



In partnership with  
**Canada**



Photo: © 2022 ADRA | ADRA Sudan

# PROJECT RESULTS REPORT

PO: 7420168  
Project #: P007252



Breaking Barriers, Improving  
Girls' Education, Hope and  
Totality

Reporting Period

01.04.2022 – 31.01.2023

Date of Report

30.05.2023



# TABLE OF CONTENTS



<b>1</b>	<b>OUTCOMES ACHIEVED - PROGRESS ON EXPECTED OUTCOMES</b>	<b>3</b>
1.1	ULTIMATE Outcome 1000	3
1.2	INTERMEDIATE Outcome 1100	10
1.3	IMMEDIATE Outcome 1110	14
1.4	IMMEDIATE Outcome 1120	17
1.5	IMMEDIATE Outcome 1130	20
1.6	INTERMEDIATE Outcome 1200	22
1.7	IMMEDIATE Outcome 1210	26
1.8	IMMEDIATE Outcome 1220	29
1.9	IMMEDIATE Outcome 1230	30
1.10	INTERMEDIATE Outcome 1300	32
1.11	IMMEDIATE Outcome 1310	35
<b>2</b>	<b>REACH</b>	<b>39</b>
<b>3</b>	<b>DESIGN CHANGES</b>	<b>39</b>
3.1	CHANGES TO THE THEORY OF CHANGE	39
3.2	CHANGES TO THE LOGIC MODEL	39
3.3	CHANGES TO THE PERFORMANCE MEASUREMENT FRAMEWORK	39
<b>4</b>	<b>DESIGN CHANGES</b>	<b>40</b>
4.1	AREAS FOR IMPROVEMENT and lessons learned	40
4.2	recommendations and next steps	41
4.3	abbreviations	43
<b>5</b>	<b>ANNEXES</b>	<b>44</b>

# I OUTCOMES ACHIEVED - PROGRESS ON EXPECTED OUTCOMES

## 1.1 ULTIMATE OUTCOME 1000

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1000 Improved equitable education outcomes for vulnerable girls and women living in targeted fragile areas in Myanmar, Niger, and Sudan	1000a % and # of parents and caregivers reporting at least one child of a school-going-age in their household is out of school	<b>All</b> All: 45.86% (759/1655) Girls: 39.38% (517/1313) Boys: 37.46% (463/1236)	<b>All</b> All: 65.75% (480/730) Girls: 55.56% (310/558) Boys: 55.36% (284/513)	<b>All</b> All: 36% Girls 37% Boys: 35%	<b>All</b> All: 28.9% (233/806) Girls: 19.5% (127/650) Boys: 19.7% (120/610)	<b>All</b> All: 63% Girls: 62% Boys: 61%	Survey with Parents and Caregivers
		<b>Myanmar</b> All: 29.54% (252/853) Girls: 26.05% (162/622) Boys: 24.87% (147/591)	<b>Myanmar</b> All: 91.8% (291/317) Girls: 93.3% (195/209) Boys: 86.1% (161/187)	<b>Myanmar</b> All: 25% Girls: 25% Boys: 25%	<b>Myanmar</b> All: 49.83% (146/293) Girls: 34.88% (75/215) Boys: 36.22% (71/196)	<b>Myanmar</b> All: 80% Girls: 80% Boys: 80%	
		<b>Sudan</b> All: 66.26% (218/329) Girls: 57.09% (161/282) Boys: 51.82% (142/274)	<b>Sudan</b> All: 34.14% (85/249) Girls: 24.52% (51/208) Boys: 29.9% (58/194)	<b>Sudan</b> All: 38% Girls: 40% Boys: 36%	<b>Sudan</b> All: 7.86% (29/369) Girls: 4.26% (14/329) Boys: 6.39% (20/313)	<b>Sudan</b> All: 30% Girls: 30% Boys: 30%	
		<b>Niger</b> All: 61.1% (289/473) Girls: 47.43% (194/409) Boys: 46.9% (174/371)	<b>Niger</b> All: 63.41% (104/164) Girls: 45.39% (64/141) Boys: 49.24% (65/132)	<b>Niger</b> All: 45% Girls: 45% Boys: 45%	<b>Niger</b> All: 40.28% (58/144) Girls: 34.23% (38/111) Boys: 28.71% (29/101)	<b>Niger</b> All: 55% Girls: 55% Boys: 55%	
		This result was calculated by respondents who answered 1 or more to any of the following questions: • "How many children in your household aged 5-11 are currently NOT enrolled (or were NOT enrolled in past year ending by [date of end of school year]) in a formal school? Number of girls: Number of boys:" • "How many children in your household aged 12-15 are currently NOT enrolled (or were NOT enrolled in past year ending by [date of end of school year]) in a formal school? Number of girls: Number of boys:"					

**28.9% (233/806) of parents and caregivers reported at least one child of school-going-age in their household who is out of school (OOS).** This is a substantial decrease from the number of out of school children reported in Y2 (65.8%) and the project baseline (45.86%). The end of project target for this indicator has been met.

The ultimate goal of the BRIGTH project is improved equitable education outcomes for vulnerable girls and women living in targeted fragile areas in Myanmar, Niger, and Sudan. A key indicator of progress toward this outcome is whether school-going-age children in targeted communities, especially girls, are in school or not. The results of this indicator suggest that the barriers to inclusive equitable education for vulnerable girls and boys in targeted BRIGTH communities are gradually being removed leading to increased school enrollment.

There is no significant difference in OOS children reported by parents based on whether their youngest child is male or female. A similar percentage of parents with a girl as their youngest child (19.5%) reported having an out of school child in their household compared to those with a boy as their youngest child (19.7%). This lack of difference demonstrates that gender equality and education sensitization campaigns are gradually shifting attitudes towards girls' education in BRIGTH targeted areas.

Both Niger and Sudan have met end of project targets for this output. In Sudan the percentage of parents reporting at least one OOS child in their household fell from 66% and 34% at baseline and Y2 respectively to 7.9% in Y3. As part of efforts leading to this remarkable improvement, the project team used community sensitization and advocacy events to address barriers to girls' education like child labor, early marriage, and

harmful social norms. The availability of community-based education also minimized the risk of gender-based violence thereby encouraging parents and caregivers to enroll female wards in school.

Niger recorded an over 23 percentage point decrease in the number of parents reporting at least one OOSC in their household from 63.4% in Y2 to 40.3% in Y3. However, there is a gender gap between OOS children reported by parents or caregivers reporting a girl as their youngest child versus those reporting a boy. This difference may be attributed to some persisting social norms such as early marriage and keeping girls home to help with chores. When disaggregated by geographical area, the result may also be attributable to disparities in the level of resources between the two BRIGHT communes of Balleyara and Dargol. The upsurge in insecurity in Dargol coupled with economic hardships and difficulty accessing water have resulted in barriers to school access in that community. Girls in targeted schools in Balleyara appear to have better access to school than those in Dargol (50% OOS girls versus 76.92% for Dargol). The high number of OOS girls in Dargol is the main cause of the observed gender disparity in indicator results in Niger.

While Myanmar reported a sharp increase in the number of reported OOSC from baseline to Y2 due to the fallout from the 2020 military coup in the country and Covid-19 school closures, the reported number of out of school children has since declined from 91.8% in Y2 to 49.8% in Y3. However, there are gender disparities in the number of OOSC reported when results are disaggregated by geographic location. 75% of parents and caregivers in Northern Shan State (NSS) reported that they have at least one OOS child in their household compared to 40.4% in Kayah State. Families in Northern Shan appear to have prioritized boys' education over that of girls. 63% of parents with a girl as their youngest child reported having an out of school child in their household compared to 58.8% of those with a boy as their youngest child. The reverse was found to be true in Kayah with a higher percentage of parents with a boy as their youngest child (25.9%) reporting an out of school child in their household compared to those with a girl as their youngest child (19.8%).





Figure 1: BRIGHT Myanmar TEES Classroom

The reasons for the comparatively higher number of OOSC in Northern Shan and the gender disparities observed include the following. Many BRIGHT villages in NSS are in remote non-government-controlled areas. Children aged 10 and over often stay with their parents on their farms making it harder for them to access schools. In addition, parents reported that inability to pay school fees, sibling care or household chores and child marriage are other reasons why school aged children are not enrolled. The BRIGHT project has only been operating in Northern Shan since July 2022 so there is significant room for improving the rates of enrollment in targeted villages. In comparison, targeted villages in Kayah have been part of BRIGHT since May 2020 leading to higher enrollment rates and reduced number of reported OOSC. In Y3, the BRIGHT team targeted communities that experienced school closures due to political unrest and Covid-19 in the first two years of the project to ensure that children deprived of educational opportunities are reintegrated into the school system. The subsequent decline in the number of reported OOS children is evidence of the project's positive impact in targeted communities. Through TEES and ALP programs, BRIGHT will continue to target communities in NSS where there are no schools while ensuring that displaced children in Kayah state continue to have access to quality education.

Outcome	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1000 Improved equitable education outcomes for vulnerable girls and women living in targeted fragile areas in Myanmar, Niger, and Sudan	1000b % and # of learners from vulnerable groups who meet or are on track to meet targeted competencies	<b>All</b> Girls: 64.4% (670/1040) Boys: 58.9% (634/1076) All: 61.61% (1304/2116)	<b>All</b> Girls: N/A Boys: N/A All: N/A	<b>All</b> Girls: 83% Boys: 83% All: 83%	<b>All</b> Girls: 90.8% (2408/2651) Boys: 81.37% (1935/2378) All: 86.4% (4343/5029)	<b>All</b> Girls: 89% Boys: 89% All: 89%	BRIGHT School Records (EGRA & EGMA) Or Secondary Data collection
		<b>Myanmar</b> Girls: 61.9% (550/889) Boys: 55.6% (526/946) All: 58.6% (1076/1835)	<b>Myanmar</b> Girls: N/A Boys: N/A All: N/A	<b>Myanmar</b> Girls: 90% Boys: 90% All: 90%	<b>Myanmar</b> Girls: 86.47% (1355/1567) Boys: 74.24% (1147/1545) All: 80.4% (2502/3112)	<b>Myanmar</b> Girls: 90% Boys: 90% All: 90%	
		<b>Sudan</b> Girls: N/A Boys: N/A All: 59.1%	<b>Sudan</b> Girls: N/A Boys: N/A All: N/A	<b>Sudan</b> Girls: 75% Boys: 75% All: 75%	<b>Sudan</b> Girls: 99.38% (954/960) Boys: 98.89% (715/723) All: 99.17% (1669/1683)	<b>Sudan</b> Girls: 80% Boys: 80% All: 80%	
		<b>Niger</b> Girls: 79.47% (120/151) Boys: 83.08% (108/130) All: 81.14% (228/281)	<b>Niger</b> Girls: N/A Boys: N/A All: N/A	<b>Niger</b> Girls: 85% Boys: 85% All: 85%	<b>Niger</b> Girls: 79.84% (99/124) Boys: 66.36% (73/110) All: 73.5% (172/234)	<b>Niger</b> Girls: 85% Boys: 85% All: 85%	
This indicator is obtained from the BRIGHT school records. The result was calculated from the number of TEES and ALP students who pass the literacy skills type of exam conducted by local partners who are implementing these programs.							

**86.4% (4343/5029) of learners from vulnerable groups have met or are on track to meet targeted competencies.** This is a 25-percentage point increase from the project baseline (61.6%) and about 2 points less than the end of project target (89%). In all three project countries, a higher percentage of female learners are on track to meet targeted competencies compared to male learners. One possible reason for the observed gender disparity is the project's focus on promoting more equitable education outcomes for vulnerable girls in particular; nonetheless, the project will pay attention to observed gaps and adjust interventions accordingly to avoid creating additional inequities for boys.

Sudan has exceeded EOP targets for this indicator with 99.2% of learners meeting targeted competencies. This achievement highlights the positive impact of efforts made to improve educational outcomes for vulnerable learners like those from ethnic minorities or marginalized groups, low-income families and those living with disabilities, who might face additional barriers to accessing quality education. Myanmar has also seen a significant increase in the achievement of vulnerable learners from 58.6% at baseline to 80.4% in Y3. A higher percentage of students from Kayah (82.3%) are on track to meet targeted competencies compared to 61.8% from Northern Shan. As explained above under 1000a, the reason for this disparity is the relatively short period of implementation of the BRIGHT project in targeted villages in Northern Shan. Variations in scoring practices of schools in Northern Shan and Kayah state also led to difficulties in computing learner competencies.





Figure 2: BRIGHT Niger Accelerated Learners

Niger has seen an overall decline in the number of learners meeting targeted competencies from 81.1% at baseline to 73.5% in Y3. While the achievement of female learners has been steady at 79%, that of males has dropped from 83% baseline to 66.4%. There is a disparity in achievement rates by commune (Balleyara-87.6%, Dargol-69.9%). As explained under 1000a, in Y3, Dargol experienced an upsurge in insecurity and unrest leading to school closures, irregularity of classes, and internal displacement. The overall drop in this indicator is caused by the underperformance of learners (particularly male) in Dargol. The gender disparity in learner achievement is consistent with the reality that boys and men are often forced to flee their villages or take sides in the conflict until peace is restored. Girls can stay in their villages and schools longer, leading to higher achievement.

