Mid-Term Review of the "Second Chance Education" Programme for United Nations Women

March- July 2020

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Acronyms

C-19	COVID-19
CO	Country Office
FGD	Focus Group Discussion
GBV	Gender Based Violence
GDP	Gross Domestic Product
ICT	Information Communication Technology
IDP	Internally Displaced Person
IP	Implementing Partner
IOM	International Organisation for Migration
INGO	International NGO
IPV	Intimate Partner Violence
IT	Information Technology
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MEL	Monitoring Evaluation and Learning
MTR	Mid-Term Review
ODK	Open Data Kit (survey software)

PPP	Purchasing Power Parity
QA	Quality Assurance
SBCC	Social Behaviour Change Campaign
SCE	Second Chance Education
SW	Sister Works (Australian Implementing Partner)
ToR	Terms of Reference
ToT	Training of Trainers
UN	United Nations
UNHCR	United Nations High Commission for Refugees
UNW	United Nations Entity for Gender Equality and the Empowerment of Women
USD	United States Dollar
VTI	Vocational Training Institute
WEC	Women's Empowerment Centre
WFP	World Food Programme

Glossary of Terms for Evaluation Criteria[1]

RELEVANCE: *IS THE INTERVENTION DOING THE RIGHT THINGS?*
The extent to which the intervention objectives and design respond to beneficiaries'* , global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.
Note: "Respond to" means that the objectives and design of the intervention are sensitive to the economic, environmental, equity, social, political economy, and capacity conditions in which it takes place. "Partner/institution" includes government (national, regional, local), civil society organisations, private entities and international bodies involved in funding, implementing and/or overseeing the intervention. Relevance assessment involves looking at differences and trade-offs between different priorities or needs. It requires analysing any changes in the context to assess the extent to which the intervention can be (or has been) adapted to remain relevant.
Beneficiaries is defined as, "the individuals, groups, or organisations, whether targeted or not, that benefit directly or indirectly, from the development intervention." Other terms, such as rights holders or affected people, may also be used.

EFFECTIVENESS: *IS THE INTERVENTION ACHIEVING ITS OBJECTIVES?*
The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.
Note: Analysis of effectiveness involves taking account of the relative importance of the objectives or results.

EFFICIENCY: *HOW WELL ARE RESOURCES BEING USED?*
The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
Note: "Economic" is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. "Timely" delivery is within the intended

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[1] Revised Evaluation Criteria Definitions and Principles - OECD/DAC Network on Development Evaluation, December 2019. https://FGD.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf

timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).

SUSTAINABILITY: WILL THE BENEFITS LAST?
The extent to which the net benefits of the intervention continue, or are likely to continue.
Note: Includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. Involves analyses of resilience, risks and potential trade-offs. Depending on the timing of the evaluation, this may involve analysing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long-term.

COHERENCE: HOW WELL DOES THE INTERVENTION FIT?
(this criteria may be use to support investigations of scale-up potential and sustainability)
The compatibility of the intervention with other interventions in a country, sector or institution.
Note: The extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa. Includes internal coherence and external coherence: Internal coherence addresses the synergies and inter-linkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors' interventions in the same context. This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.

SCALING:
"Expanding, replicating, adapting and sustaining successful policies, programs or projects in geographic space and over time to reach a greater number of people." (USAID, 2016)

UTILITY FOCUSED EVALUATION:
"Utility Focused Evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience and learn from the evaluation process". (Michael Quinn Patton, January 2013)

Executive Summary

The SCE programme currently comprises of 6 countries; Cameroon, India, Mexico, Jordan, Chile and Australia, however the latter 3 countries were at the initial stages of SCE implementation and could only offer limited insight for the MTR, and were excluded from in-depth research and surveys. Due to the COVID-19 pandemic, bans on movement and travel made the original field visit plans to Mexico, India and Cameroon impossible within the contract period of this MTR. As such, the MTR methodology was driven by remote review protocols and processes developed to fit the context. There was significant reliance on digital solutions, such as virtual meetings, and FGDs, via teleconferencing applications such as ZOOM and Skype, as well as use of remote survey tools (ODK) that were loaded onto tablets, laptops or smartphones. Validation of findings and triangulation of data was made through analysis and cross-comparison of programme documents, remote beneficiary surveys, SCE staff and IP feedback from FGDs and interviews. A COVID-19 impact survey was also conducted in parallel to the MTR.

Findings and Conclusions:

The design of the SCE pilot is noted to be extremely bold in the choice of the 6 pilot countries involved; it includes a very diverse range of national economic levels, governance profiles, social, cultural and political diversity, stability and gender equity indicators. The clearest diversity in the countries selected for the pilot trials of SCE is their economic levels; These range from Australia, with the 10th highest GDP/ 21st highest Purchasing Power Parity (PPP) to Cameroon ranked 148th / 151st and one of the poorest countries in the world.

Since the launch of SCE each of the pilot countries have faced various national and international crises including; political and social unrest (Chile and India), quasi-civil war (Cameroon), refugee surges from Syria and Yemen (Jordan), environmental upheaval (Australia), violence from organized crime in Mexico leading to migration and instability, and finally the COVID-19 global pandemic, with unprecedented impact in all countries and ultimately to the SCE programme as well.

The SCE programme is divided into 4 main learning pathways;
>   (1) Re-entry into formal education,
>   (2) Employment, and
>   (3) Self-employment/ business development.

In addition to these three main learning opportunities/ pathways provided by SCE, short module courses are also offered for various topics under the term life-skills, these may be given embedded into the longer courses or as stand-alone modules.

Ensuring that **"Relevance"** is maintained in a global programme is seen as the most complex aspect of SCE. Not only is there extreme diversity in the country choices for the SCE pilot, but within these countries there is also extreme diversity of economic status, culture, politics/policies, education, religion, social norms and language. Making it unviable, if not impossible, to create a one-size-fits-all programme that is relevant to all contexts. However, as SCE has demonstrated, with excellence, that it is possible to develop a **"global programme with local solutions"** through flexible focus and processes that are driven by local contexts, local needs and local opportunities.

The beneficiary profiles do match the intended targets for SCE identified at inception, and some country offices and IPs have captured basic beneficiary data. However, this is not systematic and (for reasons of UN data privacy rules) the information is not available at a global level. As such a notable shortfall currently in SCE is the limited data on its own beneficiary groups. SCE must find a workable balance between data privacy and understanding its beneficiary targets and needs.

The implementing partners (IP) and the contracting models for each of the 3 countries demonstrate very divergent approaches to implementation including direct contracting with civil society IPs, use of intermediary management actors, and working through government actors; each has their own inherent strengths and weaknesses. For each CO, IP choices are noted as rational and appropriate to their circumstance.

Flexible training models and focus, which have been adapted to best suit the context, again proved to be vital to the success of SCE. As a pilot this adaptability to context has created a broad range of programme implementation options that future country programmes can learn from. Had SCE not enabled this level of diversity in its pilot implementation, and remained prescriptive in using the entire SCE package as it was devised, then it would not have succeeded, stayed relevant, nor been an effective use of donor funds.

Re-entering formal education; During the MTR on this branch of SCE implementation, the research focused on what were the barriers to accessing and succeeding in formal education in the first place, and whether SCE is managing to address these the second time round. In other words what makes access and study possible now? The question was posed directly to beneficiaries in both Mexico and India, where SCE has made the greatest gains in implementing this work. The data from the two countries clearly demonstrated that the barriers are very different in the two contexts. However, SCE has proved its relevance through more general response intervention principles; flexible learning times, at-home support (social messaging/marketing), support to reduce costs, reduced travel time and distance.

The Employment readiness training has proceeded in Mexico and India. The Australia programme is working with its IP "Real Futures", who focus exclusively on improving employment opportunities for the indigenous population, who represent a unique poverty pocket, characterised as having less employment and opportunity than the country average. This is a logical strategic choice and relevant to the context and need of beneficiaries. At the time of the MTR, work with this IP had not yet launched and was further stalled by the COVID-19 pandemic.
Perhaps the most important indicator of relevance is the confidence trainees have in achieving the outcome of employment after the training. In India this is at an impressive 100% and Mexico is at 83%. However COVID-19 is clearly beginning to errode that beneficiary confidence in employment as is noted in the C-19 impact research (see annex 1). Additionally, the relevance of some of the employment sectors identified in the original needs assessment will become much less viable in the near future, namely the tourism and hospitality sectors.

Entrepreneur (Self-employment) training was considered by all country programmes as the most relevant and viable for their target beneficiaries. This is seen as even more the case since COVID-19. An important indicator of relevance links to its outcome and the results received from the survey of beneficiaries which indicate that 76% did achieve self-employment or business development following completion of training, an impressive achievement.

Training Modality in SCE is very dependent on context, IP capacity and beneficiary profile. India and Cameroon have both relied strongly on active learning approaches delivered on demonstration sites or work locations. This modality is particularly related to their focus on agricultural production skills for business / self-employment, this is considered a very valid and relevant approach in the agriculture sector, particularly in the case of SCE and the low literacy levels found in India and Cameroon. In Mexico the approach to training is almost exclusively through hubs and delivered by trainers, but also makes use of computer support and online resources for a blended learning approach. This is enabled by higher connectivity and beneficiary capacity, as well as the type of courses offered. All three country approaches are considered relevant to their needs and opportunities.

The use of Learning and Empowerment Hubs in all country programmes is a central feature of SCE and, even where there is field-training, hubs are still relevant for TOT and training resource storage and provision, as well as allowing for a blended training approach when necessary or possible. Hubs require secured long-term funding for operations, models that make use of partner or state facilities are seen having more potential for sustainability. Use of these facilities to operate SCE will influence their way of working and their choice of target beneficiaries, which does provide an effective means of advocating for and sustaining SCE principles and approaches. The hubs are the largest investments required for the SCE programme. Establishment costs, equipment and operation are the key investments in this output. However, strategic partnerships and negotiations have enabled 76 out of the 114 hubs that were created globally (M&E Quarterly report, March 2020) to be operated through existing IP and government premises, with SCE investments then focusing on upgrades and additional activities. This not only increases the efficiency of SCE, but strongly supports its ability to sustain activities after SCE phases out. In addition to generating support for hub establishment and operation, SCE has also been effective in leveraging funds and in kind support from UN, Partners and government agencies, with conservative estimates at over 1.5 million USD in match-funds.

Online/ Digital learning was hard to clearly assess for capacity and achievement of SCE at the time of the MTR. The numbers of learners registering and accessing online platforms of SCE and partners are still very low and there is a long way to go to reach the target of 47,000 by the end of the pilot phase. There are constraints in some country programmes that make on-line learning a less viable option including; extreme poverty, use of only minority languages, and low levels of literacy. However, in Australia the programme has been able to adapt well to overcome the disconnect between illiteracy and the ability to learn online with video content for training has been developed and is in use in the training programme of their IP, 'Sister Works'.

Adaptive Management; Whilst the programme in all countries has demonstrated its ability to respond and adapt to the local context, the processes that underpin this adapted management do not clearly emerge from the programme review. In SCE adaptive management there are three main processes that should inform regular review and reflection leading to adaptation and renewal. These are **The Needs Assessment**, the **Risk Register** and the **M&E / reporting system**. The Needs Assessment and Risk register are noted as too static, and not reviewed and used for regular programme reflection and adaptation, whilst the Monitoring and Evaluation data does not clearly differentiate between the 3 training branches for indicators of achievement, nor the target beneficiary population profiles that engage in them. This makes it very challenging when assessing the relevance of SCE actions to the target groups. This also limits SCE's agility and responsiveness in adapting to suit approaches and content to the needs of the population it serves (beneficiaries).

Recommendations:

- **Formalising processes**; Ironically, ensuring that SCE remains flexible and adaptable to context as it grows will require some more formalised programme processes and structures.
- The **branding** developed for SCE should be further formalised and systematically used across countries.
- **Sector coordination platforms** for donor, multi-lateral and bi-lateral partners with government need to be established or attended to ensure lessons and good practice from SCE can be shared and influence policy and practice. Also to ensure reduced duplication and parallel processes. Sector coordination platforms and processes should be used where policy positions can be established, collective voice generated, implementation discussed and analyzed, and good practice shared and adopted.
- **Advocacy strategies** that include specific country policy and practice targets, platforms for influence, and mechanisms to raise beneficiary "voice" for each SCE country should be developed and in use.
- **Scale-up of SCE** requires a fundamental adjustment in the way the many processes are implemented. Primarily the programme should be looking to reduce the need for external inputs such as technical advice, funds, and services, moving towards more self-generated adaptations, efficient costs and self-sustaining modalities. Particularly aiming to identify low cost / high impact solutions wherever possible, in order to make model approaches that can be **realistically replicated** by governments and donors with constrained human resources and budgets.
- **A Framework for scale-up** is recommended for the existing 6 SCE countries that enables them to move to consolidation, restructuring and eventually sustainable scale over a further 3 year time frame. This assumes that they would then become "pioneer countries" that can support all newly joining countries by demonstrating how scaling can work and also providing the longer-term evidence of success that would support institutionalisation, fund raising and sector coordination efforts in all countries.
- **Beneficiary centred;** It is recommended that SCE becomes more beneficiary driven as it goes forward. and that this becomes a central theme to potential scale up. To achieve this it requires pivoting the current programme structure in a few key areas. Mainly these areas focus around the collection and use of beneficiary data and feedback at key points during implementation. The data can then be used to support better targeting of SCE training content and modalities, whilst the feedback helps ensure that the programme remains relevant to the beneficiary need and context. There are 3 main requirements to this recommendation:
  1. Beneficiary data is collected at registration for training.
  2. Beneficiary feedback is collected at completion of training.
  3. Beneficiary outcomes are monitored.

  The main changes that the beneficiary centred approach will bring to SCE is that each IP and training programme will be able to generate information that will reduce the reliance on external inputs and processes such as needs assessments and risk analysis. This makes the on-going implementation more efficient (self-generating), context specific (relevant) and sustainable.
- **Decentralisation of the Learning and Empowerment Hubs;** Reduced mobility due to C-19 restrictions has highlighted the potential and need for more decentralized "hubs" that possibly center around a trained mentor training others at a village/community level – outreach rather than a centralized training location. This model works not only as a C-19 adaptation, but also as an efficient methodology to scale up in existing locations. Providing greater

coverage in areas surrounding a hub and accessing greater numbers of beneficiaries, particularly those with restricted movement or time.

- **Training Content;** Much of training taking place currently has not been documented (at the time of MTR), this leaves SCE in a very difficult position as it moves to scale-up or replicate its various training courses. Core content must be reviewed for quality and standardized in accordance with SCE Quality Assurance (QA) processes, before it can be shared and copied.
- **COVID-19 recovery support** will be very context specific to each country and possibly each region within that country, while there are cross-cutting recommendations, there is still a clear need for bespoke strategies to be developed which are tailored to their specific needs and opportunities. A strategic planning process with IPs and stakeholders is highly recommended.
- **Efficient agricultural production**, **input supplies** and **value chains** are critical to post-Corona recovery, particularly for food security. SCE should assist in agriculture system strengthening and supply by taking the opportunity to pivot SCE business and self employment training to focus more in the immediate term on training in this sector.
- **Entrepreneurial skills training** should expand to include more generic small enterprise training, rather than focusing too strictly on specific markets or products. In this regard modules that can support many different kinds of business should be considered, in doing so the programme would ensure that there is some risk mitigation against market saturation in any given field.
- **Accessing help;** The C-19 research demonstrated that SCE trainers are seen as the main trusted source (after family) who would be sought for assistance in GBV response and as a way to access disaster relief programmes from government and donors. SCE implementing partners should be trained to understand the potential government (and other) assistance that is made available for C-19 response and recovery, as well as how to access this support. IPs should use a Rights-based approach to hold government (duty bearers) accountable to support vulnerable women and families; the IPs should not be expected to act as primary responders but just facilitators who disseminate knowledge, and help hold duty-bearers accountable. In the same way SCE partners should be made aware of the available referral services and case management systems and outcomes if including GBV in their training modules.
- **Programme Extension;** SCE has gone through an extreme period of time for all country programmes, as well as unprecedented global upheaval with COVID-19 during its pilot implementation period. There are resulting delays created by this volatile context, as well as emerging challenges, with this comes some incredible opportunities to learn and change; becoming more efficient, robust and relevant at the end of it. It is strongly recommended that the programme is given an extended period of time in which to successfully implement the pilot phase.

1. Background [2]

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.

