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# PROJECT OPERATIONS REPORT

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Breaking Barriers, Improving  
Girls' Education, Hope and  
Totality

Reporting Period  
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# I CHANGES TO CONTEXT

The following sections summarize changes in the gender, human rights, environment, innovation, Covid-19 and security and political contexts in BRIGHT project areas during year 3 of the project. Any adaptations that the project made in response to these changes are detailed under each output as well as in Section 3 below.

## 1.1 CHANGES TO CONTEXT — GENDER EQUALITY

The revitalization of a Sexual and Reproductive Health and Rights (SRHR) working group in Niger in December 2022 is set to provide the framework for promotion and Ministry of Education support in BRIGHT project communities. The Adolescent and Youth Reproductive Health Education (GTT-E-ESRAJ) technical working group will operate within the Ministry of Secondary Education. This working group was initially created by a government of Niger ministerial decree in November 2019, but it remained largely in-operational due to Covid-19 pandemic related challenges. The purpose of this group is to provide technical support to the structures in charge of SRHR education. BRIGHT Niger's participation in this working group allows the project to benefit from the technical and strategic support the group offers. In addition, the working group offers the platform for the project to build partnerships and collaborate with over 23 member organizations including stakeholders in Dargol and Balleyara project targeted areas.

There were no significant changes to the gender equality context in Sudan, however, protracted conflicts continue to adversely impact women and girls in project areas in Myanmar. Ongoing and escalating conflict in Karenni/Kayah state have led to diminished government functioning making it harder for GBV survivors to seek legal recourse. The collapse of the legal system is an additional obstacle in the already onerous task of seeking justice for survivors of GBV.

Despite these negative gender equality related context changes, there have been emerging opportunities. The breakdown of the legal system and the absence of courts in Myanmar project areas have led to the growth of localized legal solutions and systems of support. GBV cases are referred to Karenni State Police (KSP) and most of the cases go through mediation with camp committees or village leaders for case management. While these actors are not trained to handle GBV cases, the survivors are able to receive a modicum of justice and support. Implementing partners plan to use this opportunity to provide training on basic principles of case management and survivor centered approaches in providing sensitive and confidential support to GBV survivors to community leaders and KSP.

The BRIGHT team in Myanmar has capitalized on the legal vacuum to further empower and increase the capacity of females by delivering more awareness on GBV prevention, leadership skills, communication skills, CEDAW and SRHR during training for women's groups. To fill the gap in referrals, and GBV service provision, the project established safe spaces that allow survivors to socialize and re-build their social networks, receive social support, acquire contextually relevant skills, and access safe and non-stigmatizing services. The project also provides access to safe and non-stigmatizing services and information related to women's rights, health, and services.

There have been several challenges hindering the effective implementation of the BRIGHT project gender equality strategy. Forced migration of men and boys in project communities negatively impacts male participation and engagement in community activities. Project activities related to capacity building of boys and men champion groups are negatively impacted by men leaving home in search of jobs or to join the revolution. The project team is addressing this challenge by increasing efforts to boost male participation. This

includes adjusting meeting locations and schedules to favor male participants. A related challenge to male participation is that the ability to assemble has also been impacted by escalating conflict. Conducting events that require large gatherings particularly of young men can be negatively perceived by authorities. To address this challenge, implementing partners are now conducting sessions with smaller groups of people.

Women and girls are suffering from domestic violence in different ways due to the current political situation, and economic, and social conflict. This hinders the participation of women in trainings that are aimed at increasing women's capacity and empowerment. To address this challenge, the project team will expand community sharing sessions to reach a wider audience, continue to raise awareness, and provide leadership training, dignity kits and safe spaces for women.

It is also becoming more challenging to transport the project's relevant materials for these events. Even though the project is not transporting restricted materials, frequent inquiry becomes a safety concern for project staff. It is also unsafe for project staff to travel with any printed documents related to their work. Virtual records like photos and messages must also be deleted. This negatively impacts the provision of training handouts, record keeping, and timely project reporting. To address these challenges, the project field team and partners used materials available from local markets. Training venues and times are also adjusted based on reliable local security information.

## 1.2 CHANGES TO CONTEXT — HUMAN RIGHTS

The human rights context in Myanmar continued to worsen due to escalating conflicts during the reporting period. As of February 2023, more than 1.6 million people remain displaced across the country. Internally displaced persons often live in perilous conditions in camps and informal sites situated in jungles and forests. Freedom of movement and the flow of goods and services including humanitarian aid have been negatively impacted by increased security measures and roadblocks from both the military and the local defense groups. Children's right to education is also severely curtailed as learning and schooling are interrupted by fighting and aerial bombing by the military.

There is no freedom of communication and information because communication devices are routinely checked and confiscated by soldiers. For civilians seeking to go back to their communities, landmines planted after conflict with armed groups, destruction of homes through aerial bombardment, loss of livelihood and continuing intense fighting make it difficult for them to do so safely. Increased conflict has also increased the incidence of GBV while support systems and services including legal support, referral support, and material support have deteriorated.

There are no significant changes to report in Niger and Sudan.

## 1.3 CHANGES TO CONTEXT — ENVIRONMENTAL SUSTAINABILITY

There are no context changes relating to the environment.

## 1.4 CHANGES TO CONTEXT - INNOVATION

ALP, TEES and CoLMEAL are the innovative components of the BRIGHT project. The most significant context change that impacted these components is educated youth in Myanmar leaving their villages due to ongoing political instability and Covid-19 impacts. The official re-opening of the Myanmar/China border is likely to exacerbate this challenge. Political instability has also led to increases in the number of TEES students as parents in project communities move their wards from government run schools to community schools. The project is also exploring expanding TEES to new villages.

Political instability and ongoing insecurity impacted implementation of the CoLMEAL innovation in year 3. These challenges affected access to CoLMEAL villages, decreased participant commitment and active participation, and delayed the completion of CoLMEAL steps. As a result of these difficulties, the project has made the decision to halt the initiation of any additional CoLMEAL steps in both Myanmar and Sudan. In both countries, CoLMEAL committees most recently completed the Community-Led Indicators Development, Monitoring Mapping and Planning Stage. With this step and the previous ones completed -Community-led Assessment (visioning, problem/barrier analysis, prioritization), and Community-led Design (theory of change, community action plan), the CoLMEAL committees are well positioned and equipped to undertake community-led actions to address community specific challenges. While the final steps in the CoLMEAL cycle involving community monitoring and evaluation cannot be completed, the project will consolidate gains made through the course of the project and focus on implementing Community Action Grants to address multi-dimensional barriers to women and girls' education in Myanmar.

## 1.5 CHANGES TO CONTEXT – COVID-19

The incidence of Covid-19 declined in all BRIGHT project countries in year 3. Travel restrictions have also been eased during the reporting period. Some ADRA Myanmar staff contracted Covid following travel to Thailand for leadership training, but all have since recovered.

Covid-19 restrictions and/or infection levels had a minimal impact on project implementation during this reporting period. All Covid-19 restrictions have been lifted in Niger and Sudan. The number of participants in meetings and events were not limited by restrictions but the project teams continued to adhere to Covid protocols like provision of Covid-19 kits (masks and sanitizers) for activities in communities.

Covid-19 vaccination rates have also increased in all project countries even though there are variations based on residence in urban or rural communities. As of October 27, 2022, a total of 64,549,994 vaccine doses have been administered in Myanmar. In Sudan and Niger, 8,179,010 and 7,339,229 vaccine doses have been administered, respectively. Covid-19 vaccination campaigns are ongoing in Darfur State in Sudan. In the first half of the year, the BRIGHT Covid project team in Sudan worked with the Ministry of Health to collaborate in messaging and community mobilization.

## 1.6 CHANGES TO CONTEXT – SECURITY AND POLITICS

Project areas across all three countries continue to experience conflict that hampered effective implementation and forced the project teams to think of creative ways to continue the project. In Niger, the security risks remained consistent with previous years. There were repeated attacks on government security forces and the population, and access to the five villages in Dargol was limited. The team collaborated with the government

or implementation partners to continue project activities and sometimes participants or their representatives were moved to Gotheye, a safer area, for training.

In Myanmar and Sudan, the security situation has deteriorated due to intense fighting and population displacement. In Myanmar, bombings, air strikes and artillery fire into villages and IDP camps forced teachers and students to flee and relocate to safer locales. The number of IDPs continues to increase. For example, the latest UN figures as of February 2023 estimates that there are over 86,600 IDPs in Kayah state. Humanitarian operations have been severely hampered as project teams are wary of being caught in crossfire or by IEDs and navigating the many checkpoints that have been established. The military has increased its scrutiny of humanitarian actors out of fear that humanitarian items and supplies may end up in the hands of the PDF or the EAOs.

In April 2022, the project in Sudan felt the impact of conflict in a particularly significant way when 7 out of 18 (39%) of its target villages were burned to the ground during clashes between Arab nomads and the Masalit tribe in the Kerenik locality. 179 people were killed and 124,000 were displaced from their villages into the main Kerenik town as a result of these clashes. This forced the project to shift its target area to the main Kerenik town where people from the 7 burned villages continue to be served by the project. The CoLMEAL group in Salami, one of the villages that were burned, was discontinued and a new one was established in Adar village. The volatile security situation in West Darfur continued throughout year 3 with multiple incidents of crime including shootings, cattle rustling, robbery, and inter-communal violence reported in different parts of the region in March 2023.

## 2 PROGRESS ON OUTPUTS & ACTIVITIES

### 2.1 IMMEDIATE OUTCOME 1110

Outcome Statement: *“Improved perception on the importance of women’ and girls’ education and voice in both community and household decision-making among female and male community members, especially caregivers and gatekeepers*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
<b>1111</b> Education sensitisation events linking benefits of conflict resolution and gender-equal access to education conducted with school and MoE staff, parents/caregivers, leaders, boys and men	<b>1111a:</b> # of education sensitization events linking benefits of conflict resolution and gender-equal access to education conducted with school and MoE staff, parents / caregivers, leaders, boys, and men	Mya: 30 Sud: 18 Nig: 14 <b>Total: 62</b>	Mya: 18 Sud: 6 Nig: 0 <b>Total: 24</b>	Mya: 37 Sud: 12 Nig: 0 <b>Total: 49</b>	Mya: 49 Sud: 24 Nig: 15 <b>Total: 88</b>	Mya: 20 Sud: 18 Nig: 10 <b>Total: 48</b>

In year 3, the project completed a total of 49 Education Sensitization Events (ESEs): 37 in Myanmar and 12 in Sudan. A total of 8,972 people including 4929 females and 4043 males participated in ESEs during this reporting period. Since the start of the project, a cumulative total of 88 sensitization events have been organized exceeding the end of project target of 48. These events have engaged parents/caregivers, teachers, school management committee members, female and male students, teacher union members, government officials,

religious leaders, and community leaders. Topics covered during ESEs include the importance of equal access to inclusive education for women, girls, OOSCs and children living with disabilities, child rights, gender equality and human rights, the value of girls' education, environmental awareness, and the need for tripartite cooperation and community engagement for children's educational achievement. Other topics covered include introducing the project's education components (TEES, ALP, and REFLECT), stressing the role of the community in supporting these activities, understanding the barriers women and girls face relative to child protection, garnering community support and action in breaking gender barriers to accessing education; highlighting the importance of including all relevant partners to ensure ownership in communities and the smooth implementation of project activities. The project will also stress the need for a gender balanced teaching force in upcoming ESEs.

The project used creativity and art in the ESEs this reporting period. Dancing, singing, skits and role play featured in ESEs in both Myanmar and Sudan. In Myanmar, ESEs were incorporated in end of school year ceremonies, where students made diverse performances and were awarded with prizes and certificates. Children's sports competitions were also organized in Northern Shan communities. In Sudan, Geneina's main drama band delivered messages through sketches and songs in the local language.

The project also used radio as a means of reinforcing the messages shared in ESEs. For example, the project in Niger is designing radio awareness messages and is currently in the process of determining the best broadcast times to reach girls, women, and men. Using radio also allows the messages to reach the community despite the fragile security context in Dargol. In Sudan, the project worked with the West Darfur Radio Corporation to conduct four live talk shows from July to September on the importance of girls' education. These programs were facilitated by the BRIGHT Project Manager, Education Officer, Gender Officer, local partners staff and Ministry representatives. Listeners were able to call in to share their opinions. There were fruitful discussions on possible solutions for the barriers faced by girls. The radio station also disseminated recorded messages two times per week for three months. The project also contracted a telecommunication company to disseminate information and messages through text messages.

In Myanmar, the project worked with new local partner TEI to conduct 7 ESEs reaching 1,759 (F-1043, M-716) new participants in Lashio, Kutkai, and Tangyan Townships in Northern Shan State. The project adapted to venue constraints and security concerns in both Kayah and Northern Shan State by reducing the number of participants at a time and increasing the frequency of events in each targeted community. Through this approach the project was able to reach a larger number of participants than initially targeted. In Sudan, the project team responded to conflict caused demographic changes and internal displacement in Kerenik targeted areas by conducting additional sensitization events to reinforce messaging about the importance of enrolling and keeping children in school.

The ESEs appear to be helping to shift attitudes about girls' education and seem to have increased engagement with the BRIGHT project. For example, engagement in community events and registration for ALP and TEES programs in Sudan increased after ESEs. Women and girls in project areas have become very active in participating effectively in different project activities like TEES and ALP, leadership training, REFLECT literacy classes, CoLMEAL groups, advocacy events and general community meetings. *In addition to having more students joining TEES/ALP program in BRIGHT, the project team also received several requests from other localities asking for education programs.* Community members' awareness of services offered by BRIGHT and reporting of GBV cases also increased. In all three countries, there appears to be a more positive attitude towards the importance of girls' education, the value of female participation in decision-making, including among community leaders.

The project in Myanmar faced challenges with implementing the ESEs. The ongoing conflict precluded engaging with government agencies like the Ministry of Education in planning and putting on the ESEs as originally

planned. Instead, the project worked with local CSOs (Karreni Teacher Union, Karreni Women Organization, etc.,) and the Karreni State Consultative Council, which are organizations and entities currently receiving local popular support in Karreni State. Artillery and airstrikes posed a high security risk for event participants. Another challenge that the project in Myanmar faced is heightened security checkpoints, roadblocks, and travelling restrictions along main roads connecting townships. ESE activities were disrupted as partner staff were halted and investigated enroute to targeted villages. In some areas, project materials (documents, books, workshop facilitation materials and supplies, etc.) were not transported in a timely manner due to fear of unnecessary interrogation by the junta's State Administrative Council (SAC). Moving forward, project and partner staff will work closely with local CSO networks to adjust the timing and location of events based on advance warnings of attacks or fighting between armed groups. However, continued disruptions to activities are anticipated.

All project countries have completed key activities for this output and exceeded end of project targets.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1112 Women Leaders Leadership Training promoting integration of women's education, leadership and participation in community decision-making and peace processes conducted	1112a: # of women leaders' leadership trainings conducted	Mya: 9 Sud: 11 Nig: 3 <b>Total: 23</b>	Mya: 6 Sud: 5 Nig: 0 <b>Total: 11</b>	Mya: 6 Sud: 4 Nig: 1 <b>Total: 11</b>	Mya: 10 Sud: 10 Nig: 5 <b>Total: 25</b>	Mya: 9 Sud: 11 Nig: 3 <b>Total: 23</b>
	1112b: # of girls/women who have engaged in the leadership / community peace trainings	Mya: 220 Sud: 280 Nig: 80 <b>Total: 580</b>	Mya: 91 Sud: 140 Nig: 0 <b>Total: 231</b>	Mya: 163 Sud: 142 Nig: 32 <b>Total: 337</b>	Mya: 288 Sud: 299 Nig: 111 <b>Total: 698</b>	Mya: 220 Sud: 280 Nig: 80 <b>Total: 580</b>

During the reporting period, the project conducted 11 women leaders' leadership training events – 6 in Myanmar, 4 in Sudan, and 1 in Niger. A total of 337 women leaders were trained including those from different ethnicities and minorities. The project has conducted a cumulative total of 25 women leaders' leadership trainings that reached 698 participants thereby exceeding end of project targets. Participants were selected through an inclusive process in consultation with grassroots women's groups and community members. Major topics covered during leadership trainings include basic gender equality concepts, challenging traditional gender norms and harmful notions of femininity/masculinity, human rights, GBV, CEFM, CEDAW, UNSCR-1235, leadership skills, the importance of male engagement for gender equality, psychosocial care, SRHR, how to encourage critical thinking, and peace building. Women leaders trained in Myanmar were drawn from 24 villages – 8 in Kayah state and 16 in Northern Shan state. Niger held a 2-day training session in the village of Borgo, while leadership trainings in Sudan were held in Kerenik and Geneina localities.

