F	M	F	M	F	M	F	
Auto Mechanics Technology	13	0	0	0	0	0	1	0	7.7
Machining Technology	10	0	0	0	0	0	1	0	10.0
Total (M/F)	230	246	39	49	63	76	13	20	n/a
Total	476		88		139		33		n/a

n.b. Importantly, the numbers reported for employment, businesses, and higher employment are expected to be slightly lower than the real figures, as the Centre does not actively track their students' further actions once they complete their course.

Overall, these results suggest that the highest-performing vocational trainings in terms of post-graduation opportunities were the courses in sewing, hairdressing, welding, house-wiring and hospitality. The focus group data from trainers and graduates imply that these skills had the highest levels of market demand in their communities (and market relevance), which helps explain their graduates' higher rates of post-graduation activity.

A key recommendation for the TVET system would be to implement an expansion of the particular courses, which have seen highest demand, as the findings indicate that they offered the most feasible pathways for professional development to graduates.

Conversely, it has not been possible to establish, whether the lower rate of post-graduation activity among the graduates of the ten-month courses was due to the courses' general lower market relevance or some other underlying condition that affected their graduates differently³³. Nevertheless, **an employment rate of less than 10% for some of these courses implies a need for serious revision; either by eliminating the courses on offer, or refocusing their scope.** A shorter, more practically oriented versions of some of the longer courses may prove more successful in generating employment among graduates.

An additional recommendation would be for TVET courses to continue to engage with private sector representatives, and to provide students with internships, job placements and networking opportunities with local businesses. Both the trainers and trainees insisted that these elements of the courses were incredibly effective in preparing them with post-graduation opportunities and pathways for professional development.

Finally, many students bemoaned the limitations imposed on them by start-up costs, and praised the helpfulness of the 200,000 Kyat cash grants provided by the 'Step-Up' programme in preparing them for entry into the labour market. As such, **a final recommendation would be to expand this facet of the TVET training system, to ensure that all graduates are able to overcome the start-up costs which prevent them from entering into the labour market.**

Assessment of TVET System by Trainees and Trainers

The trainers related throughout the focus group discussions that their perceptions of the TVET system were mostly positive. They reported that the centre's facilities and equipment were of good quality, that the level of training was satisfactory, and that the centre's health and safety measures were adequate, although they recommended that a health clinic and on-site nurse be provided. Finally, the trainers also lauded the

³³ For example, it is possible that trainees who opt for ten-month courses come from generally more advantaged backgrounds, as they can afford to study longer, and as such may have a lower motivation to pursue employment quickly after graduation. It is also possible that as the ten month courses are more technical in nature, the barriers to obtaining a job in one of the technical areas after graduation are disproportionately higher.

frequent monitoring and inspections that were undertaken across the TVET centre, saying that the feedback they received was very effective in promoting quality management.

The focus group discussions with TVET graduates and trainees revealed a reasonably high level of satisfaction with the courses overall, although this approval was not consistent across all focus groups. In three out of the four sessions, the graduates and trainees asserted that the training they received was good, and that the TVET centre was safe, as the facilities such as buildings, roads, and toilets were built to a high standard.

Conversely, in one of the focus group sessions, graduates and trainees were less pleased; they stated that, although the training they received was satisfactory, the training facility was not safe. They listed that the training space was narrow and located near a mountain edge, the surfaces were slippery, the windows were unsafe, the accommodation was of poor quality, there was no security, and the electricity did not function. As such, although the perception of the TVET courses was fairly positive across trainees overall, these inconsistencies in opinion across the focus groups showed that there were nevertheless certain pockets of dissatisfaction amongst the students.

In addition to the affirmative perceptions of the TVET system by trainers and trainees, local business owners also conveyed a positive impression of how trainees were taught. In the surveys conducted with local employers in Hpa-an, respondents unanimously said that they believed the quality of the technical training offered in the TVET courses at GTHS was good, and that the skills taught to students were mostly relevant to the requirements in their sectors. The key criticism from employers was that trainees should receive more practical training, and that, although the graduates were fairly adept at the basics of their profession, certain students struggled with the more advanced elements of their jobs and they required some additional training from their employers.



Trainees know the basic skills and knowledge about welding very well.

–Business Owner, Welding Shop



I do not need to give ADRA trainees that much additional training when they apply to work in my industry.

–Business Owner, Sewing Shop

Barriers Facing Trainees

The key barriers to professional development raised by trainers, graduates, and trainees in the focus group discussions were the difficulties and costs associated with transport for those from remote regions, the low stipends and high start-up costs, the low-quality materials used in training, and gender norms (**Error! Reference source not found.**).

In terms of transportation, stakeholders argued that there was insufficient support for student who came from remote areas and thus faced high transportation costs. In addition to the costs, the journeys to the TVET centre could be long and difficult, especially during the rainy season, when there is flooding throughout Karen State. As an example of these difficulties, the graduates noted that one of their classmates had to drop out of the programme, due to a motorbike accident they experienced whilst travelling to the TVET centre.

In addition to the transportation costs, students from remote areas also needed to fund their accommodation and cover their living costs, which could be very expensive. Trainees must pay approximately 17,500 Kyat per month for their accommodation in hostels, and 20,000 Kyat per month for food. Trainers recommended that the stipends for students should be raised from 2,000 to 4,000 Kyat per day, as this would help to cover their living costs, and help to fund the significant capital costs required to start a business.

Trainers also claimed that more funds should be channelled into buying materials for the training courses, building larger and better equipped facilities, and providing more up-to-date teaching materials and techniques.

A final barrier to professional development is the significant gender norms that permeated the TVET system programming. The Trainers, graduates, and trainees said that, as a result of these norms, women did not want to join non-traditional courses and mostly wanted to train in cooking, sewing or hairdressing. Conversely, men mainly wanted to complete the courses which involved mechanics, technology, building, welding and wiring (**Error! Reference source not found.**). The limitations of these gender barriers will be further discussed in this report's section on 'Inclusion and Gender'.

Table 73 Barriers to professional development and recommendations (Myanmar)

Topic areas	Barriers to professional development	Suggested recommendations
Transportation	❖ Large travel distances ❖ High transportation costs ❖ Challenging road conditions	Improve financial and other support for students from remote areas
Living/start-up costs	❖ High living costs (food/accommodation) ❖ Large start-up costs ❖ Low stipends	Increase stipends from 2,000 to 4,000 Kyat per month
Materials	❖ Low-quality materials ❖ Outdated materials	Greater investment in TVET centres' infrastructure
Gender norms	❖ Gender split across vocations	-

Life and 21st Century Skills

When asked whether they were aware of what 21st century skills are, the staff at the Hpa-an TVET centre responded that they were, and characterised them as skills relating to leadership, creativity, critical thinking, and innovation. Equally, the TVET staff also asserted that they are aware of what life skills are, and characterised them as knowledge on health, mental health, sports, literacy, and singing and dancing.

Trainers and staff at the centre reported that life skills constitute taught components of all courses, and that 21st century skills are taught in half of the centre's courses. The below table illustrates which courses life and 21st century skills are taught on.

Table 74 Life and 21st Century Skills

Skill or Trade	Life Skills		21st Century Skills	
	Yes	No	Yes	No
Sewing Training	✓			✓
Hair Dressing Training	✓			✓
Welding Training	✓			✓
House Wiring Training	✓			✓
Hospitality Training	✓			✓
Building Technology	✓		✓	
Electronics Technology	✓		✓	
Electrical Technology	✓		✓	
Auto Mechanics Technology	✓		✓	

Machining Technology	✓		✓	
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The FGDs indicated that the TVET trainers and trainees had positive perceptions of the life skills teaching components, with participants partially attributing graduates' preparedness for post-course employment to the centre's teaching of these courses. Furthermore, when asked what they considered to be the most useful part of their training, the graduates mentioned the life skills training and the practical aspects of the courses, which suggests that the life skills teaching elements were highly valued by trainees. Conversely, trainees did not mention 21st century skills when discussing the useful parts of the course, and when asked directly about the centre's teaching of 21st century, skills, the trainees did not understand the specific label '21st century skills'.

Links between the TVET System and the Private Sector

This sub-section considers the TVET system in relation to its links with the private sector in Hpa-an and the surrounding region. The analysis draws primarily from the surveys that were completed with local business owners, and is supplemented with additional findings from the focus group discussions and inspection conducted at Government Technical High School (GTHS) in the region.

On the whole, there were established relationships between the private sector and the TVET centre in Hpa-an. For instance, certain aspects of the TVET courses, such as the hospitality training, were outsourced to external private-sector agencies such as the Luxembourg Development Cooperation Agency. Additionally, a number of private individuals and groups were also consulted on the suitability of the TVET courses, to ensure that the skills covered in the training programmes were relevant to their sectors. The local business owners in Hpa-an that were included in the KIIs corroborated that the TVET centres did consult with private-sector employers to strengthen their training provision, and claimed that they believed these consultations were effective in preparing graduates. The business owners also claimed that these consultations raised their awareness about ADRA's activities, made it easier for them to expand their own business networks by meeting other business owners and assisted them in finding and hiring new workers.

In addition to the close coordination between the TVET centre and the private sector in terms of training and course consultations, the Business Development Officer from ADRA also facilitated post-graduation opportunities for trainees by assisting in identifying internship and job placement positions, and by conducting outreach and awareness-raising campaigns. The business owners stressed the importance of internships in particular, insisting that they were a critical part of the training process in vocational learning. The TVET trainees and graduates also highlighted the benefits of these internships, saying that they enabled them to expand their professional network, helped them to improve their customer service skills, and assisted them in finding employment after graduation.



Internship are important, and the training centre should invite business owners over for knowledge-sharing and skill-sharing sessions at least once a month

–Business Owner, Welding Shop



The internships are effective. They help to translate skills into job, and help us to go into employment directly after graduating

–Trainee, TVET Centre



Internships help us to improve our level of customer service, gain knowledge about the work environment.

–Trainee, TVET Centre

Overall, the engagement between the TVET sector and the private sector are critical in ensuring that the skills, knowledge, and techniques taught on TVET courses are aligned with professional standards and practices, and in enabling trainees' transition to full-time employment upon completion of their courses.

Quality of Trainers

Table 74 TVET Trainers Qualifications and Experience

Trainer	Skill areas	Qualifications held	Years' industrial experience (in their training area)	Role, job, or title in industry
1	BT	AGTI(Civil,BA.GEO)	20 years and 9 months	Assistant lecturer
2	BT	TTTT(Civil),B.Sc(Chem)	20 years and 9 months	Assistant lecturer
3	BT	B.E(Civil) Q	9 years and 1 month	Instructor
4	BT	B.E(Civil)	2 years and 2 month	Instructor
5	BT	G.T.H.S(BT)	2 years and 2 month	Laboratory Skill 5
6	ET	EGTI(EP)	21 years and 1 month	Assistant lecturer
7	ET	AGTI(EP).B.Sc(Phy)	14 years and 11 month	Assistant lecturer
8	ET	BE(EP)Q	9 years and 3 month	Instructor
9	ET	BE(EP)	2 years and 2 month	Instructor
10	ET	BE(EP)	2 years and 2 month	Instructor
11	ET	G.T.H.S(ET)	2 years and 7 month	Laboratory Skill 5
12	ET	G.T.H.S(ET)	2 years and 1 month	Laboratory Skill 5
13	ECT	ME(EC)	5 years and 11 month	Assistant lecturer
14	ECT	ME(EC)	2 years and 2 month	Instructor
15	ECT	B.Tech(EC)	2 years and 2 month	Laboratory Skill 4
16	ECT	G.T.H.S(EC)	2 years and 1 month	Laboratory Skill 4
17	ECT	G.T.H.S(EC)	2 years and 8 month	Laboratory Skill 4
18	AMT	BEE(Mech)	9 years and 6 month	Assistant lecturer
19	AMT	ME(Mech)	9 years and 6 month	Assistant lecturer
20	AMT	BE(Mech)Q	2 years and 2 month	Instructor
21	AMT	BE(Mech)Q	2 years and 2 month	Instructor
22	AMT	BE(Mech)Q	2 years and 2 month	Instructor
23	AMT	BE(Mech)Q	2 years and 2 month	Instructor
24	MT	AGTI(MT)	20 years and 5 month	Assistant lecturer
25	MT	ME(Mech)Q	6 years and 4 month	Assistant lecturer
26	MT	BE(Mech)Q	2 years and 2 month	Instructor
27	MT	AGTI(CNC)	2 years and 1 month	Laboratory Skill 4
28	MT	GTHS(MT)	2 years	Laboratory Skill 5
29	MT	GTHS(MT)	2 years and 2 month	Laboratory Skill 5
30	Computer	BcSc(Hons)	11 years and 5 month	Assistant lecturer

Trainer	Skill areas	Qualifications held	Years' industrial experience (in their training area)	Role, job, or title in industry
31	Computer	BcSc(Hons)	10 years	Instructor
32	Computer	BcSc(Hons)	10 years	Instructor
33	Literature	ME(Math)	6 years and 9 month	Assistant lecturer
34	Literature	MA(Eng)	10 years and 7 month	Assistant lecturer
35	Literature	BA(Eng)	19 years and 2 month	Assistant lecturer
36	Literature	BSc(Physic)	25 years and 9 month	Assistant lecturer
37	Literature	BSc(Chem)Hons	14 years	Assistant lecturer
38	Literature	M.Res(Phy)	6 years and 4 month	Assistant lecturer
39	Literature	BA(Myat)	14 years and 3 month	Assistant lecturer
41	Literature	M.SC(Chem)	6 years and 3 month	Assistant lecturer
42	Literature	B.A(Eng)DESP	14 years and 2 month	Assistant lecturer
43	Literature	MSC(Math)	4 years and 7 month	Assistant lecturer

The data collected during the inspection of the GTHS shows that the TVET trainers were well-qualified, with most holding at least a bachelor's degree. Their years of experience ranged from two to 21 years, with the average across all trainers being approximately eight years of experience (**Error! Reference source not found., Error! Reference source not found.**).

Trainees and graduates tended to rate their trainers quite highly, with almost all saying that they were happy with their levels of knowledge and aptitude for teaching. Students praised their trainers for being patient, skilled and good at sharing their knowledge and experience with the students. However, a small number of graduates complained that their trainers sometimes used English words without explaining them adequately.

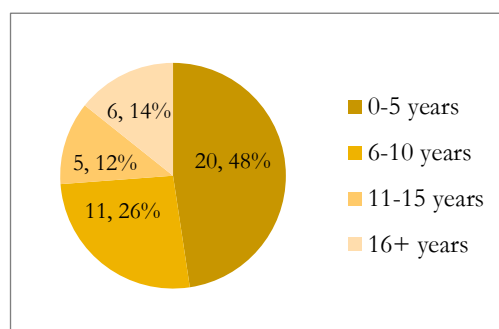


Figure 13 TVET trainers' experience in the industries (Myanmar)

Market Relevance

The observation from the market assessments conducted in Hpa-an and surrounding communities revealed that key enterprises in the region can be broadly divided into three industries:

	Hospitality, Food and Beverages
	Agriculture
	Small Business

As such, the vocations provided at the TVET centre are somewhat aligned with private sector demands, although courses preparing students for employment in the agricultural sector were notably lacking (**Error! Reference source not found.**).

Table 75 Market Sectors and TVET Course

Key Market Sectors		TVET Courses
	Hospitality, Food and Beverages	Hospitality

	Agriculture	-
	Small Business	Sewing Hair Dressing Welding House Wiring Building Technology Electronics Technology Electrical Technology Machining Technology Auto Mechanics Technology

Interestingly, during the focus group discussions, several ex-students expressed interest in courses currently not offered by the TVET centre, particularly for courses in agricultural mechanics. The TVET coordinator for ADRA confirmed that, while that course was offered in the past, previously-enrolled students had completed the course in order to hone skills to fix equipment that they already owned, which led to no additional job creation, and as such the course was discontinued. Trainers also mentioned that, although they used to provide training in computing, these courses had been dropped due to a lack of private-sector demand for these skills and the limited job opportunities for graduates.

By and large, the interviews with private-sector business owners indicate that employers were generally satisfied with the training provided at TVET centres. The business owners said that the trainees were taught the skills that were relevant to their needs as employers, and that TVET graduates were generally of higher quality than other workers that they hired. However, they still suggested certain areas of improvement in order to make TVET courses more relevant:

	Customer service: was a skill identified as lacking among TVET graduates by a sample of the small business owners in particular.
	Communication skills: was a skill identified in need of strengthening among TVET graduates.
	Computer skills: was a skill that was identified by a copy shop owners, and likely to emerge in higher demand among small and medium businesses in the medium to long term.
	Electrical infrastructure-related skills: the government's pledge to ensure a reliable electricity supply has rapidly increased the demand for jobs related to electrical infrastructure, and GTHS has not yet been able to keep up with this demand.

Inclusion and Gender

The TVET system at GTHS accommodated disabled trainees, and trainers asserted that they were confident they could effectively train and prepare persons with disabilities (PwDs) for the labour market. At the time of inspection, GTHS had two female PwDs enrolled in sewing classes, with their trainers claiming that they showed interest and motivation for this vocation. In addition to these specific provisions for PwDs, the GTHS also assisted them by arranging travel to primary schools, providing wheelchairs and by working with Humanity and Inclusion (Handicap International), undergoing consultations on how to promote the inclusion of PwDs.

However, although some PwDs were included in TVET programming, their opportunities were still more limited, and they were only able to participate in the haircutting, sewing and hospitality classes, as these were the vocations deemed most suitable for PwDs. In addition to restricted training options, PwDs also faced a number of physical limitations, which made their training process more challenging. Chief among these limitations were transportation difficulties, particularly during the rainy season, along with the lack of wheelchair access at the GTHS and the trainees' accommodation. For example, in one instance the hairdressing classes were not accessible for PwDs with wheelchairs, as they were located on an upper floor that was only accessible by stairs.

Additionally, in the surveys with business owners in Hpa-an and the surrounding region, employers revealed that none of them had hired any PwDs to work in their organisations. Most stated that this was because they had not received any applications from PwDs, although approximately half of the business owners went on to say that they would not hire PwDs if they did apply, as they are unsuited to work in their industry, and the job would be too risky for them. This shows that although PwDs do benefit from a certain level of inclusion when it comes to participating in TVET courses, it does not extend into the private sector upon graduation, meaning that PwD opportunities are still highly limited.

3.8 Recommendations

3.8.1 Recommendations for Education Component

Considering the findings of the baseline study together with the national and schools contexts, the consultants have the following recommendations with respect to the implementation and management of SEAQE2 schools and TVET centres in Myanmar:



Improve the quality of infrastructure of ACS schools and eradicate teacher absenteeism in these schools. ACS schools lagged behind the other two types of schools in terms of infrastructure, teacher training (only 20% of teacher focus groups said they received training), teacher presence during school hours (only 40% of student focus groups said their teachers were in classrooms at all times), ability to keep enrolment-related documents and other parameters and thus require immediate attention. KTWG schools' teacher training can serve as a model for the improvement of ACS schools.



Support the writing and distribution of textbooks both in Burmese and local Karen languages. Textbooks are commonly seen as the most important teaching and learning materials by teachers and students in Myanmar, but some schools did not have enough of them, according to teachers and students.



Study the information sharing mechanisms endorsed by government schools and help introduce them in the other two types of schools. Study how ACS and KTWG schools collaborate with the communities and help introduce similar strategies in government schools. Furthermore, help schools explore ways to use the good rapport between the schools and communities, and promote volunteerism amongst community members.



Understand how teachers in Myanmar familiarise themselves with the concepts of life skills and 21st Century Skills and devise similar strategies for other

countries in SEAE2, as the teachers in Myanmar have relatively accurate understanding of these concepts comparing with their counterparts in other countries.



Assist schools with providing fee exemptions for children from the poorest families in the region. This is to further capitalise on the good performance of schools through increasing the number of students from extremely poor families.

3.8.2 Recommendations for TVET Component

Given the findings of the baseline study, the consultants have the following recommendations with respect to the implementation and management of TVET centres in Myanmar:

Data Collected by Centres



Ensure that data collection is more detailed. Most of the data required to measure whether the programme objectives and indicators outlined in the logframe have been achieved were collected. However, some of the data is ambiguous and vague, with lacking detail on the period being measured. For instance, although the centre provided a figure for enrollment and graduation, it did not specify what time period was covered by these figures (eg. number of graduates in the last 12 months, students enrolled in the last academic year, etc.). As a result of this ambiguity, the figures appear erroneous, with the number of graduates (476) appearing to exceed the number of trainees enrolled (433), which affects the capacity to assess outcome indicator 3.3, which calculates the proportion of enrolled students who successfully graduated from the program. Additionally, for outcome indicator 2.3, which measures the percentage or number of institutions which meet minimum health, safety, and protective standards, although the centre did record data on the existence of health and safety policies, it did not specify what these policies were.

Ensure that data collection is more comprehensive. The data required to assess indicators 3.4.1 and 3.4.2 were not collected. These indicators measure the number of new and improved TVET curricula, and the number of TVET trainers supported in obtaining qualifications per government standards. The centre did not record information on the number and type of new curricula, and although the centre did collect data on the number of trainers given additional training, it did not record information on training for specific qualifications which meet government standards.

Enrolment, Selection, Dropout and Graduation Rates



Increase diversity in course enrolment. The findings indicate that there is a considerable gender split across courses, in line with traditional gender norms. Whereas men mostly enrolled in technical or technological courses, such as electronics, building, and auto mechanics, women predominated the courses on subjects such as sewing, hairdressing, and hospitality. By reducing this gender split across courses, TVET centres would help in breaking down these gender norms, and increase the opportunities of men and women to choose courses without the influence of social pressure.

Reduce selection criteria, and make courses more available. The data indicate that only one in five applicants for TVET courses are accepted onto the programmes. By increasing the number of candidates selected, and reducing the standards for selection,

TVET centres would be able to impact more people with their livelihoods and vocational training. However, increasing the number of trainees hosted at the centre would require an increase in funding and resources, which may extend beyond the centre's capacities.

Provide additional support to students. The findings on dropout rates indicated that 48 students dropped out in the year before the inspection. Trainers, trainees, and graduates mostly attributed these dropouts to factors such as health issues, family issues, and language barriers. Although these issues will to a certain extent be outside of the centre's control, the centre could nevertheless alleviate these issues by providing additional support to trainees that are struggling, in order to reduce dropout rates. This additional support would be contingent on the availability of additional resources to invest in this area.

Course Offerings and Nature of Delivery



Focus training on courses and skills with high market demand. Findings from the TVET centre inspection showed that on average, fewer than 55% of graduates were either employed, self-employed, or in higher education after completing their courses. Critically, this figure varies considerably across courses. Whereas 79% of hospitality graduates and 67.5% of graduates were employed, self-employed, or in higher education after graduation, this figure was only 10% and under for graduates in building, auto-mechanics, and machining technology. Equally, the four-month courses had considerably higher figures than the ten-month courses. As such, TVET centres should reassess the market demand for the skills trained in their courses, and redesign their curricula so that they are more aligned with private-sector demand. This redesigning should include an assessment of the usefulness of life skills and 21st century skills,

Expand the 'Step-Up' cash grant programme. Trainees and graduates often complained about the limitations imposed on them by start-up costs, and frequently cited the helpfulness of the 'Step-Up' programme's cash grants of 20,00 Kyat in helping them enter into the labour market. This element of the TVET system should therefore be expanded, to help graduates overcome start-up costs.

Increase funding for training courses. Many of the trainers claimed that more funds should be used to buy materials for the training courses, to build larger and better equipped facilities, and provide more up-to-date teaching materials and techniques.

Links between the TVET System and the Private Sector



Continue facilitating internships, job placements, and outreach campaigns. Business owners, TVET trainers, trainees, and graduates all noted the importance of the links between the TVET centre and the private sector. In particular, they stressed the usefulness of these links in facilitating internships and job placements, stating that practical experience is an essential element of the training process, and that they enable them to expand their professional networks. As such, the centre should continue to provide these services to its trainees and graduates.

Quality of Trainers



Provide trainers with additional training and refresher courses if required. TVET trainers were generally well-qualified, and the centre's trainees and graduates rated their teaching abilities quite highly. However, nearly half of the trainers had fewer than five years of industry experience. To ensure that trainers remain knowledgeable about advances in their field, and that more inexperienced trainers are indeed up to standard, TVET centres should support trainers with refresher courses and additional training when they require it.

Market Relevance



Use feedback from the private sector to align training with market demand.

Although business owners were satisfied with graduates' training on the whole, they noted that the graduates tended to have lacunae in their customer service, communication, and IT skills. The TVET centres need to continually reassess market conditions, and work closely with private-sector employers, to ensure that their courses are aligned with market demand and that graduates are adequately trained in the skills required by employers.

Inclusion and Gender



Upgrade infrastructure so that it can accommodate Persons with Disability. The inspection and observation checklist revealed that the TVET centres and the trainees' accommodation do not have wheelchair access. This incurs a serious limitation on the inclusivity of the TVET system.

4. Somalia

4.1 Introduction

4.1.1 Overview of National Context

The ongoing conflict in Somalia has engendered an environment where violations and harms beset on civilians are occurring on a regular basis, and without adequate recourse to help or justice (UNICEF Somalia, 2018b). This accountability gap has been compounded by diminished governmental authority and weakened institutional rule of law (UN, 2016).

Amongst the most affected are children, who are the most likely to have suffered and been exploited as a result of the armed conflict, and the least capable of seeking help or justice for violations committed (DFID, 2018). There are a few promising steps taken so far – the ratification of the United Nations Convention on the Rights of the Child in 2015 has enabled the development and formalisation of legal structures to support child-related and child-specific legislations which are aligned with international standards. It has also led to the establishment of state-owned structures, such as the Joint UN Rule of Law Plan, and the National Development Plan Justice Section.

A sustained effort by governmental, inter-governmental, and non-governmental actors has led to reporting mechanisms such as the Monitoring and Reporting Mechanism on Grave Violations Against Children in Situations of Armed Conflict, which has led to a total of verified and documented 988 cases in the first half of 2016 (UNSOM, 2017). However, the MRM system addresses a minute percentage of affected children. The UN Assistance Mission in Somalia (UNSOM) reported 3,335 cases of child soldier recruitment in 2014, and the attack of more than 100 schools by armed groups between 2013 and 2017 (GCPEA, 2018).

Children suspected of association with armed forces and armed groups have also had significantly limited access to justice, with Somali security forces arresting them, prosecuting them in military courts, and ultimately passing heavy sentences for terrorism-related offenses that do not meet international standards on criminal justice for children (Human Rights Watch, 2018).

4.1.2 Overview of School Context

According to a report published by UNICEF Somalia (2018a), about 70% of children in Somalia were out of school, that is around 3 millions of the 4.9 children in the country. These children are not only rid of their rights to receive education but also exposed to violent conflicts and climatic shocks.

Girls are particularly vulnerable, as they are less likely to be enrolled to schools by their parents: only 44% of the children enrolled are girls. Worse still, women and girls are controlled in every aspect of their lives, including their bodies. Rape and sexual assault, which put women's wellbeing at risk in particular, are common in Somalia, and they are usually unreported because of the strong stigma attached to rape and sexual assault in the country (UNICEF Somalia, 2016). The implication of this on education system is that schools need to have mechanisms for girls and women who suffered all types of violence to report these incidents safely; schools should also be places where psychological support is given duly.

Apart from girls, internally displaced people (IDP) are another group that needs educational support, it is estimated that there are 2.6 million IDP in Somalia; displacement can result in separation of children from their families. Owing to the conflicts and lack of access to education in their early years, children attending primary schools in Somalia tend to start at a later age. This means that there is a high

proportion of secondary-age children in primary schools and that what primary schools in Somalia need may differ from those in other countries.

According to ADRA Somalia, there are 15 schools supported in SEAQE2, 7 of which were in the previous phase of the programme, 2 will be joining the programme for the first time and 6 are to receive construction or rehabilitation support under SEAQE2. Somalia is the only participating country in Africa that the team could not go to all schools in SEAQE2, partly because 6 of them were categorised as needing to be constructed and rehabilitated. Somalia also has the highest proportion of SEAQE2 schools (>50%), amongst the three participating countries in Africa, that participated in SEAQE1. The table below provides an overview of the SEAQE2 schools in Somalia.

#	School	District	State	SEAQE1?	Reconstructi on/Rehabili- tation needed?	Visited?
0	Hawl-wadaag	Baidoa	South-West	Y	N	Y
1	Sh. Asharrow	Baidoa	South-West	Y	N	Y
2	Hawatako	Afgooye	South-West	Y	N	Y
3	Sh. Hussein Adde	Jowhar	Hirshabelle	Y	N	Y
4	Bulabaley	Jowhar	Hirshabelle	Y	N	Y
5	Jawil	Beledweyne	Hirshabelle	Y	N	Y
6	Juba	Kismayo	Jubaland	Y	N	Y
7	Barwaqo	Kismayo	Jubaland	N	N	Y
8	Ba'ad	Beledweyne	Hirshabelle	N	N	Y (abandoned)
9	Gasle	Beledweyne	Hirshabelle	N	Y	N
10	Beledweyne Model	Beledweyne	Hirshabelle	N	Y	N
11	Madina	Kismayo	Jubaland	N	Y	Y
12	(unnamed)	Kismayo	Jubaland	N	Y	N
13	Danwadaag	Elasha Biyaha	South-West	N	Y	N
14	Burhakaba	Burhakaba	South-West	N	Y	N

4.1.3 Overview of TVET Context

Somalia is experiencing one of the longest protracted situations of conflict, instability and environmental risk. Since the early 2000's has consistently been ranked among the most fragile states by the Organization for Economic Cooperation and Development (OECD, 2015). This had had a detrimental impact on the implementation of an effective Training and Vocational Education (TVET) system.

According to the UNFPA Population Estimation Survey (PESS, 2014), Somalia has 4.4 million young people between 15 to 34 years of age; making up at least 70% of the population. 15-19-year olds account for 33.7% of this youth population. In 2014, 95% of those aged 14 – 24 years old were not in any type of post-secondary education; 96% in Central South Somalia, 92% in Somaliland and 91% in Puntland. Youth living in urban areas, and those from the richest wealth quartiles, are the most likely to attend TVET institutions. This is likely to be a contributing factor to why youth unemployment in Somalia is among the highest in the world, at 67%. A high labour force participation rate for youth, estimated at 66%, further reflects lost opportunities for many who might otherwise attend school and acquire skills that could raise their future productivity and employment opportunities (OCHA, 2014).

Overall, females experience higher unemployment than males, 74% and 61% respectively (OECD, 2015). The majority of unpaid family workers are young women who carry out household work due to entrenched traditional gender roles.

