

# Mid-Term Review Report for the SEAQE 2 project - Myanmar

---

## Norad Collected Reviews

08/2022

The report is presented in a series, compiled by Norad to disseminate and share analyses of development cooperation. The views and interpretations are those of the authors and do not necessarily represent those of the Norwegian Agency for Development Cooperation.



# Myanmar SEAQE 2

## Mid Term Review



# CONTENTS

---

Figures and Tables	3
1 Background	4
2 Sample	6
2.1 Schools visited	6
2.2 Final sample	7
3 Findings	7
3.1 Summary	7
3.2 Relevance	8
3.3 Coherence	10
3.4 Efficiency	11
3.5 Effectiveness	12
3.5.1 Outcome 1 (access to learning for girls, children with disabilities etc.,)	13
3.5.2 Outcome 2 (inclusive and safe learning environments)	15
3.5.3 Outcome 3 (teaching)	17
3.5.4 Outcome 4 (parent, community and other stakeholder engagement)	24
3.5.5 Outcome 5 (civil society influence & policy change)	26
3.6 Impact	27
3.7 Sustainability	38
3.8 Cross Cutting Issues	39
4 Lessons learned	41
5 Recommendations	42

## FIGURES AND TABLES

---

Figure 1: Ways in which the SEAQE 2 program has promoted disability inclusion in the school. ....	18
Figure 2: The effect of COVID-19 disruptions on teachers as reported by head teachers. ....	19
Figure 3: Resources provided by ADRA and the SEAQE 2 project to help children learn from home as reported by head teachers. ....	19
Figure 4: Impact of e-learning on quality education as reported by teachers. ....	20
Figure 5: Most valuable professional development activities as reported by teachers. ....	21
Figure 6: Least valuable professional development activities as reported by teachers. ....	21
Figure 7: Quality of the teacher professional development training as reported by head teachers. ....	22
Figure 8: Additional support for teacher social and emotional wellbeing as reported by teachers. ....	23
Figure 9: Effectiveness of the project in engaged parents in promoting the return of children as reported by PTAs. ....	25
Figure 10: Role of SMCs in supporting children’s safe return to school as reported by SMCs. ....	25
Figure 11: Improvements to TVET courses because of support to engage local businesses as reported by head teachers. ....	26
Figure 12: Pooled literacy and numeracy scores for grade 4 students by gender. ....	28
Figure 13: Pooled literacy scores in Grade 4 by gender. ....	29
Figure 14: Pooled numeracy scores in Grade 4 by gender. ....	29
Figure 15: Pooled literacy and numeracy scores for Grade 7 students by gender. ....	30
Figure 16: Pooled literacy scores for Grade 7 students by gender. ....	30
Figure 17: Pooled numeracy scores for Grade 7 students by gender. ....	31
Figure 18: Operations subtest scores for Grade 7 students by gender. ....	32
Figure 19: Word problem subtest scores for Grade 7 students by gender. ....	32
Figure 20: Simple linear equation subtest scores for Grade 7 students by gender. ....	33
Figure 21: Data representation subtest scores for Grade 7 students by gender. ....	34
Figure 22: Pooled literacy and numeracy scores for Grade 10 students by gender. ....	34
Figure 23: Pooled literacy scores for Grade 10 students by gender. ....	35
Figure 24: Pooled numeracy scores for Grade 10 students by gender. ....	35
Figure 25: Understanding of operations subtest scores for Grade 10 students by gender. ....	36
Figure 26: Word problem subtest scores for Grade 10 students by gender. ....	36
Figure 27: Linear equations subtest scores for Grade 10 students by gender. ....	37
Figure 28: Data representation subtest scores for Grade 10 by gender. ....	38

## I BACKGROUND

---

The SEAQE project in Myanmar is focused on supporting girls and boys to access, engage and learn in inclusive and quality learning environments in primary, secondary and Technical Vocational Education and Training (TVET) education in conflict affected areas of southeast Myanmar. SEAQE 2 strongly focuses on developing education pathways for ethnic minority children, Out of School Children (OOSC) and youth and children with disabilities. In this phase of the program, emphasis was given to strengthening economic opportunities through enhanced TVET opportunities and strengthening learning environments and education systems. The result being that SEAQE 2 would contribute to equitable and conflict sensitive education reform.

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

In the first year of SEAQE 2, the project areas in Myanmar remained stable, albeit with political flashpoints slowing high-level peace negotiations. Fighting continued in various parts of the country and tensions between the Karen National Union (KNU) and the Myanmar military over the building of a road connecting four districts in the north of Kayin State were high, with the KNU concerned the road was intended to support military movements. The Government adopted a National Strategy on Resettlement of Internally Displaced Persons (IDP) and the closure of IDP camps in November 2019, despite growing numbers of IDPs in protracted displacement in Rakhine, Kachin, Shan and Kayin States.

Despite continued state fragility, education reform efforts continued and during May - October 2019 the MoE commissioned a Mid Term Review (MTR) of the NESP to identify needed adjustments to NESP implementation and to inform the design of the NESP 2 (2021 - 2030). Education reforms efforts were far reaching and complex, ranging from infrastructure projects to the development and rollout of the new curriculum, significant changes to pedagogy and assessment and important reforms in teacher professional development, management and quality assurance processes. ADRA remained engaged in NESP and education reform consultations to expert influence.

During 2019, the project established and strengthened coordination and engagement efforts with key stakeholders, including securing the necessary project permissions and approvals from both the Kayin State government and the KNU and completed partnership agreements with SEAQE 2 implementing partners, including the Karen Education and Cultural Department (KECD), Karen Teachers Working Group (KTWG), Adventists Community Schools (ACS) and the Government Technical Highschool (GTHS) in Pa'an. In partnership with KTWG, the project supported education services in conflict affected areas of southeast Myanmar through training, mentoring and support for teachers, parents and students and collaborated with partners to develop criteria and processes for identifying and enrolling OOSC in school. The project also established education pathways in partnership with ACS which allowed ethnic minority children critical access to middle and high school level education and

construction of a new satellite TVET centre (sub-centre) on the Thai border commenced. The GTHS was to function as a hub for the new satellite TVET centre that would be managed by KECD and would serve marginalised communities that have limited access to education services.

The partnership with Zabai, a Norwegian-owned company founded in Myanmar and specialising in developing digital course content for developing countries, was continued in 2019 and focused on the development and testing of e-learning courses for the SEAQE 2 TVET short course program. E-learning courses included 1) entrepreneurship, 2) digital literacy and 3) 21st century skills. The 21st century skills course is unique in that it is designed for teachers rather than students and aims to improve the pedagogical expertise and capacity of both teachers and TVET trainers. The course was intended for implementation in Ethiopia, Somalia as well as Myanmar.

ADRA's efforts to strengthen collaboration within the TVET sector continued in 2019. The International non-government organisation (INGO) TVET network co-founded by ADRA worked to review and revise 5 TVET short courses and new teacher training manuals for the courses were developed.

The year 2020 saw the beginning of a double crisis for Myanmar that significantly impacted project implementation. The first cases of COVID-19 were reported on 24 March and gradually increased leading to various movement controls to curb the spread and school closures in May 2020 that, for government schools, lasted throughout 2020 and 2021. Then, in November 2020, the fallout from the general election that led to the military coup in February 2021 sent the security situation in Myanmar spiralling out of control. From late 2020, the military exerted excessive force against a popular civilian uprising (known as the civil disobedience movement or CDM) in urban areas that emerged in response to tensions and conflicts sparked by the election, in which the NLD won but opposition parties claimed unsubstantiated irregularities. At the same time, the Myanmar military went on the offensive against the KNU, with more than 4,000 civilians displaced, and conflicts continued to escalate.

Despite the significant changes to the operating environment, some progress was made in 2020/21, due to the adaptability and resilience of ADRA, the KECD and KTWG in responding to crises and changes in conflict dynamics. ADRA joined other actors in Myanmar to advocate for the safe reopening of schools and supported schools to put in place safety measures. Teacher training for the Non-Formal Education (NFE) program in partnership with KECD in KNU controlled areas commenced in August 2020. The aim of the NFE program is to provide an education pathway for marginalised OOSC. While GTHS TVET courses were all postponed in 2020/21, two Training of Trainers (ToTs) were held in 2020 in association with the National Skills Standard Authority (NSSA) to improve TVET trainer pedagogical skills and one batch of TVET students were able to enrol and attend the KECD TVET satellite centre in September 2020 following delays in government approval. In 2021, ADRA negotiated with the GTHS to remove TVET equipment and resources provided by ADRA from the GTHS compound. This was done at great personal risk to ADRA staff but allowed ADRA to adapt a hybrid TVET online and face-to-face training approach that resulted in 163 TVET students completing their training in 2021.

KTWG provided in-service teacher training, community awareness events on child protection, mine risk education and COVID-19 prevention and training for Parent Teacher Association (PTA)/School Management Committee (SMC) throughout community schools across KNU controlled districts. Within government-controlled areas, ADRA conducted COVID-19 prevention campaigns and provided PTA/SMC training, Teacher ToT sessions via Zoom and launched the much-anticipated e-learning 21st Century Skills course for teachers as well as a 3 day in-person training for 31 Head teachers. The E-learning life skills course was provided to TVET students enrolled in the KECD TVET satellite centre and the e-learning entrepreneurship, digital literacy and hospitality courses were also made available.

TVET students were supported to access the e-learning platform via Wi-Fi at the TVET centre with the equivalent of US \$70 for mobile internet access on their personal devices.

In 2020, the construction of one primary school, two middle schools (one government school and one KECD community school) and the satellite TVET centre that commenced in 2019 were completed. The two middle schools have access to electricity through solar power and adequate water supply and WASH facilities. Community and local leaders supported construction with in-kind contributions, including casual labour, local materials and free accommodation for technical workers from construction companies.

While KECD schools have been predominately open throughout the 2020/21 academic year, the 20 government supported schools and over half of ACS schools (8 of 15) did not reopen in 2021. Consequently, a large proportion of students have not been attending face to face classes for almost two years.

## 2 SAMPLE

SEAQE 2 supports 1,452 schools with a narrow set of inputs. 35 schools receive a full complement of inputs that reflect the 'whole school' approach including 2 TVET centres.

### 2.1 SCHOOLS VISITED

A total of thirty schools were included in the sample, including 5 ACS schools, 1 TVET centres, 5 high schools and 19 primary schools. The high schools and primary schools are operated by KECD/KTWG.

	School Name	Township		School Name	Location
1	Hti Hu Than (ACS)	Kawkareik	17	Wa Kheh Hta	Hpa an
2	Pa De Gaw (ACS)	Kawkareik	18	Klaw Hta	Bilin
3	Myamatekhee (ACS)	Hlaing Bwe	19	No (I) Doo Tha Htu District High School	Hpa an
4	Wa Kyaе (ACS)	Hlaing Bwe	20	Meh Theh Hkee	Hpa an
5	Ka Dah (ACS)	Hlaing Bwe	21	Htee Moh Hkee	Hlaingbwe
6	KECD TVET Center (TVET)	Myawaddy	22	Hpa An District Brigade (7) High School	Hlaingbwe
7	Education Authority	Mawlamyine	23	Saw Boh Mya	Hlaingbwe
8	Keh Hko Mu Der Community Mission High School	Hpapun	24	Meh La Ah	Hlaingbwe
9	Nwah Lay Hko Primary	Kyaukkyi	25	Thoo Mweh Community High School	Hlaingbwe
10	District High School	Shwegyi	26	Htee K'Haw	Hlaingbwe
11	Khoh Hkee Primary	Thandaunggyi	27	Htee Tha Poo	Thandaunggyi
12	Saw Tay Der (Wa Mee Per Hko)	Thandaunggyi	28	Lo Hkee	Shwegyi
13	Htee Theh Lay	Hpapun	29	Wa Klay Hta	Hpapun
14	Thoo Bee Der	Hpapun	30	Ta Aoh Der (South)	Hpapun
15	Htee Hsaw Aye Hkee	Hpapun	31	Meh Kaw Lon	Hpapun
16	Day Nyah Hko	Hpapun			

## 2.2 FINAL SAMPLE

A total of 695 individuals were surveyed including 325 males and 370 females. Of this number, a total of 318 students were assessed from Grade 4, Grade 7/TVET and Grade 10 including 143 males and 175 females.

	Total	Males	Females
Students	(318) Grade 4 – 95 Grade 7/TVET – 81 Grade 10 - 142	143	175
Teachers	51	30	21
Headteachers	31	13	18
Parents	135	61	74
SMC	145	73	72
Education authorities	11	3	8
Partners	4	2	2
Total	695	325	370

## 3 FINDINGS

---

### 3.1 SUMMARY

Several high-level findings have been extrapolated. These are:

- COVID-19 and the political crisis in Myanmar severely impacted the projects' ability to support distance learning.
- Most schools and teachers were unable to provide or support distance learning opportunities.
- Cooperation and coordination with the government education sector, including engagement on education reform issues and TVET partnerships, have been compromised by the military coup. This brings into question the continued validity of the SEAQE 2 Theory of Change (ToC), which is founded on ADRA maintaining neutrality and working with both the MoE and Indigenous providers of education to promote and facilitate positive dialogue in support of inclusive education reforms.
- Support for teacher stipends is a critical issue for community teachers in Myanmar. SMC members reported that more advocacy was needed to increase stipends and benefits and improve teacher housing. Linked to a similar concern, SEAQE 2 does not support ACS community teacher stipends and local communities struggle to support their teachers.
- The findings suggest that teachers need support in wellbeing and Teacher Professional Development (TPD). Education authorities have recommended TPD on how to assess gaps in learning and how to adapt the curriculum. Teachers highly value in-service teacher training but only 35 percent of teachers had access to this. There are a lot of new teachers. Turnover is high so the need for refresher training is a continuous challenge.
- Teacher salaries and housing are strongly associated with teacher wellbeing.
- Parents have an appetite for more information about their children's learning and more discussion with their teacher.