In Sudan, the project coordinated with local authorities, community leaders and women's grassroots organizations to ensure the participation of a representative range of women leaders including those from different ethnicities and minorities. Four facilitators were contracted from the Ministry of Social Welfare and Geneina University to facilitate trainings. As a result of pre-training consultations with relevant partners and agencies, the Kerenik locality community was willing to provide a training venue for free to support the women leaders. Pre and post tests in Myanmar indicate that training events enhanced participant knowledge on topics such as gender equality, gender-based violence, and SRHR. Similarly, in post training evaluations, participants in the Sudan project areas showed a great level of interest, commitment, and support for the project -



particularly for addressing barriers to education for women and girls and delivery of confidential GBV services. Training events enhanced the capacity and confidence of women to lead community level sessions and share learnings with adults and children.

In addition to capacity building events, project teams supported the participants with dignity kits including hygiene, health, mobility, and self-esteem related items. A total of 952 women and girls in Niger and Myanmar project areas received dignity kits. The Niger project partnered with SOS-FEVVF, to produce illustrated flip charts and visual awareness materials that are adapted to mainly illiterate targets to better meet the needs and objectives of the project. International Peace Day campaigns were organized in Kayah State and Northern Shan State in September 2022. A total of 208 (104 males and 104 females) participated in these events. International Women's Day events were also organized on March 8, 2023. A total of 381 (120 males and 261 females) were involved. These events along with the 16 days activism against GBV organized in 2022 helped to reinforce the importance of women and girls' participation in decision making, discuss available SRHR services, and promote the need for gender equality to the wider community.

As part of the BRIGHT gender equality strategy, the three countries undertook community consultations with women and girls on timing, location, safety, and childcare needs before trainings and distribution of hygiene kits, to ensure safe and meaningful participation. Effective gender equal participation in Niger was emphasized in the design of appropriate visual materials adapted to the predominantly illiterate target audience for women leadership refresher trainings and community sensitization by women leaders. In Sudan, the project used Promundo's Program M methodology and the training was carried out in a synchronized way with the Program H activities targeting young male champions.

After the training sessions, community sharing sessions led by the trained women leaders across the three countries seems to have increased awareness levels among parents and caregivers on the significance of women's and girl's education. Community sharing sessions in Myanmar were organized with the participation of 274 women and girls in Kayah and Northern Shan states. With increased awareness and capacity, project participants can apply mitigation measures to eliminate or reduce social norms which hinder women's participation in the community and ensure that their voices are heard in household and community-level decision making processes. Based on project team observations in Sudan, there appears to be a significant improvement in women's participation in decision making. Women used to sit in the back during meetings, but now they are sitting in an equal way and/or in the circle. In Niger, women, girls, and community leaders have an increased understanding that menstruation does not have to be a hindrance to girls' school attendance if proper menstrual hygiene management is practiced.

Protracted conflict in Myanmar and Niger remains the biggest challenge in implementing this activity. Intense fighting in Myanmar project areas hampered training duration and participation. Planned training length was reduced from five to three days due to the sudden occurrence of fighting. As detailed in the security context section, effective transfer of training materials, movement of project staff, and the ability to congregate for trainings were all impacted by the ongoing conflict. High levels of illiteracy particularly in Northern Shan and language barriers also impacted trainings in Myanmar. In Niger, the distribution of hygiene kits in Dargol was hampered by the security situation in that area. Due to accessibility issues, women leaders were trained in the ADRA field office in Gothey (45 km from Dargol) rather than within villages as originally planned. Another challenge the Niger project faced was the difficulty of reproducing visual training materials for refresher training and community sensitization in a timely manner. This challenge was solved with the support of local partner SOS-FEVVF.

This output is completed in Myanmar and Niger. Sudan will reach end of project targets for this output in year 4.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1113 Boys and Men Champions Against SGBV supported in local advocacy, including social actions addressing SGBV in target communities	1113a: # of male peer groups created/supported	Mya: 40 Sud: 18 Nig: 10 <b>Total: 68</b>	Mya: 14 Sud: 8 Nig: 0 <b>Total: 22</b>	Mya: 11 Sud: 8 Nig: 0 <b>Total: 19</b>	Mya: 36 Sud: 18 Nig: 10 <b>Total: 64</b>	Mya: 40 Sud: 18 Nig: 10 <b>Total: 68</b>
	1113b: # boys/men champions against GBV participating in male peer groups	Mya: 220 Sud: 132 Nig: 100 <b>Total: 452</b>	Mya: 140 Sud: 64 Nig: 0 <b>Total: 204</b>	Mya: 150 Sud: 64 Nig: 11 <b>Total: 225</b>	Mya: 263 Sud: 145 Nig: 111 <b>Total: 519</b>	Mya: 220 Sud: 132 Nig: 100 <b>Total: 452</b>

A total of 19 new male champion groups were formed – 11 in Myanmar and 8 in Sudan – with 225 additional members participating. The cumulative total is 64 groups with 519 participants. Boys and men champions training events in Myanmar were held at Loikaw, Hpruso, and Lashio townships. In Sudan, male champion groups against SGBV were established and trained in coordination with MoSA in Kuba, Bejbej, Agoura, Khidirat, Roci, Mazrob, Kamkama, and Um rakina communities. Boys and men champions trainings covered topics such as GBV (and referral pathways), CEDAW, gender equality, SRHR, and peacebuilding. As it was with women’s leader’s trainings, consultations with men and boys were conducted prior to the training to determine participation needs such as timing of trainings, venue and additional support that may be needed to ensure no one is excluded. During trainings in Myanmar, male participants learned about stereotypes and social constructs created by cultural beliefs using the REFLECT approach. Participants were sensitized on barriers to equal opportunity for women created by these stereotypes. The effects of early marriage on education, inability to effectively participate in the community, poor health, and under-age pregnancy- were also discussed.

Male champions are continuing to reach out and have an impact in their communities. Engaging men and boys as change makers utilizes their existing influence and voice in targeted communities and reduces the risk of backlash about a project that seeks to empower women. In Myanmar, male champions-initiated community level sharing sessions in 14 villages across Kayah and Northern Shan state. Community sharing sessions led by male champions with male members from targeted communities in Myanmar focussed on GBV, gender equality and SRHR. Dignity kits were distributed to 450 men who were part of community sharing sessions. Dignity kits were prepared in accordance with UNFPA guidelines and contextualized to the needs of men in Myanmar target communities.

In Sudan, newly trained male champions conducted community mobilization to support the GBV referral pathway as well as to increase public awareness on gender equality, SGBV and social inclusion. They also engaged existing community leaders, like religious elders, to sensitize them on the importance of women’s education/empowerment and encouraged them to support project activities using their platforms. In addition, through regular joint reflection meetings with women leaders, male champions learned more about the challenges and issues women and girls face in the community and learned to advocate on their behalf. As part of the gender equality strategy in Sudan, both women’s and men’s groups are helping the broader community to understand the need to break barriers to girls’ and women’s access to education. The combined approach (Program M and H) is expected to have a greater impact on transforming attitudes and behaviour to create a more supportive environment for gender equality. This approach addresses underlying social, gender, and cultural norms that are at the root of the gender equality issues observed. The use of male champions also reduces stigma around SGBV and creates a gender-sensitive and inclusive environment for the benefit of all community members. To reduce the risk of low male participation, the project promoted how men and boys can benefit from gender equality through more equitable beliefs and behaviours. Project teams consulted with men and boys on the timing and location of training events to ensure meeting times are convenient and that

the environment is safe. The project team in Sudan promoted peaceful coexistence by organizing exchange visits during sensitization events. Bringing individuals from different villages together demonstrated that an alternative model of coexistence is possible. Special attention in Niger was paid to the production of visual materials for the training of the mostly illiterate men. Although trainings for boys and men champions in Niger have been completed, a refresher training on SRHR is ongoing. Visual training materials for the refresher training were adapted to the needs and objectives of the project.

Pre and post tests carried out during trainings revealed perception changes among participants on the role of female leadership. For example, in Myanmar, participants at first would make statements such as, *“leadership from females is not good in terms of security and community level engagement; if a female becomes the chairperson of a village, safety and securities becomes weak”*. However, after the training, participants came to realize that entrenched socio-cultural beliefs and male attitudes, rather than female leadership, were in fact the problem. Broader awareness of gender discriminatory practices also increased. Consequently, participants at training events committed to changing the beliefs and practices that are posing barriers for females. In the words of one participant:

*“My name is U Paul Ree. I am a married man. Previously I believed that women should not be concerned about leadership or participation in village meetings and that women are only to engage in basic housework. My parents taught me that sons have high power and daughters have low power. I also accepted the superstition that women have low power because of monthly menstruation and that if men go under a clothesline when women’s Longyi (clothing) are hanging they lose power. I attended the Boys and Men champion training which is organized by ADRA Myanmar-KNWO’. I gained sex and gender knowledge through this training, and this started to change how I see women. I now have positive behavior and I do not engage in gender discrimination. I am now aware and understand that women should have the chance to participate in different spaces in the community. I have committed myself to no GBV against women. After attending the boys and men champion training, I shared with my friends what GBV is and now they know that they should give women the chance to have leadership roles and protect women’s rights.”*

In Niger male perception of women’s rights, participation in community life, and access to and control of resources was improved through the advocacy of male champions. 82% (55/67) of women and 98% (62/63) of men who participated in an attitude exercise as part of a focus group discussion had favorable attitudes towards female education.

As already stated for other activities, the project had to navigate the challenges of intense fighting in Myanmar for this activity as well. Timely delivery of training materials in Kayah state was impeded by increased security checkpoints. There was also the broader difficulty of assembling men and boys without this being perceived as a threat. Hence mass gatherings of men and boys were avoided in favor of small sessions. High levels of illiteracy and language barriers increased scheduled training times in Northern Shan.

In Niger, the main challenge in implementing the refresher training was the availability of time and qualified service providers which slowed production of visual training materials for illiterate men. This challenge was addressed with the support of local partner SOS-FEVVF who shared samples and advice for designing and printing materials. Another challenge in Niger was that field staff working from the ADRA headquarters office had limited mobility to project sites. To address this challenge, all project staff have now been relocated to ADRA field offices to be as close to targeted communities as feasible given the security context.

Niger and Sudan have attained EOP targets for this output and Myanmar is on track to complete this output as well.

## 2.2 IMMEDIATE OUTCOME 1120

Outcome Statement: *“Increased ability of community groups and their members, especially girls and women to address multi-dimensional barriers to education for vulnerable female rights holders.”*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1121 Community gender responsive action and monitoring planning process addressing key community-specific barriers towards education for girls and women facilitated	1121a: # of targeted community groups who engaged in the Action Planning Process	Mya: 15 Sud: 14 Nig: N/A <b>Total: 29</b>	Mya: 12 Sud: 12 Nig: N/A <b>Total: 24</b>	Mya: 1 Sud: 0 Nig: N/A <b>Total: 1</b>	Mya: 4 Sud: 2 Nig: N/A <b>Total: 6</b>	Mya: 15 Sud: 18 Nig: N/A <b>Total: 33</b>
	1121b The level of alignment of Action Planning Process with CoLMEAL principles of community leadership and ownership			Myanmar High Alignment  Sudan Very Highly Aligned  Niger N/A	Myanmar High Alignment  Sudan Very Highly Aligned  Niger N/A	Myanmar High Alignment  Sudan Very Highly Aligned  Niger N/A  <b>Total Highly Aligned</b>
	1121c # of project staff and local partner staff who complete the CoLMEAL training			<b>Total</b> 8 F2 M6  Myanmar 4 F1 M3  Sudan 4 F1 M3  Niger N/A	<b>Total</b> 8 F2 M6  Myanmar 4 F1 M3  Sudan 4 F1 M3  Niger N/A	<b>Total</b> 8 F2 M6  Myanmar 4 F1 M3  Sudan 4 F1 M3  Niger N/A

During this reporting period, one (1) additional community group was engaged in the Community Action Planning (CAP) process. The cumulative total of community groups engaged in the CAP process is six (6). The new village that engaged in the community action planning process in Myanmar is Pan Tha Pyay village. However, two (2) villages that were reported in Y2 were unfortunately dropped: one in Myanmar and one in Sudan. Nar Kon Lone village in Myanmar dropped out of the CoLMEAL process due to the inability to devote

the time needed. Due to security concerns and a lack of access in Sudan, the project dropped the CoLMEAL group in Salami village and formed a new group in Adar village.

The level of alignment of the action planning process with CoLMEAL principles of community leadership and ownership is 'high' in Myanmar and 'very high' in Sudan. A total of eight (8) project staff and local partners -4 in Myanmar and 4 in Sudan- have completed CoLMEAL training. CoLMEAL group members were selected through consultation with community members. CMC and CMELC groups in Adar and Hashaba villages were constituted and restructured in June and July. The CoLMEAL groups consist of equal representation and participation of males and females and vulnerable/marginalized groups, nomadic people, and other smaller tribes. Girls and boys are also included in validation sessions.

In Sudan, the BRIGHT project provided capacity building ToT for CMC members in Hashaba village in August aiming to enable the community to lead and manage the CoLMEAL process. This training was attended by 24 participants (12 female, 12 male). Training topics covered basic concepts on assessment and design, map of dream, historical trend analysis, barriers identification & prioritization, theory of change, and community action plan. To improve literacy within the community for better CoLMEAL engagement, the project is utilizing the REFLECT methodology. The REFLECT approach uses participatory methods to increase adult learning with the aim of improving literacy, numeracy, and reading skills. The REFLECT manual is context specific and based on identified gaps in the community. Literacy, numeracy and reading skills are built by examining and learning about the communities participants live in, discussing and analyzing the issues they face, and designing plans for community improvement. Thus, the approach empowers participants to use their newly acquired knowledge to undertake initiatives aimed at improving themselves and their communities.

The CMCs in Hashaba has completed the community-led assessment process and identified barriers to accessing education. During the training, CMCs in Hashaba identified and prioritized: insecurity, lack of teachers in schools, poverty, disability, child labor/joining militias, and early marriage as barriers to accessing education. Based on this, a TOC and CAP were developed to address barriers identified. Engaging in the CoLMEAL process builds the capacity of community groups and women specifically to make plans aimed at addressing multidimensional barriers to girls' and women's education.

In Myanmar, assessment and design training was provided for CMC and CMELC groups from two villages in Namtu and Lashio. 22 people participated in this training. Subsequently, a community-led assessment and design session was held in 1 village from Namtu. A total of 19 people (10 male, 9 female) participated in that session. After attending the community led assessment and design training, CMCs were able to reach out to their villages and lead facilitation sessions to improve and validate the action plans.

Participants at validation sessions include village/community leaders, representatives from different communities, caregivers, teachers, and female and male youth network representatives. Representatives from vulnerable groups (teenage mothers, PWDs, ethnic minorities etc.) identified during the CoLMEAL process were also targeted as participants in the actual assessment and design sessions and validation sessions. Action plans prepared during the community-led assessment and design sessions were first shared with participants. Discussions were held on each of the action plans. Those that were mutually agreed on by all participants were validated. During validation sessions, trained facilitators ensured the active participation of both men and women. Discussions were in the local dialect to ensure that everyone could communicate easily.

Due to escalating conflict, Covid-19 related challenges, and the significant time commitment needed by participants to undertake the CoLMEAL process both Myanmar and Sudan will not be able to achieve end of project targets for this output. Niger does not contribute to this output.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1122 Small grants enabling community-led gender-transformative actions addressing multi-dimensional barriers to women and girls' education provided to community groups	1122a: # and \$ value of Community Action Grants distributed	Mya: 15 grants \$59,948.86 CAD	Mya: 12 grants \$59,948.86 CAD	Mya: 3 \$10,283.04 CAD	Mya: 3 \$10,283.04 CAD	Mya: 15 grants \$77,156 CAD
		Sud: 14 grants \$53,700 CAD	Sud: 12 grants \$53,700 CAD	Sud: 0	Sud: 0	Sud: 18 grants 80,554.5 CAD
		Nig: N/A	Nig: N/A	Nig: N/A	Nig: N/A	Nig: N/A
		<b>Total: 29 grants \$173,597.72 CAD</b>	<b>Total: 24 grants \$173,597.72 CAD</b>	<b>Total: 3 grants \$10,283.04 CAD</b>	<b>Total: 3 grants \$10,283.04 CAD</b>	<b>Total: 33 grants \$157,710.5 CAD</b>

3 grants to the value of \$10,283.04 CAD have been distributed to community groups in Myanmar. Worsening political instability and challenges with the banking system in Sudan disrupted plans to disburse community grants in March 2023. ADRA Canada and Salanga facilitated sessions on small grants to address concerns and questions raised by project teams. ADRA Canada also shared grant guidelines and financial templates with the project team and partners. The project team in Sudan developed country-specific guidelines as well as a grant proposal template for the output. Small grants management training was conducted for 23 (16 male, 7 female) CMC members in Geneina and Krenik localities. CMCs in Hashaba, and Adar villages conducted orientation sessions for community groups to raise awareness on community action grants.