Aligned with the United Nations' 2030 Agenda for Sustainable Development, UN Women's Second Chance Education and Vocational Learning (SCE) Programme is a solution for women who have missed out on education. This project aims to develop context specific, affordable and scalable learning, entrepreneurship and employment pathways for empowering the most disadvantaged women and young women. It offers women and young women, their families, local communities and societies the benefits of access to educational services which are tailored not only to their needs as learners, but also to their future as earners. The SCE Programme achieves this by leveraging the opportunities of innovative teaching approaches, digital technologies and social networks.

The SCE Programme is delivered through two modalities: UN Women Empowerment Hubs with both face-to-face training and access to the second modality - an online SCE learning portal through blended and independent learning opportunities. In its first phase (July 2018 – June 2021), the Programme is being piloted in Australia, Cameroon, Chile, India, Jordan, and Mexico.

1.1 Purpose of the MTR:

UN Women engaged in conducting a **utility-focused mid-term** review of the SCE pilot programme (July 2018 – June 2021). The purpose of the review was to assess the **relevance, efficiency** and **sustainability** of the SCE programme design, identify emerging issues and trends, and guide the process of prototyping localized solutions in the different country contexts. In particular, the review should provide practical recommendations for adjustments needed of the SCE monitoring and evaluation activities **to provide an evidence-base** for informing decision making on the pilot process. The report should also provide the BHP Foundation and UN Women with a clear assessment of the pilot's ability to **scale**[2].

Being utility-focused means that this MTR aims to look holistically at the SCE programme and the context it is situated in. It strives to offer practical solutions rather than hold the programme to strict account against agreed deliverables. It targets the most critical issues, and aims to be a pragmatic document that can be used by all stakeholders with an interest in supporting women to realise their potential through better learning opportunities, as such it aims to use simple language and offer actionable solutions and realistic guidance in scaling-up in future expansion.

It is important to note that this MTR is aiming to assess neither impact nor progress, at this time, but has been focused more on the viability of the model, assessing the action areas, and offering advice on whether it can scale up.

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[2] Extract taken from the SCE TOR for MTR - 2020

2. Methodology

Note: this section is a summary of methodology, full methodology can be found in the Inception Report, Annex 2

It is important to note that the methodology employed in this MTR has changed significantly during the contract period; this was in response to the current global Covid-19 pandemic. At the time of launch (March 2020) global travel, and in many cases even in-country travel, has been disrupted. The programme comprises of 6 countries. Cameroon, India, Mexico, Jordan, Chile and Australia, however the latter 3 countries were at the initial stages of SCE implementation and could only offer limited insight, and were excluded from in-depth research. Therefore the MTR concentrated on India, Mexico and Cameroon, where SCE is implementing and can now demonstrate approaches, and give adequate insight for the MTR. Bans on movement and travel made the original field visit plans to Mexico, India and Cameroon impossible within the contract period of this MTR.

As such the methodology used was driven by remote review protocols and processes developed to fit the context. There was significant reliance on digital solutions, such as virtual meetings, and FGDs, via teleconferencing applications such as ZOOM and Skype, as well as use of remote survey tools that were loaded onto tablets, laptops or smartphones. A more comprehensive desk review also supported the research and helped triangulate findings. Validation of findings and triangulation of data and was made through analysis and cross-comparison of programme documents, IP feedback, and beneficiary surveys.

Desk Review Phase:
- Desk review of relevant literature provided by SCE, including:
    - Programme documents, including full country strategies, action plans, and update reports.
    - Relevant background documents collected during project design and implementation. Particularly any country policy documents, and sector strategies relevant to SCE design and implementation.
    - SCE Assessment tools, MEL framework, M&E protocols, and related data generated by the country programmes to date, particularly baseline results for potential comparatives at mid-term.
- The review developed:
    - A comprehensive understanding of the global programme and its country level actions
    - This understanding of the programme led to the development of context specific remote research tools (see below).
    - An understanding of the 3 non-research countries that will form the main body of review for Chile, Jordan and Australia; supplemented through some structured interviews and FGDs.

Remote Research Phase:
- Sub - contracting STTA for support in development of an Open Data Kit (ODK) research tool for remote surveys. Ultimately the surveys were conducted using KoBoToolbox:
    KoBoToolbox is a free and open source software platform enabling data collection in challenging situations. Its primary users are people working in humanitarian crises, development professionals and researchers. Organizations utilising and supporting the development of KoBoToolbox include UNHCR, UNDP, OCHA, IOM, WFP and USAID.
- Development of remote research tools in collaboration with SCE Global unit.
- Remote research tools included:

- ODK (KoBo) survey tools for remote use with beneficiaries of short course training, re-entry to formal education, employment and entrepreneur trainings. **(440 responses)**
- ODK survey tools for implementing partner responses. **(27)**
- ODK survey tools for COVID-19 impact study. **(354)**
- KII question lists for Zoom interviews (semi-structured) with:
  - KII UNW Country managers
  - KII Partner representatives
  - FGD - UNW Country team - FGDs **(6)**
  - FGD – Implementing partners **(6)**
- Validation of tools and approach with SCE, UNW Country teams, partners and stakeholders.
- In-depth remote research took place in 3 country sites – Mexico, India and Cameroon
- The remaining 3 pilot countries – Chile, Jordan and Australia, were included in the remote surveys, but results proved ineffective as the beneficiary numbers were still too low.
- For in-depth research countries a local consultant was contracted for support, context analysis, research, IP coordination and global MTR support. Consultants were used to support triangulation of findings from desk reviews and remote research.
- Data was analysed by the consultant.
- Case studies were developed by country teams and local consultants.

Discussion and Documentation Phase:
- Data and qualitative research findings were analysed by the consultant in their home base.
- Initial findings were drafted for presentation, discussion and validation by individual SCE country teams. (15th June 2020)
- The draft report was shared with SCE global, and all country offices for review and validation. (10thJuly, 2020)
- Final draft was developed following feedback.

Figure 1 – Coordination of the MTR and C-19 research
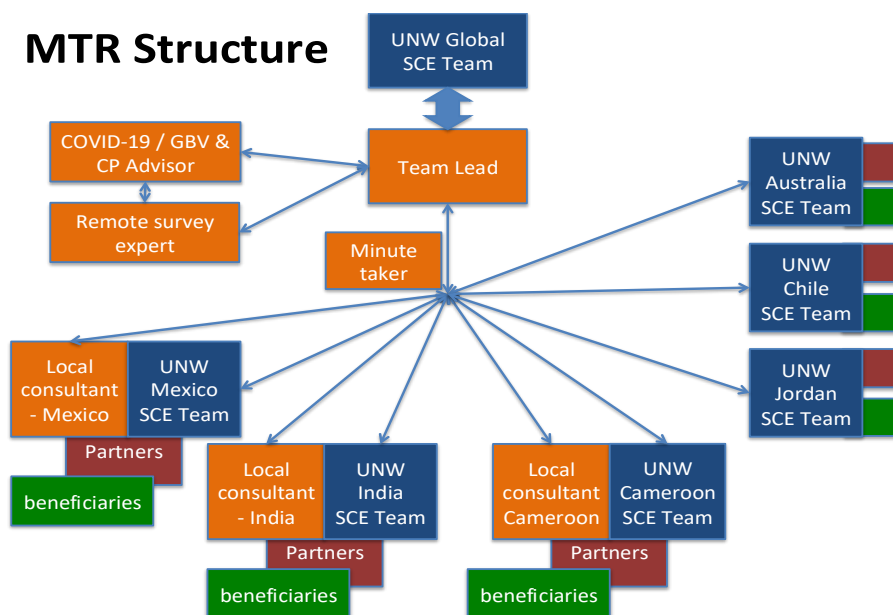
3. Key Findings – Overview

Note: for ease of review, conclusions have been embedded alongside the research results that have generated them and are found throughout the 'Findings section".

Foremost in the findings of the MTR is that 'SCE is a global programme with local solutions'. Once that is clearly internalised then all ambitions, approaches and what has been achieved to date, can be more clearly understood.

The design of SCE is noted to be extremely bold in the choice of pilot countries involved; It is bringing in a very diverse range of national economic levels, governance profiles, social, cultural and political diversity, stability and gender equity indicators.

The clearest diversity in the countries selected for the pilot trials of SCE is their economic levels; These range from Australia, with the 10th highest GDP/ 21st highest Purchasing Power Parity (PPP) to Cameroon ranked 148th / 151st and one of the poorest countries in the world. In addition, the populations of each of the countries vary greatly between India as second most populous in the world and Jordan around 140 times smaller. Attempting to effect change in a 1.3 billion population such as India is clearly a very different challenge than the four countries with population sizes below 30 million. These issues are discussed in detail in the relevance and scale-up sections later in the report, however, this clearly sets the tone for SCE's ambition to become a truly global model with relevance to all contexts.

Table 1: World Bank poverty rankings, 2019

Rank – (PPP)	Country	GDP-PPP ($)	Rank – (Norm GDP)	% <$1.90 /day	% <$5.50 /day	Population (Rank)
21	**Australia**	53,559	**10**	0.05	0.07	25,499,884 (55)
62	**Chile**	27,059	53	0.3	3.7	19,116,201 (63)
68	**Mexico**	21,107	64	2.5	34.8	128,932,75 3 (10)
117	**Jordan**	9,651	106	0.1	18.1	10,203,134 (88)
124	**India**	8,484	**139**	13.4	82.3	1,380,004,3 86 (2)
151	**Cameroon**	3,965	**148**	23.8	68.9	26,545,863 (52)

As will be seen throughout this report, the great range of diversity in country choices leads to a great deal of diversity in implementation partner choices, implementation modalities, policy targets for advocacy, opportunities for scale-up, and technical focus areas.

Since the launch of SCE each of the pilot countries have faced various national and international crises including; political and social unrest (Chile and India), quasi-civil war (Cameroon), refugee surges from Syria and Yemen (Jordan), environmental upheaval (Australia), violence from organized crime in Mexico leading to migration and instability, and finally Covid-19 a global pandemic, with unprecedented impact in all countries and ultimately to the SCE programme.

3.1 SCE Progress Overview:

Figure 2 demonstrates both the diversity in investment choices made by SCE, as well as some of the impacts of the situations affecting these 6 pilot countries.

Figure 2: SCE investment by country, March 2020
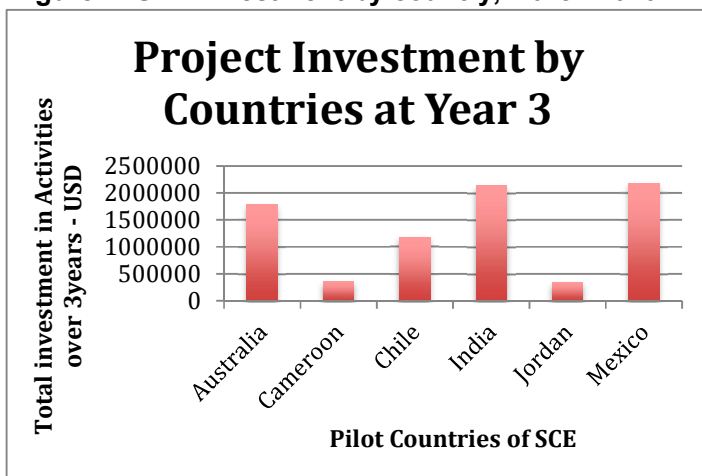
India and Mexico were able to take the greatest steps forward in implementation of SCE, and were also allocated the largest programme budgets.

The total numbers of beneficiaries reached to-date (Table 2) demonstrates some of the impacts on SCE created by the global and national contexts of each country programme, as well as delays in start-up and evolving priorities of the programme.

The Jordan and Chile programmes have made the least progress overall, both being stalled by their internal and external political, military or social contexts. Over a year of protest against economic inequality in Chile, turned a relatively thriving and stable country into a challenging environment to implement SCE. Whereas Jordan's ability to cope with ever-increasing refugee populations, from primarily Yemen and Syria, was stretched and SCE was forced to hold until a coordinated response was developed by the Government for humanitarian aid.

Table 2 – M&E indicator 1.4, as of March 2020

Indicator 1.4; Number of learners accessing high quality SCE content.	Target	By March Quarterly report 2020
SCE Total for 6 countries	47,000	24,577
Australia	2,500	741
Cameroon	12,000	10348
Chile	4,000	200
India	40,000	11952
Jordan	3,000	0
Mexico	5,000	1336

Cameroon is also a very interesting case; despite the low budget allocation and the military unrest, due to internal military conflict between separatist fighters and English speaking regions (North West and South West) against the government of Cameroon, as well as armed insurgents (Boko Haram) in the Far North region, a great deal of progress has been made with very high numbers of women reached through business/ self-employment training. This example will be explored further later in the report.

The numbers reported by the programme against the M&E major indicators have been validated by multiple sources in the MTR. However, the indicator for number of beneficiaries does need to be further desegregated by the three different learning paths offered through SCE in order to create a clearer and more useful indicator of relevance and success in the programme. The SCE learning options are;
(1) Re-entry into formal education,
(2) Employment, and

(3) Self-employment/ business development.

In addition to these three main learning opportunities/ pathways provided by SCE, short module courses are also offered for various topics under the term life-skills, these may be given embedded into the longer courses or as stand-alone modules.

These short stand-alone modules further reduce the usefulness of the main indicator (Table 2 above) as they too, in some cases, are used to count beneficiaries that have been trained. This is an issue that makes progress per country hard to compare clearly; In the case of Cameroon the beneficiary numbers may represent an inflated figure in comparison with other COs, as IPs were not only including the full training course figures for entrepreneurial skills, such as farming, and animal husbandry, but have been including short stand-alone module courses for life skills, such as sexual reproductive health, Gender Based Violence, Life skill and family planning. Whereas the other country programmes only measured full course completion by beneficiaries. Therefore, by not separating the types of training received, it is very hard to compare relative progress.
.

3.2 Structures and Processes:

Programme Framework and Logic:
Given the inherent complexity of managing and coordinating a global programme like SCE, it was impressive to see the diversity in implementation modalities and focus that has been achieved in each country, this is the result of the flexibility given to each country to choose its own approach. However, unpicking the fundamental principles and processes that underpin the global programme, from within each country programme, was very complex because of this diversity. This section makes an attempt to do that, and to clarify the underlying common approaches that have emerged. This will be essential to further develop an SCE "blueprint" that can assist other countries when joining the foreseen expansion of SCE. Currently that expansion aims to include a further 15 countries over the coming years.

Figure 3 – SCE Training Causal Chain
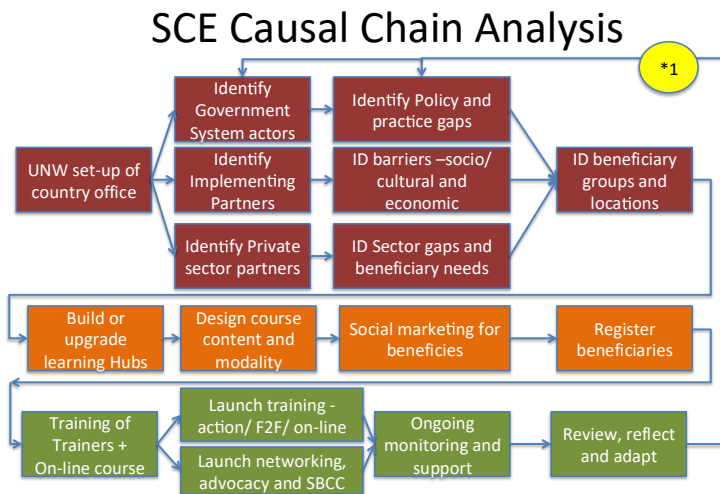
The causal chain outlined in figure 3 demonstrates the approach to training that appeared common to all country programmes, except Cameroon that was integrated with other existing programmes . It shows a start-up procedure that demonstrates a logical approach to programme development based on consultation with existing institutions and context specific policies.

However, there are some weaknesses noted in this chain, particularly in the feedback (*1) as there is not a strong reflection and re-evaluation process evident in the current programme. This is discussed further in the section on "Relevance".

The consultative process used to identify beneficiary profiles, geographic locations for implementation, partners, policy targets, and training modalities was noted very clearly in the case of the India CO, where early meetings and workshops with actors and

government, non-government and private stakeholders led to the clear defining of project sites in the 4 focus States, target beneficiaries selections that were appropriate for the 3 main training pathways, and the implementing partner profiles, that were selected for complementary technical skills, that would later develop into a strong and mutually supporting network with expertise in the various technical areas required by SCE.