Outcome	Indicator(s)	Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1000 Improved equitable education outcomes for vulnerable girls and women living in targeted fragile areas in Myanmar, Niger, and Sudan	1000c # of people reached by GAC-funded projects that support women's economic empowerment (SDG 5)	<b>All</b> Women & Girls: 2781 Men & Boys: 3000 Total: 5781	<b>All</b> Women and girls: 11,816 Men and boys: 8,401 Total: 20,217	<b>All</b> Women and girls: 8,231 Men and boys: 5,609 Total: 13,840	<b>All</b> Women and girls: 21,834 Men and boys: 15,599 Total: 37,299	<b>All</b> Women and girls: 9,579 Men and boys: 6,466 Total: 16,045	Records Verification
		<b>Myanmar</b> Women & Girls: 1348 Men & Boys: 857 Total: 2205	<b>Myanmar</b> Women & Girls: 4,352 Men & Boys: 2,691 Total: 7,043	<b>Myanmar</b> Women & Girls: 4,217 Men & Boys: 3,170 Total: 7,387	<b>Myanmar</b> Women & Girls: 9,771 Men & Boys: 6,665 Total: 16,436	<b>Myanmar</b> Women & Girls: 5,565 Men & Boys: 4,027 Total: 9,592	
		<b>Sudan</b> Women & Girls: 273 Men & Boys: 147 Total: 420	<b>Sudan</b> Women & girls: 4,213 Men & boys: 2,593 Total: 6,806	<b>Sudan</b> Women & Girls: 2,620 Men & Boys: 1,642 Total: 4,262	<b>Sudan</b> Women & girls: 7,525 Men & boys: 5,232 Total: 12,623	<b>Sudan</b> Women & Girls: 2,620 Men & Boys: 1,642 Total: 4,262	
		<b>Niger</b> Women & Girls: 1160 Men & Boys: 1996 Total: 3156	<b>Niger</b> Women and girls: 3,251 Men and boys: 3,117 Total: 6,368	<b>Niger</b> Women and girls: 1394 Men and boys: 797 Total: 2191	<b>Niger</b> Women and girls: 4,538 Men and boys: 3,702 Total: 8,240	<b>Niger</b> Women and girls: 1394 Men and boys: 797 Total: 2191	
<p>This result is calculated as the sum of the following indicators: 1120a (group members), 1310a, 1111a, 1112b, 1113b, 1132a, 1213a (attendees), 1221a and 1222b. Some of these indicators are not applicable for Niger. This data is collected by the local implementing partners and verified by the project team.</p>							

**At the end of Y3 a total of 37,299 people (21,834 women and girls and 15,599 men and boys) have been reached in targeted communities by this GAC funded project. This cumulative total significantly exceeds the final targets for this project.**



Figure 3: BRIGHT Sudan Community Sensitization



Each project country has exceeded EOP targets for both women and girls and boys and men reached. The cumulative reach of the BRIGHT project in Niger (8,240) is more than three times the EOP target of 2,191. In Y3, the Myanmar project alone reached 9,393 people through education, livelihood, and Sexual and Gender Based Violence (SGBV) related activities while the team in Sudan reached 407 girls and 335 boys aged 5-10 years who had never been enrolled in school due to the unavailability or inaccessibility of educational facilities in their communities. These figures are evidence of the BRIGHT project's success in expanding access to equitable educational opportunities for vulnerable women and girls in targeted communities thereby leading to improved education outcomes. The high number of people reached suggests a higher level of interest, acceptance and engagement with the BRIGHT project in targeted communities than initially projected.

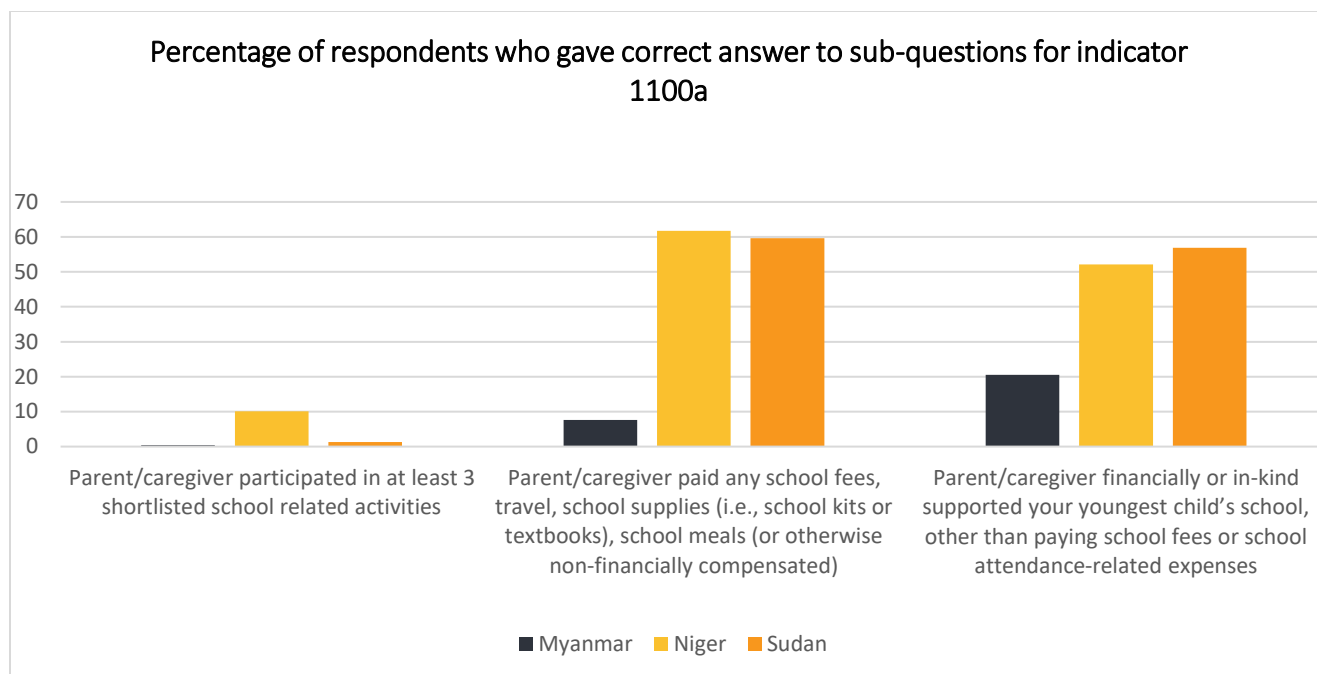
## 1.2 INTERMEDIATE OUTCOME 1100

***Increased community-led actions in breaking multidimensional barriers to gender equal education for vulnerable girls and women in targeted fragile areas of Myanmar, Niger, and Sudan.***

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1100 Increased community-led actions in breaking multi-dimensional barriers to gender equal education for vulnerable girls and women in targeted fragile areas of Myanmar, Niger, and Sudan.	1100a % and # of parents and caregivers (f+m) providing financial and non-financial school-related support to their youngest school-age child (comparison of support to girls' vs boys' education)	<b>ALL</b> Girls: 50.23% (444/884) Boys: 54.13% (419/774) Total: 52.05% (863/1658)	<b>ALL</b> Girls: 48.70% (188/386) Boys: 46.94% (169/360) Total: 47.73% (357/748)	<b>ALL</b> Girls: 55% Boys: 55% Total: 55%	<b>ALL</b> Girls: 56% (260/464) Boys: 57.7% (241/418) Total: 56.8% (501/882)	<b>ALL</b> Girls: 53% Boys: 52% Total: 53%	Survey with Parents and Caregivers and Gender Analysis
		<b>MYANMAR</b> Girls: 52.1% (248/476) Boys: 62.07 (234/377) Total: 56.51% (482/853)	<b>MYANMAR</b> Girls: 23.95% (40/167) Boys: 26.14% (40/153) All: 24.92% (80/320)	<b>MYANMAR</b> Girls: 70% Boys: 70% Total: 70%	<b>MYANMAR</b> Girls: 18.38% (34/185) Boys: 23.72% (37/156) Total: 20.82% (71/341)	<b>MYANMAR</b> Girls: 55% Boys: 55% Total: 55%	
		<b>SUDAN</b> Girls: 39.8% (63/158) Boys: 45.88% (78/170) Total: 42.99% (141/328)	<b>SUDAN</b> Girls: 52% (65/125) Boys: 53.85% (70/130) Total: 52.53% (135/257)	<b>SUDAN</b> Girls: 45% Boys: 45% Total: 45%	<b>SUDAN</b> Girls: 82.56% (161/195) Boys: 85.06% (148/174) Total: 83.74% (309/369)	<b>SUDAN</b> Girls: 50% Boys: 50% Total: 50%	
		<b>NIGER</b> Girls: 53.2% (133/250) Boys: 47.13% (107/227) Total: 50.31% (240/477)	<b>NIGER</b> Girls: 88.3% (83/94) Boys: 76.62% (59/77) All: 83.04% (142/171)	<b>NIGER</b> Girls: 50% Boys: 50% Total: 50%	<b>NIGER</b> Girls: 77.38% (65/84) Boys: 65.12% (56/86) Total: 71.18% (121/170)	<b>NIGER</b> Girls: 50% Boys: 50% Total: 50%	
<p>This result was calculated by respondents who positively answered any of the following:</p> <ul style="list-style-type: none"> <li>At least 3 answers to "During the last 6 months, have you participated in any of the following school-related activities of your youngest school age child?" <ul style="list-style-type: none"> <li>Discussed my child's progress with a teacher.</li> <li>Attended a scheduled meeting or discussion for parents.</li> <li>Volunteered to support school activities (parental committee, building maintenance and planting of trees/gardening, etc.)</li> <li>Exchanged ideas on child's development and education in our community.</li> <li>Joined the teacher's – parents association.</li> <li>Supported school financially (beyond the mandatory fees).</li> <li>Supported school in other way.</li> </ul> </li> <li>YES to "Have you paid any school fees, travel, school supplies (i.e., school kits or textbooks), school meals (or otherwise non-financially compensated) for your youngest child's attendance in the school age during the last 6 months?"</li> <li>YES to "Have you financially or in-kind supported your youngest child's school, other than paying school fees or school attendance-related expenses during the past 6 months?"</li> </ul>							

**56.8% (501/882) of parents and caregivers reported that they are providing financial and non-financial school-related support to their youngest school-age child exceeding the end of project target of 53%.** This is an improvement over baseline and Y2 reported figures of 52.1% and 47.73% respectively, and the Y3 target of 55% has been achieved. Both Niger and Sudan have exceeded end of project targets for this indicator. Overall, there is no significant difference in the percentage of parents and caregivers supporting girls vs. boys.

As shown in the table above, to count positively towards this indicator, respondents must correctly answer at least 1 of 3 questions. The pass rate for those 3 questions is shown in the graph below.



As can be seen in the graph above, the first question on parental involvement in school-related activities had the lowest pass rate, coming in at less than 11% in each country (Myanmar-0.36%, Niger-10.14%, and Sudan-1.3%). To contribute positively to this indicator, respondents had to report that they participated in *at least three* of the following school related activities.

- Discussed my child's progress with a teacher.
- Attended a scheduled meeting or discussion for parents.
- Volunteered to support school activities (parental committee, building maintenance and planting of trees/gardening, etc.)
- Exchanged ideas on child's development and education in our community.
- Joined the teacher's – parents association.
- Supported school financially (beyond the mandatory fees).
- Supported school in other way.

However, while few respondents indicated that they participated in at least 3 activities, it is observed that a high percentage of parents and caregivers participated in *at least one* of the activities. In Myanmar for instance, 95.7% of parent/caregivers attended a scheduled meeting or discussion for parents. Similarly, 81.1% and 96.4% of parents in Niger and Sudan respectively attended a scheduled meeting/discussion for parents. It is also noted that across the project less than one percent of parents (0.05%) reported that they do not participate in any of the listed school related activities.

As can also be seen in the above graph, the 3<sup>rd</sup> question had the highest pass rate with 56.9% of parents in Sudan provided financial or in-kind support to their wards' school compared to 52% in Niger and 20.5% in Myanmar. It is clear that parental involvement in school-related activities is dragging down this indicator, and the project will be sure to focus efforts on this area in Y4 in all 3 countries.

Coming out of the individual questions and back to the overall/total results for this indicator, compared to baseline the Sudan project has recorded the largest indicator improvement with a 41-percentage point increase (43% to 84%) in the number of parents and caregivers providing support to their children. Similarly, Niger has seen a significant increase in reported parental support from 50.3% at baseline to 71.2% in Y3. The



transfer of successful ALP students from community schools to government secondary schools that are further placed from communities impacted the levels of engagement and participation of parents and caregivers in educational activities leading to a decline in the indicator in Y3. There is also a notable difference (over 12 percentage points) in the level of support provided to girls' education compared to the support for boys. While this reflects the success of efforts to highlight and promote the importance of girls' education, the project team will emphasize the value of inclusive education for all sexes in Y4 to address the observed gender disparities in the financial and non-financial support provided by parents and caregivers.

Unfortunately, Myanmar results have seen a steady decline in the levels of support provided by parents and caregivers from 56.5% at baseline to 24.9% in Y2 and 20.82% in Y3. Further investigation into how the survey was conducted in Myanmar revealed that it is highly likely that the survey results are not an accurate representation of parental involvement in school-related activities (this question was already discussed above). Enumerators seem to have misunderstood this question, leading to the input of single responses when the multiple responses in fact were required. This was confirmed by FGD results, which will be further discussed below. It was not possible to conduct another data collection before this report must be submitted, so the results will be used below to make relative comparisons within Myanmar's result set. But absolute comparisons against other countries and against the target cannot be made. This will be resolved in time for the next data collection.

A gender disparity is observed in the support provided to girls' education (18.4%) versus boys' education (23.7%). Gender disparities in parental support might stem from the prioritization of the education of boys as a parental investment though further studies are needed to confirm this conclusion. There is also a geographical difference between the amount of support provided by parents in the two BRIGHT targeted states in Myanmar. 26.8% of parents in Kayah state are providing school related support to wards compared to 2.4% of those in Northern Shan. One reason for this disparity is that Kayah state has been part of BRIGHT since the beginning of the project therefore parents and caregivers are not only more aware of the benefits of education and more likely to support their wards, but they are also more likely to have benefitted from other BRIGHT activities like livelihood training, gender equality and SGBV awareness etc. Northern Shan villages on the other hand have only been part of the project since the beginning of Y3. Communities covered in Y2 surveys in Northern Shan are no longer part of the BRIGHT project due to a partnership change. Literacy rates among parents and caregivers in Kayah state are also higher (80%) than the rates reported in Northern Shan (16.6%). Combined with the relative isolation of BRIGHT targeted areas in Northern Shan, traditional norms and practices that are not complementary to equitable education goals might still be prevalent in these communities.

Returning to parental involvement in school-related activities in Myanmar, FGD participants shared that they participate in school events and meetings about their wards' progress and how to improve their learning outcomes. In Kalaung Kadaw village for instance, an FGD participant shared that parents and caregivers decided to allow their children to learn in groups outside school premises to reinforce school lessons and improve their learning and sharing culture. FGD participants shared that they also discussed how to improve classroom infrastructure and safety for their wards. They followed through on these discussions by supporting the schools with wood, bamboo, or other construction materials. Parents also participated in classroom furniture repair and maintenance of school infrastructure. This discrepancy between the sentiments of the FGDs and the survey results further reinforces the conclusion that there was an issue with how the enumerators collected the data for this question.

Regarding *financial and non-financial support*, FGD participants shared that most of their children attend BRIGHT operated schools, so they are not required to pay fees. However, they still support their wards with learning materials and homecooked meals or snacks. Parents and caregivers also support their wards education by providing in-kind support like rice, vegetables, blankets etc. for BRIGHT teachers. This form of

support is a crucial component of the BRIGHT program demonstrating community support and ownership of schools. In Y4, the team in Myanmar will continue to sensitize parents on the importance of continuing and expanding the financial and non-financial support provided to improve learning outcomes for their wards. Awareness will also be created around the varied forms of participation in educational activities available to parents beyond financial contributions.