- SMC members suggest that more teacher professional development, teaching and learning resources and booster/remedial classes are priorities to improve student learning.
- SMC members shared their interest in more training and support in school leadership and governance, management, and financial management.
- Little has surfaced about the issues facing girls and children with disabilities and whilst it is apparent that girls do not face the barriers seen in other SEAQE 2 countries, we expect that children with disabilities may. Evidence from the MTR suggests that more can and should be done to improve gender and disability inclusive infrastructure within SEAQE 2 schools.
- The referral mechanism for responding to child protection, safety, health and wellbeing cases has yet to be established in Myanmar and will need to be a focus for the project moving forward.
- ADRA finance and procurement policies do not provide the flexibility needed to respond efficiently and effectively in times of emergency. The need to follow strict procedures was cited as a reason for delays in the procurement and distribution of teaching and learning materials.
- ADRA's approach to conflict sensitivity in Myanmar needs further consideration and greater engagement with local staff and partners. 50 percent (or 2 out of 4) partner staff disagreed with the statement that ADRA is conflict sensitive. ADRA Myanmar staff are concerned about their personal safety and security and the implications of signing a Memorandum Of Understanding (MoU) with the military regime.

## 3.2 RELEVANCE

Needs of the target population

**The SEAQE 2 project is highly relevant to supporting the education needs of marginalised ethnic minority children in conflict affected areas of Southeast Myanmar, including girls and children with disabilities.** The SEAQE 2 proposal outlined the barriers to education faced by ethnic minority children in Myanmar, including a lack of security, widespread poverty which necessitates children working, lack of interest in education with little perceived relevance for their future, poor quality education, and for girls, early pregnancy which leads to early marriage and exclusion from school.

The SEAQE 2 project's support for both government schools and community schools under the administration of the KECD and ACS is highly relevant to meeting the education needs of marginalised ethnic minority children. **In the absence of a partnership agreement between the Myanmar MoE and Indigenous providers of education that would provide the basis for public funds to flow to the KECD in support of community schools (see coherence below) the KECD is almost entirely dependent on external funding to support the provision of education throughout conflict affected areas of Southeast Myanmar.** Hence, SEAQE 2 provides critical support for the provision of culturally and linguistically relevant quality education within community schools.

The SEAQE 2 project's support for TVET as an education pathway for OOSC and youth is highly relevant. OOSC rates are high in Southeast Myanmar and prior to COVID-19 and the political crisis labour market opportunities were on the rise. **Efforts to strengthen and expand the TVET sector, including strengthening TVET course curricula, expanding internship opportunities**

**and creating a satellite TVET centre on the Thai border, were highly relevant strategies to meeting the education needs of marginalised OOSC and youth.**

The SEAQE 2 project's focus on girls' education is relevant to the Myanmar context where girls face barriers to accessing, participating and completing a full cycle of education. **Support for gender inclusive teacher training, monitoring gender inclusion in the classroom, building girls toilets and providing girls with menstrual hygiene packs as well as information and awareness raising campaigns to promote girls' education are relevant strategies that have been employed in SEAQE 2 supported schools and communities.**

SEAQE 2 project interventions to support children with disabilities to access and participate in school are highly relevant. The SEAQE 2 proposal noted that while data on children with disabilities in Myanmar is limited, unofficial reports show that prevalence is high, particularly in post conflict zones such as Southeast Myanmar. Children with disabilities in ethnic minority conflict affected areas face significant barriers, including poverty, discrimination and stigma that leads to neglect and a lack of parental support. There are also school related barriers, including distance to school, a lack of disability inclusive WASH and school facilities and a lack of specialised equipment, materials and disability inclusive teaching practices. **Support for disability inclusive teacher training, monitoring disability inclusion in the classroom, building disability inclusive toilets and WASH facilities and promoting the education rights of children with disabilities within communities are relevant strategies that have been employed in SEAQE 2 supported schools and communities.**

**Professional development support for teachers is highly relevant in the Myanmar context where community teachers are typically under qualified and prevented from accessing government teacher training opportunities due to a lack of formal qualifications and recognition.** The SEAQE 2 project supported in-service teacher training, training through teacher training institutes including the Teacher Preparatory Centre (TPC) and Karen Teachers Training College (KTTC), peer learning opportunities and mentoring and coaching sessions both before and during the COVID-19 pandemic. According to teachers surveyed, 35 percent stated that ADRA has supported training received through teacher training institutes.

While the SEAQE 2 project does not support teacher stipends, teacher stipend support is highly relevant for community teachers in Myanmar who rely on Indigenous providers of education and communities for their salaries. **Most SMC members reported that more advocacy was needed to increase teachers' stipends and benefits and improve teacher housing.** ADRA Myanmar noted that SEAQE does not support stipends for community teachers in ACS schools and that ACS and local communities struggle to support their teachers. The KECD and KTWG also struggle to secure adequate funding for community teacher stipends throughout Karen community schools.

Needs because of COVID-19

According to MTR respondents, the COVID-19 pandemic disrupted KECD community schools in Myanmar less than in other SEAQE 2 countries. This may be because the COVID-19 pandemic hit Myanmar in March 2020 when schools were closed for the end of academic year break (March - May). While government schools postponed the start of the new academic year (1 June 2020) most community schools were opened by July (Updated Annual Plan for SEAQE 2, September 2020).

The project's efforts to adapt and respond to the COVID-19 pandemic and school closures were relevant to the needs of students, target schools and communities. MTR respondents reported **that**

**COVID-19 guidelines were implemented at their school and most schools were able to provide COVID-19 hygiene and Personal Protective Equipment (PPE) and upgrade Water and Sanitation Health (WASH) facilities.** Information sessions with parents on the importance of education were conducted by some schools to promote children's return to school and teachers contacted students' parents and visited students at their homes to encourage their return to school. For TVET, ADRA provided a dormitory for students in Myawaddy so they could safely attend the TVET short courses offered by KECD.

Efforts to adapt and respond to the Covid-19 pandemic and school closures were undermined by the military coup in February 2021, which led to significant upheaval throughout the entire country and renewed conflict in the SEAQE 2 target areas. According to MTR respondents, **most schools and teachers were unable to provide or support distance learning opportunities and efforts to support children to return to school and catch up on lost learning were also limited.** At the same time, the COVID-19 pandemic and the political crisis have fuelled an economic crisis across the country and compounded poverty in rural areas. Financial barriers are a major challenge in sending children to school, as well as distance and children's motivation and interest in learning.

In 2021, the new military regime kept all government school closed. The KECD has kept community schools in KNU controlled areas open, but schools have faced attacks by the Myanmar military in their attempt to gain territorial control over Karen areas of southeast Myanmar. Conflict dynamics and the ongoing CDM has disrupted education, and this is reflected in a decrease in enrolment numbers.

Social and emotional wellbeing

**Efforts to support the social and emotional wellbeing of children and teachers are highly relevant in the Myanmar context where SEAQE 2 schools and communities face both the negative impacts of the COVID-19 pandemic as well as renewed conflict following the military coup in early 2021.** According to UNDP (April 2021), the double crisis of the coup and COVID-19 could drive 48 percent of Myanmar's population into poverty by 2022, with women and children among the hardest hit.

**SEAQE 2 has supported teacher training in psychosocial support and schools have organised sports and cultural activities to support children, have offered sessions with the school counsellor and set up peer clubs. In relation to the social and emotional wellbeing of teachers, teacher wellbeing packs have been provided in some instances and teacher support / learning circles established.** Some of these activities were part of the initial SEAQE 2 project design and were adapted as the context changed, while others, such as the teacher wellbeing pack, were specifically developed to respond to the COVID-19 pandemic.

### **3.3 COHERENCE**

SEAQE 2 aligns and supports the implementation of the NESP, which includes a commitment to inclusive education and the establishment of a partnership agreement between the MoE and Indigenous providers of education, such as the KECD. To this end, **ADRA and the KECD / KTWG were actively involved in education coordination platforms and engaged in education reform advocacy efforts on key issues, such as inclusive education, teacher accreditation and language in education policy.**

**SEAQE 2 compliments other donor funded education programs focused on supporting Indigenous providers of education in Myanmar.** These include the ADRA Myanmar European Union (EU) funded CASE2Learn project, which supports the Rural Indigenous Sustainable Education (RISE) network of 11 Indigenous providers of education, including the KECD and KTWG, to strengthen quality education in conflict affected areas of Myanmar. It is also synergistic with the Foreign Commonwealth and Development Office, United Kingdom (FCDO), Department of Foreign Affairs and Trade, Australia (DFAT), USAID and Ministry of Foreign Affairs of Finland funded Myanmar Education Consortium (MEC) that supports Indigenous education systems, including the KECD.

The military coup in early 2021 that led to the ousting of the legitimate NLD government has made engagement and collaboration with the MoE incredibly difficult. Education reform processes and collaborations with the MoE on education policies and programs that were underway with the NLD government have been suspended. **ADRA Myanmar reported that previous cooperation with government education institutions, such as the successful partnership with the GTHS in Hap-An, have been suspended and the TVET strategy has changed towards greater cooperation with the business sector, including entrepreneurs and private businesses.** According to ADRA Myanmar, this is because collaboration with the military regime and by extension the GTHS would lead to ADRA being blacklisted by target communities who are opposed to and in active conflict with the military. At the same time, efforts to forge a partnership mechanism between the MoE and Indigenous providers of education, including the KECD, have stalled and all dialogue and collaborations between the MoE at all levels and the KECD / KTWG have ceased (see conflict sensitivity below).

The military coup has undermined the peace process and democratic reforms in Myanmar. **This brings into question the continued validity of the SEAQE 2 Theory of Change, which is founded on ADRA maintaining neutrality and working with both the MoE and Indigenous providers of education to promote and facilitate positive dialogue in support of inclusive education reforms.**

ADRA partners strongly agreed or agreed that the SEAQE program supported inclusive education policies in Myanmar, that it supported COVID-19 response plans and that ADRA coordinated and partnered well with other NGOs and civil society groups. **According to ADRA Myanmar, they have supported collaboration between the KECD and the Karen Department of Health and Welfare (KDHW) so the KDHW COVID-19 vaccine program could be rolled out to students in KECD TVET centres. ADRA Myanmar are active members of NGO education networks and the EiE cluster, which is sharing home learning resources that have been developed and which ADRA Myanmar hopes to provide to community schools in 2022.**

### **3.4 EFFICIENCY**

The COVID-19 pandemic and the deteriorating security and economic situation because of the military coup and renewed conflict in target communities significantly disrupted the efficient delivery of the SEAQE 2 project and this was largely beyond ADRA's control. **ADRA Myanmar staff were unable to travel to target communities and community members were unable to leave their villages due to COVID-19 travel restrictions, security and safety concerns. This meant that activities, such as the delivery of teaching and learning materials and school construction, were either not conducted or significantly delayed.**

According to ADRA Myanmar, the process for obtaining travel permission has changed and has become more difficult. Rather than gaining travel permission through local authorities with whom ADRA has maintained a good working relationship, travel permission must now be sought from State level authorities. This has caused delays and compromised the safety and security of ADRA Myanmar staff who now face greater scrutiny by military authorities (see conflict sensitivity below).

Bank transfers and budget disbursement were also affected following the coup. Project funds could not be transferred into the country following the normal banking processes and staff salaries and project activity funds were therefore delayed. A new commercial tax for all construction and renovation of buildings was also levied, increasing construction costs beyond what was originally included in the budget when it was developed.

**According to ADRA Myanmar staff, ADRA finance and procurement policies and procedures do not provide the flexibility needed to respond efficiently or effectively in times of emergency.** The need to follow strict finance and procurement policies was cited as a reason for delays in the procurement and distribution of teaching and learning materials because supply chains were disrupted, and suppliers and prices negatively affected.

### 3.5 EFFECTIVENESS

Program achievements SEAQE 2 results framework

Overall, ADRA staff and CSO partners are confident the SEAQE 2 project is on track to deliver its targets by the end of the program, all agreeing or strongly agreeing in this assessment.

Table 1: Outcome achievements against baseline and milestones

Outcome	Indicator/s	Baseline	Milestone 21	MTR
	# and % of learners in supported educational institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments	0%	25%	0%
	% reduction in gender disparities in learning achievements in end-of-school exams	2.7% higher in males than females, or less	4% reduction in disparities	-
	% and # of learners (f/m) who are generating their own income or accessing further education after completing TVET	0%	70%	72% (274, of which 132 f; 142 m) of 383 sampled learners
Outcome 1: More marginalised children and youth access and participate in inclusive education	% and # of out-of-school children (f/m) enrolled in supported educational institutions that remain in the learning institution the following year.	n/a	70%	36% (48, of which 33 f; 15 m) of 134 out-of-school children
	and % of learners (f/m) that benefit from education in supported educational institutions that meet the expected standards of inclusive education	0%	35%	12% of learners (13% f; 10% m; 16% in schools; 0% in TVET centres)
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	# of learners (f/m) enrolled in supported educational institutions	166,240 (80,571 f; 85,669 m)	174,640 (84,624 f; 90,006 m)	86,528 (45,728 f; 40,800 m)

Outcome 3: Learners benefit from improved quality teaching and relevant learning	# and % of supported educational institutions where educational personnel and PTAs/SMCs are achieving expected standards of effectiveness and quality	0%	35%	13%
	# and % of learners in supported educational institutions achieving the minimum proficiency level in reading and mathematics	33%	40%	66% (63% F, 70%M)
	% and # of learners (f/m) in supported TVET institutions who completed/passed the appropriate TVET level	n/a	90%	97% (279, of which 140 f; 139m)
Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems	# and % of supported educational institutions that meet the expected standards for participation of learners, parents and employers	0%	35%	0%
	# of private sector companies contributing resources to the TVET sector	0	1	0
Outcome 5: Strengthened civil society influences education policies and practises	# of research and advocacy documents developed by civil society	0	1	0
	#of policies, plans and budgets developed/revised to include quality, equitable, safe and/or inclusive education and/or protection for marginalised groups	0	1	0

Whilst the feedback from ADRA partners and staff is positive in terms of perceptions of progress, the recent ETL assessment suggests otherwise. The assessments highlighted the challenges faced in schools in Myanmar to improve quality dimensions such as school leadership, teacher quality and parental engagement.