The choices taken by the India programme further demonstrates the flexibility inherent in SCE management, and the diversity of programme approaches that this has achieved. With a population of over 1.3 billion, and a wide array of socio-cultural, environmental and economic diversity, it is clear that remaining relevant in India requires a multiplicity of approaches, which it has achieved. The same can be said of each of the country programmes. In doing so, SCE has managed to generate a pilot that tests a wide range of options and structures that can inform future expansions, scale-up and new country programme additions in most global contexts.

4. Key Findings – Relevance

Ensuring that "Relevance" is maintained in a global programme is seen as the most complex aspect of SCE. Not only is there extreme diversity in the country choices for the SCE pilot, but within these countries there is also extreme diversity of economic status, culture, politics/policies, education, religion, social norms and language making it unviable, if not impossible, to create a one-size-fits-all programme that is relevant to all contexts. However, as SCE has demonstrated very well, it is possible to develop a "global programme with local solutions".

The driver of SCE success has been the ability to be flexible at the point of end-user (beneficiary). SCE has managed to use the core programme to set the direction, and parameters of "what it can do", but leave the "how it can do" it in the hands of country teams and their implementing partners.

Therefore, to unbundle the MTR criteria of relevance it is important to review the programme's diversity and its adaptations in regards to:
  1) Beneficiary target choices
  2) Implementing partner choices
  3) Management approaches
  4) Technical focus and content
  5) Training modalities

4.1 Beneficiaries:
A notable shortfall currently in SCE is the limited data on its own beneficiary groups. Without fully understanding whom it is that the programme is serving, and how that service is being received, then it is highly challenging to tailor the programme to suit the end user and remain relevant to their needs. With that noted, the beneficiary profiles do match the intended targets for SCE identified at inception, and some country offices and IPs have captured basic beneficiary data. However, this is not systematic and for reasons of data privacy, the information is not available at a global level.

The profile information noted below has been gathered from surveys targeting IP staff, as well as from key informants and Focus Group Discussions (FGDs), and triangulated

against surveys of beneficiaries themselves (however not being interviewed as a random sample this data is not as reliable).

Figures 4-11 – SCE Beneficiary Characteristics

WHAT **AGE GROUP** BEST DESCRIBES THE BENEFICIARIES YOUR PROJECT SERVES?

Country	<18	18-30	30-40	40-50	50+
Cameroon	28%	47%	7%	14%	5%
India	6%	53%	30%	10%	1%
Mexico	3%	22%	39%	24%	13%
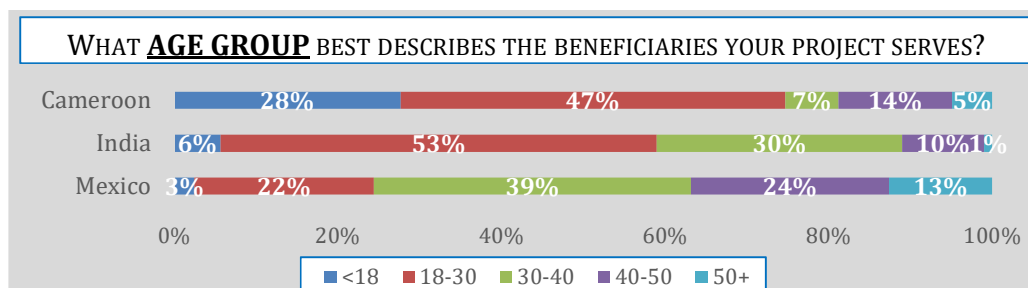
Cameroon has youngest beneficiary group, including 28% below 18. This demonstrates a clear programme choice to allow this group to benefit due to the realities of the context and lack of alternative for these girls.

WHAT **ECONOMIC STATUS** BEST DESCRIBES YOUR PROJECT BENEFICIARIES?

Country	poorest	poor	near_poor	average_income	above_average
Cameroon	56%	38%	6%	0%	
India	31%	40%	16%	13%	0%
Mexico	4%	35%	45%	16%	0%
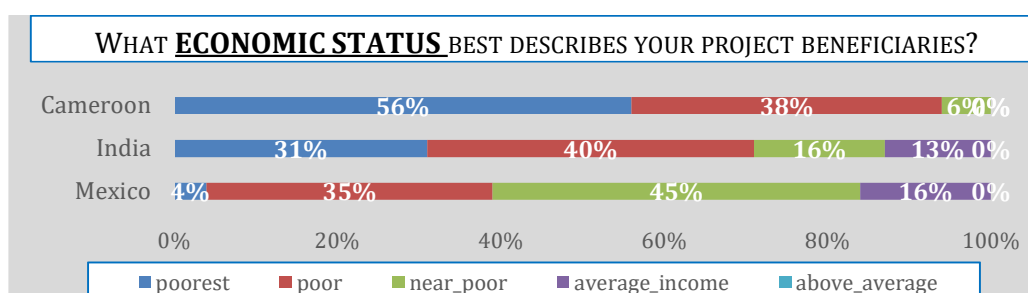
Mexico has a broad and diverse range of wealth category represented, which can be leveraged as a strength, particularly if there is a will to become self-sustaining. The economic status of beneficiaries will limit or extend opportunities, and it is essential as a measure to calibrate the training form.

WHAT **LANGUAGE** BEST DESCRIBES THE BENEFICIARIES YOUR PROJECT SERVES?

Country	Regional_only	National_only	Neither_at_all	Neither_well
Cameroon	62%	21%	9%	10%
India	67%	29%	0%	3%
Mexico	0%	100%	0%	
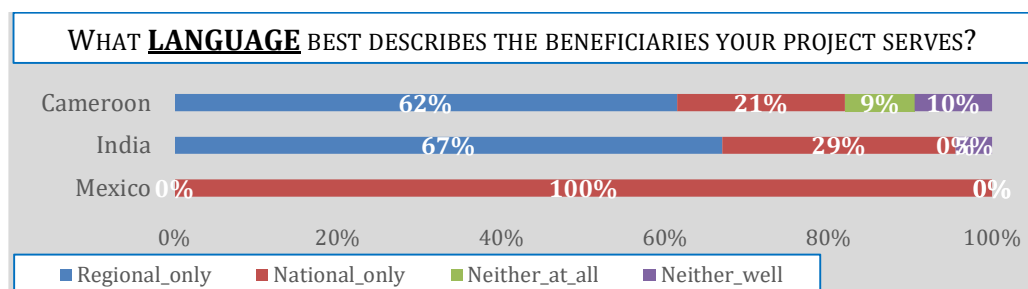
Language knowledge has direct impact on training material and the medium of instruction, as well as partner and trainer choices. The inherent complexities in working in multiple languages with SCE is very evident in both India and Cameroon (67% and 62% respectively).

What **EDUCATIONAL BACKGROUND** best describes your project beneficiaries?

	no_formal_education	some_education	have_jr_high_school_certificate	university
Cameroon	70%	20%	10%	0%
India	21%	49%	27%	3%
Mexico	0%	100%		0%
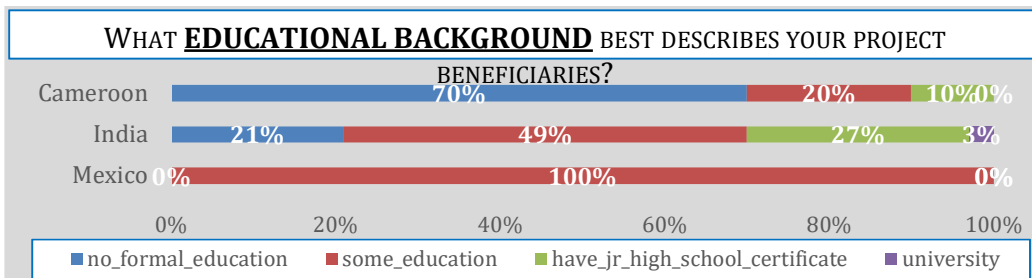
The number of beneficiaries with no formal education at all in both Cameroon and India demonstrates good targeting by SCE to work with the most marginalised and excluded. It also dictates the training modality, and content that can be used in these contexts.

What **REFUGEE STATUS** best describes your project beneficiaries?

	refugee_status	refugee_migrant_long_term	IDPs	member_host_community
Cameroon	13%	6%	26%	55%
India	2%	56%	22%	20%
Mexico	0%	67%	33%	0%
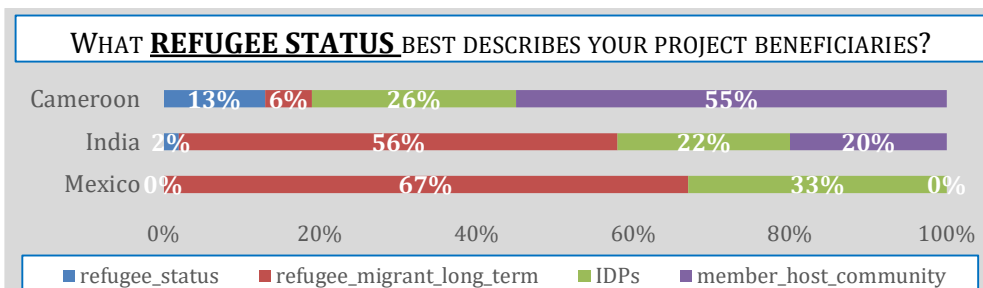
The refugee status, particularly for programmes such as Cameroon is essential knowledge that will define training content and their relevance to the beneficiary. For example long-term sustainable agriculture will be less relevant to a transient refugee population with little land access, than it is to the host communities surrounding them.

What **EMPLOYMENT BACKGROUND** best describes your project beneficiaries?

	prior_job	never_employed	prior_self-employment	no_prior_self-employment
Cameroon	0%	60%	30%	10%
India	8%	61%	19%	12%
Mexico	43%	18%	22%	17%
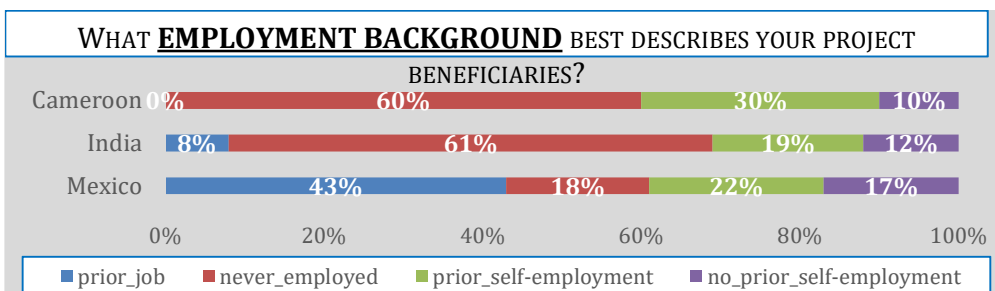
Employment history helps calibrate the training level and content by considering experience. In good adult learning technique, it is important to value the experience of the trainee.

What **STATUS** best describes your project beneficiaries?

	Minority Ethnic Group	Mainstream National Population
Cameroon	31%	69%
India	33%	67%
Mexico	14%	86%
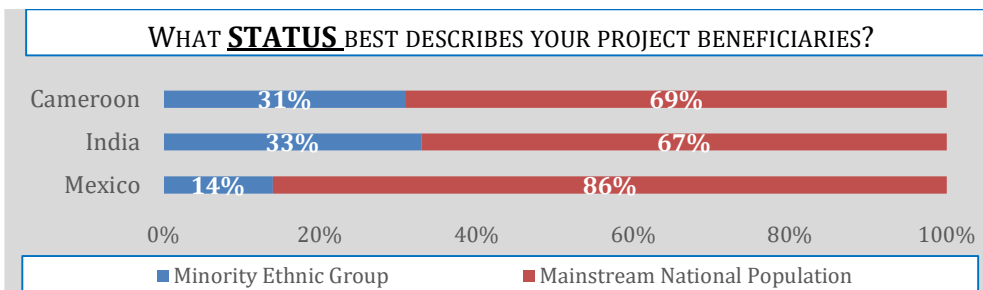
Important categorization as it can often indicate greater barriers and marginalization, as well as stronger cultural constraints on choices.

Literacy:

Literacy level is the watershed beneficiary profile category, which has the largest implications on SCE content and training modality.

WHAT **LITERACY LEVEL** BEST DESCRIBES THE BENEFICIARIES YOUR PROJECT SERVES?

Country	Illiterate	Some_Literacy	Fully_Literate
Cameroon	67%	27%	6%
India	22%	55%	24%
Mexico	17%	55%	28%
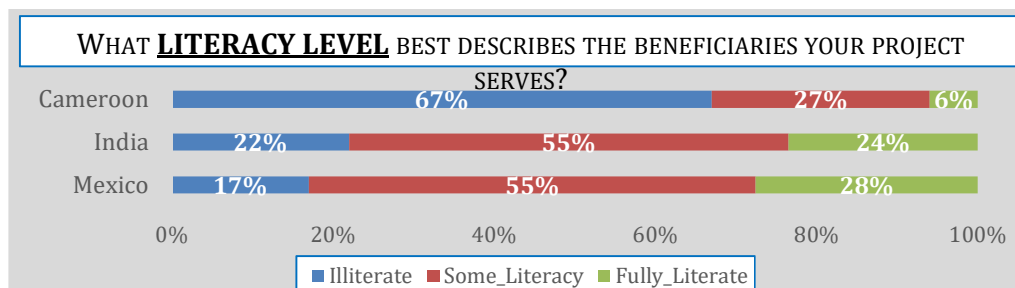
Working with the widely varying literacy levels of SCE trainees has caused a great many programme challenges, and impacted the way the various country teams are able to operate, as well as the uptake of the online learning ambitions of the programme.

Non-Literate:
- Blended learning required at minimum.
- Action learning better - demonstration most appropriate / effective.
- High input needed to enable learning. (time, trainer, cost)
- Difficult to access online learning.
- Tend to be poorest, most vulnerable and marginalized

Literate:
- On-line learning potential (with access support)
- Self-teaching possible
- High Potential for scale intervention at lower cost
- Tend to be less poor, vulnerable and marginalized (depending on country context)

Pivotal Divide

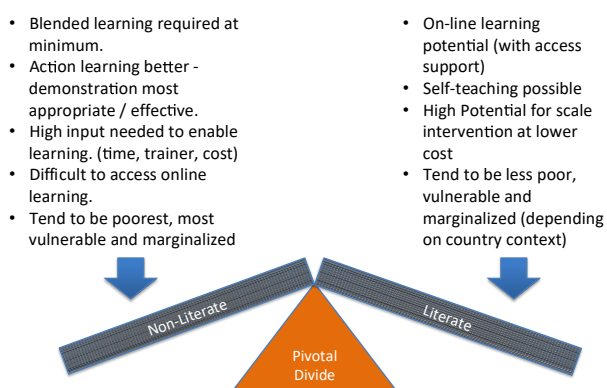The current challenge for SCE is defining their beneficiary groups and accepting that they do not all need to fit into a single homogenous category, as we see from the above figures, this is already impossible. However, with literacy the programme has struggled to serve the most vulnerable, marginalised and underserved group (which will inherently be the least literate), whilst maintaining the ambition to scale up via online learning platforms with their intrinsic characteristics that enable high volume, lower cost and remote access. At this point in the programme it is essential that both groups are seen as different, but not seen as mutually exclusive.

In other words the programme should work with the most educationally excluded, but can also work with a group that has had the opportunity to at least learn literacy, and should not see this as a contradiction. In fact, as will be discussed later in the recommendations, this can be turned into a further strength of SCE and increase its relevance by serving an even more diverse population of women in need of support. However, this requires a clear appraisal within SCE and the development of different approaches with implementing modalities to suit the two groups from the on-set.

4.2 Training Focus:

Flexible training models and focus, that adapted to best suit the context, again proved to be vital to any success of SCE. As a pilot this adaptability to context has created a range of programme implementation of options that future country programmes can learn from. Had SCE not enabled this level of diversity in its pilot implementation, and remained prescriptive in using the entire SCE package as it was devised, then it would not have succeeded, stayed relevant, nor been an effective use of donor funds. However, this was not the case as can be noted in several examples that follow.

The first example demonstrates that Country Offices and their IPs were empowered to decide which of the 3 training branches (Formal education, Employment or Entrepreneurship) they would focus their country programme on. Whilst the entrepreneurial skills training branch was the most popular and relevant to all COs (as noted by KIIs and FGDs) Mexico, India also made significant progress on formal education and employment skills. Australia is also due to launch its employment training programme through "Real Futures", focusing on employment training and placement for indigenous minority groups.

