GRANT AGREEMENT

between

The Norwegian Agency for Development Cooperation

and

ADRA

regarding

QZA-18/0353 Strengthening Equity, Access and Quality in Education - SEAQE2

Project A: ADRA Cooperation Agreement 2019 - 2023

and

Project B: Education in Emergency Upper Nile 2019

Part I: Specific Conditions

Part II: General Conditions

Part III: Procurement Provisions

Annex A: Budget Project A

Annex B: Result framework Project A

Annex C: Budget Project B

Annex D: Result framework Project B

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PART I: SPECIFIC CONDITIONS

This grant agreement (the Agreement) has been entered into between:

- (1) The Norwegian Agency for Development Cooperation (Norad), represented by the Civil Society Department, and
- (2) ADRA, a foundation duly established in Norway under registration number 977 143 454 (the Grant Recipient),

jointly referred to as the Parties.

1 SCOPE AND BACKGROUND

- 1.1 The Grant Recipient has submitted an application to Norad dated 01.10.18 (Application A) regarding financial support to the project titled QZA-18/0353 Strengthening Equity, Access and Quality in Education 2 (SEAQE 2) (Project A). The estimated costs of Project A are indicated in the budget attached as Annex A.
- 1.2 The Grant Recipient has submitted a second application to Norad dated 08.11.18 (Application B) regarding financial support to the project titled QZA-18/0353 Education in Emergency Upper Nile 2019 (Project B). The estimated costs of Project B are indicated in the budget attached as Annex C.
- 1.3 Norad has decided to award a grant to be used exclusively for the implementation of Projects A and B (the Grant). The Parties expect Project A to be implemented during the period from 1 March 2019 to 29 February 2024 (the Support Period) and Project B from 1 March 2019 to 29 February 2020.
- 1.4 The Parties have agreed to enter into an Agreement, consisting of this part I; Specific Conditions, part II; General Conditions, and part III; Procurement Provisions, all of which form an integral part of this Agreement. In the event of discrepancies between the Specific Conditions and the General Conditions or Procurement Provisions, the Specific Conditions shall prevail.

2 OBJECTIVES OF THE PROJECTS

2.1 The expected results of Project A are as follows:

The Project's planned effect(s) on society are: All learners, regardless of background, ability and gender, equitably access, engage and learn in inclusive educational institutions including primary/secondary schools, non-formal education (NFE) & technical and vocational education and training (TVET).

The intended target groups of Project A are:

Ethiopia: learners including children with disabilities (CWD); out of school children (OOSC); poor, rural and drought affected children; married girls/young mothers in secondary schools and

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TVET centers, teachers, head teachers (HT); school monitoring committees (SMCs)/parent-teacher associations (PTAs); education authorities; community leaders; civil society organisations (CSOs).

Myanmar: learners (primary/secondary/academic education (AE)/TVET) including Karen Pa'o, Sagaw, Muslim, CWD, conflict-affected & other marginalized groups excluded from gov't support. Teachers; HT; PTAs/SMCs, education authorities, CSOs; parents.

Somalia: learners in primary schools and TVET centres including internally displaced people (IDPs), CWD; OOSC; married girls/young mothers; children associated with with armed forces/groups (CAAFAG); conflict/drought affected & nomadic children. Teachers/TVET trainers; HT; Community Education Committees (CEC) members; authorities; parents and CSOs.

South Sudan: learners in primary schools and Alternative Learning Programme (ALP) centers including: CWD; OOSC; girls married/mothers; children associated with armed forces/groups; conflict/drought affected & nomadic children. Teachers; HT; SMC/PTA members; authorities; parents; CSOs.

The planned effects for the target group of Project A are:

- Outcome 1: More marginalised children and youth access and participate in inclusive education
- Outcome 2: More children and youth learn in safe, protective and healthy education institutions
- Outcome 3: Learners benefit from improved quality teaching and learning
- Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems
- Outcome 5: Strengthened civil society influences education policies and practices

The full results framework is included as Annex B to this Agreement.

The expected results of Project B are as follows:

The project's planned effect on society is:

Conflict-affected children in Maiwut have increased equitable access to safe learning spaces.

The intended target groups of Project B are:

South Sudan: Conflict-affected children including girls and children with disabilities, Parent-Teacher Associations, teachers, head teachers, county/payam education authorities and community leaders.

The planned effects for the target group of Project B are:

- Outcome 1: Established infrastructure provides inclusive and safe learning spaces:
- Outcome 2: Education authorities and institutions at county and payam level have improved capacity to ensure safe, inclusive and quality learning
- Outcome 3: Community Support to Education is strengthened

The full results framework is included as Annex D to this Agreement.



2.2 The Grant Recipient shall submit updated results frameworks for both Projects, where all relevant data is disaggregated on both gender and disability, for approval no later than six months after signing this agreement, including disaggregated baseline figures.

3 IMPLEMENTATION OF THE PROJECT

- 3.1 Projects A and B shall be implemented in accordance with:
 - a) the Agreement, including all annexes,
 - b) the latest approved Applications
 - c) the implementation plans and budgets.

as well as any later any amendments to the above documents which are approved by Norad.

- 3.2 During the implementation of the Projects, the Grant Recipient shall exercise the necessary diligence, efficiency and transparency in line with sound financial management and best practise principles.
- 3.3 The Grant Recipient shall identify, assess and mitigate any relevant risks associated with the implementation of the Projects, including the risk of corruption and other financial irregularities, and any potential negative effects that the Projects may have on the environment and climate, gender equality and human rights.
- 3.4 The Grant Recipient shall be familiar with UN Security Council Resolution 1325 on women, peace and security (S/RES/1325 (2000) and implement the Projects in a way that promotes the intentions of the resolution in the best possible way. A statement on how the intentions of this resolution have been addressed shall be included in the progress reports and final reports of the Projects.