### 3.5.1 Outcome 1 (access to learning for girls, children with disabilities etc.,)

This outcome is focused on out of school children, girls and children with disabilities access to education.

**Indicator 1.1.1:** Number of out-of-school children (f/m) supported to enrol into an appropriate level of education (disability) (Norad indicator 1.1.1)

COUNTRY	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Myanmar	231 (115 f; 116 m)	245 (94 f; 151 m)	251 (128 f; 123 m)	132 (63 f; 69 m)	251	340 (178 f; 162 m)

245 OOSC were supported to re-engage in supported learning institutions in 2019, exceeding the target of 231 (115 f, 116 m). At the same time, **ADRA worked in collaboration with its partners and education authorities to develop criteria and processes for identifying and enrolling OOSC for the following year. This, together with community awareness raising activities promoting the value of education and the establishment of an NFE program in collaboration with the KECD, resulted in 132 OOSC (63 f, 69 m) re-engaging in education in 2020 and 340 OOSC (178 f; 162 m) re-engaging in education in 2021.** While this represents an achievement of only 53 percent of the target for 2020, the efforts to identify and enrol OOSC bore fruit in 2021 with the target being exceeded at 135 percent. In 2021, the majority (287 or 84 percent) of OOSC children were enrolled in TVET short courses and the remaining OOSC (53 or 16 percent) in the NFE program.

Additionally, 32 trainers from KTWG, KECD, ACS and the GTHS were provided with ToT on inclusive education, 21<sup>st</sup> Century Skills and psychosocial support in 2019. The trainers then trained 1,032 (470 f,

562 m) PTA / SMC members. **The numbers reached in the initial training (32) were much lower than the 2019 target of 1,826 but provided the foundation for cascading the training to teachers in 2020.** In 2020, the KTWG provided in-service teacher training to improve inclusive education teaching practice to 2,251 teachers at 31 sites across the 7 KNU districts. Within government-controlled areas, ADRA provided ToT to teachers via zoom. **This resulted in 2,671 (2,099 f, 572 m) education personnel being trained in inclusive education, exceeding the 2020 target (1,264) by 111 percent.** In 2021, despite COVID-19 lockdowns and the deteriorating security situation throughout KNU controlled areas, 2,478 (1,965 f; 513 m) education personnel received training in positive discipline, 21<sup>st</sup> Century teaching methods and non-formal education and the KTWG reached 2,295 teachers and head teachers with capacity building trainings. **Cumulatively, 3,490 education personnel were trained to support inclusive education since the SEAQE 2 project began, exceeding the cumulative target for 2019 – 2021 by 238 percent.** Efforts to improve inclusive education are bearing fruit, with 82% of students in KECD supported schools reported feeling safe at school.

Unlike other SEAQE 2 countries, gender equity in access to education is not a significant issue in Myanmar. **At baseline, slightly more female (2,509) than male (2,323) students were enrolled in supported schools. Gender parity in enrolment was observed across the school types, including in KTWG/KECD community schools, government schools and ACS schools.** Despite this, OOSC rates are high in Myanmar and particularly in conflict affected ethnic minority areas. According to the SEAQE 2 project proposal, there are an estimated 720,000 OOSC in the KTWG/KECD operational area and remoteness, poverty, security issues and a lack of interest and perceived value in education are barriers to education for both girls and boys. Education authorities and head teachers identified children from remote areas and children whose families had to migrate for work as unable to access distance learning during COVID-19 school closures and unable to return to school when schools open. **Children not feeling safe (18 percent), parents being unable to afford to send children to school (18.2 percent), children living too far away from school (9 percent) and needing to work (9 percent) and help in the home and care for younger siblings (9 percent) were identified as the barriers that prevented children from returning to school following school closures.**

Schools tried to support children to return to school. **Over 80 percent of education authorities reported information sessions with parents on the importance of education and the provision of COVID-19 hygiene and PPE equipment as strategies used to promote the safe return of children. At the same time, upgrading WASH facilities (64 percent), supporting schools to implement COVID-19 guidelines (54.5 percent) and conducting return to school campaigns (27 percent) were also reported by education authorities. These strategies were substantiated by head teachers and SMCs.**

Some effort was made to target the return to school of girls. **Most head teachers (68 percent) reported encouraging girls to return to school through information sessions (81 percent). Building toilets (28 percent) and separate hand washing stations (24 percent) for girls were also strategies employed to encourage girls to return to school. In a minority of cases, schools also set up girls' clubs (14 percent) and ran girls' education campaigns (9.5 percent).**

Over one third (36 percent) of education authorities identified children with disabilities as not returning to school following COVID-19 school closures. Despite this, **over 80 percent reported that nothing**

**was done to support their return to school. This was reinforced by head teachers, 52 percent of whom reported that their school did not support the return of children with disabilities.** Where support was provided, this was mostly by way of information sessions with parents (53 percent) and visual aids for COVID-19 awareness (27 percent). In a minority of schools, disability inclusive WASH facilities (13 percent) and teaching aids / support staff (13 percent) were also strategies used to support the return to school of children with disabilities.

Overall efforts and strategies to improve the enrolment of OOSC, including girls and children with disabilities, are viewed favourably by ADRA Myanmar staff and partners, with 100 percent of partner staff either agreeing or strongly agreeing that project contributions have been effective in addressing barriers to education for OOSC, including girls and children with disabilities. They did however make suggestions on improvements that could be made. **ADRA Myanmar staff were concerned about the lack of budget to support COVID-19 response activities, particularly considering a potential further wave of COVID-19 infections. They touched on the gap in support for distance learning and efforts being made in the Education in Emergencies (EiE) sector to share home learning resources, which will be critical for supporting access to learning during future school closures.**

There was a feeling that interventions were generic rather than specific to the unique barriers girls face and that a deeper analysis of the barriers may help to inform a more tailored response. For instance, community awareness raising activities promote the value of education for all children but there is a lack of tailored interventions to address specific barriers, such as distance to school or the education needs of children on the move. Additionally, there were suggestions to improve Menstrual Hygiene Management (MHM) programming and ensure this is integrated alongside other girls' empowerment and life skills activities.

ADRA Myanmar noted the significant contribution that SEAQUE 2 has made to supporting children's access to education in non-government-controlled areas, where community schools rely entirely on external funding and community support. Community awareness raising on the importance of education is positively influencing attitudes towards inclusive education. Almost 100 percent of head teachers (96 percent) reported that SEAQUE 2 has helped changed attitudes and behaviours towards girls' education and 80 percent of head teachers also felt that attitudes and behaviours towards children with disabilities had also improved because of the project.

### 3.5.2 Outcome 2 (inclusive and safe learning environments)

This outcome is focused on establishing safe, inclusive and healthy learning environments for students and covers gender sensitive infrastructure (classrooms, electricity, toilets, and safe drinking water), inclusive policies and linkages to health and protective services.

**Indicator 2.1:** # of learners (f/m) enrolled in supported educational institutions (disability) (Norad core indicator 1)

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Myanmar		166,240 learners (80,571 f; 85,669 m)	174,640 (84,624 f; 90,006 m)	132,251 (68,435 f; 63,828 m)	183,354	86,580 (45,821 f; 40,759 m)



The targets for 2020 and 2021 were higher than the 2020 and 2021 achievement because government schools were closed for most of the 2020 and 2021 academic years. Therefore, enrolment figures represent enrolments in KECD/KTWG supported community schools, 7 ACS schools, 1 KECD NFE and 1 KECD TVET Centre, which remained operational throughout 2020/2021.

In 2020, the project constructed two middle schools; Pan Taw Mee (GoM school) and Dae K' Hee (KECD school) with a total of 8 classrooms and a TVET centre, both of which provide much needed education pathways for children in target communities. A further ACS middle school was constructed in 2021 and fully equipped, including with gender sensitive WASH facilities and solar panels. The lack of middle schools has been a key reason children do not continue their education so building middle schools fills a critical gap. The establishment of a TVET centre under the administration of the KECD provides a much-needed education pathway for OOSC and youth, addressing a significant demand in community.

At baseline, the school buildings in Myanmar were reported by students to be mediocre and/or insufficient. Almost 1 in 5 (19 percent) did not have intact walls, 57 percent did not have a running water supply and 89 percent did not have an electricity supply. As far as sanitation facilities were concerned, 18 percent (or 9 schools out of 49) did not have latrines and almost half (47 percent) did not have separate latrines for girls and boys. Handwashing facilities, locks, visual aids on personal hygiene and soap were not commonly seen in the latrines of SEAQE 2 supported schools.

The baseline found that ACS schools' infrastructure lagged behind KTWG/KECD community schools and government schools. They were less likely to have intact walls, completed roof, running water and electricity supply.

In 2019, ADRA consulted and collaborated with the government Karen State Education Department (KSED) and KTWG/KECD to undertake initial site assessments in six communities to determine the location and to plan for the construction of the two middle schools. The site for 1 new TVET centre comprising 3 classrooms was also identified and relevant permissions secured. Construction began in 2019 and extended into 2020. The provision of electricity, latrines and water supply was linked to the construction of the schools and a solar energy company was contracted to provide and install solar power units in the 2 middle schools and 1 TVET centre. Local leaders and communities supported the construction process by providing in-kind contributions, including labour, local materials and free accommodation for technical workers of the construction companies. These contributions contributed to reducing costs.

In 2020, the construction of the 2 middle schools, 1 primary school and the TVET centre were completed in the first quarter. This resulted in 11 classrooms (8 in schools, 3 in TVET) out of a target of 15 (4 in schools, 11 in TVET) being reached, representing an achievement of 73 percent against the 2020 target. The variation in the target for school and TVET classrooms was reported as an error in the original target set. In 2021, a further middle school was constructed and handed over to ACS in August 2021. This resulted in a cumulative total of 19 classrooms, representing 100% of the cumulative target for 2021.

In 2020, 2 middle schools and 1 TVET centre were equipped with electricity, with the middle schools provided solar panels and the TVET centre running off a generator. In 2021, 2 primary schools and the KECD TVET centre were provided with a mix of generator and solar power. This represents 100 percent or 5 out of a target of 5 for the cumulative total for provision of electricity by 2021. Government standards were applied for the construction of latrines, and 32 gender and disability

inclusive latrines were constructed. This represents 100 percent or 32 out of a target of 32 for the cumulative number of latrines constructed / rehabilitated by 2021. Finally, a total of 15 schools, including the 2 middle schools and 1 TVET centre, were provided with basic drinking water systems by way of tanks, water pumps and pipeline plumbing and hand washing basins were also set up. This represents 71 percent or 15 out of a cumulative target of 21 for the provision of basic drinking water by 2021.

**Evidence from the MTR suggests that more can and should be done to improve gender and disability inclusive infrastructure within SEAQE 2 schools.** Only 39 percent of head teachers reported that the SEAQE 2 project has helped build gender segregated latrines and only 26 percent of head teachers reported that the SEAQE 2 project has helped build disability inclusive latrines and WASH facilities. According to SMCs, less than half the schools (47 percent) upgraded WASH facilities to support the safe return of students following COVID-19 school closures.

In Myanmar, the project provided training on child protection (CP), safeguarding, mine risk reduction and COVID-19 awareness to education personal at 808 education institutions (1 TVET, 19 government schools and 788 KECD schools). The KTWG Mobile Teacher Trainers reached 31 villages with this training and conducted community awareness raising events that reached 1,548 parents (1,000 f, 548 m) and 1,346 children (754 f, 592 m). The 19 government schools and 1 TVET centre have codes of conduct in place and supporting KECD/ACS schools to develop codes of conduct was a priority throughout 2021. In 2021, 237 schools were supported to develop codes of conduct, representing 32 percent of the target (745).

An important feature of an inclusive environment is ensuring that students feel safe whilst they are at school.

*Indicator 2.3.1: Number of referrals to health, safety and/or protection services (sex)*

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Myanmar	28	0	40	0	60	0

**The referral mechanism for responding to child protection, safety, health and wellbeing cases was established in Myanmar in 2021.** In 2020, ADRA Norway provided Child Safeguarding training through a webinar to ADRA SEAQE 2 project staff in Myanmar and an action plan which includes the mapping of service providers, and the establishment of a referral system was completed. In 2021, ADRA Myanmar provided a 3 day child safeguarding and child protection training to project staff and partners. Project staff and key stakeholders also commenced a mapping exercise of available referral services, which has continued into 2022, and a referral tracking system has been developed. The need to strengthen child protection and safeguarding within SEAQE 2 schools in Myanmar is supported by the MTR findings. **All 100 percent of head teachers identified the need for child protection training and support to develop and implement child protection and safeguarding policies. The majority (67 percent) of head teachers also identified the need for training on positive discipline.**

### 3.5.3 Outcome 3 (teaching)

This outcome is focused on improving the quality of teaching and learning and aims to strengthen school governance structures and systems, improve teacher capacity and practice, provide effective and relevant teaching and learning materials and more relevant knowledge, attitudes, values and life skills for learners.