Figure 12 – Training focus areas

QUESTION: What type of training course have you been engaged with? (Beneficiary survey)
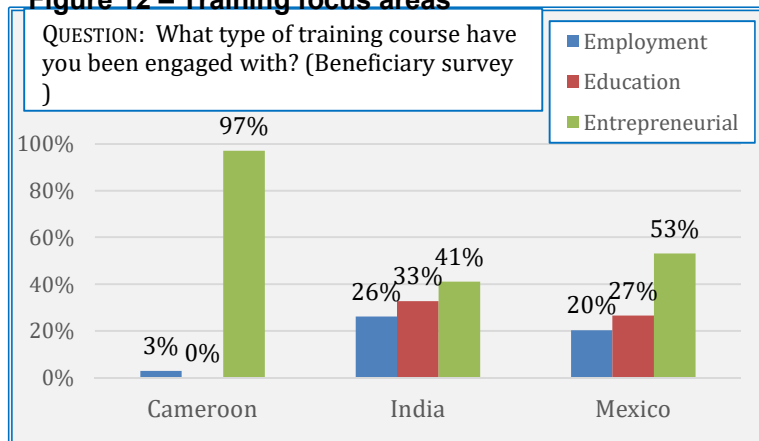
Most notable from the Figure 12 is the total focus of the Cameroon programme on entrepreneurs and self-employment. The choice here was made due to the profiles and needs assessment of their target beneficiaries, which all fell into the 3 categories – Refugee, IDP, or host community; many of whom were also receiving support from other donor, or government programmes and community support. The SCE team and stakeholders after consultation and discussions with stakeholders and beneficiary representatives made a rational choice to fill the niche of self-employment training with the refugee and IDP population, and agriculture with the host communities.

4.3 Short Course Module Training:

All country programmes offer short module training on various life skills and principles, either embedded into larger courses, or as stand-alone trainings. Some of these were deemed relevant to several country programmes, including:

- Digital literacy (All countries)
- Financial skills (Mexico, Cameroon, Jordan and Australia)
- Life planning and skills (Mexico and Cameroon)
- Self-Knowledge and empowerment (Mexico, Australia and Cameroon)
- Communication (Jordan, Mexico and Cameroon)

Figure 13 – perceived usefulness

QUESTION: How useful did you find the course in digital literacy?

1 = not useful / 5 = extremely useful
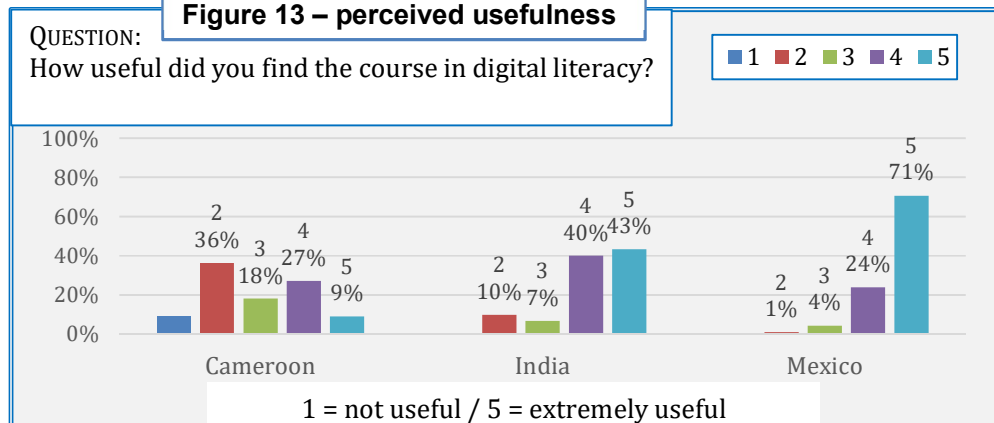
As with the overall course focus, the relevance and usefulness of the module courses varies greatly with the context as well. See figure 13, as perceived by the surveyed beneficiaries, where only 9% in Cameroon found the training "extremely useful" as opposed to 71% in Mexico. The target population characteristics, particularly poverty and literacy, will play a large part in the judgment of usefulness, as well the environment and context; with Mexico having a much more connected population with access to digital communications where as in Cameroon smart-phone ownership in the target population is very scarce (FGD CO Cameroon).
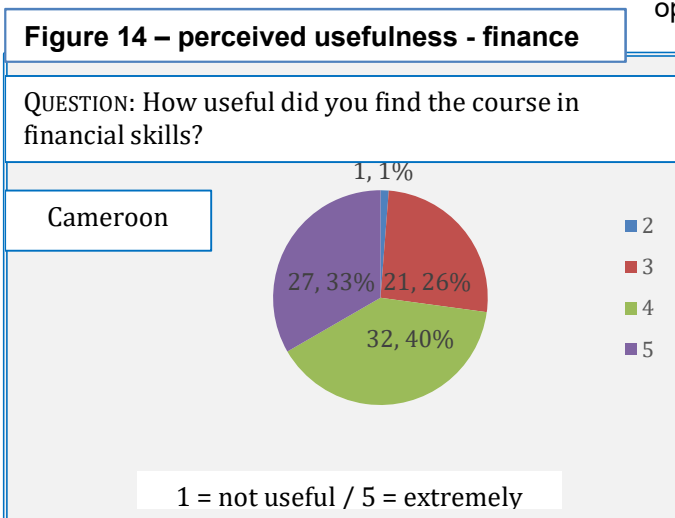
Figure 14 – perceived usefulness - finance

QUESTION: How useful did you find the course in financial skills?

Cameroon

1 = not useful / 5 = extremely

It could be argued that the perceived relevance of the training will also vary with the quality of the trainer and training materials. However, it can also be seen from the survey of all modules that there were several that showed to be much more useful to Cameroon beneficiaries than digital literacy, despite being delivered by the same group of trainers.

In the example in figure 14, it is demonstrated that 27% in Cameroon found the financial literacy training "extremely useful" with a further 32% finding it "very useful".

4.4 Re-entry into Formal Education:

The MTR research on this branch of SCE, and its relevance, focused on what were the barriers to accessing and succeeding in formal education in the first place, and whether SCE is managing to address these the second time round. In other words what makes access and study possible now?

The question was posed directly to beneficiaries in both Mexico and India, where SCE has made the greatest gains in implementing this work. The two graphs below represent the responses from women during the MTR.

Figure 15. Barriers to education

QUESTION: What stopped you completing your schooling in the past?
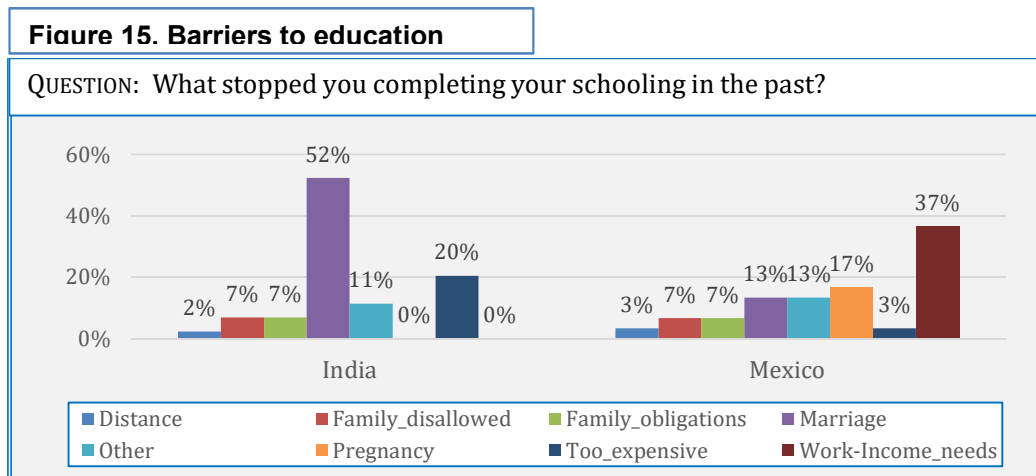
The data from the two countries clearly demonstrates that the barriers are very different in the two contexts, they are cultural, social and economic;

- √ In India 52% say that school finished early because of early marriage, and a further 20% saying it was unaffordable. Whilst,
- √ In Mexico the barriers were more varied, but still show that need to earn an income early drove 37% out of school, and early pregnancy a further 17%

With such variety in the barriers to child education, and the potential addition of new barriers arising as the woman grows (household and work pressures for example), it is difficult to then identify specific solutions to address specific barriers.

However, SCE has proved its relevance through more general response intervention principles; flexible learning times, at home support, support to reduce costs, reduced travel time and distance. This is demonstrated clearly in figure16 where both India and Mexico identify the same top 3 characteristics that have enabled them to return to education:

1. Flexible study time
2. Ability to learn at home
3. More family support

Interestingly about a quarter of all respondents cite "more family support" as a primary enabler. This does then validate the SBBC campaign target of ensuring men and the wider community value the education of women and girls.

Figure 16, Enablers to education

QUESTION: What has helped you to re-start education now?
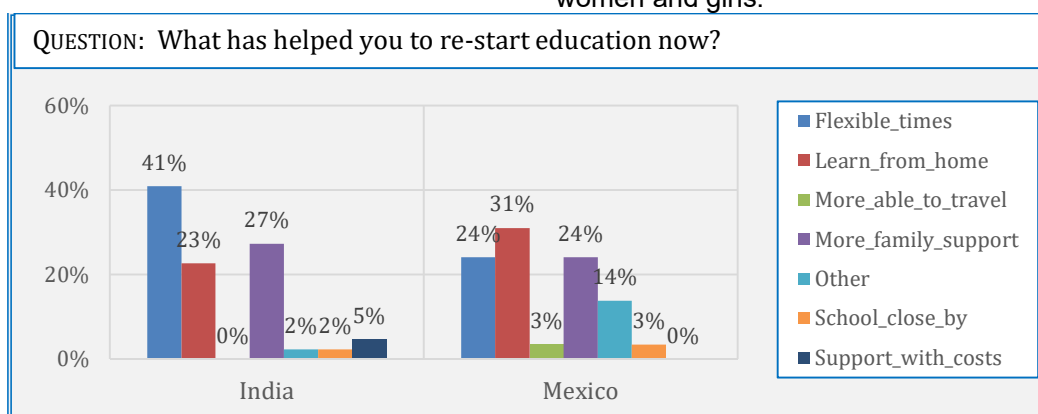
4.5 Employment Skills:

The employment readiness training has proceeded in Mexico and India. Following the needs assessment, the Cameroon programme rightly decided it would not pursue this branch of SCE, as it was deemed less appropriate to their target population, IDP and refugees, who's long term residency is not secure. In addition employment opportunities at the training locations are very limited. This is considered a very rational choice and thus supports relevance.

The Australia programme is working with its IP "Real Futures", who focus exclusively on improving employment opportunities for the indigenous population, who represent a unique poverty pocket, characterised as having less employment and opportunity than the country average. This is a logical strategic choice and relevant to the context and need of beneficiaries. At the time of the MTR work with this IP had not yet launched and was further stalled by the COVID-19 pandemic.

In almost all cases beneficiaries were offered some choice in which employment sector they wished to engage in, however in Mexico 22% stated they were not offered any alternate options. Free selection of training from a range of options indicates they are perceived as relevant.

Figure 17- Training choice?

MEXICO: Were you offered a choice of training courses?

5, 22%

18, 78%

■ yes
■ no
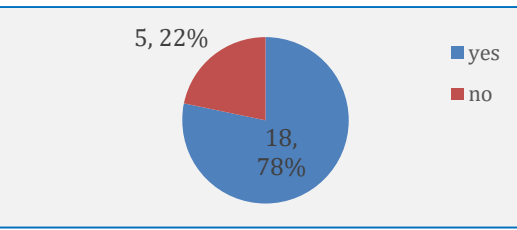
The majority (91% India, 87% Mexico) of trainees interviewed only started their training course after January 2020, so there were very few participants that have completed the course in the sample and data is therefore unreliable for such a small sample. The outcome of post training employment is hard to measure as the outcome 2.1; "Number of employed/ entrepreneur women amongst programme graduates" does not separate employed from entrepreneur women. This should be adjusted in the M&E framework.

Relevance can be judged, to some degree, from how happy participants were with the training they received. Mexico has achieved high scores in beneficiary satisfaction (believed by the CO to be due to preliminary work on vission and need identification), unfortunately India is much more of a mixed response and may require further follow-up. Despite this all beneficiaries did note that they would recommend this training to a friend, thus results are not conclusive.

Perhaps the most important indicator of relevance is the confidence trainees have in achieving the outcome of employment after the training. In India this is at an impressive 100% and Mexico is at 83%.

Figure 18- Beneficiary Satisfaction

QUESTION: Are you happy with the training you received so far (up until COVID-19 may have disrupted training)?
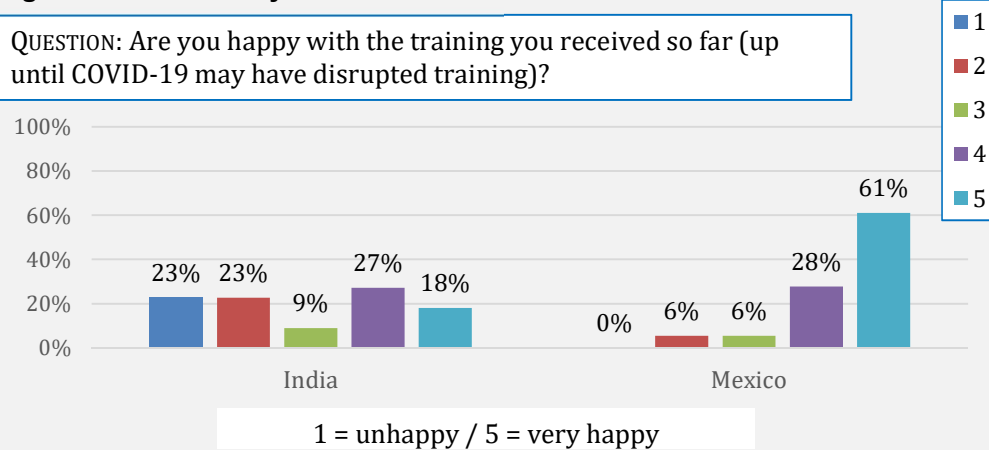
1 = unhappy / 5 = very happy

However COVID-19 is clearly beginning to errode that beneficiary confidence in employment as is noted in the C-19 impact research (See annex 1). Additionally, the relevance of some of the employment sectors identified in the original needs assement will become much less viable in the near future, namely the tourism and hospitality sectors. More generic employment skills may offer some mitigation against sector volitility in future. These might be:

√ Developing a CV
√ Searching for work
√ Interview techniques
√ Reviewing a contract
√ Employment ethics and rights

The sectors identified by the Needs Assessment are noted as not challenging the accepted or typical roles of women in employment their societies. However, one IP from India (AAINA) addressed this issue as follows:

"It was very difficult to get anyone to join the training for employment at the beginning, in Odisha families don't like women to leave the household to train or to get jobs. However, once we trained the first cadre of women and they saw that they were successful and earning money then many others came".
"Here it is not about challenging the type of job its about challenging if women can have a job at all."
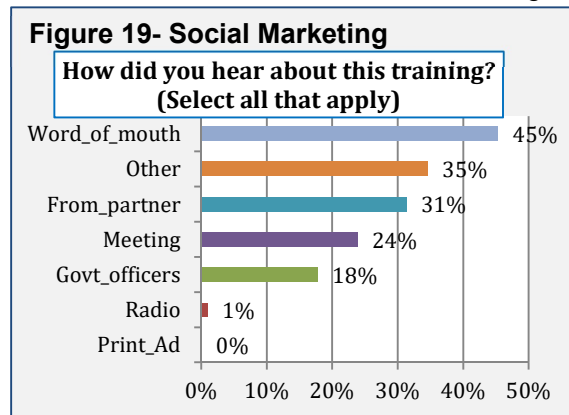
4.6 Entrepreneurial Training:

There is a fundamental difference in the terms entrepreneur and self-employed, these should be clearly desegregated in this training branch as they require different skill sets. The majority of training in SCE is in fact looking at self-employment and the production of goods and services, rather than the many skill required for business development.

All country programmes consider this branch of training as the most relevant and viable for their target beneficiaries. This is seen as even more the case since COVID-19.

The most important indicator of relevance is that beneficiaries are choosing to join the training based largely from its reputation and word of mouth from others. See figure 19.

They are also choosing from a range of opportunities provided by the IP. Again, Mexico scores lower on the free choice of options (28% say no choice) than other programmes and this should be addressed.

An important indicator of relevance links to its outcome and the results received from the survey of beneficiaries indicates that 76% did achieve self-employment or business following training, an impressive achievement.