4 THE GRANT

- 4.1 The Grant shall amount to maximum NOK 188 000 000 (Norwegian Kroner one hundred and eighty-eight million). The Grant shall be allocated to the two Projects as follows:
 - Project A: maximum NOK 178 000 000
 - Project B: maximum NOK 10 000 000
- 4.2 Disbursement after the current calendar year is subject to Norwegian Parliamentary appropriations. Significant reductions in the annual allocation to the relevant budget line may lead to a reduction in annual allocations and/or in the total Grant amount.
- 4.3 The tentative, annual distribution of the Grant will be as follows:

2019: 45 600 000 NOK (35 600 000 NOK for Project A, 10 000 000 NOK for Project B)

2020: 35 600 000 NOK (for Project A)

2021: 35 600 000 NOK (for Project A)

2022: 35 600 000 NOK (for Project A)

2023: 35 600 000 NOK (for Project A)

The annual allocations must be confirmed by Norad following the Parliament's approval of the state budget for the relevant budget year. Disbursements will be based on the actual financial need of the Projects in accordance with article 5 of the Agreement.

- 4.4 The Grant shall be used exclusively to finance the actual costs of the implementation of the Projects during the Support Period. At least 10 % of Project A's total costs shall be covered by funds that do not originate, directly or indirectly, from grants from Norad or another Norwegian public body. This contribution shall be identified in the financial statements of Project A.
- 4.5 The Grant may be used to cover overheads/indirect costs up to a maximum of 7% of Norad's pro rata share of the actual costs of Project A and maximum 4% of Project B.
- 4.6 The Grant Recipient is responsible for obtaining any additional resources which may be required to duly implement the Projects.
- 4.7 The Grant Recipient may apply for additional funding to Project A during the Support Period only upon written invitation from Norad.

5 DISBURSEMENT

- 5.1 The Grant shall be disbursed in advance instalments based on the financial need of the Projects for the upcoming period, which shall not exceed six months. The disbursements shall be made upon Norad's receipt of written disbursement requests from the Grant Recipient, describing the financial need for the period in question. The first disbursement per Project shall include approved Project expenses incurred prior to the signing of this Agreement. The second disbursement shall be subject to Norad's receipt and approval of an updated results framework, as per article 2.2.
- 5.2 Financial need refers to the budgeted expenditure for the upcoming period, less any funds available to the Projects from all other sources during the same period.
- 5.3 The financial need shall be documented through an updated financial statement for the Projects and a reference to the latest approved implementation plan and budget.
- 5.4 The disbursement requests shall be signed by an authorised representative of the Grant Recipient. A confirmation that the Projects are being implemented in accordance with the Agreement shall be included in the disbursement request.
- 5.5 All disbursements are conditional upon the Grant Recipient's continued compliance with the requirements of the Agreement, including the timely fulfilment of reporting obligations. Norad may withhold disbursements in accordance with article 17 of the General Conditions if it finds that the requirements of the Agreement have not been met. Except for the Project's first year, the first disbursement each year for Project A is subject to the Norad's receipt and approval of the updated implementation plan and budget, while the second disbursement each year is subject to Norad's receipt and approval of the latest progress report and financial report.
- 5.6 The Grant Recipient shall have a separate bank account exclusively for grants from Norad. All disbursements will be made to the following bank account:



Name of the account: ADRA Norge

Account no.: 3000.30.31264 IBAN no.: NO31 3000 3031 264 Name and address of the bank: Sparebanken Sør, PB 200, 4662

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Swift/BIC code: SPSONO22XXX Currency of the account: NOK

6 REPORTING AND OTHER DOCUMENTATION

- 6.1 The following shall be submitted by the Grant Recipient to Norad:
 - a) A progress report for Project A covering the period from January (for 2019; March) to December shall be submitted to Norad by 31 May each year. In the last year of the Support Period the progress report shall cover the period from the start of the Support Period to December 2022. The progress report shall include the content specified in article 2 of the General Conditions. The Civil Society Department's standard reporting format shall be used.
 - b) A final report for Project B shall be submitted to Norad by 31 August 2020. The Project B final report shall include the content listed in Article 4 of the General Conditions. The Civil Society Department's standard reporting format shall be used.
 - c) A financial report for Project A covering the period from January (for 2019; March) to December shall be submitted to Norad by 31 May each year. The financial report shall include the content specified in article 3 of the General Conditions. The final financial report for Project A shall cover the entire Support Period and shall be submitted along with the final report referred to in article 6.1 g) of the Specific Conditions.
 - d) An **audit report** covering the annual financial statements of Project A shall be submitted to Norad by 31 May each year, for Project B once and by 31 August 2020. The audit report shall comply with the requirements set out in article 7 of the Specific Conditions and article 5 of the General Conditions. The management letter (matters for governance attention) shall be attached to the audit report.
 - e) An updated **implementation plan and budget** covering the period from January to December shall be submitted to Norad by 1 November each year. The implementation plan and budget shall include the content listed in article 1 of the General Conditions. The Civil Society Department's standard formats shall be used.
 - f) The **annual report and audit report** of the Grant Recipient shall be submitted to Norad by 31 May each year. If the auditor in addition submits a management letter (matters for governance attention) this shall be attached to the audit report.
 - g) A **final report** for Project A shall be submitted to Norad no later than six months after the end of the Support Period. The final report shall include the content listed in article 4 of the General Conditions. The Civil Society Department's standard reporting format shall be used.
- 6.2 If the Grant Recipient is unable to meet the deadlines set out above, Norad shall be informed in writing immediately.

6.3 All implementation plans, budgets and reports shall be approved in writing by Norad unless otherwise agreed by the Parties.

7 AUDIT

- 7.1 The annual financial statements of Projects A and B shall be audited in accordance with International Standards of Auditing (ISA) 800 ("Special considerations audits of financial statements prepared in accordance with special purpose frameworks") or ISA 805 ("Special considerations audits of single financial statements and specific elements, accounts or items of a financial statement"). Additional requirements applicable to the auditor and the audit report are included in article 5 of the General Conditions.
- 7.2 The Grant Recipient is responsible for submitting the audit report to Norad within the deadline indicated in article 6 of the Specific Conditions.