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1100 Increased community-led actions in breaking multi-dimensional barriers to gender equal education for vulnerable girls and women in targeted fragile areas of Myanmar, Niger, and Sudan.	1100b % and # of learners who dropped out from the school in the middle and at the end of the school year	<b>ALL</b> Girls: N/A Boys: N/A All: 13.6%	<b>ALL</b> Girls: 6.25% (117/1,871) Boys: 3.98% (87/2,183) All: 5.03% (204/4,054)	<b>ALL</b> Girls: 11% Boys: 11% All: 11%	<b>ALL</b> Girls: 5.95% (269/4581) Boys: 4.95% (219/4420) All: 5.46% (488/8939)	<b>ALL</b> Girls: 11.8% Boys: 11.5% All: 11.5%	BRIGHT School Records
		<b>MYANMAR</b> Girls: 0% Boys: 0% All: 13.3%	<b>MYANMAR</b> Girl: 0% (0/769) Boys: 0% (0/862) All: 0% (0/1,631)	<b>MYANMAR</b> Girls: 11% Boys: 11% All: 11%	<b>MYANMAR</b> Girls: 2.34% (58/2478) Boys: 2.94% (68/2310) All: 2.63% (126/4788)	<b>MYANMAR</b> Girls: 10% Boys: 10% All: 10%	
		<b>SUDAN</b> Girls: 16% (348/2,150) Boys: 9% (196/2,132) All: 13% (544/4,282)	<b>SUDAN</b> Girls: 10.6% (104/976) Boys: 6.5% (78/1,192) All: 8.4% (182/2,168)	<b>SUDAN</b> Girls: 10% Boys: 9% All: 10%	<b>SUDAN</b> Girls: 10.4% (197/1903) Boys: 6.9% (137/1985) All: 8.6% (334/3888)	<b>SUDAN</b> Girls: 10% Boys: 9% All: 10%	
		<b>NIGER</b> Girls: 14.32% (488/31,342) Boys: 13.86% (2019/14,564) All: 14.72% (2469/16,778)	<b>NIGER</b> Girl: 10.32% (13/126) Boys: 6.98% (9/129) All: 8.63% (22/255)	<b>NIGER</b> Girls: 12% Boys: 12% All: 12%	<b>NIGER</b> Girls: 10.14% (14/138) Boys: 11.2% (14/125) All: 10.65% (28/263)	<b>NIGER</b> Girls: 12% Boys: 12% All: 12%	
The result was calculated from the number of out of school (OOSC) TEES and ALP students who were dropped out of the BRIGHT schools after enrolment at any point during the school year.							

**5.5% (488/8939) learners dropped out from school in the middle and at the end of the school year compared to the baseline of 13.6%.** 6% of girls and 5% of boys dropped out of school during the school year. Each BRIGHT project country has attained end of project targets for this indicator.

In Myanmar, there has been a 10-percentage point decrease in dropout rates since the beginning of the project. This achievement is particularly remarkable considering the volatile socio-political context within which the project operates. Reduced dropout rates are the result of sensitization events which emphasize the importance of education even in fragile conflict settings and the contextualized education classes being offered. In Sudan, the project regularly checks school attendance records to identify learners at risk of dropping out. The percentage of learners who drop out of school in the middle and at the end of the school year, has reduced from 13% at baseline to 8.6%. The project has addressed barriers that students and families face, such as poverty, social norms, and long distances to schools through the provision of free community-based schools and ongoing sensitization about harmful social norms. 10.4% of girls and 6.9% of boys in Sudan targeted areas dropped out of school during the school year. The observed disparity is most likely the result of lingering harmful social norms that serve as barriers to girls' education and inadequate sanitation facilities in schools. It is useful to note that the dropout rates are somewhat proportional to enrollment rates. Girls constitute 53% of enrollment while boys make up the remaining 47%. Nonetheless, the project will continue to expand effort to address these underlying issues to reduce gender disparities in dropout rates. In Niger, the dropout rate of girls (10.1%) is less than that of boys (11.2%), which is an improvement over Y2 where dropout rates were higher for girls (F-10.3%, M-7%). The overall improvement in dropout rates is attributable to the efforts of management committees set up by BRIGHT education partners CDR. The management committees raise awareness on the importance of education among ALP learner parents thereby improving attendance at ALP centers.

Outcome	Indicator(s)	Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
---------	--------------	----	----------------------	----------------------	----------------------	------------	-------------

<b>1100</b> Increased community-led actions in breaking multi-dimensional barriers to gender equal education for vulnerable girls and women in targeted fragile areas of Myanmar, Niger, and Sudan.	<b>All</b> Female: 33 Male: 1 All: 34	<b>All</b> Female: 188 Male: 21 All: 209	<b>All</b> Female: 322 Male: 5 All: 327	<b>All</b> Female: 281 Male: 22 All: 303	<b>All</b> Female: 418 Male: 48 All: 466	Survey of Women Organizations
	<b>MYANMAR</b> Female: 33 Male: 1 All: 34	<b>MYANMAR</b> Female: 94 Male: 1 All: 95	<b>MYANMAR</b> Female: 72 Male: 5 All: 77	<b>MYANMAR</b> Female: 121 Male: 1 All: 122	<b>MYANMAR</b> Female: 72 Male: 48 All: 120	
	<b>SUDAN</b> Female: 0 Male: 0 All: 0	<b>SUDAN</b> Female: 94 Male: 0 All: 114	<b>SUDAN</b> Female: 250 Male: 0 All: 250	<b>SUDAN</b> Female: 160 Male: 21 All: 181	<b>SUDAN</b> Female: 346 Male: 0 All: 346	
	<b>NIGER</b> Not applicable	<b>NIGER</b> Not applicable	<b>NIGER</b> Not applicable	<b>NIGER</b> Not applicable	<b>NIGER</b> Not applicable	
	This result is provided by local partner women organizations.					

**A cumulative total of 303 people (281 female and 22 male) who experienced or are at risk of any form of SGBV have received related services through the BRIGHT project.** In Y3, 94 people (93 female and 1 male) received SGBV related services in Myanmar and Sudan. Services provided by the BRIGHT project include safe house services, health services, meal support, psychosocial support services and legal services.

Myanmar has exceeded its end of project target of 120 by reaching 122 individuals (121 female and 1 male). These gains in Myanmar are attributable to an increased awareness of SGBV and available services at the community level and an increased understanding of rights leading to increased reporting of cases. The lagging number of supported males is likely because SGBV tends to affect a greater number of women compared to men. Both female and male victims may be reluctant to report cases due to family/community pressure and safety concerns. In Y4 the project will continue awareness raising and sensitization sessions to address lingering hesitancy to report SGBV cases.

Sudan on the other hand has exceeded end of project targets for the number of males receiving services (21 vs. 0 targeted) and a cumulative total of 181 persons (160 female and 21 males) has been reached with SGBV services. In collaboration with service providers and local government partners like the ministry of social welfare, women and child protection, police and health providers, the project in Sudan has continued to raise awareness on SGBV and facilitate referrals of cases. While the end-of-project target for this indicator has not been met in Sudan, trust in reporting mechanisms and referral pathways is increasing leading to an increase in the number of reported cases. In Y4, the team will coordinate with women's groups and male champions to expand and highlight sensitization and awareness sessions to support GBV response systems and referral pathways to better assist survivors.

### 1.3 IMMEDIATE OUTCOME 1110

***Improved perception on the importance of women' and girls' education and voice in community and household decision-making among female and male community members, especially caregivers and gatekeepers***

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
<b>1110</b> Improved perception on the importance of women' and girls' education and voice in both community and household decision-making among female and	<b>1110a</b> % and # of target mothers, fathers and female, male caregivers who have supporting attitudes towards girls' education	<b>ALL</b> Female: 52.68% (551/1046) Male: 59.87% (367/613) Total: 55.33% (918/1659)	<b>ALL</b> Female: 68.64% (313/456) Male: 69.62% (204/293) Total: 69.03% (517/749)	<b>ALL</b> Female: 68% Male: 73%	<b>ALL</b> Female: 62.7% (411/656) Male: 80.3% (261/325) Total: 68.5% (672/981)	<b>ALL</b> Female: 75% Male: 78% Total: 76.6%	Survey with parents and caregivers
		<b>MYANMAR</b> Female: 54.94% (345/628) Male: 50.67% (114/225) Total: 53.33% (459/853)	<b>MYANMAR</b> Female: 67.87% (169/249) Male: 55.56% (40/72) Total: 65.11% (209/321)	<b>MYANMAR</b> Female: 70% Male: 70%	<b>MYANMAR</b> Female: 45.74% (102/223) Male: 65.55% (78/119) Total: 52.63% (180/342)	<b>MYANMAR</b> Female: 80% Male: 80% Total: 80%	
		<b>SUDAN</b> Female: 44.94% (80/178)	<b>SUDAN</b> Female: 83.05% (98/118)	<b>SUDAN</b> Female: 70% Male: 70%	<b>SUDAN</b> Female: 99.58% (238/239)	<b>SUDAN</b> Female: 80%	



male community members, especially caregivers and gatekeepers	Male 50.33% (76/151) Total: 47.42% (156/329)	Male: 84.89% (118/139) Total: 84.05% (216/257)	<b>NIGER</b> Female: 65% Male: 75%	Male: 100% (130/130) Total: 99.73% (368/369)	Male: 80% Total: 80%
	<b>NIGER</b> Female: 52.5% (126/240) Male: 74.68% (177/237) Total: 63.52% (303/477)	<b>NIGER</b> Female: 51.69% (46/89) Male: 56.1% (46/82) Total: 53.8% (92/171)		<b>NIGER</b> Female: 75.53% (71/94) Male: 69.74% (53/76) Total: 72.94% (124/170)	<b>NIGER</b> Female: 65% Male: 75% Total: 70%
	This result was calculated by respondents who answered 4 or 5 on the Likert scale to at least 6 of the following 7 questions:				

On a scale of 1–5, where 1 is “not at all” and 5 is “a lot”, how true do you see the following statements about girls’ education?

- An educated girl can increase her and household income.
- Educated mothers are less likely to get harmed or suffer in childbirth.
- Her children are healthier.
- Children of an educated mother are less likely to be malnourished.
- She invests in future generations and her community.
- Education protects women from abuse.
- She makes her own decisions.

**A cumulative total of 68.5% (672/981) of parents and caregivers reported having supportive attitudes to girls’ education.** While this number is an increase from the baseline of 55.3%, it is a marginal decline from Y2 when 69% of respondents reported having supportive attitudes towards girls’ education and below the end of project target of 76.6%. Interestingly, between Y2 and Y3 there has been a decline in support by female caregivers (68% to 62.7%) and an increase in support by male caregivers (73% to 80.3%).

Sudan recorded the highest levels of supportive attitudes among parents. 99.7% of respondents (99.6% female and 100% male) reported having supportive attitudes towards girls’ education. 99.7% is a 52-percentage point increase from the project baseline (47.4%) and it exceeds the end of project target of 80%. The high levels of supportive attitudes suggest an increased awareness of the importance of education for the social and economic development of girls and the larger community.

In Myanmar, there has been a steady increase in the percentage of male respondents reporting supportive attitudes towards girls’ education from 50.7% at baseline to 55.6% in Y2 and now 65.6% in Y3. While the number of female respondents reporting supportive attitudes saw a 13-percentage point increase from baseline (54.9%) to Y2 (67.87%), that percentage has subsequently declined to 45.7% in Y3. One possible reason for this gender disparity is because men have more exposure to the benefits of education opportunities for girls/women as compared to women themselves. Men are more likely to travel outside their village, engage with diverse groups and participate in community events leading to a better understanding and appreciation of the value of education for girls. The project plans to increase awareness raising activities emphasizing the importance of girls’ education targeting female audiences to improve their understanding and support for girl’s education.

Niger recorded a decrease in the percentage of parents and caregivers with supportive attitudes towards girls’ education from baseline (63.5%) to Y2 (53.8%). However, in Y3 a significant improvement has been observed with 72.9% of parents now reporting supportive attitudes thereby exceeding the end of project target of 70%. A larger percentage of female respondents (75.5%) had supportive attitudes compared to males (69.7%). This difference is attributable to the fact that the project has reached more women with awareness raising campaigns about the importance of girl’s education than men. The team in Niger will address this disparity by targeting men with awareness raising campaigns in Y4.

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1110 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	1110b % and # of parents & caregivers who demonstrate supportive attitudes towards gender equality in decision-making	<b>ALL</b> Female: 90.14% (942/1045) Male: 88.24% (540/612) Total: 89.44% (1482/1657)	<b>ALL</b> Female: 94.51% (430/455) Male: 96.25% (282/293) All: 95.19% (712/748)	<b>ALL</b> Female: 93% Male: 92%	<b>ALL</b> Female: 95.1% (529/556) Male: 94.4% (306/324) Total: 94.9% (835/880)	<b>ALL</b> Female: 94.6% Male: 95.7% Total: 95.5%	Survey with parents and caregivers and Gender Analysis
		<b>MYANMAR</b> Female: 90.13% (566/628) Male: 80.44% (181/225) All: 87.57% (747/853)	<b>MYANMAR</b> Female: 91.16% (227/249) Male: 91.67% (66/72) All: 91.28% (293/321)	<b>MYANMAR</b> Female: 94% Male: 87%	<b>MYANMAR</b> Female: 90.58% (202/223) Male: 91.53% (108/118) All: 90.91% (310/341)	<b>MYANMAR</b> Female: 95% Male: 95% All: 95%	
		<b>SUDAN</b> Female: 78.1% (139/178) Male: 89.4% (135/151) All: 83.2% (274/329)	<b>SUDAN</b> Female: 99.15% (116/117) Male: 97.84% (136/139) Total: 98.44% (252/256)	<b>SUDAN</b> Female: 90% Male: 93%	<b>SUDAN</b> Female: 99.58% (238/239) Male: 99.23% (129/130) All: 99.46% (367/369)	<b>SUDAN</b> Female: 90% Male: 95% All: 92.5%	
		<b>NIGER</b> Female: 99.16% (237/239) Male: 94.92% (224/236) All: 97.05% (461/475)	<b>NIGER</b> Female: 97.75% (87/89) Male: 97.56% (80/82) All: 97.66% (167/171)	<b>NIGER</b> Female: 97% Male: 97%	<b>NIGER</b> Female: 94.68% (89/94) Male: 90.79% (69/76) All: 92.94% (158/170)	<b>NIGER</b> Female: 97% Male: 97% All: 97%	
This result was calculated by respondents who answered "Strongly Agree" or "Agree" to the following question:							
• "How do you see the statement: 'Women should have a voice in your community, they should be heard and respected'?"							

**94.9% of parents and caregivers demonstrated supportive attitudes towards gender equality in decision making compared to 89.44% at baseline.** Results are similar for male (94.4%) and female respondents (95.1%).