Figure 19- Social Marketing

How did you hear about this training? (Select all that apply)

Source	%
Word_of_mouth	45%
Other	35%
From_partner	31%
Meeting	24%
Govt_officers	18%
Radio	1%
Print_Ad	0%

Figure 20- Self employed outcome

QUESTION: Did you start a business or get self-employment after completing the course?

- yes: 111, 76%
- no: 36, 24%
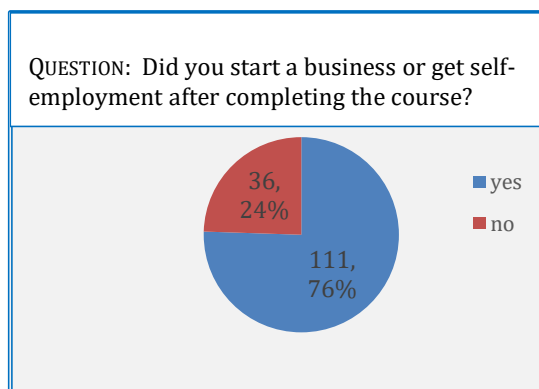
Further diversity in the details of programme content is noted even where very similar training is implemented. Both of the programmes in India and Cameroon have a strong focus on agriculture skills, as well and craft for self-employment/ entrepreneurs. However, the Cameroonian model decided a group model was more suitable due to the transient nature of their target group, and the low investment potential of the programme. Therefore, purchase and use of a shared asset (such as a sewing machine) that would remain with the group even if members moved on, was seen as a better approach. In India the training was aimed at the individual because (as one IP noted) "…there are many programmes targeting group formation, so we just wanted to impart skills which may be taken into other groups".

Both choices are rational and logical, and once again demonstrate context specific adaptation, which add to the relevance, efficiency and sustainability to the programme.

Figure 21- Group businesses

QUESTION: Was this a group business or just you?

Group
Individual

Cameroon: Group 71%, Individual 29%
India: Group 0%, Individual 100%
Mexico: Group 43%, Individual 57%
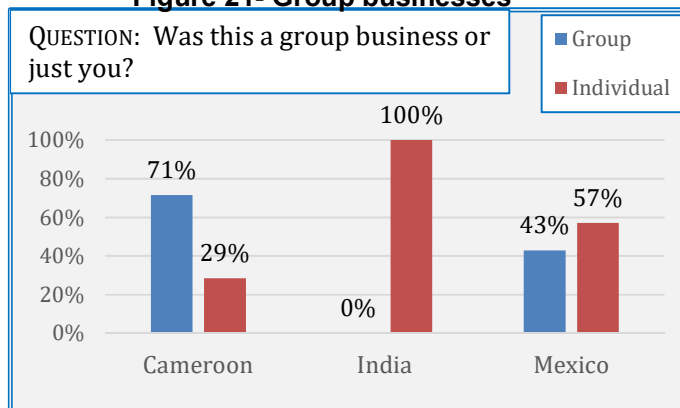
The Australian model is less easily boxed into the 3 main training branches. The approach to date with its Implementing partner "Sister Works" has been categorised as entrepreneurship skills training, however key features of this model do not fit very comfortably with this categorisation.

1) The training is noted (by the IP) to be more of a means to introduce skills such as language and culture than focused on the enterprise development aspect as the key outcome.

2) The skills training course demonstrates how to make the craft that is marketed through Sister Works, so it could be argued that they are more of a decentralised employment model working with women on consignment principles, rather than working towards self-employment or small business outcomes. This will become a more important when later considering scale-up opportunities.
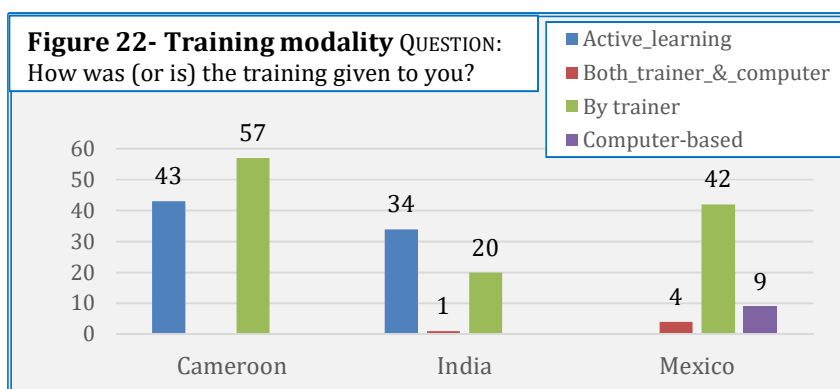
With that noted, it should also be added that the SW approach does also intend to move beneficiaries through the consignment stage to be able to produce and sell craft independently, however, results of this ultimate level are not yet available at the time of the MTR.

4.7 Training Modality:

How training is delivered is very dependent on context, IP capacity and beneficiary profile. India and Cameroon have both relied strongly on active learning approaches delivered on demonstration sites or work locations. This modality is particularly related to their focus on agricultural production skills for business / self-employment, this is considered a very valid and relevant approach in the agriculture sector, particularly in the case of SCE and the low literacy levels found in India and Cameroon.

Figure 22- Training modality QUESTION: How was (or is) the training given to you?

Active_learning
Both_trainer_&_computer
By trainer
Computer-based

Cameroon: Active_learning 43, By trainer 57
India: Active_learning 34, Both_trainer_&_computer 1, By trainer 20
Mexico: Both_trainer_&_computer 4, By trainer 42, Computer-based 9

In Mexico the approach to training is almost exclusively through hubs and delivered by trainers, but also makes use of computer support and online learning (this will change in response to C-19).

This is dictated by higher connectivity and beneficiary capacity, as well as the type of courses offered. All three country approaches are considered relevant to their needs and opportunities.

Figure 23- Training locations QUESTION: Where do/ did you receive the training?
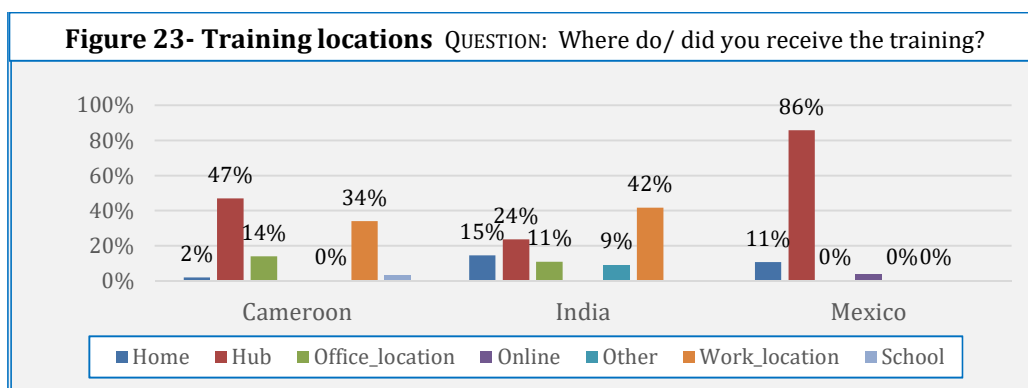
The use of Hubs in all country programmes is a central feature of SCE and, even where there is field-training, hubs are still relevant for TOT and training resource storage and provision as well as allowing for a blended training approach when necessary.

4.8 Online/ Digital learning:

It was hard to clearly assess the online learning capacity and achievement of SCE at the time of the MTR. The numbers of learners registering and accessing online platforms of SCE and partners are still very low and there is a long way to go to reach the target of 47,000 by the end of the pilot phase. The latest SCE numbers as of 08/04/2020, are represented in Table 3. It is noted that there are as yet no registered beneficiaries in neither Cameroon nor Jordan.

Table 3. Online learning registration and completion, March 2020 Quarterly report		
Country Office	Number registering	Number completing
Australia	741	0
Chile	173	173
Mexico	106	12
India	620	0
Totals	**1640**	**185**

In the case of Cameroon this should be considered a rational choice, as both the environment (remote with low connectivity) and the beneficiary profiles (high illiteracy, low access to IT, little/no use of smart phones) indicate that this approach is not appropriate to the context at this time.

Other country programmes do face similar challenges and constraints to those faced by Cameroon. The targeting of beneficiaries does not (in many country programmes) meet the minimum standards for basic literacy, as well as digital literacy, that would be required to enable them to take advantage of the online learning opportunities made available by SCE.

The following estimates, made by implementing partners, demonstrate some of the challenges in generating interest or opportunity for online learning:

Poverty / extreme poverty: Cameroon - 94%, India 71%, Mexico 39%. This profile reduces ownership and access to digital technology and the means of paying for access.

Ethnic or Minority Language speaking only: Cameroon 62%, India 67%, Low English speaking levels in Australia also reported. With this criteria the beneficiaries were assessed as unable to communicate in the national language. This will make development of online content difficult if it is not being developed in multiple minority languages as well.

Completely non-literate: Cameroon 67%, India 22%, Mexico 17% also reports from Sister Works Australia also indicate a largely illiterate target group. This clearly reduces the ability to access online content and learn from written text.

In some cases, particularly in Australia, the programme has been able to adapt well to overcome the disconnect between illiteracy and the ability to learn online. In the case of Australia, video content for training has been developed and is in use in the training

programme of their implementing partner, 'Sister Works'. Nevertheless this does not represent classic online learning, as it acts more as a vessel for carrying training videos, than the more typical model of remote learning, which would be interactive, allow for follow-on supplementary research and also examine performance.

The approach of video-based training is seen as having a strong potential in future, where trainers can use these as a blended learning approach to rollout to a wide audience of both literate and non-literate beneficiaries. SCE is also exploring methodology for participants and trainers to develop their own video based training content.

4.9 SCE Trainers:

Cameroon is the only exception to the general use of trainers coming from civil society actors. In Cameroon trainers are recruited under the management of the two ministries, MINEFOP and MINPROFF. They fill positions that are designated for extension and outreach officers. However, before SCE many of these positions that existed in the system structure were left vacant, due to budgetary constraints. SCE has filled that budget shortfall and allowed these government officers to be recruited and has financially supported them to access beneficiaries and implement training.

There is low attention paid to the use of mentors as trainers, beyond support workers, so far in the programme.

4.10 Remaining Relevant – Adaptive Management:

Table 4, Example of the Needs Assessment on Employment

Country	Opportunity – Higher level skills
Australia	• Health care and social assistance e.g. community worker, nurse • Education e.g. teaching aide
India	• Teaching • Nursing • Anganwadi and ASHA workers • Administration in local government
Mexico	• Teacher, teaching assistant • Social worker • Retail – sales manager, purchasing co-ordinator
Country	Opportunity – Lower order skills
Australia	• Hospitality – kitchen/food preparation, cleaning, hotel staff • Construction – traffic control, truck operators, on-site labour
Chile	• Construction – cleaners, painters, flooring installation, electricians, welders • Hospitality – kitchen/food preparation, assistant chef, waiter • Retail – sales assistant, cashier • Mining – machine operator, cleaning
Jordan	• Manufacturing – production line operators in sectors such as textiles, leather and food processing • Hospitality/tourism – hotel-based roles such as kitchen staff, housekeeping, phone operator, cleaning
Mexico	• Manufacturing – production line operators in sectors such as clothing and food • Retail – sales assistant

Whilst the programme in all countries has demonstrated its ability to respond and adapt to the local context, the processes that underpin this adapted management do not clearly emerge from the programme review. In SCE adaptive management there are three main processes that should inform regular review and reflection leading to adaptation and renewal. These are The Needs Assessment, the Risk Register and the M&E / reporting system.

The Needs Assessment highlighted which employment sectors had the highest opportunities for SCE target beneficiaries.

In the start-up phase this approach is relevant to give initial assessments of employment, self-employment, and business opportunities. This can be used in order to develop and launch training in appropriate sectors. However, in SCE this assessment is being used as a static document, meaning that it is envisaged to remain as a constant throughout the life of the programme and beyond, if sustainability and scale up objectives are to be realised. This is a shortfall in the way this work is perceived; as the context, opportunities and markets will change, either slowly over time as markets become saturated, or rapidly, as we see with COVID-19, where whole sectors of employment may become unviable.

As noted in table 4, several country needs assessments identify the Hospitality and Tourism sectors as potential employers, that assessment has become globally redundant in the light of COVID-19. This is not to say that it will not become relevant once again as the impact of the pandemic and related policy restrictions abate, but currently there is nothing that feeds into this document to address this change.

The Risk Register has a similar issue in its use and is noted by SCE teams as being a document that is rarely referred to below the global level, even though indicators from the risk registry are reported on in the Quarterly reports . In summary:
- The Risk register was adequate in identifying several hurdles that SCE is now facing, however the prevention and mitigation strategies have not adequately addressed the issues that were correctly forecasted.
- A systematic risk management strategy would entail the formulation of:
  - Adequate appraisal of the severity of the risk
  - Adequate understanding of the capacity of each country programme and SCE global management capacity to address the risk in a structured way.
- As with the Needs Assessment, the Risk Register should be seen as a living tool that forms part of an embedded process in monitoring, reporting, reflecting, and adapting, rather than a static list.
- It should be the central pillar of an adaptive management strategy, updated by IPs, reported and updated by SCE CO, and by SCE Global.
- Learning from adapting to change and crisis should be shared across countries, COs, and IPs for potential replication.

Monitoring and Evaluation data does not clearly differentiate between the 3 training branches for indicators of achievement, nor the target beneficiary population profiles that engage in them. This makes it very challenging when assessing the relevance of SCE actions to the target groups. This also limits SCE's agility and responsiveness in adapting to suit approaches and content to the needs of its clients (beneficiaries).
It is strongly recommended that Risk, Need and Results (M&E) move from a static state and become the core of a regular reflection **process** that continually reflects and reacts to adapt the programme in response to changing contexts and performance (see section 9 Recommendations).

5. Key Findings – Efficiency

5.1 Start-up Phase:
There was delay noted in the start up of some of the pilot country programmes for similar reasons. These focused on ability to source implementing partners that:
1. Meet the minimum standards required for UNW due diligence
2. Had capacity for the narrative reporting required by SCE / UNW;
3. Had experience / capacity for financial reporting and accounting compliance

4. Had the hands-on, community- based expertise and experience that was required to implement the technical model

There were also some minor delays in the implementation of the Mexico programme whist the SCE staffing structures were defined, and needs became more apparent. Ultimately the SCE CO team now represents what was considered, by most country leads, as the most appropriate structure; Team / CO Leader, Training/technical expert, Operations expert, Monitoring Evaluation and Learning expert. These roles have been supplemented by long-term consultants, where HR constraints made that necessary.

The role of Operations expert proved particularly critical to the successful start-up in Mexico due to the direct reporting structure of IPs there (see page 24). Ultimately these IPs required hands-on support for 6 months to bring their monitoring, reporting and financial management capacity to a level that was required by UNW systems, in particular the liquidation and FACE forms. The hands-on support given is considered good practice and could be an essential element in start-up in new SCE countries.

5.2 Programme Investments:

As noted in Figure 24 below, the largest investments required for the SCE programme model are for Output 1.3: Context-specific delivery mechanisms are established, including safe community-based centres or Women's Empowerment Hubs.

Figure 24. Output Area Costs at Year 3.
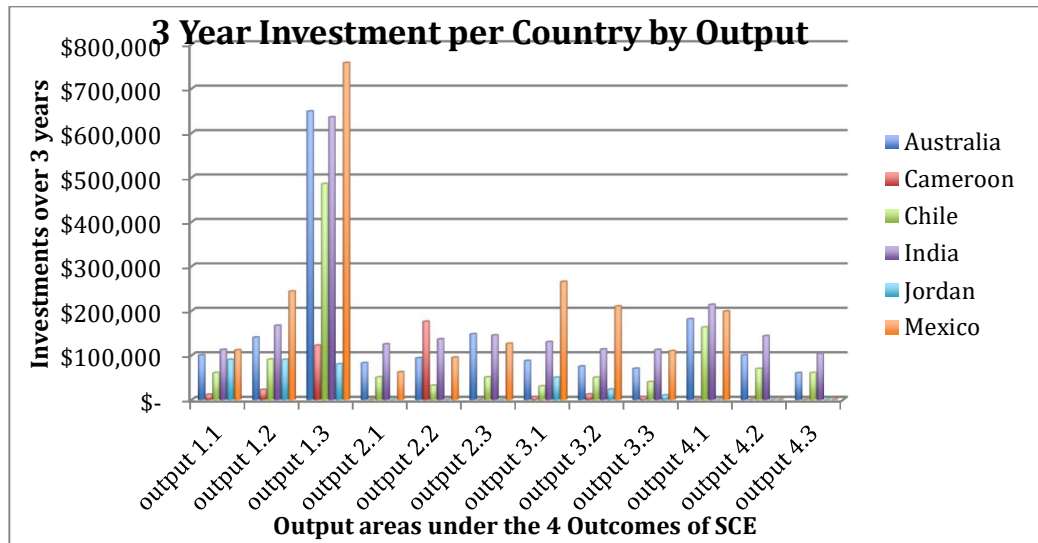
Establishment costs, equipment and operation are the key investments in this output. If it is considered that the hubs are critical to the success of the model, as feedback from UNW, IPs and beneficiaries suggests, then the review on efficiency should look at whether the model has been streamlined, and how larger impact can be developed to improve "value for money".