8 FORMAL MEETINGS

- 8.1 Unless otherwise agreed, formal meetings shall be held once per year, tentatively in September, in order to discuss i.a. the results achieved by the Project during the Support Period. The meetings shall be called and chaired by Norad.
- 8.2 Unless otherwise agreed, the Parties shall discuss the latest progress report and financial report, as well as the draft implementation plan and budget for the upcoming period.
- 8.3 The Grant Recipient shall record main issues discussed, points of view expressed and decisions made, in minutes from the meeting. The Grant Recipient shall submit the minutes to Norad no later than two weeks after the meeting for comments and approval.
- 8.4 The Parties shall hold additional formal meetings if/when requested by Norad. Details regarding agenda and procedures will be agreed upon by the Parties.

9 REVIEWS AND OTHER FOLLOW-UP MEASURES

- 9.1 A mid-term review focusing on progress to date for Project A shall be submitted by the end of 31 March 2022. The Grant Recipient shall draft the terms of reference for the review and submit them to Norad for approval. The costs of the review shall be included in the Project A budget.
- 9.2 An end-term review focusing on results achieved by the Project A shall be carried out by 1 May 2024. The Grant Recipient shall draft the terms of reference for the review and submit them to Norad for approval. The costs of the review shall be included in the Project A budget.
- 9.3 If the Grant Recipient or another interested party initiates a review or evaluation of activities that are wholly or partly funded by the Grant, Norad shall be informed. The Grant Recipient shall forward a copy of the report of any such review or evaluation to Norad without undue delay.

10 PROCUREMENT

10.1 All procurement under the Project shall be completed in accordance with the Procurement Provisions in Part III of this Agreement.



11 REPAYMENT OF INTEREST AND UNUSED FUNDS

- 11.1 Interest accrued on the Grant during the course of a year shall be repaid to Norad by 31 January the following year. If the Grant Recipient receives several grants from Norad, the interest on these grants should be repaid in one instalment. The instalment shall be documented by a copy of the annual bank statement for the account.
- 11.2 Upon the end of the Support Period for the individual Projects or upon termination of this Agreement, any unused funds that total more than NOK 500 shall be repaid to Norad as soon as possible and at the latest within 6 months. The repayment shall include any interest and other financial gain accrued on the Grant and not previously repaid.
- 11.3 Repayments shall be made to the following bank account:

Name of the account:

Norad

Account no.:

7694.05.14815

IBAN no.:

NO31 7694 0514815

Name and address of the bank: DNB BANK ASA, 0021 Oslo

Swift/BIC code:

DNBANOKKXXX

11.4 All transactions shall be clearly marked: "Unused funds" or "Interest". The name of the Grant Recipient shall be stated, along with Norad's agreement number and agreement title.

12 SPECIAL PROVISIONS

a) The following shall be added to article 2 of the General Conditions: "Gender and disability disaggregated data shall be provided where relevant."

13 NOTICES

- 13.1 All communication to Norad concerning the Agreement shall be directed to the Civil Society Department at the following address/e-mail address: sivsa.norad-post@norad.no.
- 13.2 All communication to the Grant Recipient concerning the Agreement shall be directed to post@adranorge.no and Elidon Bardhi (programme director) elidon.bardhi@adranorge.no
- 13.3 Norad's agreement number and agreement title shall be stated in all correspondence regarding this Agreement, including disbursement requests and repayment of unused funds.

14 SIGNATURES

14.1 By signing part I of the Agreement, the Parties confirm receipt and approval of part II; General Conditions, and part III; Procurement Provisions, which all form an integral part of the Agreement.

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14.2 This Agreement has been signed in two -2- original copies in the English language. In the event of any discrepancies between this English language version and any later translations, the English language version shall prevail.

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Date:

for the Norwegian Agency for Development

Wenche Fone

Cooperation,

Director

Department for Civil Society

Birgit Philipsen

for Adventist Development and Relief Agency (ADRA) Norway,

Birgit Philipsen

Secretary General

Attachments:

Annex A: Approved budget for Project A

Annex B: Results framework for Project A

Annex C: Approved budget for Project B

Annex D: Results framework for Project B

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PART II: GENERAL CONDITIONS APPLICCABLE TO GRANTS FROM THE NORWEGIAN AGENCY FOR DEVELOPMENT COOPERATION

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1 IMPLEMENTATION PLAN AND BUDGET

- 1.1 Any updated implementation plan to be submitted in accordance with the Specific Conditions shall be directly related to the results framework and shall specify planned activities and outputs and time schedules for the upcoming reporting period.
- 1.2 Any updated budget to be submitted in accordance with the Specific Conditions shall be based on the approved budget in Annex A and include estimated income to the Project from all sources as well as planned expenditures for the upcoming reporting period. The estimated financial need of the Project in the upcoming reporting period shall be clearly stated.
- 1.3 Significant deviations from or changes to the implementation plan and budget is subject to Norad's prior, written approval as outlined in article 12 of the General Conditions.

2 PROGRESS REPORT

- 2.1 Any progress reports to be submitted in accordance with the Specific Conditions shall describe the results achieved by the Project during the reporting period. The report shall be set up in a way that allows direct comparison with the latest approved Application, implementation plan and budget, and shall be signed by an authorised representative of the Grant Recipient.
- 2.2 The progress reports shall, as a minimum, include:
 - a) an account of the results achieved so far by the Project, using the format, indicators and targets of the approved results framework. The overview must:
 - show delivered outputs compared to planned outputs;
 - show the Project's progress towards achieving the Outcome;
 - if possible, describe the likelihood of the Impact being achieved.
 - b) an account and assessment of deviations from the latest approved implementation plan and Application;
 - c) an assessment of how efficiently Project resources have been turned into Outputs;
 - d) a brief account of materialised risk factors to the Project, including how these have been handled in the reporting period and/or will be handled in the future. Identified risks related to the climate and environment, gender equality, corruption and other financial mismanagement and human rights shall always be accounted for.