Implementation of education and training programs in Somalia is coordinated through the Education Sector Committee (ESC, 2019), yet there are many partners with sub-programs falling under this sector but subsumed under a different thematic area. In such situations, TVET does not receive appropriate

technical direction for its success. Currently, there is no standardised national curriculum framework for TVET (this is the case across Somaliland, Puntland, and Central South). The only standardised curriculum available, which is nonetheless not being used in most TVET centres, is the UNESCO PEER developed curriculum. There is also no standardised system for TVET assessment, examination and certification. Delivery of the current TVET system remains largely supply-driven by TVET providers, these providers are the ones who decide which skills/courses to implement, based on the numbers to be trained in a project, gender composition and the target groups as decided by the donors or sponsors.

Conflict-sensitive approaches to providing vocational and skills training have proven effective at addressing risks related to the alienation and exclusion of adolescents and youth. However, such initiatives have proven highly costly with smaller numbers of persons being reached through INGO programmes.

In 2015, according to the UNICEF Rapid Baseline Survey, there were approximately 525 TVET instructors across Central South Somalia. From this survey, it was drawn that 44% of the qualified instructors were in Jubaland, 34% were in Southwest regions, and only 3.2% in Hirshabelle. States that are largely underdeveloped have fewer qualified TVET instructors as compared to those located in comparatively developed regions and states.

To address these critical issues facing access to education and training, UNICEF Somalia has implemented a broad system of support to strengthen systems and provide service delivery (UNICEF, 2017). The focuses of this implementation are as follows; Formal Basic Education, Alternative Basic Education, Youth Education and Skills Development, Institutional Strengthening – human resources and capacity development, and Education in Emergencies. In addition to this UNICEF support, the EU aims to support the education sector in Somalia using a Sector Wide Approach (SWAP), addressing priorities articulated by the education authorities in their strategic plans. Current support worth 60 million Euros is mainly targeted at strengthening education systems for the delivery of good-quality education. These interventions promote the provision of primary and secondary education, higher education, enhancing the capacity of teaching staff and education administrations, curriculum implementation and holding centralised examinations. In addition, the EU supports payment of teacher salaries through country systems. The EU also contributes to the Global Partnership for Education which has significant investments in Somalia (Global Partnership, 2019).

If programmes are to successfully reach a greater number of adolescents and youth, governments will need to be more intimately involved in developing, financing and delivering systematic certified vocational skills and training opportunities in a manner that is cost-effective and relevant to local livelihood needs and employment opportunities – particularly in relation to pastoral economies.

4.2 Sample Achieved

4.2.1 Sample for Education Component

The team went to 10 SEAQE2 schools in Somalia between mid-September and mid-October. One of the schools, Ba'ad School, was found abandoned, the consultant visiting was nonetheless able to enter the premise and conduct site inspection. The table below provides more details of the visit.

Table 76 Sample achieved in Somalia (education component)

#	School	District	SEAQE1	Date of Visit	No. of focus groups			No. of lessons observed	Facility checked	Document checked	No. of test takers
					Teachers	Students	Parents				
0	Hawl-wadaag	Baidoa	Y	11-Sep	1	1	1	1	√	√	12
1	Sh. Asharrow	Baidoa	Y	10-Sep	1	1	1	1	√	√	12
2	Hawatako	Afgooye	Y	18-Sep	1	1	1	1	√	√	12
3	Sh. Hussein Adde	Jowhar	Y	8-Oct	1	1	1	1	√	√	12
4	Bulabaley	Jowhar	Y	9-Oct	1	1	1	1	√	√	12
5	Jawil	Beledweyne	Y	22-Sep	1	1	2	1	√	√	11
6	Juba	Kismayo	Y	5-Oct	1	1	1	1	√	√	13
7	Barwaqo	Kismayo	N	7-Oct	1	1	1	1	√	√	12
8	Ba'ad	Beledweyne	N	23-Sep	0	0	0	0	√	X	0
11	Madina	Kismayo	N	6-Oct	1	1	1	1	√	√	12
Total:					9	9	10	9	10	9	108

The team achieved a gender balance in recruiting students, parents and community members to participate in focus group discussions. There were more male teachers than female teachers in the schools visited, so the male-to-female ratio is relatively high, even though the team undertook to attain the ideal balance.

Table 77 Focus group discussion participants by gender (Somalia; education component)

Focus group	No. of male participants	No. of female participants	No. of all participants
Teachers and headteachers	52	11	63
Students	30	31	61
Parents and community members	30	20	52

4.2.2 Sample for TVET Component

The team went to both SEAQE2 TVET centres in Somalia, one in Galkayo and one in Kismayo, more information can be found in the table below.

TVET centre	Date of Visit	No. of participants		
		Trainers and heads	Trainees and graduates	Private sector rep.
Prof. Adow Centre (in Galkayo, Galmudug)	22-May 1-3 Jun	15 (M: 7; F: 8)	92 (M: 51; F: 41)	17 (M: 11; F: 6)
Kismayo Technical Institute (in Kismayo, Jubaland) (in SEAQE1)	28-May to 1-Jun	8 (M: 6; F: 2)	52 (M: 30; F: 22)	

4.2.3 Challenges and Limitations

Regarding the education component, the team was able to visit all SEAQE2 schools that were operating at the time of the study (September to October 2019), but those claimed to be needing reconstruction and/or rehabilitation support were not visited. The findings of the data analysis below can thus be only applied to the schools that were operating. Furthermore, due to the volatile state of Somalia, foreign consultants cannot gain access to the country, Carfax Projects arranged an in-country consultant whom it had worked with previously to carry out the data collection for the study. Whilst this consultant is independent of ADRA Somalia, the enumerators were hired by ADRA Somalia. The study in Somalia, same as other

participating countries, could therefore not be considered as completely independent, yet all possible measures were taken to ensure that the findings are trustworthy.

4.3 Findings: Education System (Edu. Component)



4.3.1 Enrolment

The schools in Somalia had relatively large student population, some of them with more than 1,000 students enrolled. The table below provides more details on enrolment.

Table 78 Enrolment records of schools in Somalia

#	School	District	SEAQEI	Date of Visit	Enrolment Reported ³⁴			Number of teachers		No. of Ss per T	No. of shifts
					M	F	T	M	F		
0	Hawl-wadaag	Baidoa	Y	11-Sep	602	475	1077	28	10	28.3	2
1	Sh. Asharrow	Baidoa	Y	10-Sep	655	424	1079	23	7	35.9	2
2	Hawatako	Afgooye	Y	18-Sep	194	154	348	10	5	23.2	2
3	Sh. Hussein Adde	Jowhar	Y	8-Oct	310	234	544	20	0	27.2	1
4	Bulabaley	Jowhar	Y	9-Oct	320	300	620	21	6	22.9	2
5	Jawil	Beledweyne	Y	22-Sep	347	247	594	18	1	31.3	2
6	Juba	Kismayo	Y	5-Oct	669	388	1057	19	3	48.0	2
7	Barwaqo	Kismayo	N	7-Oct	275	147	422	10	0	42.2	2
8	Ba'ad	Beledweyne	N	23-Sep	(abandoned)						
11	Madina	Kismayo	N	6-Oct	248	180	428	7	1	53.5	1
Total:					3620	2549	6169	156	33	-	-

Most of the schools had two shifts a day. Taking the number of shifts into account, the class size of the schools in Somalia was acceptable. Two primary schools, Hawatako and Bulbaley schools, had relatively small class sizes; assuming that the students were equally placed in the two shifts, there were only 11 students assigned to a teacher in these schools.

However, in some actual classrooms during lesson observation, the inspectors saw very big classes, some of which had over 55 students. The table below provides the number of students seen in the lessons observed (one lesson was observed in each of the schools visited).

Table 79 Numer of students in lesson observed (Somalia)

#	School	District	SEAQEI	No. of male Ss	No. of female Ss	No. of all Ss
0	Hawl-wadaag	Baidoa	Y	42	24	66
1	Sh. Asharrow	Baidoa	Y	27	29	56
2	Hawatako	Afgooye	Y	13	17	30
3	Sh. Hussein Adde	Jowhar	Y	17	33	50
4	Bulabaley	Jowhar	Y	20	17	37
5	Jawil	Beledweyne	Y	16	12	28
6	Juba	Kismayo	Y	48	17	65
7	Barwaqo	Kismayo	N	12	9	21
8	Ba'ad	Beledweyne	N	(abandoned)		
11	Madina	Kismayo	N	5	10	15

³⁴ These numbers were reported by the headteachers of the schools to the consultants visiting.

According to the enrolment data provided by the schools, about 41% of all students enrolled were female; the figure is slightly higher than that of Ethiopia (33%) and South Sudan (38%). However, there were significantly more male teachers than female teachers in these schools, female teachers only accounted for 17% of all teachers. **The client should continue their support provided for hiring and retaining female teachers in these schools.**

Half of the schools in Somalia offered both primary and secondary education.

Table 80 Grade offered by schools in South Sudan

#	School	District	SEAQE1	Grades offered in school
0	Hawl-wadaag	Baidoa	Y	Grades 1 to 11
1	Sh. Asharrow	Baidoa	Y	Grades 1 to 12
2	Hawatako	Afgooye	Y	Grade 1 to 7
3	Sh. Hussein Adde	Jowhar	Y	Grades 1 to 12
4	Bulabaley	Jowhar	Y	Grades 1 to 6
5	Jawil	Beledweyne	Y	Grades 1 to 12
6	Juba	Kismayo	Y	Grades 1 to 12
7	Barwaqo	Kismayo	N	Grades 1 to 6
8	Ba'ad	Beledweyne	N	(abandoned)
11	Madina	Kismayo	N	Grades 1 to 5

All schools reported that there were students dropping out, the numbers ranged from 15 to 390 per school, which were comparatively higher than those in Ethiopia. Most students who dropped out of schools never returned. More details can be found in the table below.

Table 81 Documents related to attendance and retention held by schools (Somalia)

#	School	District	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of-School Children	No. of dropouts	Of which no. of Ss returned
0	Hawl-wadaag	Baidoa	Y	√	√	√	X	X	36	7
1	Sh. Asharrow	Baidoa	Y	√	√	√	X	X	180	36
2	Hawatako	Afgooye	Y	X	√	√	X	X	51	10
3	Sh. Hussein Adde	Jowhar	Y	X	√	√	√	X	15	0
4	Bulabaley	Jowhar	Y	√	√	√	X	√	30	1
5	Jawil	Beledweyne	Y	X	√	√	X	X	215	15
6	Juba	Kismayo	Y	√	√	√	X	X	171	25
7	Barwaqo	Kismayo	N	√	√	√	X	X	53	6
8	Ba'ad	Beledweyne	N	(abandoned)						
11	Madina	Kismayo	N	√	√	√	X	X	390	0
Total:									1,141	100

The headteachers were asked whether there were systems in place to ensure that pupils did not drop out, 7 of 9 gave affirmative answers and the systems they alluded to included raising the awareness of the importance of education among community members, using different channels of communication to promote the schools, as well as launching campaigns before the start of academic year to encourage parents to enrol their children. Some schools also emphasised that, when they received new students, they asked the parents for documents on the academic history of these students (e.g., letters issued by the students' previous schools); this was to better understand the movement of children and to allocate them to

appropriate classes. 6 headteachers also said that they had organised campaigns to encourage parents to enrol their children.

The teachers were also asked about the systems that prevented students dropping out, 5 of 9 teacher focus groups said there were such systems in their schools. The details of these systems were, nevertheless, different from those provided by the headteachers. 3 groups of teachers alluded to guidance and counselling provided to students as a prevention strategy. One group of teachers mentioned follow-ups and consultations that took place in school and community with the objective of understanding why children left the school. Another group of teachers, from Bulabaley School, said that their school had students in a school club that went into communities to encourage their peers to go back to the school.

The strategy of having **students being active players of the re-enrolment system** appeared to be effective, in that Bulabaley School had the lowest number of dropouts. Moreover, this strategy is very similar to that used in certain schools in Ethiopia: student groups were formed to better inform schools when their group members stopped going to schools and the reasons behind. **The consultants therefore recommend that the client should explore the possibility of introducing this strategy to other schools, providing them support in organising and running student groups that assist with preventing dropouts and communicating the needs of out-of-school children and young people with their schools.**

Whilst all schools kept a record of enrolment and attendance, it was uncommon for schools to compile lists of all school-age children all out-of-school children of their surrounding communities. This was in fact also seen in other participating countries. Schools need help with collecting information that are relevant to writing up the lists.

4.3.2 Learning Experience and Quality of Teachers

All student focus group said they enjoyed going to schools. Students were asked whether there were ‘things’ that helped them learn better in schools, all students focus groups said yes, with 8 of them saying that teachers helped in this regard. Only 3 groups of students said there were ‘things’ that hampered their learning, 2 of them mentioned insecurity and conflicts, which were largely external to, and thus barely controllable by, schools. The following were mentioned by the students, the numbers indicate how many student focus groups mentioned the corresponding items.

Table 82 Factors that helped and hindered students' learning in students' opinions (Somalia)

What Helped Students Learn Better in Schools (n=9)		What Made it Difficult for Students to Learn in Schools (n=3)	
Good teachers	8	Insecurity and conflicts	2
Good teaching and learning materials	5	Natural disaster	1
Good learning environment	2	Financial problems	1

Encouragingly, despite threats and insecurities outside of schools, the teachers in these schools were commonly seen as very helpful and caring. Students mostly praised their teachers for their ability to teach good lessons, a few groups also liked that their teachers organised interesting learning activities such as quizzes and inter-class competitions. Teachers’ guidance and encouragement were also mentioned.

Students in general felt very safe being in schools, thanks to security guards at school gates and, more importantly, teachers’ presence. Students were thankful that teachers protected them from abuse and violence. The schools’ security measures and facilities like gates and fences were also highly commended by teachers, who said schools were safe learning environments for their students. **The consultants recommend that the client could look into the good practices around school safety in these schools,**

which were mostly in the previous phase of the project, and could then devise similar plans for schools in other participating countries, particularly in South Sudan.

Yet, compared to other participating countries, students seemed to speak little about the psychological and emotional support that teachers could provide. Most students focused on the academic aspects of teaching and learning, whilst it is widely understood that schools could be a place where students gain psychological and emotional support, not least in Somalia where conflicts are commonplace. Only 4 of the 9 student groups said that they would tell their teachers about problems they encountered as home and/or in personal life. More than half of the students groups thought that problems they encountered outside of schools should not be talked about in schools. The 4 groups that said they would talk about such problems with teachers referred to their teachers as their parents. **It is therefore recommended that teacher training on providing pastoral care and emotional support could be offered in the new phase of the programme to further strengthen teacher support in this regard.**

Teacher absenteeism was not an issue in all but the school in Bulabaley, where students said their teachers were not in classrooms at all times. The client should contact the school in the near future to ensure that relevant teacher(s) understand(s) that this should never happen again. There was also no teacher misconduct reported by students.

Table 83 Students' opinions of teachers (Somalia)

#	School	District	SEAQ1	Teachers always in classrooms during lessons?	Teachers gave the help needed to be successful? ³⁵	Serious teacher misconduct mentioned by students
0	Hawl-wadaag	Baidoa	Y	√	10	X
1	Sh. Asharrow	Baidoa	Y	√	7	X
2	Hawatako	Afgooye	Y	√	4	X
3	Sh. Hussein Adde	Jowhar	Y	√	6	X
4	Bulabaley	Jowhar	Y	X	10	X
5	Jawil	Beledweyne	Y	√	5	X
6	Juba	Kismayo	Y	√	10	X
7	Barwago	Kismayo	N	√	10	X
8	Ba'ad	Beledweyne	N	(abandoned)		
11	Madina	Kismayo	N	√	10	X

The team asked teachers about the factors that positively and negatively impacted on learning outcomes in their schools, teachers named in focus group discussions the following:

Table 84 Factors that helped and hindered learning in teachers' opinions (Somalia)

Factors that positively impacted on learning outcomes (n=9)		Factors that negatively impacted on learning outcomes (n=4)	
Good and/or trained teachers	6	Financial issues	3
Good teaching and learning materials	4	Displacement and conflicts	2
Community support	2	Limited access to certain groups of children	2
Effective administration	2	Early marriage	1

Teachers overwhelmingly liked the teacher training that had prepared them to be good educators. Similar to their students, teachers thought that the teaching staff as a whole was an important factor on students' learning outcomes. Some of them also alluded to the teaching and learning materials used in schools, which were, according to both the teachers and students, of high quality (section 4.3.5 contains

³⁵ The students were asked to answer this questions in the scale of 1 to 10, with 1 being 'not at all' and 10 'very much so'.

more details). Some teachers also said that their schools were supported by the communities, which had been benefiting from good education as well.

Regarding the factors that had negative impacts on students' learning, 3 of 4 groups of teachers mentioned financial constraints that limited the provision of scholarship, the purchase of teaching and learning materials and the maintenance of the schools. Other than that, conflicts and internal displacement were also seen as an issue, it needs to be noted that this issue may not be resolved by teachers and schools alone. As the data show, the teachers have been working on providing a safe and supporting environment for children and young people.

The baseline study looked into teacher training in the schools in Somalia. Only one group of teachers said that they had received training from government or school leadership. This finding contradicts the aforementioned one on teachers liked the training that they had; one possible explanation is that the training was given by external providers rather than the schools themselves, which the questions in teacher focus group discussion specified. More details are provided in the table below:

Table 85 Teacher training and continuous professional development (Somalia)

#	School	District	SEAQEI	Received training?	What training received?	Training needed/wanted?	What training needed?
0	Hawl-wadaag	Baidoa	Y	√	Student encouragement	√	Subject matters; general training
1	Sh. Asharrow	Baidoa	Y	X	-	√	Lesson delivery; capacity building; IT skills
2	Hawatako	Afgooye	Y	X	-	√	General training
3	Sh. Hussein Adde	Jowhar	Y	X	-	√	Psychological support; classroom management; capacity building
4	Bulabaley	Jowhar	Y	X	-	√	Child protection; child rights; classroom management; life skills
5	Jawil	Beledweyne	Y	X	-	X	-
6	Juba	Kismayo	Y	X	-	√	School management; special educational needs; child protection; teaching methodologies
7	Barwaqo	Kismayo	N	X	-	√	School management; psychological support
8	Ba'ad	Beledweyne	N	(abandoned)			
11	Madina	Kismayo	N	X	-	√	School management; early childhood development; child rights

As the table shows, all but one teacher focus groups thought that they needed training to make them better teachers. A wide range of topics were proposed by the teachers, yet the one that corroborated other findings was child rights and protection (including providing psychological support). This finding is promising, as the teachers realised that they could provide such support and that they were keen on improving on this particular area. **The consultants therefore suggest that ADRA Somalia provides**

teacher training on providing psychological support and on helping defend children's rights. These areas proved to be popular and of great demand due to the constant conflicts in the country. School management was another topic that was mentioned in multiple focus groups, two of which were in schools that were not receiving support from ADRA; considering that ADRA had a strong track record of improving school management, **the client should introduce in these 'new' schools the management system and training that they have been using in other SEAQE1 schools.**

4.3.3 School Infrastructure

In the previous section, both the students and teachers praised the schools' security. This was corroborated by site inspection that found all school (except for the one abandoned) had security guards at the gates; inspectors repowered no safety hazards on any of the school grounds. The table below provides more information on school infrastructure.

Table 86 School grounds, utilities and safety hazards (Somalia)

#	School	District	SEAQE1	Number of classrooms	Intact walls	Completed roof	Running water supply	Electricity supply	Absence of wild animals	Absence of rubbish	Guard(s) at the gate	Safety hazards reported
0	Hawl-wadaag	Baidoa	Y	12	√	√	X	X	√	√	√	X
1	Sh. Asharrow	Baidoa	Y	13	√	√	X	√	√	√	√	X
2	Hawatako	Afgooye	Y	7	X	√	X	X	√	X	√	X
3	Sh. Hussein Adde	Jowhar	Y	12	√	√	√	X	√	X	√	X
4	Bulabaley	Jowhar	Y	8	√	√	X	X	√	X	√	X
5	Jawil	Beledweyne	Y	18	X	√	X	X	√	X	√	X
6	Juba	Kismayo	Y	11	√	√	√	X	√	√	√	X
7	Barwaqo	Kismayo	N	6	√	√	X	X	√	X	√	X
8	Ba'ad	Beledweyne	N	4	X	√	X	X	√	X	X	X
11	Madina	Kismayo	N	7	√	√	X	X	√	X	√	X

Most schools had a large number of classrooms which should be enough to accommodate the equally large number of students that they had; unlike some schools in Ethiopia, students and teachers in the schools in Somalia – except for those in Barwaqo School – did not have concerns over limited spaces for teaching and learning. Some schools nonetheless did not have intact walls, and they may require assistance with strengthening and reconstruction of the walls.

In some schools, there were concerns raised by students over the school infrastructure. Students of Jawil School were concerned over a lack of fence around the site. As mentioned in the last paragraph, there were not enough classrooms in Barwaqo School. While in Madina, students said that the classrooms were built using iron sheets and the rooms became unbearably hot in summer.

Similar to many other schools in SEAQE2, schools in Somalia had very limited running water and electricity supply. Only two schools had running water and one had electricity. Waste disposal also proved to be an issue, in that in more than half of the schools visited, there was rubbish piling up. Most schools did not have proper waste disposal, some used rubbish pits and burning, which may pose a threat to students. **The consultants suggest that this issue should be investigated and extra support should be given to ensure that waste is properly disposed of.**

As far as latrines are concerned, most schools had latrines with no running water, the supply of soap and visual aids on personal hygiene were also not seen anywhere. These latrines were dark due to a lack of electricity supply. There were only a few schools with teachers' latrines; for those with no such facilities, it could be assumed that teachers needed to share students' latrines. There were locks in 7 of the 10 schools. The table below provides an overview.

Table 87 Sanitation facilities in schools (Somalia)

#	School	District	SEAQEI	Number of boys' toilets	Number of girls' toilets	Number of male T toilets	Number of female T toilets	Separated boys' and girls' toilets	Separated students' and T toilets	Are the toilets clean?	Handwashing facilities	Locks for toilets	Visual aids on hygiene	Soap
0	Hawl-wadaag	Baidoa	Y	4	4	1	1	√	√	X	X	√	X	X
1	Sh. Asharrow	Baidoa	Y	3	3	1		√	X	X	X	√	X	X
2	Hawatako	Afgooye	Y	4	4	0		√	X	X	√	√	X	X
3	Sh. Hussein Adde	Jowhar	Y	2	2	1		√	√	√	X	√	X	X
4	Bulabaley	Jowhar	Y	2		0		X	X	X	X	X	X	X
5	Jawil	Beledweyne	Y	3	3	1	1	√	√	√	√	√	X	X
6	Juba	Kismayo	Y	8	5	2		√	√	X	X	X	X	X
7	Barwaqo	Kismayo	N	1		0		X	X	√	X	√	X	X
8	Ba'ad	Beledweyne	N	1	1	0		√	X	X	X	X	X	X
11	Madina	Kismayo	N	2	2	0		√	X	X	X	√	X	X

The team asked the students what facilities were needed in their schools; their responses were listed below:

Table 88 Facilities needed in schools in students' opinions (Somalia)

#	School	District	SEAQEI	What were needed in schools?
0	Hawl-wadaag	Baidoa	Y	Computer; water and electricity supply
1	Sh. Asharrow	Baidoa	Y	Recreational space
2	Hawatako	Afgooye	Y	Water and electricity supply
3	Sh. Hussein Adde	Jowhar	Y	/
4	Bulabaley	Jowhar	Y	/
5	Jawil	Beledweyne	Y	Fence; blackboard; water supply
6	Juba	Kismayo	Y	Water and electricity supply
7	Barwaqo	Kismayo	N	Water and electricity supply; classrooms
8	Ba'ad	Beledweyne	N	(abandoned)
11	Madina	Kismayo	N	Classrooms with stronger walls (not made of iron sheets)

Most student groups would like their schools to have water and electricity supply. If possible, the client should consider spending on these facilities as a way to improve the quality of school infrastructure.

4.3.4 Literacy, Numeracy and Skills

The team used the literacy and numeracy assessment developed for SEAQE2 in Somalia in schools to decide the students' literacy and numeracy rates. Both literacy and numeracy test were conducted in local language, which is also the schools medium-of-instruction.

According to the study methodology, Grade 4 students should be recruited for the tests, but, in schools where not enough Grade 4 students were recruited, some students of other grades were invited to participate in the assessment. The number of non-Grade 4 students was kept to a minimal. Given that only 8 students were not from Grade 4, their results were discarded in the analysis. This allows Somalia to be the only participating country in which the assessment was carried out as planned, that is, only a dedicated Grade of students (i.e., Grade 4) were tested and had their results analysed.

Students' attainment in South Sudan SEAQE2 schools are shown below.

Table 89 Literacy and numeracy assessment results overview (Somalia)

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	100	3.060	4.820
4 (male only)	54	3.130	4.741
4 (female only)	46	2.978	4.913

The literacy proficiency of Grade 4 students in the schools in Somalia was higher than that in Myanmar (2.507) whereas the numeracy proficiency was similar to that in Myanmar (4.826). Both figures are significantly higher than those of South Sudan (literacy: 0.980; numeracy 2.979). The proficiencies of boys were comparable to those of girls, with boys doing slightly better in literacy and slightly worse in numeracy. The difference was insignificant and, thus, there was no major discrepancies between the two sexes.

Insofar as life skills are concerned, only 3 of the 9 student focus groups said they knew what these skills were. Only 1 group said their teachers taught them these skills (see Figure 15).

Teachers in these schools were asked what life skills and 21st Century Skills were to them, as well as what values and attitudes they considered to be important to students. The table below summarises their responses; the numbers indicate how many teacher focus groups mentioned their corresponding items.

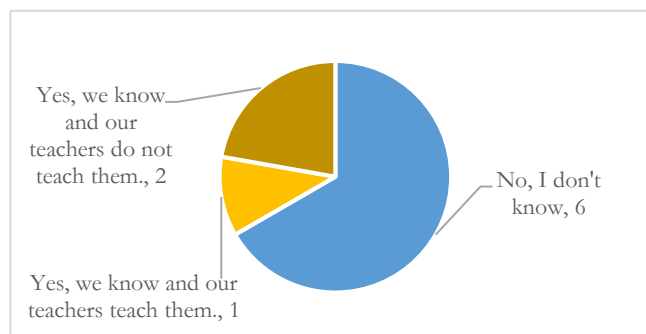


Figure 14 Students' response of life skills learning in schools (Somalia)

Table 90 Life skills, 21st Century Skills, and values and attitudes mentioned by teachers (Somalia)

Life skills (n=7)		21 st Century Skills (n=7)		Values and attitudes (n=5)	
Personal hygiene	2	Computer literacy/IT skills	6	Cultural awareness	4
Computer literacy	2	Innovation/Creativity	3	Communicating with others	2
Communication skills	2	Critical thinking	2		
Self-esteem and overcoming challenges	2	Collaboration and communication skills	2		

The understanding of 21st Century Skills was relatively accurate among teachers in these schools, a finding that matches with that in Myanmar. Life skills were relatively less understood by teachers. The weakest of the three was values and attitudes, in that few teachers could tell the team about anything other

than cultural awareness, which could mean be proud of their own cultures yet not possibly covering respecting for other cultures. This finding corroborated with the previous ones on relative weak pastoral care and emotional support among schools in Somalia.

Teachers were furthered asked whether they taught these life skills, 21st Century Skills, and values and attitudes in schools. The results were shown in the pie charts on the right. The team also asked the teachers whether they were confident in teaching life skills, 21st Century Skills, and values and attitudes; most teachers said they were very confident in teaching them.

Compared to literacy and numeracy, it seemed that the teaching of life skills, 21st Century Skills and values and attitudes was weaker in these schools, even though teacher said they were confident in teaching them. **The team suggests that ADRA Somalia should strengthen teaching training on values education and on life skills and 21st Century Skills. Special attention should be given to instilling in students the values and attitudes that prepare them for being emotionally strong and resilient. Peace education could also be delivered through teaching these skills, values and attitudes.**

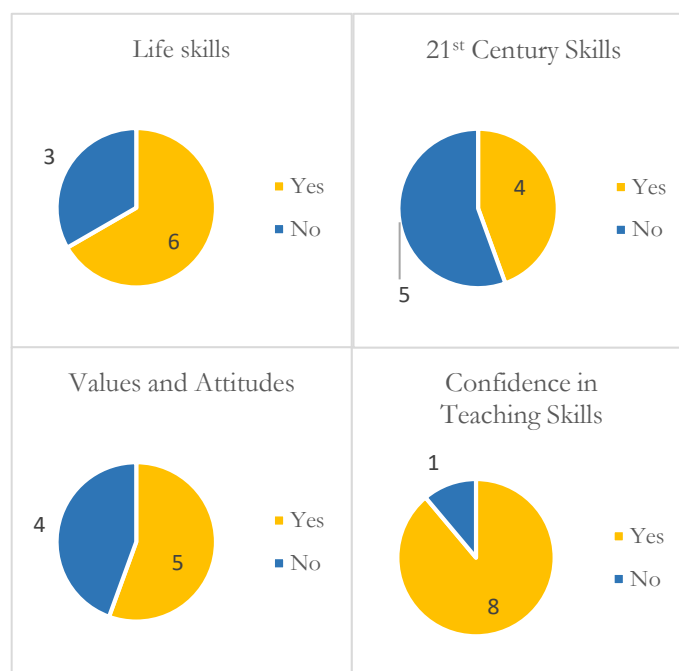


Figure 15 Teaching of life skills, 21st Century Skills, and values and attitudes in schools, and teachers' confidence in teaching them (Somalia)

4.3.5 Learning Materials

Learning materials were insufficient in all schools as the team were told by both the teachers and students. This area remains one that requires immediate attention.

Only in one school were textbooks used in the lesson that the team observed, although teachers in 7 of the 9 schools said that there were textbooks provided to them. What is also worth noting is that only 4 of the 9 student groups confirmed the receipt of textbooks. It appeared that textbooks may have been given to schools and teachers but were neither actually given to students nor used in lessons. More worryingly, even in schools where textbooks were received by students and teacher, both students and teachers considered the number to be severely insufficient.

The same problem occurred with regards teaching and learning materials. Teachers and students in some of the schools said there was no teaching and learning materials available. For those that had teaching and learning materials, students considered them to be insufficient. Teachers in the 6 schools where these materials were available, nevertheless, said that the materials were of high quality. Asked what these materials were, teachers mentioned maps, story books, blackboard and pens.

The table below provides the details on textbooks and learning materials.