At baseline, gender dimensions were visible in teacher numbers with 70 percent of teachers being female. It was noted that this was likely due to gender stereotypes, whereby women are considered more caring and hence more suitable to being teachers.

**Just over half (55 percent) of head teachers reported that the SEAQE 2 project has provided gender inclusive teacher training to teachers at their school and that they are monitoring gender inclusion in the classroom.** This was substantiated by teachers, 65 percent of whom reported having received training in gender inclusion. **Most head teachers have seen a little (35 percent) or some change (61 percent) in gender inclusion within their school and most teachers reported a little (61 percent) or some (33 percent) change in their gender inclusive teaching practices.** Most head teachers think that this has helped improve girls learning outcomes (94 percent) and helped change attitudes towards girls' education (97 percent).

**In contrast, less than half (45 percent) of head teachers reported that the SEAQE 2 project has provided disability inclusive teacher training to teachers at their school and only 35.5 percent monitor disability inclusion in the classroom.** This was further verified by teachers, 65 percent of whom reported that they had not received any training on disability inclusion. **Consequently, the majority (55 percent) of head teachers have only seen a little change in disability inclusion within their school and most teachers (65 percent) have only seen a little change in their disability inclusive teaching practices.** Despite the limited reach of interventions supporting disability inclusion, 77 percent of head teachers think there has been an improvement in the learning outcomes of children with disabilities and 81 percent of head teachers think SEAQE 2 project interventions have helped change attitudes towards children with disabilities.



Figure 1: Ways in which the SEAQE 2 program has promoted disability inclusion in the school.

The COVID-19 pandemic disrupted SEAQE 2 project schools in Myanmar with 57 percent of head teachers reporting that children were not able to attend school due to school closures.

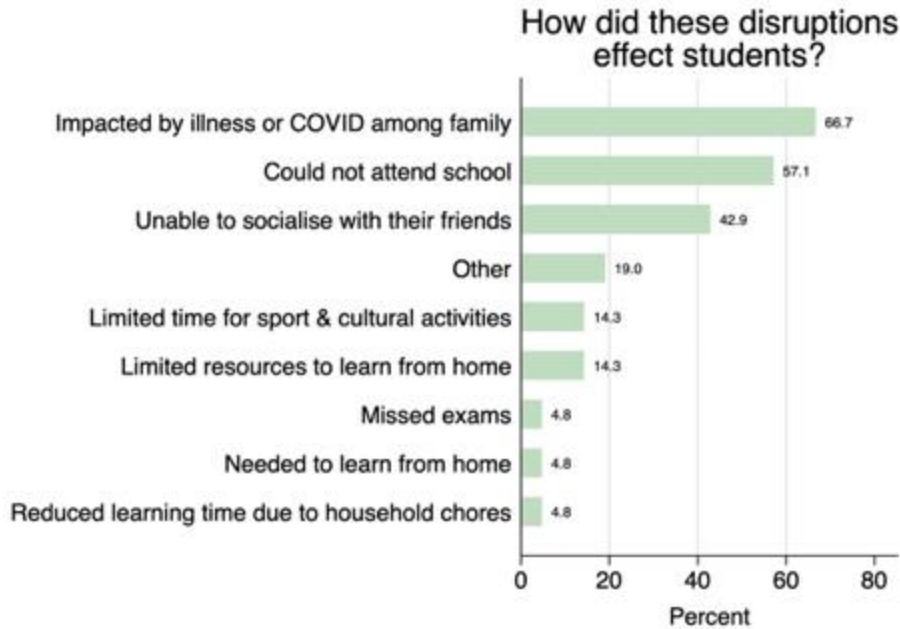


Figure 2: The effect of COVID-19 disruptions on teachers as reported by head teachers.

**During school closure, most schools (90 percent) did not support distance learning and 77 percent of schools did not receive resources from ADRA and the SEAQE 2 project to help children learn from home.** In a minority of cases the SEAQE 2 project supported the development and printing of home learning packs (13 percent), purchased reading books (6.5 percent) and provided electronic devices to support e-learning (3 percent).

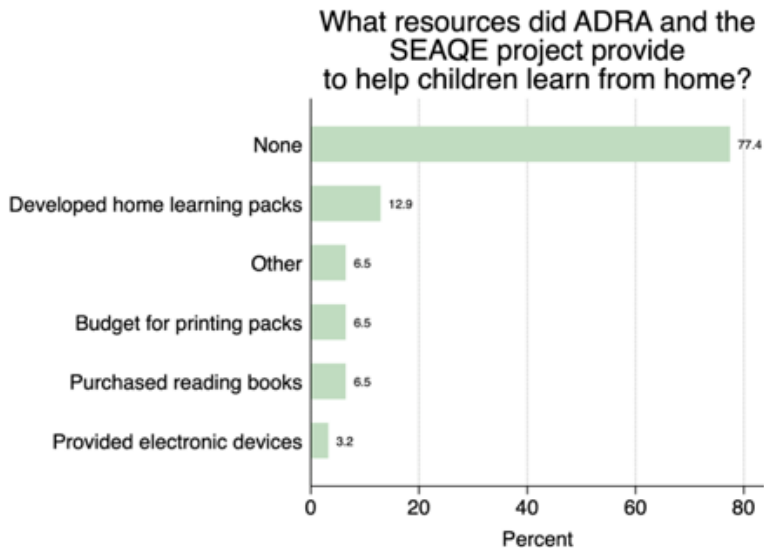


Figure 3: Resources provided by ADRA and the SEAQE 2 project to help children learn from home as reported by head teachers.

The limited support for distance learning was reiterated by teachers, 64 percent of whom reported that they were not able to support any distance learning activities. Of the teachers that did support distance

learning, this was mostly (17.6 percent) by way of occasional home visits. In extremely limited instances, teachers were able to provide some resources to students (9 percent) and conduct small tutor sessions (4 percent).

Myanmar is the birthplace of the SEAQE 2 e-learning courses that will also be rolled out to Ethiopia and Somalia. They are the product of a partnership with Zabai, a Norwegian owned company founded in Myanmar specialising in developing course content for developing countries. **In 2019/20, 3 courses (entrepreneurship, digital literacy and 21st century skills) were developed and evaluated and an e-learning life skills course was rolled out to enrolled TVET students at the KECD VTET centre, as the GTHS was closed throughout 2020/2021.** For 2020, a total of 132 (63 f, 69 m) learners undertook the e-learning course, representing 49% of the target (270). For 2021, a total of 240 (118 f; 122 m) learners undertook e-learning courses, representing 69.5 percent of the target (345).

**SEAQE supports e-learning within the TVET institutions and not in primary and second schools. Hence, only 2 of the 31 (or 6.45 percent) head teachers interviewed for the MTR reported that e-learning had been introduced at their school and 1 of the 2 head teachers (or 50 percent) reported that this helped improve student learning by improving digital skills.** The other head teacher reported that a lack of electricity and internet connection prevented e-learning being an effective tool for improving the quality of education.

According to 80 percent of teachers (or 4 out of 5) in schools where e-learning has been introduced, e-learning has helped improve the quality of education by increasing students engagement and learning.

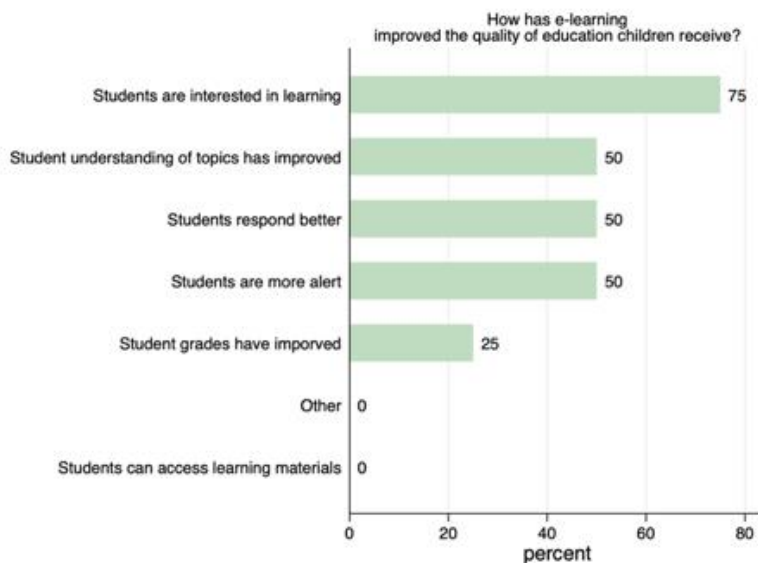


Figure 4: Impact of e-learning on quality education as reported by teachers.

**Overall, most teachers thought the SEAQE 2 project was (67 perfect) or very (33 perfect) effective in promoting students' safe return to school and results were similar in relation to how effectively the project prepared teachers for a safe reopening.**

The SEAQE project supported teacher training both before and during the COVID-19 pandemic through the provision of in-service teacher training, training through teacher training institutes, peer learning and mentoring and coaching. During Covid-19, 20 percent of teachers reported that they received training online and through distance learning. **Most teachers found the in-service teacher training**

program the most value to their professional development. Online learning and distance learning were reported as the least valuable by teachers.

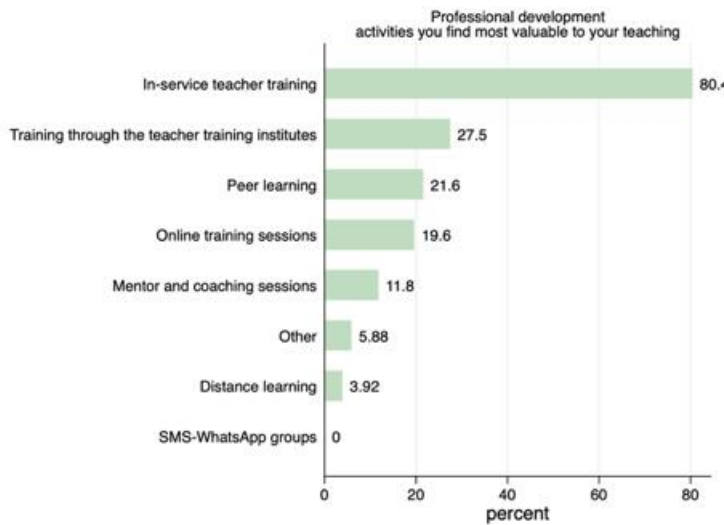


Figure 5: Most valuable professional development activities as reported by teachers.

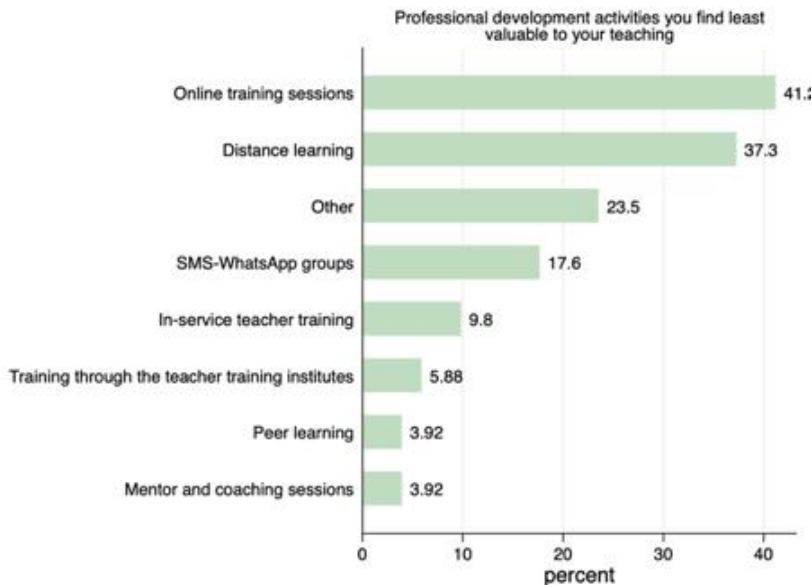


Figure 6: Least valuable professional development activities as reported by teachers.

**Mentoring and peer learning were effective strategies for improving teacher capacity. Most head teachers (80 percent or 4 out of 5) reported that the mentoring program was highly effective, and teachers rated mentoring and coaching (12 percent) and peer learning (22 percent) as professional development activities they found most valuable.**

Overall, many head teachers (52 percent) thought that the quality of the teacher professional development program was above average, and 45 percent thought it was average.



Figure 7: Quality of the teacher professional development training as reported by head teachers.

Head teachers rated the quality of teacher professional development materials similarly, with 58 percent rating the quality of materials as above average and 42 percent as average. **Subject specific training, training on the new curriculum, classroom management and lesson plan training and skills training for TVET trainers were suggestions made by head teachers to improve the teacher professional development program.** These suggestions were reiterated by teachers who also suggested practical training on teaching methodology and child psychology.

**Support for teachers' social and emotional wellbeing may not have gotten the attention it deserved, with 1 in 5 head teachers and teachers reporting that no extra activities have been done to support the social and emotional wellbeing of teachers.** Those schools that have provided support for teacher's social and emotional wellbeing have done so by providing teacher wellbeing packs (43 percent), offering sessions with a school counsellor / wellbeing officer (31 percent), setting up teacher support / learning circles (27.5 percent), providing more teaching and learning resources (16 percent) and teaching assistance (8 percent). Only in a minority of cases (9 percent) were teachers provided with an additional support payment. SMC members thought that advocacy to increase teacher salaries and benefits (81 percent) and to improve housing for teachers (59 percent) should be a focus for the SEAQE program in the next two years to improve teacher wellbeing.

When asked what support should be provided for teachers' social emotional wellbeing, teachers had a raft of suggestions as shown in the graph below.