3 FINANCIAL REPORT

- 3.1 Any financial report to be submitted in accordance with the Specific Conditions shall comprise financial statements with a comparison to the latest approved budget for the reporting period, as well as an identification of any deviations from the budget as per clause 3.3 below. The financial report shall be certified by the financial controller (or equivalent) as well as an authorised representative of the Grant Recipient.
- 3.2 The financial statements shall be set up in a way that allows for direct comparison with the latest approved budget, using the same currency and budget line items. They shall, as a minimum, include:
 - a) the accounting principles applied;
 - b) income from all sources, including bank interest. Norad's contribution shall be specified;
 - c) expenses charged/capitalised in the relevant reporting period;
 - d) expenses charged/capitalised from start-up of the Project to the end of the reporting period;
 - e) unused funds as per the reporting date;



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- f) overhead/indirect costs to be covered by the Grant in accordance with article 4 of the Specific Conditions;
- g) balance sheet, when required in accordance with the accounting principles applied;
- h) explanatory notes including a description of the accounting policies used and any other explanatory material necessary for transparent financial reporting of the Project.
- 3.3 Deviations between the approved budget and the expenses charged/capitalised shall be highlighted with information on both nominal amounts and percentage of each deviation. The Grant Recipient shall include a written explanation of any deviations amounting to more than 10% from a budget line.

4 FINAL REPORT

- 4.1 The final report to be submitted in accordance with the Specific Conditions shall describe the results achieved by the Project during the Support Period. The report shall be set up in a way that allows for a direct comparison with the Application, and shall be signed by an authorised representative of the Grant Recipient.
- 4.2 The final report shall, as a minimum, include:
 - a) the items listed for the progress reports described in article 2 of the General Conditions, covering the entire Support Period;
 - b) an assessment of the Project's effect on society (Impact);
 - c) a description of the main lessons learned from the Project;
 - d) an assessment of the sustainability of the results achieved by the Project.

5 AUDIT

- 5.1 If an audit of the Project's financial statements is required pursuant to the Specific Conditions, the audit shall be carried out by an independent chartered/certified or state-authorised public accountant (auditor).
- 5.2 Norad reserves the right to approve the auditor, and may require that the auditor shall be replaced if Norad finds that the auditor has not performed satisfactorily or if there is any doubt as to the auditor's independence or professional standards.
- 5.3 The auditor shall form an opinion on whether the Project's financial statements fairly reflect the financial position of the Project and whether they are prepared, in all material respects, in accordance with the applicable financial reporting framework, namely:
 - a) the accounting principles followed by the Grant Recipient and;
 - b) the requirements of article 3 clause 2 of the General Conditions.
- 5.4 The auditor shall report in accordance with the applicable audit standard, as agreed in the Specific Conditions.
- 5.5 The audit report shall include:
 - a) the Project name and agreement number;
 - b) identification of the Project's total expenses and total income;
 - c) the subject of the audit;
 - d) the financial reporting framework applied;
 - e) the auditing standards applied;

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- f) a statement that the auditor has obtained reasonable assurance about whether the financial statements as a whole are free from material misstatement;
- g) the auditor's opinion.
- 5.6 In addition to the Project's audit report, the auditor shall submit a management letter (matters for governance attention), which shall contain any findings made during the audit of the Project. It shall also list any measures that have been taken as a result of previous audits and whether such measures have been adequate to deal with reported shortcomings.
- 5.7 If any findings have been reported in the Project's management letter, the Grant Recipient shall prepare a response including an action plan to be submitted to Norad together with the management letter.
- 5.8 The costs of the audit of the Project's financial statements shall be included in the Project's budget.
- 5.9 The audit requirements stated in this Agreement are applicable for the total Grant, including any part of the Grant that has been transferred to a cooperating partner.
- 5.10 The auditor of the Project's consolidated financial statement is responsible for the direction, supervision and performance of the audit of any part of the Grant that has been transferred to a cooperating partner. The auditor shall assure itself that those performing the audit for cooperating partners have the appropriate qualifications, that the audit is in compliance with professional standards, and that the audit report is appropriate under the circumstances.
- 5.11 The auditor of the Project's consolidated financial statement shall express an opinion on whether the statement is prepared, in all material respects, in accordance with the requirements of this Agreement. To this end, the auditor shall obtain sufficient appropriate audit evidence regarding the financial statements of the cooperating partner and the consolidation process.

6 CONTROL MEASURES

- 6.1 Representatives of Norad and the Norwegian Auditor General may at all times carry out independent reviews, audits, field visits or evaluations or other control measures related to the Project. The objective of such control measures may be i.a to verify that the Grant has been used in accordance with the Agreement or to evaluate the achievement of results.
- 6.2 The Grant Recipient shall facilitate such control measures by providing all information and documentation necessary to carry out the relevant initiative, as well as ensuring unrestricted access to any premises, records, goods and documents requested.
- 6.3 The representatives of Norad and the Norwegian Auditor General shall also have access to the Grant Recipient's auditor and the auditor's assessments of all information pertaining to the Grant Recipient and the Project. The Grant Recipient shall release the auditor from any confidentiality obligations in order to facilitate such access.
- 6.4 The rights and obligations of this article 6 shall remain in force for 5 years following expiry or termination of the Agreement.



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7 FINANCIAL MANAGEMENT

- 7.1 The Grant Recipient shall keep accurate accounts of the Project's income and expenditure using an appropriate accounting- and double-entry book-keeping system in accordance with the applicable accounting- and bookkeeping policies in the jurisdiction of the Grant Recipient.
- 7.2 The accounts shall be kept up to date at least on a monthly basis. Bank reconciliations² and cash reconciliations³ shall be completed at least every month, and shall be documented by the Grant Recipient.
- 7.3 Income and expenditures relating to the Project must be easily identifiable and verifiable, either by using separate accounts for the Project or by ensuring that Project expenditure can be easily identified and traced within the general accounting- and bookkeeping systems. The accounts must provide details of bank interest accrued on the Grant.
- 7.4 The Grant Recipient shall keep the Project's accounting records for at least 5 years from the time of Norad's approval of the final report for the Project. This shall include i.a. vouchers, receipts, contracts and bank statements.