Table 91 Provision and quality of textbooks and teaching materials (Somalia)

#	School	District	SEAQEI	Textbooks used in lesson observed?	Textbooks provided? (Ss)	Textbooks provided? (Ts)	Quality of textbooks (Ss) ³⁶	Quality of textbooks (Ts)	Enough textbooks? (Ss)	Enough textbooks? (Ts)	Enough other teaching materials? ³⁷ (Ss)	Quality of other teaching materials? ³⁸ (Ts)
0	Hawl-wadaag	Baidoa	Y	X	√	√	***	***	X	X	N	N
1	Sh. Asharrow	Baidoa	Y	X	√	√	**	*	X	X	X	*
2	Hawatako	Afgooye	Y	X	X	X	-	-	-	-	X	N
3	Sh. Hussein Adde	Jowhar	Y	X	X	X	-	-	-	-	N	***
4	Bulabaley	Jowhar	Y	√	X	√	-	***	-	X	N	N
5	Jawil	Beledweyne	Y	X	√	√	***	***	X	X	X	*
6	Juba	Kismayo	Y	X	X	√	-	***	-	X	X	***
7	Barwaqo	Kismayo	N	X	X	√	-	***	-	X	X	***
8	Ba'ad	Beledweyne	N	(abandoned)								
11	Madina	Kismayo	N	X	√	√	***	**	X	X	X	**

As the data show, schools in Somalia are in urgent need of textbooks and teaching and learning materials. ADRA Somalia should approach the schools and understand their needs. Compared to other participating countries, Somalia stood out with regards lack of textbooks and other teaching and learning materials.

The table below presents the use of mother tongue and related materials in schools.

Table 92 Mother tongue use in schools (Somalia)

#	School	District	SEAQEI	Teachers fluent in Ss' mother tongue? (Ss)	All teachers fluent in Ss' mother tongue (Ts)	How often do Ts use mother tongue? (Ts) ³⁹	Edu. resources in mother tongue? (Ts)	Enough edu. resources in mother tongue? (Ts)	Appropriate edu. resources in mother tongue? (Ts)
0	Hawl-wadaag	Baidoa	Y	√	√	**	√	X	√
1	Sh. Asharrow	Baidoa	Y	√	√	***	√	X	X
2	Hawatako	Afgooye	Y	√	X	****	√	X	√
3	Sh. Hussein Adde	Jowhar	Y	√	√	no data	X	-	-
4	Bulabaley	Jowhar	Y	√	√	****	√	X	X
5	Jawil	Beledweyne	Y	√	√	****	√	X	X
6	Juba	Kismayo	Y	√	√	****	√	X	X
7	Barwaqo	Kismayo	N	√	√	****	√	X	√
8	Ba'ad	Beledweyne	N	(abandoned)					
11	Madina	Kismayo	N	√	√	****	√	X	X

³⁶ '***' means the quality was either 'excellent' or 'good'; '**' was neutral; '*' was either 'poor' or 'very poor'.

³⁷ 'N' indicates that there was no other teaching material reported; 'X' means there were other teaching materials but there were not enough of them; '√' indicates that there were other teaching materials and they were enough of them.

³⁸ 'N' indicates that there was no teaching material available to the teachers; '***' means the quality was either 'excellent' or 'good'; '**' was neutral; '*' was either 'poor' or 'very poor'; 'ND' indicates that there was no teacher available for FGD.

³⁹ '****' means 'always'; '***' for 'often'; '**' for 'sometimes'; '*' for 'rarely'; 'X' means the teachers never used mother tongue in schools.

All student focus groups agreed that their teachers were fluent in their mother tongue, whereas all but one group of teachers said that all their colleagues, including themselves, were fluent in the language. Except for the two schools in Baidoa, all teacher focus groups said students' mother tongue were always used in schools. The team was told that the national curriculum and textbooks were written in local language. As discussed before, there were not enough textbooks provided in the schools, the same was experienced as regards textbooks in local language. There were also deficiencies in teaching and learning materials (other than textbooks) written in the local language.

4.3.6 Students' and Parents' Participation in School Operation

The communication between the schools in Somalia and parents and community members was exemplary. Compared to other participating countries, schools in Somalia had much more frequent consultations with parents and community members, sharing of information with communities was also reported to be very frequent – at least once a month. The team believed that this was a result of the success of the previous phase of SEAQE programme.

The encouraging results were triangulated by focus groups with teachers and with parents and community members. However, this was not captured by the documents kept by schools, some of which were unable to provide the inspectors relevant documents, such as dissemination records for school policies and other relevant information. The team nonetheless does not think that the absence of such documents should be used to gainsay what the teachers, parents and community members said in focus group discussions. Rather, the absence of such documents in some schools could be a result of difficulties in preparing the documents using pen and paper within limited time the schools had. This further highlights the limitations of using ETLE, which, according to the definitions, the team had to give lower scores in the absence of the documents, despite significant students' and parents' participation in school operation.

Table 93 Consultation held between schools, students, parents and community members (Somalia)

#	School	District	SEAQE1	Do Ts ask for Ss' opinions? (Ss)	Do Ts consult with Ss on school affairs? (Ts)	How often do schools include students in school management? (Ps) ⁴⁰	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
0	Hawl-wadaag	Baidoa	Y	√	√	X	√	*****	*****	*****
1	Sh. Asharrow	Baidoa	Y	√	√	**	√	**	**	*****
2	Hawatako	Afgooye	Y	X	√	*****	√	*****	*****	*****
3	Sh. Hussein Adde	Jowhar	Y	X	√	X	√	*****	*****	*****
4	Bulabaley	Jowhar	Y	√	X	X	√	***	*****	*****
5	Jawil	Beledweyne	Y	X	X	*****	X	****	****	*****
6	Juba	Kismayo	Y	√	√	***	√	****	**	*****
7	Barwaqo	Kismayo	N	X	X	*****	√	***	*****	*****
8	Ba'ad	Beledweyne	N	(abandoned)						
11	Madina	Kismayo	N	√	X	*****	√	****	*****	*****

⁴⁰ For all columns on frequency: '*****' means around once a month and more frequent than that; '****' means around once every 2 months; '***' means around once every 3 months; '**' means around once every 6 months; '*' means once every year; 'X' means less frequent than once every 12 months, 'X' means never.

The team further asked the parents and communities the topics and content of these consultations that they had with the schools. The consultations with the communities were mainly about encouraging parents to enrol their children and how the communities can contribute to school education; a couple of parent focus groups also informed the team that they were asked for opinions regarding school management. Regarding consultations with parents, a wider range of topics were discussed, they included enhancing parent-teacher relations, students' performance in schools, school improvement, drafting school development plans, school hygiene and student support. The teachers mentioned similar topics when they were asked about the consultations with parents, some of these topics were related to school management and systemic changes. The breadth of topics was impressive, especially when they were juxtaposed with the data collected in other participating countries.

Seeing the findings, **the consultants recommend ADRA Norway that it should identify good practices of enhancing and ensuring consultations and communication with parents and community members in the schools in Somalia and then introduce them in other participating countries, particularly in Ethiopia and South Sudan.**

School management and schools' willingness to listen to parents in fact earned the accolades of the parents who participated in focus group discussions. The major shortcomings, according to these parents, were with school facilities.

Asking students for their opinions on how the schools operated was less common. About half of the student focus groups and teacher focus groups said that their schools asked for their opinions. Two schools – Sh. Hussein Adde and Barwqo – had teachers saying that there were groups of representatives in school who regularly participated in school improvement meetings. According to the students, the consultations were mainly about understanding students' needs regarding their learning.

With regards parents' involvement in children's learning, half of the parent focus groups (5 out of 10) said they were assisted by schools on using simple activities (e.g., using encouraging words and seeking help when needed) to support their children. Also, 5 parent focus groups said the schools had provided them basic literacy and numeracy support. Same as discussed before, schools could not provide documents detailing these support they offered parents. All student focus groups said that their parents were supportive of them going to schools, this finding corroborates with the fact that education in these communities was widely supported by parents.

It is unusual for community members to go into schools to provide support in an organised and documented manner. Only 3 of the 9 schools where the team could check documents presented a record of community members going to schools to give children extracurricular support using their special knowledge and skills.

4.3.7 Child Protection

In all schools in Somalia, children said that they felt safe in schools. As discussed previously, these schools were in general somewhere they did not have to worry about conflicts and violence. This remains important because violence between clans was reported by parents as a threat to their children. Students also held similar views, as they said conflicts and insecurities being a threat.

Corporal punishment was reported to be non-existent by 7 student focus groups. In the remaining two schools, there were minor and rare use of corporal punishment. The client may need to contact these two schools to reiterate that corporal punishment should not be used in any circumstances. This message can also be delivered through teacher training, in which ADRA can emphasise the negative impact of using force in schools on children's psychological health.

Table 94 Child safety in schools (Somalia)

#	School	District	SEAQEE1	Feeling safe in school?	Corporal punishment in school? If yes, how often, and why?
0	Hawl-wadaag	Baidoa	Y	√	X
1	Sh. Asharrow	Baidoa	Y	√	X
2	Hawatako	Afgooye	Y	√	X
3	Sh. Hussein Adde	Jowhar	Y	√	Rarely; students arriving late
4	Bulabaley	Jowhar	Y	√	Once every few months; students disrupting other's learning
5	Jawil	Beledweyne	Y	√	X
6	Juba	Kismayo	Y	√	X
7	Barwaqo	Kismayo	N	√	X
8	Ba'ad	Beledweyne	N		(abandoned)
11	Madina	Kismayo	N	√	X

An area of improvement for the schools in Somalia is child abuse reporting system. Only 4 student focus groups knew what to do to report child abuse that happened in schools; only 1 group knew how to report child abuse that happened at home. 5 of 9 teacher focus groups said there were such systems in place; this proportion is relatively low.

Although child abuse was unseen – as least as far as the consultants were told – children should be informed of what to do if such unfortunate events happen. **This can be achieved through distributing posters to schools, which would then be asked to put the posters on walls. A strengthening of teacher education on their responsibilities to provide pastoral care and psychological support can also address this issue.**

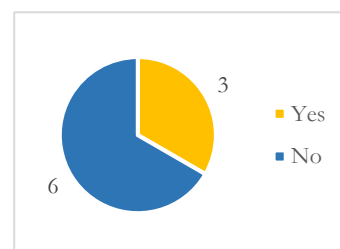
4.4 Findings: Partnership (Edu. Component)



4.4.1 Community Resources

Of the 9 parents and community members focus groups, 3 of them said they had worked with the local authorities and governments in making decisions about education and TVET (see chart). This finding contrasts with that on parents' active involvement in school operation. One possible explanation is that the schools were acting as the 'middleperson' between the local authorities and parents. This mode of cooperation may be appropriate to the local contexts.

As reported in previous sections, the communities were involved in school operation, including school improvement, school management and making systemic changes. Volunteering were not very common in these schools; 3 schools had documents showing that they invited trusted men and women in the community with special knowledge or skills to provide extracurricular activities for students.



Parents expressed that they would like to see the local governments and international NGOs help with promoting the importance of education within their communities, one group of parents said they would like to see the local governments and NGOs help with coordinating different stakeholders including the national ministry of education, NGOs and regional and district authorities.

Figure 16 Parents' and community members' responses to the question: 'Did you work with the government or local authority in making decisions concerning education and TVET projects in your community?'

4.4.2 Other Organisations

About half of the schools (5 of 9) were receiving support from organisations other than ADRA, according to the teachers in focus groups. The schools reported that they had support from the following organisations or programmes, other than ADRA:

Table 95 Organisations operated and support provided in target communities of Somalia

#	School	District	SEAQEI	Supporting organisations or programmes	Kind of support
0	Hawl-wadaag	Baidoa	Y		(none)
1	Sh. Asharrow	Baidoa	Y	Save The Children	Teacher salary
2	Hawatako	Afgooye	Y		(none)
3	Sh. Hussein Adde	Jowhar	Y		(none)
4	Bulabaley	Jowhar	Y		(none)
5	Jawil	Beledweyne	Y	Doyale	Feeding programme
6	Juba	Kismayo	Y	Save The Children; Mercy Corps	Textbooks; teacher salary; school construction
7	Barwaqo	Kismayo	N	Mercy Corps	Textbooks; school construction
8	Ba'ad	Beledweyne	N		(abandoned)
11	Madina	Kismayo	N	Save The Children	Textbooks; teacher salary; water supply; feeding programme

Save The Children and Mercy Corps provided support to 4 of the schools, mainly on providing teachers' pay, textbooks and books, as well as school construction and maintenance. According to the webpage of Save The Children Somalia⁴¹, the organisation has a large strong presence in Somalia, their support includes (a) providing basic social services in education, health and protection, (b) strengthening of government capacity to provide basic social services and (c) working with communities and children to promote their rights. In 2017, they directly reached 1.7 million children. Mercy Corps⁴² had similar programmes in Somalia, including increasing education, economic and civic participation opportunities for youth.

The parents and teachers both expressed that the schools needed help from ADRA to pay the teachers.

The team found no obvious participation of the private sector in the schools.

4.5 Findings: Inclusion and Gender (Edu. Component)



4.5.1 Disadvantaged Groups

The enrolment records provided by the schools show that there were 3,650 male students and 2,549 female students in the schools. The number of girls were lower than that of boys – a pattern that was seen in two other participating countries in East Africa. The number of female teachers was also significantly lower than that of their male counterparts, as discussed at the beginning of this chapter. It is obvious that girls and young women were not given equal access to education and to working in schools.

Unsurprisingly, then, girls were mentioned by the students and parents as a group that was being marginalised or disadvantaged in education opportunities; girls were, however, not mentioned much by teachers as facing special challenges in relation to attendance and retention. The table below offers an

⁴¹ <https://somalia.savethechildren.net>

⁴² <https://www.mercycorps.org.uk/countries/somalia>

overview, the numbers in the top row indicate the number of focus groups said there were groups that faced such special challenges:

Table 96 Marginalised groups mentioned by participants (Somalia)

Teacher FGDs (n=7)		Student FGDs (n=4)		Parents FGDs (n=7)	
Returnees/IDPs	3	Children with disabilities	3	Children with disabilities	7
Children with special needs and/or disabilities	2	Girls	2	Girls	3
Boys	2	Orphans	2	Orphans	2
Girls	2				

The participants were asked why these groups faced such challenges in relation to their attendance and/or retention. They said that girls were unable to attend or more likely to drop out of school because: (a) they got married and pregnant at an early age; (b) they were asked to stay home to work, usually on household chores and simple economic activities, and taking care of younger siblings; (c) the schools provided no help with menstrual hygiene and the girls felt embarrassed to go to schools when they entered puberty. It is established that early marriage and pregnancy, possibly due to insufficient sex education and contraception, remained to be a barrier for girls and young women to enjoy equal opportunities. The low number of female teachers in schools may also be a factor exacerbating the problem, as girls could find their needs, particularly those around menstrual hygiene, not listened to. **The consultants therefore suggested that ADRA Somalia works more closely with other NGOs that provide sex education and menstrual hygiene support to young women to better support this group of learners. Provided that (a) Save The Children and Mercy Corps had a strong presence in the regions and that (b) they both had the experience of supporting women, the client may want to partner up with them in this regard.**

Another group that was commonly alluded to regarding marginalisation was people with disabilities. It was found that this group of Somalis faced a lot of discrimination – from their peers, from their communities and sometimes even from their own parents. It was known that children and young people with disabilities could not attend schools.

Furthermore, the schools were also not very supportive of children with disabilities. Four headteachers said that their schools were implementing policies and had practices to support this group of learner. One of these headteacher said that these learners were allowed to come to school on flexible hours, and another said that children with weak eyesight and hearing were arranged to sit near the front of classrooms. The other two said they were trying to support them. In teacher focus group discussions, only one group of teachers said that their school offered these children extra support; none of them provided free transport for them (see Figure 18).

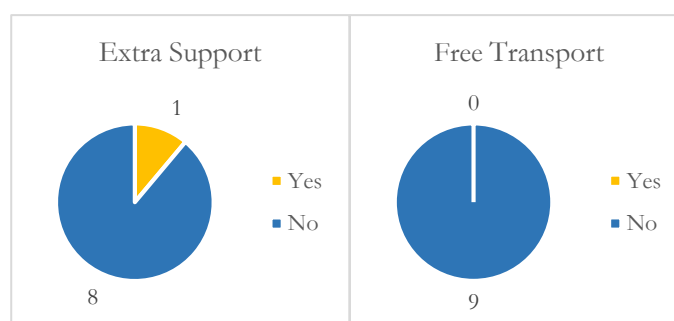


Figure 17 Teachers' responses to questions about school support for students with disabilities (Somalia)

This proportion of schools providing extra support is very low compared to other three participating countries. **ADRA Somalia is recommended that it should provide immediate support to schools and to communities regarding the (re-)integration of children and young people with disabilities into schools. This requires a paradigm shift with regards the attitudes towards people with disabilities. Outreach work is also urgently needed to identify these children and young people, as it appears that most of them were not in schools.**

Seven groups of teachers also identified returnees and internally displaced populations (IDPs) as a group of children and young people who were facing special challenges in attending schools and not dropping out. This is unique in the four participating countries. This group of children and young people, according to the teachers, are in general in extreme poverty and is thus unable to attend schools. Their

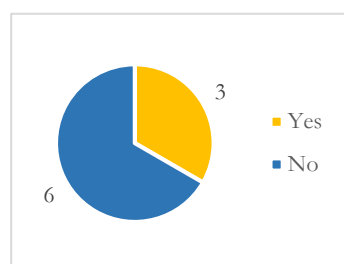


Figure 18 Teachers' responses to the question: 'Does your school exempt fees for students from extremely poor families?' (Somalia)

learning record may also be incomplete so that schools may need to conduct tests to decide which Grades they should be assigned to, should they be given a chance to received education. At the time of visit, 3 of the 9 schools said there was fee exemption for learners coming from extremely poor families. Considering the quick movement of population, **the consultants recommended ADRA Somalia that it should consult with schools to see how schools can better support this group of learners. Their needs are unique in a sense that they need extra support with (re-)integrating into the communities as well as with psychological and mental health support, given that they might have experienced trauma previously.**

4.5.2 Current Protection Practices

It was not clear to the consultants that there was region-wide policy supporting the vulnerable groups of learners. Nevertheless, as aforementioned, the teachers in these schools were supportive of their learners, and schools were in general seen as safe spaces for children and young people amid the conflicts outside of schools in communities. Use of corporal punishment and teacher misconduct were unseen in the schools. Students could nonetheless be better informed of how they could report child abuse and neglect to schools so that schools could follow up on such cases more easily. Also mentioned before is that teachers require training on providing pastoral care and psychological support to children, not least the very vulnerable learners.

In these regions where other NGOs have been working for a long time, these organisations may be able to offer ADRA Somalia help in strengthening current protection policies.

4.6 Findings: ETLE Assessment (Edu. Component)

This section provides the results of the ETLE Assessment conducted in SEAQE2 schools in Somalia. The methodology of the assessment can be found in section 1.2.2. The detailed score definition of the assessment is provided by ADRA Norway.



Table 97 ETLE Assessment Results (Effective Learning Environment for All; Somalia)

Code	School Name	A	B	C	D	E	F	G	H	I	J	K	L
0	Hawl-wadaag	3	1	3	4	2	1	2	3	2	1	2	2
1	Sh. Asharrow	3	2	4	4	1	2	2	3	2	1	2	4
2	Hawatako	2	1	2	1	2	1	1	1	2	1	1	2
3	Sh. Hussein Adde	2	1	1	1	2	1	1	1	1	1	1	1
4	Bulabaley	3	1	1	3	4	1	1	1	1	1	1	2
5	Jawil	2	1	3	1	2	1	1	1	1	1	1	2
6	Juba	3	2	3	3	2	1	2	3	1	1	1	1
7	Barwaqo	3	2	3	3	2	1	2	3	2	1	1	2
8	Ba'ad	/	/	/	/	/	/	/	/	/	/	/	/
9	Gasle	/	/	/	/	/	/	/	/	/	/	/	/
10	Beledweyne Model	/	/	/	/	/	/	/	/	/	/	/	/
11	Madina	3	2	1	2	1	1	1	2	1	1	1	1
12	(unnamed new school, Kismayo, Jubbaland)	/	/	/	/	/	/	/	/	/	/	/	/
13	Danwadaag	/	/	/	/	/	/	/	/	/	/	/	/
14	Burhakaba	/	/	/	/	/	/	/	/	/	/	/	/

Table 98 ETLE Assessment Results (Effective Learning Teaching; Somalia)

Code	School Name	M	N	O	P	Q	R	S	T	U	V	W
0	Hawl-wadaag	4	2	1	1	2	1	1	1	3	2	2
1	Sh. Asharrow	2	1	1	1	2	1	1	1	3	2	2
2	Hawatako	2	1	1	1	1	2	1	2	3	3	1
3	Sh. Hussein Adde	4	1	1	1	1	1	1	1	1	2	2
4	Bulabaley	4	1	4	2	2	4	4	4	3	4	3
5	Jawil	2	1	1	1	2	3	1	1	1	4	3
6	Juba	2	1	1	2	1	4	1	1	3	4	2
7	Barwaqo	2	1	1	1	1	1	1	1	2	2	2
8	Ba'ad	/	/	/	/	/	/	/	/	/	/	/
9	Gasle	/	/	/	/	/	/	/	/	/	/	/
10	Beledweyne Model	/	/	/	/	/	/	/	/	/	/	/
11	Madina	2	1	1	1	2	1	1	1	1	2	2
12	(unnamed new school, Kismayo, Jubbaland)	/	/	/	/	/	/	/	/	/	/	/
13	Danwadaag	/	/	/	/	/	/	/	/	/	/	/
14	Burhakaba	/	/	/	/	/	/	/	/	/	/	/

Table 99 ETLE Assessment Results (Effective Learning School Leadership; Somalia)

Code	School Name	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL	MM	NN
0	Hawl-wadaag	2	3	4	2	4	4	4	3	3	2	3	2	1	3
1	Sh. Asharrow	2	3	2	2	4	1	4	3	1	2	2	2	1	3
2	Hawatako	1	3	2	1	4	1	3	2	1	1	1	1	1	3
3	Sh. Hussein Adde	1	3	1	1	2	1	3	1	2	1	1	1	1	1
4	Bulabaley	2	2	2	2	2	1	2	2	3	2	1	2	1	2
5	Jawil	1	3	4	1	2	1	2	1	2	2	1	2	1	1
6	Juba	2	4	1	1	2	1	3	1	3	2	4	1	1	2
7	Barwaqo	1	3	1	2	1	1	3	1	3	2	1	1	1	1
8	Ba'ad	/	/	/	/	/	/	/	/	/	/	/	/	/	/
9	Gasle	/	/	/	/	/	/	/	/	/	/	/	/	/	/
10	Beledweyne Model	/	/	/	/	/	/	/	/	/	/	/	/	/	/
11	Madina	1	3	1	1	1	1	2	1	1	1	1	1	1	2
12	(unnamed new school, Kismayo, Jubbaland)	/	/	/	/	/	/	/	/	/	/	/	/	/	/
13	Danwadaag	/	/	/	/	/	/	/	/	/	/	/	/	/	/
14	Burhakaba	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Table 100 ETLE Assessment Results (Effective School Participation; Somalia)

Code	School Name	OO	PP	RR	SS	TT	UU	VV
0	Hawl-wadaag	3	2	4	3	2	4	2
1	Sh. Asharrow	3	3	3	3	4	4	3
2	Hawatako	1	1	2	2	2	1	1
3	Sh. Hussein Adde	1	1	2	2	1	1	1
4	Bulabaley	1	2	2	3	3	1	2
5	Jawil	2	1	3	2	1	4	1
6	Juba	1	3	3	2	2	1	2
7	Barwaqo	2	1	3	2	2	1	2
8	Ba'ad	/	/	/	/	/	/	/
9	Gasle	/	/	/	/	/	/	/
10	Beledweyne Model	/	/	/	/	/	/	/
11	Madina	1	2	2	1	2	1	1
12	(unnamed new school, Kismayo, Jubbaland)	/	/	/	/	/	/	/
13	Danwadaag	/	/	/	/	/	/	/
14	Burhakaba	/	/	/	/	/	/	/

4.7 Findings: TVET Component



Section 4.7 presents the findings of Baseline Study on the TVET component for Somalia of SEAQE2. This section presents a review of Kismayo, Galkacyo, and the surrounding regions. This analysis draws primarily from the surveys that were completed with local business owners, students and TVET trainers, and is supplemented with additional findings from the focus group discussions and inspection conducted at Kismayo Technical Institute (KTI). The analysis and discussion give particular attention to the issues raised by women and persons with disabilities.

4.7.1 Definition of Terms and Quality Metrics

Throughout the following sections, specific reference is made to terms and metric. A breakdown of definitions, and the importance of these, is provided in the table below.

Term	Definition
Graduation rate	Proportion of students that completed to full duration of the course they enrolled onto. This includes all components, including on-the-job training, if required.
On-the-job Training	Training given to students, whilst still enrolled in TVET course and prior to graduation, in the workplace. Normally in the form of internships or placements. Training can also be 100% on the jobs, in the form of apprenticeships.
Theoretical training	Classroom-based training to provide students with the knowledge and understanding of their course. This includes 21 st Century and Life Skills.
Practical Training	Hands-on training to teach students the applied skills required for their course and trade.
Private Sector Linkages	Relationships between TVET Centres and Private Sector, such as through providing internships or curriculum support.
Metric: employment rates on graduation	Proportion of students that completed to full duration of the course they enrolled onto. This includes all components, including on-the-job training, if required.

4.7.2 Overview of results

Section 4.7.2 presents the results of the Baseline Study on the TVET component of SEAQE2. This section presents an overview of the data collected, with relevant analysis. This analysis draws from discussions with local business owners, TVET trainers and recent graduates and students, alongside the inspection conducted at Kismayo Technical Institute (KTI). These tools have been triangulated to justify findings. A key finding of the TVET system in the regions where SEAQE2-supported TVET centres are that there was a severe lack in the amount of training for students provided at KTI. No trainers or graduates were able to provide evidence of 21st Century or Life Skills being explicitly taught in centres. Furthermore, KTI required significant improvements to its basic infrastructure, including access to basic drinking water. This is a concern because it appeared highly unlikely that quality TVET courses could be taught without access to the most basic of provisions. This made it even less likely that persons with disabilities would be able to have access to any TVET centres or courses.

Data collected by Centres

The table below provides the programme objectives in line with the data collected and the relevant values for KTI and GTI.

Programme Objective	Indicator	Data Collected	Kismayo Training Institute	Galkacyo Training Institute
Objective: All learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions (schools, accelerated education, alternative learning programmes, and TVET centres)	Objective Indicator 3: % and # of learners (f/m) who are generating their own income or accessing further education after completing TVET (self-employed, employed or accessing further education) (disability, out-of-school status) (Norad indicator 3.1)	Students outcome and employment rates, provided by FGDs with graduates, trainers, and private sector.	40% ⁴³	50% ⁴⁴
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Outcome indicator 2.3: % of target educational institutions that meet minimum standards for healthy, safe and protective institutions (composite indicator)	If TVET centres meet minimum standards for health, safe and protective institutions.	No	No ⁴⁵
Outcome 3: Learners benefit from improved quality teaching and relevant learning	Outcome indicator 3.3: % and # of learners (f/m) in target TVET institutions who completed/passed the appropriate TVET level (disability, out-of-school status) (Norad indicator 3.2)	Graduation rates for the number of enrolled students that successfully completed their chosen course, provided by centre observation survey. Supported by enrolment and drop-out data.	Unavailable to be provided	Unavailable to be provided
Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training	Indicator 3.4.1: # of new or improved TVET curricula with input from the private sector (Norad indicator 3.1.3)	Number of curricula which have input from the private sector, provided by centre observation survey.	None	Unavailable to be provided
	Indicator 3.4.2: # of TVET trainers supported to obtain qualifications as per government set standards (Norad indicator 3.1.1)	Number of trainers that were offered and took part in training in the last 12 months to obtain qualifications. Provided by centre observation survey.	None	Unavailable to be provided

⁴³ Estimate based on FGD discussions, further discussed in Table 103.

⁴⁴ Composite average estimate based on FGD discussions, further discussed in Table 103

⁴⁵ Not verified given lack of observation survey. FGDs suggest lack of basic safety provisions.

Data collected at Kismayo Training Institute was supported and cross-triangulated with FGD discussions with students, graduates, trainers and private sector representatives. In cases where summary statistics were not available at KTI, discussions were used to substitute and infer findings.

The data collector used the printable version of TVET centre inspection form at Kismayo Training Institute, he took pictures of the form and sent it back to the team. Realising that there were four missing pages, the team wrote to ADRA's country office in Somalia to obtain the missing pages, but there was no response. Given this, some statistics are missing from the analysis, these include details of trainers, training courses, trainees with disabilities and dropouts.

Enrolment, Dropout, and Graduation Rates

Enrolment

An observation survey was not able to be conducted at Galkacyo centre. KTI offered a range of short courses which can be seen below. At the time of observation there were 1,465 persons enrolled at the centre in technical or vocational skill courses; 58% were men, 33% women, and 9% persons with disabilities.

Table 101 Technical or vocational skill enrolment at KTI

Skill	Male enrolment	Female Enrolment	Disabled Enrolment
Auto mechanics	90	-	12
ICT	180	120	23
Electrical Engineering	100	-	8
Beauty Salon	-	180	24
Tie and Dye	-	180	24
Food Catering	-	30	-
Welding	60	-	-
Blacksmith	18	-	1
Construction	290	-	35
Plumber	60	-	-
Block and Breadmaking	48	-	4
Total	844	490	131

ICT appeared to be particularly popular, this was the only course taught with a mixed gender enrolment. However, as the trainers at this centre reported that there was no electricity, it is unclear to how trainees could become proficient in using IT hardware under these circumstances. Considering the lack of very basic facility in offering IT courses, the team had doubts over the effectiveness – not least in terms of preparing trainees for the job market – of these courses. There was a clear gender divide between the courses taught, with men being enrolled in all the construction and manufacturing roles. 73% of all women at the centre were enrolled in either beauty or tie and dye. Neither of these skills were in demand in the labour market. This means that men and women are following set gendered norms, which in the long term, prevents women or vulnerable persons being able to develop professional when stuck in low value industries. These technical courses provided very little practical and theoretical training, this means that it is unlikely that graduates have mastered the theory and practical of their subject and graduates from KTI may not be able to compete and succeed in a saturated marketplace. Given this, is it key that men, women and persons with disabilities are able to enrol onto all courses without prejudice or discrimination.

Drop-outs

In the 2017-2018 academic year, KTI reported 87 men and 49 women dropped out of their course. Using the current enrolment figures as an estimate, this was approximately 10% of total students. This finding is supported by trainees, 100% of those asked reported students dropping out of their centre. Only 67% of

trainers were aware of dropouts, which suggest a level of positive bias. The main reasons for dropouts were recorded.

Table 102 Reasons for student dropouts, according to trainers

Location	Reasons for student dropouts
Galkacyo	Lack of time to attend classes Health conditions Students relocating town Financial reasons
Kismayo	Distance from centre Financial reasons Language barriers Poor education background (cannot meet expectations)

Graduates echoed similar reasons for dropping out as trainers, primarily due to transport reasons, poor health, and disqualification. Females often dropped out due to home commitments or to start a family.