Plans to disburse grants in Myanmar were delayed in the first half of year 3 due to conflict in project areas and the need to re-implement some CoLMEAL steps. The project team repeated the assessment and design phase of the CoLMEAL process to improve the quality of work and better support project communities. In the second half of the year, 3 communities in Pan Tha Pyay village, Namp Maw Gyan village, and Nar Hwei village received small action grants to support community-driven actions to address barriers in education. The CoLMEAL committee in Pan Tah Pyay village developed a plan to provide teaching and learning materials to 72 children while Namp May Gyan village's plan entailed improving school facilities through the provision of classroom furniture and the conduct of awareness-raising activities on the importance of education for children. The committee in Nar Hwei village developed plans to furnish nursery and primary schools and provide a washing facility, water pump, water tank, and see-saw and swing for the community. The committee also plans to provide small grants to parents of children aged 4-12. The table below shows the utilization rates of each Myanmar CoLMEAL committee.

Village	Progress Status on Action Plan
1 Pan Tha Pyay Village Namtu Township	Grant utilization about 42.6% (first installment) Task completion about 45 % for the targeted action plan
2 Namp Maw Gyan Village Lashio Township	Grant utilization about 44.6% (first installment) Task completion about 50% of the targeted action plan
3 Nar Hwei Village Lashio Township	Grant utilization about 30% (first installment) and about 35% (second installment) Task completion about 60% of the targeted action plan

Each of the action plans being implemented by the villages is aimed at addressing barriers to education identified by the respective communities and promoting and improving the quality of education.

As part of the gender equality strategy for this output, the selection of CMC and CMELC members in each targeted community prioritized the equal representation and participation of women and girls. The main challenge to implementing this output in Sudan is the banking system downtime and escalating insecurity. Due to these challenges and the unpredictability of the context, the project has made the difficult decision to halt the Community Action Grant process in Sudan. In Myanmar out-migration of youth in search of greener pastures leaving only the elderly and illiterate to join CoLMEAL trainings has been a challenge for the project. The economic downturn in the country is forcing families and individuals to prioritize immediate livelihood needs leading to less time and commitment for the CoLMEAL process.

Niger does not contribute to this output.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1123 Community groups supported in gender disaggregated data collection, analysis and communicating evidence-based results, respecting individual rights and privacy	1123a: # of community groups with indicators and targets established to measure impact of the Community Action Grants	Mya: 15 Sud: 14 Nig: N/A <b>Total: 29</b>	Mya: 12 Sud: 12 Nig: N/A <b>Total: 24</b>	Mya: 1 Sud: 0 Nig: N/A <b>Total: 1</b>	Mya: 4 Sud: 2 Nig: N/A <b>Total: 6</b>	Mya: 15 Sud: 18 Nig: N/A <b>Total: 33</b>
	1123b # of community groups (and their community members (F/M)) trained in Monitoring Mapping and Planning, Tools Development, Sampling and Data Collection, Analysis, sense-making, and reflection for redesign			Mya: 1 Sud: 0 Nig: N/A <b>Total: 1</b>	Mya: 4 Sud: 2 Nig: N/A <b>Total: 6</b>	Mya: 3 Sud: 2 Nig: N/A <b>Total: 5</b>

One new CoLMEAL group in Myanmar completed the process of establishing indicators and targets to measure the impact of community action grants during the reporting period. This brings the cumulative total of community groups with indicators established to six. In year 3 Salanga provided the project teams with training on indicator development. The Myanmar team trained one community group and their members (2 female, 4 male) in Monitoring Mapping and Planning, Tools Development, Sampling and Data Collection, Analysis, sense-making, and reflection for redesign during the reporting period. A cumulative total of 4 community groups with 26 members have received training on the project monitoring process.

In Sudan, the project conducted monitoring theory and indicator development training for CoLMEAL committees in Hashaba and Adar communities. 24 CMELC members (12 female, 12 male) attended this training. CMELC members were also trained on monitoring mapping and planning in January 2023. Training participants have been able to create monitoring maps and plans. The Sudan team benefitted from a face-to-face coaching ToT training with Salanga in March 2023. The training covered tool development, data analysis, interpretation, and visualization. The objective of the training was to equip staff with the tools to effectively support community groups in implementing their own CoLMEAL processes.

The major challenge in implementing this output, as detailed in the Mid-Term Review, is the significant time commitment required from enrolled villages. COVID-19 impacted from the first two years of the project and ongoing political instability has also affected the timelines for implementing this output in both project countries. Consequently, the project is unlikely to meet EOP targets for this output.

Niger does not contribute to this output.



## 2.3 IMMEDIATE OUTCOME 1130

Outcome Statement: *“Increased capacity of women’s grassroots organizations and other relevant actors to provide or refer confidential services addressing SRHR, GBV, CEFM sex trafficking and drug use.”*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1131 Peer-networks that serve as safe spaces for provision of confidential services in SRHR, GBV, CEFM, women trafficking, and drug use managed by grassroots women organizations supported	1131a: \$ invested (in CAD) and # of women’s orgs & networks (international or local) advancing women’s rights and GE that receive GAC funding for programing and institutional strengthening; (SDG5)	Mya: 40 women groups \$508,967.02 CAD	Mya: 13 women groups \$189,868.25 CAD	Mya: 5 women groups \$235,175.79 CAD	Mya: 32 women groups \$430,926.17 CAD	Mya: 40 women groups \$964,446.66 CAD
		Sud: 18 women groups \$87,225.45 CAD	Sud: 18 women groups \$87,225.45 CAD	Sud: 0 women groups \$95,509.31 CAD	Sud: 18 women groups \$243,789.26 CAD	Sud: 18 women groups \$269,866.25 CAD
		Nig: \$12,441 CAD	Nig: \$12,441 CAD	Nig: 19 women groups \$8,306 CAD	Nig: 29 women groups \$24,485.9 CAD	Nig: \$42,910.49 CAD
		<b>Total: 58 women groups \$608,633.47 CAD</b>	<b>Total: 31 women groups \$289,534.7 CAD</b>	<b>Total: 24 women groups \$338,991.1 CAD</b>	<b>Total: 79 women groups \$699,201.33 CAD</b>	<b>Total: 58 women groups \$1,277,223.4 CAD</b>

During the reporting period, \$338,991.1 CAD was invested in 24 women’s groups in targeted communities that are advancing women’s rights and gender equality. Five women’s groups in Myanmar received \$235,175.79 CAD and 19 in Niger received \$8,306 CAD. 18 previously engaged women’s groups in Sudan received \$95,509.31 CAD. A cumulative total of 79 women’s groups have been supported with \$699,201.33 CAD. The BRIGHT project is working with grassroots women’s organizations and other relevant partners to establish GBV response systems and referral pathways for survivors. This output is not applicable to the BRIGHT project in Niger; however, leadership training for the leaders of women groups, the hygiene kits distributed to women’s groups and girls’ discussion groups in ALP schools are counted here (see output 1112 above).

27 new survivors in Myanmar were provided with various types of support such as health and legal support, psychosocial and safe house services. An additional 220 women (including GBV survivors) in Kayah State received 150,000 MMK (\$ 95 CAD) (per individual) in direct cash assistance. 14 safe spaces are operating in 14 villages in Kayah and Northern Shan state. During this reporting period, a total of 5,035 women in Myanmar targeted communities (4157 in Kayah state and 878 in NSS) visited safe spaces. Individuals who take care of safe spaces are provided with incentives worth 100,000 MMK (\$ 50 CAD) monthly. Given the context in Kayah State where the legal system has collapsed, Karenni State Police (KSP) is providing justice/ legal services for GBV cases. Other cases go through mediation with camp committees and leaders for case management. Unfortunately, most GBV survivors refuse to get legal services due to the high risk of exposure. Additional efforts are being made to increase the capacity of other relevant actors in the referral mechanism to provide sensitive and confidential support to GBV survivors to prevent re-traumatization of victims, help survivors seek redress, and to hold accountable and rehabilitate GBV perpetrators. Consultations were also conducted with women and girls in the communities to determine the location for operating safe spaces conveniently and safely.

As part of efforts to break barriers to women and girls' education, the project in Sudan is working with women's grassroots organizations and local partners to ensure that GBV response systems and referral pathways are fully functional to aid survivors. Existing complaint mechanisms were strengthened by training women's groups to facilitate referrals of GBV cases in coordination with the Ministry of Social Welfare, women and protection units, police department, and health facilities. The project encouraged targeted communities to use simple local materials to construct shelters to be used as women's centres. Women's groups in coordination with local partners are responsible for identifying and registering SGBV cases in the community through information obtained from volunteers or registered directly with women's centers in each community. All registered cases were reported to the police station. In year 3, a total of 181 survivors of GBV (85% female) in project communities benefited from output activities. Varying amounts of cash assistance were provided to survivors based on need. UNFPA supported the BRIGHT project with 1000 dignity kits to be distributed in project communities. The Sudan project team found that grassroots women's groups are conducting regular meetings, keeping records, and coordinating and reflecting with committees in other communities. Likewise, the Ministry of Social Affairs reports that women's organizations are providing good quality respectful service and confidential monitoring and follow-up of GBV cases in project target areas.

The biggest challenge to implementing this output in Myanmar is the difficulty of timely communication and transportation to GBV survivors. Partnership changes delayed the organization of women's groups in NSS during this reporting period. The absence of formal legal services is another challenge faced by the project. To address these issues, some safe houses were relocated to safer more reachable locations. In the absence of formal legal services, the Karenni state police, community leaders and management teams are handling GBV cases. The project met total Y3 spending targets for this output but did not achieve group targets. In year 4, the Myanmar project will work with implementing partner TEI to organize women groups in Northern Shan to meet both cumulative spending and reach targets. Women's groups in Hpasung, BawLaKe, and Mese Township-Kayah which could not be organized in Y3 due to security concerns will also be targeted as part of efforts to meet project goals. In Niger, the project will implement and expand the following activities in year 4 to meet spending targets:

- Capacity building of women groups in addressing SRHR, GBV, CEFM sex trafficking and drug use.
- Women training extension to unreached former ALP students' women caregivers.
- Empowered women groups' sensitizations activities in their communities

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1132 Training on inclusive and respectful service provision, management and MEL conducted for grassroots women organizations providing services in SRHR, SGBV, CEFM, women trafficking and drug use	1132a: # of participants trained on inclusive and respectful service provision	Mya: 140 F 100 M 40  Sud: 200 F 200 M 0  Nig: N/A  <b>Total: 340</b> <b>F 300</b> <b>M 40</b>	Mya: 70 Sud: 0 Nig: N/A  <b>Total: 70</b>	Mya: F 56 Sud: 0 Nig: N/A  <b>Total: 56</b>	Mya: 164 F 163 M 1  Sud: F 200  Nig: N/A  <b>Total: 364</b> <b>F 363</b> <b>M 1</b>	Mya: 140 F 100 M 40  Sud: F 200  Nig: N/A  <b>Total: 340</b> <b>F 300</b> <b>M 40</b>

In year 3, the BRIGHT project trained 56 women leaders in Myanmar in inclusive and respectful service provision. Participants were selected from two villages in Kayah state and 18 villages from Northern Shan state. The training curriculum was specifically designed on inclusive/respectful/confidential service provision, management, and considering religious and cultural contexts. Topics covered during the training include GBV, SRHR, CEFM, drug use, survivor centered approach, and the referral pathway in Kayah. Implementing partners had consultations with women's organizations on the timing and location of trainings, as well as other needs like childcare, safety, and accessibility. In NSS the 3-day training was delivered through presentations, group discussions, and role playing. Dignity kits were also provided for 740 women (490 in Kayah, 250 in Northern Shan)

Pre-tests and post-tests showed that participants gained knowledge and skills on how to manage, provide and monitor inclusive and respectful SRHR, SGBV, CEFM and drug use services. Participants also discussed how to connect the referral system with confidential services provided by KNWO. Women leaders will also advocate for more support for GBV survivors from village leaders. As part of the gender equality strategy, the project team regularly joined coordination meetings with local/national gender technical working groups and community focal points to review challenges of providing GBV services.

As part of the gender equality strategy for this output, the project team regularly participated in coordination meetings with local/national gender technical working group and community focal points to examine gaps and challenges with GBV systems. A systematic and effective referral pathway for GBV has been created as a result of this process. Gaps and ambiguities in the process of receiving health and justice support services have also been identified and rectified through coordination meetings.

In Sudan, while no new participants were trained, the project conducted a refresher training for 200 women leaders (64 at Geneina, 36 at Kerenik) from grassroots women's organizations in inclusive and respectful service provision. Participants were consulted on the timing and location of training. Coordination meetings with various concerned partners and agencies at different levels were also held. The training was facilitated by 4 trainers from the MoSA based on a shared term of reference. As part of the gender equality strategy for this output, a gender synchronized approach was used for training guidelines and content, and the training sessions were conducted in an inclusive, participatory, and reflective way. Referral pathways were also assessed for their capacity to deliver inclusive, respectful, and confidential services. In the last quarter of the year, the project team conducted an annual review of women's groups to assess their performance, and achievements and identify any deviations and challenges and present recommendations for the next phase of the project. The review found that women's groups are holding regular meetings, maintaining records, and coordinating and reflecting with other committees in their respective communities. One way to improve service provision that was identified through the review is to connect the groups with UNFPA or other government institutions to ensure that they remain updated on the latest tools and best practices in the provision or referral of confidential services.

Ongoing political instability in Myanmar has impeded the delivery of this output. Out of five grassroots women's organizations targeted for training this year, three groups could not participate due to challenges involved in travelling from one township to another. Coordination with government law enforcement and police officials was also suspended after the coup. The project will adapt by training Karenni State Police (KSP) and community/Camp management leaders to provide sensitive and confidential support to GBV survivors.

Both Myanmar and Sudan have met EOP targets for this output. Niger does not contribute to this output.

## 2.4 IMMEDIATE OUTCOME 1210

Outcome Statement: *“Increased capacity of local female and male educators to deliver localized, inclusive, innovative, gender- and climate-responsive quality education for vulnerable OOS girls of primary school age.”*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
<b>1211</b> Innovative Teachers Established Education Services (TEES) program providing localized community-based, inclusive, gender- and climate- responsive education to OOS girls established	<b>1211a:</b> # of educators who have completed the TEES training program	Mya: 210 F 140 M 70  Sud: 20 F 12 M 8  Nig: N/A  <b>Total: 230</b> <b>F 152</b> <b>M 78</b>	Mya: 93 Sud: 0 Nig: N/A <b>Total: 93</b>	Mya: 121 F 95 M 26  Sud: 0  Niger N/A  <b>Total: 121</b> <b>F 95</b> <b>M 26</b>	Mya: 231 F 189 M 42  Sud: 20 F 12 M 8  Niger N/A  <b>Total: 251</b> <b>F 201</b> <b>M 50</b>	Mya: 210 F 140 M 70  Sud: 20 F 8 M 12  Nig: N/A  <b>Total: 230</b> <b>F 152</b> <b>M 78</b>

This reporting period, 121 educators (95 female, 26 male) completed the TEES training in Myanmar. Forty-one (29 female, 12 male) of the teachers trained were from Northern Shan State and 80 (66 female, 14 male) were from Kayah State. A cumulative total of 251 TEES teachers have been trained since the beginning of the project. The TEES teachers were trained via five TEES training events – three in Kayah State and two in Northern Shan State. The project has exceeded Y3 TEES training targets. The BRIGHT project’s innovative TEES program provides sustainable, community-based solutions that enable inclusive, localized primary education for the most vulnerable OOSC, particularly girls. In Sudan project communities like Hashaba, the TEES program helped to address barriers to education like poverty, child labor, early marriage, and social norms through advocacy and sensitization events. SGBV risks that girls face when travelling long distances to school have also been eliminated through the provision of schools within communities. Consequently, the TEES program has been instrumental in ensuring vulnerable girls attend school and has increased school attendance of vulnerable girls in 18 target communities. Parents and caregivers have also shown significant interest in supporting the education component of the project.