8 EXCHANGE RATE FLUCTUATIONS

- 8.1 If the Grant is converted into another currency, the exchange shall be made through a national or commercial bank unless otherwise approved by Norad.
- 8.2 If exchange rate fluctuations decrease the value of the Grant to such an extent that this will have consequences for the implementation of the Project, the Grant Recipient shall inform Norad as soon as possible.
- 8.3 If exchange rate fluctuations increase the value of the Grant, the gain shall be treated as disbursed Grant funds and used for Project purposes. Net surplus from conversion into foreign currency shall be subtracted from future disbursements or repaid as unused funds at the end of the Support Period, unless otherwise agreed between the Parties.

9 EQUIPMENT, CONSUMABLES AND INTELLECTUAL PROPERTY RIGHTS

9.1 The right of ownership to equipment, consumables and intellectual property rights procured or developed by use of the Grant shall vest in the Grant Recipient or its cooperating partner, unless otherwise stated in the Application. All matters associated with such equipment, consumables and intellectual property rights are the exclusive responsibility of the Grant Recipient. However, significant use of such equipment, consumables and intellectual property rights for purposes outside the Project shall be subject to the Norad's prior approval, as outlined in Article 12 of the General Conditions.

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¹ A double-entry bookkeeping a system is system of bookkeeping where every entry to an account requires a corresponding and opposite entry to a different account.

² Bank reconciliation is a process of verifying whether the sum found in the bank statements at the end of the period correspond with transactions recorded in the accounting system. This is usually done in conjunction with closure of the accounting records.

³ Cash reconciliation is a process of verifying whether the cash at hand at the end of the period corresponds with the amount of cash in the beginning of the period and the registrations of withdrawals and deposits in the period. This is usually done in conjunction with closure of the accounting records.

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- 9.2 Norad shall have a non-exclusive and royalty-free license to use all intellectual property rights procured or developed by the use of the Grant. Norad may assign this right to any individual or organisation at its own discretion.
- 9.3 Transfer of ownership of such equipment, consumables or intellectual property rights during the Support Period shall be made at market terms. Ownership may not be transferred to an employee of the Grant Recipient or its cooperating partner, or to anyone related or connected to an employee, if such relation could lead to a conflict of interest as described in article 16 of the General Conditions
- 9.4 Before a transfer is decided, the Grant Recipient shall assess whether it may have an impact on the Project and, where appropriate, consult with Norad. Any income from a transfer shall accrue to the Project, and shall be reported in the financial statement of the Project.
- 9.5 The Grant Recipient shall prepare a record of transfer of ownership for any equipment, consumables and intellectual property rights. The record shall comprise information about the object of transfer, the original purchase price paid by the Grant Recipient, price offers received, the final sales price and the name of the purchaser. The record shall be submitted to Norad along with the first progress report due after the sale.
- 9.6 If the activities of the Project do not continue after the end of the Support Period or after termination of the Agreement, the Grant Recipient shall inform Norad about the remaining equipment and goods that have been purchased by use of the Grant. The Norad may require that such assets be sold. Such sale shall be completed in accordance with the procedures described above. Income from the sale shall be repaid to Norad unless otherwise agreed by the Parties.

10 REAL PROPERTY

- 10.1 The Grant may not be used to purchase or construct real property (land or buildings) unless explicitly approved by Norad.
- 10.2 If Norad has approved a purchase or construction of real property, the Grant Recipient and Norad shall agree on the details concerning the ownership and the status of the real property after the end of the Support Period and/or the end of the Project. The agreement may be formalised in the Specific Conditions or in a separate agreement document.
- 10.3 Norad may in such an agreement require i.a. that the real property shall be sold after the end of the Support Period and that the proceeds from the sale shall be repaid to Norad. Norad may also reserve the right to establish security interests in any real property purchased by use of the Grant.

11 TRANSFER OF THE GRANT TO A COOPERATING PARTNER

- 11.1 Transfer of all or part of the Grant including assets to a cooperating partner shall be documented through a written agreement. The agreement shall specify that the cooperating partner is required to comply with the provisions of this Agreement and to cooperate with the Grant Recipient to ensure that the Grant Recipient is able to fulfil its obligations hereunder.
- 11.2 The agreement between the Grant Recipient and the cooperating partner shall have provisions related to i.a. reporting, audit, procurement and measures to prevent financial irregularities. Furthermore, the agreement shall explicitly state that:



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- a) both the Grant Recipient, Norad and the Norwegian Auditor General shall have the same access to undertake the control measures related to the cooperating partner's use of the Grant as described in article 6 of the General Conditions,
- b) the Grant Recipient shall be entitled to claim repayment of the Grant from the cooperating partner in the same instances and to the same extent that Norad is entitled to claim repayment from the Grant Recipient, and the cooperating partner shall accept that Norad has the right to claim repayment directly from the cooperating partner to the same extent as the Grant Recipient,
- c) the cooperating partner shall accept the choice of law and settlement of disputes provisions in article 24 of the General Conditions in relation to any disputes arising between the cooperating partner and Norad.
- 11.3 The Grant Recipient shall assure itself that the cooperating partner has the necessary competence and internal procedures to meet the requirements of the Agreement and shall follow-up the cooperating partner's compliance with the Agreement throughout the Support Period.
- 11.4 The Grant may not be transferred to a cooperating partner who has previously been charged or sentenced for any criminal activity unless explicitly approved by Norad.
- 11.5 The Grant Recipient shall remain fully responsible towards Norad for any part of the Grant, including assets, that has been transferred to a cooperating partner.

12 CHANGES TO THE PROJECT OR THE GRANT RECIPIENT

- 12.1 Any significant deviations from or changes to the Application or approved implementation plans or budgets are subject to Norad's prior, written approval. The same applies to significant changes to, or circumstances materially affecting, the Grant Recipient's organisation.
- 12.2 The following deviations/changes shall always be subject to Norad's prior written approval:
 - a) any changes to the Project's sources of income,
 - b) any changes to the results framework or scope of the Project,
 - c) changes to the implementation plan which implies a delay of more than three months of any activity,
 - d) changes to the Project's budget that imply reallocation of more than 10% of a budget line.
- 12.3 Norad may suspend disbursements of the Grant until such changes have been approved.