Strategic partnerships and negotiations have enabled 76 out of the 114 hubs that were created globally (M&E Quarterly report, March 2020) to be operated through existing IP and government premises, with SCE investments then focusing on upgrades and additional activities. This not only increases the efficiency of SCE, but strongly supports its ability to sustain activities after SCE phases out.

Many Hubs function much more widely as multi-use spaces; community and resource centres, often also in some cases as manufacturing centres that both train and produce craft.

In addition to generating support for hub establishment and operation, SCE has also been effective in leveraging funds and in kind support from UN, Partners and government agencies. Table 5 below demonstrates the cash and in-kind support generated by SCE for Hubs and additional activities, as estimated by the SCE Global team.

Table 5. UNW estimate of in-kind and cash support (June 2020)

Country Office	In-kind contribution Amount USD	Partner Cash contribution Amount USD	UNW In-kind and cash contribution USD
Cameroon	0	100,000[5]	50,000[8]
	0	109,488.39[6]	59,911.40[9]
Chile	398,710[1]	0	0
India	329,200[2]	0	50,000.00[10]
Jordan	0	0	8,715.00[11]
Mexico	250,000[3]	46,000[7]	9,420.00[12]
Geneva	33,133[4]	0	76,049.20[13]
Totals	**1,011,043.06**	**255,488.39**	**254,096**

Total Estimate: 1,520,627.05

5.3 Strategic Partnerships:

The implementing partners (IP) and the contracting models for each of the 3 countries demonstrate very divergent approaches to implementation, each with their own inherent strengths and weaknesses.

Mexico and India have made similar choices in their implementing partners. Both have chosen to try to work with smaller grass-roots organisations that have built (or can build) strong relationships and trust at the community level.

They have also decided to select these partners based on their complementary strengths to the whole network. Between the two countries, their partners are noted with the following technical strengths and experience:

✓ Rural development and agriculture,
✓ Gender empowerment,
✓ Formal education and certification,
✓ GBV,
✓ Livelihoods and Employment,
✓ Small enterprise development,
✓ Group formation,
✓ Minorities in development (indigenous, social, cultural),
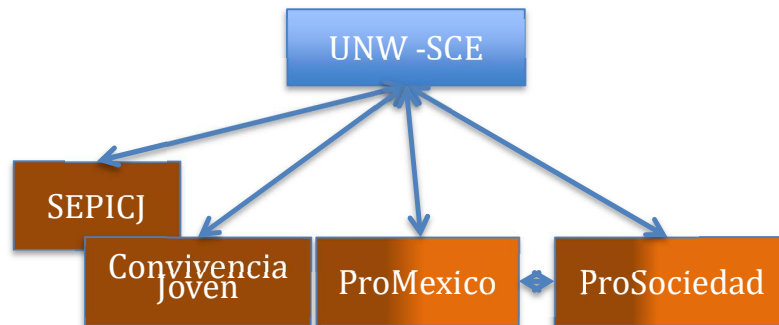✓ Advocacy and human rights.

In addition, both COs have ensured that platforms for cross-learning and sharing are developed. Whilst the full extent of the cross-learning and mutual support was hard to clearly gauge in this MTR, all Implementing Partner organizations have noted that they

have benefited from the sharing of ideas and experience. IPs also note that the SCE network has helped them master new skills and raise a collective voice in policy and practice advocacy. Most additionally note that UNW has been instrumental in ensuring that their collective voice gets heard at the state and national levels.

This sharing of resources, leveraging of funding, sharing of technical content, as well as skills and experiences from SCE implementation all converge to enhance the efficiency of the programme. Where the two countries diverge is in the management and coordination of their IPs.

MEXICO – direct partnership approach

The Mexico SCE office has a direct contracting and coordination role with its IPs. This was noted to be problematic during the start-up phase, and intensive support from Operations was required. In this case, there was a 6-month period where hands-on support was given to all partners, mainly to assist in compliance with financial and narrative reporting and accounting.

The India team also had the desire to work with grassroots organisations, however they were unable to directly contract them due to strict UN criteria on partner organisations. In addition, the geographical spread, diversity of partners, and number of IPs required made it impossible to directly coordinate through the limited CO staff. Therefore, the decision was made to implement through an intermediary organisation, PRADAN, with the reach, organisational capacity and experience to support all IPs. In essence, becoming the umbrella organisation which manages and coordinates sub-partners, with all operations for M&E, reporting and financial management coordinated through them.

INDIA – The "umbrella" model
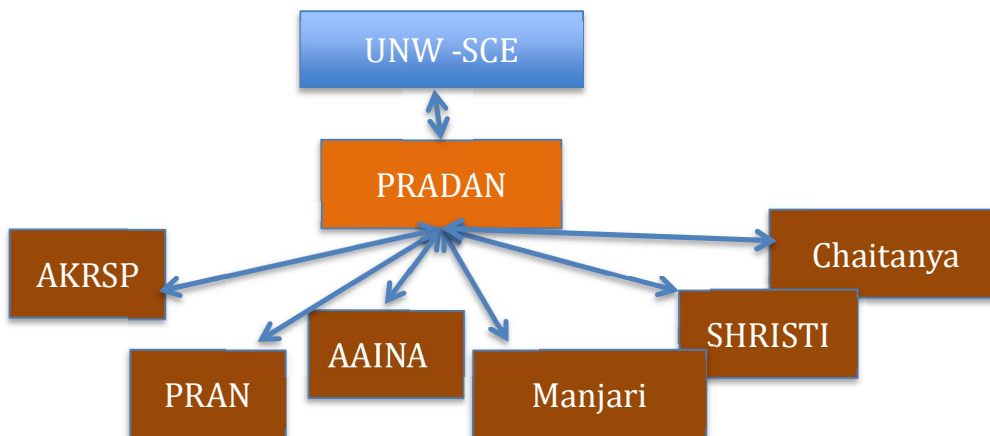
The India model is far more efficient for communications and easier to coordinate from a management perspective, but may lack the hands-on relationship and control enjoyed by the Mexico model. In addition, scale-up of more partners in Mexico would prove problematic and it is expected that a proportional scale up of the CO staff would be required to manage IPs.

Cameroon, however, is a wholly different case. Here SCE implements through two government ministries and represents an institutionalised approach.

CAMEROON- Government and System
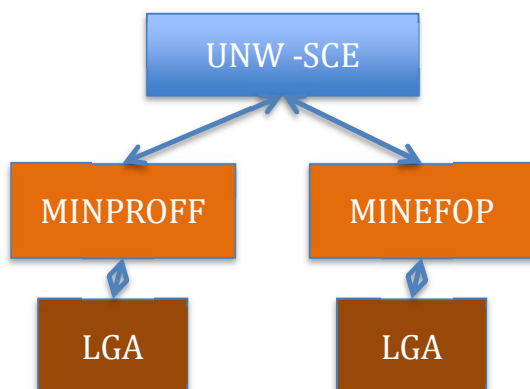
There are great efficiencies created through this approach, and SCE is able to utilize the established system structure; reaching down from the central government in Yaoundé to the smallest units of government in the most remote areas of the country. In many senses this partnership is the most efficient possible when considering scale potential; accepting that the ultimate goal of SCE is to demonstrate what success looks like, and how to get there, to a national level partner, who could sustain the approach indefinitely. Then working through that partner from the inception point is the most direct route to take, and it should be considered that the bottom-up advocacy strategy is set in motion from the first day. With the small funding that has been used in the Cameroon programme to such large-scale effect, this approach can be considered "The Trojan-mouse" approach; What the small investment potentially leaves behind is a cadre of trained government extension and outreach workers, who have promoted the technical skills from SCE as well as the core principles of gender equity, empowerment and equal opportunity. Who have also reported on these to their line managers and line ministries, whom are then continuously presented with evidence of achievement and process success. Thereby influencing the future decisions and approaches that are driven through government policy and practice.

There are many benefits of this model, not least of which is the inherent management efficiencies it encompasses. However, there are always compromises to be accepted, and a government-implemented model is far harder to control. The quality of the trainers and the training they deliver is more often than not sub-par, relative to that that may be given by professional development/ training staff found in partner NGOs (for example). Making it very efficient but with potential trade-offs for relevance, effectiveness and quality.

The relative satisfaction from beneficiaries noted with the globally comparable training courses (See page 12), demonstrates that the Cameroon beneficiaries note the training modules they received to date were less useful than their counterparts in other countries. There could be many factors influencing this, but trainer quality may be a key issue. In an institutionalised model like that of Cameroon, much more attention should be given to the training of trainers, than is required when working through non-government partners.

In Australia, the situation is very different from Cameroon's low-cost / high numbers output, here high costs are leading to low volumes (741 by March 2020) of beneficiaries being trained. In addition to early difficulties with UNW working in Australia (caused by there being no formal UNW CO present), there were also a convergence of other factors impeding rapid progress:

- The excluded population targeted by the Australia programme (entrepreneurial / self-employment with Sister Works) have not been able to take advantage of government support programmes due to low levels of English, low education and experience, as well as little knowledge of the local culture due to their relatively recent arrival as refugees. Thus, requiring more intensive training for extended periods of time. In other words solving "wicked problems" requires higher investment with less return.
- Costs in Australia are relatively high in comparison with other SCE countries making salaries, rent, and commodities inflate the investments required for the hub model and staffing.
- Hubs, established by UNW have increased from the original target of 2 to 3 and carry the highest investment cost for the Australia programme. Whilst the use of government or partner hubs has only reached 2 of the target 10. Use of partner hubs had been negotiated with an additional 5 organisations, but is currently on hold due to lockdown conditions in Victoria
- The implementation model does not (as yet) accommodate large volumes of participants, as they also become de-centralised employees producing craft, and limitations on the Sister Works carrying capacity / market capacity will eventually restrict the model. This model may need some revision if it is to work at larger scale.

6. Key Findings – Sustainability

A major part of sustainability is remaining relevant, if that is not achieved then many of the activities of the SCE programme will ultimately become redundant, as they will not attract implementers, donors or government partners to continue them.

6.1 Influencing Others:

A key part of ensuring programme sustainability is the ability to influence other actors to buy-in, champion and promote the SCE model, ultimately supporting it to become the adopted and institutionalised approach of other state and non-state actors.

Policy change, is a benchmark goal for the programme, where governments not only agree with SCE positions and principles, but also put them into practice and allocate budgetary support to make them implementable. Therefore advocacy in SCE should not only look to address policy gaps in order to create the enabling environment but must also aim a SCE adoption by national institutions and large donor programmes.

Whilst this MTR does not look at impact and progress to any large extent it is clear that; to date the indicators that focus on coordination with partners, beneficiaries, donors show significant progress (see table 6).

However, it has been difficult to ascertain exactly what policy targets have been identified in each country programme and the indicators are insufficient to measure success. The current indicators are focused primarily on input targets such as numbers of dialogues, meetings and platforms established, rather than the outcomes of these, such as policy positions reached, policy reviews completed, policy changes achieved, and collective positions established.

Table 6. Advocacy and coordination platforms, indicators 08/04/20	
Indicator (Global numbers to date are highlighted red for behind target, green for ahead of target)	**#**
Number of national awareness and advocacy campaigns on the importance of young women's right to education and vocational learning undertaken, with UN Women's support in; **Countries.**	**26**
Number of national awareness and advocacy campaigns on the importance of young women's right to education and vocational learning undertaken, with UN Women's support in; **Empowerment Hubs.**	**4**
Number of national awareness and advocacy campaigns on the importance of young women's right to education and vocational learning undertaken, with UN Women's support in; Empowerment Hubs ; **Community Spaces.**	**13**
Number of national awareness and advocacy campaigns on the importance of young women's right to education and vocational learning undertaken, with UN Women's support in; **Global Events.**	**2**
Number of countries that have, with UN-Women's support, conducted community activities with women and men, boys and girls on gender equality and the right to education of women and girls.	**39***
Number of peer networks for women and young women established, with UN Women's support per country.	**20**
Number of new, revised or in active review/discussion legislative frameworks or policies that promote second chance education and vocational training opportunities for women developed and/or being implemented in Programme countries.	**8**
Number of policy dialogues on the importance of women and young women's right to education and vocational learning undertaking, with UN Women's support- **Country Level.**	**50**
Number of policy dialogues on the importance of women and young women's right to education and vocational learning undertaken with UN Women's support- **Global Level.**	**0**
Number of countries that have, with UN-Women's support, revised budgetary allocations or frameworks in favour of marginalized young women's access to second chance education and vocational training.	**0**

 There may be some confusion with this indicator as it aims at number of countries, not number of actions taken.

Regular Implementing Partner Meetings are held under SCE, this process has been supported in both India and Mexico, with very positive feedback from IPs. These meetings need to be formalised and a platform of like-minded organisations should be established, it should be able to operate without the need of input and assistance from SCE or UNW.

6.2 Sustainable Structures:

Curriculum influence or change is the most sustainable way to ensure principles and content are sustainable and go to scale. Mexico has demonstrated success in the adoption of "learn to live" modules in State level formal education curriculum, which at this stage of the programme is seen as one of the largest gains in moving towards scale-up.

Learning and Empowerment Hubs require secured long-term funding for operations, models that make use of partner or state facilities are seen having more potential for sustainability. Use of these facilities to operate SCE will influence their way of working and their choice of target beneficiaries, which does provide an effective means of advocating for and sustaining SCE principles and approaches. The long-term viability of the hubs is therefore dependent on the initial partner choice and how secure they are in their long-term funding portfolios. India is piloting models for self-sustaining hubs that are able to cover their operational costs as multi-use centres.

On-line learning is an efficient mechanism to train at scale, however, the content, access support and student testing requires continuous curating and support to be sustainable. How this is housed and supported remains unclear in the SCE design.

6.3 Content of training – adapting to change:

With a static approach to needs identification there is some concern that the training topics identified currently by the programme will not consistently be updated for relevance. This will make some of the course obsolete as the external situation dictates. Particular concern is for market saturation in some sub-sectors where training courses are very prescriptive. Additional concerns are highlighted with COVID-19 research and the sudden decline of opportunities for employment in sectors such as tourism and hospitality. To avoid this a more dynamic needs and risk assessment process is required and more generic skills for both employment and self-employment should be considered to ensure their use is more sustainable.

6.4 Branding and Programme Visibility:

SCE has adopted common branding guidelines for the programme, developed with support of the Mexico Communications team. It has been decided not to develop a separate logo for the programme in line with agency preference to not develop visual logos in addition to the UN logo, instead a word-based logo has been adopted, as seen above. Second Chance, and not Second Chance Education, is being used since the second chance education concept is found to sometimes have negative connotations in some of the countries of education opportunities that are of lower quality. Flexibility is given to the various countries on use of the branding guidelines including colour scheme.

The function of branding in this case is not to assign credit to UNW, nor BHP Foundation its donor, nor even its implementing partners, it is more to build the name and reputation of SCE as an entity in its own right. The many moving parts of SCE should be gathered under one umbrella term that indicates the holistic approaches it promotes, the target group it serves, and the principles it upholds. In building the SCE name its approaches, procedures, objectives and materials become known. A good brand builds a unified movement behind it, which is particularly important when there are multiple IPs across large geographical areas within countries, and across boarders.

As the positive reputation of the SCE programme grows, the importance of what SCE messages in SBBC work with communities, and in advocacy work with policy makers, comes with that reputation and is promoted by it. Institutionalization of SCE in policy or practice of government, or as a leading sector approach amongst development

actors is the main route it has towards sustainability and therefore strong branding and marketing is required.

This should be investigated and, as the pilot phase is closing out shortly, that the use of SCE branding be more systematically applied across countries and the branding formalized for use going forward and in new programme countries.

With this noted, it is also the case that whilst SCE should have certain global standards, local name and brand additions should also be acceptable at country levels, based around the globally agreed structure and procedure.