In March 2023, 12 teachers (10 female, 2 male) from Kayah state participated in the 21st century skills e-learning course training. Post training assessments were carried out to measure participant understanding and conceptual clarity on the training provided. Reflection papers submitted by trainees suggested a lack of familiarity with reflection exercise. In upcoming trainings, the project will employ different assessment tools like small group projects, quizzes, etc. to measure grasp of course topics. TEES capacity building training events were also organized for 204 educators (170 female, 34 male), comprised of the 75 TEES teachers and 129 volunteer teachers, in Myanmar during the reporting period. Volunteer teachers are educators from the Karreni education network who teach some subjects in TEES classes and help to handle the large influx of internally displaced students. They do this *without receiving stipends from the BRIGHT project*. These teachers are motivated to help because like BRIGHT educators they are from the targeted communities and invested in the development of their children. Volunteer teachers are eager to help the BRIGHT project because they identify with the goals of the project to improve educational outcomes for girls and women in their towns and villages and they are grateful for the resources and knowledge that the project provides. Capacity training events covered the following topics:

- Teachers' roles and responsibilities
- Learning style/ theory/ principles
- Quality-based education
- Teaching aids
- Classroom management
- Child-centered methodologies of teaching and learning
- Learning theory
- Lesson planning
- Learning assessment
- Child rights and child safeguarding
- Land Mine risk education
- Gender equality and gender awareness
- Environmental awareness
- Basic health/ life skills
- School management

TEES teachers and partner staff in Kayah state also benefitted from Mental Health and Psychosocial Support (MHPSS) training organized by Southeast sub-national Education in Emergencies (EiE) cluster and UNFPA, in August 2022.

In Sudan, the project team in collaboration with the MoE, provided refresher TEES training for 20 teachers from August 21-31, 2022. The refresher training enhanced the ability of teachers to deliver inclusive, innovative, localized, gender-responsive and climate-sensitive quality education to primary-aged children. The training also addressed any challenges TEES teachers had encountered in the previous year. The 20 TEES teachers (12 female, 8 male) in Sudan were provided with stationary kits (bag, ledger books, pens). The project team in coordination with MoE Adult Education staff also developed checklists and tools to increase accountability for TEES and measure teacher competencies.

As part of the gender equality strategy for this output, teachers in project areas were trained on inclusive and gender-responsive education including SRHR, GBV and gender equality. Indicator tracking tools have also been developed with technical support from project partners. Applying these tools will contribute to teachers' ability to implement gender-responsive teaching practices. Project staff and community leaders support teachers with safe housing (which include proper hygiene facilities). Appropriate hygiene measures and WASH facilities were also provided during the training activities. In Sudan, teachers within the TEES program were chosen based on inclusive selection criteria, with more female teachers than males (12 female, 8 male). The TEES curriculum in Sudan was used with a modified life skills curriculum that covers inclusive education, CEFM and other negative community norms, gender equality, SGBV, and public health concerns such as personal hygiene, Covid-19, and sexually transmitted diseases.

During this reporting period, 53 TEES schools operated across Myanmar project areas – 20 in Northern Shan and 33 in Kayah – reaching a total of 3561 students (1773 female, 1788 male). The number of TEES students in Sudan who enrolled into primary education is 742 (407 girls and 335 boys) including 13 girls and 18 boys living with disabilities. TEES schools in Kayah state have seen an influx of students as families move into IDP camps to escape encroaching fighting. In Northern Shan state, project implementing partner TEI has opened 20 TEES schools in 20 villages since August 2022. Food assistance was provided to 817 students in 20 Northern Shan villages during the reporting period. Textbooks, student uniforms, water bottles, roofing sheets, playground equipment, and other teaching and learning equipment were provided by the project to help set up NSS TEES schools. Three thousand TEES students in Kayah state received nutrition support and 2,136 TEES kits – 136

teacher kits and 2000 student kits were distributed in Northern Shan state and Kayah state. Parents and community members contributed to school building repair and maintenance.

The Myanmar project is impacted by ongoing economic shocks and inflation in the country. Rising prices of necessities are impacting TEES teachers, partner staff and wider project communities. The drop in value of the Myanmar Kyat (MMK) also directly impacts the ability to purchase resources needed to implement output activities. According to a recent WFP report, the value of the Myanmar Kyat (MMK), dropped rapidly in August (at the rate of 3,500 MMK/USD) in the informal market, compared with 1800 MMK/USD in early 2022. Fluctuations in the value of the MMK directly impact effective project implementation, as inflation affects the availability of supplies/stock levels at each individual supplier. The project team has adapted to this challenge by reducing the number of items in student kits so that they can continue to provide for all students. Airstrikes and artillery fires in Kayah state are causing safety and security concerns for teachers and students while increased security checkpoints, roadblocks, and travelling restrictions are affecting distribution of assistance to the targeted communities. The ongoing violence has also demoralized partner staff and teachers and negatively impacted student learning abilities and performance levels. UNFPA is providing monthly mental health & psychosocial support for partner staff and teachers.

One challenge the Sudan team faced is the looting of school assets during conflict. The project has provided TEES classes that have been affected by looting and theft during the conflict that took place in April 2022 in the Kerenik locality with a cupboard, chair and desk for the teacher, and mats as well as needed stationaries such as chalk and posters. The influx of displaced persons into project targeted communities has increased the number of enrolled students and placed a strain on infrastructure and resources. The project has implemented a staggered class schedule to accommodate more students. ADRA international network is also supporting the BRIGHT project education component by constructing 10 classrooms, 10 gender segregated latrines, 447 school seats, and 550 school uniforms.

Niger does not contribute to this output.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1212 Mobile Teacher's Trainers (MTTs), MoE staff, experts and local leaders trained and equipped to provide ongoing supervision and support, including psychosocial support, to TEES	1212a: # of MTTs who have completed the training program (disaggregated by gender)	Mya: 24 F15 M 9  Sud: 20 F 8 M 12  Nig: N/A  <b>Total: 44</b> <b>F 23</b> <b>M 21</b>	Mya: 18 F11 M 7  Sud: 0  Nig: N/A  <b>Total: 18</b> <b>F11</b> <b>M 7</b>	Mya: 14 F 8 M 5 Non-Binary 1  Sudan 0  Niger N/A  <b>Total: 14</b> <b>F 8</b> <b>M 5</b> <b>Non-Binary 1</b>	Mya: 30 F 17 M 12 Non-Binary 1  Sudan: 20 F 8 M 12  Niger N/A  <b>Total: 50</b> <b>F 25</b> <b>M 24</b> <b>Non-Binary 1</b>	Mya: 24 F 15 M 9  Sud: 20 F 8 M 12  Nig: N/A  <b>Total: 44</b> <b>F 23</b> <b>M 21</b>

A total of 14 new Mobile Teacher Trainers (MTTs) (8 female, 5 male, 1 non-binary) completed the training program in Myanmar this reporting period. A cumulative total of 50 MTTs (25 female, 24 male, 1 non-binary) have been trained in Sudan and Myanmar since project inception. MTTs train and supervise TEES and ALP teachers and support them with ongoing mentoring and support. During the reporting period, MTTs conducted monthly field visits and community meetings with PTAs, SMCs, and other community members. In addition, MTTs continued to provide support and mentorship to the TEES teachers to enable them to incorporate innovative gender and climate responsive approaches in their teaching practice.

In year 3, MTTs in Myanmar participated in different capacity building and orientation events such as TEES and ALP training, BRIGHT project orientation events, monitoring tools sensitization events, MHPSS training by UNFPA, Washington Group Child Functioning Module Training, 21<sup>st</sup> Century Skills e-learning course, GBV core concepts and confidential services training, and EiE-related community consultation template orientation sessions. In addition, the project team with technical support from ADRA Myanmar, Salanga, and ADRA Canada developed monitoring and indicator tracking tools for MTTs, including tools for assessing welcoming spaces, teacher competencies, school quality assessment, gender responsiveness of schools etc. Below is a list of monitoring and indicator tracking tools used by MTTs.

- Welcoming space general criteria and elements
- Welcoming space checklist
- Criteria for TEES and ALP teacher's hiring and recruitment
- Checklist of TEES and ALP teacher's competencies
- Recording tool for MTT's guidance and assistance
- Tracking tool for MTT field visit and support
- Bright School Quality Assessment and Observation
- Gender responsive school information tool
- Tools for Pre/Post-observation interviews
- TEES teacher End of Project interview template

Ongoing armed conflict impeded the effective implementation of the output and gender equality strategies in Myanmar. Travel restrictions including frequent checkpoints and interruptions of telecommunication services due to airstrikes made it difficult for MTTs to effectively supervise and support TEES teachers. In Northern Shan, MTTs were often stopped at checkpoints for questioning. Hiring qualified male teachers has also been a challenge for the project. Ensuring gender diversity in hiring of teachers was challenged due to low wages, armed forces recruitment and migration of boys and men out of the project areas, and notions of teaching as women's work have led to a shortage of male candidates in the community for vacant teaching positions. To address these challenges, local partner TEI will increase recruitment efforts to find qualified male and female educators to support TEES and ALP teachers. Where travel is not possible by MTTs or partner staff, the project team will coordinate with other civil society organizations like KMSS and JRS with a presence in target areas to deliver assistance and teaching materials. Cultural norms that feminize the teaching profession and discourage male engagement will be added to topics covered at education sensitization events under output 1111.

Sudan has already completed EOP targets for this output however refresher trainings were organized for 20 (8 female, 12 male) previously trained MTTs in the second half of year 3. The Ministry of Education-National Center of Teachers Training conducted the 5-day refresher training. This training enhanced the capacity of MTTs to support TEES, ALP and REFLECT teachers in targeted communities. MTTs conduct at least two monitoring visits per month to all BRIGHT intervention classes. Their monthly reports are shared with the BRIGHT project and local partners. The project facilitates the work MTTs do by providing them with stationary kits, transportation, and other basic provisions.

End of project targets for this output have been met in the two implementing countries -Myanmar and Sudan. Niger does not contribute to this output.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
<b>1213</b> Knowledge exchange and transfer roundtables and other communication channels across all project countries for local state and non-state education actors, including IPEs, conducted	<b>1213a:</b> # of roundtables, other dissemination channels and events organized	Mya: 1 Sud: 1 Nig: 6 <b>Total: 8</b>	Mya: 1 Sud: 1 Nig: 2 <b>Total: 4</b>	Mya: 0 Sud: 1 Nig: 2 <b>Total: 3</b>	Mya: 0 Sud: 1 Nig: 6 <b>Total: 7</b>	Mya: 4 Sud: 3 Nig: 6 <b>Total: 13</b>

Three (3) roundtables/dissemination events were organized by the project in year 3. One dissemination event was organized in Sudan while two roundtables were organized by the Niger team. A cumulative total of 7 events have been organized since the start of the project.

The project team in Sudan organized the BRIGHT annual dissemination meeting in Khartoum from February 27th to March 2<sup>nd</sup>, 2023. The meeting was attended by key stakeholders, including project staff from Sudan, Niger, and Myanmar, implementing partners, government officials, and community representatives. ADRA Canada representatives and technical specialists from ADRA Norway and Salanga also participated in the event. The event provided the platform for knowledge exchange and transfer through roundtables and various communication channels across all project countries. Consequently, events were marked by a high level of participation and engagement, with participants actively contributing to the discussions and sharing their experiences and best practices. Insights gained from these discussions will be incorporated into project implementation strategies in year 4 to ensure that project goals are achieved and sustained. A short video summary of the dissemination meeting can be found here: <https://vimeo.com/816712485/4b35798374>.

In Niger, the project held two roundtables in December 2022. The first event was held in Balleyara with implementing partners CDR, SOS-FEVVF, technical services, the departmental director of the MoE, and education actors. 33 participants (F 3/M 30) took part in the session. The main subject of discussion was the ALP strategy and its best practices, testimonies, challenges/solutions, recommendations, lessons learned and suggestions for sustainability. The project provided support for the organization of a second roundtable where the main point of discussion was the importance of frameworks, partner achievements and possible synergies between partners. The biggest challenge to the effective implementation of this output in Niger is the low representation of women in departmental technical services.

Earlier in year 3, all BRIGHT project countries participated in a joint online cross-learning session hosted by ADRA Myanmar. The biggest challenge with organizing learning sessions was aligning schedules to accommodate technical partners from different countries and time zones. The session was attended by project key stakeholders from each country team, Salanga, ADRA Norway, and ADRA Canada. Country presentations covered project status and TEES/ALP program design. The sessions provided a platform for country teams to share best practices and devise innovative solutions.



## 2.5 IMMEDIATE OUTCOME 1220

Outcome Statement: *“Increased capacity of Local ALP and life-skills providers to deliver localized, inclusive, innovative, gender- and climate-responsive quality education services for vulnerable OOS girls and women of lower secondary school age.”*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1221 Gender and climate-responsive, localized Accelerated Learning Program (ALP) for out of school vulnerable girls, women and boys established	1221a: # of new students who have been enrolled in the ALP program	Mya: 1,400 F 840 M 560	Mya: 1,400 F 840 M 560	Mya: 1,051 F 605 M 446	Mya: 1,051 F 605 M 446	Mya: 1,400 F 840 M 560
		Sud: 600 F 350 M 250	Sud: 600 F 350 M 250	Sud: 908 F 481 M 427	Sud: 2,156 F 1,159 M 997	Sud: 600 F 350 M 250
		Nig: 731 F 465 M 275	Nig: 476 F 330 M 146	Niger: 12 F 5 M 7	Niger: 267 F 131 M 136	Nig: 731 F 456 M 275
		<b>Total: 2,731</b> <b>F 1,646</b> <b>M 1,085</b>	<b>Total: 2,476</b> <b>F 1,520</b> <b>M 956</b>	<b>Total: 1,971</b> <b>F 1,091</b> <b>M 880</b>	<b>Total: 3,474</b> <b>F 1,895</b> <b>M 1,579</b>	<b>Total: 2,731</b> <b>F 1,646</b> <b>M 1,085</b>

During this reporting period, 1,971 new students (Myanmar-1051, Niger-12, Sudan-908) were enrolled in ALP classes. The cumulative total of students enrolled in the ALP program is 3,474 (female-1,895, male-1579). The Accelerated Learning Program (ALP) provides out of school vulnerable boys and girls aged 11-15 with the opportunity to obtain inclusive, gender- and climate-responsive education in a welcoming and well-equipped school space. Typical ALP students are dropouts at the early primary grade level. The ALP allows these OOSCs to complete their basic education with peers in similar situations and in an accelerated fashion. After ALP graduation, the project provides opportunities for students to gain livelihood skills through vocational trainings. In all project countries, ALP is coordinated with local partners and authorities, relevant government sectors, school administrators, teachers, parents/caregivers, and community leaders for their input and support to ensure that the ALP program is implemented using a localized approach. Additionally, consultations with teachers, parents and OOSC were conducted on the timing and location of ALP sessions to ensure optimum participation.

In Myanmar, the ALP program has been operational since September 2022 enrolling a total of 1051 students (female 605, male 446). MLRC consultancy with support from ADRA Norway, Salanga and ADRA Canada has developed a localized, innovative, gender and climate responsive curriculum for the ALP program. The gender responsive curriculum includes content on gender equality, human rights, SRHR and GBV, non-violence and conflict resolution. Teaching materials were also revised to be both inclusive and gender responsive. The consultants have conducted online ALP training for 35 participants (29 female, 6 male). Teaching kits and dignity items were provided for teachers in Northern Shan. As part of the gender equality strategy for this output, capacity building on gender equality has been integrated into ALP training sessions.

In NSS in Myanmar the project provided ALP textbooks student kits, led desk lamps, student uniforms and dignity kits to 92 ALP students (girls 57, boys 35). Food assistance was also provided for these students. One implementation challenge the project faced in Northern Shan state is that the use of multiple ethnic languages hindered effective communication. Although partner staff speak the dominant Taáing languages, the presence

of multiple dialects meant that mutual understanding was not always guaranteed, and translation was often needed.

In Niger, the majority of key activities for this output have been completed. During the reporting period, the project provided computer classes in government secondary schools to support the learning and retention of ALP graduates who have been transferred to these schools. 83 non-BRIGHT students (female 62, male 21, and 2 girls with disability) are also benefitting from this initiative. The computer class is part of a sustainability strategy to retain previously out of school children in school. Learning equipment like notebooks, pens etc. were also provided to students. In addition, bicycles were distributed to ALP students to reduce transportation burdens and improve attendance. As part of the gender equality strategy for this output, girls were prioritized due to GBV risks they face while travelling to and from school. Hygiene kits were also provided for female ALP students to encourage proper menstrual hygiene management and promote school attendance. Start up kits have been acquired for distribution to ALP vocational students in Aggou Koira, Tegui, and Goroubanda villages. The kits are for vocations like sewing, animal husbandry, welding, mechanics, and carpentry (life skills/vocations is part of the ALP program in Niger).

SRHR training was provided for 135 ALP students (63 girls and 72 boys) in Niger project areas. Topics covered include puberty, menstruation and menstrual hygiene management, gender and human rights, and harmful practices and risk behaviors among young people. Hygiene kits were distributed to female ALP students. Women and girls in all project areas were consulted on the timing and location of ALP and life skills training to ensure meaningful participation and to help accommodate additional needs like childcare and accessibility.