13 EXTENSION OF THE SUPPORT PERIOD

- 13.1 The Support Period of the Project is set out in the Specific Conditions. The Grant Recipient must, without delay, inform Norad of any circumstances likely to hamper or delay the implementation of the Project.
- 13.2 The Grant Recipient may request an extension of the Support Period if this is necessary to complete all planned activities. The request must state the reasons for the delay and supporting documentation must be enclosed. Norad shall approve or decline the request in writing.

14 TRANSPARENCY

14.1 The Grant Recipient shall publish the following in a dedicated and easily accessible place of its internet site:



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a) a copy of this Agreement;

- b) the title and value of any contracts, cooperation agreements and/or other sub-agreements of more than NOK 500 000 (or the equivalent in local currency) which are to be financed by the Grant:
- c) the names and nationalities of the respective agreement parties and, if relevant, any further subgrantees or contractors in receipt of Project funds;
 - Any deviations from this article 14 shall be agreed by the Parties in writing, i.a. in the Specific Conditions.
- 14.2 Publication shall take place as soon as possible, and at the latest within six months after the contracts, cooperation agreements and/or other sub-agreements were entered into
- 14.3 The Grant Recipient shall make other project documentation, including the Application and all agreed reports, available to anyone upon request. Requests for disclosure may be denied if such disclosure is prohibited by confidentiality obligations and/or if it may be detrimental to the Grant Recipient's legitimate interests.

15 FINANCIAL IRREGULARITIES

- 15.1 The Grant Recipient is required to practise zero tolerance against corruption and other financial irregularities within and related to the Project. The zero tolerance policy applies to all staff members, consultants and other non-staff personnel and to cooperating partners and beneficiaries of the Grant.
- 15.2 Financial irregularities refers to all kinds of:
 - a) corruption, including bribery, nepotism and illegal gratuities;
 - b) misappropriation of cash, inventory and all other kinds of assets;
 - c) financial and non-financial fraudulent statements;
 - d) all other use of Project funds which is not in accordance with the implementation plan and budget.
- 15.3 In order to fulfil the zero tolerance requirement, the Grant Recipient shall:
 - a) organise its operations and internal control systems in a way that financial irregularities are prevented and detected;
 - b) do its utmost to prevent and stop financial irregularities within and related to the Project;
 - c) require that all staff involved in, and any consultants, suppliers and contractors financed under the Project refrain from financial irregularities.
- 15.4 The Grant Recipient shall inform Norad immediately of any indication of financial irregularities in or related to the Project. The Grant Recipient shall provide Norad with an account of all the known facts and an assessment of how the matter should be followed up, including whether criminal prosecution or other sanctions are considered appropriate.
- 15.5 The matter will be handled by Norad in accordance with Norad's guidelines for handling suspicion of financial irregularities. The Grant Recipient shall cooperate fully with Norad's investigation and follow-up. If requested by Norad, the Grant Recipient shall initiate prosecution and/or apply other sanctions against persons or entities suspected of financial irregularities.
- 15.6 Norad may claim repayment of all or parts of the Grant in accordance with article 17 of the General Conditions if it finds that any financial irregularities have taken place in or related to the



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Project. The repayment claim may also include any interest, investment income or any other financial gain obtained as a result of the financial irregularity.

16 CONFLICT OF INTEREST

- 16.1 The Grant Recipient shall take all necessary precautions to avoid any conflicts of interest in all matters related to the Project.
- 16.2 Conflict of interest refers to any situation where the impartial and objective exercise of the functions of anyone acting on behalf of the Grant Recipient is, or may be, compromised for reasons involving family, personal life, political or national affinity, economic interest or any other connection or shared interest with another person.
- 16.3 If a conflict of interest occur, the Grant Recipient shall, without delay, take all necessary measures to resolve the conflict, e.g. by replacing the person in question or by obtaining independent verification of the terms of the proposed decision or transaction.
- 16.4 If the conflict of interest cannot be resolved and/or if it relates to a decision or transaction of special significance to the Project, the decision or transaction may not be concluded without the prior, written approval of Norad.

17 BREACH OF THE AGREEMENT

- 17.1 If the Grant Recipient fails to fulfil its obligations under this Agreement and/or if there is suspicion of financial irregularities, Norad may suspend disbursement of all or part of the Grant.
- 17.2 In the event of material breach of the Agreement, Norad may terminate the Agreement with immediate effect, and/or claim repayment of all or parts of the Grant.
- 17.3 Material breach of the Agreement shall include, without limitation, the following situations:
 - a) all or part of the Grant has not been used in accordance with the Agreement and/or approved implementation plans and budget,
 - b) the Grant Recipient has made false or incomplete statements to obtain the Grant,
 - c) the use of the Grant has not been satisfactorily accounted for,
 - d) the Grant Recipient has, after having been granted an extended deadline, failed to provide the agreed reports, or has knowingly provided reports that do not reflect reality,
 - e) financial irregularities, grave professional misconduct or illegal activity of any form have taken place within the Grant Recipient or its cooperating partners,
 - f) the Grant Recipient has failed to inform Norad of indication of financial irregularities within the Project in accordance with article 15 of the General Conditions,
 - g) the Grant Recipient has changed legal personality without prior notification to Norad,
 - h) the Grant Recipient is bankrupt, being wound up or is having its affairs administered by the courts, or is subject to any analogous or corresponding procedure provided for under national legislation.
- 17.4 The Grant Recipient shall inform Norad immediately of any circumstances that may indicate or lead to a breach of Agreement, and shall provide Norad with any information or documentation it may reasonably require in order to determine if a breach of the Agreement has occurred.
- 17.5 Norad may also suspend disbursements or terminate the Agreement with immediate effect if a material breach of another agreement between Norad and the Grant Recipient has been established.