Sudan has exceeded end of project targets for this indicator with close to 100% of both male and female respondents demonstrating supportive attitudes towards gender equality in decision making. These positive attitudes are attributable in part to gender equality, leadership, peacebuilding, and human rights training provided to women by the project. Female participants in these trainings are sensitized about the value of their own voice in decision making at both the household and community level. The use of boys and male champions in advocacy efforts has also been crucial in building communal support and improving perception on the importance of women's voice and involvement in decision making.

Niger on the other hand has seen a slight decline in the percentage of respondents demonstrating supportive attitudes towards gender equality in decision making, going from 97% at baseline, to 97% in Y2, and then 92.9 % in Y3. Based on survey results, a higher percentage of parents and caregivers in Balleyara (100%) exhibit supportive attitudes towards gender equality in decision-making than Dargol's (82.35%). Deep rooted cultural beliefs and stereotypes on the roles women should play in society are likely responsible for the observed results. Additional research is needed to confirm these underlying causes. In Y4, the team will increase sensitization efforts specifically in Dargol in order to increase supportive attitudes in all targeted communities.

In Myanmar, there was a very marginal decline in the percentage of respondents demonstrating supportive attitudes from 91.3% in Y2 to 90.1% in Y3. Some of the challenges to women's participation in community level decision making cited by female and male FGD respondents include women being primarily responsible for household chores and care work, some parents not allowing their female wards to participate in community level discussions, the need to engage in income generating activities being a bigger priority for women, and leadership responsibilities like travel being potentially burdensome for women. It is also important to note that there is a disparity between attitudes and actual practice at the household level. While attitudes for decision making in diverse activities appear to be good, the level of decision making for various activities was quite low, with a large portion just being consulted vs having joint or autonomous decision-making ability. However, FGD participants shared that previously women's leadership in community-based activities wasn't prioritized but since the project's interventions women are now taking leading roles in community-based activities on education, food, security, health, and religion. There is however significant room for

improvement in areas like finances and political leadership where women's role is still minimized. Continued gender equality training and awareness sessions will help to shift community perceptions on the importance of female participation and voice in all aspects of household and community decision making.

## 1.4 IMMEDIATE OUTCOME 1120

### *Increased ability of community groups and their members, especially girls and women to address multi-dimensional barriers to education for vulnerable female rights-holders*

	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source	
	<b>1120a</b> # of community groups (including # of community group members) that developed their own community action plans based on sound analysis of barriers to education.	ALL	ALL	ALL	ALL	ALL		
		0	5	29	6 (F 23/M 27)	33		
		MYANMAR	MYANMAR	MYANMAR	MYANMAR	MYANMAR	MYANMAR	CoLMEL – Record Verification
		0 groups	3 groups	15 groups	4 groups (F 11/M 15)	Comm. Groups: 15		
	SUDAN	SUDAN	SUDAN	SUDAN	SUDAN	SUDAN		
	0 groups	2 groups	14 groups	2 groups (F 12/M 12)	Comm.Groups: 18			
	This data is collected by the local implementing partners and verified by the project team.							
<b>1120</b> Increased ability of community groups and their members, especially girls and women to address multi-dimensional barriers to education for vulnerable female rights holders	<b>1120c</b> # and % of Community Monitoring, Evaluation and Learning Committee (CMELC) members who participated in developing indicators for each level of change and measured their progress towards the community goal on the effect of community actions aiming toward addressing multi-dimensional barriers to education	ALL	ALL	ALL	ALL	All countries		
		N/A	N/A	N/A	97.5% (39/40)	62.5% or 25/40		
		MYANMAR	MYANMAR	MYANMAR	MYANMAR	Myanmar	CoLMEL – Record Verification	
		N/A	N/A	N/A	62.5% (15/24)	62.5% or 15/24		
	SUDAN	SUDAN	SUDAN	SUDAN	Sudan			
	N/A	N/A	N/A	150% (24/16)	62.5% or 10/16			
					Niger			
					N/A			
	This data is collected by the local implementing partners and verified by the project team.							
	<b>1120d</b> Perception of Community Management Committee (CMC) members on the level of contribution made by Community Monitoring, Evaluation and Learning Committees (CMELCs) towards reducing barriers to education for vulnerable female rights-holders	ALL	ALL	ALL	ALL	All countries		
N/A		N/A	N/A	N/A	High			
MYANMAR		MYANMAR	MYANMAR	MYANMAR	Myanmar	CoLMEL – Record Verification		
N/A		N/A	N/A	Very Highly Aligned	High			
	SUDAN	SUDAN	SUDAN	SUDAN	Sudan			
	N/A	N/A	N/A	Highly Aligned	High			
					Niger			
					N/A			
	This data is collected by the local implementing partners and verified by the project team.							

**6 of the targeted 33 community groups - 4 (with total of 26 members) in Myanmar and 2 (with total of 24 members) in Sudan - have developed their own community action plans based on sound analysis of the barriers to inclusive education. 39 (97.5% or 39/40) of targeted CMELC members (15 or 62.5% in Myanmar and 24 or 150% in Sudan) participated in developing indicators for each level of change and measured their progress towards the community goal on the effect of community actions aiming toward addressing multi-dimensional barriers to education. CMC members in Myanmar perceived the contributions made by CMELCs towards reducing barriers to education for vulnerable female rights-holders as “very highly aligned” while CMC members in Sudan perceived the contributions of CMELCs as “highly aligned”. Due to**



Covid 19 related closures and complications in year one in two of the project and ongoing violent conflict in targeted communities in both Myanmar and Sudan, the end of project target for community groups organized with action plans (33) will not be reached.



Figure 4: BRIGHT Sudan CoLMEAL Training

A key characteristic of the CoLMEAL approach utilized is the emphasis on localization. The community leads the process of identifying context-specific barriers to equitable education, develops a theory of change, and tracks progress toward desired outcomes. In Myanmar, community groups in targeted villages developed 4 action plans with facilitation from CMCs however 1 village was dropped in Y3 due to a change in implementation partners. As part of the action plan development process community groups conducted consultation sessions to identify barriers to education, prioritize solutions and develop action plans. In Sudan, the engagement of the community-built trust and ownership of planned initiatives and also allowed the project team to benefit from local knowledge and expertise thereby improving the effectiveness, relevance, and sustainability of initiatives proposed.

	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
<b>1120</b> Increased ability of community groups and their members, especially girls and women to address multi-dimensional barriers to education for vulnerable female rights holders	<b>1120b</b> # of targeted community groups (including # of community group members) with small action grants that have supported community-driven actions to address barriers to G/W education.	<b>ALL</b> 0	<b>ALL</b> 0	<b>ALL</b> 29 groups	<b>ALL</b> 5 groups	<b>ALL</b> 33	CoLMEAL – Record Verification
	<b>MYANMAR</b> 0 groups	<b>MYANMAR</b> 0 groups	<b>MYANMAR</b> 15 groups	<b>MYANMAR</b> 3 groups	<b>MYANMAR</b> Comm Groups: 15		
	<b>SUDAN</b> 0 groups	<b>SUDAN</b> 0 groups	<b>SUDAN</b> 14 groups	<b>SUDAN</b> 2 groups	<b>SUDAN</b> Comm.Groups: 18		
This data is collected by the local implementing partners and verified by the project team.							

**This project has reached 5 targeted community groups - 3 in Myanmar and 2 in Sudan – with small action grants that have supported community-driven actions to address barriers to girls’ and women’s education.** The project will not meet the end-of-project target of 33 community groups for the same reasons outlined under 1120a.

The table below summarizes the small grants and the progress made against their locally developed indicators:

Country	\$ Amount of Grant	Community Name	Nature of Grant	Indicator(s)	Target	Result	Status
Myanmar	\$2,801.24	Pan Tha Pyay	Providing teaching and learning aids to children	# of children receiving teaching and learning aids	72	-	On-going
Myanmar	\$2,970.38	Nam Maw Gyan	Providing sufficient study desk and chair for students	# of students (M/F) aged 5-15 who study with desk and chair every school year	39 (19F, 20M)	-	On-going
Myanmar	\$4,403.52	Nar Hwei	Providing educational necessities for children	# of educational necessities provided for the students	3 hand washing facilities. 1 water tank 1 water pump machine 1 playground creating (3 Seesaws, 3 Swings)	-	On-going
Sudan	\$10,331 [projected]	Hashaba	Reducing child early and forced marriage	% of early marriages reported every 3 months	-	-	On-going
Sudan	\$10,331 [projected]	Adar	Reducing child labor	% of children who reported to have worked for pay (cash or in-kind), or unpaid family and domestic work during reference period	-	-	On-going

In Myanmar, community groups are utilizing their grants to implement the solutions proposed in their community action plans. The committee from Pan Tha Pyay village will be providing teaching and learning aid materials to 72 children while Nam Maw Gyan village is using the grant to provide classroom furniture in community schools. In Nar Hwei village the committee plans to renovate nursery and primary schools, provide vocational education, provide some school infrastructure, and offer start up grants to parents of children aged 4-12.

In Sudan, the committee in Hashaba plans to utilize funds to tackle the practice of child early and forced marriage in the community while the committee in Adar will be using funds to address child labor in the community. Overall, community grants are a crucial component of increasing the ability of community groups and members especially girls and women to take the lead in tackling the barriers to inclusive education they have observed in their communities.

## 1.5 IMMEDIATE OUTCOME 1130

***Increased capacity of women's grassroots organizations and other relevant actors to provide or refer to confidential services addressing SRHR, GBV, CEFM, sex trafficking, and drug use***

Outcome	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
<b>1130</b> 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	<b>1130a</b> # of representatives (or service providers) from supported grassroots organizations that meet the minimum competency standard for providing or referring confidential services	<b>ALL</b> Female: 25 Male: 1 All: 26	<b>ALL</b> Female: 307 Male: 1 All: 308	<b>ALL</b> Female: 300 Male: 0 All: 300	<b>ALL</b> Female: 354 Male: 1 All: 355	<b>ALL</b> Female: 340 Male: 0 All: 340	Survey of Women Organizations
		<b>MYANMAR</b> Female: 25 Male: 1 All: 26	<b>MYANMAR</b> Female: 107 Male: 1 All: 108	<b>MYANMAR</b> Female: 100 Male: 0 All: 100	<b>MYANMAR</b> Female: 154 Male: 1 All: 155	<b>MYANMAR</b> Female: 140 Male: 0 All: 140	
		<b>SUDAN</b> Female: 0 Male: 0 All: 0	<b>SUDAN</b> Female: 200 Male: 0 All: 200	<b>SUDAN</b> Female: 200 Male: 0 All: 200	<b>SUDAN</b> Female: 200 Male: 0 All: 200	<b>SUDAN</b> Female: 200 Male: 0 All: 200	
		This result is provided by local partner women organizations.					

**A cumulative total of 355 representatives (354 female and 1 male) from supported grassroots organizations met the minimum competency standard for providing or referring confidential services compared to 26 at baseline.** This number exceeds the end of project target of 340.





Figure 5: BRIGHT Niger Women's Group

In Y3, 47 females in Myanmar were trained in the provision and referral of confidential services for SGBV survivors. The training provided to participants was based on UNFPA guidelines with a focus on health care, mental health and psychosocial support, safety and security, justice and legal aid, provision of dignity kits, socio-economic empowerment, and referral systems. In Sudan, the 200 representatives from supported grassroots organizations who were trained in Y2 were again targeted in Y3. The team provided regular training and capacity building opportunities for service providers by connecting them with UNFPA and other INGOs in the space to ensure that they maintain their competency standards and stay abreast with new developments and best practices in providing or referring confidential services. The number of representatives meeting minimum competency standards in Myanmar and Sudan indicates the success of the BRIGHT project in increasing the capacity of women's grassroots organizations to provide or refer confidential services addressing SRHR, GBV, CEFM, sex trafficking, and drug use in targeted communities.



## 1.6 INTERMEDIATE OUTCOME 1200

***Improved availability of inclusive, innovative, gender and climate-responsive education systems, integrating psychosocial support, for vulnerable out-of-school (OOS) girls and women in targeted fragile areas in Myanmar, Niger, Sudan***

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
<b>1200</b> Improved availability of inclusive, innovative, gender and climate-responsive education systems, integrating psychosocial support, for vulnerable out-of-school (OOS) girls and women in targeted fragile areas in Myanmar, Niger, Sudan	<b>1200a</b> # of schools that have implemented changes to create welcoming spaces that respond to the specific needs of girls (SDG4)	<b>ALL</b> TEES: 0; ALP: 0	<b>ALL</b> 15 schools	<b>ALL</b> 36 schools	<b>ALL</b> 34 schools	<b>ALL</b> 52 schools	
		<b>MYANMAR</b> TEES: 0; ALP: 0	<b>MYANMAR</b> 4 schools	<b>MYANMAR</b> 14 schools	<b>MYANMAR</b> 15 schools	<b>MYANMAR</b> 24 schools	Record Verification and BRIGHT Schools
		<b>SUDAN</b> TEES: 0; ALP: 0	<b>SUDAN</b> 6 schools	<b>SUDAN</b> 12 schools	<b>SUDAN</b> 9 schools	<b>SUDAN</b> 18 schools	Monitoring Visits
		<b>NIGER</b> TEES: 0; ALP: 0	<b>NIGER</b> 5 schools	<b>NIGER</b> 10 schools	<b>NIGER</b> 10 schools	<b>NIGER</b> 10 schools	
This data is collected by the local implementing partners and verified by the project team.							

**A cumulative total of 34 of the targeted 52 schools – 15 in Myanmar, 9 in Sudan, and 10 in Niger – have implemented changes to create welcoming spaces that respond to specific needs of girls (SDG4).** Niger has met the end of project targets for this indicator while Myanmar and Sudan have made notable progress in toward achieving targets in Y3. The criteria for assessing whether a school is a welcoming space includes provision of proper sanitation facilities, promotion of inclusive education, and prevention of gender-based violence. The complete list of criteria used in each country to measure whether a school is a welcoming space is provided below.