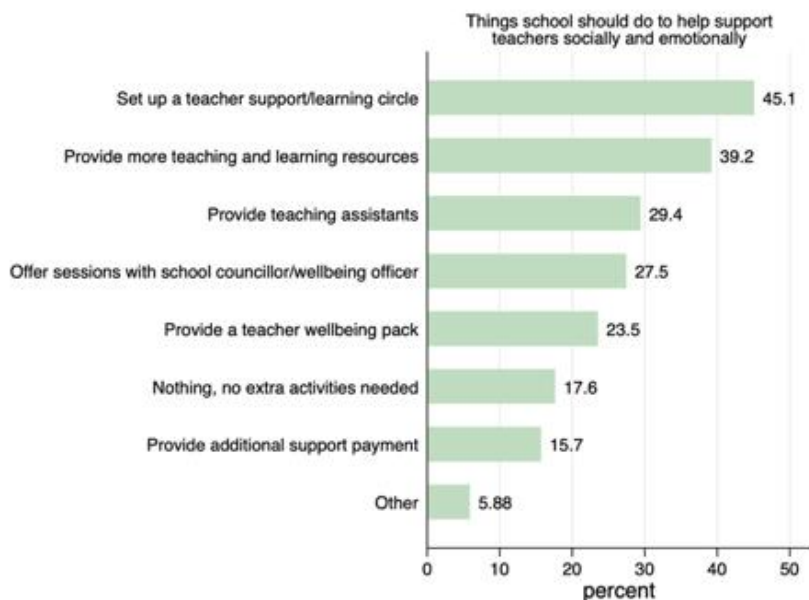


Figure 8: Additional support for teacher social and emotional wellbeing as reported by teachers.

Training SMC so they can reinforce messages and responses to quality teaching and learning is an important feature of this outcome. Over the three-year period, training topics changed significantly and appear to have been a reaction to different imperatives.

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

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Myanmar	5,980 (4,250 f; 1,730 m)	819 (527 f; 292 m)	100 (55 f; 45 m)	1221 (403 f; 818 m)	3,000	1,639

**The targets and actuals oscillate, suggesting that planning was ad hoc.** In 2019, trainings were conducted on the roles and responsibilities parents have as duty bearers, school improvement planning, disaster risk reduction and child protection. In 2020/21, the focus shifted to parent education, such as basic literacy skills, and strategies/tips for parents and caregivers on how to support, develop and boost children’s literacy at home. ADRA provided PTA training to ACS and government schools while KTWG provided PTA training to KECD schools, with training topics including roles and responsibilities of PTA members, positive parenting, corporal punishment, guiding rules/principles governing the operations of PTAs, importance of cooperation between school management and PTAs and teachers, child protection and child rights.

Regarding TVET curricula to support teaching and learning, 5 TVET courses were revised in 2019 through a multi-stakeholder process. Teacher training manuals were reviewed by local business owners and the INGO TVET network co-founded by ADRA. The 5 training manuals included: 1) Life-Skill and Small Business; 2) Advanced Sewing; 3) Hair Cutting 4) Hair Dressing; 5) and Welding. The Department of TVET (DTVET) received support from the EU to strengthen their role and influence in coordinating the TVET sector. While the process was drawn out, a culture of collaboration between the TVET INGO network and DTVET was fostered in 2019. No further progress on this was made in 2020/21,



due to COVID-19 and the deteriorating security situation which severely hampered stakeholder consultations.

**Indicator 3.5.1:** Number of learners (f/m) participate in life skills education (disability)

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Myanmar	385 (165 f; 220 m)	239 (92 f; 147 m)	345 (133 f; 212 m)	53 (33 f; 20 m)	345	287 (144 f, 2 fwd; 143 m, 1 mwd)

In 2019, short course students at the GTHS in Hpa-An received training in life skills and entrepreneurship. These trainings were offered by the state government, civil society organizations (such as Myanmar Red Cross) and selected business representatives. Some of the training topics included human trafficking, child abuse, traffic rules, DRR, first aid, environment awareness, reproductive health, etc. The training topics are part of the government life skills training curriculum and was delivered during regular class time. Of the 360 training hours TVET students must take, 54 hours are set aside for life skill and small business lessons. In 2020/21, the topics included Time Management, Stress Management, Anger Management, Personal Development, Communication, Professional Development, Decision Making, Teamwork, Financial Literacy, and Management of Small Business. The courses were tailored to the needs of the students after assessing their gaps in the respective subject areas. In 2021, a blended online and face-to-face approach was used to deliver life skills training to TVET students, with most of the training being provided online due to the COVID-19 and security situation in the country.

### 3.5.4 Outcome 4 (parent, community and other stakeholder engagement)

This outcome is focused on improving the engagement of learners, parents and communities to strengthen schools and children’s learning and development. This outcome includes efforts to strengthen partnerships between TVET centres and the private sector to improve the TVET sector.

**Parent and community engagement strategies in SEAQE 2 target schools are well established. At baseline, most schools were found to consult with communities (76 percent) and parents (87 percent) about school management and operations.** Parents and communities participated in school events, provided in-kind labour to improve and clean the learning environment and helped prepare food.

In 2019, KTWG and ADRA provided training on positive parenting across community, government and ACS schools. The training reached 7,500 parents (5,382 f, 2,118 m), exceeding the 2019 target (4,525) by 66 percent. In 2020, a further 4,912 (3,042 f, 1,870 m) were reached. The KTWG held all day parent education training workshops in 153 schools covering a broad range of topics, including parent roles and responsibilities and how to engage and support the school PTA. Other topics included child rights, child protection, mine risk education, COVID-19 awareness and strategies for supporting their children’s literacy and numeracy learning. ADRA also provided training for 53 parents (38 f, 15 m) in government-controlled areas as well as conducting a COVID-19 prevention campaign, reaching 5,139 households with COVID-19 prevention and hygiene messages and distributing liquid and bar soap. In 2021, the KTWG reached a further 8,004 parents (5,108 f; 2,896 m) in 194 schools. The cumulative total number of parents reached by the end of 2021 was 17,159 (10,981 f, 6,178 m), which exceeded the target (8,300) by 207 percent.

Parental engagement strategies have been highly effective in promoting children’s return to school. **The vast majority of PTA and SMC members reported that their school engaged parents well in promoting the return of children and was effective in preparing students for a safe return.**

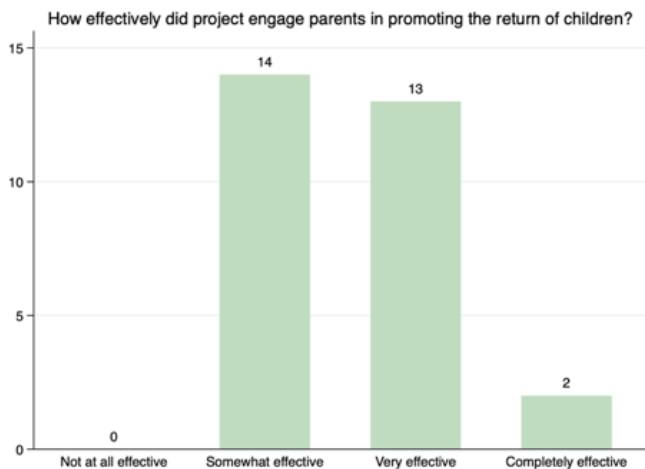


Figure 9: Effectiveness of the project in engaged parents in promoting the return of children as reported by PTAs.

**SMC’s also played an important role in supporting the safe return of children to school. They supported information sessions on the importance of education, distributed COVID-19 hygiene and PPE, upgraded WASH facilities, monitored COVID-19 guidelines and helped run return to school campaigns. More could be done to engage SMCs, as 12.5 percent reported that they did not have a role in supporting return to school initiatives.**

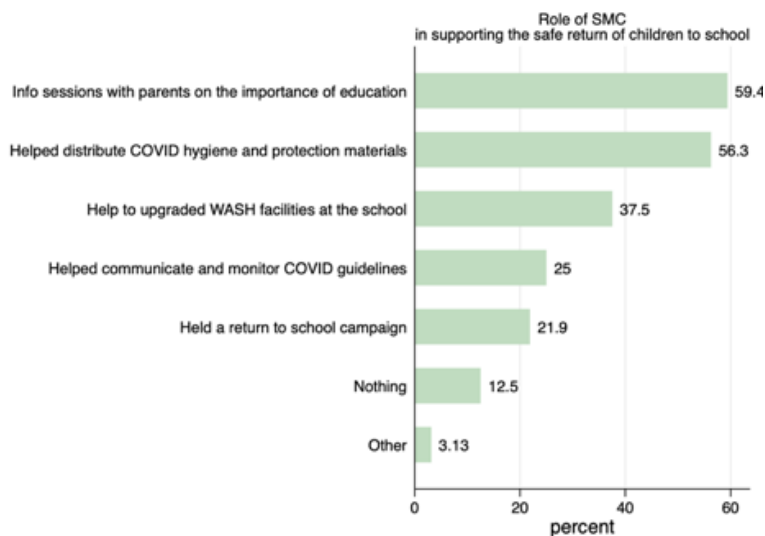


Figure 10: Role of SMCs in supporting children’s safe return to school as reported by SMCs.

SMC members had a raft of suggestions for how SEAQE 2 could help improve SMC management in the next two years. **Most SMC members would like training and support on leadership and governance (97 percent) and financial management (87.5 percent). Training on how to**

support the education of children with disabilities (28 percent) and girls (12.5) was also identified by SMC members.

**Engagement with local business and other stakeholders to improve TVET services has been highly effective.** In 2019, the project supported the GTHS to link up with business owner through a Job Fair program and supported a skills competition among GTHSs. Due to Covid-19 and the security situation, the Job Fair did not take place in 2020/21. However, local businesses continue to support TVET students despite military suppression, with 9 local businesses in Hpa-An continuing to offer TVET students job placements for on-the-job practical training in 2021. This is a testament to both the strength of ADRA’s relationships with local businesses in the project area as well as their adaptability.

**57 percent of head teachers reported that ADRA supported them to engage with local businesses and this helped improve the curriculum used, the practical training and internships offered and support by local businesses for tools and equipment.**

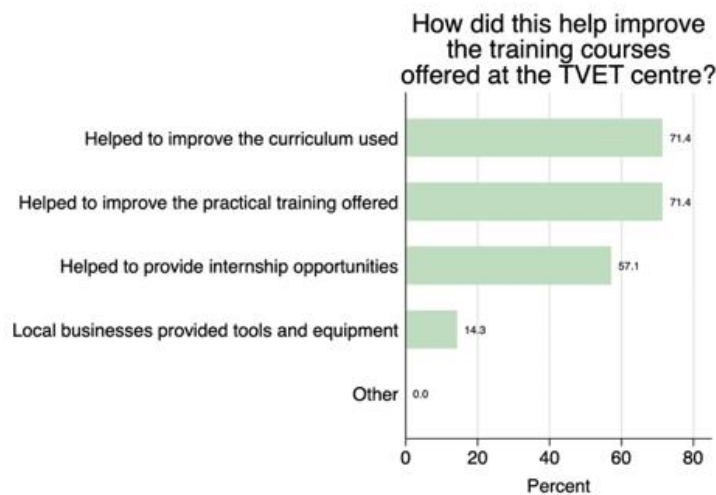


Figure 11: Improvements to TVET courses because of support to engage local businesses as reported by head teachers.

### 3.5.5 Outcome 5 (civil society influence & policy change)

This outcome is focused on strengthening civil society influence on education policy and practice through improved capacity to track, monitor and advocate for inclusive education and the education rights of marginalised children. This outcome focuses on strengthening civil society fora and networks to support dialogue more effectively between civil society and governments.

In 2019, **ADRA initiated the Education in Ethnic States and Region (EESR) group as a platform for strengthening coordination and collaboration among key stakeholders, including Indigenous providers of education, INGOs, UN agencies and donors, in support of inclusive education in Myanmar. This platform has continued throughout 2020/21.** In 2020, two Kayin state education platforms, namely the Karen State Education Development Network and the TVET Coordination meeting, were also strengthened to support dialogue between government and education stakeholders at the state level. The SEAQE 2 project also contributed to strengthening the Refugee Returning Students Support Group, which aims to support the return and integration of returning refugee students from the camps along the Thailand - Myanmar border in schools but this group was suspended in 2021 due to an increase in IDPs and refugees fleeing the region. In 2021, ADRA

and partners have become active members of several Kayin State working groups, including the DRR working group, the WASH working group, the UN Women Peace and Development Implementation Plan and the Kayin Protection from Sexual Exploitation and Abuse (PSEA) Network. The Kayin PSEA Network is part of a national PEAS Network working to support the implementation of PSEA policies. These networks provide opportunities for ADRA and partners to advocate for the needs of marginalised children and the recognition of Indigenous education providers.

**ADRA is also a core member of the INGO TVET group, influencing policy and system strengthening activities.** ADRA's ability to gain government approval for collaboration between the GTHS and KECD and the construction of a satellite TVET centre is a testament to their capacity to forge positive relationships between government and ethnic minority stakeholders, although the military coup has now undermined these efforts.

Capacity development of local implementing partners, namely the KTWG and ACS, has been ongoing. Support has been provided to strengthen administrative, financial and M&E systems as well as organisational sustainability. Formal capacity assessments were scheduled for 2021 but postponed to 2022 due to security concerns. **ADRA partners either agreed (75 percent or 3 respondents) or strongly agreed (25 percent or 1 respondent) that ADRA provided them with good support through the SEAQE 2 project.**

### **3.6 IMPACT**

The learning assessments are important indicators of effectiveness and impact. Initiatives such as teacher professional development and/or an inclusive learning environment are often evaluated based on their contribution to student learning outcomes. The surveys and assessments provided the following by way of evaluation.