Married ladies might not have the opportunity to attend classes.

–Female Graduate, Graduate FGD

It is likely that some of the factors above are correlated, for example, lack of motivation was likely to be due to a combination of factors such as course dissatisfaction and alternative family. **This means that thought should be given to what strategies could be deployed to ensure women, in particular those with families, are able to continue to seek training with additional commitments.**

Graduate Outcomes

Assessing current enrolment, graduation rates, and dropout rates at TVET centres were a challenge due to the limited amount of formal data available. Kismayo TVET was unable to provide information on the outcomes and employment rate for their graduates. Given this, the team were unable to provide a statistical analysis of graduate outcomes. Graduate FGDs and private sector KIIs provided qualitative accounts of TVET graduate pathways and the overall impact of relevant training courses. **A key recommendation must, however, be drawn on the basis of this: the TVET centre must track in a regular and structured manner the employment outcomes of its graduates.**

Table 103 Proportion of trainees obtaining jobs, according to trainers

Location	Skill	Proportion of trainees get jobs in their training area, or start their business on programme completion
Galkacyo	Centre Head	60%
	Beautician	30%
	Plumber & Carpenter	60%
Kismayo	Electrical	95%
	Beautician	50%
	Centre Manager	50%
	General	40%

A high level of scepticism should be assumed with these figures; they are based only on FGD discussions with a small number of trainers who were likely to overestimate the success of their students, due to personal bias. The general trends shown by these figures support accounts by graduates and students that finding employment was difficult. It is important to note, however, that these remained only estimates. In other TVET centres under ADRA auspices, centre staff estimates have been shown to vary significantly

from reality. Whilst this data is sceptical, the low employment rate for graduates means that there needs to be an overhaul of the courses provided with a greater alignment with market needs.

Course Offerings and Nature of Delivery

Types of Courses

Table 104 Overview of skills taught at Kismayo TVET Centre (Somalia)

Skill or trade	Life skills	Soft skills	Total hours of Training	Proportion of total hours based in institution	Proportion of total hours based on the jobs or in internships	Proportion Practical	Proportion Theoretical
Auto mechanical	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Electrical	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Beauty Salon	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Tie and Dye	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
ICT	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Welding	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Construction	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Food Catering	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Bread making	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Black smith	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%
Plumber	X	X	14	43% (6 hours)	52% (8 hours)	60%	40%

Courses taught at KTI can be broadly divided into three industries; small businesses, construction and production. There was a large focus on teaching practical skills in low value industries with high levels of manual labour. None of the key market opportunities discussed in 4.7 were taught at KTI, due to limited finances and equipment at the centre. The only training provided that was in demand, based on the market survey, were auto and mechanical engineering courses. All other occupations that were taught at KTI were already oversaturated in the marketplace. Courses taught did not include new industries and skills that were in demand, such as air conditioning fitters and sales services.

The team had severe concerns regarding the limited number of hours of teaching and practical experience provided for each course. Based on data from the observation survey at KTI, all courses only contained 14 hours of total training. Given this is a surprisingly low figure and is provided for all courses in the same proportions, it should be taken with a high level of scepticism.

Table 105 Non-technical enrolment at KTI

	Male enrolment	Female Enrolment	Disabled enrolment
Literacy and Numeracy	900	804	214
Business Development Services	8	4	-
Entrepreneurship	58	122	-

In total, there were 1,918 persons completing a course in basic literacy and numeracy. The ratio of men: women on this course were close to equal. Interestingly, there were over twice as many women taking entrepreneurship as there were men. This indicates that women were eager to learn and acquire the skills required to be successful in the labour market.

The limited number of hours of training provided to students means that they are unlikely to be fully trained and competent in their skill area. To ensure that TVET centres deliver quality and effective vocational training, the private sector should be integrated into course and curriculum design to ensure that courses provide enough training to produce qualified graduates.

Life and 21st Century Skills

Table 106 Trainer definitions of key skills

Definition provided by head trainer	
Life Skills	Galkacyo: Critical thinking and life important skills such as hygiene management, copying with stress, HIV aids prevention and management
	Kismayo: Techniques to handle problems and enhance communication
21st Century Skills	Galkacyo: Cutting age technologies
	Kismayo: Public speaking, problem solving, the ability to convince people

Based on the observation survey, no life skills, soft skills, or 21st Century skills were taught at KTI. However, both centre heads claimed to teach these skills. In discussions, trainers struggled to define these terms correctly. This suggests that either these skills were not taught, or that trainers are unaware that what they were teaching would be defined as a 'Life' or '21st Century' skill. If the former is true, one explanation may be due to the centre focusing primarily on practical skills and limited course time.

Course Training

Overall, graduate feedback on the quality of training received were almost universally positive. Graduates reported that they had been taught by experienced teachers, were able to gain new knowledge, and were taught in a friendly and secure training space. The only negative comments towards the training were due to a lack of equipment and gender-based biases (this is further discussed in section 4.9). Trainee/graduates reported that the most effective teachers were those with significant work experience who remained active themselves in the labour market.

84% of private sector representatives described the quality of training as 'very good' or 'good', and 100% reported that local TVET training were relevant to their industry. For the private sector, the main benefit of training was that it enabled young persons to acquire the relevant skills to access the labour market.

These differing views suggests that there is scope for improvement in courses in both the course content and training provided by teachers. This means that, to ensure all project objectives are met, and that TVET centres deliver quality and effective vocational training, all trainers should be able to access training to further develop their teaching skills.

Centre Infrastructure and Safety

Table 107 Overview of facilities at KTI

	Number of Toilets	Number Functioning	Additional notes
Male Toilets	9	9	Functioning
Female	7	7	Functioning
Water Point	2	2	One uncapped well

KTI had WASH facilities and water points, but **no drinking water and no electricity**. There were **no health and safety policies** for the training centre (although no immediate health and safety hazards were identified). Trainers identified a clear need to improve infrastructure.

Table 108 Suggested improvements to TVET Centres, provided by trainers

Location	Suggested improvements
Galkacyo	Constructing a dispensary in the centre Standard protective gear
Kismayo	Health safety can be improved Precaution training First aid training Cleaning materials Hygiene tools Clean drinking water

Based on these findings, Galkacyo Training Institute appears to meet basic infrastructure requirements, but does not meet basic Health and Safety requirements due to a lack of standard protective gear. This cannot be verified given the lack of observation survey at GTI. Kismayo does not meet basic infrastructure or health and safety standards. **These provisions are a priority, especially for KTI, as they are essential for safe and successful training.** Providing female WASH provisions, and ensuring all facilities are accessible, is essential at both on-site training centres and on placements. Without these, women and persons with access problems cannot take part in such training activities. This means that, to ensure that project objectives are met, all centres must be accessible for persons with disabilities and must have separate toilet facilities for women so that both these marginalised groups feel safe and included.

External Relationships

Local Government Interactions

The government had interactions with TVET centres and private companies. In the 12 months prior to data collection, KTI had 10 inspections from the local government to provide quality assurance and recommendations for centre operations, quality of training, and career counselling. 4 private sector representatives had interactions with the local government. These interactions included quality management and encouraging private sectors to provide graduate training.

Table 109 Community engagements, per centre

	Subjects	Community Engagements
Galkayo	Electricals	Central management committee who solve problems and follow up on dropouts.
	Centre Manager	Host community, IDPs and host communities
	Beauty Salon, tie and die	Local leads, authority figures, and ministers
Kismayo	Mixed subjects	Religious leaders Community leaders Youth leaders Women group Persons with disability
	Mixed subjects	None
	Centre Manager	Women's group Youth group
	Mixed subjects	None

100% of trainers at Galkayo, and 50% at Kismayo, claimed that their institution engaged with community groups, the equivalent figure was 50% for Kismayo. This suggests a lack of consistency regarding community interactions between centres, the private sector, and the government. This means that, moving

forward, there needs to be a clear and united coordination amongst all these groups to ensure that TVET training meets minimum standards and can benefit from all forms of external support.

Private Sector

Overall, there were established relationships between the private sector and the TVET centres for providing internships and placement, but no consultation highlighted in tailoring course contents. In the 12 months to the team's visit in May 2019, the Kismayo TVET Centre actively engaged with various private sector companies to provide internships to 284 men, 214 women, and 8 persons with disabilities. These placement figures were in proportion of the overall enrolment figures for KTI, however discussions with graduates suggested otherwise.

Table 110 Summary of private sector representatives in KII data collection

Industry	Number of interviewees	Gender
Tailoring	2	Female
Woodwork	2	Male
Tie and Dye	1	Female
Electricals	2	Male
Mechanical Engineering	1	Male
Water purification	1	Male
Restaurant	1	Female
Beauty	1	Female
Construction	2	Male

Five out of the six trainers questioned worked in a centre that had engaged with private sector representatives in the last 12 months to facilitate graduate market entry. These were concentrated on the male-dominated industries such as electrical, construction, water supply and garages. The only trainer head to report not having worked with the private sector were a beauty course trainer in Galkacyo.



Some companies provide on-job training for their workers, accept interns from centres, and also strengthen the skills of the workers

–Evaluation Officer, Electric Company

Only 4 private sector representatives were consulted by the government to strengthen training provisions. Whilst all 4 of these believed that this engagement were effective as it encouraged the private sector to provide training for both employees and graduates, **moving forward, it is essential that government support is provided if these private firms are to be able to continue to support and increase provisions for trainees and new graduates.**

Interestingly, the support of the private sector divided graduates. Whilst 11 out of 17 graduates/trainees reported that they had been involved with the private sector during their training, 6 were unaware of any potential collaborations. All 6 of these were female.



The private companies do not accept students from technical institutions due to nepotism. There is no space or job opportunities in private sectors

–Male Graduate, Graduate FGD

The benefits for those that had completed placements during their training were the relationships they formed with employers, and further training on essential practical skills. However, those that did not have access to a placement struggled to find work as a graduate as they lacked these direct contacts and experience, therefore there were significant bias in the success of those who completed placements.



Companies will employ people who are related to them, there is nepotism and tribalism.

–Female Graduate, Graduate FGD

No consultations from private sector representatives highlighted involvement with TVET centres regarding course creation and curriculum. This discontent between the TVET centres and the private sector is likely to be a cause of the irrelevance of many courses to current market conditions. In addition, private sector involvement is necessary to ensure that the skills taught are up to date and relevant to employment and demand. Moving forward, there should be the creation of a stronger monitoring mechanism to coordinate the feedback between TVET centres and the private sector.

All 13 of the private sector individuals who took part in the KII were willing to support to ADRA's TVET training, this is summarised below:

Table 111 Summary of organisations from Private Sector KII; willingness to provide support to TVET Centres in Somalia

Organisation	Market	Job placements or internships for trainees	On the job training	Advice on curriculum content	Provision of training materials	Other
Astur Construction and Logistic company	Construction and any logistic services	√	√	√	√	X
Dalab Furniture	Woodwork and furniture	√	√	√	X	√
Bulsho tailoring centre	Tailoring	√	√	X	X	X
Bulsho tailoring centre	Tailoring	√	√	X	X	X
Anfac Tie and Dye centre	Tie and Dye	√	√	X	X	√
Jesco Electronic supplier company	Electricity	√	√	√	X	√
CAAFI Water Supply	Water Purification	√	√	√	√	X
Geco electric company	Electrical	√	X	X	X	X
Tarabi Garage	Mechanical	√	X	X	X	X
QALABXOOR construction company	Masonry	√	X	X	X	X
Dur-dur water supply	Water supply	√	X	X	X	X
Hogol restaurant	Restaurant	√	X	X	X	X
Sagal beauty salon	Beautification	√	X	X	X	X

Although the private sector provides placements for students, few go beyond this and provide additional support. This means that the private sector, the experts, have limited input and influence over course offerings leading to a disconnect between market needs and trained graduates. **Given this, action should be taken to build on the offer of these relationships, to provide further assistance.** The willingness of these cooperation strongly suggests that others would also be willing to provide assistance to TVET centres and graduates; this is an avenue to be explored.

Trainer Specifications

Quality of Trainers

There were 27 trainers at the Kismayo TVET Centre, with a range of experience.

Table 112 Qualifications of Kismayo TVET centre trainers (Somalia)

Skill area	Qualifications held	Years of industrial experience	Role	Remain Involved in Private Sector ⁴⁶
Auto mechanic	Diploma	7 years	Instructor	√
Electrical	Degree	11 years	Instructor	√
Beauty	Certificate	1 year	Instructor	√
Plumber	Degree	7 years	Instructor	√
ICT	Degree	18 years	Instructor	√
Tie and Dye	Degree	2 years	Instructor	√
Welding	Certificate	5 years	Instructor	√
Construction	Degree	12 years	Instructor	√
Food Catering	Certificate	1 year	Instructor	√
Break and Block Making	Certificate	3 years	Instructor	√
Blacksmith	Certificate	2 years	Instructor	√
Entrepreneurship	Degree	10 years	Instructor	√
Business Development	Degree	12 years	Instructor	√
Literacy and Numeracy	Degree	9 years	Instructor	√
Computer	Degree	6 years	Instructor	√
Lab Technician	Degree	7 years	Instructor	√
Car mechanic	Diploma	7 years	Instructor	√
Electrical	Degree	11 years	Instructor	√
Beauty	Certificate	4 years	Instructor	√
Plumber	Degree	8 years	Instructor	√

We were unable to validate these findings provided by KTI. There were inconsistencies between the trainer specifications provide by KTI and graduates. Graduates reported that only a limited number of trainers remained involved in the private sector, and students of these had competitive advantage over others as were able to obtain job placements and internships. This is not consistent with the findings provided by KTI; it is likely KTI provided a positive bias towards trainer specifications and overestimated these values.

Teacher qualifications were similar to this for Galkacyo, based on discussions with trainers. Most trainers held degrees, and some had technical training certificates and diplomas. Most trainers had years of experience and certificates and remained active in their local labour marketplace. This were a large advantage to students as it enabled them to get industry placements. Although trainers were qualified, only 50% felt that these qualifications were adequate for their roles. Overall trainers felt less supported than they needed to be.

⁴⁶ Based on survey conducted at Kismayo Training Institute, when asked if trainers were still involved with the private sector. No further details were provided on the extent of this.



They are the best performing technical professionals in the area.

–Female Graduate, Graduate FGD

Overall, students were satisfied with the quality of teaching they received due to a combination of qualifications, relevant skills, good attitude, and teaching style.

Supervision of Trainers

Both institutions reported to have quality assurance systems in place for ensuring teacher quality. This included providing lesson plans, staff training, trainer and student unions, and complaint response mechanisms. General feedback about these systems were positive; all trainers thought these were **at least ‘relatively’ effective** at ensuring standards, achieving objectives, and reducing dropouts.

No trainers from KTI had any top-up or industry-based training in the 12 months prior to data collections. Whilst trainers may be qualified for their roles, these qualifications may not necessarily be adequate. Additional training, professional development, and career progression were not available to trainers. **Our team found this particularly concerning as the context and content of some courses may substantially change over time.**

Table 113. Additional training highlighted by Trainers and Centre Heads

Location	Additional Training Desired
Galkacyo	❖ AC repair (now they have working electricity) ❖ Handling work site issues ❖ Computer skills
Kismayo	❖ Agriculture ❖ Fishing ❖ Poultry farming

Most of the training that trainers wanted to receive course specific. The team believed, that given the number of trainers that have been forced to leave centres, training is essential. It is likely that trainers are unaware of how to improve their capacity as a successful teacher beyond that of teaching additional courses. This means that they are not able to provide the most relevant support to their students beyond that of technical training. Given this, to ensure that all TVET trainers are excellent teachers in all respects, all trainers should be aware of the training options available to them and should be encouraged to access them. All trainers should have regular training updates, when required, to ensure that their teaching methods and adapted to the current context.

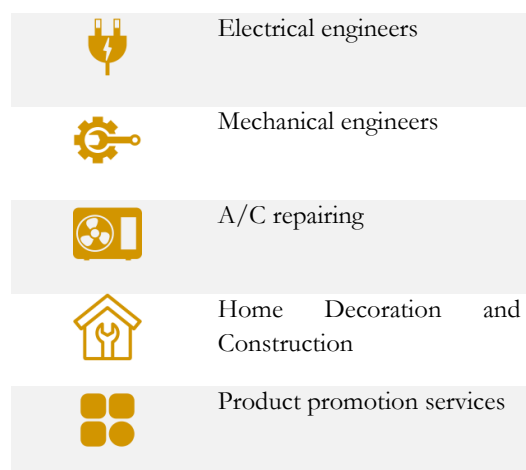
Market Relevance

Private Sector and Stakeholder Mapping

The market assessment conducted in Kismayo revealed that the key enterprises in the region can be broadly divided into three industries; small businesses, construction and production. Training provided were somewhat aligned with these key market sectors. However, private sector respondents found it particularly difficult to hire trained graduates who were equipped with the following skills:



Clothes designers



Training outputs and course content provided by KTI were not aligned with market sector studies. This would validate the findings that many students struggled to find employment due to market saturation. Markets were saturated with construction, engineering, beauty and tide and dye, amongst others. Neither A/C repairing, and product promotion were provided at KTI, two of the industries in highest demand. In addition, graduate engineers often lacked the tools and equipment to begin work post-graduation and were therefore unable to work freelance. Disjunction between training outputs and market conditions suggest that there is a lack of engagement and guidance from the private sector to training centres. A lack of communication and guidance prevents courses content being tailored towards market needs. Moving forward, this is essential to ensure TVET centres produce employment and skilled graduates.

Although KTI Centre were aware of these market opportunities, they were unable to provide such training services due to a lack of financial and physical resources. In addition, the mismatch between the findings of the observation survey and the private KII responses implies a lack of coherency surrounding market conditions.

There was a clear gender divide in both market sectors and TVET courses. Female trainees accumulated in small businesses whilst men dominated in construction and production roles. Female economic participation in the private sector were focused on a small number of specific low-value industries, whilst men held the majority of managerial roles. Likely reasons for this disparity include a combination of cultural attitudes, differential access to TVET courses, and women often balancing home commitments. In addition, some women may be forced into employment having lost their primary source of income through displacement, but with little experience, were forced into small businesses. This means that, in the wider context women are likely to become trapped in this limited number of roles as there is no factor stimulating change in these homogenous groupings.

Employer Skills and Needs Assessments

By and large, the interviews with private-sector business owners indicate that employers were generally satisfied with the training provided at TVET centres. Business owners reported that trainees were taught relevant skills, and that TVET graduates were generally of higher quality than other workers that they hired. However, they still suggested certain areas of improvement:

Table 114 Summary of recommendations to TVET centres from private sector representatives (Somalia)

Area for Improvement	Explanation
Lacking skills	Training in areas that are in-demand in the labour market: clothes designers electrical engineers

	mechanical engineers AC repairing Product promotion services
Saturated skills	Minimise the number of graduates for particular skill sets which are already saturated in the marketplace (notably tie and dye and tailoring).
Job experience	Ensure that graduates have had a combination of theoretical training, but also extensive practical and technical experience
Relationship building	Linking graduates with private sectors so that they can build relationships and find job placement
Trainers	Hire good quality trainers with strong mastery of key skills
Tools	Provision of tools for graduates, who otherwise cannot afford to purchase them

These areas for improvement relate to both the graduates themselves and the wider economic status of the local labour market. **Amendments should be made to ensure that training to students is appropriate to the job opportunities available in the market, a mechanism should be created to ensure the private sector are actively involved in curriculum creation and development.**

The private sector also provided additional skill development. These, mainly soft, skills could be embedded in compulsory education to prepare children for workplace environment.

Table 115 Summary of skills for development (Somalia)

Soft skills
Respect
Honesty
Accountability
Community ethics and norms
Confidentiality
Office management
Critical thinking training to provide creative thinking
Technical Skills
Drawing
Computer skills
Businesses record keeping
Basic mechanic skills

All trainer heads believed that there were skills which would be beneficial for trainees to learn, a summary of these are provided below:

Table 116 Summary of the new skills recommended by trainer heads (Somalia)

Skills	Why these?	Resources required
❖ Metal work ❖ Textiles ❖ Agriculture ❖ Fishing & ❖ Poultry ❖ Hairdressing ❖ Masonry ❖ Car washing ❖ AC repair ❖ Carpentry ❖ Healthcare	❖ There are market labour opportunities ❖ Helpful in family life ❖ Employment creation ❖ Few persons with these skills in the market ❖ Need in the job market	❖ Tools ❖ Equipment ❖ Teaching and learning materials ❖ Teacher training ❖ Increase teacher's salary ❖ Incentive money for the learners ❖ Qualified trainers ❖ Syllabus

Interestingly, only one profession (AC repair), fits with the market survey and private sector understanding of the marketplace. This lack of coherence amongst institutions and the private sector may be limiting the direction required for relevant course expansion. The disjunction between courses on offer at TVET centres and market needs means that revisions must be made to course offerings. Course providers should work closely with the private sector to develop relevant and updated curriculum frameworks that will provide students with the skills and practical experience required for which there market demand.

Graduates' Post-Training Development

The following barriers to employment were the most common cited by graduates and TVET trainers:

- ❖ Saturated Marketplace
- ❖ Lack of guidance
- ❖ No mechanisms to support job searching
- ❖ Lack of official certification
- ❖ Overlapping of skills
- ❖ Limited Syllabus
- ❖ Lack of correct tools for complete training

Graduates reported that a lack of job opportunities were the main issue after graduation. One reason for this is likely increased urbanisation in recent years, increasing competition for labour. This higher population led to an influx of graduates who all have the same skill set. Therefore, graduates would benefit from **diversifying the curriculum** with trades for which there is a market need. In addition, creating a standardised curriculum and certification would reduce the uncertainty between graduates.



We can find a high percentage of youth and men in the town with those two skills (plumbing and electrical) who are jobless in the market.

–Deputy Director, Electric Company

Male FGD respondents found it hardest to find employment. This may be due to more men searching for work, whilst some women remaining in the home. Female economic participation in the private sector remained low and focused on a small number of specific low-value industries as they had to balance employment with home commitments.

Despite the struggles in finding employment, only 4 out of 17 FGD groups felt that they were not adequately prepared for graduation. A summary of their courses and responses can be seen below:

Table 117. Reasons graduates felt unprepared for the workplace

Location	Course	Why felt unprepared for graduation
Galkacyo	Road construction	We do not connect with other companies that offer what we learn
	Computer & Mobile Repair	Barriers from outside companies who do not allow students to attach to them
Kismayo	Tailoring	Lack of money to start a business and general lack of job opportunities
	Tailoring & Cooking	They help us to learn to use resources we need but they do not help us look for job

Those that provided a positive response said that they obtained the appropriate training and skills required for entry into the job market. The general consensus was that students felt that their training was both

effective and relevant, however once they graduated, they were left feeling unsupported. **There is a need for continuous support and guidance after completing the TVET courses.**

Trainers provided additional reasons why graduates struggled to gain employment, not linked to training:

- ❖ Lack of finances
- ❖ Lack of start-up KTIs
- ❖ Poor guidelines for how to begin
- ❖ Lack of creativity
- ❖ Poor attitude towards employment
- ❖ Lack of time to look for a job

The lack of breadth in skills taught means that students do not have the tools to grow successful careers which means that they are often limited to the one profession they are trained in. Not have the knowledge regarding general life management skills increases the risk of drop out from courses or jobs. Therefore, it is important to go **beyond the technical skills** taught. Life skills and 21st Century skills are also essential to ensure graduates have the knowledge and confidence to find employment in the workplace.

4.7.3 Gender and Inclusion

According to the trainees who participated in the focus group discussions, 2 groups were disadvantaged: women and people with disabilities (PwDs). This is essential to consider when ensuring inclusivity for all.

TVET Experience

Women and PwDs reported to have a different experience of vocational and skill courses at targeted TVET centres, with their own barriers and struggles. To enable full inclusivity, it is essential to assess the barriers these persons face when accessing training and entering the workplace.

Training on offer

Both Galkayo and Kismayo provided training to females. However, women were offered a reduced number of courses limited to predominately tailoring, beauty, and cooking. Despite this, all female trainees/graduates recognised as training either 'effective' or 'very effective'.



It gives the opportunity for women to be educated and to go up in society

– Female Graduate Trainee



It creates employment for women who otherwise wouldn't have the time to study formal education from primary to university

– Female Graduate Trainee



It equips marginalized women graduates with skills

– Male Graduate Trainee

4 of the 13 FGD groups reported that their centres that did not train PwDs (commonly, hearing difficulties and physical disabilities), 3 of which from Galkayo. From this, it can be assumed **Galkayo had very limited inclusivity for PwDs**. Those that did offer training were in electricity, plumbing and cooking. For those that could not provide training for persons with disabilities, the reasons for this are provided in the table below:

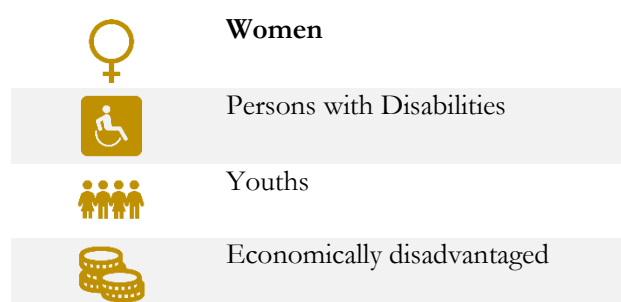
Table 118 Reasons that training is not provided for persons with disabilities (Somalia)

Reasons	Remarks
Equipment	Lack of equipment to enable PwDs to be able to learn, for example, mobility aids
Distance	Ability to physically transport to the training centre
Motivation	Lack of motivation to learn or be trained
Cultural norms	Lack of cultural support, and enhanced discrimination that they would not be able to fully carry out the required tasks.

Of those that did claim to train PwDs, there were an overall positive response; the training enabled these persons to obtain jobs and raise their own living standards. One group stated that the training for these persons has raised the overall morale in the community and made these persons feel more of an integral part of the community.

Barriers to training

The following groups were identified to be disadvantaged when accessing TVET:



Women, especially mothers, and PwDs were most commonly mentioned regarding those who struggled to access training. Discussions concluded that the lack of female participation in training centres were due to the lack of ‘female-friendly’ spaces, basic female WEREH facilities, and stigma. Despite this, all trainers claimed to provide training facilities for women.

The following were the most common courses offered for women:



The most common reason women were only able to complete these courses were due to underlying cultural beliefs that women can only do certain types of jobs. The team were unsure if this implies that women can only do certain jobs, or if there is stigma attached to men completing these jobs. In addition to this, these named courses were ‘female-friendly’ because they (according to male trainers) were ‘easy and appropriate’

for women and enabled women to work on these skills at home. This implies that skills gained from these courses would be transferred into the home environment, if not used in future employment.

According to trainers, training was on offer for PwDs. This included, but were not limited to, ICT, tailoring, beauty salon, electronic engineering, cooking and tie die. PwDs enrolled in these courses because they were ‘simple jobs that they can sustain their lives with’ and it enables them ‘to support themselves’. It remains uncertain, from the conversations with trainers, if all courses were on offer for PwD or if they had to choose between a reduced number of options.

All trainers felt confident that they could train both PwD and females. One female trainee stated that ‘professionals cannot discriminate learning, be the student disabled or whatever the reason’. Another mentioned that both ‘women and persons with disabilities are already our students and graduates. We have seen them compete with the other youth, and we have the ability to equip them with the skills that they need here’. All responses displayed a positive optimism to being able to equip these groups with the relevant skills required for the marketplace.

Barriers to job entry

3 out of the 5 all-female groups of graduate trainees believed that their courses had left them well prepared for future employability. The remaining groups, both in Galkayo, felt the opposite; they were not prepared for graduate life, as, whilst they had gained skills, they were not provided with the support in finding a job. These all-female groups provided additional challenges faced when looking for employment in the job market;

Table 119 Challenges faced by women for entry into the labour market (Somalia)

Challenges	Remarks
Perceptions	Often, especially with particular courses such as engineering and construction, there is the belief that these courses and jobs are solely for men; it is not a women’s duty to carry them out. This cultural taboo about gender and employment can prevent women wanting to work, and those seeking work from being successful.
Financial	There is a lack of financial resources to support looking for employment and/or to start businesses from scratch.
Certification	Lack of official certification on course completion
Time	Long-time involved in learning, instead of searching for a job
Saturated Marketplace	Lack of jobs in the market and too many people looking for jobs in the market, additionally lowering morale.
Distance	Cost, time, and method associated with having to reach the training centre – which is not possible for all.
Family commitments	Cultural expectations that women will also have to raise a family. This means that often women have to spend a long time on family and home duties, and others do not want to leave their children.
Competition	A lack of female-run companies and organisations, preventing women from being able to be successful when competing against men

For PwDs, the greatest challenge to accessing courses were the lack of specialised equipment, an inability to access the centre, and cultural stigma. Given this, change is required at all level; individual trainee level up to higher level stakeholders and employers.

In summary, women and persons with disabilities have a unique TVET experience which is limited in course opportunities and treatment compared to men. This is due to the general lack of provision and prejudice toward these groups. This means that it is especially important that any **transport provided should be accessible to PwDs** (and these persons should get priority) as these as the persons most likely to have access issues limiting them from accessing training facilities. In addition, **adding more incentives to encourage students to finish a programme, for example, official certificates to aid employment**

searches. Certificates are more/less relevant depending on the training and employment obtained. **With specific relation to women, it is also essential that all training centres have female hygiene facilities.**

Employment and Professional Development

Women

Four of the thirteen KIIs from private sector representatives did not have any women in their organisations. These were construction, carpenters, mechanics and water supply companies. Of those that did employ women, roles were limited to administration, beauticians, cooking and tailoring.

A range of explanations were provided by these four private sector clients as to why they did not employ women in their workplaces. They said that they believed that women often displayed a poor attitude towards work, women lacked the skills to handle specialisation (construction company) tasks in this area, and women were not capable of carrying out hard manual labour.

All respondents were asked if there were jobs in their businesses that they believed that women should not work in. Responses were often manual tasks such as cutting metals, heavy plumbing and tool handling.



Women should not collect money from customers because it will be difficult for a woman to go around and knock for every house and ask for money

–Female Graduate, Graduate FGD

This disaggregation of job type by gender remained consistent across all tools used for data collection and could be target for new practise. From the data it appears that it was a combination of both cultural beliefs regarding female employment types, alongside lack of women partaking in these courses that causes this difference. This means that women were limited, not only in training, but in the workplace and beyond. Given this, to ensure that project objectives are met it is essential to **increase gender equality amongst employment areas would be to encourage women to complete traditionally male-dominated courses, such as mechanics and engineering.**

Persons with Disabilities

4 of the 13 trainers reported that they employed persons with disabilities (PwDs) in their organisation. All of these companies were also companies that employed women. There were no company that employed disabled persons but not women. Persons with disabilities, however, only often conducted simple tasks such as measuring, supervising water points and providing office administration support. From responses, it was unclear if PwDs application would be treated without bias and discrimination, provided that they had the relevant qualifications, should they apply.