Country	Criteria/Indicators
<b>Myanmar</b>	<ul style="list-style-type: none"> <li>▪ School has a public policy regarding violence and abusive behaviors.</li> <li>▪ School has public policy on PSHEA and other forms of GBV.</li> <li>▪ School has a code of conduct for teachers on SHEA and GBV</li> <li>▪ School has a safe and confidential reporting and referral mechanism where girls and boys can go to safely report SEA/GBV and be referred to services or be linked to other referral mechanisms.</li> <li>▪ Curriculum and teaching materials are gender responsive.</li> <li>▪ Teachers are not harsh, teachers do not give corporal, unfair and harsh punishment.</li> <li>▪ Number of female teachers</li> <li>▪ School has a policy on gender equality, inclusion and diversity and promotes these values.</li> <li>▪ A reporting system for bullying is in place.</li> <li>▪ School has a policy regarding - No sex/pay for grades and bribes.</li> <li>▪ Recreational activities are available (for boys and girls)</li> <li>▪ All school facilities are gender-responsive and well equipped (e.g., enough lighting)</li> <li>▪ Availability of gender-segregated latrines, with improved and protected pits</li> <li>▪ Availability of clean water (adequate sanitation)</li> <li>▪ Availability of learning materials</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Distribution sites and procedures do not pose a barrier for persons with disabilities to receive items.</li> <li>▪ Consultations with boys and girls and the community at large are done to identify safety concerns and to develop plans for improvement.</li> <li>▪ The number of students per class is maximum thirty.</li> <li>▪ Improvement of Learning Spaces</li> <li>▪ Separate spaces within the school are available for girls (and boys) to meet, feel safe, etc.</li> </ul>
<b>Niger</b>	<ul style="list-style-type: none"> <li>▪ Gender separated latrine secured from inside: a sanitary inclusive and gender responsive space for girls and boys.</li> <li>▪ Secure school route as stated in the survey by parents and caregivers keeps girls in school.</li> <li>▪ Accessibility of the classroom to children with disability</li> <li>▪ The number of students per class respectful of the government norms which is 50 per class.</li> <li>▪ Casual distribution of Menstruation Hygiene Management kits and awareness raised about menstruation in relation to education and some cultural norms that hinder girls to come to school at that period.</li> <li>▪ SGBV deterrence and referral path knowledge for educators to secure girls' safety in the school internal environment</li> <li>▪ SRHR knowledge sharing in 10 girls' and boys' discussion groups established in ALP classes.</li> <li>▪ Existing code of conduct in each of the 10 schools.</li> </ul>
<b>Sudan</b>	<ul style="list-style-type: none"> <li>▪ Handling GBV- both awareness raising and establishing reporting and referral mechanisms</li> <li>▪ Ensuring school safety and security and implementing codes of conduct for teachers.</li> <li>▪ School spaces should have private toilets which girls can use without embarrassment or discomfort.</li> <li>▪ Young women and girls are supported by boys and men who are fully engaged and actively working as male champions.</li> <li>▪ TEES curriculum is gender-responsive by including topics specifically related to GBV and non-violence, as well as assessments of gender bias and stereotypes.</li> <li>▪ Teachers receive training on inclusive education and how to work with students with disabilities.</li> <li>▪ Through inclusive monitoring tools, the project team in coordination with teachers, parents, and community leaders ensure that the route to school is accessible for students with disabilities.</li> </ul>

In Sudan, changes to create a gender sensitive school environment were implemented in 3 schools in Y3 for a cumulative total of 9 schools. In Y4 the project plans to create more welcoming spaces by providing gender sensitive latrines to address safety and dignity needs of female students and providing gender sensitive

teaching and learning materials. The project will address overcrowding by constructing additional classrooms (construction will be funded by the ADRA International network). The support of ADRA International in the BRIGHT project illustrates the strength of the ADRA network and the cooperative approach utilized in ADRA targeted communities. Each ADRA office leverages its strengths to provide a holistic sustainable improvement for project participants. In this case the BRIGHT project did not have the funds for construction, so ADRA International stepped in to construct the needed classrooms to ease overcrowding.

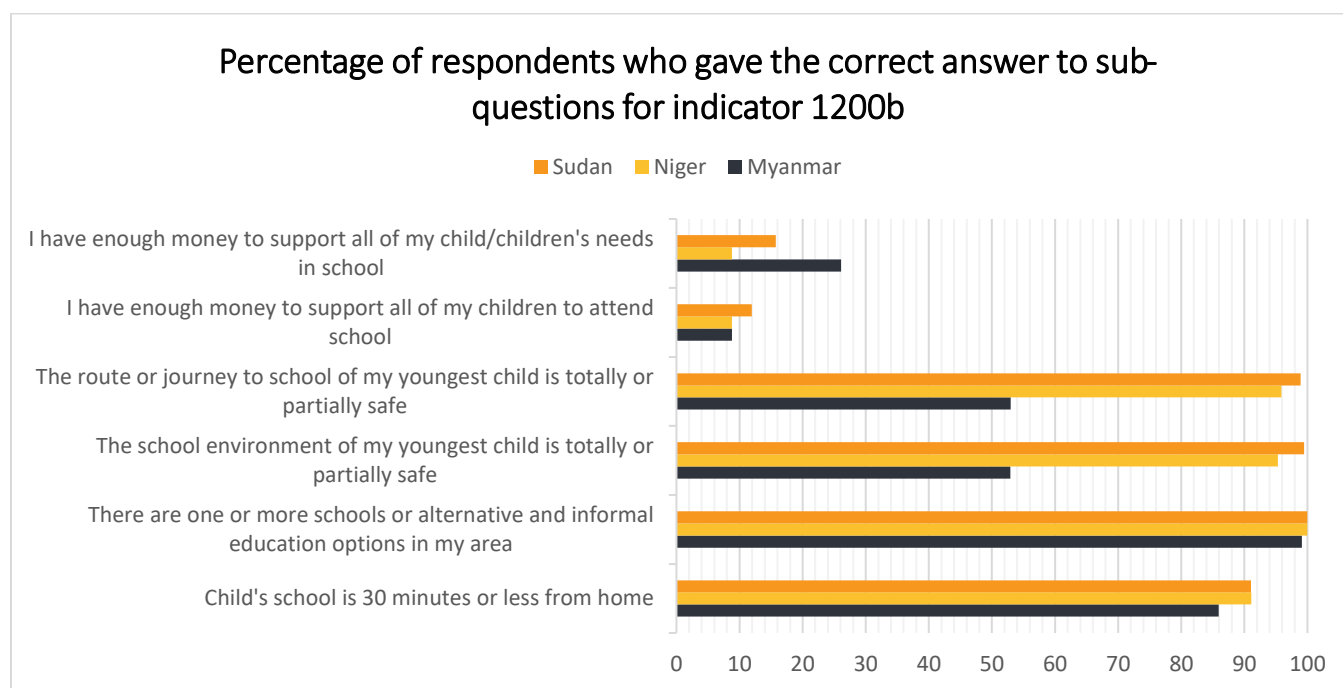
In Myanmar, one challenge to implementing welcoming spaces to girls is a lack of clean water leading to inadequate sanitation and hygiene facilities especially for girls. In Y4, the project will focus on the provision of clean water, gender segregated latrines, gender sensitive learning materials and appropriate classroom structures to create an inclusive and welcoming school environment that promotes the enrollment and regular attendance of girls.

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source	
<b>1200</b> Improved availability of inclusive, innovative, gender and climate-responsive education systems, integrating psychosocial support, for vulnerable out-of-school (OOS) girls and women in targeted fragile areas in Myanmar, Niger, Sudan		<b>ALL</b> Girls: 23.08% (204/884) Boys: 23.1% (179/775) Total: 23.09% (383/1659)	<b>ALL</b> Girls: 25.39% (98/386) Boys: 30% (108/360) All: 27.5% (206/746)	<b>ALL</b> Girls: 53% Boys: 52% Total: %	<b>ALL</b> Girls: 16.2% (75/464) Boys: 13.9% (58/416) Total: 15.1% (133/880)	<b>ALL</b> Girls: 54% Boys: 55% Total: 54%		
		<b>MYANMAR</b> Girls: 33.19% (158/476) Boys: 32.10% (121/377) Total: 32.71% (279/853)	<b>MYANMAR</b> Girls: 22.16% (37/167) Boys: 26.14% (40/153) Total: 23.99% (77/321)	<b>MYANMAR</b> Girls: 60% Boys: 55% Total: %	<b>MYANMAR</b> Girls: 12.97% (24/185) Boys: 14.1% (22/156) Total: 13.49% (46/341)	<b>MYANMAR</b> Girls: 50% Boys: 50% Total: 50%	Survey with parents and caregivers	
		<b>SUDAN</b> Girls: 17.09% (27/158) Boys: 22.81% (39/171) Total: 20.06% (66/329)	<b>SUDAN</b> Girls: 29.6% (37/125) Boys: 32.31% (42/130) Total: 30.74 (79/257)	<b>SUDAN</b> Girls: 50% Boys: 50% Total: 50%	<b>SUDAN</b> Girls: 19.49% (38/195) Boys: 17.82% (31/174) Total: 18.7% (69/369)	<b>SUDAN</b> Girls: 70% Boys: 70% Total: 70%		
		<b>NIGER</b> Girls: 7.6% (19/250) Boys: 8.37% (19/227) Total: 7.97% (38/477)	<b>NIGER</b> Girls: 25.53% (24/94) Boys: 33.77% (26/77) Total: 29.24% (50/171)	<b>NIGER</b> Girls: 50% Boys: 50% Total: 50%	<b>NIGER</b> Girls: 15.48% (13/84) Boys: 5.81% (5/86) Total: 10.59% (18/170)	<b>NIGER</b> Girls: 50% Boys: 50% Total: 50%		
	This result was calculated by respondents who answered at least 5 questions in the following manner:							
<ul style="list-style-type: none"> <li>• "30 mins or less" to the question "Could you tell the approximate distance (hours of walking) from home to the school which your youngest child attended or plans to attend?"</li> <li>• "There is 1 school", "There are no schools but there are alternative informal educational options", or "There are more than 2 schools" to the question "How many primary schools and educational opportunities are available in your location (within a 1hour walk)?"</li> <li>• "Totally safe" or "Partially safe (with a limited number of safety problems)" to the question "Do you see the school environment for your youngest child in school age as safe?"</li> <li>• "Totally safe" or "Partially safe (with a limited number of safety problems)" to the question "Do you see the routes and journey of your youngest child to school as safe?"</li> <li>• "I have enough money to support all of my children to attend school" to the question "Which of the following statements best described the financial affordability of the schooling in your household?"</li> <li>• "I have enough money to support all of my child/children's needs in school" to the question "Are you able to provide / pay for your child's school needs (books, learning materials, school meals)?"</li> </ul>								

**15.1% (133/880) of parents and caregivers demonstrated availability and access to primary education for their children.** This result is well below the end of project target of 54% and is even below the baseline of 23.09%. 16.2% of parents with a girl as their youngest child demonstrated availability and access to primary education compared to 13.9% of parents with a boy as their youngest child. It is important to note that this indicator measures parent and caregiver perceptions of school access while other indicators (1000a, 1000b 1000c) directly measure the number of OOSC in households, learner progress towards targeted competencies, and the reach of the project. While the results of this indicator suggest that access to school is declining, the actual number of school-age children attending school has increased. These seemingly contradictory results can at least partly be explained by circumstances surrounding how the TEES program is being supported and the context within which the project is being implemented.

The various questions that compose this indicator and the correct response rates are shown in the graph below. To count positively towards this indicator, each respondent must answer 5 out of the 6 questions correctly. As can be seen from the graph, the underperformance of this indicator is largely attributable to parent and caregiver responses to questions about having money to support children's school attendance

and their needs in school. A recalculation of the indicator without the two financial affordability questions shows 88.9% (146/170) of parents in Sudan and 85.9% (328/369) of parents in Niger demonstrating availability and access to primary education for their wards. These results suggest that there has been an improvement in the availability of inclusive, innovative, gender and climate-responsive education systems albeit with significant room for improving financial accessibility.



Across all three project countries, less than 12 percent of parents reported that they have enough money to support all their children to attend school. *It is important to note that the financial affordability questions may not be applicable to the context of students attending BRIGHT schools where free education is provided to learners.* Nonetheless, considering the BRIGHT schools will not be free after the project is over, this could be a warning sign that the parents are not in a financial position to support the teachers' stipends. There could be additional reasons for the low responses to financial affordability questions, including high rates of global inflation which were felt in all the countries and especially in Myanmar (the Myanmar Kyat had depreciated by over 54% against the US dollar compared to the previous year with inflation estimated to hit 8.5% in 2023<sup>1</sup>).

In Sudan, cultural norms around disclosing financial circumstances can impede the responses provided to survey questions. The project will apply insights gained from these questions into providing additional support in the form of livelihood activities to parents and caregivers in targeted communities to enhance their ability to financially support school-age wards and ensure equal and complete access to quality education. As shown in the figure above, parents and caregivers demonstrated high availability and access to primary education on all other indicator metrics including school safety (99.5%), safety of school routes (98.2%), time to school (91.06%) and availability of school options (100%). The project will also increase community awareness on the availability of free education through the BRIGHT project.

A similar trend is seen in Niger. A high level of access and availability of primary schools was demonstrated by parents and caregivers in all other areas (school safety – 95.3%, safety of school routes – 95.9%, time to school

<sup>1</sup> [HUMANITARIAN NEEDS OVERVIEW MYANMAR 2023](#)



- 91.09%, and availability of school options - 100%) except financial affordability. The percentage of parents reporting that they have enough money to support all their children dropped from 27% in Y2 to 8.8% in Y3. This drop may be explained by worsening insecurity in targeted areas leading to reduced economic activity and impoverishment of parents. In other words, parents might simply have less resources to invest in their ward's education. Another factor to consider is that successful ALP graduates have now been transferred to government middle schools and their needs have increased. This might explain the reduction in the percentage of parents reporting that they have enough money to support all their ward's needs in school from 24.6% in Y2 to 8.8% in Y3. In Y4, the project will support school management structures with livelihood activities to increase their ability to financially support their children's education.

Myanmar has seen a steady decline in the percentage of parents and caregivers demonstrating availability and access to primary education for their children since the beginning of the project. From a baseline of 32.7% the indicator dropped to 24% in Y2. In year 3, the indicator saw a 10-percentage point decrease to 13.5%. Like Niger and Sudan, parents and caregivers in Myanmar demonstrated availability and access to primary education for their wards on metrics like time to school (85.9%) and schooling options (99.1%). However, in addition to low responses to affordability questions, fewer parents in Myanmar (52.9%) rated their child's school environment or route to school as "totally safe" or "partially safe". It is important to situate these responses within the wider context of political unrest and insecurity within which BRIGHT schools in Myanmar operate. Follow-up FGD results suggest that parent and caregiver responses to safety questions were not specific to the BRIGHT project but rather the state of the broader community. According to FGD participants there have been no safety or security related incidents at BRIGHT schools attended by their wards in the past six months. FGD responses to the safety of school routes were more mixed. Schools within the community were generally regarded as safe while schools located further from communities had issues like slippery road leading to increased fall risk during rainy season. Schools located close to highways were generally regarded as unsafe with increased risk of sporadic fighting. While several of these factors are outside the scope of the BRIGHT intervention, the project will pursue its objective of enhancing access to educational opportunities for vulnerable women and girls through education sensitization events, increasing the scope of vocational activities for parents, operation of TEES and ALP community schools, and the provision of inclusive, innovative, gender and climate-responsive teaching and learning materials in targeted communities.