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18 TERMINATION OF THE AGREEMENT

- 18.1 Each of the Parties may terminate the Agreement upon a written notice.
- 18.2 The Support Period shall end three months after the date of the notice of termination. During these three months, the Grant Recipient may only use the Grant to cover commitments that have been established before the date of the notice of termination.
- 18.3 If the Project cannot continue without the Grant, the Grant Recipient shall use these three months to discontinue or scale down the Project promptly and in an orderly and financially sound manner. Any funds that remain unused at the end of the Support Period shall be repaid to Norad.
- 18.4 The Grant Recipient shall submit a final report to Norad within three months of the end of the Support Period. The final report shall meet the requirements set out in article 4 of the General Conditions and shall also include a financial report and audit report covering the period from the previous financial report until the end of the Support Period.
- 18.5 The Agreement will be considered terminated when the final report has been approved by Norad and any remaining funds have been repaid.

19 WAIVER AND IMMUNITIES

19.1 Nothing in the Agreement or any document related to the Agreement shall imply a waiver, express or implied, by Norad, the Government of Norway or any of its officials of any privileges or immunity enjoyed by them or their acceptance of the jurisdiction of the courts of any country over disputes arising thereof. This article 19 will not prevent arbitration or court proceedings in the legal venue of the Grant Recipient pursuant to article 24 of the General Conditions.

20 LIABILITY

- 20.1 Norad shall not under any circumstances or for any reason be held liable for damage, injury or loss of income sustained by the Grant Recipient or its staff or property as a direct or indirect consequence of the Project. Norad will not accept any claim for compensation or increases in payment in connection with such damage, injury or loss of income.
- 20.2 The Grant Recipient shall assume sole liability towards third parties, including liability for damage, injury or loss of income of any kind sustained by them as a direct or indirect consequence of the Project. The Grant Recipient shall indemnify Norad against any claim or action from the Grant Recipient's employees or third parties in relation to the Project.

21 ASSIGNMENT

21.1 The Agreement and/or the Grant may not be assigned to a third party without the prior written consent of Norad. This shall not, however, prevent transfer of parts of the Grant to a cooperating partner in accordance with article 11 of the General Conditions.

22 RECOGNITION AND PUBLICATION

22.1 The Grant Recipient shall acknowledge Norad's support to the Project in all publications and other materials issued in relation to the Project. Norad's logotype will be provided by Norad upon request. All use of Norad's logotype must be approved by Norad.



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23 ENTRY INTO FORCE, DURATION AND AMENDMENT

- 23.1 The Agreement shall enter into force at the date of the last signature and shall remain in force until all obligations arising from it have been fulfilled, or until it is terminated in accordance with the provisions of the General Conditions. Whether the obligations of the Agreement shall be considered fulfilled, will be determined through consultations between the Parties and confirmed by Norad in a completion letter.
- 23.2 The Agreement may be amended. Any such amendment must be agreed upon in writing between the Parties and shall become an integral part of the Agreement.
- 23.3 Termination or expiry of the Agreement shall not release the Parties from any liability arising from any act or omission that has taken place prior to such termination or expiry.

24 CHOICE OF LAW AND SETTLEMENT OF DISPUTES

- 24.1 The Agreement shall be governed and construed in accordance with Norwegian law.
- 24.2 If any dispute arises relating to the implementation or interpretation of the Agreement, the Parties shall seek to reach an amicable solution.
- 24.3 Any dispute arising out of or in connection with the Agreement that cannot be solved amicably, shall exclusively be settled before the Norwegian courts of law with Oslo District Court as legal venue.
- 24.4 The Grant Recipient accepts that Norad can, at its own sole discretion and as an alternative to the legal venue mentioned above, choose to settle the dispute by
 - a) the courts in the legal venue of the Grant Recipient, or
 - b) arbitration in accordance with the Arbitration Rules of the Arbitration Institute of the Stockholm Chamber of Commerce. The arbitral tribunal shall be composed of three arbitrators. If the disputed amount is below an amount corresponding to NOK 10 000 000 the arbitral tribunal shall, however, be composed of a sole arbitrator. The seat of arbitration shall be Stockholm, Sweden, and the language to be used in the arbitral proceedings shall be English. The Parties agree that neither the arbitral proceedings nor the award shall be subject to any confidentiality.
- 24.5 The Parties agree that no other courts of law, than as set out in this article 24, shall have jurisdiction over disputes arising out of or in connection with this Agreement.



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PART III: PROCUREMENT IN THE CONTEXT OF PROJECTS FINANCED BY THE NORWEGIAN AGENCY FOR DEVELOPMENT COOPERATION

1 INTRODUCTION

- 1.1 This Part III sets out procurement rules and principles which shall be applied by the Grant Recipient when procuring goods, services or works to Projects financed by the Agency for Development Cooperation (Norad). Stricter rules may supplement the compulsory minimum rules set forth in this Part III.
- 1.2 Norad may carry out ex post checks on the Grant Recipient's compliance with the rules set forth in this Part III.
- 1.3 Failure to comply with the rules set forth in this Part III shall render the Project expenditure ineligible for Norad funding and may lead to withholding funds or claim for repayment in accordance with article 17 of the General Conditions (Part II) of this Agreement.
- 1.4 Contracts shall not be split artificially to circumvent the procurement thresholds. All monetary amounts referred to in this Part III are amounts excluding value-added tax (VAT).
- 1.5 The procurement provisions shall also apply to any procurements to be carried out by the Grant Recipient's cooperation partners or others. The Grant Recipient shall be responsible for compliance as per article 11 of the General Conditions (Part II) of this Agreement regardless of whether the procurement is carried out by the Grant Recipient itself or its cooperation partners or others.
- 1.6 Sections 1 to 4 set out rules, which shall apply to all contracts. Sections 5 to 6 contain specific rules for service, supply and works contracts. Section 7 lists the situations where a negotiated procedure without prior publication is permitted.