- Slightly more females (94.9 percent) than males (92.3 percent) love coming to school.
- Male and female students had positive associations with school, value their education and enjoy the friendships that are formed in the learning environment
- More female students (89.7 percent) than male students (83.9 percent) feel that their teacher is good at helping them learn and understand the lessons
- More male students (86.7 percent) than female students (77.7 percent) felt that children were hurt in the school, but comments suggested this was caused by play rather than any form of violence by adults against them.
- More male students (41.1 percent) than female students (36 percent) reported witnessing the teacher hit a child in class in the past year, implying that corporal punishment may be a common occurrence.
- It is exceedingly rare that students are asked their opinion. Most students (69 percent females and 65 percent of males) felt they were not asked their opinion. Only 14 percent of males and 9 percent of female students reported being asked their opinion.

**Overwhelmingly, students had a positive association with their school and their teacher, although the relationship between the teacher and student may not be the strongest with indications that students may not be given opportunities to share their opinions and experience corporal punishment.**

## Student learning results

### Grade 4

**Overall, results indicate that the majority of grade 4 students irrespective of gender have understood the literacy and numeracy assessment and performed well in most subtests.**

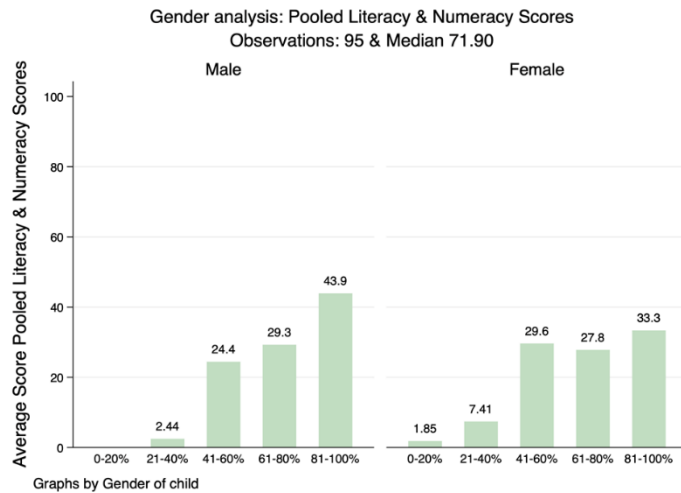


Figure 12: Pooled literacy and numeracy scores for grade 4 students by gender.

**Male and female students performed well in the Grade 4 assessment with the average student scoring 72 percent for the combined assessment.** Almost 1 in 2 male students (44 percent) scored above 80 percent compared to 1 in 3 female students (33 percent). This is encouraging and suggests that students are developing relevant foundational literacy and numeracy skills for future academic and employment success. Whilst there are some slight differences between male and female students, this finding is not statistically significant, which is also encouraging as it suggests there are no gender disparities in learning outcomes.

### Literacy

Male students performed slightly better than female students in the four literacy subtests and more male students (54 percent) than female students (42.6 percent) obtained scores above 80 percent. It is more likely that lower scores were found in female students with almost 1 in 5 females obtaining less than 60 percent in the literacy assessment.

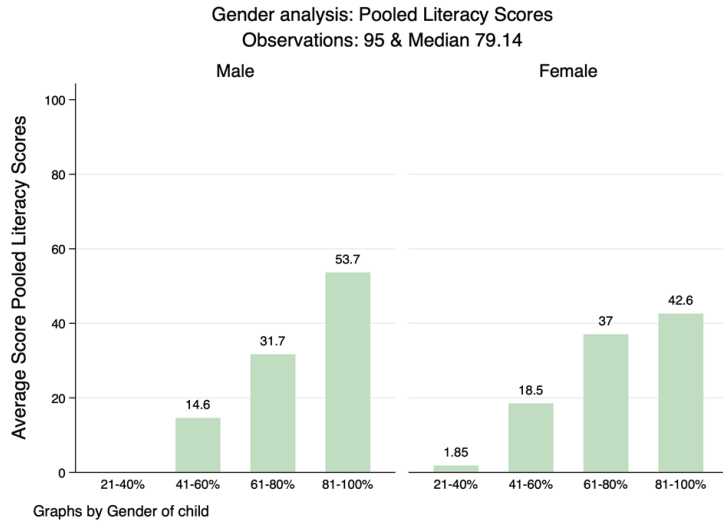


Figure 13: Pooled literacy scores in Grade 4 by gender.

### Numeracy

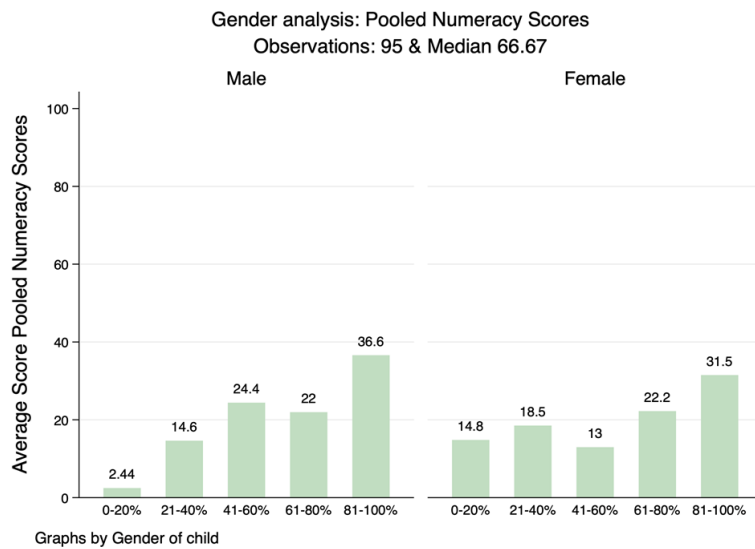


Figure 14: Pooled numeracy scores in Grade 4 by gender.

Like the finding for Grade 4 literacy, males have tended to score higher than female students in the numeracy assessment. Almost 1 in 3 female students scored less than 40 percent compared to 1 in 6 males. Male students are more likely than females to score above 80 percent, suggesting they have a stronger grasp than female students of foundational numeracy skills. It is important to note however that the gender differences are not statistically significant.

### Grade 7

**Students performed better in the literacy assessment compared to the numeracy assessment although pleasingly very few students scored below 20 percent on the Grade 7 assessment.**

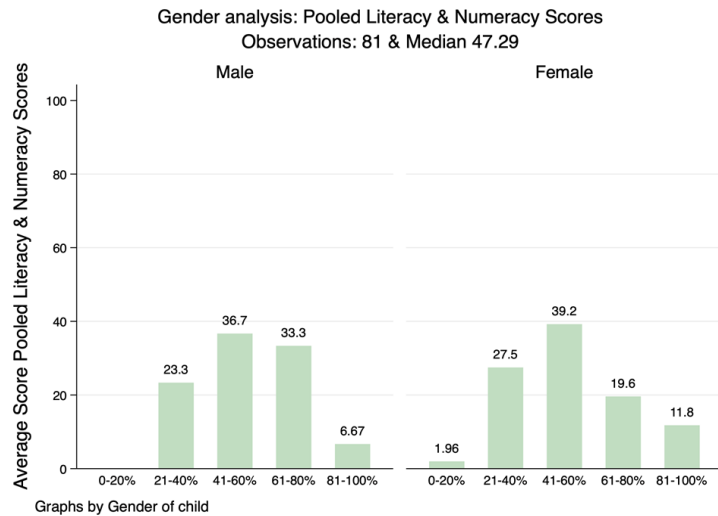


Figure 15: Pooled literacy and numeracy scores for Grade 7 students by gender

**When pooled, a higher proportion of female students (11.8 percent) than male students (6.7 percent) in Grade 7 obtained scores above 80 percent in the 8 subtests of the literacy and numeracy assessments.** Females however were more likely (27.5 percent) than males (23.3 percent) to score below 40 percent in the subtests suggesting that there is a wide range of learning abilities amongst females whereas males are more likely to obtain consistent results across the cohort. It is important to also report that the slight gender differences evident are not statistically significant.

### Literacy

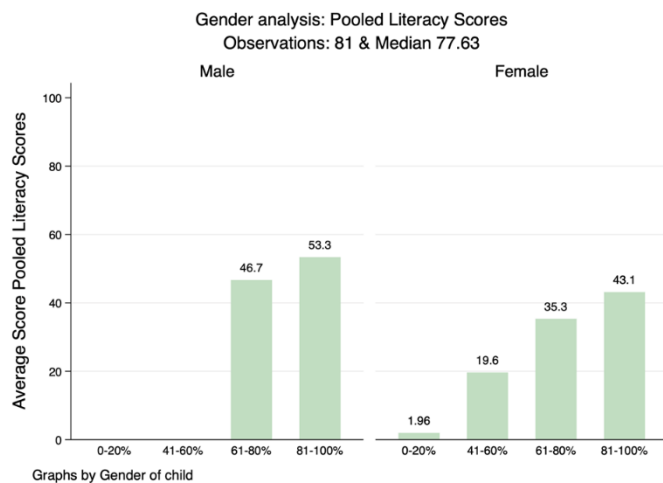


Figure 16: Pooled literacy scores for Grade 7 students by gender.

Like the findings in Grade 4, male students tend to perform better than female students in the literacy assessment and over 1 in 2 male students scored above 80 percent compared to 43 percent of female students. The results indicated that most students have a strong grasp of literacy and most students irrespective of gender scored above 60 percent.

### Numeracy

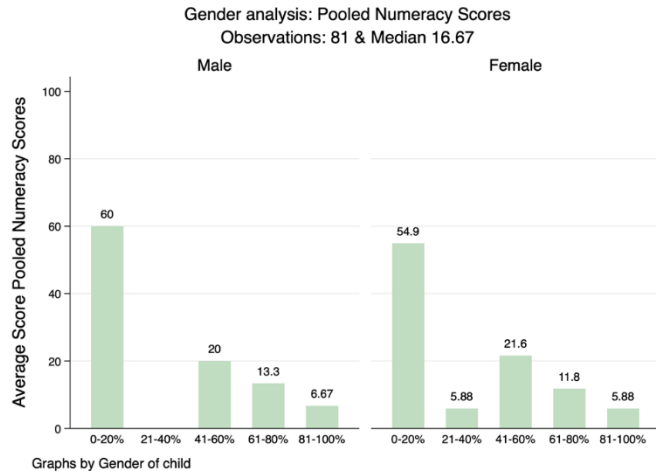


Figure 17: Pooled numeracy scores for Grade 7 students by gender.

The contrast of results between literacy and numeracy is interesting and requires further analysis. Over 50 percent of students irrespective of gender were unable to answer many of the questions in the four subtests. This implies that many children have not understood the maths tasks assessed, including addition, subtraction and word problems and simple data representation. There were few students (6.7 percent males and 5.8 percent females) that scored above 80 percent and just one quarter of students who scored above 50 percent. In the validation exercise, according to KTWG and ADRA Myanmar, the results may be because the math curriculum in the higher grades is not properly sequenced and teachers often lack subject matter knowledge, particular in higher school mathematics. This results in maths not being taught well. It is probable that teachers may miss sections they do not understand, and this means that children fall further and further behind in maths each year. In the section below, the team will analyse the subtests for maths to determine whether there are discreet areas that require attention.

## Grade 7 subtests

### Understanding of operations

In this assessment, students were required to select 3 questions from a choice of 4 to answer. The equations were a mix of decimal number multiplication and division and fraction subtraction and multiplication. A functional understanding of operations would be required to answer these questions.



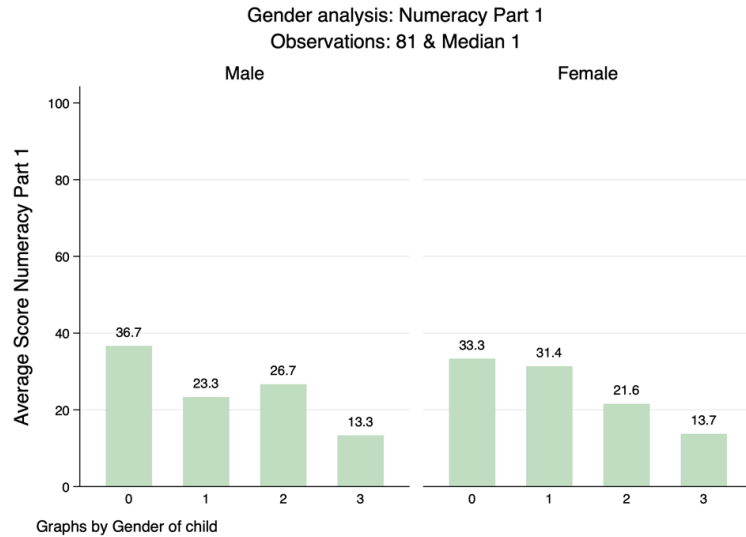


Figure 18: Operations subtest scores for Grade 7 students by gender.

One in 3 students were unable to answer any of the operations test items. This would indicate that many students may not have full grasp of operations, especially division and multiplication, which were a focus in these subtests. It may be important to analyse the curriculum to determine whether these areas are covered in Grade 7 as this may explain the results.

### Word problems

Like the previous sub-test, students were required to select 3 questions from a choice of 4 to answer. The questions required students to undertake calculations of cost, time, distance and probability based on word problems. To solve the problem, students would have needed to create equations based on the information provided in the sentences.