## 1.7 IMMEDIATE OUTCOME 1210

***Increased capacity of local female and male educators to deliver localized, inclusive, innovative, gender- and climate-responsive quality education, integrating psychosocial support, for vulnerable OOS girls of primary school age***

Outcome	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1210 Increased capacity of local female and male educators to deliver localized, inclusive, innovative, gender- and climate-responsive quality education, integrating psychosocial support, for vulnerable OOS girls of primary school age	1210a % and # of TEES teachers that achieve satisfactory teacher competency	<b>ALL</b> Female: 39 Male: 6 All: 19.5% (45/230)	<b>ALL</b> Female: 107 Male: 23 All: 130 or 56.52% (130/230)	<b>ALL</b> Female: 118 Male: 66 All: 184 or 80% (184/230)	<b>ALL</b> Female: 176 Male: 43 All: 219 or 95.2% (219/230)	<b>ALL</b> Female: 118 Male: 66 All: 184 or 80% (184/230)	TEES Competency Assessment and Observations
		<b>MYANMAR</b> Female: 39 Male: 6 All: 45 or 21.42% (45/210)	<b>MYANMAR</b> Female: 94 Male: 16 All: 110 or 52.38% (110/210)	<b>MYANMAR</b> Female: 112 Male: 56 All: 168 or 80% (168/210)	<b>MYANMAR</b> Female: 163 Male: 36 All: 199 or 94.8% (199/210)	<b>MYANMAR</b> Female: 112 Male: 56 All: 168 or 80% (168/210)	
		<b>SUDAN</b> 0%	<b>SUDAN</b> Female: 13 Male: 7 All: 20 or 100% (20/20)	<b>SUDAN</b> Female: 6 Male: 10 All: 16 or 80% (16/20)	<b>SUDAN</b> Female: 13 Male: 7 All: 20 or 100.0% (20/20)	<b>SUDAN</b> Female: 6 Male: 10 All: 16 or 80% (16/20)	
This data is collected by the local implementing partners and verified by the project team.							

**95.2% (219/230) targeted TEES teachers have achieved satisfactory teacher competency.** This number exceeds the end of project target of 80% of teachers achieving satisfactory competency. A cumulative total of 176 females and 43 males have been trained in Myanmar and Sudan. The Teachers Established Education Services (TEES) program is an innovative approach that provides localized, inclusive, gender and climate responsive, quality education for OOSC aged 5-11 in BRIGHT targeted communities.



Figure 6: BRIGHT Myanmar TEES Students Learning and Sunbathing

There has been a 73-percentage point increase in progress towards achieving end of project targets for teachers achieving satisfactory competency scores in Myanmar from baseline (21.4%) to Y3 (94.8%). In the final year of the project, the team will help TEES educators to maintain and improve the competency standards they have attained through ongoing capacity building by Mobile Teacher Trainers (MTTs). In Sudan TEES teacher competency standards were developed around commitment to students and student learning, professional knowledge, teaching practice, and leadership and community. TEES teacher progress towards these competencies is measured by MTTs who serve as education supervisors. Overall, progress on this indicator in targeted communities contributes to increasing capacity of educators to deliver localized, inclusive, innovative, gender- and climate-responsive quality education, integrating psychosocial support, for vulnerable OOS girls of primary school age.

Outcome	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1210 Increased capacity of local female and male educators to deliver localized, inclusive, innovative, gender- and climate-responsive quality education, integrating psychosocial support, for vulnerable OOS girls of primary school age	1210b # of TEES teachers who are supported by MTTs	<b>ALL</b> Female: 39 Male: 6 All: 45	<b>ALL</b> Female: 107 Male: 23 All: 130	<b>ALL</b> Female: 120 Male: 68 All: 188	<b>ALL</b> Female: 201 Male: 49 All: 250	<b>ALL</b> Female: 118 Male: 66 All: 184	MTTs Performance Assessment and Observations
		<b>MYANMAR</b> Female: 39 Male: 6 All: 45	<b>MYANMAR</b> Female: 94 Male: 16 All: 110	<b>MYANMAR</b> Female: 112 Male: 56 All: 168	<b>MYANMAR</b> Female: 188 Male: 42 All: 230	<b>MYANMAR</b> Female: 112 Male: 56 All: 168	
		<b>SUDAN</b> 0	<b>SUDAN</b> Female: 13 Male: 7 All: 20	<b>SUDAN</b> Female: 8 Male: 12 All: 20	<b>SUDAN</b> Female: 13 Male: 7 All: 20	<b>SUDAN</b> Female: 6 Male: 10 All: 16	
		This result was calculated as the total # of TEES teachers receiving support from MTTs. This data is collected by the local implementing partners and verified by the project team.					

**A cumulative total of 250 (F 201 / M 49) TEES teachers are supported by Mobile Teacher Trainers (MTTs) exceeding the end of project target (184).** MTTs are experienced teachers who are trained and equipped to provide ongoing supervision and support, including psychosocial support, to TEES teachers.

In Y3, the BRIGHT project in Myanmar expanded the number of TEES classes to accommodate more children and increase the availability of educational opportunities. As a result, 120 new TEES teachers were recruited, trained, and mobilized by the project. Overall, 230 TEES teachers in Myanmar (188 female and 42 male) receive ongoing support from MTTs.

In Sudan MTTs are supporting 20 TEES teachers. MTTs are responsible for ensuring that BRIGHT trained and deployed teachers are implementing programs as designed. They do this through ongoing training, support, and supervision.



## 1.8 IMMEDIATE OUTCOME 1220

***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***

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1220 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	1220a % and # of ALP teachers that achieve satisfactory teacher competency	<b>ALL</b> Female: 3 Male: 11 All: 14 or 12.5% (14/112)	<b>ALL</b> Female: 21 Male: 47 All: 68 or 60% (68/112)	<b>ALL</b> Female: 48 Male: 42 All: 90 or 80% (90/112)	<b>ALL</b> Female: 65 Male: 56 All: 121 or 108% (121/112)	<b>ALL</b> Female: 48 Male: 42 All: 90 or 80% (90/112)	ALP Competency Assessment and Observations
		<b>MYANMAR</b> 0	<b>MYANMAR</b> 0	<b>MYANMAR</b> Female: 32 Male: 24 All: 56 or 80% (56/70)	<b>MYANMAR</b> Female: 44 Male: 9 All: 53 or 75.7% (53/70)	<b>MYANMAR</b> Female: 32 Male: 24 All: 56 or 80% (56/70)	
		<b>SUDAN</b> N/A	<b>SUDAN</b> Female: 14 Male: 24 All: 38 or 190% (38/20)	<b>SUDAN</b> Female: 6 Male: 10 All: 16 or 80% (16/20)	<b>SUDAN</b> Female: 14 Male: 24 All: 38 or 190% (38/20)	<b>SUDAN</b> Female: 6 Male: 10 All: 16 or 80% (16/20)	
		<b>NIGER</b> Female: 3 Male: 11 All: 14 or 63.63% (14/22)	<b>NIGER</b> Female: 7 Male: 23 All: 30 or 136% (30/22)	<b>NIGER</b> Female: 10 M: 8 All: 18 or 81.81% (18/22)	<b>NIGER</b> Female: 7 Male: 23 All: 30 or 136% (30/22)	<b>NIGER</b> Female: 10 M: 8 All: 18 or 81.81% (18/22)	
This data is collected by the local implementing partners and verified by the project team.							

**108% or 121/112 targeted Accelerated Learning Program (ALP) teachers-65 female and 56 male- have achieved satisfactory teacher competency.** This achievement exceeds the end of project target of 80%. ALP is a bridging program for OOSC aged 12-15 that equips learners with the competencies to be enrolled in government operated secondary schools.

In Myanmar, the competency checklist for assessing ALP teacher competency includes content knowledge, general pedagogical knowledge, creating a safe and welcoming space for student learning and caregivers/community engagement, and professional development. Similarly, Niger assesses teacher competency in pedagogical knowledge, school data and administration management, language proficiency, inclusive education competency including sign language and braille reading ability, and teaching effectiveness. In Sudan the checklist includes assessments of professional knowledge (*understanding of educational theory, curriculum design, teaching strategies, and awareness of current trends and developments in the field of education*), teacher commitment to students and student learning (*ability to foster a supportive, safe, welcoming and inclusive learning environment*), teaching practice (*effective classroom management, lesson planning, and assessment strategies*), and leadership and community engagement (*ability to work collaboratively with other teachers, school administrators, and community members to support student learning and create positive change within the education system*).

The progress BRIGHT has made in increasing the capacity of local ALP and life-skills providers to deliver quality education services for vulnerable OOS, girls, and women is evidenced by the 83.5 percentage point increase in the number of ALP teachers achieving satisfactory teacher competency since the beginning of the project. Each of the 3 BRIGHT project countries has exceeded end of project targets. In the final year of the project, the teams will continue to build the capacity of ALP teachers through ongoing support from MTTs.

Outcome	Indicator(s)	Baseline/Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
---------	--------------	-------------	----------------------	----------------------	----------------------	------------	-------------



1220 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	1220b # of ALPs teachers who are supported by MTTs	<b>ALL</b> Female: 2 Male: 10 All: 12	<b>ALL</b> Female: 20 Male: 46 All: 66	<b>ALL</b> Female: 51 Male: 48 All: 99	<b>ALL</b> Female: 69 Male: 55 All: 124	<b>ALL</b> Female: 48 Male: 42 All: 90	MTTs Performance Assessment and Observations
		<b>MYANMAR</b> 0	<b>MYANMAR</b> 0	<b>MYANMAR</b> Female: 32 Male: 24 All: 56	<b>MYANMAR</b> Female: 49 Male: 9 All: 58	<b>MYANMAR</b> Female: 32 Male: 24 All: 56	
		<b>SUDAN</b> N/A	<b>SUDAN</b> Female: 14 Male: 24 All: 38	<b>SUDAN</b> Female: 9 Male: 16 All: 25	<b>SUDAN</b> Female: 14 Male: 24 All: 38	<b>SUDAN</b> Female: 6 Male: 10 All: 16	
		<b>NIGER</b> Female: 2 Male: 10 All: 12	<b>NIGER</b> Female: 6 Male: 22 All: 28	<b>NIGER</b> Female: 10 Male: 8 All: 18	<b>NIGER</b> Female: 6 Male: 22 All: 28	<b>NIGER</b> Female: 10 Male: 8 All: 18	

This result is calculated as the total number of ALP teachers who are supported by MTTs (or supervisors in Niger). This data is collected by the local implementing partners and verified by the project team.

**A cumulative total of 124 ALP teachers of an end of project targeted 90 -69 female and 55 male - are supported by MTTs (or supervisors in Niger).** The project has exceeded final targets in each country. Similar to the role MTTs play for TEEs educators, they support ALP teachers through periodic training, evaluations, feedback, and monitoring to enhance teacher performance. The ongoing supervision and support (including psychosocial support provided to ALP teachers increases their capacity to deliver localized, inclusive, innovative, gender- and climate-responsive quality education services for vulnerable OOS girls and women of lower secondary school age. 38 teachers (14 female and 24 male) are supported by MTTs in Sudan while in Niger supervisors provide support for 28 ALP teachers (16 female and 22 male) in targeted communities.

In Y3, Myanmar recruited and trained 58 new ALP teachers (49 female and 9 male) who are now supported by MTTs. There were no ALP students or teachers in Myanmar in Y1 and Y2 of the project. The new ALP teachers provide instruction for the 1077 students from Northern Shan and Kayah states that were enrolled in ALP classes in Y3. The project has struggled to recruit male teachers due to the feminization and low status of the teaching profession in the targeted communities. Migration of men and boys and pressure to join armed forces have exacerbated the difficulty of efforts to ensure gender diversity in hiring teachers. Conversely, Niger has experienced challenges recruiting female candidates for available teaching positions. The team has attempted to bridge the gender gap by conducting sensitization and advocacy meetings in targeted communities.

## 1.9 IMMEDIATE OUTCOME 1230

***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***

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1230 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	1230a % and # of BRIGHT supported schools that receive support from the government (Sudan/Niger) or local/ethnic education network/council (Myanmar) comparable to government-operated schools	<b>ALL</b> 0	<b>ALL</b> 12% or 7 out of 58 school	<b>ALL</b> 60% or 35 out of 58 schools	<b>ALL</b> 116% or 67 out of 58 schools	<b>ALL</b> 60% or 35 out of 58 schools	Record Verification and Survey with Educators and Leaders
		<b>MYANMAR</b> 0	<b>MYANMAR</b> 0	<b>MYANMAR</b> 60% or 24 out of 40 schools	<b>MYANMAR</b> 130% or 52 out of 40 schools	<b>MYANMAR</b> 60% or 24 out of 40 schools	
		<b>SUDAN</b> 0	<b>SUDAN</b> 38% or 7 out of 18 schools	<b>SUDAN</b> 60% or 11 out of 18 schools	<b>SUDAN</b> 83% or 15 out of 18 schools	<b>SUDAN</b> 60% or 11 out of 18 schools	

This data is collected by the local implementing partners and verified by the project team.

Further verification is done using the Survey for Educators and Leaders respondents who answered both:

"government provides funding to schools" and "government provides training to teachers and other school staff" to the question "Which support to education is available in your community from the government"						
1230b Level of TEES and ALP curriculum alignment with government, including eligibility criteria to transit to government-operated education system	MYANMAR	MYANMAR	MYANMAR	MYANMAR	MYANMAR	Record Verification
	None	None	Medium alignment	Highly aligned	Medium alignment	
	SUDAN	SUDAN	SUDAN	SUDAN	SUDAN	
	None	Highly aligned	High alignment	Highly aligned	High alignment	
This data is collected by the local implementing partners and verified by the project team.						

**116% (67/58) of targeted BRIGHT supported schools receive support from the government Sudan/Niger) or local/ethnic education network/council (Myanmar) comparable to government-operated schools.**

**There is a "High Alignment" of TEES and ALP curriculum utilized in Sudan with government, including eligibility criteria to transit to the government-operated education system. There is also a "High Alignment of TEES and ALP curriculum alignment utilized in Myanmar with local/ethnic education network/council, including eligibility criteria to transit to the government-operated education system.**

In Sudan, the ongoing support and high alignment of curriculum ensures that BRIGHT school graduates who meet eligibility criteria can be easily transferred to the existing formal education system. The project team works closely with the Ministry of Education and other relevant agencies in the implementation of the BRIGHT project. The MOE was involved in the initial design of education activities leading to strong ownership and support of BRIGHT schools. The MOE provides learning material and infrastructure support for BRIGHT schools. The high alignment of BRIGHT and government operated school curriculum and the strong collaboration between the MOE and the project has facilitated the transfer of both TEES/ALP students and teachers into the government operated school system. The sustainability of project gains is also bolstered by the advocacy of the project team to increase recognition and support of localized non-formal education services like those provided by BRIGHT.