The definition of ‘disabilities’ under this question were also somewhat ambiguous and, as such, it was unclear which specific disabilities were considered by respondents. No private sector representatives referenced the ability of disabled persons. This could suggest that no companies were, in principle, actively against employing persons with disabilities. From this, **it is recommended that there is a focus on recruiting persons with disabilities to TVET centres so that they can gain the relevant employability skills; to enable this to happen, centres must be accessible and have the relevant tools and equipment for PwDs.**

Stakeholders and Partners on Inclusivity and Protection

All graduate FGDs mentioned particular barriers preventing both women and PwDs from participating in skills training and/or getting jobs. The responses have been summarised in the tables below, with reference to each of these minority groups.

Table 120 Barriers faced by women when accessing training or getting jobs in the job market (Somalia)

Barriers	Remarks
Family Pressure	Pressure to produce children and care for their families and homes. This also reduces the amount of time that can be spent either being trained or working.
Culture	Cultural discrimination and stigmatisation preventing women accessing training
Inaccessibility	Unable to reach training centre (time, cost and type of transport required) and factory access.
Opportunities	Lack of training and job opportunities, enhanced by extensive competition from men
Completion	Completion from men in the job market, with a lack of female-only opportunities.

Table 121 Barriers faced by persons with disabilities when accessing training or getting jobs in the job market (Somalia)

Barriers	Remarks
Accessibility	Being able to reach centre or job
Cultural barrier	Discrimination that they will not be able to carry out a job to sufficient standard
Equipment	Lack of equipment and materials enabling them to learn and work
Discrimination	Companies prefer to hire persons without disabilities and are often discouraged

The following quotations support this further:



There are no special materials for disabled persons at training centres. They have difficulty getting a job since companies prefer people with no physical disabilities.

– Female Graduate Trainee



Most of the disabled people don't get jobs making them not take part on the training due to discouragement.

– Male Graduate Trainee

However, despite these barriers for women, respondents also stated that, whilst some women were not able to work or learn, this number is significantly reduced compared to what it used to be. This suggests that, overall, levels of inclusivity are higher and have improved in recent years.

For women, not being able to access all courses limits their careers to a few low-value industries. This, alongside cultural pressures to be a home-owner, means that women are less actively involved in the marketplace. The dominance of men in authoritative positions in the private sector further strengthens this division. Vulnerable persons and Given this, improvements should be made to accelerate this trend through ensuring equal access for all. For persons with disabilities, in particular, attitudes and access are the key factor limiting job entry this means that to enable these persons to have equal employment prospects, they must also be equal in society. **This requires the removal of physical and social barriers preventing access to TVET centres. Programmes should actively recruit a diverse selection of students, across a range of subjects.**

4.8 Recommendations

4.8.1 Recommendations for Education Component



Strengthen teacher education on providing psychological support and pastoral care.

Schools in Somalia were commonly considered by their students as safe spaces for them to learn; students' literacy and numeracy proficiencies were also on par with that of Myanmar. However, there was a general lack of pastoral care and psychological support offered to students in schools. This was identified during focus group discussions with students, who said that they would not tell teachers about problems at home and in personal life. Teachers also expressed that they would like to learn how to carry out their duties in defending children's rights and in child protection. In addition, teachers in these schools did not teach much about values and attitudes, which have the potential of leading to peace and of building resilience among children. The team believes that an awareness of their potentials of offering psychological support and pastoral care amongst teachers could also better prepare these schools to accept and (re-)integrate returnees and IDPs, which, comparing to other participating SEAQE2 countries, formed a group of learners that is unique in Somalia.



Provide and/or support the writing of textbooks and teaching and learning materials in local language.

Both teachers and students expressed the need for more textbooks and teaching and learning materials. Only in one lesson, out of the nine observed, did the teacher use textbooks. Students in general agreed that the textbooks and materials they had were of good quality, but the challenge remained that there were simply not enough of these materials.



Capitalise on strong community support.

The SEAQE1 programme proved to be successful in building strong rapport between schools and parents and communities. Parents and communities were consulted with on a wide range of topics including school improvement and development. The sharing of information on children's learning was frequent. The good practices in Somalia should be further studied and used to devise plans to be implemented in South Sudan. The strong community support can also be capitalised on in order to provide even better education in the country, for example, schools can invite community members to volunteer in schools to teach children life skills and provide pastoral care and psychological support.



Introduce and promote child abuse and neglect reporting system.

Whilst there was no teacher misconduct and no child abuse reported in the schools in Somalia, a reporting system should be established to allow children to report child abuse and neglect. It was found in the study that most children had no idea how to inform the schools of these incidents. The consultants suggest that ADRA Somalia can include this as a part in teacher training on pastoral care and psychological support and that it can distribute to schools posters that teach students what they can do to report such incidents.



Work with partners to build infrastructure for water and electricity supply.

This is because water and electricity were commonly seen as the improvement that is most needed in the next phase of the programme. In the regions, Save The Children and Mercy Corps have the experience of building water pipes and electricity network.

4.8.2 Recommendations for TVET Component

Data collected by centres



Ensure that centres collected data on vital. Kismayo Training Centre did not collect or hold any data on the following: Health and Safety policies, training records, incident or accident reports, Risk Assessments, Training Observation and Feedback Records, Feedback Records from Trainees. Whilst the centre collected basic information on enrolment and drop-out rate, all demographics should be measured. This will enable centres to monitor and track progress of their students and graduates and ensure that their centres complies with essential health and safety protocols. Over time, this information can be used to target groups and improve the quality and nature of training provided. This will also help to target funding. Information regarding feedback from graduates on training will also facilitate teacher training and improve student experience.

Enrolment, Dropout and Graduation Rates



Diversify enrolment onto courses. Enrolment figures should be balanced irrespective of gender and additional needs. Men, women and persons with disabilities should be able to enrol onto all courses without prejudice or discrimination. Active promotion and campaigns should work to encourage women to enrol onto typically male dominated courses, such as engineering and management. Centres and the Private Sector must work together to reduce these prejudices, so women that do qualify in male-dominated industries are able to gain successful employment on completion of their course.

Course Offerings and Nature of Delivery



Modify curriculums to ensure they are market relevant. Course providers should work closely with the private sector to develop relevant and updated curriculum frameworks that will provide students with the theoretical knowledge and practical experience required for their profession. The private sector should provide support, advice and direction when developing course curriculums. Life and 21st Century skills should be taught to all students to support personal and professional growth beyond gaining initial employment. Skills such as project management, budgeting and public speaking should be taught to all to ensure graduates are both skilled yet adaptable.

Centre Infrastructure and Safety



Ensure all training centres have basic infrastructure and facilities for all students. Work with partners to build infrastructure for water and electricity supply. Both TVET centres in Somalia lacked access to basic provision such as drinking water, separate bathrooms, and electricity. This was a particular concern in KTI. It is essential that all centres have the adequate facilities for students to be able to learn in a safe environment. Basic infrastructure is also essential as a minimum requirement to teach specific courses, it is likely additional tools and equipment will also be required to provide holistic practical training. MoU should work closely with centres to further development monitoring and evaluation systems and ensure that all centres have health and safety protocols.

External Relationships



The private sector has an active role in designing and modifying TVET curriculum. No consultations from private sector representatives highlighted any involvement with TVET centres regarding course creation and curriculum. This discontent between the TVET centres and the Moving forward, the private sector and TVET centres should work closely together to design suitable curriculum to ensure have the gradates gain all the essential knowledge and practical skills for employment in the workplace. This requires the creation of a monitoring and feedback mechanism between TVET centres and the private sector.

Trainer Specifications



All trainers are able to access training and are the given opportunities to further their personal and professional development. It is essential that TVET trainers are highly knowledgeable and skilled. This goes beyond an awareness and understanding of their skill area, but also the ability to teach their subject effectively. All trainers should be trained on life and 21st Century skills so that these are integrated into all courses. All trainers should be aware of the training options available to them and should be encouraged to access them. All trainers should have regular training updates, when required, to ensure that their teaching methods and adapted to the needs of their students. This will ensure the best graduate experience and outcomes. Where necessary, specialist training should be given on how to best support persons with disabilities.

Market Relevance



Align training courses with market needs and demands. Training courses at TVET centres must be aligned with current market needs and trends. Given the current market in Kismayo, less emphasis should be placed on providing training courses for beauty and construction and more emphasis should be placed on providing courses for air conditioning fitters, agricultural, engineers and computer skills. There must be continual coordination and review between TVET centres and the Private Sector to ensure that TVET centres are responsive to market needs. Qualified trainers with the relevant market experience must be hired for specialist courses.

Gender and Inclusion



Students and graduates must be supported at all levels. Given the consistent lack of support given to new graduates, centres should put in place mechanisms and strategies to support graduates when they have completed their course. This could include support to find job openings, grants to purchase materials and tools, or schemes to support women balance family commitments. TVET Centres should put in place strategies to mitigate the number of student dropouts, primarily due to transport logistics and home commitments. Vulnerable persons, such as persons with disabilities, should be prioritised. Women and persons with disabilities should be given additional practical, social and financial support to reduce dropouts and enable students to feel safe, supported, and equal.

5. South Sudan

5.1 Introduction

5.1.1 Overview of National Context

South Sudan, officially known as the Republic of South Sudan, is the newest country in the world. It was created in 2011 after gaining independence from Sudan, following a long civil war that is one of the longest and most devastating of the continent. The end of the civil war, which initially promised to bring peace and better living conditions for the population, instead left the country in a state of extreme poverty. The government struggles to provide basic services and education. The underage fighters who participated in the civil war were released but soon be re-recruited in an internal conflict.

In December 2013, a fierce internal conflict broke out, and up to 15,000 children became combatants, this number rose to 18,000 in 2017 according to the UN (Sieff, 2017). In spite of the signing of a peace agreement, the conflict remains unresolved, and it is believed that, up to early-2018, nearly 400,000 people have been killed (Checchi, Testa, Warsame, Quach, & Burns, 2018). The condition of living worsened further dramatically: from the beginning of the conflict till last year, about 2 million internally displaced persons and more than 4 million people were in need of humanitarian aid. The conflict was marked by indiscriminate killings of civilians and exposed thousands of women and children to all kinds of violence. Due to the internal conflict, multiple aid projects, including those of the UN that distributed food, were brought to a halt.

Another peace deal was signed in September 2018 but so far it has been marked by delays and continued fighting in parts of the country. The country seems to be slowly emerging from the civil wars; and humanitarian aid is reaching most parts of the country again (The Economist, 2019c). However, the country remains fragile and people are still in urgent need of aid and support. There are worries that conflicts can happen again, given the signs that warlords are expanding their forces again. Yasmin Sooka, the head of the UN commission on human rights in South Sudan, warned in September 2019 that children were already forced to join these groups. Moreover, the UN also underscored that sexual and gender-based violence remained a concern and that this kind of violence was still at an all-time high (Markogiannis, 2019).

5.1.2 Overview of School Context

The school enrolment rate in South Sudan is very low: about 72% of children never finished primary school, according to UNICEF, a percentage that is higher than anywhere in the world. The net enrolment rate for primary schools in 2015 was only 32%, with an even lower rate for female (32%).

Many teachers are not paid because the government is bankrupt. In fact, figures from the World Bank show that, in 2017, only 1.1% of the country's government expenditure was on education, the government's investment in education can thus be considered non-existent. Many teachers were paid late or not paid for months at all. For teachers who were fortunately paid, in general, they earned only USD 5 a month, which was barely enough for them to survive (De la Guardia, 2019). This partly explains teacher absenteeism and other misconduct such as embezzling school funds and selling food donation – as what this study finds.

Worse still, teaching as a profession is ranked at the bottom of the career hierarchy, with many in the profession subjected to bullying and ridicule. According to the UN (De la Guardia, 2019), many teachers entered the professional with no other option or prospects. Only 54% of them completed secondary school as their highest qualification and many in rural areas did not even finished their primary education. During

the visit, the consultants met a few teachers who appeared in their late teens and many more who said they were not paid at all.

5.2 Sample Achieved

5.2.1 Sample

The team went to all the 20 SEAQE2 schools in four counties of South Sudan. In 14 of the 20 schools, the team was able to deploy all data collection instruments. Lokwamor Primary School was abandoned, so there was no data collected there except for facility check. The details of the sample are shown below.

Table 122 Sample achieved in South Sudan

#	School	County	SEAQE1	Date of Visit	No. of focus groups			No. of lessons observed	Facility checked	Document checked	No. of test takers
					Teachers	Students	Parents				
0	Nachilagur P.S.	Kapoeta South	N	27-Jun	1	1	1	1	√	√	9
1	Natapar P.S.		N	27-Jun	0	1	1	0	√	X	16
3	Lomilmil P.S.		N	28-Jun	1	1	1	1	√	X	10
4	Katiko P.S.		Y	26-Jun	1	1	1	1	√	√	6
5	Longeleya P.S.		Y	19-Jun	0	1	1	0	√	√	6
6	Lowoyakali P.S.	Kapoeta East	N	21-Jun	1	1	1	1	√	√	9
7	Loolim P.S.		N	21-Jun	1	1	1	1	√	√	11
9	Kaldo P.S.		N	24-Jun	1	1	1	1	√	√	15
10	Nasigiriat P.S.		N	20-Jun	1	1	1	0	√	√	3
11	Mogos P.S.		N	20-Jun	1	1	1	1	√	√	11
12	Napak P.S.	Budi	N	24-Jun	1	1	1	1	√	√	12
14	Lorege P.S.		N	26-Jun	1	1	1	1	√	√	12
15	Piobokoi P.S.		Y	25-Jun	1	1	1	1	√	√	12
16	Chukudum P.S.		Y	27-Jun	1	1	1	1	√	√	12
17	Farak Sika P.S.		N	21-Jun	1	1	1	1	√	√	12
19	Paringa P.S.	Kapoeta North	Y	24-Jun	1	1	1	1	√	√	8
20	Lomeyen P.S.		N	28-Jun	1	1	1	0	√	√	6
21	Lokwamor P.S.		N	26-Jun	0	0	1	0	√	X	0
22	Choroyi P.S.		N	25-Jun	1	1	1	1	√	√	16
23	Karukomuge P.S.		Y	25-Jun	1	1	1	1	√	√	9
				Total:	17	19	20	15	20	17	195

The consultants undertook to include as many women in focus group discussions as it was possible, but the selection of individuals was only partially decided by the team. For example, there were many more male teachers than female teachers in schools, so the male-to-female ratio for teacher FGDs was high. The same was for student FGDs. For parents and community member FGDs, the participants were not selected by the team but by the client's local offices and schools, which were informed of the importance of gender balance.

Table 123 Focus group discussion participants by gender (South Sudan)

Focus group	No. of male participants	No. of female participants	No. of all participants
Teachers and headteachers ⁴⁷	69	2	71
Students	128	51	179
Parents and community members	85	60	145

⁴⁷ There are two focus groups/key informant interviews of which the gender of the participants were not recorded.

5.2.2 Challenges and Limitations

The roads in Kapoeta and Budi in South Sudan are badly maintained; most of the roads outside of Juba are dirt roads with little or no maintenance. Since there was no accommodation near some of the schools, the team had to start hours-long journey to reach some of the schools. This severely limited how much data the team could collect in schools, as they could only arrive after 11am and the schools usually finished around 1pm.

The team visited South Sudan in late-June when there was rain. Teachers in these schools told the consultants that children were taken by their parents to rivers nearby for gold panning and, thus, there were few students in some schools. These children were very young and the enumerators found it challenging to have them eloquently express themselves in focus group discussions. Most student focus groups nonetheless gave the team the answers to all questions, albeit they were less elaborated, comparatively speaking.

Some SEAQUE2 schools were dysfunctional, with only few or no teachers in on the day the team visited. The consultants, as a result, were unable to deploy all data collection instruments in all the 20 schools in South Sudan. The following table provides more details; the crosses in the columns of data collection instruments indicate the tools that were not used in corresponding schools.

Table 124 Schools in South Sudan wherein not all instruments were used

School	FGD (teachers)	FGD (students)	FGD (parents)	Lesson obs.	Site visit	Doc. check	Assessment	Remarks
Natapar Primary School (#1)	x			x		x		There was no teacher in the school on the day of visit, so the team cannot conduct FGDs with teachers and there was no lesson to be observed. The team also had no access to any documents that the school kept. As a result, the team was not able to give scores to the school according to the ETLE framework.
Lomilmil Primary School (#3)						x		The school was reported to be empty. Upon arrival, the consultant saw teaching and learning taking place, but he had no access to any document as there was no proper file-keeping practice. A number of ETLE indicators that rely heavily on checking documents were not given a score as a result. The client may consider giving the score 1 as the school cannot produce evidence on these areas.
Longeleya Primary School (#5)	x			x			x	The school had only about 5 students on the day of visit. There was no teacher, so the team cannot conduct FGDs with teachers and there was no lesson to be observed. Most students were under the age of 6 and the team could not conduct literacy and numeracy assessment as a result. As a result, the team was not able to give scores to the school according to the ETLE framework.
Nasigiri Primary School (#10)				x				The school had fewer than 10 students on the day of visit. There were teachers but no teaching took place, so the team could not conduct any lesson observation. All ETLE indicators under Effective Teaching (M to W), as well as E, could not be assessed as a result. The client may consider giving the score 1 as there was no teaching taken place.
Lomeyen Primary School (#20)				x				There were fewer than 10 students on the day of visit. There were teachers but no teaching took place. All ETLE indicators under Effective Teaching (M to W), as well as E, could not be

School	FGD (teachers)	FGD (students)	FGD (parents)	Lesson obs.	Site visit	Doc. check	Assessment	Remarks
								assessed as a result. The client may consider giving the score 1 as there was no teaching taken place.
Lokwamor Primary School (#21)	x	x		x		x	x	The school was abandoned. The team talked to several villagers nearby to understand the situation. The school was not scored using the ETLE framework as a result.

5.3 Findings: Education System (Edu. Component)



5.3.1 Enrolment

The enrolment numbers provided by the schools to ADRA South Sudan ('the local offices' hereinafter) were significantly higher than the actual attendance on the days that the team visited the schools. The team, realising the issue, started estimating the numbers of students in the schools on the days of visit; the numbers are nonetheless not exact numbers of pupils in the schools because it was impossible for the team to take the actual attendance. These numbers are further broken down into primary school students and pre-primary ones, as there were a considerable number of pre-primary school children in these primary schools, mainly waiting to be given food. **The client may want to avoid giving out grants based on the reported enrolment numbers.**

Table 125 Enrolment records of schools in South Sudan

#	School	County	SEAQE1	Date of Visit	Enrolment Reported ⁴⁸			Observed Attendance ⁴⁹	
					Male	Female	Total	Total	Primary School Ss ⁵⁰
0	Nachilagur P.S.	Kapoeta South	N	27-Jun	167	113	280	40	20
1	Natapar P.S.		N	27-Jun	0	0	0	16	16
3	Lomilmil P.S.		N	28-Jun	0	0	0	50	12
4	Katiko P.S.		Y	26-Jun	87	49	136	20	10
5	Longeleya P.S.		Y	19-Jun	150	85	235	20	6
6	Lowoyakali P.S.	Kapoeta East	N	21-Jun	77	74	151	100	35
7	Loolim P.S.		N	21-Jun	188	39	227	36	15
9	Kaldo P.S.		N	24-Jun	52	74	126	N/A ⁵¹	N/A
10	Nasigiriat P.S.		N	20-Jun	90	13	103	10	5
11	Mogos P.S.		N	20-Jun	358	190	548	300	150
12	Napak P.S.	Budi	N	24-Jun	322	103	425	100	100
14	Lorege P.S.		N	26-Jun	202	104	306	80	80
15	Piobokoi P.S.		Y	25-Jun	188	170	358	200	200
16	Chukudum P.S.		Y	27-Jun	377	314	691	400	400
17	Farak Sika P.S.		N	21-Jun	190	78	268	80	80
19	Paringa P.S.		Y	24-Jun	199	125	324	200	20

⁴⁸ These numbers were reported by the schools to ADRA South Sudan.

⁴⁹ These are estimated numbers of students attending the schools on the days of visit. It was not possible for the team to take attendance.

⁵⁰ The team asked the teachers in schools to estimate how many of those in schools were primary school students.

⁵¹ The school was well attended. The inspector therefore did not record the observed attendance and it was believed that the numbers were very close to the reported enrolment.

#	School	County	SEAQE1	Date of Visit	Enrolment Reported ⁴⁸			Observed Attendance ⁴⁹	
					Male	Female	Total	Total	Primary School Ss ⁵⁰
20	Lomeyen P.S.	Kapoeta North	N	28-Jun	235	77	312	80	10
21	Lokwamor P.S.		N	26-Jun	0	0	0	0	0
22	Choroyi P.S.		N	25-Jun	207	363	570	200	30
23	Karukomuge P.S.		Y	25-Jun	278	119	397	80	15
Total:					3367	2090	5457	/	/

As seen from the table above, in most of the schools in the three Kapota counties (South, East and North), the actual attendance of primary school students was less than 20% of the enrolment. These schools included those participated in SEAQE1. The schools in Budi county had no such issue, the local office said it could be a result of having a more efficient local government in Budi.

Headteachers in the Kapoeta counties explained that children older than the age of 7 were taken by their parents to rivers nearby for gold panning during and after raining season. A few of them added that the schools were commonly seen by villagers as a place where food would be given to young children, rather than where education happened.

Apart from the enrolment, the attendance numbers also appeared to be inaccurate in the schools in Kapoeta, including those supported in SEAQE1. The consultants believed that the issue was caused by two factors: (a) there was no fence around most schools (some of which had tree branches as ineffective barriers) and children could come and go as they wished, they usually went to schools around lunch hours to be fed; and (b) the schools intended to exaggerate the numbers of students attending in the hope of obtaining more resources from different NGOs⁵². As a result, it was nearly impossible for teachers to provide structured teaching to children in such circumstances, in which the children went to schools for only an hour a day and that their attendance was inconsistent.

The consultants recommended that (a) the enrolment and attendance numbers need to be checked regularly to ensure their validity; and (b) fences should be built to stop children from going to school only for food but not being educated.

As mentioned above, in some schools in the Kapoeta counties, there were more pre-primary school children than primary school students. Although most primary schools claimed to offer Primary 1 to 4, most students that the team saw in the schools were very young, it is believed that most of them were attending only Primary 1 and 2. Older children were taken to work by their parents instead of being sent to schools. There was nonetheless no clear guideline on how students were be promoted to the next grade; the team understood that some children were promoted automatically when an academic year finished even though they did not have a certain level of attendance. There was also no clear progression for students reaching the highest grade that their schools offer. Below is a list of grades that the schools offered.

Table 126 Grade offered by schools in South Sudan

#	School	County	SEAQE1	P1	P2	P3	P4	P5	P6
0	Nachilagur P.S.	Kapoeta South	N	√	√	√	√	√	√
1	Natapar P.S.		N	No teacher in school on the day of visit					
3	Lomilmil P.S.		N			√			
4	Katiko P.S.		Y	√	√	√			

⁵² The team could not verify whether reporting a larger number of students would result in the allocation of a larger amount of funding and/or food; these policies are usually not made public. Some staff of the local ADRA offices believed that this could be the case because they were told that some other NGOs allocated resources based on the reported enrolment and attendance numbers.

#	School	County	SEAQE1	P1	P2	P3	P4	P5	P6
5	Longeleya P.S.	Kapoeta East	Y	√	√	√			
6	Lowoyakali P.S.		N	√	√	√			
7	Loolim P.S.		N	√	√	√	√		
9	Kaldo P.S.		N	√	√	√	√		
10	Nasigiriat P.S.		N		√				
11	Mogos P.S.	Budi	N	√	√	√	√		
12	Napak P.S.		N	√	√	√	√		
14	Lorege P.S.		N	√	√	√	√	√	
15	Piobokoi P.S.		Y	√	√	√	√	√	√
16	Chukudum P.S.		Y	√	√	√	√	√	√
17	Farak Sika P.S.	Kapoeta North	N						√
19	Paringa P.S.		Y	√	√	√	√	√	
20	Lomeyen P.S.		N	√	√	√			
21	Lokwamor P.S.		N	(abandoned)					
22	Choroyi P.S.		N	√	√	√	√		
23	Karukomuge P.S.		Y	√	√	√	√		

15 schools (out of the 17 the team was able to talk to their headteachers) said that there were students dropping out, the numbers ranged from 9 to 150. 11 out of the 17 schools said there was a re-enrolment policy in place. The schools mainly cooperated with PTA members who usually knew other families in the areas and could mobilise their networks to ask parents to send their children to schools. Some headteachers said that they and their teachers talked to village chiefs – and sometimes directly to parents – to explain to them the benefits of having education and to persuade them to send their children to school. Most schools reported success in re-enrolling out-of-school children.

That said, it was not a common practice for schools to keep master lists of all school-age children and out-of-school children in the surrounding communities. **These lists were nonetheless considered by the schools to be difficult to compile and the schools may require support from ADRA and/or local authorities in the future to draw up such lists.** Moreover, schools in South Sudan mainly encouraged parents individually to send their children to schools, documented campaign for that purpose was uncommon.

Table 127 Documents related to attendance and retention held by schools (South Sudan)

#	School	County	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of-School Children	No. of dropouts	Of which the no. of Ss returned
0	Nachilagur P.S.	Kapoeta South	N	X	√	√	X	√	10	0
1	Natapar P.S.		N	No teacher in school on the day of visit						
3	Lomilmil P.S.		N	No school administration present on the day of visit						
4	Katiko P.S.		Y	X	X	√	X	X	40	10
5	Longeleya P.S.	Kapoeta East	Y	√	√	√	X	X	100	0
6	Lowoyakali P.S.		N	X	√	√	X	X	152	0
7	Loolim P.S.		N	√	√	√	X	X	36	4
9	Kaldo P.S.		N	X	√	√	X	X	350	0
10	Nasigiriat P.S.		N	X	√	√	X	X	50	0
11	Mogos P.S.		N	X	X	X	X	X	12	6
12	Napak P.S.	Budi	N	X	√	√	X	√	80	15
14	Lorege P.S.		N	X	X	X	X	X	34	1
15	Piobokoi P.S.		Y	X	√	√	X	√	36	16
16	Chukudum P.S.		Y	X	√	√	X	X	167	0

#	School	County	SEAQE1	Campaigns to Encourage Parents to Enrol Children	Attendance Record	Enrolment Record	Master List of All School-Age Children	List of All Out-of-School Children	No. of dropouts	Of which the no. of Ss returned	
17	Farak Sika P.S.	Kapoeta North	N	X	√	√	X	X	ND	ND	
19	Paringa P.S.		Y	X	√	√	X	X	9	0	
20	Lomeyen P.S.		N	X	√	√	X	X	80	20	
21	Lokwamor P.S.		N	Abandoned							
22	Choroyi P.S.		N	X	√	√	X	X	725	96	
23	Karukomuge P.S.		Y	X	√	√	X	X	0	0	
Total:									1,881	168	

The teachers were asked whether there were systems in place to ensure that pupils did not drop out. 11 out of the 17 teacher focus groups gave affirmative answers and the systems mainly involved telling students the importance of having education and cooperating with PTA members; 9 of these 11 groups said the systems were either effective or very effective.

In order to further increase the enrolment numbers (as it is included in the LogFrame of SEAQE2) and reduce dropouts, the consultants suggested that the client provides training to educators on how to do so systematically. **Good practices were identified in some Ethiopian communities where the local authorities had set up formal school and parents networks for increasing enrolment numbers and reducing dropouts.**

5.3.2 Learning Experience and Quality of Teachers

All but one student focus group said they enjoyed going to schools (the exception was Lomeyen Primary School). Students were asked whether there were things that helped them learn better in schools; 12 out of 19 students focus groups said yes. While being asked whether there were things that made it difficult for them to learn, 17 student focus groups said yes. The following were mentioned by the students, the numbers indicate how many student focus groups mentioned the corresponding items.

Table 128 Factors that helped and hindered students' learning in students' opinions (South Sudan)

What Helped Students Learn Better in Schools (n=12)		What Made it Difficult for Students to Learn in Schools (n=17)	
Provision of stationary and books	8	Lack of or insufficient stationary and books	10
Teaching/Teachers	7	Insufficient food	7
Knowledge	3	Lack of or insufficient qualified teachers	4
Scholl building/facilities	2	Lack of fence around schools	3

In students' opinions, an important factor that decided whether they could learn well in schools was the provision of stationary and books. During school visit, the team recorded whether textbooks were provided for the lessons observed; unsurprisingly, only in two schools did the team find that textbooks were provided and used, they were: Loolim Primary School (#7) and Mogos Primary School (#11). In many classrooms that the team visited, teachers used only blackboard to teach. **The client may want to provide teacher support in how to plan lessons that can use textbooks provided appropriately.**

Students were also asked about their teachers. 6 student focus groups said that their teachers were not always in classrooms. Despite that, most students agreed that their teachers had given them the help needed to be successful. The results to these questions were listed below.

Table 129 Students' opinions of teachers (South Sudan)

#	School	County	SEAQEI	Teachers always in classrooms during lessons?	Teachers gave the help needed to be successful? ⁵³	Serious teacher misconduct mentioned by students
0	Nachilagur P.S.	Kapoeta South	N	Y	6	/
1	Natapar P.S.		N	N	4	Absenteeism
3	Lomilmil P.S.		N	N	10	Absenteeism
4	Katiko P.S.		Y	Y	10	/
5	Longeleya P.S.		Y	Y	5	/
6	Lowoyakali P.S.	Kapoeta East	N	Y	6	/
7	Loolim P.S.		N	Y	10	Drunkenness
9	Kaldo P.S.		N	Y	10	/
10	Nasigiriat P.S.		N	Y	7	/
11	Mogos P.S.		N	Y	1	Corporal punishment
12	Napak P.S.	Budi	N	Y	9	Stealing food donated
14	Lorege P.S.		N	N	8	Embezzlement of funds
15	Piobokoi P.S.		Y	Y	9	/
16	Chukudum P.S.		Y	N	5	Corporal punishment
17	Farak Sika P.S.		N	Y	10	/
19	Paringa P.S.	Kapoeta North	Y	N	7	Drunkenness; selling food donated; verbal abuse
20	Lomeyen P.S.		N	N	1	Drunkenness; absenteeism
21	Lokwamor P.S.		N	Abandoned		
22	Choroyi P.S.		N	Y	6	/
23	Karukomuge P.S.		Y	Y	1	/

As seen above, students in general thought that their teachers gave them the help needed to be successful. All groups, except for one that mentioned teachers played with them and gave them stationary, said that their teachers taught them well.