In Sudan, the new ALP cycle started in October 2022. A total of 908 students (female 481, male 427) have been enrolled in school during this reporting period. ALP teaching and learning materials, and school supplies were provided in targeted communities. The project team ensured that those materials were properly reviewed for gender responsiveness to ensure there is no bias or reinforcement of gender stereotypes/norms, and that gender topics like CEFM, GBV, SRHR, drug use, and human trafficking were integrated. In coordination with community leaders, school masters and locality education offices, the project has established community-based child protection mechanisms to provide protection against harmful practices and abuses in against children in BRIGHT and existing government schools in targeted communities. In addition, the project engaged women groups and male champions to identify and encourage OOSCs, in particular girls, to join a localized ALP program. Women leaders worked with male champions and traditional leaders to sensitize their communities and encourage parents to send their children into these non-formal classes. The inclusion of boys helped to avoid potential backlash concerning women and girls-focused education. The BRIGHT project has provided school going opportunities for OOSC age 11-14 who were previously at high risk of CEFM, child labor, and recruitment into militias. The testimony below illustrates the impact of ALP and other BRIGHT programming like CoLMEAL in removing barriers to girl's education.

*10 years ago, in Hashaba village, when there was no school, one of the three girls who used to walk long distances to school was raped. Therefore, a village leader named Mr. Abubaker decided not to send all his children to school and he stated clearly that he will marry daughter Rabha (12 years old) to one of his relatives when she reaches fourteen years old. When Rabha heard of this decision, she cried incessantly and refrained from food because she did not want to marry but rather to be in school. Rabha was beaten by her father Abubaker because of her resistance, and her mother Zakia was not able to stop him from beating Rabha. Zakia did not dare to intervene because her husband is a village leader and respected by all community members.*

*Fortunately, Mr. Abubaker was selected as a member of the CoLMEAL group, and he participated in training with ADRA in Geneina city. Mr. Abubaker came back from the training as a new person, and he decided to send all his children including Rabha to school. Through the training received from ADRA, Abubaker realized that early marriage is an education barrier, and so the idea of Rabha's marriage was canceled.*

Now, Rabha has completed the ALP program and successfully passed the final examination. She is currently enrolled in formal primary education in grade six.

Challenges to effective implementation of this output in Niger include the need of new shelter for vocational ALP and timing of national exams which falls during the planting season. The project has also faced a challenge in achieving gender parity amongst teachers due to the relative scarcity of qualified female volunteers. Travel restrictions in Myanmar hindered the ability of the project to reach out to potential ALP students.

Sudan has exceeded EOP targets for this output. Myanmar and Niger will work towards achieving project targets in year 4.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1222 Educators trained in provision of localized, community-based, inclusive, gender- and climate-responsive ALP and life-skills programs to vulnerable girls and women	1222a: # of educators who have completed the ALP training	Mya: 70 F 40 M 30  Sud: 38 F 14 M 24  Nig: 22 F 12 M 10  <b>Total: 130</b> <b>F 66</b> <b>M 64</b>	Mya: 70 F 40 M 30  Sud: 0  Nig: 0  <b>Total: 70</b> <b>F 40</b> <b>M 30</b>	Mya: 58 F 49 M 9  Sud: 0  Nig: 0  <b>Total: 58</b> <b>F 49</b> <b>M 9</b>	Mya: 58 F 49 M 9  Sud: 38 F 14 M 24  Nig: 45 F 18 M 27  <b>Total: 141</b> <b>F 81</b> <b>M 60</b>	Mya: 70 F 40 M 30  Sud: 20 F 8 M 12  Nig: 22 F 12 M 10  <b>Total: 112</b> <b>F 60</b> <b>M 52</b>
	1222b: # of teachers trained (m-f) according to national standards supported by Global Affairs Canada programming (SDG4)	Mya: 322 F 221 M 101  Sud: 95 F 51 M 44  Nig: 34 F 18 M 16  <b>Total: 451</b> <b>F 290</b> <b>M 161</b>	Mya: 172 F 86 M 86  Sud: 17 F 10 M 7  Nig: 0  <b>Total: 189</b> <b>F 96</b> <b>M 93</b>	Mya: 205 F 162 M 42 Non-Binary 1  Sudan: 0  Niger: 8 F 2 M 6  <b>Total: 213</b> <b>F 164</b> <b>M 48</b> <b>Non-binary 1</b>	Mya: 355 F 283 M 71 Non-binary 1  Sud: 78 F 34 M 44  Nig: 87 F 31 M 56  <b>Total: 520</b> <b>F 348</b> <b>M 171</b> <b>Non-binary 1</b>	Mya: 322 F 207 M 115  Sud: 95 F 44 M 51  Nig: 34 F 18 M 16  <b>Total: 451</b> <b>F 290</b> <b>M 161</b>

A total of 58 educators (49 female, 9 male) completed the ALP training this reporting period for a cumulative total of 141 teachers trained (81 female, 60 male). 213 teachers (164 female, 48 male, 1 non-binary) were trained according to national standards supported by Global Affairs Canada programming (SDG4) for a cumulative total of 520 (348 female, 171 male, 1 non-binary).

All new ALP teachers trained this reporting period were in Myanmar. Due to security and safety concerns, the ALP training was provided online via Zoom. Two online trainings were conducted in August 2022 and December

2022. 35 participants (F-28, M-6, non-binary 1) were engaged in the first training. Topics included: NFPE introduction, history of NFPE and its development process, NFPE facts, forms and centers, community duties, teacher duties, lesson planning, puberty and adolescence development, teaching and learning procedures, learning outcomes development, student entrance-level test, and core subject introductions (Myanmar, English, Mathematics, general studies). Training topics covered in the second ALP training included: active learning strategies, standardized assessment, human resource and all-round balanced development, Peace education, Gender Equality, learning motivation, mathematics teaching and learning, Myanmar, English, Mathematics and their assessment, life skills and income generation, responsibilities of teachers and supervisors, achievement tests, student evaluation and assessment, Bloom's Taxonomy, etc. Other capacity building provided by the Myanmar team during this reporting period include teacher training for ALP-secondary level teachers, MHPSS training by UNFPA, and 21<sup>st</sup> century skills e-learning course.

The main challenges to effective implementation of output activities in Myanmar are security and safety concerns. As mentioned above ALP training was delivered online because of these concerns. Online trainings in turn were impacted by limited internet access in some project areas. Zoom video conferencing was banned in March 2023 so the project will have to explore other platforms. In NSS over 100 students dropped out of school in the middle of the school year to engage in farming or move to China for better economic opportunities. The project is planning to mitigate this challenge by providing incentives to students and their families to encourage them to remain in school. Lastly, there has been some resistance from some teachers to the new teaching methods and content. The project will increase communication and support to these teachers so that they will have a better understanding of the benefits of the new approach.

Niger and Sudan have already completed key activities of this output and met EOP targets. The focus this year was additional refresher training and capacity building. In Niger, 14 ALP teachers (2 female, 12 male) who were trained in Y2 received additional SRHR training this reporting period. Topics covered include puberty, menstruation and menstrual hygiene management, gender, and human rights, harmful practices, and risk behaviors among young people. Computer classes are supported by 14 trained teachers (F 4/M 10). 8 of these teachers were trained during the reporting period. In Sudan, refresher trainings for 38 ALP teachers covered topics like basic skills needed for MoE main curriculum age group 11-14 years old, inclusion, improving accessibility for people with disabilities, gender equality and creating welcoming spaces for education, GBV (including school safety and security, teacher codes of conduct, reporting and referral mechanisms), environment (tree planting and water harvesting), and peacebuilding.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
<b>1223</b> Gender responsive life skills curriculum covering CEFM, SGBV, SRHR, drug use and human trafficking integrated in ALP for girls and women	<b>1223a:</b> # of educators who have received the newly created/modified curriculum for ALP	Mya: 70 F 40 M 30  Sud: 20 F 8 M 12  Nig: 22 F 12 M 10  <b>Total: 112</b> <b>F 60</b> <b>M 52</b>	Mya: 70 F 40 M 30  Sud: 0  Nig: 0  <b>Total: 70</b> <b>F 40</b> <b>M 30</b>	Mya: 58 F 49 M 9  Sud: 0  Niger: 24 F 13 M 11  <b>Total: 82</b> <b>F 62</b> <b>M 20</b>	Mya: 58 F 49 M 9  Sud: 38 F 14 M 24  Nig: 69 F 31 M 38  <b>Total: 165</b> <b>F 94</b> <b>M 71</b>	Mya: 70 F 40 M 30  Sud: 20 F 8 M 12  Nig: 22 F 12 M 10  <b>Total: 112</b> <b>F 60</b> <b>M 52</b>

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
	<b>1223b:</b> # of ALP Curricula adapted	Mya: 1 Sud: 1 Nig: 2 <b>Total: 4</b>	Mya: 1 Sud: 0 Nig: 0 <b>Total: 1</b>	Mya: 1 Sud: 0 Nig: 0 <b>Total: 1</b>	Mya: 1 Sud: 1 Nig: 2 <b>Total: 4</b>	Mya: 1 Sud: 1 Nig: 2 <b>Total: 4</b>

82 educators (female 62, male 20) received newly created/modified curriculum for ALP during this reporting period bringing the cumulative total for the project to 165 (female 94, male 71). Sudan completed key activities of this output in year 2 and met EOP targets. In Niger two ALP teaching curricula that were adapted for inclusion, gender, and environment responsiveness in year 2 were formalized in a teaching guide by a gender specialist before delivering to educators during this reporting period.

In Myanmar, the development of a gender-responsive ALP curriculum was completed in year 3. The curriculum development process started in May 2022 with consultants and the ADRA Myanmar team. The project consulted with stakeholders including partner staff, MTTs, teachers and Karreni teacher unions to ensure that the curriculum is localized, innovative and gender responsive. No consultations occurred with the military government. In September 2022, consultants modified and finalized student textbooks and teaching guidebooks. Throughout this process, the field team reached out to the senior gender advisor and gender equality manager from ADRA Canada for guidance on integrating gender equality principles, human rights, peace education, SRHR and GBV topics in the curriculum. After several rounds of revision and additional consultation with community stakeholder the curriculum was completed in December 2022. The modified ALP curriculum has been distributed to a total of 58 ALP educators.

Delays in completing this output were caused by several factors including: consultant schedule conflicts and outdated technology, ongoing fighting in Kayah state, and poor telecommunication services leading to difficulties in conducting effective community consultation. Partner staff turnover also impeded the project while rising inflation and exchange rate volatility constrained the project budget.

## 2.6 IMMEDIATE OUTCOME 1230

Outcome Statement: *“Increased recognition of, and support to localized non-formal education services and pathways, including life skills training, for OOS girls and women by duty-bearers.”*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
<b>1231</b> Advocacy efforts for Government support to localized affordable, equitable and gender, climate-responsive non-formal education, including life-skills training, for girls and women conducted	<b>1231a:</b> # of advocacy efforts conducted by the project	Mya: 2 Sud: 15 Nig: N/A <b>Total: 17</b>	Mya: 2 Sud: 7 Nig: N/A <b>Total: 9</b>	Mya: 0 Sud: 7 Nig: N/A <b>Total: 7</b>	Mya: 0 Sud: 15 Nig: N/A <b>Total: 15</b>	Mya: 4 Sud: 15 Nig: N/A <b>Total: 19</b>

During this reporting period, the project conducted a total of 7 advocacy initiatives in Sudan and none in Myanmar. A cumulative total of 15 advocacy efforts have been conducted by the project.

In Myanmar, progress on this output continues to be impeded by ongoing conflict and political instability. Township level roundtable meetings scheduled for June 2022 had to be cancelled due to worsening security and political instability. INGOs and UN organizations that coordinate with the government are accused of conspiring with a de facto military government and are publicly named and shamed. There are concerns about holding high-profile advocacy meetings with the government in this context. In addition to accusations of partiality, the imposition of onerous requirements and rules on humanitarian organizations by the military have made operations difficult. There are also direct threats to the safety and well being of project staff and partners. For instance, a recent flight to Loikaw was shot at and passengers were severely wounded (see link [here](#)). These circumstances have hampered project intentions to advocate for girls' education publicly.

Consequently, this output is On Hold in Myanmar. Going forward, coordination meetings will be organized as designed when the security and political context is more favourable. In the meantime, the project participates in all possible avenues of coordination to cultivate visibility in the education space. In addition, project partners have attracted media attention in the implementation of BRIGHT activities. For instance, Shwe Phee Myay News agency from NSS, Kantarawaddy Times Media, Karreni Information Center (KIC) media, RFA Burmese news, Karreni Basic Education Teacher Union (KBETU) social media and Union of Karreni State Youth (UKSY) social media highlighted activities BRIGHT ESE events and end-of-year school closing ceremonies. Increase media attention has led to increased recognition by the public which enable the project to solicit funds from private businesses and individual donors. Extra funding community raised funding will increase the sustainability of project activities.

In Sudan, advocacy efforts were organized between September and November 2022 in Geneina and Kerenik. A total of 814 women, men, boys, and girls participated in these events (see table 1 below for details). Each advocacy event was attended by 12 key government staff (7 male, 5 female) representing different ministries and departments. Project staff, male champions, and women leaders conducted inclusive consultations with men, boys, girls, and women in target areas to identify advocacy issues related to non-formal education in targeted villages. The participation of community stakeholders was also sought in formulating and recording live broadcasting advocacy messages from radio stations.

Advocacy messages highlighted the lack of teachers in existing government schools and poor learning facilities for students. The project also advocated for gender and climate-responsive welcoming spaces and practices in non-formal education. In addition, the project petitioned relevant ministries about the lack of proper sanitation facilities needed by adolescent girls in many schools. Advocacy events also provided a platform for the project team to raise awareness about natural resource management and to link stakeholders with formal and informal structures for managing natural resources.

There is a high level of coordination between the project and Sudanese government officials. This relationship is expected to translate into support for current and future efforts to improve education and broader livelihood outcomes for women and girls. Project staff and partners will conduct follow up meetings with the ministry of education, ministry of social welfare, and ministry of health to track progress towards recommendations that were advocated for.

Date	Locality	Area	Female	Male	Girls	Boys	Total
8 <sup>th</sup> of Sep	Krenik	Mazrob	50	37	20	18	125
11 <sup>th</sup> of Sep	Krenik	Al timate	30	24	15	8	77
12 <sup>th</sup> of Sep	Krenik	Um Dwain	70	40	30	20	160
8 <sup>th</sup> of Nov	Krenik	Salami	51	48	37	29	165

13 <sup>th</sup> of Sep	Geneina	Mokko	26	34	24	21	105
14 <sup>th</sup> of Sep	Geneina	Agoura	36	29	21	11	97
15 <sup>th</sup> of Sep	Geneina	Gargar	27	28	13	17	85
<b>Total</b>			<b>290</b>	<b>240</b>	<b>160</b>	<b>124</b>	<b>814</b>

Sudan has met EOP targets for this output. Output activities are on hold in Myanmar.

Niger does not contribute to this output.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
<b>1232</b> Education coordination meetings among local government and non-government stakeholders in girls' and women's education conducted/supported	<b>1232a:</b> # of coordination meetings held	Mya: 4 Sud: 15 Nig: N/A <b>Total: 19</b>	Mya: 4 Sud: 6 Nig: N/A <b>Total: 10</b>	Mya: 3 Sud: 6 Nig: N/A <b>Total: 9</b>	Mya: 5 Sud: 16 Nig: N/A <b>Total: 21</b>	Mya: 4 Sud: 15 Nig: N/A <b>Total: 19</b>

A total of 9 coordination meetings were held by the project in this reporting period - 6 in Sudan and 3 in Myanmar. A cumulative total of 21 meetings (Myanmar 5, Sudan 16) have been held by the project.

In Sudan, the team organized coordination meetings with the ministry of education and other key stakeholders to keep them updated about the project and seek their input on the improving implementation in the final phase of the project. In July 2022, the project held a co-ordination meeting with the MoE to consult on TEES and ALP final exams and the process of enrolling students into the formal education system. Meeting attendees included the MoE general director, basic education department staff, local partners, MTTs, teachers, community mobilizers, and Geneina locality education office personnel. Project staff also attended 12 education sector meetings organized by UNICEF in coordination with MoE and education partners from INGOs, local organizations and related agencies. Through these efforts, the MoE committed to and facilitated BRIGHT school exams in June 2022. In addition, the project has secured approval to establish new schools in Hashaba, Kuba, and Agoura villages. Some deliberations have also been made about the government providing teachers for targeted areas. As part of sustainability efforts, the project is working with the Ministry of Education to secure the hiring of TEES and ALP teachers at the federal level.

Joint monitoring visits from MoE and the BRIGHT team to project communities allowed women and girls to meet with and directly share education related issues facing their community with the MoE. Through this process the voices of vulnerable women and girls were heard by authorities. Coordination between the project and Sudanese government offices is expected to strengthen future efforts toward improving girls' and women's education in project areas.