In Myanmar, ongoing rule by the unelected military government has forestalled collaboration and has resulted in a strategy shift and rewording of the indicator statement as seen above. BRIGHT schools in Myanmar receive support from Ethnic Education Councils in the form of recognition, material support, and joint monitoring visits. Competency standards for student assessment are developed in collaboration with local partners TEI and KN'WO. The Karenni State Consultative Council along with other stakeholders was involved in the revision and modification of ALP curriculum to ensure that the content is inclusive, localized and gender responsive.

The level of engagement with government and local authorities in both Sudan and Myanmar aids in the contextualization and sustainability of BRIGHT targeted outcomes.

## 1.10 INTERMEDIATE OUTCOME 1300

***Increased access to gender-responsive, environment-sensitive market-driven learning opportunities for livelihood and life skills, among vulnerable, OOS girls and women in targeted fragile areas in Myanmar, Niger, and Sudan***

Outcome	Indicator(s)	Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
1300 Increased access to gender-responsive, environment-sensitive market-driven learning opportunities for livelihood and life skills, among vulnerable, OOS girls and women in fragile areas in Myanmar, Niger, and Sudan	1300a % and # of learners in supported livelihood and life skills trainings who completed the appropriate training level	<p><b>ALL</b> Female: 63 Male: 5 All: 68 or 6.4% (68/1056)</p> <p><b>MYANMAR</b> Female: 63 Male: 5 All: 24.28% (68/280)</p> <p><b>SUDAN</b> 0</p> <p><b>NIGER</b> 0</p>	<p><b>ALL</b> Female: 500 Male: 71 All: 571 or 54% (571/1056)</p> <p><b>MYANMAR</b> Female: 127 Male: 28 All: 155 or 55.35% (155/280)</p> <p><b>SUDAN</b> Female: 373 Male: 43 All: 416 or 110% (416/376)</p> <p><b>NIGER</b> Female: 0 Male: 0 All: 0</p>	<p><b>ALL</b> Female: 696 Male: 134 All: 845 or 79% (830/1056)</p> <p><b>MYANMAR</b> Female: 126 Male: 84 All: 210 or 75% (210/280)</p> <p><b>SUDAN</b> Female: 250 Male: 50 All: 300 or 80% (300/376)</p> <p><b>NIGER</b> Female: 320 Male: 0 All: 320 or 80% (320/400)</p>	<p><b>ALL</b> Female: 1534 Male: 199 All: 164% (1733/1056)</p> <p><b>MYANMAR</b> Female: 544 Male: 55 All: 214% (599/280)</p> <p><b>SUDAN</b> Female: 592 Male: 63 All: 174% (655/376)</p> <p><b>NIGER</b> Female: 398 Male: 81 All: 120% (479/400)</p>	<p><b>ALL</b> Female: 705 Male: 140 All: 845 or 80% (845/1056)</p> <p><b>MYANMAR</b> Female: 135 Male: 90 All: 225 or 80% (225/280)</p> <p><b>SUDAN</b> Female: 250 Male: 50 All: 300 or 80% (300/376)</p> <p><b>NIGER</b> Female: 320 Male: 0 All: 320 or 80% (320/400)</p>	BRIGHT Vocational Training Records
	1300b % and # of trainees in livelihood training programs who rate program as environmental sensitive, market driven, gender sensitive and relevant to market opportunities	<p><b>ALL</b> 0%</p> <p><b>MYANMAR</b> 0%</p> <p><b>SUDAN</b> 0%</p> <p><b>NIGER</b> 0%</p>	<p><b>ALL</b> Female: 75% (6/8) Male: 95.4% (21/22) All: 90% (27/30)</p> <p><b>MYANMAR</b> Female: 75% (6/8) Male: 95.4% (21/22) All: 90% (27/30)</p> <p><b>SUDAN</b> N/A</p> <p><b>NIGER</b> N/A</p>	<p><b>ALL</b> Female: 634 Male: 126 All: 90% (760/845)</p> <p><b>MYANMAR</b> Female: 121 Male: 81 All: 90% (202/225)</p> <p><b>SUDAN</b> Female: 225 Male: 45 All: 90% (270/300)</p> <p><b>NIGER</b> Female: 288 Male: 0 All: 90% (288/320)</p>	<p><b>ALL</b> Female: 51.1% (356/697) Male: 72.9% (78/107) All: 54% (434/804)</p> <p><b>MYANMAR</b> Female: 16.8% (40/238) Male: 51.2% (21/41) All: 21.9% (61/279)</p> <p><b>SUDAN</b> Female: 56.01% (163/291) Male: 71.43% (20/28) All: 57.37% (183/319)</p> <p><b>NIGER</b> Female: 91.1% (153/168) Male: 97.4% (37/38) All: 92.2% (190/206)</p>	<p><b>ALL</b> Female: 634 Male: 126 All: 90% (760/845)</p> <p><b>MYANMAR</b> Female: 121 Male: 81 All: 90% (202/225)</p> <p><b>SUDAN</b> Female: 225 Male: 45 All: 90% (270/300)</p> <p><b>NIGER</b> Female: 288 Male: 0 All: 90% (288/320)</p>	Survey with Vocational Students
<p>This data is collected by the local implementing partners and verified by the project team.</p> <p>This result was calculated by respondents who answered a 4 or 5 to both of the following questions: On a scale of 1–5, where 1 is “not at all” and 5 is “a lot” how true you see the following statements about the vocational training?</p> <ul style="list-style-type: none"> <li>The vocational program is relevant to existing market jobs available.</li> <li>The vocational program was inclusive for men and women.</li> </ul> <p>And answered a 4 or 5 on at least 2 of the following questions which demonstrate 21st century skills: On a scale of 1–5, where 1 is “not at all” and 5 is “a lot” how true you see the following statements about the vocational training?</p> <ul style="list-style-type: none"> <li>The program/curriculum builds skills in critical thinking.</li> <li>The program/curriculum builds skills in communication.</li> <li>The program/curriculum builds skills in collaboration (working with others).</li> <li>The program/curriculum builds skills in creativity.</li> </ul>							

**164% (1733/1056) of targeted learners in supported livelihood and life skills trainings have completed the appropriate training level exceeding the end of project target (80%).** This result is comprised of 1534 females and 199 males who have completed training since the beginning of the project. This comprises 599 learners from Myanmar, 655 learners from Sudan, and 479 learners from Niger.

In Y3, 479 (398 female and 81 male) in Niger completed life skills training. The livelihood training was offered in two phases. The first phase covered fattening, gardening, associative life, small business, and Income Generative Activity Entrepreneurship. All modules in phase one were offered in one package. The second training phase covered accounting management tools. Female and male participants were trained together in both training phases. A participatory, learner centered approach in Sudan has been effective for transferring the skills and



knowledge participants need to build sustainable livelihoods. In Myanmar livelihood graduates are utilizing skills gained to provide food, clothing, and soap for themselves and their families. Other trainees are sharing the newly gained skills and knowledge with neighbors and the wider community. Livelihood skills have also provided a means for learners to generate additional income.



Figure 7: BRIGHT Niger Women's Group Gardening for Income

**54% (434/804) of trainees in livelihood training programs rated the program as environmentally sensitive, market driven, gender sensitive and relevant to market opportunities.** This result represents a 36-percentage point shortfall from the end-of-project target. In all three countries male trainees rated livelihood programs significantly higher than female trainees.

Niger is the only country that has met end of project targets for this indicator. 92.2% or 190/206 (F 153/ M 37) of trainees rated the program as environmentally sensitive, market driven, gender sensitive and relevant to market opportunities. The high ratings suggest that program participants are now better equipped to pursue income generating activities that will help cater for themselves and their families. Approximately 100% of women and women rated the training they received as relevant to the market. 99.4% of women and 100 % of men also rate the trainings received as gender sensitive. These high program ratings are the result of market driven gender sensitive approach that employed the following strategies:

- Gender-inclusive and environmentally sensitive training of trainers.
- Gender parity of livelihood trainers.
- Consultation of target groups to meet specific expectations during training.
- A relevant market assessment was carried out by the project, prior to the training.



- The choice of beneficiary activities in alignment with the market assessment.

In Myanmar, only 13.7% of trainees in Y3 rated the livelihood program as high on selected metrics compared to 90% in Y2. The local partner used at the beginning of the project was changed in Y3 leading to the following challenges:

- The design of the livelihood program didn't align well with the description of the indicator or overall programming conceptually. The project team trained participants with regular/traditional curriculum, while the sub-heading of the indicator required the curriculum to be contextualized as per project's requirement, but this was not done. Thus, neither trainers nor trainees could relate the vocational training component with the indicator requirement.
- The post training survey included questions about 21st century skills (4Cs), which were not included in the training package, leading to low ratings.
- Exchange of goods remains dominant in rural targeted communities; therefore, the concept of market relevance relating to cash was difficult to convey during surveys.
- Language barriers between trainers and trainees affected the quality of instruction. Similar challenges impacted effective data collection during surveys.

The project team will address these issues in the final year of the project.



Figure 8: BRIGHT Niger Vocational Training

In Sudan, 57.4% or 183/319 (F 163 / M 20) of trainees in livelihood training programs rated the program as environmentally sensitive, market driven, gender sensitive and relevant to market opportunities. The table below shows the percentage of trainees in Sudan who rated the program as 4 or 5 in response to survey questions. The lowest scoring metric is whether the vocational program was inclusive for men and women. A relatively low percentage of both male (71.43%) and female (59.72%) livelihood participants rated the training programs as inclusive. A low percentage of males (57.14%) reported that the curriculum offered builds skills in communication. In response to these ratings the project will review program design and delivery to identify areas for improvement, such as curriculum content and structure, training methods, and qualifications and experience of trainers. This will help ensure that the program is effective in building the required skills and knowledge and is delivered in an inclusive and supportive learning environment.

It is important to note that majority of trainees (100% male and 91% female) rated the training curriculum highly on its relevance to existing market jobs available. This indicates that the training curriculum is market sensitive thereby effectively preparing trainees for employment opportunities in the local market. Additionally, the results suggest that the BRIGHT project is on track to improve the economic well-being of participants, especially vulnerable women, and girls in targeted communities.

	Male	Female	Total
The vocational program is relevant to existing market jobs available	100%	91.41%	92.16%
The vocational program was inclusive for men and women	71.43%	59.72%	60.76%
The program/curriculum builds skills in critical thinking.	82.14%	92.78%	91.85%
The program/curriculum builds skills in communication.	57.14%	90.03%	87.15%
The program/curriculum builds skills in collaboration (working with others).	100%	95.19%	95.61%
The program/curriculum builds skills in creativity.	78.57%	87.63%	86.83%
<b>Overall</b>	<b>71.43%</b>	<b>56.01%</b>	<b>57.37%</b>

## 1.11 IMMEDIATE OUTCOME 1310

***Increased capacity of female and male teachers and 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.***

Outcome	Indicator(s)	Y1	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source
<b>1310</b> Increased capacity of female and male vocational trainers to provide gender-responsive and environment-sensitive, market driven and appropriate 21st century livelihood and life-	<b>1310a</b> % and # of trainees who fulfilled the criteria and were accepted to livelihood training	<b>ALL</b> Female: 63 or 6.9% (63/911) Male: 5 or 2.5% (5/195) All: 68 or 6.1% (68/1106)	<b>ALL</b> Female: 900 or 98.79% (900/911) Male: 71 or 36.4% (71/195) All: 971 or 87.5% (971/1106)	<b>ALL</b> Female: 881 or 97% (881/911) Male: 175 or 90% (175/195) All: 1056 or 95% (1056/1106)	<b>ALL</b> Female: 171% (1557/911) Male: 112% (219/195) All: 161% (1776/1106)	<b>ALL</b> Female: 881 or 97% (881/911) Male: 175 or 90% (175/195) All: 1056 or 95% (1056/1106)	BRIGHT Vocational Training Records
		<b>MYANMAR</b> Female: 63 or 31.82% (63/198) Male: 5 or 3.78% (5/132) All: 68 or 20.6% (68/330)	<b>MYANMAR</b> Female: 127 or 64% (127/198) Male: 28 or 21% (28/132) Total: 155 or 46.9% (155/330)	<b>MYANMAR</b> Female: 168 or 85% (168/198) Male: 112 or 85% (112/132) Total: 280 or 85% (280/330)	<b>MYANMAR</b> Female: 275% (544/198) Male: 42% (55/132) Total: 182% (599/330)	<b>MYANMAR</b> Female: 168 or 85% (168/198) Male: 112 or 85% (112/132) Total: 280 or 85% (280/330)	
		<b>SUDAN</b> 0	<b>SUDAN</b> Female: 127 or 64% (127/198) Male: 28 or 21% (28/132) Total: 155 or 46.9% (155/330)	<b>SUDAN</b> Female: 313 or 100% (313/313) Male: 63 or 100% (63/63) Total: 376 or 100% (376/376)	<b>SUDAN</b> Female: 189% (592/313) Male: 100% (63/63) Total: 174% (655/376)	<b>SUDAN</b> Female: 168 or 85% (168/198) Male: 112 or 85% (112/132) Total: 280 or 85% (280/330)	
		<b>NIGER</b> 0	<b>SUDAN</b> Female: 373 or 119% (373/313) Male: 43 or 68% (43/63)	<b>SUDAN</b> Female: 313 or 100% (313/313) Male: 63 or 100% (63/63) Total: 376 or 100% (376/376)	<b>NIGER</b> Female: 105% (421/400) Male: 101% (101/0*) Total: 131% (522/400)	<b>SUDAN</b> Female: 313 or 100% (313/313) Male: 63 or 100% (63/63) Total: 376 or 100% (376/376)	
				<b>NIGER</b>	<b>NIGER</b>	<b>NIGER</b>	
					<b>NIGER</b>	<b>NIGER</b>	



skills for vulnerable and out-of-school girls, women	All: 416 or 110.6% (416/376)	Female: 400 or 100% (400/400) Male: 0% Total: 400 or 100% (400/400)	Female: 400 or 100% (400/400) Male: 0% Total: 400 or 100% (400/400)
	<b>NIGER</b> Female: 400 or 100% (400/400) Male: 0 All: 400 or 100% (400/400)		

This data is collected by the local implementing partners and verified by the project team.