That said, it is worth noting that students in 8 schools reported serious misconduct of their teachers that require immediate attention; this proportion is very high compared to schools in Ethiopia and Myanmar. Whilst embezzlement of school funds and other donations could have a major impact on school operation and management, the issues of drunkenness and absenteeism had direct impact on students' learning experiences in schools. Teachers being drunk was in particular a child protection concern, it will be further addressed in section 5.3.6.

Teachers named in focus group discussions the following as the factors that had positively and negatively impacted on learning outcomes:

Table 130 Factors that helped and hindered learning in teachers' opinions (South Sudan)

Factors that positively impacted on learning outcomes (n=17)		Factors that negatively impacted on learning outcomes (n=17)	
Provision of food	11	School facilities of bad quality	7
Teachers (both with and without training)	8	Late or no payment for teachers	5
School facilities	6	Not enough teachers	5
Incentives/pay for teachers	3	Natural disaster (heave rainfall and strong wind)	3

Bad quality school facilities were frequently mentioned by teachers as a major factor that impede learning; school fence was brought up by three teacher focus groups. Teachers also said they were not paid on time

⁵³ The students were asked to answer this questions in the scale of 1 to 10, with 1 being 'not at all' and 10 'very much so'.

by the local authorities, and the team understood that some of them were volunteers that were never supported by the local authorities and had no proper teacher training. Some teachers also hope that they could be given quarters in schools to live in. The late or non-existent payment, according to the teachers, caused their colleagues to stop coming to school or, worse still, to leave teaching once and for all.

Intriguingly, the provision of food was considered by 11 teacher focus groups as a factor that positively impacted on learning outcomes; this was not the case in other countries that the team went to. It explains how the very poor quality of life in South Sudan has been impacting on the quality of education. As mentioned above, schools were considered to be places where food is given to children – and sometimes villagers. Whilst this does not necessarily affect teaching, one should consider how the provision of food can be used as an incentive to retain children in schools for effective teaching and learning. Teachers saw themselves as a factor that positively impacted on learning outcomes, but they also added that a lot of them did not receive proper training.

Regarding teacher training, which could possibly lead to students' better learning experience, more than half of teacher focus groups said they had not received any training or support from government or school leadership to make them better educators. More details are provided in the table below:

Table 131 Teacher training and continuous professional development (South Sudan)

#	School	County	SEAQE1	Received training?	What training received?	Training needed/wanted?	What training needed?
0	Nachilagur P.S.	Kapoeta South	N	X	/	√	Lesson planning
1	Natapar P.S.		N	No teacher in school on the day of visit			
3	Lomilmil P.S.		N	X	/	√	English; science
4	Katiko P.S.		Y	√	General training	√	Child protection; peace education
5	Longeleya P.S.		Y	No teacher focus group conducted			
6	Lowoyakali P.S.	Kapoeta East	N	X	/	√	2-year full training
7	Loolim P.S.		N	X	/	√	General training
9	Kaldo P.S.		N	X	/	√	General training
10	Nasigiriat P.S.		N	X	/	√	General training
11	Mogos P.S.		N	X	/	√	History; English; agriculture
12	Napak P.S.	Budi	N	X	/	√	General training
14	Lorege P.S.		N	√	Language; leadership	√	Teaching skills
15	Piobokoi P.S.		Y	√	Mentoring	√	General training
16	Chukudum P.S.		Y	√	General workshops	√	General training
17	Farak Sika P.S.		N	X	/	√	Administration; lesson planning
19	Paringa P.S.	Kapoeta North	Y	√	Lesson planning	√	Administration; management
20	Lomeyen P.S.		N	√	General training	√	Social Studies; sciences
21	Lokwamor P.S.		N	Abandoned			
22	Choroyi P.S.		N	√	Language	√	Lesson planning, management; English
23	Karukomuge P.S.		Y	√	Teaching methods	√	General training

All schools participated in SEAQE1, except for Choroyi Primary Schools, had teacher focus groups saying that they had some general teacher training. This is encouraging because teachers found the training conducive to their teaching in schools. All teacher focus groups would like to have professional

development to help them become better teachers, most of them wanted general teacher training probably because they could not name particular areas of professional development. Some specified subject areas that they would like to learn more and a couple of them wanted training on administration and management. **The consultants suggest that ADRA continue to provide teachers with suitable training, but ADRA should also be cognizant that retaining trained teachers could be a challenge given that teachers may not be paid on time by the local authorities or other organisations.** The high turnover rate could result in a waste of valuable resources spent on professional development.

5.3.3 School Infrastructure

In the previous section, it is mentioned that the poor quality school facilities remained to be a factor that negatively impacted on students' learning. This section provides more details on school infrastructure.

The table below gives an overview of the numbers of classrooms, water supply, electricity supply and toilets/latrines in schools.

Table 132 School grounds, utilities and safety hazards (South Sudan)

#	School	County	SEAQEI	Number of classrooms	Intact walls	Completed roof	Running water supply	Electricity supply	Absence of wild animals	Absence of rubbish	Guard(s) at the gate	Safety hazards reported
0	Nachilagur P.S.	Kapoeta South	N	7	√	√	X	X	X	√	X	/
1	Natapar P.S.		N	8	√	√	X	X	√	X	√	No fence
3	Lomilmil P.S.		N	8	√	√	X	X	√	√	√	No fence
4	Katiko P.S.		Y	9	√	√	X	X	√	√	√	/
5	Longeleya P.S.		Y	8	√	√	X	X	X	√	X	Big hole; no toilet
6	Lowoyakali P.S.	Kapoeta East	N	8	√	√	√	X	√	√	X	No fence
7	Loolim P.S.		N	8	√	√	√	X	√	X	X	/
9	Kaldo P.S.		N	4	√	√	√	X	√	X	X	No fence
10	Nasigiriat P.S.		N	8		√	√	X	√	√	X	No fence
11	Mogos P.S.		N	8	√	√	X	X	X	√	X	/
12	Napak P.S.	Budi	N	8	√	√	√	X	√	√	X	No fence
14	Lorege P.S.		N	12		√	X	X	√	√	X	/
15	Piobokoi P.S.		Y	7	√	√	X	X	√	√	X	No fence
16	Chukudum P.S.		Y	8	√	√	X	X	√	√	X	/
17	Farak Sika P.S.		N	3	√	√	X	X	X	√	X	Toilet collapsed
19	Paringa P.S.	Kapoeta North	Y	8	√	√	X	X	X	√	X	No fence
20	Lomeyen P.S.		N	4	√	√	X	X	√	√	X	/
21	Lokwamor P.S.		N	3	X	X	X	X	X	X	X	No fence
22	Choroyi P.S.		N	8	X	√	X	X	√	√	X	No fence
23	Karukomuge P.S.		Y	3	√	√	√	X	X	√	X	/

The overview above shows that most schools had intact walls and roofs, which should provide the least for students to be safe in schools. The buildings were mostly made of concrete and their structures were mostly acceptable, as they were seen by the team, compared to the surrounding communities where 'buildings' were mostly made of tree branches. However, there was running water supply only in 6 schools, most of which in Kapoeta East. In schools without water supply, students usually had no water to drink during and after school hours. School staff used the limited water that they could find for cooking. The lack of electricity supply was ubiquitous not only in schools but also in communities where these schools

were. The lack of proper fencing around schools was seen by the inspectors as a hazard mainly because wild animals could come into schools.

As far as latrines are concerned, most schools had latrines with no running water and no locks, the supply of soap was also not seen anywhere. These latrines were dark due to a lack of electricity supply. Students' toilets were mostly separated from teachers', if there was any for teachers at all. The table below provides an overview.

Table 133 Sanitation facilities in schools (South Sudan)

#	School	County	SEAQEI	Number of boys' toilets	Number of girls' toilets	Number of male T toilets	Number of female T toilets	Separated boys' and girls' toilets	Separated students' and T toilets	Are the toilets clean?	Handwashing facilities	Locks for toilets	Visual aids on hygiene	Soap
0	Nachilagur P.S.	Kapoeta South	N	2	3	1	1	√	√	√	X	X	X	X
1	Natapar P.S.		N	4	4	1	1	√	√	X	X	X	X	X
3	Lomilmil P.S.		N	4	4	1	1	√	√	X	X	X	X	X
4	Katiko P.S.		Y	4	4	2	2	√	√	√	X	X	X	X
5	Longeleya P.S.		Y	1	1	0	0	X	-	X	X	X	√	X
6	Lowoyakali P.S.	Kapoeta East	N	3	3	2	2	√	√	√	X	X	X	X
7	Loolim P.S.		N	2	1	1	1	√	√	X	X	X	X	X
9	Kaldo P.S.		N	2	2	2	2	√	X	X	X	X	X	X
10	Nasigiriat P.S.		N	4	4	1	1	√	√	√	X	X	X	X
11	Mogos P.S.		N	2	2	2	1	√	√	√	X	√	X	X
12	Napak P.S.	Budi	N	2	2	0	0	-	-	-	-	-	-	-
14	Lorege P.S.		N	4	3	1	1	X	√	X	X	X	X	X
15	Piobokoi P.S.		Y	3	0	0	0	X	-	X	X	X	X	X
16	Chukudum P.S.		Y	2	0	0	0	X	-	X	X	√	X	X
17	Farak Sika P.S.		N	0	0	0	0	-	-	-	-	-	-	-
19	Paringa P.S.	Kapoeta North	Y	2	1	1	1	√	√	√	X	√	X	X
20	Lomeyen P.S.		N	3	3	1	2	√	√	√	X	X	X	X
21	Lokwamor P.S.		N	0	0	0	0	-	-	-	-	-	-	-
22	Choroyi P.S.		N	4	4	2	2	√	√	X	X	X	X	X
23	Karukomuge P.S.		Y	3	3	2	1	√	√	√	X	√	X	X

The team asked the students what facilities were needed in their schools; their responses were listed below:

Table 134 Facilities needed in schools in students' opinions (South Sudan)

#	School	County	SEAQEI	What were needed in schools?
0	Nachilagur P.S.	Kapoeta South	N	Latrines, kitchen, water pumps, renovated classrooms, fence
1	Natapar P.S.		N	/
3	Lomilmil P.S.		N	/
4	Katiko P.S.		Y	Fence
5	Longeleya P.S.		Y	/

#	School	County	SEAQE1	What were needed in schools?
6	Lowoyakali P.S.	Kapoeta East	N	Fence, renovated classrooms
7	Loolim P.S.		N	Fence
9	Kaldo P.S.		N	Repaired doors, cement floors, repaired desks, fence
10	Nasigiriat P.S.		N	Dormitories, water pump, fence, desks
11	Mogos P.S.		N	Computers
12	Napak P.S.	Budi	N	Fence, repaired windows and doors, kitchen
14	Lorege P.S.		N	Fence, windows, sports facilities
15	Piobokoi P.S.		Y	Fence, water pumps, more classrooms, teachers' office
16	Chukudum P.S.		Y	Classrooms
17	Farak Sika P.S.		N	Fence, sports facilities
19	Paringa P.S.	Kapoeta North	Y	Latrines, fence, dormitories
20	Lomeyen P.S.		N	Renovated classrooms
21	Lokwamor P.S.		N	(abandoned)
22	Choroyi P.S.		N	Dormitories, water pump, fence
23	Karukomuge P.S.		Y	Fence

Many students expressed that they would like fences around their schools, mainly to stop people and wild animals from going into schools randomly. Whilst the walls and roofs of classrooms were intact and completed, the learning environments were in general poor. Thus, some students hoped that there would be renovated classrooms with proper desks and chairs.

Natural disasters that can severely undermine school buildings were not reported. In some schools with river running nearby, there was a risk of the rivers overflowing owing to a lack of riverbanks. Some schools were not accessible by certain students during raining seasons when the rivers are full and without bridge going across them.

5.3.4 Literacy, Numeracy and Skills

The team used the literacy and numeracy assessment developed for SEAQE2 in South Sudan schools to decide the students' literacy and numeracy rates. Both literacy and numeracy test were conducted in one of the two local languages, which are also the schools media-of-instruction.

According to the study methodology, Grade 4 students should be recruited for the tests, but, in many schools, there were few Grade 4 students. As a consequence, the team recruited, in most cases, Grade 1 to 3 students for the tests; 28 test takers reported that they were in Grade 5 to 7. The implications of this alteration are that: (a) the results of South Sudan should only be compared directly with other countries' by Grades (e.g., comparing Grade 4 results in South Sudan with those in Myanmar), this nonetheless provides a smaller count of test takers that might affect the representability; and (b) in future evaluations wherein literacy and numeracy assessment are to be repeated, the numbers of test takers in different Grades should match with those in this baseline study to ensure comparability.

Students' attainment in South Sudan SEAQE2 schools are shown below by Grades. For attainment by school, please refer to the table in appendix.

Table 135 Literacy and numeracy assessment results overview (South Sudan)

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
1	19	0.263	0.053
2	49	0.347	0.857
3	51	0.314	1.529

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	40	1.700	3.200
5	7	0.286	1.857
6	5	3	5.4
7	17	2.529	2.941
Total	188	-	-

Table 136 Literacy and numeracy assessment results by sex (South Sudan)

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	40	1.700	3.200
4 (male only)	33	1.909	3.424
4 (female only)	7	0.714	2.143

The literacy and numeracy rates of students in South Sudan are significantly lower than those of Myanmar. For example, in South Sudan, Grade 4 students attained 1.468 and 2.979 in literacy and numeracy tests respectively, those of Grade 4 students in Myanmar were 2.507 and 4.826, and those of Grade 4 students in Somalia is 3.060 and 4.820.

Worryingly, students did not fare better than their counterparts from lower grades tested using the same set of materials; this can be interpreted as that there was no clear progression across the grades of these schools in terms of language learning as students were promoted to the next grade. Most students of Primary 1 to 4 cannot read and say simple words like ‘sun’, ‘star’, ‘foot’ and ‘cup’ in their first languages, not to mention short paragraphs.

South Sudan is the only country that there is significant difference between the average score of male and female test takers. Boys did much better than girls in both literacy and numeracy tests. However, when interpreting this finding, one should be reminded that the sample size of female test takers is very low.

Insofar as life skills are concerned, 15 student focus groups said they knew what these skills were. Most of these groups added that their teachers taught them life skills.

Teachers in these schools were asked what life skills and 21st Century Skills were to them, as well as what values and attitudes they considered to be important to students. The table below summarises their responses; the numbers indicate how many teacher focus groups mentioned their corresponding items. Overly unspecific responses, such as ‘knowledge that help one in daily living’, were not included.

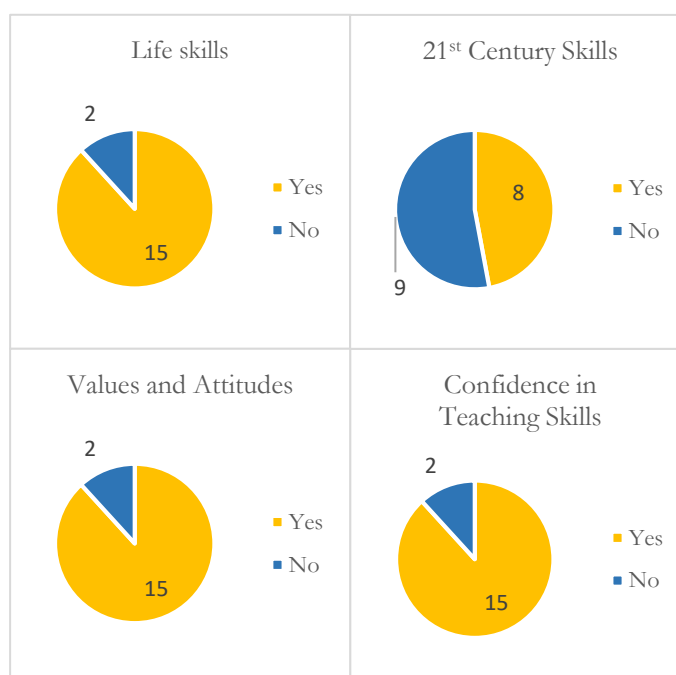


Figure 19 Teaching of life skills, 21st Century Skills, and values and attitudes in schools, and teachers' confidence in teaching them (South Sudan)

Table 137 Life skills, 21st Century Skills, and values and attitudes mentioned by teachers (South Sudan)

Life skills (n=17)		21 st Century Skills (n=15)		Values and attitudes (n=15)	
Agriculture	7	Technology (including IT)	4	Respect for others	6
Sports	6	Social skills	2	Good behaviours	3
Communication	2	Communication	2	Peace and love	2
		Computer	2		

While agriculture is the skill needed for survival; for children to thrive, other useful skills and knowledge should be taught in schools. **The client may want to discuss this with the local authorities to identify the right skills to be taught in schools.**

Teachers were furthered asked whether they taught these life skills, 21st Century Skills, and values and attitudes in schools. The results were shown in the pie charts on the right. The team also asked the teachers whether they were confident in teaching life skills, 21st Century Skills, and values and attitudes they named; most teachers said they were very confident in teaching them.

Compared to literacy and numeracy, it seemed that the teaching of life skills, 21st Century Skills and values and attitudes was less of an issue, in that teachers were confident in teaching them and students in general thought that their teachers taught them these skills. **The consultants recommended that teacher training, should they be provided in SEAQE2, can focus on subject knowledge and their relevant teaching techniques.**

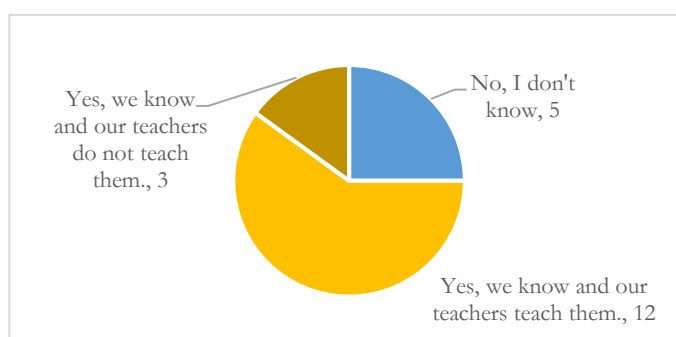


Figure 20 Students' response of life skills learning in schools (South Sudan)

5.3.5 Learning Materials

According to teachers, most schools had textbooks available for teachers and students, and the quality of these textbooks was in general either good or very good. The team could see that textbooks being stored in school offices. However, only about half of the student focus groups said there were textbooks provided by schools; all of the students who said there were textbooks thought that the books were of very good quality. There were nonetheless not enough textbooks, students had to share the books. What further complicated the situation was that textbooks were only used in two schools in the lessons that the team observed. More details can be found in the table below. **Client may consider buying textbooks for schools, but at the same time make sure that the books are relevant and will be utilised.**

Based on the data collected and observation, the team believed that textbooks were indeed provided to most schools but teachers did not make good use of them. This could be a result of a lack of teaching training; teachers as a result were not familiar with how to use the textbooks in classrooms. The team came to this conclusion because (a) no textbook was used in the lessons observed; (b) a number of them were seen in school offices; and (c) there were discrepancies between what the teachers and the students told the team.

Table 138 Provision and quality of textbooks and teaching materials (South Sudan)

#	School ⁵⁴	County	SEAQEI	Textbooks used in lesson observed?	Textbooks provided? (Ss)	Textbooks provided? (Ts)	Quality of textbooks (Ss) ⁵⁵	Quality of textbooks (Ts)	Enough textbooks? (Ss)	Enough textbooks? (Ts)	Enough other teaching materials? ⁵⁶ (Ss)	Quality of other teaching materials? ⁵⁷ (Ts)
0	Nachilagur P.S.	Kapoeta	N	X	X	√	-	**	-	√	N	**
1	Natapar P.S.*	South	N	X	X	ND	-	ND	-	ND	N	ND
3	Lomilmil P.S.		N	X	√	√	***	***	√	X	N	N
4	Katiko P.S.		Y	X	√	√	***	**	X	X	X	**
5	Longeleya P.S.*		Y	X	√	ND	***	ND	√	ND	√	ND
6	Lowoyakali P.S.	Kapoeta	N	X	X	√	-	***	-	√	X	***
7	Loolim P.S.	East	N	√	√	√	**	***	√	√	√	***
9	Kaldo P.S.		N	X	X	√	-	*	-	X	X	N
10	Nasigiriat P.S.		N	X	X	√	-	***	-	X	X	N
11	Mogos P.S.		N	√	√	√	***	***	X	√	N	***
12	Napak P.S.	Budi	N	X	√	√	***	***	X	X	X	***
14	Lorege P.S.		N	X	X	√	-	**	-	X	N	***
15	Piobokoi P.S.		Y	X	√	√	***	***	X	X	X	N
16	Chukudum P.S.		Y	X	X	√	-	*	-	X	N	N
17	Farak Sika P.S.		N	X	√	√	***	***	X	√	X	***
19	Paringa P.S.	Kapoeta	Y	X	√	√	***	**	√	X	√	**
20	Lomeyen P.S.	North	N	X	X	X	-	-	-	-	N	N
21	Lokwamor P.S.*		N	(abandoned)								
22	Choroyi P.S.		N	X	X	√	-	***	-	X	N	N
23	Karukomuge P.S.		Y	X	√	√	***	***	X	X	X	***

Students and teachers were asked whether there were other teaching and learning materials available to them. Most students either said there were no such materials at all or said there were some but not enough materials. Students mainly named stationary as teaching and learning materials; from the team's observation, most students did not have their own pens. Teachers responded somewhat differently, in 10 schools, teachers said there were some teaching and learning materials available; 8 teacher focus groups said they had 'charts' and they were of good quality.

As regards the use of students' mother tongue, most student focus groups told the team that their teachers spoke to them in their mother tongues. Nearly all teachers focus groups in Kapoeta counties also confirmed that themselves and their colleagues all spoke students' mother tongues. In Budi, according to the teachers participated in FGDs, not all their colleagues spoke students mother tongues; students nonetheless told the team that they were able to use their mother tongues with their teachers. Most teacher focus groups said that there were teaching materials – mostly textbooks – given to them by the national

⁵⁴ Schools marked with an asterisk were those in which the team was unable to conduct teacher FGDs; relevant cells are marked 'ND'.

⁵⁵ '***' means the quality was either 'excellent' or 'good'; '**' was neutral; '*' was either 'poor' or 'very poor'.

⁵⁶ 'N' indicates that there was no other teaching material reported; 'X' means there were other teaching materials but there were not enough of them; '√' indicates that there were other teaching materials and they were enough of them.

⁵⁷ 'N' indicates that there was no teaching material available to the teachers; '***' means the quality was either 'excellent' or 'good'; '**' was neutral; '*' was either 'poor' or 'very poor'; 'ND' indicates that there was no teacher available for FGD.

education ministry. In Kapoeta North, however, there were not enough mother tongue resources provided to the schools. The table below gives an overview of the use of students' mother tongues in schools.

Table 139 Mother tongue use in schools (South Sudan)

#	School	County	SEAQE1	Teachers fluent in Ss' mother tongue? (Ss)	All teachers fluent in Ss' mother tongue (Ts)	How often do Ts use mother tongue? (Ts) ⁵⁸	Edu. resources in mother tongue? (Ts)	Enough edu. resources in mother tongue? (Ts)	Appropriate edu. resources in mother tongue? (Ts)
0	Nachilagur P.S.	Kapoeta South	N	√	X	**	√	√	√
1	Natapar P.S.*		N	√	(no teacher FGD conducted)				
3	Lomilmil P.S.		N	√	X	****	√	√	√
4	Katiko P.S.		Y	√	√	****	√	√	√
5	Longeleya P.S.*		Y	√	(no teacher FGD conducted)				
6	Lowoyakali P.S.	Kapoeta East	N	√	√	****	√	X	√
7	Loolim P.S.		N	√	√	****	√	√	√
9	Kaldo P.S.		N	√	√	ND	X	-	-
10	Nasigiriat P.S.		N	√	√	ND	X	-	-
11	Mogos P.S.		N	√	√	****	√	√	√
12	Napak P.S.	Budi	N	√	√	****	√	√	√
14	Lorege P.S.		N	√	√	**	√	√	√
15	Piobokoi P.S.		Y	X	X	****	√	√	√
16	Chukudum P.S.		Y	√	X	****	√	√	√
17	Farak Sika P.S.		N	√	X	***	√	X	√
19	Paringa P.S.	Kapoeta North	Y	√	√	**	√	X	X
20	Lomeyen P.S.		N	√	√	****	√	X	√
21	Lokwamor P.S.*		N	(abandoned)					
22	Choroyi P.S.		N	X	√	**	√	X	X
23	Karukomuge P.S.		Y	√	√	**	√	X	X

Regarding teaching materials, the team suggests that more teacher training can be given on how to use textbooks and other teaching materials effectively. This will likely to include training on planning lessons and observing the national curricula. The use of students' mother seemed to be common in most SEAQE2 schools in South Sudan; some language training can be given to teachers in Budi to ensure that teachers can speak students' mother tongue well. **In Kapoeta North, more educational resources written in students' mother tongues need to be produced and distributed to schools and students.**

5.3.6 Students' and Parents' Participation in School Operation

It was rare for teachers in these schools in South Sudan to ask for their students' opinions. For those student focus groups said that their teachers asked, they mainly referred to questions checking their understanding of lesson content. It was uncommon for children to participate in school management and operation. Interestingly, 13 of the 18 teacher focus groups said that they asked consulted with pupils regarding how the school was run, whilst only 4 of these 13 said their teachers did so.

Low levels of student participation in school operation could be a result of the students' young ages, most of these children were under the age of 8. Caution should be given when comparison is made across the four countries, given that some countries only have older children, Ethiopia for instance had only high schools participating in SEAQE2. The team does not intend to say that young children's opinions

⁵⁸ **** means 'always'; *** for 'often'; ** for 'sometimes'; * for 'rarely'; X means the teachers never used mother tongue in schools.

are less important, but it is a common belief that young children may not be as eloquent as their older counterparts in expressing their thoughts and opinions, and this usually has an impact on teachers with regards what opinions they seek from their students.

Table 140 Consultation held between schools, students, parents and community members (South Sudan)

#	School ⁵⁹	County	SEAQEI	Do Ts ask for Ss' opinions? (Ss) ⁶⁰	Do Ts consult with Ss on school affairs? (Ts)	How often do schools include students in school management? (Ps) ⁶¹	Do Ts consult with parents on school affair? (Ts)	How often do schools consult with communities in school management and operations? (Ps)	How often do schools consult with parents in school management and operations? (Ps)	How often did schools share information about Ss' learning with the community? (Ps)
0	Nachilagur P.S.	Kapoeta	N	X	√	X	√	X	X	X
1	Natapar P.S.*	South	N	X	ND	***	√	***	***	X
3	Lomilmil P.S.		N	X	√	X	√	**	**	X
4	Katiko P.S.		Y	√	√	*****	√	*****	*****	****
5	Longeleya P.S.*		Y	X	ND	*****	√	*****	*****	*****
6	Lowoyakali P.S.	Kapoeta	N	X	√	*****	√	*****	*****	*****
7	Loolim P.S.	East	N	√	√	*****	√	****	*****	*****
9	Kaldo P.S.		N	X	X	X	√	X	X	X
10	Nasigiriat P.S.		N	X	√	X	√	*	X	X
11	Mogos P.S.		N	X	√	***	√	*****	*****	***
12	Napak P.S.	Budi	N	X	√	*****	√	****	****	****
14	Lorege P.S.		N	X	X	*****	√	*****	X	*****
15	Piobokoi P.S.		Y	X	√	X	√	**	****	****
16	Chukudum P.S.		Y	X	√	*****	√	****	*	****
17	Farak Sika P.S.		N	X	√	X	√	X	X	****
19	Paringa P.S.	Kapoeta	Y	√	√	*****	√	*****	*****	*****
20	Lomeyen P.S.	North	N	X	X	****	√	*****	*****	*****
21	Lokwamor P.S.*		N	(abandoned)						
22	Choroyi P.S.		N	√	√	X	√	*****	*****	*****
23	Karukomuge P.S.		Y	√	X	*****	√	*****	*****	****

Parents' and communities' participation were of relatively high levels with most schools' parent focus groups saying that the schools consulted with parents and community members more frequently than once a quarter. Most of the parent focus groups also said they 'always' or 'often' saw teachers. According to the parents, these meetings were mostly about 'student mobilisation', that is, to encourage students to go to schools and to help reduce the number of dropouts. Some of them were about students' academic performance, this usually happened towards the end of academic year. Another issue that stood out in consultation with parents was building fences for schools, which was believed to be an effective measure

⁵⁹ Schools marked with an asterisk (*) were those in which the team was unable to conduct teacher FGDs and those marked with # were those in which the team was unable to conduct parent FGDs; relevant cells are marked 'ND'.

⁶⁰ Some answers are adjusted to reflect the fact that students were not asked opinions on relevant issues. For example, a group of students said their teachers asked them opinions and said they supported teachers with cleaning classrooms, the team judged that this should not be considered as asking students' opinions.

⁶¹ For all columns on frequency: '*****' means around once a month and more frequent than that; '*****' means around once every 2 months; '****' means around once every 3 months; '***' means around once every 6 months; '**' means once every year; '*' means less frequent than once every 12 months, 'X' means never.

to keep children safe. Apart from the above, there was, however, little evidence of parents monitoring the operation of schools and supporting the management of school funds.

Of all the schools in South Sudan, Kaldo Primary School and Nachilagur Primary School were two that had the minimal levels of parent and community participation in school operation; the teachers of the latter said that they had consulted with students and parents, who, in contrast, said that was not the case.

Most interaction between the schools and parents happened when they met in schools. It is very rare for schools to disseminate information to parents using letters and newsletters. This was found because almost no school could show the team such records. This could be a result of the fact that many parents were illiterate and that paper communication was unusual in these communities. A few schools kept simple records of PTA meetings, usually with names of participants and a few sentences on issues discussed.

With regards parents' involvement in children's learning, more than half of the parent focus groups (11 out of 20) said they were assisted by schools on using simple activities (e.g., using encouraging words and seeking help when needed) to support their children. 6 parent focus groups said the schools had provided them basic literacy and numeracy support.

Whilst some teachers serving in school were volunteers, it is unusual for community members to go into schools to provide support in an organised manner. Only 4 of the 17 schools where the team could check documents presented a record of community members going to schools to give children extracurricular support using their special knowledge and skills.

The team recommends that, in order to strengthen and systematise cooperation between schools, parents and communities, ADRA local offices can explore the possibility of sitting in PTA meetings and providing schools a list of suggested topics for discussion. Currently, collaboration between schools, parents and communities usually stops at preventing dropout; there are opportunities for schools to work more closely with parents and communities, especially on improving the quality of teaching and the relevance of what is taught in schools.

5.3.7 Child Protection

This section looks into whether children feel safe in schools and child protection policies. It also calls attention on a few schools which caused child protection concerns.

In most schools in South Sudan, students participated in FGDs said they felt safe during their time in schools. Most children trusted their teachers in that they told the team that they would tell teachers about the problems they encountered inside and outside of schools. There seemed to be rapport between teachers and students.