6.6. COVID-19 impacts on SCE

COVID-19 has had major impacts on the sustainability of SCE, as well as relevance and impact. A full report on the impacts of COVID-19 has been researched and developed along-side this MTR. Key findings have led to specific recommendations. These findings appear in full in the Annex of this report.

7. Conclusions

- ✓ Delays in implementation are evident and largely driven by external circumstances, beyond the control of SCE. However, efficiency in the start-up phase can be improved with new country programmes learning from the pilot.

- ✓ The ToC should be reviewed for clarity, as should the programme logframe, ensuring that outcomes are clearly distinct from inputs and outputs that drive these outcomes.

- ✓ Needs and risks assessments are currently too static and should, along with beneficiary monitoring, become a continuous process rather than a static action.

- ✓ It is essential that each new SCE country programme is clear on the indicators that define their beneficiary target groups, as this understanding will provide the primary criteria that allows the training to be calibrated correctly for education levels, defines training modality, directs content and sets the focus.

- ✓ Current monitoring and indicators need a stronger focus on beneficiary outputs and outcomes. If the pilot countries continue to implement through a scale-up phase then outcome monitoring is possible and will provide rare evidence of impact, which is ground-breaking in the education sector, and will give a high degree of evidence for sector influence, scale adoption and institutionalisation.

- ✓ The monitoring of outputs and outcomes needs to continuously inform implementation. This monitoring should focus on beneficiary feedback and recommendations.

- ✓ Flexibility in implementation modality and training focus, with country-level adaptations has driven the success of SCE; increasing relevance, creating efficiencies and enhancing the potential for sustainable change. SCE demonstrated excellence in this regard.

- ✓ SCE now offers a broad range of solutions that fit a variety of contexts. These can form the basis for a "menu of options for newly joining COs. These solutions were generated by programme flexibility that allowed for a high degree of adaptation. SCE should continue to strive to be a "global programme with local solutions", as this is where its success is most clearly demonstrated.

- ✓ Limited documentation of training reduces the ability to scale-up and replicate. Some standard training content needs to be documented for ToT level, as well as good practice for adult learning pedagogy.

- ✓ Global, or multi country, training material should continue to be provided as a core base that can be adapted to suit the country contexts and languages. These modules should not be mandatory in all countries, but can be selected from a menu of options.

- ✓ System innovations in implementing partner management and coordination have been demonstrated and provide a solid blueprint for potential implementation models in new SCE countries.

- ✓ A more formalised use of mentors is required in order for them to play an important role in sustaining SCE and supporting scale-up.

8. Recommendations

8.1 Cross-cutting recommendations: SCE   S-up

- **Formalising processes**: Ironically, ensuring that SCE remains flexible and adaptable to context as it grows will require some more formalised programme processes and structures. These include:
  - Clear minimum standards for consultations and assessments in the start-up phase
  - Recommended CO staffing requirements and expertise during start-up
  - Implementation of an adaptive management strategy to include risk register and needs assessment reflections and update process
  - Improved M&E and reporting guidelines
  - Clearly defined Quality Assurance (QA) process for training and content development
  - Clear ToC with associated SCE principles and minimum standards. The current ToC needs revision and clarification.
  - Globally relevant training materials and modalities that are well documented but adaptable to country contexts (customisable training materials are already in development for Yr3).
  - Clear guidelines on strategic planning to set advocacy agenda and policy targets

- **Beneficiary Target groups** are not currently homogenous, neither across countries in SCE, nor across regions within those countries. This should be embraced by the programme and seen as a further strength that demonstrates context specific adaptation. However, what the programme does need to demonstrate clearly is who the country specific interventions are targeting and why, whilst also clearly defining the logic that drives the how training is delivered (its modality). To a large extent the "adaptive management strategy" and "beneficiary centred approach", that are recommended here, will provide the detail on who SCE is targeting and the needs it seeks to address. Once the beneficiary groups are defined by each SCE country, then this should be used to drive the choices of interventions and training modalities used in that country programme, it is the most important indicator that leads to context specific programme adaption.

SCE should define a global set of basic criteria or principles that will underpin the beneficiary choice but continue to provide the required flexibility that allows it to remain relevant to the local context.

In addition, and wherever possible, SCE should look for opportunities to engage more literate and educated beneficiaries to support others in order to further scale-up objectives (for example see recommendations on formalisation of mentors as trainers).

- **The branding** developed for SCE should be further formalised and systematically used across countries.

- **The India model for self-sustaining hubs** through production of goods, services, and as a rentable space, is potential path for sustainability of hubs and SCE programme activities, processes and principles. This should be reviewed and supported for possible use as a global model. These also have the potential to act as a franchise which could come with a standard minimum package of materials and processes for use in scale up to new locations.

- **Online learning platforms** need to either be housed in national level entities that can control the learner support, curate content and set testing and certification (as necessary), or demonstrate a strategy on how SCE and partners will manage this as the programme moves forward and grows. Noting that online learning may not be appropriate for all country programmes.

- **COVID-19 recovery support** will be very context specific to each country and possibly each region within that country, there are cross-cutting recommendations below, but there is a clear need for bespoke strategies to be developed which are tailored to their specific needs and opportunities. A strategic planning process with IPs and stakeholders is highly recommended.

- **Sector coordination platforms** for donor, multi-lateral and Bi-lateral partners with government need to be established or attended to ensure lessons and good practice from SCE can be shared and influence policy and practice. Also to ensure reduced duplication and parallel processes. Sector coordination platforms and processes should be used where policy positions should be established, collective voice generated, implementation debated and good practice shared

- **Advocacy strategies** that include specific country policy and practice targets, platforms for influence, and mechanisms to raise beneficiary "voice" for each SCE country should be developed and in use.

8.2 Scale-Up Principles:

S-up

Scale-up of SCE requires a fundamental adjustment in the way the many processes are implemented. Primarily the programme should be looking to reduce the need for external inputs such as technical advice, funds, and services, moving towards more self-generated adaptations, efficient costs and self-sustaining modalities. Particularly aiming to identify low cost, high impact solutions wherever possible in order to make model approaches that can be **realistically replicated** by governments and donors with constrained human resources and budgets.

Below represents some of the principles SCE should be mindful of, as it goes into the final pilot year and looks for scale-up potential:
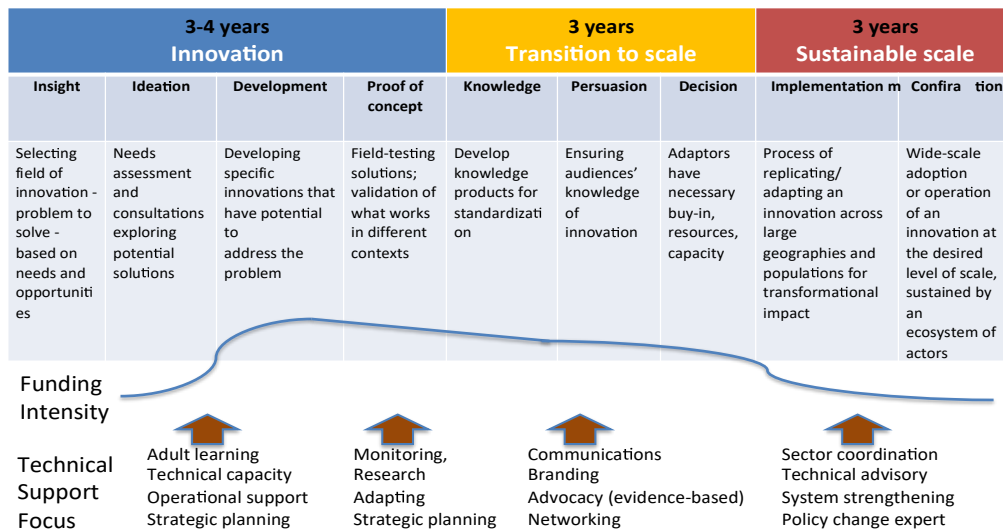
- The flexibility to implement what works for the country context, and adapt or ignore what doesn't, is an essential strength in the potential to scale.
- The natural-selection of SCE activities that do not suit a country context ensures that only the fittest survive. SCE should be ruthless in enabling only suitable sections of the model to go to scale after pilot (or start-up) phase, rather than the entire portfolio of all activities and processes. Note that what works for some countries may not work for others, as SCE's success thus far clearly demonstrates.
- Small NGO partners should not be pushed to scale before they are ready, if at all. The niche for many partners in SCE will be the hands-on development of the approach, but may not suit wide-scale replication. Thus may be more suitable as TA to the scale-up by larger institutions or Government partners.
- It is essential to document and widely publish hard and soft copies of all training materials if scale is to be achieved. Ad-hoc training is impossible to replicate and maintain quality standards.
- Institutionalize wherever possible – looking for partners that can bring national level implementation of a locally adaptable model.
- No hand-holding – scale interventions have to be robust enough to rollout without continuous support. They need to be founded on strong principles and processes, but then be left to adapt to their specific context and needs.
-

8.3 Framework for Scale:

S-up

The framework below is taken from a model used by "Tinkr" for the Red Cross and has been adapted by SCE-Global to represent how they see the programme going to scale (it is subject to change). It is recommended that the timeframe of this model is followed, at least in the 6 current pilot countries. This assumes that they would then become "pioneer countries" that can support all newly joining countries by demonstrating how scaling can work and also providing the longer-term evidence of success that would support institutionalisation, fund raising and sector coordination efforts in all countries. The model and extended time period in the pioneer countries is recommended as it will open a great deal of opportunities in system innovations that are noted later in this section.

Figure 25   FRAMEWORK FOR SCALING SCE INNOVATION

3-4 years Innovation				3 years Transition to scale			3 years Sustainable scale	
Insight	**Ideation**	**Development**	**Proof of concept**	**Knowledge**	**Persuasion**	**Decision**	**Implementation m**	**Confira tion**
Selecting field of innovation - problem to solve - based on needs and opportunities	Needs assessment and consultations exploring potential solutions	Developing specific innovations that have potential to address the problem	Field-testing solutions; validation of what works in different contexts	Develop knowledge products for standardization	Ensuring audiences' knowledge of innovation	Adaptors have necessary buy-in, resources, capacity	Process of replicating/ adapting an innovation across large geographies and populations for transformational impact	Wide-scale adoption or operation of an innovation at the desired level of scale, sustained by an ecosystem of actors

Funding Intensity

Technical Support Focus

Adult learning Technical capacity Operational support Strategic planning	Monitoring, Research Adapting Strategic planning	Communications Branding Advocacy (evidence-based) Networking	Sector coordination Technical advisory System strengthening Policy change expert

Funding levels for this model will vary as implementation moves from the set-up stages, with the highest investment requirements, towards proving success and creating buy-in from government and sector actors and ultimately hand-over and institutionalisation in the final stage with the lowest requirements for external investments from SCE.

Technical support from SCE will also change as the model progresses through the 3 stages. Moving from the technical skills required for set-up, operations and training delivery, towards more monitoring, strategic planning and partner building, ultimately moving in to system strengthening, policy dialog, and sector coordination.

8.4 Beneficiary-Centred Implementation:

From the point of view of Convivencia Joven (IP Mexico), the scaling of the programs depends on two elements. On the one hand, the ability to involve beneficiaries in the diagnosis, design, organization, and evaluation of interventions. On the other hand, it is necessary to "consolidate the leadership", that is, promote participation in decision-making and assign responsibilities among the participants in the programs.[3]

It is recommended that SCE becomes more beneficiary driven as it goes forward and that this becomes a central theme to potential scale up.
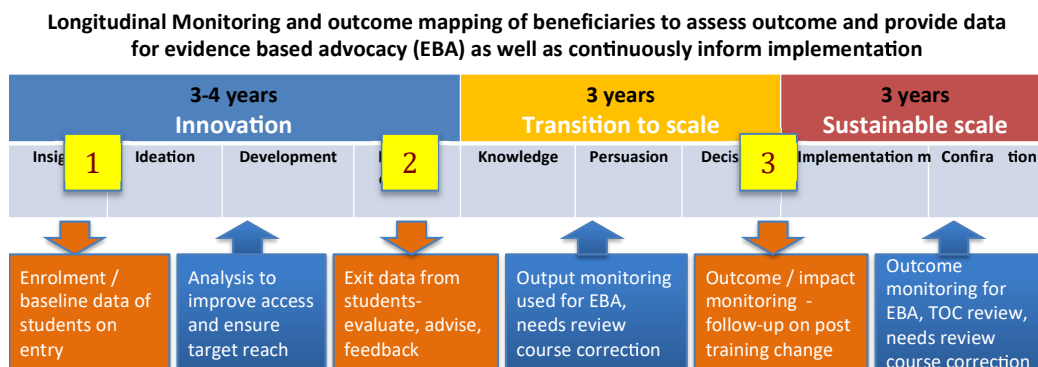
To achieve this it requires pivoting the current programme structure in a few key areas. Mainly these areas focus around the collection and use of beneficiary data and feedback at key points during implementation. The data is used to support better targeting of SCE training content and modalities, whilst the feedback helps ensure that the programme remains relevant to the beneficiary need and content. There are 3 main requirements to this recommendation:

1. Beneficiary data is collected at registration for training.
2. Beneficiary feedback is collected at completion of training.
3. Beneficiary outcomes are monitored.

The main changes that the beneficiary centred approach will bring to SCE is that each IP and training programme will be able to receive information that will reduce the reliance on external inputs and processes such as needs assessments and risk analysis. This makes the on-going implementation more efficient (self-generating), context specific (relevant) and sustainable.

The following represents the processes that would be required for this shift in programme paradigm, and demonstrates how this fits into the scale-up model for SCE.

Figure 26: Monitoring for Outcomes

Longitudinal Monitoring and outcome mapping of beneficiaries to assess outcome and provide data for evidence based advocacy (EBA) as well as continuously inform implementation

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[3] Extract from the SCE Mexico MTR report, 2020, Francisco Abarca

1 **Input data at the point of enrolment;** it is essential that SCE collects beneficiary data (in all country programmes) that enables the programme and IPs to better understand who their target beneficiaries are, their rationale for the course choice, how they found out about the course, what their expectations for the training are, any alternate courses they would prefer or recommend, any concerns they may have with training course and their ability to complete. Analysis of this information will enable IPs to:

1) Understand the challenges and opportunities they will face in training from the beneficiary profiles, and better calibrate their training materials and modalities to suite their clients (trainees) needs.

2) This data also forms the core of an on-going (real-time) needs assessment. It empowers the women in the locality by making the assumption that they understand their context well enough to decide what they need, and what has potential to be a success, it assumes that they also make rational choices. In short it provides agency to the beneficiary. It should be noted here that this does not mean that an IP adapts its programme to suit all beneficiary recommendations, but it does mean that the IP gets a strong steer and can investigate further new opportunities, for an open and transparent discussion on future programming.

3) Risks analysis will also be developed from the registration data as the client is the most appropriate to understand the potential threats and constraints to course completion and its continued relevance to their needs and context.

2 **Exit / Output Data** should be collected on course completion, this data should focus primarily on client feedback and course reflection. Students should rate the relevance of the course content against needs and expectations, the appropriateness of the method of training, barriers to attendance and success (feeding into the on-going risk assessment), challenges and recommendations for future training (feeding into the needs assessment). At the point of exit beneficiaries should also be asked if they would be willing to be contacted by SCE in the future (agreed time period) for further advice and data collection.

3 **Outcome data** from development programmes in the education sector is a rarity due to the short timescales of implementation and the long-time line needed to measure change. However, if SCE adopts the extended implementation timeline suggested by the scale-up model above, there will be an ideal opportunity to test the Theory Of Change assumptions that "*…women will be empowered to determine their future; because the structural barriers that women face in equally accessing quality education, learning and decent work opportunities will have been addressed through long-term systematic change*".