In Myanmar the BRIGHT project team has participated in monthly EiE online coordination meetings since June 2022. A notable achievement from this engagement is that ADRA convinced EiE to provide MHPSS training for development partners and some participants like teachers in Kayah State. Additionally, WFP announced plans to increase resource mobilization efforts to initiate a series of pilot projects targeting IDP children in Kayah State at a recent EiE meeting. Subsequently, WFP reached out to individual organizations, including ADRA

Myanmar and assessed partner presence in Kayah, Kayin, Shan, and Sagaing regions. This is a potential collaboration opportunity that will allow the BRIGHT project to incorporate a food security component.

During the reporting period, BRIGHT project implementing partners KN'WO led three coordination meetings with She The foundation, Karreni Teacher Union, and Karenni State Consultative Council (KSCC) between June and September. Topics discussed include provision of better-quality education services, ALP program initiatives, and complementary approaches for education provision to in-need children. KN'WO was also part of regular GBV coordination meetings led by UNFPA. In Northern Shan, partner focal staff joined coordination platforms such as Ta'ang Youth Committee, etc and co-chaired or participated in quarterly education coordination meetings with Ta'ang National Education Committee.

The principle of non-engagement with the de facto military government has stalled project plans to provide capacity building for government staff like township education officers. Instead, resources will be diverted to capacity building of rights holders to provide localized education services and pathways. This strategy will continue until legitimate authorities are established in the future. Both Myanmar and Sudan have met EOP targets for this output.

Niger does not contribute towards this outcome.



## 2.7 IMMEDIATE OUTCOME 1310

Outcome Statement: *“Increased capacity of female and male vocational trainers to provide gender-responsive and environment-sensitive, market driven and appropriate 21st century livelihood and life skills for vulnerable and out-of-school girls, women.”*

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1311 Market-driven, localized, gender-responsive and environment-sensitive livelihood and life skills training for vulnerable girls and women supported	1311a: # of vocational trainers who completed the gender-responsive and environment-sensitive training	Mya: 12 F 6 M 6  Sud: 15 F 12 M 3  Nig: 12 F 6 M 6  <b>Total: 39</b> <b>F 24</b> <b>M 15</b>	Mya: 3 F 3 M 0  Sud: 0  Nig: 0  <b>Total: 3</b> <b>F 3</b> <b>M 0</b>	Mya: 12 F 10 M 2  Sud: 0  Nig: 0  <b>Total: 12</b> <b>F 10</b> <b>M 2</b>	Mya: 21 F 13 M 8  Sud: 20 F 12 M 8  Nig: 14 F 7 M 7  <b>Total: 55</b> <b>F 32</b> <b>M 23</b>	Mya: 6 F 4 M 2  Sud: 15 F 12 M 3  Nig: 12 F 6 M 6  <b>Total: 33</b> <b>F 22</b> <b>M 11</b>
	1311b: # of coordination meetings and awareness sessions organized	Mya: 8 Sud: 18 Nig: 4 <b>Total: 30</b>	Mya: 8 Sud: 10 Nig: 2 <b>Total: 20</b>	Mya: 7 Sud: 10 Nig: 7 <b>Total: 24</b>	Mya: 17 Sud: 18 Nig: 18 <b>Total: 53</b>	Mya: 8 Sud: 18 Nig: 4 <b>Total: 30</b>

This reporting period, 12 vocational trainers (10 female, 12 male) completed the gender responsive and environment sensitive training in Myanmar bringing the cumulative total to 55 (32 female, 23 male). 24 coordination meetings and awareness sessions were organized - 7 in Myanmar, 7 in Niger, and 10 in Sudan this year. A cumulative total of 53 meetings and awareness sessions have been organized by the project.

In Niger, project training of trainers and awareness sessions have been previously completed and EOP targets have already been met. During the reporting period, 10 women groups and 10 male champion groups were supported by the project to open savings accounts. This facilitated the transfer of start-up capital to the groups. Twelve livelihood trainers (6 female, 6 male) out of 14 trained in Year 2 are supporting livelihood participants with gender-responsive and environment-sensitive, market-driven knowledge training. Other activities including start-up capital release and monitoring are ongoing. Slowing down of activities during the Muslim fasting month in April shifted the schedule for implementing for some project trainings. Other challenges the Niger project team has faced in implementing this output include difficulty of finding a reliable microfinance institution to partner with for start-up capital disbursement, damaged telecommunication infrastructure in targeted communities, and transportation restrictions limiting access to project sites.

In Myanmar, 444 individuals (417 female, 27 male) in the project communities received vocational training in basic sewing, soap making, food processing, and home gardening and nutrition. All training events were held with the objective of enhancing the capacity of participants to access income generating opportunities and nutritious food. Prior to holding events, consultation meetings with communities were conducted to share information about the vocational training. Consultations included village leaders, volunteers, parents and

caregivers, youth, and religious leaders. Identified courses for TVET training and selection criteria were discussed during meetings. Females were prioritized during the selection process; however, males were also encouraged to join the training to avoid any backlash and to address their specific needs also.

After the completion of training, materials and equipment related to the training were provided to the participants. Starter kits were provided to trained women allowing them to immediately apply livelihood training skills. Training graduates also shared their new skills with other women in their community. These skills can help to reduce participant household expenses and generate some income to offset any financial barriers to education. Skills like home gardening also have additional benefits such as helping to fill nutritional needs and providing a source of food when travel restrictions are imposed, or it is unsafe to go out.

In Sudan, the project conducted refresher training for 20 (8 male, 12 female) vocational trainers. Training topics included gender equality, human rights, sexual and reproductive health and rights (SRHR), and gender-based violence (GBV). In addition to technical trade skills, trainees were equipped with environmental preservation techniques like waste management. A total of 239 livelihood program participants (female 219, male 20) completed vocational training programs. Trades on offer were prioritized based on market assessments that were conducted in year one. Program participants were trained in soap making, sewing, food technology, perfumes making and metal work. As part of the gender equality strategy for this output, women and girls were consulted on their preferred trades. The timing and location of trainings was also decided in consultation with women and girls.

All project countries have met EOP targets for this output.

Output Statement	Indicator(s) from the PMF	Y3 Target from AWP (cumulative)	Y3 Target from AWP (Y3 only)	Actual (reporting period)	Actual (cumulative)	EOP Target
1312 Localized curriculum for livelihoods and life skills training on Early Childhood Care and Development (ECCD), including Learning through Play, for out of schoolgirls and women established	1312a: # of training providers who completed the livelihood ECCD / LTP training	Mya: 45 F 45 M 0  Sud: 20 F 8 M 12  Nig: N/A  <b>Total: 65</b> <b>F 53</b> <b>M 12</b>	Mya: F 30 Sud: 0 Nig: N/A <b>Total: F 30</b>	Mya: 0 Sud: 0 Nig: N/A <b>Total: 0</b>	Mya: 15 F 15 M 0  Sud: 19 F 9 M 10  Nig: N/A  <b>Total: 34</b> <b>F 24</b> <b>M 10</b>	Mya: 12 F 8 M 4  Sud: 20 F 8 M 12  Nig: N/A  <b>Total: 32</b> <b>F 16</b> <b>M 16</b>
	1312b: # of livelihood curricula locally adapted	Mya: 4 Sud: 2 Nig: N/A <b>Total: 6</b>	Mya: 1 Sud: 0 Nig: N/A <b>Total: 1</b>	Mya: 5 Sud: 0 Nig: N/A <b>Total: 5</b>	Mya: 8 Sud: 2 Nig: N/A <b>Total: 10</b>	Mya: 4 Sud: 2 Nig: N/A <b>Total: 6</b>

5 livelihood curricula were locally adapted in Myanmar in year 3 for a cumulative total of 10. No new training providers completed the livelihood ECCD/LTP training in during the reporting period. 34 training providers have completed livelihood ECCD/LTP training since the beginning of the project. The LTP program provides women with information on the healthy growth and development of children from birth to age six. As part of the gender

equality strategy for this output, trainers were also trained in gender inclusive and environmentally sensitive approaches before they were tasked with delivering vocational training.

End of project targets for livelihood ECCD/LTP training and livelihood curricula locally adopted in Myanmar have already been met. During this reporting period the project distributed 450 Mealtime matter 2023 calendars in project targeted communities - 200 in NSS and 250 in Kayah. The ADRA Canada BRIGHT Project Manager provided LTP ToT training for BRIGHT Myanmar project staff in November 2022. Scheduled LTP ToT training in Kayah state was postponed due to political instability.

Sudan has also met EOP targets for livelihood curricula locally adapted and the project is also on course to complete livelihood trainings. During this reporting period, REFLECT participants continued to organize collective playing times for children aged under 6. These days were also designated as meal days. Location and times for these events were decided in consultation with both male and female participants. The project also distributed LTP calendars in Arabic language from SickKids foundation to participants. 650 women are learning how to effectively handle and support children in different age groups in the development of sense of self, physical relationships, understanding the world, and communication. The women are sharing this knowledge with their husbands and other family members.

Niger does not contribute to this output.

## 3 OPERATIONS

### 3.1 PROGRESS ON NON-OUTCOME RELATED ACTIVITIES

#### Procurement

The following items were procured for use by the Myanmar office in year 3: 1 water cooler, 1 printer, 1 scanner, 5 laptops and car accessories for the project car. 2 motor bikes were procured for implementation partners TEI in year 3. Additional items procured to support project implementation include dignity kits, teacher kits, tablets, and training materials.

The project navigated a complex procurement situation in Niger. While the project was applying for tax exemption for a vehicle that it was planning to purchase, a new law was enacted claiming all NGO's tax-exempted stock at the end of the project. The project decided to protect the vehicle as a GAC asset by paying the tax, which was 50% of the vehicle price. The vehicle has been procured and is now in active service.

#### Project monitoring

In Sudan, there was regular monitoring of project activities, including visits from head office, to support project implementation and for financial and auditing purposes. The Sudanese government response to conflict in the West Darfur region in April 2022 resulted in a ban on travel to that locality until May 2022. Project monitoring activities were halted during this period. Between June and August, the project took advantage of a commercial convoy with police escorts to travel between Geneina and Kerenik towns to visit project sites. Following an improvement in the security situation, project staff including the Project Manager Country Director, Program Director, Deputy Program Director, and Finance Director, have all been able to make regular visits to project sites to monitor implementation.

In Myanmar, project staff including the Internal Auditor, Finance Coordinator, Project Director, Livelihood Officer, Gender Officer, Education Specialist, and Country Director all conducted regular monitoring visits to the field office and implementation sites to ensure effective project implementation. In October, the ADRA Canada Senior project manager and finance manager visited the Lashio office to monitor the progress of project activities, budget status and burn rate. They were accompanied by the Administration Director, Project Director, Finance Coordinator and Project Accountant

#### Mid-term review

From June to September of this year, the project conducted a formative mid-term review in all three countries. The project utilized this review as a learning process that reflected on project activities and impact, as well as established recommendations to inform planning and maximize impact. This included a focus on gaps, lessons learned, successes, gender equality, sustainability, and partnerships. The CoLMEAL pilot was also reviewed.

The review methodology was not considered as the traditional evaluation, audit, or assessment of project achievements towards indicators since this is accomplished through the annual surveys and data collection. It was designed as a participatory, improvement-oriented, utilization-focused approach with the aim of fostering ownership and effective use of review findings and lessons by the project teams in Myanmar, Sudan, and Niger, ADRA Canada, Salanga and Global Affairs Canada. Consultants were contracted to facilitate the review through workshops, FGDs and field visits with the technical support of ADRA Canada and Salanga. Four workshops were held with project staff, partners, stakeholders, CoLMEAL groups and project participants.

## Capacity Building

The following capacity building trainings were provided to the project and partner staff:

### *Environmental conservation training – Myanmar*

In July and August 2022, the Myanmar team and partner staff at the Lashio office were trained on environmental conservation and awareness. Conserving biodiversity and eco-system, GHG and global warming, climate change, water cycles, disaster risks, environmental performance assessment and DPSIR and solid waste management were covered.

### *Gender equality and GBV training – Myanmar*

In August 2022, ADRA Canada provided gender equality training to the Myanmar team. GBV, SRHR, basic gender equality and conducting google surveys were covered. A one-day GBV case management training was also provided via Zoom by UNFPA in late August.

The Myanmar BRIGHT project Gender Officer attended Rapid Gender Analysis and Assessment training in Yangon conducted by UNWOMEN in December 2022.

In February 2023, ToT FGD training for MTTs and enumerators was conducted for partners TEI and KNWO by the BRIGHT Myanmar project. GBV core concept and confidential service training was provided to TEI's MTT by the ADRA Myanmar Gender Officer in March 2023

### *Mental health and psychosocial support (MHPSS) – Myanmar*

In September, UNFPA facilitated a MHPSS training at the Lashio office for the Myanmar team.

### *Inclusive education training – Niger*

In May 2022, ADRA Norway, the technical partner in education for BRIGHT, organized a 3 day in-person inclusion training in Niger for the Niger project team and partners. The team's gender specialist, the livelihood officer and CDR's (Contribution pour le Développement Rural) coordinator attended this capacity building. The inspectors and advisers of the two areas of intervention of the BRIGHT project, namely Balleyara and Gothèye were also invited. The following topics were discussed during these 3 days:

- Neuroscience
- Common learning difficulties
- Parent-teacher interaction
- Professional values of a teacher
- Emotional learning

In October 2022, the Myanmar BRIGHT Education Specialist attended CORE 2 Coordination training in Yangon.

### *CoLMEAL training - Sudan*

The Sudan team and two community mobilizers from the project's local partners - PLRD and GSD - continued CoLMEL training through Salanga's TalentLms. The staff completed the following module/sessions:

Module 1: CoLMEAL principles and results model

Module 2: Vulnerability mapping and inclusion plan

Module 3: CoLMEAL organization set-up

Module 4: Community-led assessment and design

Module 5: Community-led indicators development

Module 6: Monitoring mapping and planning

In March 2023, Salanga facilitated a face-to-face TOT coaching session on tool development, data analysis, interpretation, and visualization the Sudan team and two community partners.

### **Local Partner Project Orientation**

An orientation workshop for staff from the project's new local implementing partner TEI in Myanmar was held in June 2022 at Lashio. ADRA's Finance and Admin Director, Finance officer and audit team, Procurement coordinator, HR coordinator, and project director from Yangon office and BRIGHT project staff from Lashio participated in the orientation. TEI's general secretary, rural education department coordinator, gender officers, education officers, MTTs, project coordinator, finance officer, accountant, project assistant and data officer participated in the workshop. The orientation provided an overview of the BRIGHT project, financial, HR, procurement, and safeguarding policies and guidelines, complaint and feedback mechanism and reporting requirements.

## **3.2 CHANGES TO PROJECT GOVERNANCE**

### **Personnel changes**

In Sudan, several major personnel changes took place during this reporting period. A new Country Director was hired. This was important as the country director helps to determine the strategic direction of each office. BRIGHT project staff continued to conduct weekly review meetings to discuss and adjust work plans. Monthly reports were submitted to the ADRA Canada BRIGHT Project manager.

In Myanmar, an education specialist, project assistant and new project manager were hired. The hiring of the project assistant was important because this assistant will support the ColMEAL component of the project which will now be directly implemented by ADRA Myanmar. A new project manager was also hired in May 2022 to fill the vacuum left following the resignation of the project's second project manager in December 2021. A project director from the Yangon head office was filling in as an interim until the new Project Manager was hired. In addition, the project's field monitoring assistant, logistics officer and driver resigned during this reporting period. These positions were also replaced.

In Niger, after a lengthy process, an Operations Coordinator and Livelihood Officer were hired. The Operations Officer will help lead the project while the Livelihood Officer will help better implement the project's livelihood component. The gender specialist for the project resigned during this reporting period. Field staff working from the project headquarters hampered easy mobilization of the project team. Subsequently, all project staff have been relocated to field offices to be close to project communities.

### **Partnerships**

In consultation with ADRA Canada and GAC, the Myanmar team decided to end its partnership with Women's Lead which was not working well. A new local partner named Ta'ang Education Institute (TEI) was found as a replacement and partnership commenced in June. TEI's focus is the education and gender components of the project.

During the reporting period ADRA Sudan renewed its technical agreement with the government's Humanitarian Aid Commission. Partnership agreements with the two local partners – Peace Light for Rural

Development (PLRD) Organization and Al Agial Organization to coordinate the project, community mobilizing and organizing, and joint implementation on the ground were also renewed.

In Niger the revitalization of the SRHR technical working group for adolescents and young people in December 2022 is a positive development. Participation in this working group will give the BRIGHT team the opportunity to expand its network and partnerships while benefitting from the experience and expertise of more than 23 member organizations.

### Security risk

Considering the permanent security risks in the project areas, ADRA Niger invited all its project teams to a brainstorming session to consider adaptation measures, including relocating activities to other townships/regions. Buoyed by the reaffirmation of support from government technical services, the BRIGHT project opted to keep its activities in Dargol. The relocation of leaders and representatives of the participants of the communities has also been an approach adopted by the project so far.