Corporal punishment was commonplace in schools in South Sudan, yet, according to the students participated in FGDs, the use of it was rare in most of schools, except for in Longeleya, Kaldo and Mogos primary schools. Common reasons for teachers to use corporal punishment were students going to schools late and not obeying rules. The team observed that it was not uncommon for teachers to hold a tree branch in their hands to scare children, some of them actually used that to hit children, even that was usually not with force due to the team's presence.

The team was concerned over how violence was used in schools and suggested that the client works with local authorities to set up protocol to completely ban the use of corporal punishment in schools, as this can further damage children who are already in dire living conditions. This requires immediate attention.

Table 141 Child safety in schools (South Sudan)

#	School	County	SEAQE1	Feeling safe in school?	Corporal punishment in school? If yes, how often, and why?
0	Nachilagur P.S.	Kapoeta South	N	√	√, rarely, not handing in homework
1	Natapar P.S.		N	√	X
3	Lomilmil P.S.		N	√	X
4	Katiko P.S.		Y	√	X
5	Longeleya P.S.		Y	X	√, a few times a week, misbehaving
6	Lowoyakali P.S.	Kapoeta East	N	√	√, rarely, going to school late
7	Loolim P.S.		N	√	
9	Kaldo P.S.		N	X	√, a few times a week, going to school late
10	Nasigiriat P.S.		N	√	√, rarely, not doing chores at school
11	Mogos P.S.		N	√	√, a few times a week, not going to school
12	Napak P.S.	Budi	N	X	√, rarely, not obeying rules
14	Lorege P.S.		N	√	X
15	Piobokoi P.S.		Y	√	√, rarely, not obeying rules
16	Chukudum P.S.		Y	√	X
17	Farak Sika P.S.		N	√	X
19	Paringa P.S.	Kapoeta North	Y	X	√, rarely, going to school late
20	Lomeyen P.S.		N	X	√, rarely, going to school late
21	Lokwamor P.S.		N		(abandoned)
22	Choroyi P.S.		N	√	√, rarely, not handing in homework
23	Karukomuge P.S.		Y	√	X

Child protection is the team's very first priority. During the visit, Dr. Leung of the team had to report Papringa Primary School to local and national authorities, ADRA South Sudan and ADRA Norway due to serious urgent child protection concerns. The school was built and funded – and will be funded for another five years – by ADRA; it is only about 10 minutes' drive from ADRA's local office in Kapoeta North. The team visited the school on 24/6 and again on 25/6; the latter was unexpected by the school.

On the first day of inspection, the team was aware that teachers and headteacher were drunk and most of them had arrived very late at 10am. During the course of visit, up to 80 children, including very young ones (under the age of 6), were locked up in classrooms with no accompanying adult. Some children were crying and some started climbing over windows to escape. Headteacher and teachers saw that and chosen to stay in offices. They also forcefully pushed children back into the dark classrooms for multiple times. On the second day, the team saw children being ignored again by drunk teachers.

There was a teacher lived in the school and kept a room to himself; he was referred to as 'professor' for he reportedly lectured in the University of Juba. He was very drunk and started yelling at children and some of the team members. He used a long wooden stick to threaten to hit children, who looked very scared. He subsequently pushed a couple of older children off a bench. Dr. Leung told him to stop but the aggressive behaviours continued. ADRA local office knew of this person's presence in the school, but there was no documented complaint lodged by ADRA local office. In addition, children were supposed to be given food around 1pm every day. On the same day, the teachers decided not to give out any food whilst they had had some food. Enumerators who were familiar with the local context said that the children would therefore be starved for at least 36 hours.

A day after the incident was reported, local authorities, ADRA South Sudan and ADRA Norway decided this person should be removed from school immediately. A teacher from another SEAQE2 school was also let off because he was found drinking with this person on a school day ignoring his duties. The

students of this school, Papringa Primary School, in fact reported in FGDs drinking problems among teachers, as well as verbal abuse and stealing food and selling it.

Another three schools that need ADRA's urgent attention to their child protection concerns are Loolim, Lomeyen, Mogos and Longeleya primary schools. In Loolim and Lomeyen primary schools, students reported that teachers were drunk during teaching hours (as reported in section 5.3.2). In Lomeyan Primary Schools, students participated in FGD said they did not feel safe in school and that teachers were absent on school days. In Loolim Primary School, students in FGD said it was difficult for them to learn because of the drunk teachers whilst they also said some teachers were caring. In Mogos Primary School, the use of corporal punishment was frequent: a few times a week, even though students said they felt safe in schools. Teachers were reported to be drunk and sometimes absent. In Longeleya Primary School, students in FGD did not feel safe being in schools and they reported frequent (i.e., a few times a week) use of corporal punishment in schools.

The lessons learnt from this serious incident are that (a) ADRA local offices must not tolerate any misbehaviour authorities and they must report child protection concerns to local authorities; (b) ADRA will need to consider whether schools should let teachers stay in schools outside of teaching hours because this practice can be risky: what happens in teachers' quarters can hardly be monitored outside of school hours and, in worst scenarios, sexual abuse can occur without being noticed; (c) ADRA may want to consider enforcing an agreement with teachers that will strictly forbid them from drinking and using corporal punishment, should teachers are paid by ADRA directly.

Currently, teachers are frustrated because of a lack of remuneration, they see occupying school buildings, embezzling school funds and taking food donated as a way to compensate their work in schools. The team must stress that none of the above is tolerable, even if the teachers are not paid.

An effective way of stopping any abusive behaviours in school is to empower children in monitoring their teachers and reporting any concerns. In fact, most student FGDs told the team that they knew what to do to report concerns about inappropriate and abusive behaviours and issues that happened in their schools; the only exceptions were Lowoyakali, Lomeyen and Choiroyi primary schools. This begs the question: why did drunkenness, verbal abuse, absenteeism and embezzlement still happen in some of the schools? The team judged that it could be related to an ineffective following-up system which could not and did not handle reports seriously. It is possible for local offices to take up the responsibilities of actively talking to children and making sure that their concerns are heard and reported – and pursued on a higher level.

5.4 Findings: Partnership (Edu. Component)

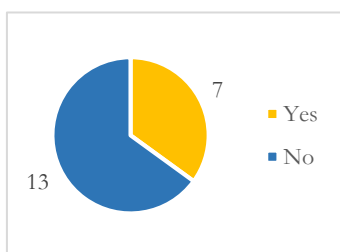


Figure 21 Teachers' responses to the question: 'Did you work with the government or local authority in making decisions concerning education and TVET projects in your community? (South Sudan)

5.4.1 Community Resources

The communities where the SEAQE2 schools are in did not seem to be cooperating with the local authorities and schools other than taking part in PTA meetings. Only a small proportion of the parent focus groups said they work with government or local authority in making decisions concerning education and TVET projects in their communities (see chart).

The parents, who are also community members, told the team that they helped with the following: planning activities for students, giving advice on school operation, encouraging students to attend schools, fencing the school compounds, offer support with logistics and raising funds for



schools. There was no mention of providing materials and financial resources to schools; during the visit, the consultants could also see no evidence of such support.

As mentioned, some teachers were volunteers. They usually came from communities next to schools. They were in schools mainly to look after children and sometimes take up teaching duties. Many of these volunteers were, however, not professionally trained.

Parents expressed that they would like to see the local governments and international NGOs help with the following: providing teaching and learning materials, promoting the importance of education in their communities, providing professional support for teachers and paying teachers who worked as volunteers.

5.4.2 Other Organisations

Most schools were receiving support from organisations other than ADRA, according to the teachers in focus groups (see chart); the team has no information from the remaining 3 SEAQE2 schools where no focus group discussion was conducted. The schools that said they had no support other than ADRA's are Nachilagur, Lomilmil and Napak primary schools.

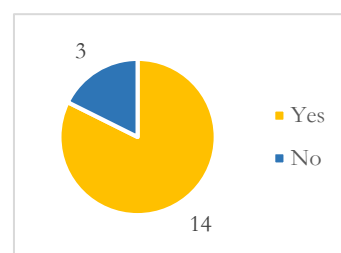


Figure 22 Parents' and community members' responses to the question: 'Does your school receive any support from NGOs?' (South Sudan)

Compared to the other countries that the team visited, South Sudan schools received support from multiple sources, due partly to the country's very challenging circumstances. The schools reported that they had support from the following organisations or programmes, other than ADRA:

Table 142 Organisations operated and support provided in target communities of South Sudan

#	School	County	SEAQEI	Supporting organisations or programmes	Kind of support
0	Nachilagur P.S.	Kapoeta South	N	(none)	
1	Natapar P.S.		N	(no information)	
3	Lomilmil P.S.		N	(none)	
4	Katiko P.S.		Y	Organization for Peace, Relief and Development (OPRD); World Food Programme (WFP)	Teachers' pay; food supply
5	Longeleya P.S.		Y	(no information)	
6	Lowoyakali P.S.	Kapoeta East	N	Andre Foods South Sudan (AFSS)	Food supply
7	Loolim P.S.		N	European Union (EU); AFSS; Plan International	Teachers' pay; food supply; toys
9	Kaldo P.S.		N	Islamic Relief	Construction of latrines
10	Nasigiriat P.S.		N	AFSS	Food supply
11	Mogos P.S.		N	OPRD; AFSS	Teachers' pay; food supply
12	Napak P.S.	Budi	N	(none)	
14	Lorege P.S.		N	UNICEF; American Refugee Committee (ARC); Community Development Support Services (CDSS)	Exercise books; soap; food supply
15	Piobokoi P.S.		Y	UNICEF; WFP; CDSS	Learning materials; food supply; chairs; soap
16	Chukudum P.S.		Y	CDSS	Food supply; seeds
17	Farak Sika P.S.		N	UNICEF; CDSS	Exercise books; chalk; charts; food supply

#	School	County	SEAQE1	Supporting organisations or programmes	Kind of support
19	Paringa P.S.	Kapoeta North	Y	UNICEF; OPRD	Food supply; books; files
20	Lomeyen P.S.		N	OPRD	Teachers' pay; books
21	Lokwamor P.S.		N	(abandoned)	
22	Choroyi P.S.		N	OPRD	Teachers' pay
23	Karukomuge P.S.		Y	WFP; OPRD	Teachers' pay; food supply

Most schools received food supply from international humanitarian aid organisations. Some schools had teachers paid by these organisations. UNICEF and Organization for Peace, Relief and Development (OPRD) had were the two biggest organisations amongst SEAQE2 schools.

The private sector in the four counties of South Sudan were nearly non-existent in providing education. The United Nations categorises South Sudan as one of the least developed countries. Most people in South Sudan are only involved in subsistence farming.

5.5 Findings: Inclusion and Gender (Edu. Component)



5.5.1 Disadvantaged Groups

In most schools in South Sudan visited, the numbers of boys enrolled were much larger than those of girls. Teachers, students and parents/community members were asked which groups of children faced special challenges in relation to attendance and/or retention; unsurprisingly, 'girls' came up frequently in their answers, in particular in students FGDs. Other groups mentioned are listed below.

Table 143 Marginalised groups mentioned by participants (South Sudan)

Teacher FGDs (n=17)		Student FGDs (n=19)		Parents FGDs (n=20)	
Disabled	12	Girls	16	Disabled	11
Orphans	7	Disabled	8	Girls	6
Girls	5	Boys	4	Orphans	4
Boys	3	Orphans	3	Boys	3

The participants were asked why these groups faced such challenges in relation to their attendance and/or retention. They said that girls were unable to attend or more likely to drop out of school because: (a) they got married and pregnant at an early age, usually around the age of 10 to 12⁶²; and (b) they were asked to stay home to work, usually with growing crops for subsistence and taking care of younger siblings. It was understood that, in all the four counties visited by the team, it was common for girls to enter marriage at a young age. The common practice was that, for each girl that got married, her family would be given cattle in return. Women were seen during the

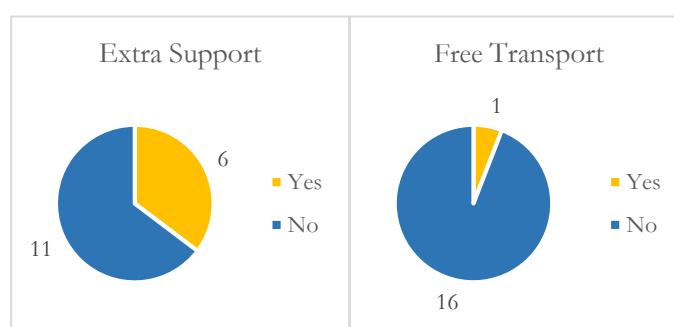


Figure 23 Teachers' responses to questions about school support for students with disabilities (South Sudan)

⁶² One caveat which concerns this is the fact that the life expectancy in South Sudan (57 years) is significantly shorter than the global average (72 years), some might argue that this could justify the social custom that girls got married earlier in their lives.

visit working in towns and villages, it appeared to be a common practice that female went to work to support their families. **The violence and unfair treatment that women and girls face require special attention.**

According to the participants, people with disabilities could not attend schools without suitable transport between their homes and schools. Most schools visited said they provided extra support children with disabilities (see Figure 25), these included extra teacher support in classrooms, provision of free school uniforms and provision of textbooks. Some of the policies, for example, the provision of school uniforms and textbooks may not directly help these students with disabilities.

Furthermore, 11 out of the 20 schools visited were considered to be accessible for people with disabilities, judging from the school facilities; for those that were not, they had steps outside of their classrooms and there was no ramp. Only one school, Farak Sika Primary School, provided free transport for students with disabilities that could stop them from attending (see graph).

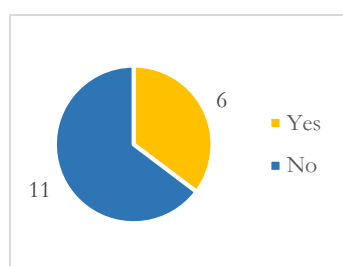


Figure 24 Teachers' responses to the question: 'Does your school exempt fees for students from extremely poor families?' (South Sudan)

Orphans were another group of students that was marginalised according to the respondents. Some schools, especially those with teachers living on site, offered to let these children stay in schools outside of school hours. The team was not informed of any national policies regarding this, though.

Seemingly, there was not a clear divide between students coming from a less privileged background than those who were not in the four counties of South Sudan, possibly because the communities were all stricken with poverty. 5 schools said there was such a policy.

Parents and community members were asked whether they had witnessed corruption and nepotism in their communities in relation to student admission, attendance and retention, they confirmed that they did not know of any.

5.5.2 Current Protection Practices

According to the parents participating in focus group discussions, there were services related to peace and inclusivity available to some of them. Notably, Kapoeta Development Initiative (KDI), a national NGO in Kapoeta counties, promoted the awareness of peace and social cohesion in villages and schools. According to the website of KDI⁶³, the organisation provides scholarship for post-primary education, education for vulnerable groups, conflict mitigation, restitution justice and reconciliation, victim support, gender-related violence awareness programme and peace education, amongst many others.

Several other organisations supported women and girls, especially around menstrual hygiene, these organisations included: Intersos, American Refugee Council and Save the Children. According to the website of Intersos South Sudan⁶⁴, the organisation has completed 21 projects in the country, and they have identified and assisted more than 4,000 minors victims in the country; there is no specific number on menstrual hygiene available online. ARC has a specific focus on protecting women against violence, according to the webpage on South Sudan⁶⁵, the organisation provide support on interventions and raising awareness through case management and education campaigns. Save the Children works on ending

⁶³ <https://www.kdisouthsudan.org/about-us/>

⁶⁴ <https://www.intersos.org/en/what-we-do/south-sudan/>

⁶⁵ <https://wearealight.org/our-work/south-sudan/>

recruitment of children into armed forces, ending sexual violence and ending early and forced marriage of girls, according to its country report 2016 to 2018⁶⁶.

5.6 Findings: ETLE Assessment (Edu. Component)



This section provides the results of the ETLE Assessment conducted in SEAQE2 schools in South Sudan. The methodology of the assessment can be found in section 1.2.2. The detailed score definition of the assessment is provided by ADRA Norway. Due to technical limitations, some schools could not be assessed, the limitations are detailed in section 5.2.2.

Table 144 ETLE Assessment results (Effective Learning Environment for All; South Sudan)

Code	School Name	A	B	C	D	E	F	G	H	I	J	K	L
0	Nachilagur Primary School	3	2	2	1	2	1	1	1	1	1	1	2
1	Natapar Primary School	/	/	/	/	/	/	/	/	/	/	/	/
3	Lomilmil Primary	/	1	/	/	2	/	1	1	1	1	2	/
4	Katiko Primary School	1	1	1	1	2	1	1	2	1	1	4	2
5	Longeleya Primary	/	/	/	/	/	/	/	/	/	/	/	/
6	Lowoyakali Primary	2	2	1	1	2	1	1	2	1	2	1	1
7	Loolim Primary School	2	2	1	1	2	1	1	2	1	3	1	3
9	Kaldo Primary School	2	2	2	1	2	1	1	2	1	2	1	2
10	Nasigiriat Primary	2	2	1	1	/	1	1	2	1	3	1	1
11	Mogos Primary School	2	1	2	1	2	1	1	2	1	1	1	3
12	Napak Primary School	1	1	1	1	2	1	1	1	1	1	1	1
14	Lorege Primary School	2	2	1	1	2	1	1	1	1	1	2	2
15	Piobokoi Primary School	3	1	1	1	2	1	1	2	2	1	2	3
16	Chukudum Primary	2	1	1	1	2	1	1	1	1	1	2	2
17	Farak Sika Primary	1	4	2	1	2	1	1	2	1	2	4	2
19	Paringa Primary School	2	1	1	4	2	1	2	2	2	1	1	2
20	Lomeyen Primary	2	2	1	1	/	1	1	2	1	1	4	2
21	Lokwamor Primary	/	/	/	/	/	/	/	/	/	/	/	/
22	Choroyi Primary School	2	3	1	1	2	1	1	2	1	1	1	1
23	Karukomuge Primary	2	2	1	1	2	1	1	1	1	3	1	3

⁶⁶<https://southsudan.savethechildren.net/sites/southsudan.savethechildren.net/files/library/2016-2018%20Country%20Strategic%20Plan-South%20Sudan.docx>

Table 145 ETLE Assessment results (Effective Learning Teaching; South Sudan)

Code	School Name	M	N	O	P	Q	R	S	T	U	V	W
0	Nachilagur Primary School	2	1	1	1	1	1	2	2	1	3	3
1	Natapar Primary School	/	/	/	/	/	/	/	/	/	/	/
3	Lomilmil Primary School	2	3	3	2	1	/	2	1	1	3	2
4	Katiko Primary School	2	2	3	2	1	2	2	1	2	4	2
5	Longeleya Primary School	/	/	/	/	/	/	/	/	/	/	/
6	Lowoyakali Primary School	2	1	4	2	1	3	2	2	3	4	4
7	Loolim Primary School	2	2	1	2	2	1	1	2	1	4	2
9	Kaldo Primary School	2	1	3	2	1	1	1	2	1	2	1
10	Nasigiriat Primary School	/	/	/	/	/	/	/	/	/	/	/
11	Mogos Primary School	2	2	1	1	2	1	2	2	1	2	4
12	Napak Primary School	1	1	2	2	2	1	1	1	1	2	1
14	Lorege Primary School	1	4	2	2	1	1	1	2	1	3	2
15	Piobokoi Primary School	2	1	3	2	2	2	1	1	2	3	2
16	Chukudum Primary School	2	1	2	2	1	1	1	2	1	2	2
17	Farak Sika Primary School	3	1	2	2	1	1	1	2	1	2	2
19	Paringa Primary School	4	2	4	2	1	2	4	4	2	3	1
20	Lomeyen Primary School	/	/	/	/	/	/	/	/	/	/	/
21	Lokwamor Primary School	/	/	/	/	/	/	/	/	/	/	/
22	Choroyi Primary School	2	2	3	2	1	1	1	1	1	2	1
23	Karukomuge Primary	4	2	4	2	1	1	2	1	1	3	1

Table 146 ETLE Assessment results (Effective Learning School Leadership; South Sudan)

Code	School Name	AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL	MM	NN
0	Nachilagur Primary School	1	2	2	1	1	1	2	1	1	1	1	2	1	1
1	Natapar Primary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	Lomilmil Primary School	N/A	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A	1	1
4	Katiko Primary School	1	3	2	1	1	1	3	1	1	1	1	1	1	1
5	Longeleya Primary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Lowoyakali Primary School	1	3	2	1	1	1	2	1	1	1	2	2	1	3
7	Loolim Primary School	1	3	2	1	1	1	3	1	2	1	2	2	1	3
9	Kaldo Primary School	1	2	2	1	1	1	2	1	1	1	1	2	1	2
10	Nasigiriat Primary School	1	3	2	1	1	1	2	1	1	1	1	2	1	1
11	Mogos Primary School	2	3	1	1	2	1	3	1	1	1	1	2	1	3
12	Napak Primary School	1	1	1	1	1	1	3	1	1	1	1	2	1	2
14	Lorege Primary School	1	2	1	1	2	1	2	1	1	1	1	1	1	3
15	Piobokoi Primary School	1	2	2	1	2	2	2	1	1	1	1	1	1	1
16	Chukudum Primary School	1	1	2	1	2	2	3	1	2	1	2	1	1	2
17	Farak Sika Primary School	1	3	1	1	2	1	3	1	1	1	1	1	1	1
19	Paringa Primary School	2	2	2	1	1	1	3	1	3	1	1	2	1	1
20	Lomeyen Primary School	1	1	2	1	1	1	2	1	1	1	1	2	1	3
21	Lokwamor Primary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
22	Choroyi Primary School	1	2	2	1	1	1	3	1	1	1	1	2	2	2
23	Karukomuge Primary	1	2	1	1	1	1	2	1	1	1	1	2	1	2

Table 147 ETLE Assessment results (Effective School Participation; South Sudan)

Code	School Name	OO	PP	RR	SS	TT	UU	VV
0	Nachilagur Primary School	1	1	1	1	1	1	1
1	Natapar Primary School	/	/	/	/	/	/	/
3	Lomilmil Primary School	1	1	/	/	1	/	/
4	Katiko Primary School	1	3	2	1	1	1	1
5	Longeleya Primary School	/	/	/	/	/	/	/
6	Lowoyakali Primary School	1	1	2	2	2	1	1
7	Loolim Primary School	1	3	2	1	2	3	2
9	Kaldo Primary School	1	1	1	1	2	1	1
10	Nasigiriat Primary School	1	1	1	1	1	1	1
11	Mogos Primary School	1	3	2	1	2	3	1
12	Napak Primary School	1	3	2	1	1	3	1
14	Lorege Primary School	2	1	1	1	2	1	1
15	Piobokoi Primary School	3	1	2	2	1	2	1
16	Chukudum Primary School	1	1	2	1	2	1	2
17	Farak Sika Primary School	1	1	1	2	1	1	1
19	Paringa Primary School	3	3	2	4	1	1	2
20	Lomeyen Primary School	2	1	2	1	2	1	1
21	Lokwamor Primary School	/	/	/	/	/	/	/
22	Choroyi Primary School	1	2	2	2	2	1	1
23	Karukomuge Primary	1	2	2	3	3	1	1

5.7 Recommendations

Considering the findings of the baseline study together with the national and schools contexts, the consultants have the following recommendations with respect to the implementation and management of SEAQE2 schools in South Sudan:



Set up and enforce child protection protocol strictly and immediately in schools amid the serious teacher misconduct reported and seen in schools as well as the common use of violence and corporal punishment in schools. The client should stop funding the schools that refuse to cooperate regarding child protection and that hire teachers with questionable behaviours. It was learnt in the study that, unfortunately, the protocol was not followed, for example, the local office staff knew of the presence of drunk teachers and potentially harmful individuals on school grounds but took no further actions to stop them from working in schools. Internal policies therefore need to be written and strictly enforced to ensure that this will not happen again.



Avoid giving out grants to schools based on the enrolment numbers reported by the schools, as these numbers were proved to be inaccurate. The client is advised to verify the number of students in the schools by visiting them regularly. Money should be spent on schools that are able to retain teachers and that are able to offer quality education. Currently, most teachers are not paid on time or, worse still, not paid at all. It was known that teachers trained by ADRA South Sudan left the country (usually to Kenya and Uganda) because of the no-pay situation. Without properly paying teachers, teacher training appears to be of little value to the long-term development.



Build fences for schools in South Sudan, as they are urgently needed according to the teachers and students. This will, on the one hand, stop trespassers and wild animals from entering the premises and reduce the chance of children being harmed and, on the other, allow teachers to deliver education in an orderly environment. Currently, teachers can hardly teach because children, especially very young ones, go into schools only for food and do not stay for lessons. The uncontrolled flow of children, and sometimes villagers, is a major challenge to structured teaching and learning.



Provide teachers with suitable and relevant training, particularly on subject knowledge, lesson planning and using textbooks. Many teachers in the country never received proper training, and textbook use is minimal even though they are provided by different NGOs and sometimes local authorities. That said, as discussed previously, trained teachers need to be paid in order for this effort to bring long-term changes, as the study found that teachers left the country with their experience and knowledge due to a lack of remuneration.



Offer support to school management with engaging local community members in school operation and management. This should bear the aims of building closer relationships between the schools and the communities, increasing the awareness of the importance of education amongst parents, and teaching knowledge and skills that are seen relevant by the local communities. South Sudan is the worst performing amongst the four participating countries in this regard, in that the communities were not involved in education and they showed little recognition of the needs of education.



Provide teacher training and teaching and learning materials regarding sexual violence and peace education, particularly amid the quickly changing external circumstances that may lead to internal conflicts again in the country.

6. Conclusion and Recommendations

The baseline study presented in this report is commissioned by ADRA Norway. Data were collected from the four participating countries – Ethiopia, Myanmar, Somalia and South Sudan – between May and October in 2019. The team conducted document and data review, focus group discussions and key informant interviews (with teachers, students, parents and community members), lesson observation, site inspection, document check, literacy and numeracy assessment and, for the TVET component only, private market analysis.

The previous chapters provide details regarding the contexts and, more importantly, the findings based on the data collected in schools and training centres. This chapter concludes the baseline study for SEAQE2; it is organised using the overall programmatic objectives of the baseline study as they were given in the ToR. Values for certain quantitative indicators as they are related to the LogFrame are given in Appendix A.

6.1 Theory of change, barriers and achievement of project impact

The team judges that, for the education component, the Learners Focused Model developed by ADRA Norway and its country offices for SEAQE2 is suitable and appropriate. The approach, developed using lesson learnt in the previous phase of the programme, goes beyond providing technical and financial support to schools and teachers; it also acknowledges the importance of engaging parents, community members, and national and local authorities in school operation and management. Moreover, SEAQE2 adopting this approach also seeks to build the capacity of various stakeholders for improving teaching and learning.

The results of this approach were most obvious in Somalia, where most schools in SEAQE2 were supported by ADRA in the previous phase of the programme. It was found that these schools consulted with and shared information with parents very regularly. The schools received strong community support with parents actively involved in school operation. The students' literacy and numeracy proficiencies were also of a higher standard than those in other participating countries. In all the four countries, capacity building of the previous phase of the programme has also had a long-lasting effect in schools, in particular with regards teacher training and school management; a number of teachers, particularly in Ethiopia and Somalia, held high opinions regarding the professional development and school management support they had from ADRA.

Although the consultants agree with the theory of change, they found that each of the four participating countries had distinctive areas of concern that would need ADRA Norway's and its country offices' attention. In other words, ADRA Norway is advised to prioritise certain strategies in the approach, depending on the national and school contexts, since each of the four countries is facing very different challenges in providing quality education. The following subsections provide an overview of – and recommendations for the schools in – the four contexts where SEAQE2 is implemented.

6.1.1 Ethiopia

The schools in Ethiopia are in general well managed, thanks to the relatively committed national government and, for those in the previous phase of the programme, stellar performance of SEAQE administered by ADRA Ethiopia. Schools in Ethiopia require assistance with purchasing reference books (or receiving second-hand books if available) and information technology equipment (e.g., computers and electricity generators). Gender equality remains a challenge, despite the significant achievement in this

regard in Ethiopia as a whole. External research has shown that early marriage is still an issue in the regions (i.e., Oromia) where the schools are; the contributing factors include relatively weak sex education, certain questionable social beliefs (e.g., women should marry their first love), and, although to a much lesser extent, gender-based violence.

The following recommendations are made for the implementation of SEAQE2 in Ethiopia. They are arranged in the order of importance and urgency, with the first being the most important and urgent.



Provide reference books and equipment for learning information technology and computer literacy. Most schools in Ethiopia had enough textbooks but reference books were insufficient, this issue was seen by the secondary and preparatory (pre-university) students as one that stopping them from performing better. Computer literacy and information technology are in demand in Ethiopia, but students in the regions would have never used a computer in schools, as there was no electricity and sometimes no such equipment. They risked losing out to their counterparts in big cities like Addis Ababa. Considering that setting up electricity supply could take long, the consultants suggest that smartphones and tablets, together with suitable teacher training, could be provided to solve the problem.



Provide extra support for girls and young women in Ethiopia, as the number of young women enrolled was still lower than that of young men. Worse still, there were few female teachers, and this could mean little support for girls in schools. Sex education (to prevent early marriage and promote birth control) and menstrual hygiene are key, according to secondary resources. Integrated Family Health Program in Oromia was identified by UNICEF as a successful programme that addresses the aforementioned problems, ADRA Ethiopia should explore the possibility of partnering up with the organiser to better support young women.



Provide teacher training in active learning approach which should also help them teach 21st Century Skills. Most teachers expressed in focus group discussions their interest in receiving training on this approach. This is a great opportunity to change the rote learning model in some schools in Ethiopia. As the target schools are middle and high schools, being able to learn to become active learners through project-based learning, exploratory learning and other approaches will greatly benefit them; these approaches will better prepare them for universities and the job market.



Identify good practices on student participation and devise plans to be implemented in other participating countries. The Quality Education Circle initiative seen in some schools was impressive as they effectively reduce the number of dropouts; this initiative groups students in a 'circle' of 4 to 6, and students inform the school if any of the members stop coming to school. Students were also actively involved in going into communities and encourage their peers to go to school. The team saw a similar strategy in Somalia and it proved to be successful. Moreover, students in these schools said that the schools listened to them and that they actively participated in school management and operation; the system that the schools used are worth studying and be implemented in other participating countries.

6.1.2 Myanmar

Unlike the schools in the other three participating countries, the schools in Myanmar has in general achieved gender equity. The major challenges are with ACS schools, which are currently severely under-resourced. KTWG schools, being much better managed and supported, are where good practices can be identified and then modelled on, particularly those on teacher training and school management.

The following recommendations are made regarding the implementation of SEAQE2 in Myanmar. They are arranged in the order of importance and urgency, with the first being the most important and most urgent.