The outcome data will demonstrate what impact SCE is having, both intended and unintended. It will answer the question; "**what does success look like**?" by following up on the output (completion of training) and taking the next step to see if that new knowledge has made the positive change the programme was seeking to achieve. These SCE desired changes include:

- Enabled agency and self-determination
- Increased opportunity for income generation
- Improved income (economic empowerment) through business, employment and self-employment
- Better working conditions
- Empowerment and self-confidence
- Improved political capital and leadership opportunities
- Equity in the workplace, life opportunities and income

Outcome data should be collected from those who volunteer to be contacted at the training exit review (output data) stage. The time gap from training completion to

outcome data collection should be agreed at a global level, for inter-country comparative data.
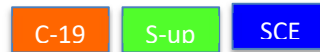
Data collection methodology would be greatly assisted by digital technology and software. Simple ODK data collection and analysis tools like KoBo with a simple user interface would be able to collect data and generate:

- Important local information for IPs and programme adaptation
- Trend data for country level use in advocacy and programme review and adaptation
- Globally comparable information for use in M&E and donor reporting for proof of concept, for programme revision and potential adaptation.
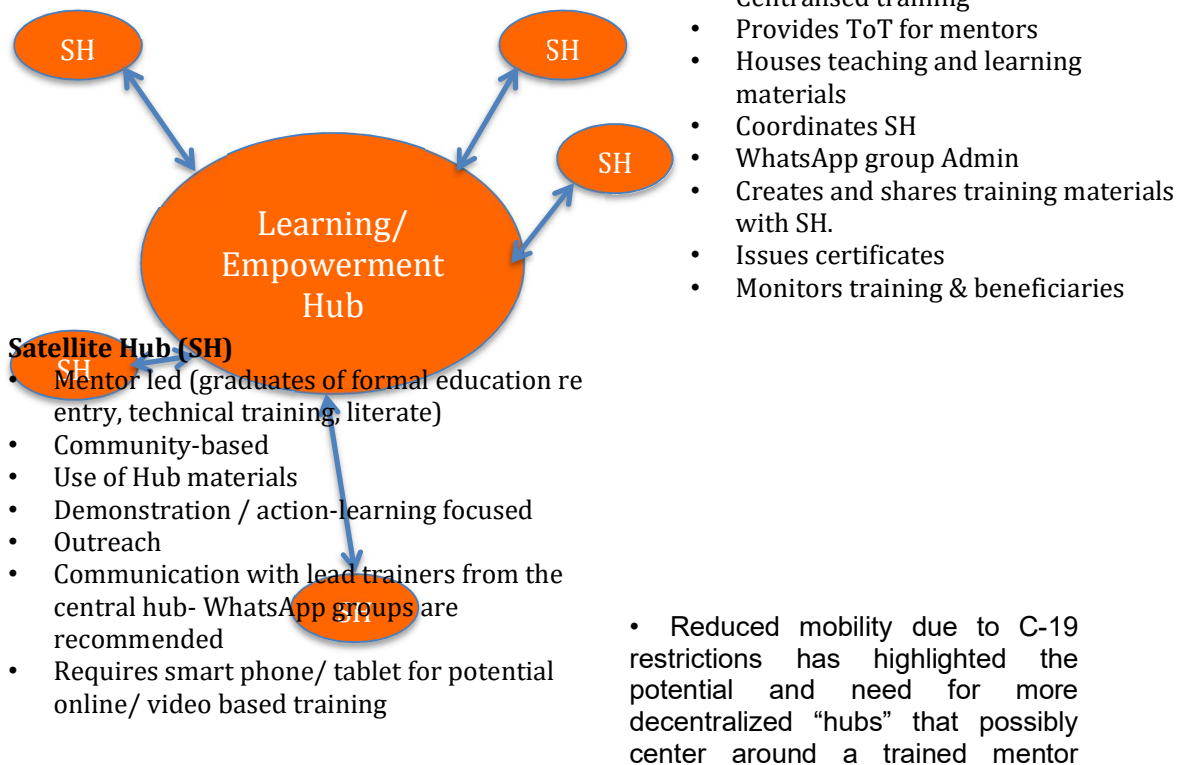
Lessons learnt would then influence the design of the programme in current and newly emerging SCE countries. Ultimately it could flip the current SCE paradigm of **"a global programme with local solutions"** on its head to be; **"local solutions to build a global programme"**.

Note: it should be understood that personal data cannot be kept by UN and therefore this data should be filtered and synthesised for the global and country levels to represent trends and commonalties, rather than individual profiles. However, at the IP level, data can be used to give oversight, monitor progress and track outcomes of individuals, here it is best to make use of beneficiary student codes where data is only used by those authorised to do so.

8.5 Decentralisation of the Learning and Empowerment Hubs

C-19   S-up   SCE

Figure 27: Extending the Reach and Capacity of Hubs

Central Hub
- Centralised training
- Provides ToT for mentors
- Houses teaching and learning materials
- Coordinates SH
- WhatsApp group Admin
- Creates and shares training materials with SH.
- Issues certificates
- Monitors training & beneficiaries

Satellite Hub (SH)
- Mentor led (graduates of formal education re entry, technical training, literate)
- Community-based
- Use of Hub materials
- Demonstration / action-learning focused
- Outreach
- Communication with lead trainers from the central hub- WhatsApp groups are recommended
- Requires smart phone/ tablet for potential online/ video based training

• Reduced mobility due to C-19 restrictions has highlighted the potential and need for more decentralized "hubs" that possibly center around a trained mentor

training others at a village/community level – outreach rather than a centralized training location.
- Hub development and operation represents the most expensive activity of SCE in all country programmes. Making replication for scale-up costly.
- The hub modality for training is central to the SCE core approach of hands-on training and demonstration to the most vulnerable, marginalized, and often illiterate women.
- Transport and movement to and from hubs is a main barrier to participation.
- As a response to C-19 restrictions on movement, IPs in India have suggested adding on to the existing model through smaller in-community hubs or even simply providing a mentor at the community level.
- This model works not only as a C-19 adaptation, but also as an efficient methodology to scale up in existing locations. Providing greater coverage in areas surrounding a hub and accessing greater numbers of beneficiaries.

8.6 Formalizing the use of Mentors

SCE   S-up

An essential element of the model above, and for the scale up through existing partners, is the use of mentors. This has been envisaged in the SCE design but has not, as yet, produced many mentors for further training and support of new trainees. The total number of Mentors supporting new learners is 23 (M&E Logframe 08/04/20), only from the Mexico programme.

Existing IPs will struggle to be able to grow their implementation scale without significant funding that will enable them to expand their reach to more beneficiaries. However, creating a very formalized approach to the mentor volunteer model would enable them to extend their human resources to cover larger areas and numbers of beneficiaries. In order to make the mentor trainer model efficient it should be a voluntary network, however, incentives should be offered in order to generate interest and buy-in from graduates, this can include:
- Additional training on best practice for adult learning (see below)
- A certificate linked to the training (improved CV and employment skills)
- Use of a smart phone/ tablet while acting as a mentor (phone credit might be required as well) – needed to link with the Central hub trainers, receiving video and training content, and for joining a mentor WhatsApp group for peer-support (cost, sustainability and context needs to be analyzed first, as this may not be appropriate in all COs).
- Possible employment internship opportunities for teacher trainees.
- A certificate of completion once a standard target for Mentors has been reached.

Where graduates of formal education programmes are used as mentors it is also possible to assist them with education fees as an incentive to support other learners after graduation.

Mentors, if they are volunteers, should be given a training target such as number of beneficiaries trained, or time acting as a mentor. This should assist in reducing volunteer fatigue and ensuring that a regular cycle of new mentors is added to the programme.

There is also a potential for these trainers to operate the decentralized training as professionals, using market research based on local demand (which sets the price women are willing to pay) to self-fund the continual input of beneficiary requested courses. The advantage of the model is that the self-employed trainers are also

beneficiaries, and the trainee women will be able to clearly express their course preferences and control the programme; it truly becomes demand driven. This model does assume that women will understand their context and opportunities well enough to make rational selections on viable courses. In short, it brings agency, and will self-manage weak trainers and poor content, because they will simply loose customers. This approach requires a strategic planning process with each country team to test options.
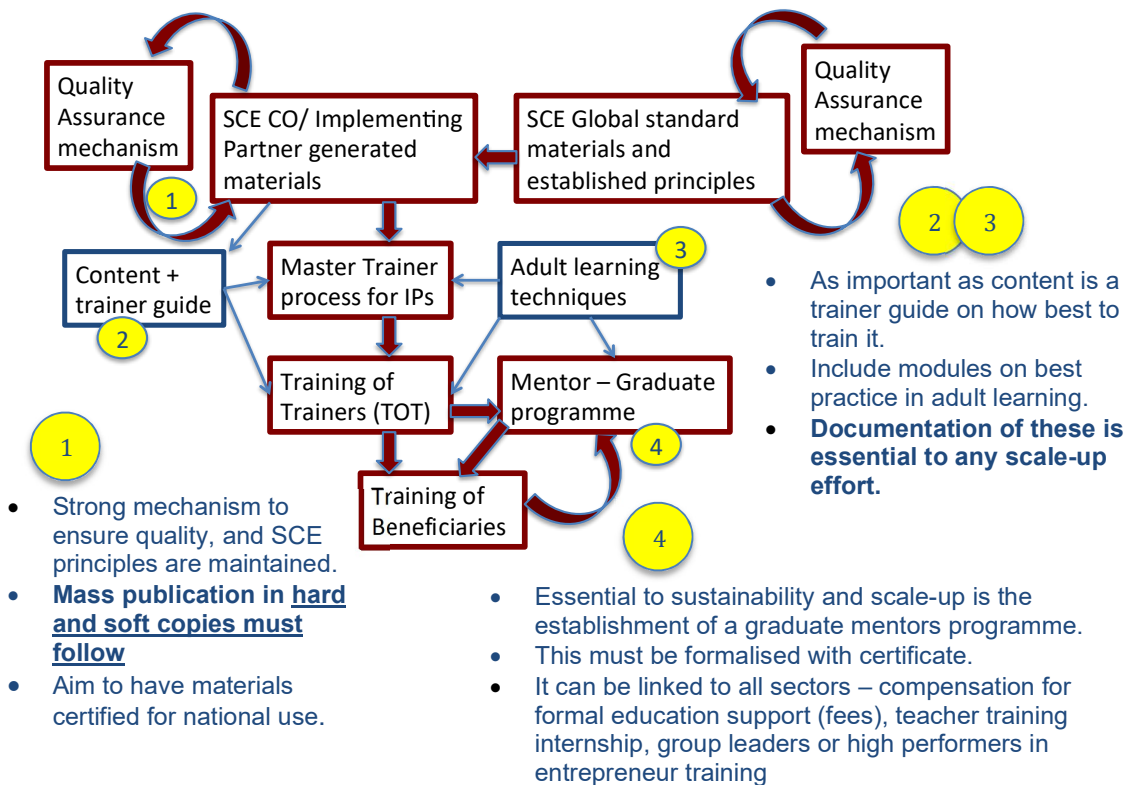
Which ever mentor / trainer model is used, it is also highly recommended that scale up should consider an approach that does not directly train beneficiaries through SCE partners. All SCE focus should be on a TOT level input and support, with these trainees rolling out to their communities with limited assistance from SCE. The principle here is that SCE scaling-up, as a replication of current IP delivery approaches, will require funding to a level that will not make the model practical and affordable, it will also become an impossible model for government to consider as they will always have budget constraints that will be a barrier to mass participation in the many of the direct training approaches piloted in SCE.

8.7 Training Modality for Scale

S-up

Despite the need for flexibility to remain in SCE, formalizing some processes, such as the training cascade below, will be essential to the programme's potential to go to scale.

Figure 28: Recommended training cascade model for scale-up

1
- Strong mechanism to ensure quality, and SCE principles are maintained.
- **Mass publication in hard and soft copies must follow**
- Aim to have materials certified for national use.

3
- As important as content is a trainer guide on how best to train it.
- Include modules on best practice in adult learning.
- **Documentation of these is essential to any scale-up effort.**

4
- Essential to sustainability and scale-up is the establishment of a graduate mentors programme.
- This must be formalised with certificate.
- It can be linked to all sectors – compensation for formal education support (fees), teacher training internship, group leaders or high performers in entrepreneur training

8.8 Training of Trainers for Adult Learning

`SCE`

For the decentralized hub model to be successful, as well as improve the training quality of Implementing Partners, SCE should ensure that:

1. Good practice adult learning techniques are trained to all SCE trainers, and potential trainer mentors, for use in F2F training, blended and on-line support.
2. All training material should be documented and should also include training recommendations and tips for trainers/ mentors.

8.9 Documentation of Training Material

`SCE`
`S-up`

Much of training taking place currently has not been documented (at the time of MTR), this leaves SCE in a very difficult position as it moves to scale-up or replicate its various training courses.

Core content must be reviewed for quality and standardized in accordance with SCE QA processes, before it can be shared and copied. Otherwise it will be only possible to go to scale with mass TOTs using the existing trainers from existing IPs. In that scenario technical content, key principles, and good-practice approaches will be lost or misinterpreted. Many of the SCE trainings address and challenge stereotypes and views on sensitive social and cultural norms and practices, without careful quality management messages may be incorrect and potentially damaging. Careful review and documentation of training is the only way to mitigate that risk.

For large scale training, where on-line courses are not viable, it is recommended that physical training materials only focus on the trainers, not the beneficiaries, as publishing and distribution costs will get prohibitively high as the beneficiary numbers increase.

It is recommended that all training materials for trainers include not only content but training tips, activity ideas and good practice principles for adult learning. This makes them also a valuable resource if training expansion begins to include non-professional trainers as mentors.

One of the ultimate aims of programme scale-up is to become national policy and practice. Therefore, if the training is to be adopted by national level training institutions, extension services or other large scale donor programmes, then training materials and training modalities must be developed into a complete package for use by others. For full institutionalized use of SCE materials, then materials should also be submitted for review and certification (where relevant and possible).

8.10 Recommended Additional Courses and Content

`C-19`
`S-up`
`SCE`

Efficient **agricultural production**, **input supplies** and **value chains** are critical to post-Corona recovery, particularly for food security. SCE should assist in agriculture system strengthening and supply by taking the opportunity to pivot SCE training to focus more in the immediate term on training in this sector.

In India IPs are discussing opportunities for processing, distribution and marketing with women who are newly returning to rural areas but have low access to land. Outside of production and retail (markets) women are often excluded from input supply and value chain work. Therefore supporting this sub-sectors through training women would create an good potential to challenge this gender stereotyping of roles in the agriculture sector. Indian's IPs also suggest that this group of women that are newly returned to rural areas also bring back unique skill sets that would allow them to work more successfully in these agriculture supply fields.

A rapid research and strategic planning process should be held in order to assess the potential further and define course content and structure.

Entrepreneurial skills training should expand to include more generic small enterprise training, rather than focusing too strictly on specific markets or products. In this regards modules that can support many different kinds of business should be considered, in doing so the programme would ensure that there is some risk mitigation against market saturation in any given field. Courses could include:

- Creating a business plan
- Assessing competitors
- Assessing the market
- Basic financial planning and accounting
- Marketing
- Accessing SME support programmes and financing
- Group formation and support
- Micro-finance

Accessing help in the context of COVID-19 response and recovery, as well at all times and contexts for SCE implementation is seen as potential TOT course for IPs that would have great value to beneficiaries. The C-19 research demonstrated that SCE trainers are seen as the main trusted source (after family) that would be sought for assistance in GBV response as a way to access disaster relief programmes from government and donors.

- SCE implementing partners should be trained to understand the potential government (and other) assistance that is made available for C-19 response and recovery, as well as how to access this support. They should then act to disseminate this knowledge to beneficiaries eligible for assistance. Further hands-on assistance may be required to ensure registration and access. IPs should use a Rights-based approach to hold government (duty bearers) accountable to support vulnerable women and families.

- SCE partners should be made aware of the available referral services and case management systems and outcomes if including GBV in their training modules. GBV awareness and prevention are not enough without an understanding of the availability services and referral paths for women who are exposed to violence. It is fundamental to only provide information on referral services that are tested to be working and considered trustworthy. Otherwise there can be serious backlash, resulting in loss of reputation amongst beneficiaries. These modules should Integrate GBV prevention into women's economic empowerment initiatives to prevent the likelihood of "backlash" within the household. The approach should be considered as rights-based; not expecting the IPs to act as primary responders but just facilitators who disseminate knowledge, and help hold duty-bearers accountable.

- In GBV, the demand for support from trainers also highlights the need for SCE to enhance partner training and capacity for psychosocial support and GBV referral systems.

- In Cameroon the lack of female staff at ground level makes it difficult for women to seek help or disclose abuse, SCE should consider mechanisms to increase the use of trained mentor-graduates or ensure more female government staff are engaged in future training.

8.11 Programme Extension

SCE has gone through an extreme period of time for all country programmes, as well as unprecedented global upheaval with COVID-19 during its pilot implementation period. There are resulting delays created by this volatile context, as well as emerging challenges, with this comes some incredible opportunities to learn and change; becoming more efficient, robust and relevant at the end of it.

It is strongly recommended that the programme is given an extended period of time in which to successfully implement the pilot phase. If the recommendations of extending in-country rollover into the scale-up phases (see section 9.1) are accepted, then each country team could have a staggered completion of pilot and launch of transition phase.