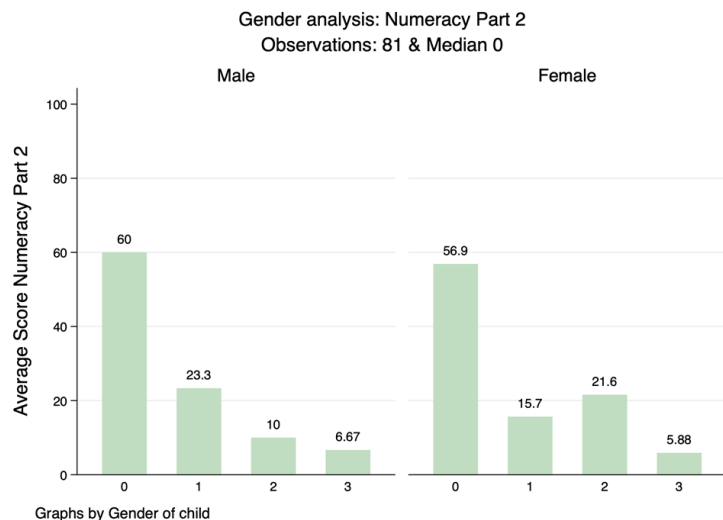


Figure 19: Word problem subtest scores for Grade 7 students by gender.

Like the findings in the first subtest, male and female students struggled to answer any of the word problems. Less than 1 in 2 students were able to answer any of the word problems and less than a

quarter were able to answer 2 or more problems. A slightly higher proportion of female students (27 percent) compared to male students (17 percent) answered at least 2 of the questions correctly. This gender difference was not statistically significant.

### Simple linear equations

Like previous sub-tests, students were required to select 3 questions from a choice of 4 to answer. In all questions, students needed to identify the number  $x$  in each of the equations. Knowledge of basic operations and linear expressions was required.

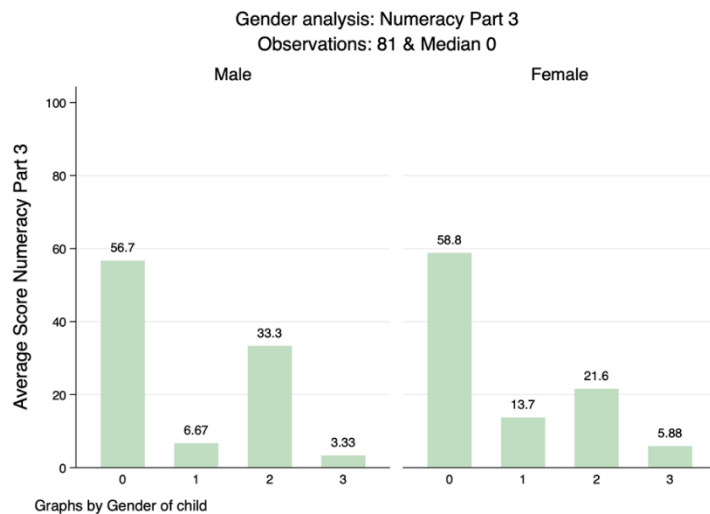


Figure 20: Simple linear equation subtest scores for Grade 7 students by gender.

The trends are consistent with previous subtests where over 50 percent of students (56.7 percent of males and 58.8 percent of females) did not answer any of the problems in this subtest. The problems required understanding of simple algebraic equations, so if students have not had exposure to this, they would not have been able to answer the questions. It is possible that the curriculum does not cover these areas.

### Data representation

Like previous subtests, students were required to select 3 questions from a choice of 4 to answer. In this subtest, students are required to interpret the pie graph and answer questions about portions of whole numbers.

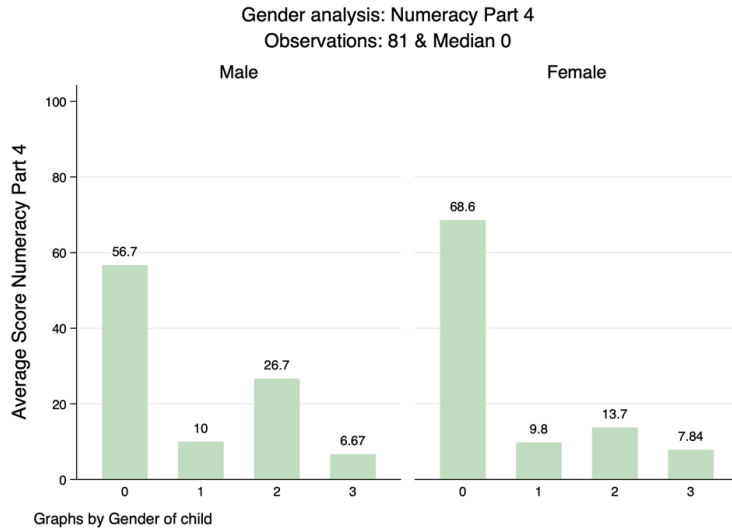


Figure 21: Data representation subtest scores for Grade 7 students by gender.

Data interpretation is typically introduced by Grade 3 or 4, yet male and female students struggled with this subtest, suggesting that they did not fully understand the task requirements. In this subtest, male students were more likely (34 percent) than female students (21 percent) to answer 2 or more of the problems.

### Year 10 Overall

**When pooled, 1 in 10 female students (10 percent) and 12.5 percent of male students obtained scores above 80 percent on the combined Year 10 literacy and numeracy assessments. Male students were more likely (28 percent) than female students (21 percent) to score above 60 percent on the combined assessment. Like the results for Grade 7, the gender differences were not statistically significant.**

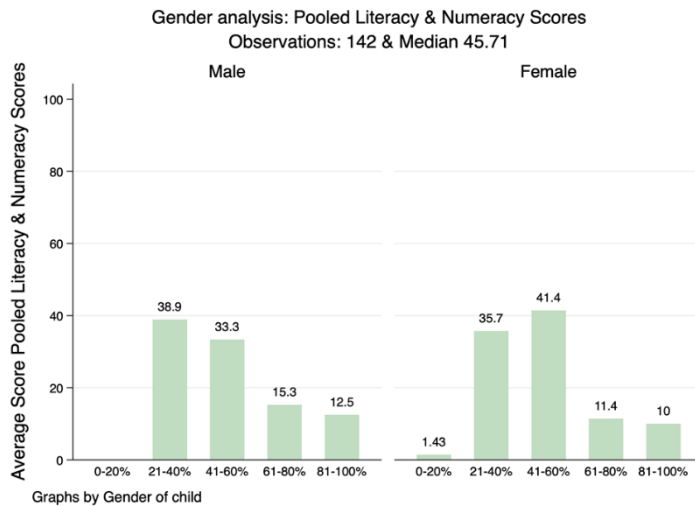


Figure 22: Pooled literacy and numeracy scores for Grade 10 students by gender.

### Literacy

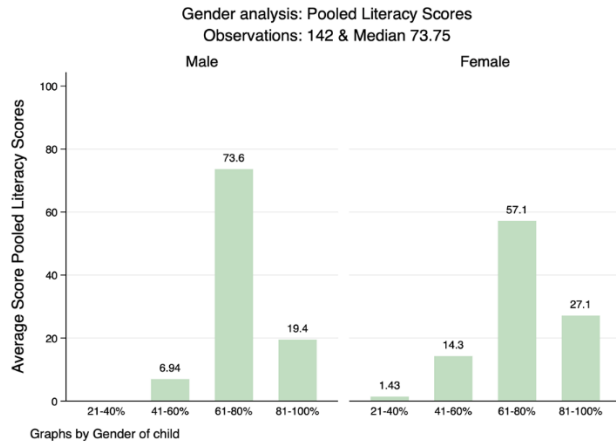


Figure 23: Pooled literacy scores for Grade 10 students by gender.

The trend that was observed in Grade 7 mirrors the findings in Grade 10 and shows that most students have a reasonable strong grasp of literacy concepts. A higher proportion of female students (27.1 percent) compared to males students (19.4 percent) scored above 80 percent.

### Numeracy

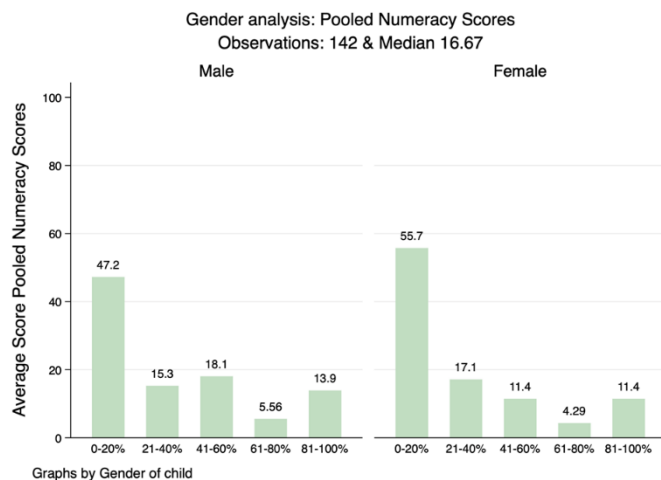


Figure 24: Pooled numeracy scores for Grade 10 students by gender.

The results for grade 10 students mirror the results for grade 7 students in mathematics. Concerningly, a lot of children (47.2 percent of male students and 56.7 percent of female students) struggled to answer the numeracy subtests. It is evident gender differences are not a significant factor in Myanmar but the results in numeracy indicate a possible area to be addressed.

### Understanding of operations

In this assessment, students were required to select 3 questions from a choice of 4 to answer. The problems were a mix of fraction multiplication and division with brackets requiring an advanced understanding of operations.

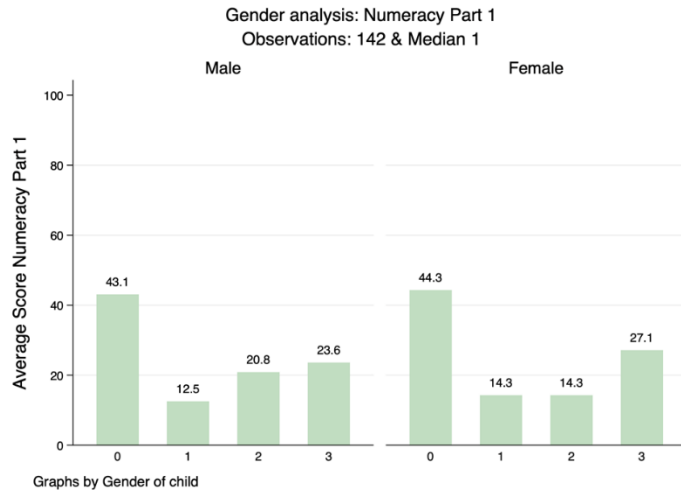


Figure 25: Understanding of operations subtest scores for Grade 10 students by gender.

Results varied across the cohort, and it is encouraging to see that some students performed very well on this subtest. Almost 1 in 4 male students and over 1 in 4 female students scored 100 percent in this subtest. There were a number (43 percent of male students and 44 percent of female students) that were unable to answer any questions, and this is consistent with findings from Grade 7. The gender differences are not statistically significant.

### Word problems

Similar to the previous sub-test, students were required to select 3 questions from a choice of 4 to answer. The questions required students to undertake measurements, and a few required an understanding of circumference.

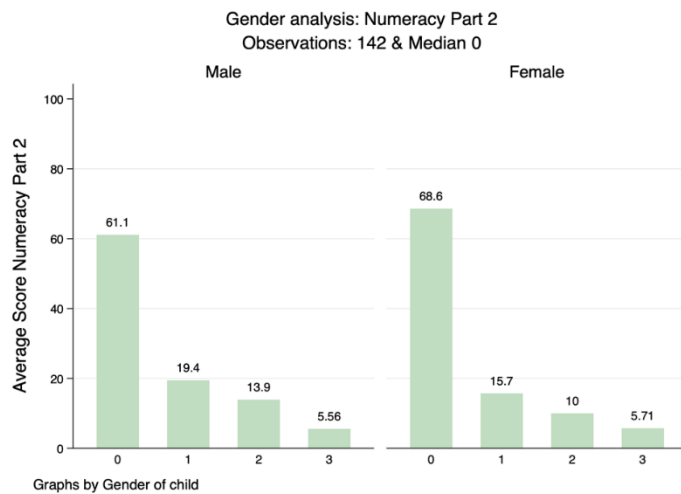


Figure 26: Word problem subtest scores for Grade 10 students by gender.

There are few differences between male and female results in this sub-test. Most students (61 percent males and 68.6 percent females) could not answer the word problems. It is likely that some of the calculations required may not have been familiar to the students.

## Linear equations

Similar to previous sub-tests, students were required to select 3 questions from a choice of 4 to answer. For 2 of the questions, students needed to identify the number  $x$  in the equations. One required simplification and the other reorganisation. Knowledge of linear expressions was required.

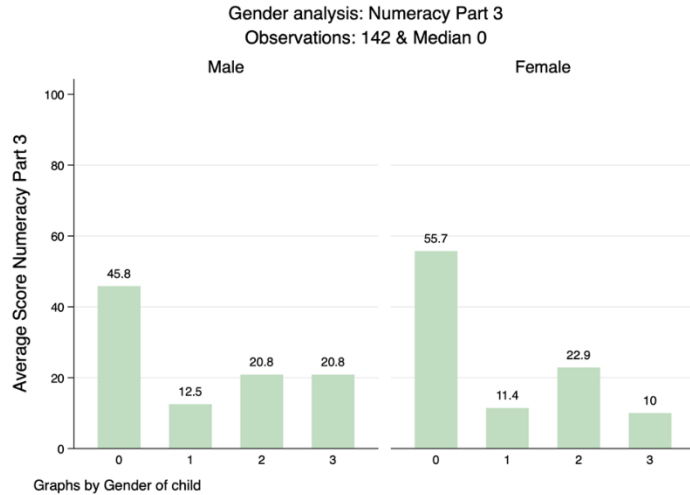


Figure 27: Linear equations subtest scores for Grade 10 students by gender.