As described above, the burning of 7 out of the 10 target villages in the Kerenik locality in Sudan forced the team to relocate activities to the main Kerenik town where most of the project participants from the 7 villages have sought refuge. The CoLMEAL group in one of the burned villages, Salami, was discontinued and a new one started in Adar village.

### Gender equality changes

The partial approval of project amendments submitted to GAC, has enabled the project in Niger to finance livelihood activities for boys and men champion groups in targeted communities.

## 3.3 CHANGES TO RISK ANALYSIS

The following table summarizes risk changes in the project. **New risks and revisions submitted as part of the Year 3 annual report are highlighted in yellow.** Please see Appendices 3M, 3N and 3S for updated country-specific risk tables that reflect the changes shown below.

Risk Issue/Event	Likelihood (before mitigation)	Impact (before mitigation)	Mitigating Controls
<b>EXTERNAL RISKS</b>			
<b>1) Political and contextual</b>			
Relationships with either the government and/or community affected as the consequence of military coup resulting in the delay or halting of project operations. (Myanmar, Niger, Sudan)	High	High	<ul style="list-style-type: none"> <li>ADRA Myanmar may not be able to sign a new MoU with the government if seen as lacking support/close coordination with the military govt. and/or ADRA's reputation may be affected if seen cooperating with the military govt.</li> <li>Since BRIGHT is a community-based project utilizing community-led approaches in non-government control areas, the project team will continue to maintain the trust, to build stronger relationship with communities as well as with the local partners.</li> <li>The team will ensure that project's support will directly go to the communities. The Implementation approaches will adapt to the changing nature of the community environment. The team will regularly monitor progress and prepare a catch-up plan for any delays.</li> <li>The project team will always abide by the humanitarian principles in working place.</li> </ul>

			<ul style="list-style-type: none"> <li>The project will not engage or limit engagement with the military government whenever possible</li> </ul>
Schools continue to be occupied by IDPs. (Sudan)	Medium	Medium	<ul style="list-style-type: none"> <li>ADRA Sudan will work with the Ministry of Education, IOM and the locality office to develop plans for relocation.</li> <li>ADRA will advocate as a member of the Education sector in case any of the schools remain closed because they host IDPs.</li> </ul>
ADRA and IP staff working in conflict-affected areas continue to be affected by conflict. (Myanmar, Niger, Sudan)	High	High	<ul style="list-style-type: none"> <li>ADRA and IP staff undergo regular security training on security policies and procedures. ADRA and IPs have presence in the target areas and strategies to reduce security risks.</li> <li>IP has a security focal point, incident reporting system, and is connected with the local governments, INGOs and UN agencies, and the UNDSS alert system.</li> <li>IP staff have strong relationships with local stakeholders and are able to move within the operational areas. IP is security-sensitive about the implementation of project activities.</li> </ul>
Conflict or terrorism attacks affect implementation (Niger/Myanmar)	High	High	<ul style="list-style-type: none"> <li>Coordinate with partners, communities, and government agencies to monitor security risks in potentially insecure areas.</li> <li>Follow ADRA Niger/Myanmar security policies and practices: evacuation and relocation of project staff if necessary.</li> <li>Cooperation with UN and security agents to secure protect staff and project assets.</li> </ul>
A significant influx of IDPs into target area negatively impacts the reach of resources and creates conflict. (Niger)	Medium	Medium	<ul style="list-style-type: none"> <li>Intentionally consider the needs of target host as well as displaced populations in resource planning</li> <li>Close collaboration with stakeholders to monitor trends in population movements as well as the evolution of the security context.</li> <li>Coordination with education stakeholders and other development agencies in the area on access, infrastructure, and timing.</li> </ul>
Risks related to Covid-19 during data collection. (Myanmar, Niger, Sudan)	Medium	High	<p>All activities, with increased risk of transmission of the virus strictly follow covid-19 protocols, which builds on in-country valid procedures and protocols at the time of activity and in some cases adds extra protective measures. In general, these measures are being integrated in covid-19 protocols:</p> <ul style="list-style-type: none"> <li>Avoid or limit in-person exposure when possible (e.g. remote training, data collections etc.)</li> <li>Avoid or limit inter-community and inter-regional travels.</li> <li>When in-person meeting are required, reduce the size of gathering, reduce exposure by using PPE, distancing, personal hygiene and meeting outside;</li> <li>Avoid international travel.</li> <li>Integrate covid-19 protocols in all activity planning, training, and other interactions with project staff, partners, and target communities.</li> </ul>
Risks related to the remote data collection (unreliable or inaccessible data) (Myanmar, Niger, Sudan)	High	Medium	<ul style="list-style-type: none"> <li>Various alternative methods of data collection were factored-into the MEL Framework. For example, for annual surveys with parents and caregivers, remote data collection is a viable (and already used) alternative to centralized data collection.</li> <li>Devices are delivered to the communities and in-community based enumerators are trained remotely and can conduct data collection completely locally.</li> <li>Other remote data collection methods are designed as a backup. In addition, further data validation through a rapid, in-community qualitative data collection is planned.</li> </ul>



Ceasefire agreements do not materialize/ hold, and conflict escalates in the target area (Myanmar, Sudan)	High	High	<ul style="list-style-type: none"> <li>Maintain strong relationships with key stakeholders and local organizations to enable continued operations irrespective of the conflict dynamics and secure access to conflict affected areas.</li> <li>ADRA and IP staff undergo regular security training. Assign security focal point, Setup incident reporting system and security policies and procedures.</li> <li>Stay connected with the local governments, INGOs and UN agencies, and UNDSS alert system. Coordinated with humanitarian actors/donors to address humanitarian needs and gaps and facilitate recovery of education service.</li> <li>Project will target areas where education is less politicized, and despite ongoing conflict, there is cooperation between local ethnic stakeholders and government agencies on delivery of education services.</li> <li>ADRA will ensure that in case of emergency, an increase in protection mainstreaming for students will be applied, by selecting schools and community centers located far away from military or armed forces.</li> </ul>
Policy reform impacts project outcomes and data analysis (positive or negative) (Myanmar)	Medium	Low	<ul style="list-style-type: none"> <li>Track the MoE positions on education and TVET in conflict/ border areas.</li> <li>Identify opportunities for collaboration, and advocate for changes where policy is not contributing towards durable solutions and the peace process.</li> <li>Turnover of government leadership will require continued engagement as new leaders come on board.</li> </ul>
Armed groups or government prevent activities from taking place in the target area or restrict access of NGOs to the targeted areas (Sudan, Myanmar)	Medium	High	<ul style="list-style-type: none"> <li>Continue to maintain dialogue with all stakeholders to ensure that operational access is maintained. Participate in dialogue with all key actors including coordination meetings between providers and MoE at the state level.</li> <li>Pilot co-implementation arrangement. Ensure that interventions remain conflict sensitive, avoiding perception of bias.</li> </ul>
Challenges in securing permissions for activities and Travel authorizations (Myanmar, Sudan)	Medium	Medium	<ul style="list-style-type: none"> <li>Project partners hire local staff who speak the local language and can access areas irrespective of the political environment.</li> <li>Project will closely work with community-based organizations/local groups who speak local languages and who have access to or have been working in the communities for years.</li> </ul>
Inaccessibility of some project areas due to insecurity (Niger)	High	High	<ul style="list-style-type: none"> <li>Work through community relay and leaders to reach out to communities.</li> <li>Move trainings to a more secure neighboring village or town for participants provided with transportation fees.</li> </ul>
Lack of/minimal support or limited capacity of government in training and supervision of teachers (Myanmar, Sudan)	Medium	Medium	<ul style="list-style-type: none"> <li>Project will work with community groups/local partners including parents of students, association of mother educators, for sustainability, thus reducing the burden and responsibility on government agencies.</li> <li>Project will also work with MoE and will align with National Education Strategy in the country to gain support and endorsement of the MoE. Even if not endorsed, the project will advocate with the education sector led by UNICEF to assist in the support of project outcomes and handover.</li> <li>Project will work with local community leaders in sustaining the project and REFLECT groups that could help in maintaining the project outcomes.</li> </ul>

COVID-19 restrictions or any other health concerns or natural disasters (Myanmar, Niger, Sudan)	Medium	High	<ul style="list-style-type: none"> <li>Develop business continuity plans, adaptable implementation strategies and approaches to ensure safety of staff and beneficiaries when deliver activities despite potential restrictions on access to locations.</li> <li>Project will adopt necessary strategies to ensure continued implementation of planned activities, these include online training/learning etc.</li> <li>Use media messages to reduce Covid-19 infection cases.</li> <li>All tangible activities will be planned to be completed within dry season with good road access.</li> </ul>
Poor internet network in Western Darfur state (Sudan)	High	High	<ul style="list-style-type: none"> <li>Encourage ADRA Sudan staff to adapt to working in this state.</li> <li>The project team can periodically move to locations where internet network is stable in order to communicate</li> </ul>
Escalation of conflict in project target area (Myanmar)	High	High	<ul style="list-style-type: none"> <li>Maintain close coordination with the communities and routine monitoring of the safety and security situation. The project works through partners and closely with local stakeholders in areas that continue to be accessible for project interventions.</li> <li>Maintain neutrality and acceptance</li> </ul>
Disruption of education due to political situation and conflict (Myanmar)	High	High	<ul style="list-style-type: none"> <li>Continue to work with implementation partners and collaborate with Education service providers and CSOs to strengthen access to education.</li> </ul>
Disruptions in the political dialogue process and consolidation of power under the federal government following coup in Sudan.	Medium	High	<ul style="list-style-type: none"> <li>This new risk has been identified with medium likelihood and impact high impact. ADRA has maintained a low profile at this time while the project continues to advocate on various platforms of dialogue around development in conflict affected areas, piloting co-implementation arrangements, and facilitating coordination meetings between stakeholders at the state level.</li> </ul>
Renewed conflict or other events causing displacement in the implementation areas. (Sudan)	High	High	<ul style="list-style-type: none"> <li>ADRA will coordinate with humanitarian actors/donors to address humanitarian needs and gaps and facilitate recovery of education service.</li> <li>Developing emergency preparedness and response plans can help mitigate the impact of any displacement or conflict that may occur. This includes pre-positioning emergency supplies, identifying safe areas for temporary shelter, and establishing communication systems to coordinate a response.</li> </ul>
<b>2) Child Protection, Gender, disability, environment</b>			
Staff, trainees, children, youth or partners subject to sexual misconduct/harassment perpetrated by humanitarian/development workers. (Myanmar, Niger, Sudan)	Low	High	<ul style="list-style-type: none"> <li>ADRA Canada and international implementing partner offices/affiliates will ensure robust recruitment screening, vetting, and referencing process for all personnel, particularly those who will have any direct or indirect contact with children. This would include clauses on PSEA throughout the employment cycle including in job advertisements, job descriptions, performance contracts, written and verbal interview questions, and by carrying out thorough employer and professional references, background, and police checks.</li> <li>All ADRA Canada and international implementing partner staff/affiliates will be oriented in ADRA's PSEA policy, will undergo initial and annual training in PSEA, and will sign a code of conduct.</li> <li>All ADRA international partners/affiliates will develop, implement, and adhere to their own SEA policies, in accordance with the signed memorandum of agreement with ADRA Canada, and their policies will be in compliance with the scope of ADRA Canada's policy. In the absence of their own PSEA Policy, ADRA Canada's policy will be incorporated by reference into their contracts and accepted by the signing partner.</li> </ul>

			<ul style="list-style-type: none"> <li>ADRA Canada will implement its reporting mechanism for complaints with respect to SEA arising from the field and within ADRA Canada based on ADRA Canada’s Complaints and Reporting Mechanism Policy. This will ensure that members of the community and staff know where and how to report cases of SEA and what sort of assistance they can expect to receive.</li> <li>ADRA will implement its response mechanism, which takes a survivor centred approach and includes the following:             <ol style="list-style-type: none"> <li>Providing safety and security to survivors.</li> <li>Provision of referrals for services to survivors (police, legal, medical, psychosocial etc.)</li> <li>Conducting timely and transparent investigations.</li> <li>Fostering, nurturing, and working with local authorities to ensure criminal accountability and prosecution of perpetrators.</li> </ol> </li> <li>Promoting organizational learning from our successes and failures and those of others in the sector and by ensuring that feedback is reflected on and acted upon.</li> </ul>
<p>SGBV (at home, on route to or within the school environment), including human trafficking, early/forced marriage, sexual exploitation and abuse, violence against women and girls, etc) (Myanmar, Niger, Sudan)</p>	High	High	<ul style="list-style-type: none"> <li>Train project staff/partners in issues of gender, SGBV, women’s/human rights and psychosocial first aid (survivor centered approach), and equip them with information on where survivors can report risk/cases and how to access care (police, legal, medical, psychosocial) etc.</li> <li>Where necessary and not previously done, conduct a safety audit to identify and address specific areas of risk for women, girls and boys (i.e. around school WASH facilities, school routes etc.).</li> <li>Conduct SGBV, human rights and child protection awareness raising among targeted female and male rights holders, and duty bearers and responsibility holders including local community &amp; religious leaders, and females and males in the broader community.</li> <li>Conduct GBV, human rights and child protection awareness among teachers and education actors.</li> <li>Work with the community, local authorities, and women’s organizations to develop community driven solutions to protection issues such as providing safe passage on route to school, safe water and sanitation facilities/menstrual hygiene management etc.</li> <li>Coordinate with national Human Rights Commissions to advocate with local and national policy makers where necessary to encourage them to include GBV prevention and mitigation strategies into education programming and to allocate funding for sustainability.</li> <li>Specifically engage men and boys as SGBV protection /change agents.</li> <li>Establish and/or strengthen community reporting and response mechanisms</li> </ul>
<p>Gender stereotypes influencing girls' and boys' education and patriarchal cultural norms that dictate gender roles and domestic responsibilities are perpetuated in learning environments. (Myanmar, Niger, Sudan)</p>	Medium	High	<ul style="list-style-type: none"> <li>Encourage gender parity in enrolment to ensure that the approach to education does not reinforce social norms/biases against women and girls in the community or labour market.</li> <li>Link gender analysis of TVET and more non-traditional TVET for women and girls to market demand</li> <li>Conduct gender equality awareness (particularly on roles and rights) among beneficiaries and the broader community to</li> </ul>

			<p>challenge gender norms/stereotypes and encourage women and girls to seek job opportunities in non-traditional sectors of training and work.</p> <ul style="list-style-type: none"> <li>Train teachers on gender equality to ensure that they do not inadvertently reinforce gender social norms/stereotypes in the classroom and can provide gender responsive curriculum and classroom/learning environment.</li> </ul>
<p>Community Resistance - community perceptions on prioritizing boys for labour to provide income to the family or prioritizing women and girls for labour and domestic chores versus sending them to school/adult learning.</p> <p>(Myanmar, Niger, Sudan)</p>	Medium	High	<ul style="list-style-type: none"> <li>Conduct education &amp; gender roles and rights awareness events to the targeted community, and to parents especially, through Parent Teacher Association/School Management Committees and women's organizations.</li> <li>Work with community and religious leaders to develop an advocacy strategy around the importance and benefits of equal education for both girls and boys.</li> <li>Where necessary, consideration will also be given to other strategies such as flexible school and adult learning schedules, as well as child-care for siblings etc.</li> </ul>
<p>Children/ youth involved in conflict become disabled and/or psychosocially affected and are excluded from or within education.</p> <p>Or</p> <p>Risk of excluding those with disabilities and other marginalised groups</p> <p>(Sudan, Niger)</p>	High	High	<ul style="list-style-type: none"> <li>Create awareness sessions in the community to break the stigma of disabled children and to create an enabling environment at home and within the community to promote access to education.</li> <li>Develop a collaborating network with education actors/providers to train teachers to deliver inclusive &amp; equitable education, preparing them to work with children with disabilities by creating a curriculum and environment that adapts to their needs.</li> <li>Sensitize local authorities and religious leaders on the civic participation of persons with disabilities in development and decision making.</li> <li>Staff will use community-based targeting approaches to ensure all the marginalized including the disabled are targeted and included as beneficiaries of interventions.</li> <li>This includes conducting specialized assessment, development of a good selection criteria which is inclusive, and ongoing consultations with PWDs and other marginalized groups.</li> <li>Coordinate with government and other actors to ensure adequate supply of teaching and learning materials and other social services for women/children with disabilities. For example, in Niger the BRIGHT project will coordinate with another ADRA Norway funded education project (SEAQE) to provide the necessary teaching and learning materials.</li> </ul>
<p>Low engagement of men, boys, women, girls in training events due to various reasons including culture, gender roles etc. (Myanmar, Niger, Sudan)</p>	Medium	Medium	<ul style="list-style-type: none"> <li>Train staff on gender mainstreaming, conduct community gender awareness sessions targeting men to overcome gender related barriers to participation of men, girls, boys, and women.</li> <li>Adopt quota system in targeting beneficiaries of training.</li> <li>Training schedules will be based on availability/ free time of men and boys such as evening or afternoon time.</li> <li>Design and support peer learning for men and boys</li> </ul>
<p>Potential backlash that men and boys may face as champions against SGBV. (Myanmar, Niger, Sudan)</p>	Low	Medium	<ul style="list-style-type: none"> <li>Conduct gender awareness raising and trainings to improve knowledge of gender and consequently reduce negative stereotyping/perceptions which may be faced by men and boys as champions of SGBV.</li> </ul>