**161% (1776/1106) of targeted trainees fulfilled the criteria and were accepted to livelihood training.** 1557 females and 219 males have been trained since the beginning of the project exceeding the final target of 1056. There is virtually no difference in the rate between male and female applicants being accepted to livelihood training, however, the actual number of trainees going through the program is higher for females because they are targeted more than males. All applicants to the livelihood program in Sudan and Niger were accepted into the program.



Figure 9: BRIGHT Niger Vocational Trainee

Myanmar accepted almost three times (275%) of the targeted number of applicants. 109 of the trainees accepted in Y3 were from Northern Shan state and the remaining 335 were from Kayah state. The selection criteria for vocational trainees were disseminated through community leaders. This criterion includes the following:

- Must be between age 16 and 50.
- Must be willing and interested in attending the course.

- Must be able to attend the course until the end.
- Must be a permanent resident in the village.
- Must be able to live with people.
- Must be able to follow the rules and regulations established by ADRA Myanmar.

The small percentage of people who could not join the training in Myanmar were for reasons including inability to commit to hundred percent attendance, transportation challenges and economic migration to border areas.

In Sudan, the program targets women with children aged five and under, women headed households, women leaders, women, and girls living with disabilities and older adolescent boys while Niger prioritizes vulnerable women. This targeting reflects the program's commitment to promoting inclusive and accessible education and training.

Outcome	Indicator(s)	Baseline	Y2 Cumulative Result	Y3 Cumulative Target	Y3 Cumulative Result	EOP Target	Data Source			
<b>1310</b> 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	<b>1310b</b> % and # of vocational trainers that achieve satisfactory teacher competency	Not applicable at baseline	<b>ALL</b> Female: 21 Male: 17 All: 38 or 58.4% (38/65)	<b>ALL</b> Female: 32 Male: 23 All: 55 or 85% (55/65)	<b>ALL</b> Female: 28 Male: 18 All: 46 or 70.8% (46/65)	<b>ALL</b> Female: 32 Male: 23 All: 55 or 85% (55/65)	Livelihood Competency Assessment and Observations			
			<b>MYANMAR</b> Female: 3 Male: 6 All: 9 or 50% (9/18)					<b>MYANMAR</b> Female: 10 Male: 5 All: 15 or 85% (15/18)	<b>MYANMAR</b> Female: 10 Male: 7 All: 17 or 94.4% (17/18)	<b>MYANMAR</b> Female: 10 Male: 5 All: 15 or 85% (15/18)
			<b>SUDAN</b> Female: 11 Male: 4 All: 15 or 42.8% (15/35)					<b>SUDAN</b> Female: 17 Male: 13 All: 30 or 85% (30/35)	<b>SUDAN</b> Female: 11 Male: 4 All: 15 or 42.9% (15/35)	<b>SUDAN</b> Female: 17 Male: 13 All: 30 or 85% (30/35)
			<b>NIGER</b> Female: 7 Male: 7 All: 14 or 116% (14/12)					<b>NIGER</b> Female: 5 Male: 5 All: 10 or 80% (10/12)	<b>NIGER</b> Female: 7 Male: 7 All: 14 or 117% (14/12)	<b>NIGER</b> Female: 5 Male: 5 All: 10 or 80% (10/12)
This data is collected by the local implementing partners and verified by the project team.										

**A cumulative total of 46 (70.8%) of targeted vocational trainers achieved satisfactory teacher competency. More vocational trainers will be trained and the end of project target for this indicator is expected to be met by the end of Year 4.**

In Myanmar, 17 trainers - 10 female and 7 male – have achieved satisfactory teacher competency. The project developed the Vocational Trainers Competency Checklist to assess the competency of vocational trainers. The checklist measured the following:

- Delivery method
- Use of visual aids
- Technical competency
- Body language
- Participation or engagement with participants

In Niger, 14 trainers – 7 female and 7 male – achieved satisfactory teacher competency. Livelihood trainers were initially selected based on prior livelihood training, availability, and completion of secondary school level education. All selected participants are then trained to provide gender-responsive and environment-sensitive, market driven and appropriate 21st century livelihood and life-skills for vulnerable and out-of-school girls and women. To achieve satisfactory teacher competency, vocational trainers are expected to



demonstrate the ability to instruct trainees using a gender and environment-sensitive curriculum, including topics on PSEA, gender equality, SRHR, SGBV, and referral pathways.

In Sudan, trainer competence was assessed through direct observation by project staff and feedback from vocational trainees. Trainer skills in effective content delivery, facilitating group discussions, engaging participants in the learning process and overall effectiveness all contributed to whether they achieved satisfactory competency or not. 15 trainers who were originally trained and met competency during Y2, participated in a 5-day refresher training program in November 2022. The training covered gender and climate responsive approaches to livelihood training and integrating topics like gender equality, human rights, SRHR, and GBV into livelihood curriculum. By continuing to build the capacity of trainers in these topics the BRIGHT project equips them 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. Sudan will train some more vocational trainers in Year 4.

## 2 REACH

Groups	Beneficiaries & Intermediaries – PIP				Beneficiaries & Intermediaries - ACTUAL			
	Myanmar	Sudan	Niger	TOTAL	Myanmar	Sudan	Niger	TOTAL
Girls (age 5-10)	480	350	20	850	1,765	828	0	2,593
Boys (age 5-10)	420	250	0	670	1,761	656	0	2,417
Girls (age 11-15)	540	0	411	951	564	1,024	229	1,817
Boys (age 11-15)	420	180	0	600	406	838	239	1,483
Women (age 16+)	2,254	366	1,834	4,454	2,254	366	1,834	4,454
Men (age 16+)	1,637	98	1,056	2,791	1,637	98	1,056	2,791
<b>TOTALS</b>	<b>5,751</b>	<b>1,244</b>	<b>3,321</b>	<b>10,316</b>	<b>8,387</b>	<b>3,810</b>	<b>3,358</b>	<b>15,555</b>

## 3 DESIGN CHANGES

### 3.1 CHANGES TO THE THEORY OF CHANGE

No changes have been made to the Theory of Change during the reporting period. No changes are requested for the Theory of Change.

### 3.2 CHANGES TO THE LOGIC MODEL

No changes have been made to the logic model during the reporting period. No changes are required to the logic model.

### 3.3 CHANGES TO THE PERFORMANCE MEASUREMENT FRAMEWORK

No changes have been made to the PMF during the reporting period. No changes are requested for the PMF.

## 4 DESIGN CHANGES

### 4.1 AREAS FOR IMPROVEMENT AND LESSONS LEARNED

This section summarizes areas for improvement that were identified in the above section and highlights the corrective actions the project plans to implement in Y4.

#### 1000a - Myanmar

The percentage of parents and caregivers in Myanmar reporting at least one child of a school-going-age in their household is out of school saw a sharp increase in Y2 due to the military coup in the country and Covid-19 related school closures. The Y3 cumulative result (49.8%) is still below the end of project target of 20%. In Y4 the project will conduct more education sensitization events (ESEs) to encourage parents to re-enroll their OOS children. ESEs will address CEFM, child labor, household chores and other reasons that parents have cited for keeping their wards out of school. Male champions will also be used to help shift harmful social norms.

#### 1000b - Myanmar

The percentage of learners from vulnerable groups who meet or are on track to meet targeted competencies is about 10 percentage points below the Y3 cumulative target and the end of project target of 80%. This indicator is based on student final examination scores. However, variations in scoring practices of schools in Northern Shan and Kayah state have led to difficulties in computing indicator results. While the project does not directly control school grading mechanisms, the team will advocate for more consistent grading practices across states.

#### 1100a - Myanmar

The percentage of parents and caregivers (f+m) in Myanmar providing financial and non-financial school-related support to their youngest school-age child is about 60 percentage points below the end of project target. A gender disparity is also observed in results. Conflict in project target areas and deteriorating financial conditions continue to adversely impact the levels of support provided by parents. In Y4, the project will expand education and gender sensitization events in Northern Shan where the project has been in operation for a relatively short time. The project will also encourage parents to actively participate in providing non-financial support to their wards.

#### 1110b Niger

In Y3, there was a 5-percentage point decline in parents & caregivers who demonstrate supportive attitudes towards gender equality in decision-making. The Niger team plans to address this challenge by increasing gender awareness trainings to shift harmful social norms related to women's and girl's participation in decision making.

#### 1200a - Myanmar

In order to increase the number of schools that have implemented changes to create welcoming spaces that respond to the specific needs of girls (SDG4), the project will develop an action plan with school management committees and parent teacher associations to work towards attaining the relevant criteria. Some identified gaps like school specific water, sanitation and hygiene facilities are out of the scope of the BRIGHT project (according to current proposal document). Therefore, the team will increase collaboration with INGOs working on WASH initiatives to fulfill these requirements.

### 1200b - Myanmar, Niger, and Sudan.

Based on Y3 survey results, only 15% of parents & caregivers in all BRIGHT countries demonstrated availability and access to primary education for their children (TEES and ALPs). Questions about financial affordability were the underlying cause of this underperformance in Sudan and Niger while a combination of insecurity (safety questions) and financial affordability impacted indicator results in Myanmar. In Y4, Niger plans to target school Management structures with livelihood training to boost their ability to provide financial support for children's education. In Sudan, the team will increase community awareness about the free education provided by the BRIGHT project through targeted outreach efforts. The team will continue supporting parents through livelihood training and the provision of additional resources like school supplies. The team will also coordinate with WFP to provide meals at school for students.

In Myanmar, financial affordability and safety and security concerns are largely impacted by external factors outside the scope of the project due to the ongoing insecurity and political unrest in the country. Nonetheless, the project plans to increase the scope of vocational activities to increase the financial capacities of parents.

In terms of measurement, the team will also explore adjusting the questions on financial affordability to specify how much counts as having enough and what levels of contribution the project anticipates from parents. This will reduce the impact of subjectivity on responses. In addition, clarification questions like is the school environment accessible for children with disabilities; does your child's school have a safety plan; does your school have a teacher's code of conduct; do teachers and girls and boys learn about GBV, is the curriculum inclusive and appropriate for all children, are support services available in the school (GBV support etc.) can be added to survey questions to narrow the scope to activities within the scope of the BRIGHT intervention.

### 1300b – Myanmar, Sudan

Only 22%-Myanmar and 57%-Sudan of trainees in livelihood training programs rated the program as environmental sensitive, market driven, gender sensitive and relevant to market opportunities. In Myanmar the project will address this underperformance by coordinating with TVET service providers from Kayah and Northern Shan areas to provide lengthier, detailed, and intensive skill enhancement packages to livelihood trainees. The project will also review the alignment of training provided with 21<sup>st</sup> century skill requirements. Lastly, the post livelihood training survey should include more questions on how the knowledge and skills gained can be utilized to improve trainee livelihoods and highlight the impact of the project's livelihood component.

## 4.2 RECOMMENDATIONS AND NEXT STEPS

### **BEST PRACTICES AND KEY LESSONS LEARNED**

In Sudan, the BRIGHT project implemented several best practices which contributed to its success in achieving project outcomes. These include the following:

- Localization: The project prioritized community engagement as a key component of its approach, with a focus on involving parents, caregivers, and local stakeholders in decision-making processes related to education. This approach helped to build trust and foster a sense of ownership among community members, which in turn contributed to the sustainability of the project.
- Teacher training and support: The project provided targeted training and support to teachers, with a focus on improving teaching practices and developing key competencies. This support has been delivered



through mobile teacher trainers (MTTs), who work closely with teachers to provide feedback and guidance on their teaching.

- Partnerships: The project has formed partnerships with a variety of stakeholders, including government agencies, NGOs, and community-based organizations. These partnerships have helped to leverage resources and expertise, and to foster collaboration towards shared goals.
- Sustainability: The project has prioritized sustainability in its approach, with a focus on building local capacity and ownership. This has included efforts to strengthen local education systems, to involve local stakeholders in decision-making processes, and to promote the long-term sustainability of the project beyond its funding period.

All BRIGHT partners prioritized the involvement of men both as advocates in championing positive change for vulnerable women and girls and shifting harmful social norms. Due to the added risk of potential backlash from males in Niger, the project also included men as beneficiaries of livelihood training and other project related support as a risk mitigation and gender equality strategy. This increased community support and ownership for the BRIGHT project and reduced potential backlash from implementing a project that is focused exclusively on women. Consequently, the participation of men in Niger has far exceeded initial expectations.

## **RECOMMENDATIONS AND NEXT STEPS**

Niger: Increase support to ALP students by providing them with learning aid materials, in the form of conditional support to boost their chances of successful school completion.

Niger: Conduct a review of indicators that refer to a perception survey.

Myanmar: Add a nutrition component to the BRIGHT program.

Myanmar: Provide uniforms for children from poor households.

Myanmar: Livelihood trainees should be linked with market actors to increase marketing and networking. They should also be provided with more than one vocational skill to cultivate diversified income sources.

Myanmar: Requirement of advanced skill to increase potentiality of having moderate to good enterprises.

Myanmar: Soft skills like psychosocial counseling services, financial literacy skills, marketing skills, etc. should be included in livelihood training. As ADRA Myanmar is already using e-learning courses on financial literacy and other skills training courses, the resources could be utilized for BRIGHT project as well.

## 4.3 ABBREVIATIONS

---

<b>ALP</b>	Adult Learning Program
<b>CoIMEL</b>	Community Led Monitoring Evaluation and Learning
<b>EAO</b>	Ethnic Armed Organisations
<b>EESR</b>	Ethnic Education in State and Regions
<b>EOP</b>	End of Project
<b>IDP</b>	Internally Displaced Population
<b>KNWO</b>	Karenni Women Organizations Network (KNWO)
<b>MAF</b>	Myanmar Armed Forces or Tatmadaw
<b>MOE</b>	Ministry of Education
<b>MTT</b>	Mobile Training Teacher
<b>NSS</b>	Northern Shan State
<b>OOSC</b>	Out of school children
<b>SGBV</b>	Sexual and Gender-Based Violence
<b>TEES</b>	Teachers Expanding Education Service
<b>TVET</b>	Technical and Vocation Education and Training

---

## 5 ANNEXES

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

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

**Appendix 2** Outcomes Reporting Worksheet - CONSOLIDATED

**Appendix 2M** Outcomes Reporting Worksheet – Myanmar

**Appendix 2N** Outcomes Reporting Worksheet – Niger

**Appendix 2S** Outcomes Reporting Worksheet – Sudan

**Appendix 3** BRIGHT Risk Table

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

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

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

**Appendix 5** BRIGHT Global PMF

**Appendix 6** BRIGHT Stories of Change



Photo: © 2022 ADRA | ADRA Niger



In partnership with

Canada



+1.888.274.2372



ADRA.ca



**Adventist Development & Relief Agency**

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