It is evident that linear equations are more familiar to some students than the previous subtest. One in 5 males were able to answer all the questions and 40 percent of male students and 33 percent of female students answered 2 out of the 3 questions. Similar to previous subtests, there is a high proportion of students (46 percent males and 57 percent females) that were unable to answer any questions. The variation in the classroom is considerable and may require further analysis to determine which students need additional support.

## Data representation

Similar to previous subtests, students were required to select 3 questions from a choice of 4 to answer. In this subtest, students are required to interpret the column graph and answer questions about portions of whole numbers.

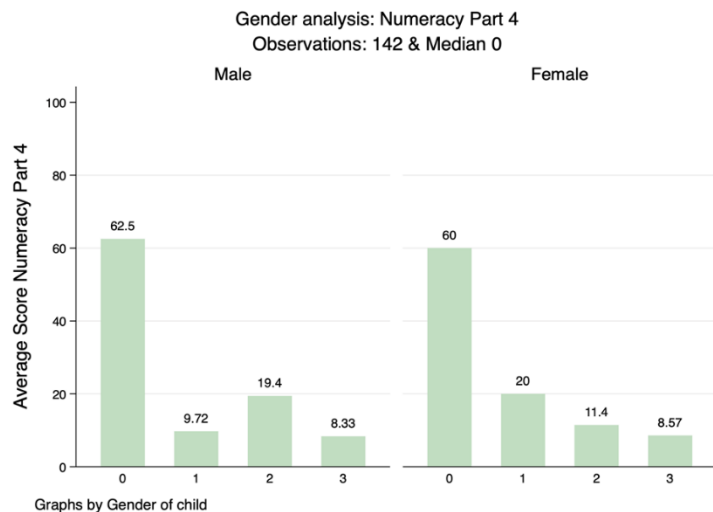


Figure 28: Data representation subtest scores for Grade 10 by gender.

Almost 1 in 10 students were able to complete this task whereas most (62.5 percent males and 60 percent females) did not answer any of the questions, suggesting that they did not understand how to interpret graphs. A similar result is evident in the Grade 7 student results which implies this may be a curriculum issue.

### 3.7 SUSTAINABILITY

In the original design document (proposal), ADRA had defined the parameters for sustainability; to increase organisational commitment, capacity at all levels, strengthened systems, and lasting knowledge assets for education. The program planned to bring about this change through capacity building activities directed at institutional, organisational and individual levels of the education system. According to the approach, this would encourage actors to work together under a common purpose and would subsequently lead to increased government commitment toward the education system, greater availability of resources from the community, private sector and donors toward education services and more effective inclusive education and TVET reforms. It was noted in the design that strengthening of civil society would create sustainable change that could hold the government accountable for inclusive and quality education policies, practices, plans and budgets.

The plan for Myanmar was to support Indigenous providers of education move their ethnic education systems forward and strengthening the learning outcomes of Indigenous children through a quality inclusive education. It was envisaged in the design that SEAQE 2 could contribute to the education reform process through supporting dialogue and negotiation between ethnic groups and GOM; collaboration with multi-laterals in realigning education resourcing to conflict-affected areas; and developing primary, post primary education and TVET models across conflict-areas. It was planned that SEAQE 2 would also link with World Bank/Global Partnership for Education on financing partnerships between government and Indigenous providers of education linked to the interim arrangements. SEAQE 2 would evaluate modalities for scale-up; coordinate and engage with stakeholders; and conduct research/learning to inform advocacy and resource mobilisation from government and other stakeholders. It was envisaged that exit strategies be developed in a phased approach gradually transferring activities to community, education institutions & CSOs over the lifetime of the project. In

previous exists, ADRA Norway has learned that a successful close-out requires participatory phase-out planning.

Whilst elements of this strategy remain relevant, the features and ambition of the interim arrangements are redundant as the GOM is no longer the entity that it was, and it is highly unlikely that Indigenous providers of education will be prepared or able to negotiate any future financing models with them. It is also important to acknowledge that the country is amid a national humanitarian crisis, and it may be some time before stability affords space for long term planning. For now, the focus is on trying to maintain services and keep the focus on education continuity for the Indigenous children of Myanmar. Given the significant change to the operating context in Myanmar, a review of both the SEAQE 2 ToC and sustainability strategy are needed.

**SEAQE 2 CSO partners report that they know what the sustainability strategy is and agree that the benefits will last beyond the life of the program. They also agree that the approaches used during Covid-19, such as the e-learning program could be used to support education of others.** In relation to the integration of the teacher professional development program into the government system, three partners agreed that this was possible, whereas one partner stated this was no longer applicable, because of the military coup and the limitations this presented in future engagement with government. There was concern that there was still work to be done on integrating child protection effectively into the education system.

### 3.8 CROSS CUTTING ISSUES

#### Gender

Unlike other SEAQE 2 countries, gender equity in access to education is not a significant issue in Myanmar. **At baseline, slightly more female (2,509) than male (2,323) students were enrolled in supported schools. Gender parity in enrolment was observed across the school types, including in KTWG/KECD community schools, government schools and ACS schools.**

Responses to encourage students to return to school suggested that girls were encouraged and supported to return with a small number of head teachers reporting setting up girls' clubs and running girls' education campaigns. There was a feeling that interventions were generic rather than specific to the unique barriers girls face and that a deeper analysis of the barriers may help to inform a more tailored response. Additionally, there were suggestions to improve Menstrual Hygiene Management (MHM) programming and ensure this is integrated alongside other girls' empowerment and life skills activities.

**Many teachers reported receiving gender inclusive training and it was felt this had contributed to improvements in gender inclusive practices in the classroom and more tailored responses to the learning needs of male and female students.**

Gender was less distinct in other pillars of SEAQE 2 and there may be opportunities to explore this further with partners, school communities and local providers as there may be some gender concerns that have not been given attention.

#### Disability inclusion



**It is evident that the support to children with disabilities remains at a nascent level at the moment. Whilst many including education authorities, head teachers, teachers and SMC members report receiving information about children with disabilities, it is less clear what specific actions have been taken.**

Over one third (36 percent) of education authorities identified children with disabilities as not returning to school following COVID-19 school closures. Despite this, **over 80 percent reported that nothing was done to support their return to school. This was reinforced by head teachers, 52 percent of whom reported that their school did not support the return of children with disabilities.** Where support was provided, this was mostly by way of information sessions with parents (53 percent) and visual aids for COVID-19 awareness (27 percent). In a minority of schools, disability inclusive WASH facilities (13 percent) and teaching aids / support staff (13 percent) were also strategies used to support the return to school of children with disabilities.

Just over one in three teachers and slightly more Head teachers have received training in disability inclusion. Only one in three Head teachers feel they can monitor disability inclusion in the classroom and few teachers are confident in supporting children with disabilities. This may be an area for further work given children with disabilities remain one of the most marginalised and forgotten groups in Myanmar.

#### Child protection

**MTR respondents did not report widespread child protection issues in target schools or communities. Where head teachers and teachers did identify protection risks, they noted security issues, child labour and conscription into armed forces / militia groups as risks faced by boys, forced marriage and security issues as protection risks faced by girls and security risks as protection risks faced by children with disabilities. According to teachers, violence and shaming are protection issues faced by boys, girls and children with disabilities at a minority of schools.**

According to 61 percent of head teachers, child protection mechanisms and reporting channels have been established at their school and in most cases (90 percent) the SEAQE 2 project has supported child safeguarding and protection at schools. Most head teachers (82 percent) reported that child protection training has been provided. Support to develop a child safeguarding and protection policy (57 percent), training on corporal punishment (54 percent) and information campaigns (14 percent) are interventions that have also been implemented to help strengthen child safeguarding and protection in schools.

**Whilst most head teachers (89 percent) reported that project interventions have helped addressed child safeguarding and protection risks at their school, 100 percent of head teachers requested more child protection training and more support to develop and implement child safeguarding and protection policies at their school.**

According to students, corporal punishment is still widely used in schools. Both male (41.1 percent) and female students (36 percent) reported witnessing the teacher hit a child in class in the past year. This aligns the request by 67 percent of head teachers for more training on corporal punishment.

#### Conflict Sensitivity

**The Myanmar context has changed significantly since the design of SEAQE 2, and this brings into question the validity of ADRA’s approach to conflict sensitivity in Myanmar.** The SEAQE 2 project was specifically designed to support both government and community schools and to foster closer cooperation and collaboration between government and Indigenous providers of education to strengthen inclusive education and support education reform processes. This was based on a position of neutrality at a time when the democratically elected NLD government was pursuing peace and positive democratic and social reforms.

The military coup in 2021 and the subsequent military rule that now prevails in Myanmar has significantly changed the operating environment. While ADRA partner staff do not think that the project caused harm to children, schools or communities, 2 out of 4 (or 50 percent) of ADRA partner staff surveyed for the MTR disagreed with the statement that the project is conflict sensitive. According to ADRA Myanmar staff, this is because of tensions between ADRA and the KTWG about engagement with the military regime. ADRA Myanmar is in the process of signing an MoU with the military regime to be able to continue operations in the country and the KTWG, who is aligned with KNU, who are in active conflict with the Myanmar military, is concerned about this as it legitimises the military regime and provides them with oversight over ADRA and by extension KTWG activities.

**During the MTR reflection workshop with ADRA Myanmar, local staff expressed how NGO staff are deeply divided and concerned about engagement with the military regime and the much stricter NGO operating environment in Myanmar.** They are concerned about whether ADRA and other NGOs in the country should sign an MoU with the military regime and what this may mean for their personal safety and security. According to ADRA Myanmar, the decision to sign an MoU is high stakes yet out of their hands with the final decision resting with senior expatriate staff abroad. They worry that if ADRA signs an MoU with the military the partnership with KTWG may break down and that ADRA local staff may leave the organisation. The safety and security of local NGO staff is a major concern, with ADRA Myanmar reporting that an NGO staff member from another agency has been arrested and that ‘our staff are not safe.’

**The MTR findings suggest that a more consultative and more rigorous process of conflict analysis is needed.** It also suggests that more communication with partners and local staff about how and why decisions are made, particularly in relation to signing the MoU with the military regime, is needed.

## 4 LESSONS LEARNED

---

- Refresher training is important for community teachers in Myanmar given high turnover and an inexperienced teaching workforce.
- The inclusion of life skills with the TVET short courses has made a significant contribution to building the confidence of TVET trainers.
- The strong relationship built between ADRA and local businesses has provided a much needed pathway for continuing TVET training opportunities in the absence of government cooperation.
- The coup has disrupted communication and cooperation platforms among key stakeholders, including the GTHS and NGOs, and these will need to be rebuilt.

- There is an inherent dilemma within the humanitarian principle of neutrality as ADRA local staff are primarily Myanmar citizens and have strong views on the political crisis in the country.
- Partners often have more detailed knowledge about target areas, particularly non-government-controlled areas, and should be listened to more.

## 5 RECOMMENDATIONS

---

### I. For support to students

- Investigate why results in numeracy are lower than expected in grade 7 and grade 10 to determine whether there are gaps in student learning, gaps in the curriculum and/or gaps in teacher subject knowledge in the higher grades. This will determine what action is appropriate to support stronger students' outcomes in numeracy.
- Undertake a more detailed review of the E-learning program to better understand benefits and barriers and develop strategies to address barriers and capitalise on benefits.
- Enhance the work supporting children's social emotional wellbeing, ensuring that any life skills curriculum integrates social emotional wellbeing and targets students in schools as well as TVET students. Education authorities highly recommended sports and cultural activities at the school level and counselling for students.
- Strengthen child protection and safeguarding within schools by providing support to establishing the referral mechanisms and ensuring that duty bearers at all levels understand requirements. Explore in more detail children's safety concerns as the results were inconclusive but point to a continued use of corporal punishment in some school settings.
- Parents suggested that awards and other forms of motivation for students can encourage their learning and engagement in school.

### II. For parents

- Review parent teacher meetings and work with teachers to ensure they are regularly providing feedback to parents on their child's progress.
- Review engagement with parents and consider expanding cultural events and ceremonies to encourage parental participation. Parents highly value this.

### III. For teachers

- Support teacher incentives to ensure teachers receive an equitable salary and engage with other education stakeholders to encourage and promote standardisation.
- Teachers suggested training on how to assess gaps in learning, on catch up programs and on how to adapt the curriculum, would have helped them prepare for student return.
- Continue improving teacher support mechanisms, such as teacher learning circles and mentoring and coaching support. Education authorities also recommended that teachers would benefit from additional counselling support to address wellbeing. The results suggest that whilst mentoring and peer learning are thought to be effective, they are not widely used. It is likely that contextual factors may inhibit activities such as these. School level mentoring and peer learning may be more feasible and desirable.

### IV. For SMC

- a. SMC members shared their interest in more training and support on how to support children with disabilities, school leadership and governance, management, and financial management.
- V. For education authorities**
- a. ADRA to provide more information about activities to ensure local authorities have a good understanding of ADRA's work. 77 percent of education authorities were unaware of the work that ADRA had been undertaken.
- VI. Project improvement**
- a. Review and revise the conflict sensitivity strategy for the SEAQE program in Myanmar, including how ADRA Myanmar can communicate and build confidence among ADRA staff and SEAQE partners who are concerned about ADRA signing an MoU with the military regime and military oversight of the program.
  - b. Review and revise finance and procurement policies to be more responsive to the realities faced during times of emergencies.
  - c. Revisit the ToC and sustainability strategy considering the current context and determine what initiatives remain relevant and which ones require revision. It is likely that initiatives tied to the GoM are no longer appropriate and may need to be reconsidered.