Children/ youth are exploited (for example, trafficked, abducted, recruited, and used by armed groups) (Myanmar, Niger, Sudan)	High	Medium	<ul style="list-style-type: none"> <li>Build resilience of families and children through life skills education.</li> <li>Engage in child protection networks and cluster, and report cases of trafficking to cluster and engaged protective organizations such as UNICEF in addition to public services and established child protection systems.</li> </ul>
<b>INTERNAL RISKS</b>			
<b>3) Organizational</b>			
Legal registration and status of partners with the government (Myanmar, Sudan)	High	High	<ul style="list-style-type: none"> <li>Ensure compliance with respective national government's humanitarian and development program that includes submission of letter expressing desire to renew the MoU and regular follow-up on its progress with the government ministry, submission of monthly/quarterly reports to the government as requested.</li> <li>Work with the partners to improve their status and weigh up benefits and risks of registration for local organizations in conflict areas.</li> </ul>
Partners have limited organization and/or technical capacity (Myanmar, Niger, Sudan)	Medium	Medium	<ul style="list-style-type: none"> <li>Capacity building of local partners in areas directly related to performance of agreed tasks will be conducted.</li> <li>Community dialogue will be conducted, and a complaints mechanism will be set up, which will further engage citizens on issues around transparency and accountability on the design, delivery, monitoring, and resource allocation of the project.</li> </ul>
Project documentation lost (Niger)	Medium	High	<ul style="list-style-type: none"> <li>Scan documents to create backup files and share them with supporting office after every activity.</li> </ul>
Loss of donor vehicle used for the project due to new government regulation claiming a systematic handover to government (Niger)	High	High	<ul style="list-style-type: none"> <li>Procure vehicles with tax and clearance exemption.</li> </ul>
Project materials and assets granted to participants diverted to the use of parents/tutors educators or other inappropriate users (Niger)	Medium	High	<ul style="list-style-type: none"> <li>The project will involve authorities in the management of the materials by establishing an MoU between participants' parents, local leaders, and mayor for assets such as bicycles and computers. The project will also involve the local education structures (SMCs and PTAs) in the management of the assets and regularly monitor the assets granted to participants.</li> </ul>
<b>4) Financial</b>			
Fraudulent actions of staff/local partners leading to loss of trust and resources (Staff present false financial documentation, misrepresent commitments to beneficiaries) (Myanmar, Niger, Sudan)	Low	High	<ul style="list-style-type: none"> <li>Institute strong internal controls within the project.</li> <li>Orient the staff/local partners on policies relating to fraud, anti-corruption, and whistleblowing to ensure that staff understand systems and consequences for fraud.</li> <li>All staff involved in the project will be trained and will be required to agree in writing their commitment to comply with the anti-corruption policies and processes.</li> <li>Compliance training on financial, procurement policies and procedures with specific focus on anti-fraud, and full financial health check planned for as part of start-up activities.</li> <li>Finance Directors provide rigorous financial monitoring. Anticorruption policy shared and staff committed to follow it.</li> <li>Annual external audits. ADRA has also hired international program and MEAL staff to professionalize operations.</li> </ul>
Misuse of the grants received from the project by women participants or men champions (Niger)	Medium	High	<ul style="list-style-type: none"> <li>Train participants and support start-up plans closely with a full-time livelihood officer and all project staff. The project will also work to sign a MoU with participants to ensure accountability.</li> </ul>

Ineligible expenditure or misappropriation of project funds, assets, stock by staff or local partners (Myanmar, Niger, Sudan)	Low	High	<ul style="list-style-type: none"> <li>To ensure that local partners are also in compliance with ADRA's policies and procedures, ADRA will give them technical support in finance and procurement processes.</li> <li>ADRA will conduct compliance checks to ensure all budgetary and financial policies of ADRA Canada and GAC are followed.</li> <li>ADRA will ensure that all receipts, vouchers and supporting documentation are received and kept in accordance with ADRA Canada and GAC's retention policies.</li> <li>ADRA Myanmar/Niger/Sudan and local partner will sign an agreement that clearly states that complete bookkeeping and records must be kept according to the Government of Canada requirements.</li> <li>Monthly reports will be required from the partner office. Reports must include the amount of funds received from ADRA Canada, detailed itemization of expenditures for the activities performed and agreed upon.</li> <li>ADRA will clearly communicate and provide detailed description of the activities.</li> <li>ADRA will monitor and supervise program activities. <ol style="list-style-type: none"> <li></li> </ol> </li> </ul>
Limited banking services due to political crisis resulting in challenges withdrawing cash and complicating fund transfer abroad (Myanmar)	High	High	MOU is signed with private money transfer company for cash transfers for staff salary, office expenses as well as fund transfers. Fund from donors is being temporarily transferred to another bank account outside Myanmar.
Fluctuation of currency exchange rates and rapid inflation (Myanmar)	High	High	<ul style="list-style-type: none"> <li>Monthly inflation/exchange analysis</li> <li>Market survey of goods/supplies</li> <li>Maintain regular communication with donor on inflation situation</li> </ul>
Due to the supply chain disruptions because of the coup and COVID-19, materials may be unavailable (Myanmar)	High	High	<ul style="list-style-type: none"> <li>Regularly update suppliers' roster</li> <li>Regular monitoring of market price and availability of supplies</li> <li>Robust procurement plan, proactive on procurement of goods,</li> <li>Identify new potential suppliers.</li> <li>Knowledge sharing between procurement team.</li> </ul>
Wire fraud (Myanmar)	High	High	<ul style="list-style-type: none"> <li>Funds are provided on a reimbursement of reported expense basis.</li> <li>Funds are transferred via an approved bank account held in Thailand.</li> <li>Finance Director provides funds acknowledgement in official email, and secondary confirmation via alternative secure communication channel.</li> <li>Organization email security has been tightened (filtering incoming emails, double log-in system)</li> </ul>
<b>5) Human Resources.</b>			
High staff turnover delays implementation and reporting (Myanmar)	Medium	Medium	<ul style="list-style-type: none"> <li>Obtain regular feedback from staff regarding complaints/ concerns and monitor compensation levels to remain competitive in the development job market. This includes participation in INGO surveys on remuneration.</li> <li>Conduct staff capacity building, regular mentoring, and appraisals. Ensure staff own various project activities.</li> </ul>
Health, safety, and security of staff at risk due to accident, workplace incident, or security incident (Myanmar, Niger, Sudan)	Medium	High	<ul style="list-style-type: none"> <li>Health, Safety and Security policy and Safety and Security plan in place, orientation provided to staff, and focal person designated.</li> <li>Risk register completed for the project target area.</li> <li>Drivers undertake training on safe driving, evacuation plans in place, insurance provided for staff and assets, workplace secured.</li> </ul>

Officially re-opening of China/Myanmar border gate	Medium	High	<ul style="list-style-type: none"> <li>• Closely coordinate with implementing partners to prepare alternative plan for recruitment of TEES teachers, ALP teachers, and ALP students. Prepare flexible timeframe for young people who are going to the border areas so that they will be able to join when they return home.</li> </ul>
Misuse of project assets and resources by local partners in Niger	Medium	Low	<ul style="list-style-type: none"> <li>• Sign an MoU with the partners involved in local intervention, where partnership, responsibilities, and rules, are clearly stated.</li> <li>• Monitoring the use of resources entrusted to partners.</li> <li>• Partner training in donor rules and regulations.</li> </ul>
Limited capacity of the partners in project data and information processing and filing (Niger)	Medium	High	<ul style="list-style-type: none"> <li>• Assessment of partner capacity</li> <li>• Provide training to partners to build data processing and storage capacity</li> </ul>

### 3.4 EXPLANATION OF FINANCIAL VARIANCES

The following table shows spending by category for year 3 (represented in CAD and includes both GAC's and Organization share). Explanations for variance +/- 10% are provided below.

Line-Item Breakdown	Forecast	Actual			\$ Variance	% Burn Rate
		GAC	Organization	Total		
<b>Remuneration/Fees</b>						
Remuneration- Organization's Employees	\$216,759.00	\$-	\$235,699.93	\$235,699.93	-\$18,940.93	109%
Remuneration - Local Employees	\$1,087,015.00	\$752,486.70	\$161,392.39	\$913,879.09	\$173,135.91	84%
<i>Sub-Total- Remuneration- Organizations Employees in Canada and Overseas</i>	\$1,303,774.00	\$752,486.70	\$397,092.32	\$1,149,579.02	\$154,194.98	88%
Canadian Subcontractors	\$95,106.00	\$97,926.26	\$-	\$97,926.26	-\$2,820.26	103%
Local - Subcontractors	\$93,889.00	\$79,873.56	\$-	\$79,873.56	\$14,015.44	85%
<i>Sub-Total- Fees- Subcontractors</i>	\$188,995.00	\$177,799.82	\$-	\$177,799.82	\$11,195.18	94%
<b>Sub-Total-Category: Remuneration/Fees</b>	\$1,492,769.00	\$930,286.52	\$397,092.32	\$1,327,378.84	\$165,390.16	89%
<b>Reimbursable Costs</b>						
Travel Costs	\$163,569.00	\$113,094.95	\$-	\$113,094.95	\$50,474.05	69%
Other Training Costs	\$898,937.00	\$843,125.10	\$-	\$843,125.10	\$55,811.90	94%
Goods, Assets and Supplies	\$251,895.00	\$498,798.15	\$-	\$498,798.15	-\$246,903.15	198%
Project Administration Costs Directly Related to the Project	\$226,961.00	\$149,487.22	\$-	\$149,487.22	\$77,473.78	66%
Other Direct Costs	\$705,821.00	\$572,963.97	\$-	\$572,963.97	\$132,857.03	81%
<i>Small Grants</i>	\$123,780.00	\$-	\$28,098.15	\$28,098.15	\$95,681.85	23%
<b>Sub-Total- Category: Reimbursable Cost</b>	\$2,370,963.00	\$2,177,469.39	\$28,098.15	\$2,205,567.54	\$165,395.46	93%
<b>Compensation for Indirect Cost/Overhead</b>	\$395,938.00	\$372,930.69	\$-	\$372,930.69	\$23,007.31	94%
<b>Total Cost</b>	\$4,259,670.00	\$3,480,686.60	\$425,190.47	\$3,905,877.07	\$353,792.93	92%

#### Remuneration - Local Employees (84%):

Both Myanmar and Niger experienced staff turnover and delays in onboarding new team members during year 3. Year 4's approved work plan has accounted for the use of all remaining budget and full staff compliment.

#### Subcontractors (86%):

The Myanmar team opted not to enlist the services of consultants to support them with report writing in Y3 which directly contributed to underspending in this category. Additionally, Canadian partner Sick Kids in-



person assessments planned for Y3 cancelled due to accessibility challenges with travel to BRIGHT communities.

**Travel Costs (69%):**

All countries contributed to underspending in this category. Niger over planned per diem and overnight stays for field visits. Access to a designated project vehicle and permanent relocation of project support staff to BRIGHT areas reduced demands on these budget lines. Local travel in Myanmar remains restricted due to the current political climate despite a slight increase in field visits during Y3.

**Goods, Assets, and Supplies (198%):**

All partners have experienced the impact of inflation on procured items. Both Myanmar and Niger have acted on approved procurement plan changes. In Myanmar the ability to provide furnished safe classroom spaces as well as teacher and student kits. In Niger the payment of vehicle purchase taxes to avoid new legislative changes around tax exemption and mandatory transfer of vehicle asset ownership to the local government authority.

**Project Admin Costs (66%):**

Underspending on this line mainly came from Myanmar and Niger. Myanmar realized a pause in local partner office support cost due to delays in new partner onboarding and reduced spending due to the ongoing work from home context in Kayah State. Reduced staffing in Niger also impacted the actual use of shared administrative resources contributing to a lower actual spend than planned in Y3.

**Other Direct Costs (81%):**

Niger experienced delays with their local partner in receiving support documentation resulting in underspending being reported in this category. The procedural challenges have been addressed to ensure compliance with contractual expectations.

**Small Grants (23%):**

Only 3 of the targeted 24 grants were supported, specifically by Myanmar, in Y3. Sudan faced delays in supporting an additional 2 communities due to bank account setup challenges at the community level.

The following table shows **BRIGHT COVID project** spending by category (represented in CAD and includes both GAC's and Organization share). Explanations for variance +/- 10% are provided below.

Line-Item Breakdown						
	Forecast	Actual			\$ Variance	% Burn Rate
		GAC	Organization	Total		
<b>Remuneration/Fees</b>						
Remuneration-Organization's Employees	\$85,025.95	\$-	\$75,231.66	\$75,231.66	\$9,794.29	88%
Remuneration - Local Employees	\$157,221.13	\$144,908.00	\$20,548.17	\$165,456.17	-\$8,235.04	105%
<i>Sub-Total-Remuneration-Organizations Employees in Canada and Overseas</i>	<b>\$242,247.08</b>	\$144,908.00	\$95,779.83	<b>\$240,687.83</b>	<b>\$1,559.25</b>	<b>99%</b>
Canadian Subcontractors	\$-	\$-	\$-	\$-	\$-	0%
Local - Subcontractors	\$-	\$-	\$-	\$-	\$-	0%
<i>Sub-Total- Fees-Subcontractors</i>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>0%</b>
<b>Sub-Total-Category: Remuneration/Fees</b>	<b>\$242,247.08</b>	<b>\$144,908.00</b>	<b>\$95,779.83</b>	<b>\$240,687.83</b>	<b>\$1,559.25</b>	<b>99%</b>
<b>Reimbursable Costs</b>						
Travel Costs	\$-	\$-	\$-	\$-	\$-	0%
Other Training Costs	\$201,305.00	\$23,127.74	\$-	\$23,127.74	\$178,177.26	11%
Goods, Assets and Supplies	\$331,566.00	\$479,069.74	\$1,559.17	\$480,628.91	\$149,062.91	145%
Project Administration Costs Directly Related to the Project	\$4,650.00	\$21,200.17	\$-	\$21,200.17	-\$16,550.17	456%
Other Direct Costs	\$790,220.00	\$804,343.35	\$-	\$804,343.35	-\$14,123.35	102%
<i>Small Grants</i>	\$-	\$-	\$-	\$-	\$-	0%
<b>Sub-Total- Category: Reimbursable Cost</b>	<b>\$1,327,741.00</b>	<b>\$1,327,741.00</b>	<b>\$1,559.17</b>	<b>\$1,329,300.17</b>	<b>-\$1,559.17</b>	<b>100%</b>
<b>Compensation for Indirect Cost/Overhead</b>	<b>\$176,717.00</b>	<b>\$176,717.00</b>	<b>\$-</b>	<b>\$176,717.00</b>	<b>\$-</b>	<b>100%</b>
<b>Total Cost</b>	<b>\$1,746,705.08</b>	<b>\$1,649,366.00</b>	<b>\$97,339.00</b>	<b>\$1,746,705.00</b>	<b>\$0.08</b>	<b>100%</b>

#### Other Training Costs (11%):

Underspending in this category primarily supported by an approved change in scope request.

#### Goods, Assets and Supplies (145%):

Additional medical equipment and supplies approved based on identification of emerging needs post security concerns in the first semester of the 2022/2023 fiscal year.

#### Project Admin Costs (463%):

Actual office expense share charges specific to use of the office space and shared administration resources BRIGHT Covid 19 project team mistakenly not accounted for in initial planning.

## 4 APPENDICES

**Appendix 1** – Outputs and Activities Worksheet - CONSOLIDATED

**Appendix 1M** – Outputs and Activities Worksheet - Myanmar

**Appendix 1N** – Outputs and Activities Worksheet - Niger

**Appendix 1S** – Outputs and Activities Worksheet - Sudan

**Appendix 3** – BRIGHT Risk Table - CONSOLIDATED

**Appendix 3M** – BRIGHT Risk Table - Myanmar

**Appendix 3N** – BRIGHT Risk Table - Niger

**Appendix 3S** – BRIGHT Risk Table - Sudan



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**Adventist Development & Relief Agency**

20 Robert Street W. Newcastle, ON L1B 1C6 Canada