Improve the quality of infrastructure of ACS schools and eradicate teacher absenteeism in these schools. ACS schools lagged behind the other two types of schools in terms of infrastructure, teacher training (only 20% of teacher focus groups said they received training), teacher presence during school hours (only 40% of student focus groups said their teachers were in classrooms at all times), ability to keep enrolment-related documents and other parameters and thus require immediate attention. KTWG schools' teacher training can serve as a model for the improvement of ACS schools.



Support the writing and distribution of textbooks both in Burmese and local Karen languages. Textbooks are commonly seen as the most important teaching and learning materials by teachers and students in Myanmar, but some schools did not have enough of them, according to teachers and students.



Study the information sharing mechanisms endorsed by government schools and help introduce them in the other two types of schools. Study how ACS and KTWG schools collaborate with the communities and help introduce similar strategies in government schools. Furthermore, help schools explore ways to use the good rapport between the schools and communities, and promote volunteerism amongst community members.



Understand how teachers in Myanmar familiarise themselves with the concepts of life skills and 21st Century Skills and devise similar strategies for other countries in SEAQE2, as the teachers in Myanmar have relatively accurate understanding of these concepts comparing with their counterparts in other countries.



Assist schools with providing fee exemptions for children from the poorest families in the region. This is to further capitalise on the good performance of schools through increasing the number of students from extremely poor families.

6.1.3 Somalia

In Somalia, most of the SEAQE2 schools were in the previous phase of the programme, they should thus be offered more 'advanced' support, in particular on how schools can better provide pastoral care and psychological support, which have been the blind spots of teachers and school management.

The following recommendations are made regarding the implementation of SEAQE2 in Somalia. They are arranged in the order of importance and urgency, with the first being the most important and most urgent.



Strengthen teacher education on providing psychological support and pastoral care.

Schools in Somalia were commonly considered by their students as safe spaces for them to learn; students' literacy and numeracy proficiencies were also on par with that of Myanmar. However, there was a general lack of pastoral care and psychological support offered to students in schools. This was identified during focus group discussions with students, who said that they would not tell teachers about problems at home and in personal life. Teachers also expressed that they would like to learn how to carry out their duties in defending children's rights and in child protection. In addition, teachers in these schools did not teach much about values and attitudes, which have the potential of leading to peace and of building resilience among children. The team believes that an awareness of their potentials of offering psychological support and pastoral care amongst teachers could also better prepare these schools to accept and (re-)integrate returnees and IDPs, which, comparing to other participating SEAQE2 countries, formed a group of learners that is unique in Somalia.



Provide and/or support the writing of textbooks and teaching and learning materials in local language.

Both teachers and students expressed the need for more textbooks and teaching and learning materials. Only in one lesson, out of the nine observed, did the teacher use textbooks. Students in general agreed that the textbooks and materials they had were of good quality, but the challenge remained that there were simply not enough of these materials.



Capitalise on strong community support. The SEAQE1 programme proved to be successful in building strong rapport between schools and parents and communities. Parents and communities were consulted with on a wide range of topics including school improvement and development. The sharing of information on children's learning was frequent. The good practices in Somalia should be further studied and used to devise plans to be implemented in South Sudan. The strong community support can also be capitalised on in order to provide even better education in the country, for example, schools can invite community members to volunteer in schools to teach children life skills and provide pastoral care and psychological support.



Introduce and promote child abuse and neglect reporting system. Whilst there was no teacher misconduct and no child abuse reported in the schools in Somalia, a reporting system should be established to allow children to report child abuse and neglect. It was found in the study that most children had no idea how to inform the schools of these incidents. The consultants suggest that ADRA Somalia can include this as a part in teacher training on pastoral care and psychological support and that it can distribute to schools posters that teach students what they can do to report such incidents.



Work with partners to build infrastructure for water and electricity supply. This is because water and electricity were commonly seen as the improvement that is most needed in the next phase of the programme. In the regions, Save The Children and Mercy Corps have the experience of building water pipes and electricity network.

6.1.4 South Sudan

Compared to the schools in the other three participating countries, the schools in South Sudan require more fundamental support, for example, fences are needed to ensure student safety, child protection policy is needed to pre-empt child abuse, and schools should be very regularly visited to ensure that they are

properly operating; resources on 'higher ideals' such as active student participation ought to be re-channelled to ensure that the basics are done first.



Set up and enforce child protection protocol strictly and immediately in schools amid the serious teacher misconduct reported and seen in schools as well as the common use of violence and corporal punishment in schools. The client should stop funding the schools that refuse to cooperate regarding child protection and that hire teachers with questionable behaviours. It was learnt in the study that, unfortunately, the protocol was not followed, for example, the local office staff knew of the presence of drunk teachers and potentially harmful individuals on school grounds but took no further actions to stop them from working in schools. Internal policies therefore need to be written and strictly enforced to ensure that this will not happen again.



Avoid giving out grants to schools based on the enrolment numbers reported by the schools, as these numbers were proved to be inaccurate. The client is advised to verify the number of students in the schools by visiting them regularly. Money should be spent on schools that are able to retain teachers and that are able to offer quality education. Currently, most teachers are not paid on time or, worse still, not paid at all. It was known that teachers trained by ADRA South Sudan left the country (usually to Kenya and Uganda) because of the no-pay situation. Without properly paying teachers, teacher training appears to be of little value to the long-term development.



Build fences for schools in South Sudan, as they are urgently needed according to the teachers and students. This will, on the one hand, stop trespassers and wild animals from entering the premises and reduce the chance of children being harmed and, on the other, allow teachers to deliver education in an orderly environment. Currently, teachers can hardly teach because children, especially very young ones, go into schools only for food and do not stay for lessons. The uncontrolled flow of children, and sometimes villagers, is a major challenge to structured teaching and learning.



Provide teachers with suitable and relevant training, particularly on subject knowledge, lesson planning and using textbooks. Many teachers in the country never received proper training, and textbook use is minimal even though they are provided by different NGOs and sometimes local authorities. That said, as discussed previously, trained teachers need to be paid in order for this effort to bring long-term changes, as the study found that teachers left the country with their experience and knowledge due to a lack of remuneration.



Offer support to school management with engaging local community members in school operation and management. This should bear the aims of building closer relationships between the schools and the communities, increasing the awareness of the importance of education amongst parents, and teaching knowledge and skills that are seen relevant by the local communities. South Sudan is the worst performing amongst the four participating countries in this regard, in that the communities were not involved in education and they showed little recognition of the needs of education.



Provide teacher training and teaching and learning materials regarding sexual violence and peace education, particularly amid the quickly changing external circumstances that may lead to internal conflicts again in the country.

6.2 Gender equality

Gender inequality in education remained substantial in the three participating countries in East Africa (i.e., Ethiopia, Somalia and South Sudan). There were much fewer girls and young women than boys and young men enrolled in SEAQE2 schools, including those that had received support in the previous phase of the programme. The theory of change and the approach of SEAQE2 has appropriately addressed this concern; relevant indicators regarding girls education (e.g., enrolment rates for girls, latrines for girls) have also been included to affirm the commitment on gender equality.

The major factors contributing to gender inequality are early marriage and certain prevailing gender norms. To develop an even more holistic approach for gender equality, ADRA Norway will need to strengthen teacher training on providing a wider understanding of sex education. This understanding of sex education will not only deal with sexual reproductive health and making positive life choices, which are mentioned in the theory of change, but also include education on relationship management, challenging existing gender norms and promoting alternative gender norms. As a recent report by UNICEF (2018) points out, supporting girls' clubs, involving young men and boys in promoting alternative norms and parent education are key to tackling child marriage. Some organisations have been providing programmes that address such issues, particularly in Ethiopia; ADRA Norway may want to explore the possibility of collaborating with them in this regard.

Extra support should also be provided on hiring and supporting female educators in these schools in these three countries, as female teachers only made up 4% to 18% of all teaching staff in these contexts. Support in this regard was alluded to in the final report of SEAQE but is less prominent in the theory of change for SEAQE2, despite the set target for female teachers to be given continuous professional development. ADRA Norway is advised to include in the theory of change strategies on increasing the number of female teachers; it should seek to influence the hiring of female educators through working with local authorities and school management in the inception period of the programme. These actions will help achieve gender equality further, as it is reasonable to assume that, with a larger number of female teachers in the schools, the programme can better promote gender equality through: (a) providing female educators in the region job opportunities, (b) constructing schools as spaces that are more female-friendly as female teachers involve in school operation and management, (c) having women as inspirational role models for female learners.

The baseline study found evidence of differences between male and female students in terms of literacy and numeracy proficiencies only in Ethiopia and South Sudan. However, in South Sudan, the sample size of female students was very small and hence its low representability. For details, please see Annex B.

6.3 Monitoring, evaluation and learning (MEAL) strategy

One significant change in SEAQE2 is the addition of an expanded version of Effective Teaching and Learning Environment (ETLE) assessment tool. The consultants appreciate the comprehensiveness and the details of the tool, as it allows country officers to follow the means of verification to collect relevant information. In particular, the strategy included lesson observation as an assessment of teaching and learning; enumerators and country staff appreciated the inclusion of such assessment.

That said, the consultants found that the use of ETLE assessment tool very time-consuming, for example, there are more than 100 questions in teacher interviews and it was impossible to complete three sets of such questions in a one-day visit. In the experience of this study, even with a shortened version of the list of questions, it took an enumerators in South Sudan up to 3 hours to finish a focus group discussion, towards the end of which all participants were tired out and unwilling to give substantive answers. The large

number of questions unintentionally generated very short answers to each of them due to limited time, and this could have a negative impact on letting beneficiaries' voices be heard. This assessment tool is therefore considered not suitable for evaluation purposes; it may nonetheless be suitable for ongoing monitoring, which is usually allocated more time and is conducted by the client staff who are familiar with the tools.

Also, some of the ETLE indicators rely heavily on verification of administrative documents. Currently, the definitions of all indicators require inspectors to collect and check about 60 documents. To schools in developing countries that still rely on pen and paper, the process of preparing such documents could be an ordeal, and this can possibly lower the value for money as the time can be instead spent on meaningful teaching and capacity building. Some schools that performed well could also be penalised for not being able to prepare certain documents owing to technical difficulties. Some of these schools, particularly those in South Sudan and Somalia, receive funding from multiple sources, the demand on them in complying with evaluation could be overwhelming.

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8. Appendices

Appendix A: Baseline Study Values for Quantitative LogFrame Indicators

The team collected myriads of data within limited time in the four participating countries; the data, already presented in the four country chapters, are around the areas of enrolment, transition, literacy and numeracy rates, education systems, learning materials and infrastructure. This section draws on the above to provide values that are of importance to programme monitoring and evaluation using the LogFrame.

It is important to note that the data that this study collected should not be used directly for the indicators that require visit to all participating schools; the consultants only visited all of SEAQUE2 schools in Ethiopia and South Sudan. Also, a number of indicators in the LogFrame (i.e., those marked 'n/a' for milestone 1) require no value at this stage; the team would still like to provide relevant values for ADRA Norway to adjust the targets for the later stages.

Programme Objectives	Indicators	Baseline Study Values
Objective: All learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions (schools, accelerated education, alternative learning programmes, and TVET centres)	Objective Indicator 1: % of target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments (composite indicator)	There are no agreed minimum standards in this study. However, the information provided in the country chapters is useful for establishing a baseline.
	Objective Indicator 2: % reduction in disparities in learning achievements for girls compared to boys	The consultants found no significant difference in literacy and numeracy proficiencies between male and female students. The only exception is South Sudan but the sample size for female students was too small for the team to consider that as an evidence of difference. Please refer to sections 2.3.4, 3.3.4, 4.3.4 and 5.3.4 for the detailed results.
	Objective Indicator 3: % and # of learners (f/m) who are generating their own income or accessing further education after completing TVET (self-employed, employed or accessing further education) (disability, out-of-school status) (Norad indicator 3.1)	Monitoring indicator.
Outcome 1: More marginalised children and youth access and participate in inclusive education	Outcome Indicator 1.1: % increase in learning outcomes of marginalised children (f/m) (disability, out-of-school status)	Not applicable. The assessment results can serve as the baseline, as long as the same set of assessment is used in the future.
	Outcome Indicator 1.2: % and # of reintegrated out-of-school children (f/m) enrolled in supported learning institutions that remain in the learning institution the following year (disability, out-of-school status)	Not applicable.
	Outcome Indicator 1.3: # of persons (f/m) completing non-gender traditional skill areas (as defined in each context) (skills area, disability, out-of-school status)	Not applicable.
Output 1.1: More out-of-school children and youth access education	Indicator 1.1.1: # of out-of-school children (f/m) supported to enrol into an appropriate level of education (disability, out-of-school status) (Norad indicator 1.1.1)	Number of students dropped out and of which enrolled in the 12 months to the visit: Ethiopia: 353; 222 Myanmar: 173; 23 Somalia: 1,141; 100

		South Sudan: 1,881; 168
Output 1.2: Educational institutions have increased capacity to provide and manage inclusive education	Indicator 1.2.1: % of target educational institutions that meet the minimum standards of inclusive education (ETLE)	Please refer to the ETLE results in sections 2.6, 3.6, 4.6 and 5.6 of this report. There are no agreed minimum standards established in this study.
Output 1.3: Educational institutions have strengthened links with inclusive organisations and service providers	Indicator 1.3.1: # of partnerships formed supporting inclusive education for learners	Not applicable.
	Indicator 1.3.2: # of learners (f/m) getting additional support from these partnerships (disability, out-of-school status)	Not applicable.
Output 1.4: Educational authorities are enabled to support and respond to the education needs of marginalised groups	Indicator 1.4.1: # of educational personnel (f/m) trained to support and respond to inclusive education (level of education, type of education personnel) (Norad core indicator 5)	Not applicable.
	Indicator 1.4.2: # of education practices and systems improved to include inclusive education	Not applicable.
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Outcome indicator 2.1: # of learners (f/m) enrolled in target educational institutions (disability, out-of-school status) (Norad core indicator 1)	Number of students enrolled in the schools visited (total; male; female): Ethiopia: 6,207; 4,178; 2,029 Myanmar: 4,832; 2,323; 2,509 Somalia: 6,109; 3,620; 2,549 South Sudan ⁶⁷ : 5,457; 3,367; 2,090
	Outcome indicator 2.2: % and # of learners (f/m) enrolled in supported learning institutions that remain in the learning institution the following year (disability, out-of-school status) (Norad indicator 1.2)	Not applicable.
	Outcome indicator 2.3: % of target educational institutions that meet minimum standards for healthy, safe and protective institutions (composite indicator)	There are no agreed minimum standards in this study.
Output 2.1: Educational institutions provide safe, gender-sensitive and protective infrastructure	Indicator 2.1.1: # of classrooms constructed or rehabilitated (type of learning space, constructed/rehabilitated) (Norad core indicator 2)	Not applicable. The number of classrooms in the schools visited: Ethiopia: 126 Myanmar: 274 Somalia: 98 South Sudan: 140
	Indicator 2.1.2: # of target educational institutions with renewable energy	The number of schools visited that had renewable energy: Ethiopia: 0 Myanmar: 15 Somalia: 2 South Sudan: 0
	Indicator 2.1.3: # of toilets constructed or rehabilitated (sex, both sexes)	Not applicable. The number of schools that had at least 1 student toilet with the number of all student toilets in brackets ⁶⁸ : Ethiopia: 13 (134) Myanmar: 36 (133) Somalia: 10 (54) South Sudan: 18 (95)
	Indicator 2.1.4: # of target educational institutions with new/improved access to clean and safe drinking water	Not applicable. The number of schools that had at clean and safe drinking water: Ethiopia: 8 Myanmar: 27 Somalia: 1 South Sudan: 6
Output 2.2: Educational institutions have policies and	Indicator 2.2.1: % of target educational institutions that have and enforce minimum policies and practices for healthy, safe,	Please refer to the ETLE results.

⁶⁷ The enrolment numbers provided by schools in South Sudan, as discussed in chapter 5, are unreliable, as the schools were found exaggerating the number of students they had.

⁶⁸ Students' toilets are counted in cubicles, that is, if there are 3 boys' cubicles and 2 girls', the number would be 5.

practices that promote a healthy, safe, protective and supportive learning environment	protective and supportive learning environments (ETLE)	
Output 2.3: Educational institutions provide more relevant knowledge, attitudes, values and life skills	Output 2.3.1: # of learners (f/m) trained in relevant knowledge, attitudes, values and life skills (disability, out-of-school status)	Not applicable.
	Output 2.3.2: % of teachers (f/m) incorporating life skills/21st century skills in their teaching (level of education (primary, secondary, TVET))	Not applicable.
Output 2.4: Educational institutions have strengthened links with health and protection services	Output 2.4.1: # of referrals where appropriate health, safety and/or protection services are provided for vulnerable learners (sex, type of referral)	Not applicable.
Outcome 3: Learners benefit from improved quality teaching and relevant learning	Outcome indicator 3.1: % of educational institutions achieving minimum standards/benchmarks of effectiveness and quality (ETLE)	Please refer to the ETLE results.
	Outcome indicator 3.2: % and # of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics (Norad indicator 2.1)	Please refer to: Appendix B: Literacy and Numeracy Assessment Results
	Outcome indicator 3.3: % and # of learners (f/m) in target TVET institutions who completed/passed the appropriate TVET level (disability, out-of-school status) (Norad indicator 3.2)	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A
Output 3.1: Educational institutions have effective management structures and systems	Indicator 3.1.1: % of head teachers (f/m) meeting minimum benchmarks for managing target educational institutions and strengthening systems (ETLE)	Please refer to the ETLE results.
	Indicator 3.1.2.a: # of target PTAs/SMCs trained	Not applicable.
	Indicator 3.1.2.b: # of target PTA/SMC members (f/m) trained (Norad core indicator 4)	Not applicable.
	Indicator 3.1.3: % of target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions (ETLE)	Please refer to the ETLE results.
	Indicator 3.1.4: % of target educational institutions effectively inspected, supervised or monitored by local education authorities one or more times in the last school year (Norad indicator 2.2.4)	Number of schools that were inspected, supervised or monitored in the 12 months to the visit (the percentages are given in brackets ⁶⁹): Ethiopia: 12 (86%) Myanmar: 25 (53%) Somalia: 5 (56%) South Sudan: 11 (58%)
Output 3.2: Educational institutions have improved quality teaching	Indicator 3.2.1: % of teachers (f/m) in target educational institutions who meet minimum benchmarks in learner-centred teaching and learning (ETLE)	Please refer to the ETLE results.
Output 3.3: Educational institutions have effective and relevant teaching and learning materials	Indicator 3.3.1: # of learners (f/m) provided with learning materials (mother tongue/non-mother tongue) (Norad core indicator 3)	Please refer to sections 2.3.5, 3.3.5, 4.3.5 and 5.3.5 for the details on provision of learning materials. The baseline study can provide the number of schools of which students said in FGDs that learning materials were given.
	Indicator 3.3.2: # of textbooks provided to target educational institutions (mother	Not applicable.

⁶⁹ The client is kindly reminded that the percentages for Somalia and Myanmar should be interpreted differently because the team was not able to visit all SEAQ2 schools in these countries.

	tongue/non-mother tongue) (Norad indicator 2.1.1)	
	Indicator 3.3.3: # of learners (f/m) using/accessing innovative teaching and learning materials (e.g. new technology, mother tongue or teacher-developed low-cost resources) (mother tongue/non-mother tongue)	There was no definition of 'innovative'. For use of materials written in mother tongue and materials other than textbooks, there are in-depth analyses in sections 2.3.5, 3.3.5, 4.3.5 and 5.3.5. It was nonetheless impossible to count how many students using them.
Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training	Indicator 3.4.1: # of new or improved TVET curricula with input from the private sector (Norad indicator 3.1.3)	Ethiopia: 0 new or improved TVET curricula with input from the private sector
		Myanmar: 1 new or improved TVET curriculum with input from the private sector
		Somalia: 0 new or improved TVET curriculum with input from the private sector
		South Sudan: N/A
	Indicator 3.4.2: # of TVET trainers supported to obtain qualifications as per government set standards (Norad indicator 3.1.1)	Ethiopia: 0 TVET trainers supported to obtain qualifications
		Myanmar: 0 TVET trainers supported to obtain qualifications
		Somalia: 0 TVET trainers supported to obtain qualifications
		South Sudan: N/A
Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems	Outcome indicator 4.1: % target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Number of schools that can provide documented evidence of provision of material support for schools provided by communities and business owners consistently on a monthly basis, especially those related to children in extreme needs ⁷⁰ (the percentages are provided in brackets): Ethiopia: 6 (43%) Myanmar: 11 (23%) Somalia: 5 (56%) South Sudan: 2 (11%)
	Outcome indicator 4.2: # of private sector companies contributing resources to the TVET sector reform/institutions	Ethiopia: 0 private sector companies contributing resources to TVET education sector reform/institutions
		Myanmar: 0 private sector companies contributing resources to TVET education sector reform/institutions
		Somalia: 0 private sector companies contributing resources to TVET education sector reform/institutions
		South Sudan: N/A
	Outcome indicator 4.3: % of learning institutions that meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders (ETLE composite)	Please refer to the ETLE results in sections 2.6, 3.6, 4.6 and 5.6 of this report. There are no agreed minimum standards established in this study.
	Indicator 4.1.1: % of target educational institutions that have mechanisms for learners to express their opinions and concerns about important school and community issues	Number of schools that can provide records of school promoting students' forum as a platform to discuss and share matters affecting students' wellbeing: Ethiopia: 9 (64%) Myanmar: 9 (19%) Somalia: 3 (33%) South Sudan: 0 (0%)

⁷⁰ This definition is stricter than the corresponding LogFrame indicator in that it requires documented evidence.

	Indicator 4.1.2: % of target educational institutions that meet the minimum benchmarks for learners' participation, engagement and contribution (ETLE)	Please refer to ETLE results.
Output 4.2: Parents better support children's development and learning	Indicator 4.2.1.a: # of parents (f/m) of learners in target learning institutions participating in positive parenting training	Not applicable.
	Indicator 4.2.1.b: # of parents (f/m) of learners in target learning institutions participating in family strengthening activities	Not applicable.
	Indicator 4.2.2: % of target educational institutions that meet the minimum benchmarks for parents' participation, engagement and contribution (ETLE)	Please refer to ETLE results.
Output 4.3: Communities demonstrate increased support to educational institutions	Indicator 4.3.1: % of target educational institutions that meet the minimum benchmarks for community engagement and contribution (ETLE)	Please refer to ETLE results.
Output 4.4: TVET institutions have strengthened partnerships with private sector and other relevant stakeholders	Indicator 4.4.1: # of collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (Norad indicator 3.1.5)	Ethiopia: 0 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector
		Myanmar: 1 collaboration between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector
		Somalia: 1 collaboration between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector
		South Sudan: N/A
	Indicator 4.4.2: # of internships established (sex, disability)	Ethiopia: 100 internships established (52 f; 48 m) Myanmar: 270 internships established (116 f; 154 m) Somalia: 0 internships established (0 f; 0 m) South Sudan: N/A
Outcome 5: Strengthened civil society influences education policies and practices	Outcome indicator 5.1: # of research and evidence-based advocacy documents developed by civil society	Not applicable.
	Outcome indicator 5.2: # of policies, plans and budgets developed/revised to include quality, protective and inclusive education for marginalised groups (provincial or national level)	Not applicable.
Output 5.1: Improved capability of civil society organisations to track, monitor and advocate for improved education for marginalised groups	Indicator 5.1.1: # increase in the score of ADRA implementing partners' on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	Not applicable.
	Indicator 5.1.2: # of local civil society organisations that demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education for marginalised groups	Not applicable.
Output 5.2: Dialogue on education between civil society and	Indicator 5.2.1: # of platforms for civil society-government dialogue formed or strengthened	Not applicable.

government is strengthened		
Output 5.3: Civil society fora and networks strengthened to advocate more effectively for education for marginalised groups	Indicator 5.3.1: # of civil society fora and networks that are created or strengthened to influence education for marginalised groups	Not applicable.

Appendix B: Literacy and Numeracy Assessment Results

For the purpose of measuring the literacy and numeracy, the consultants developed an assessment that was used in all the four participating countries. The results were given in sections 2.3.4, 3.3.4, 4.3.4 and 5.3.4. As explained in the report, the change in literacy and numeracy achievement can be measured easily in the coming years through using the same sets of tests with Grades 4, 7 and 10 students.

For clarity, the results were drawn from the aforementioned sections and listed below for easier comparison.

Ethiopia:

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
10	147	2.687	3.401
10 (male only)	95	3.032	4.126
10 (female only)	52	2.058	2.077

Myanmar:

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	141	3.050	4.830
4 (male only)	65	2.954	5.215
4 (female only)	76	3.132	4.500
7	54	3.963	3.778
7 (male only)	26	3.885	3.885
7 (female only)	28	4.036	3.679

Somalia:

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	100	3.060	4.820
4 (male only)	54	3.130	4.741
4 (female only)	46	2.978	4.913

South Sudan:

Grade	No. of test takers	Average score for literacy test (highest score = 5)	Average score for numeracy test (highest score = 12)
4	40	1.700	3.200
4 (male only)	33	1.909	3.424
4 (female only)	7	0.714	2.143

For the purpose of providing figures for outcome indicator 3.2 (i.e., % and # of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics), the consultants used the following definition for the ‘minimum proficiency level in reading and mathematics’:

- Minimum proficiency in reading: achieving the score of 3 or higher (that is, being able to at least read the short article fluently);
- Minimum proficiency in mathematics: achieving the score of 6 or higher (that is, being able to answer at least 6 mathematical questions).

Using these definitions, the figures for outcome indicator 3.2 are as follows:

Country	Grade	No. of test takers	No. of test takers achieving minimal literacy	% of test takers achieving minimal literacy	No. of test takers achieving minimal numeracy	% of test takers achieving minimal numeracy	No. of test takers achieving both minimal literacy and numeracy	% of test takers achieving both minimal literacy and numeracy
Ethiopia	10	147	76	51.7%	37	25.2%	35	23.8%
	10 (M only)	95	59	62.1%	32	33.7%	30	31.6%
	10 (F only)	52	17	32.7%	5	9.6%	5	9.6%
Myanmar	4	141	93	66.0%	60	42.6%	46	32.6%
	4 (M only)	65	41	63.1%	32	49.2%	25	38.5%
	4 (F only)	76	52	68.4%	28	36.8%	21	27.6%
	7	54	48	88.9%	17	31.5%	14	25.9%
	7 (M only)	26	22	84.6%	9	34.6%	7	26.9%
	7 (F only)	28	26	92.8%	8	28.6%	7	25.0%
Somalia	4	100	57	57.0%	38	38.0%	24	24.0%
	4 (M only)	54	32	59.3%	20	37.0%	14	25.9%
	4 (F only)	46	25	54.3%	18	39.1%	10	21.7%
S. Sudan	4	40	13	32.5%	6	15.0%	0	0.0%
	4 (M only)	33	12	36.4%	6	18.2%	0	0.0%
	4 (F only)	7	1	14.3%	0	0.0%	0	0.0%

Appendix C: LogFrame Indicators and Results

(Please refer to the next 8 pages for the LogFrame indicators and results.)

Appendix D: List of Documents Inspected in Schools

Headteachers of all schools visited were asked to provide the following documents to be inspected:
Documented evidence of campaigns to encourage parents to enrol children:
Attendance record
Enrolment record
Master list of all school-age children
A list of all out-of-school children in the surrounding community
Records of planned activities to support inclusive practices
Records of headteacher monitoring classes with students with disabilities
Records of teachers and headteacher receiving technical support to review plans and training children with disabilities
Teachers' reflective journal on inclusive practices
Records of school promoting students' forum as a platform to discuss and share matters affecting students' wellbeing
Records of teachers participating in sharing lessons learned, successes, and challenges (regarding teaching)
Records of teachers being active in teachers' network
Records of teachers being active in working groups
Records of teachers being active in forum
Records of teachers being active in PTAs and parents meetings (with frequencies of such meetings specified)
DRR (disaster risk reduction) and resilience plan
Policies, procedures, and/or programmes related to child protection
Records of programmes disseminating knowledge and awareness towards harassment, bullying, violence, child abuse, and neglect; they can be organised by student organisations, teachers, SMCs/PTAs
Record of student-led activities regarding hygiene:
Documents that show links with health authorities who provide support
Documents that show training of teachers as a result of collaboration with health sector workers and/or NGOs
Samples of tests and/or examination papers
Written rules and expectations of proper student behaviours
Documents on professional development of teachers
Documents that show how students outcomes and their opinions have shaped the goals and teaching in the school
Documents that shows that school goals and expectations are a topic in the meeting agenda for SMCs/PTAs, parents, students, and community leaders
Any evidence showing that headteacher is keeping track of resources provided by the community, NGOs, donations, and government programmes
Records of meetings between the school and other stakeholders (including other schools)
Records of meetings between headteacher and teachers
Class observation notes
Staff training records (including attendance record)
Evidence of headteacher analysing students' performance
School development plan
Records of meeting in which the results of school development plan were shared or used as a discussion topic
Records of capitation grants, cash transfers distribution, food for education that are accessible
Records of resources provided for the schools
Inside the School Development Plan, sections/topics on 'non-compliance to code of conduct', 'harmful practices around children', 'safety and protection'
Records that show names of excluded learners

Records of people that volunteered in schools
Inside the School Development Plan, sections/topics 'improving learners' achievements'
Inside the School Development Plan, sections/topics 'quality teaching'
Inside the School Development Plan, sections/topics 'parents' involvement'
Copy of school newsletter
Records of the names of students who participated in meetings and/or forums
List of student organisations
Parent attendance record of meetings that involve parents in making decisions about the school
Dissemination records for school reforms (to parents)
Dissemination records for school policies (to parents)
Dissemination records for school disciplinary procedures (to parents)
Dissemination records for school assessment tools (to parents)
Dissemination records for school goals (to parents)
Dissemination records for school children's attendance (to parents)
Dissemination records for school children's achievement (to parents)
Documented evidence of parents being encouraged and assisted by the school on simple activities, giving encouraging words, seeking for extra support to help their children consolidate their learning at home
Documented evidence of parents enrolled in literacy and numeracy programs and/or participated in training offered by NGOs that will enable them to report on what has (and has not) worked at homes
List of people that have volunteered as role models in school (they are involved in mentoring, advising, leading school clubs, teaching children trade skills and encouraging students)
Documents of school's special programmes that show community involvement and support
Records of inspection visits from educational authorities
Documented evidence of school consistently providing learners with extracurricular support through trusted men and women in the community with special knowledge or skills (who are invited and welcomed into the class as resource persons). These people should be able to teach children new skills and share their knowledge in other related areas.
Documented evidence of school leadership that is able to point out the improvement in learning and schooling of children.
Documented evidence of provision of material support for schools (money or in kind) provided by communities and business owners consistently on a monthly basis, especially those related to children in extreme needs.