2 BASIC PRINCIPLES

2.1 If a Project requires procurement by the Grant Recipient, the contract must be awarded following a tender procedure to the most economically advantageous tender (i.e. to the tenderer obtaining the best score based on price and quality), or, as appropriate, to the tenderer offering the lowest price. In doing so, the Grant Recipient shall avoid any conflict of interests and respect the following basic principles:



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- a) Competition: The procedures applied and the award of contracts shall be based on fair competition.
- b) Equal treatment and non-discrimination: Participation in tender procedures shall be open on equal terms to all natural and legal persons. During the entire procurement and the award of contracts, the Grant Recipient shall not discriminate against candidates/tenderers or groups of candidates/tenderers.
- c) Transparency and ex-ante publicity: As a general rule, tender procedures shall be based on prior publication. Where the Grant Recipient does not launch an open tender procedure, it shall justify the choice of tenderers that are invited to submit an offer.
- d) **Objective criteria:** The Grant Recipient shall evaluate the offers received against objective criteria, which enable the Grant Recipient to measure the quality of the offers and shall take into account the price (the offer with the lowest price shall be awarded the highest score for the price criterion). The criteria shall be set out beforehand and shall be relevant to the contract in question.
- e) **Notoriety:** The Grant Recipient shall keep sufficient and appropriate records and documentation with regard to the procedure, its evaluation and award.

3 ELIGIBLE TENDERERS

- 3.1 Tenderers must provide information on their legal form and ownership structure.
- 3.2 Tenderers shall be excluded from participation in a procurement procedure if:
 - a) they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations. However, tenderers in this situation may be eligible to participate insofar as the Grant Recipient is able to purchase supplies on particularly advantageous terms from either a supplier which is definitively winding up its business activities, or the receivers or liquidators of a bankruptcy, through an arrangement with creditors, or through a similar procedure under national law;
 - b) they or persons having powers of representation, decision-making or control over them have been convicted of an offence concerning their professional conduct by a final judgment;
 - c) they have been guilty of grave professional misconduct; proven by any means which the Grant Recipient can justify;
 - they have not fulfilled obligations relating to the payment of social security contributions or taxes
 in accordance with the legal provisions of the country in which they are established, or with those
 of the country of the Grant Recipient or those of the country where the contract is to be performed;



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- they or persons having powers of representation, decision-making or control over them have been convicted for fraud, corruption, involvement in a criminal organisation or money laundering by a final judgment;
- f) they make use of child labour or forced labour and/or practise discrimination, and/or do not respect the right to freedom of association and the right to organise and engage in collective bargaining pursuant to the core conventions of the International Labour Organization (ILO).
- 3.3 Tenderers shall confirm in writing that they are not in any of the situations listed above. Even if such confirmation is given by a tenderer, the Grant Recipient shall investigate any of the situations listed above if it has reasonable grounds to doubt the contents of such confirmation.
- 3.4 Contracts shall not be awarded to tenderers which, during the procurement procedure:
 - a) are subject to a conflict of interests;
 - b) are guilty of misrepresentation in supplying the information required by the Grant Recipient as a condition of participation in the tender procedure, or fail to supply this information.

4 GENERAL PROCUREMENT RULES

- 4.1 The tender documents shall be drafted in accordance with best international practice. The Grant Recipient may voluntarily use the models published in the Practical Guide on the EuropeAid (EU) website.
- 4.2 The Grant Recipient shall take into account universal design and the potential environmental impact of any planned procurements.
- 4.3 All invitations to submit tenders shall state that offers will be rejected if any illegal or corrupt practises have taken place in connection with the award. All contracts concluded under the Project shall state that the Grant Recipient may terminate the contract if it finds that illegal or corrupt practises have taken place in connection with the contract award or execution.
- 4.4 The time-limits for receipt of tenders and requests to participate must be sufficient to allow interested parties a reasonable and appropriate period to prepare and submit their tenders.
- 4.5 An evaluation committee must be set up to evaluate applications and/or tenders of a value of NOK 500 000 or more on the basis of the exclusion, selection and award criteria. This committee must have an odd number of members, at least three, with all the technical and administrative capacities necessary to give an informed opinion on the tenders.



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4.6 For contracts with a value exceeding NOK 100 000, the Grant Recipient shall compile a writtenrecord with documentation of all assessments and decisions during all steps of the procurement
process from the planning stage until the signing of the contract. Upon request by Norad, the Grant
Recipient shall deliver its written record to Norad and grant Norad access to all relevant information
and documentation related to the procurement procedure and practices applied.

5 AWARD OF CONTRACTS

- 5.1 Contracts with a value of less than NOK 500 000 may be awarded by using any procurement procedure established by the Grant Recipient, while respecting the rules and principles laid down in Sections 1 to 4 of this Part III.
- 5.2 Contracts with a value exceeding NOK 500 000 shall be awarded by means of one of the following procurement procedures:
 - a) Open tender procedure: In open procedures, any interested tenderer may submit a tender in response to a call for competition. The tender shall be accompanied by the information for qualitative selection as requested by the Grant Recipient.
 - b) Restricted procedure: In restricted procedures, any tenderer may submit a request to participate in response to a call for competition by providing the information for qualitative selection as requested by the Grant Recipient. Only those tenderers invited to do so by the Grant Recipient following its assessment of the information provided may submit a tender. The Grant Recipient may limit the number of suitable candidates to be invited to participate in the procedure.
 - c) Competitive procedure with negotiation: In competitive procedures with negotiation, any tenderer may submit a request to participate or a tender in response to a call for competition by providing the information for qualitative selection as requested by the Grant Recipient. Tenderers may submit an initial tender, which shall be the basis for subsequent negotiations. The minimum requirements and the award criteria shall not be subject to negotiations.
- 5.3 Where the Grant Recipient does not launch an open tender procedure, it shall justify and document in writing the choice of tenderers that are invited to submit an offer.
- 5.4 Deviations from the procedures listed in Section 5.2 are limited to the situations listed in Section 7 of this Part III.

6 PUBLICATION OF PROCUREMENT NOTICE

6.1 The following shall apply with respect to publication of the procurement notice: 1



¹ Definitions of different types of contracts and procedures can be found in Directive 2014/24/EU.

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a) Service and supply contracts from NOK 500 000 to less than NOK 2 500 000 and works contracts from NOK 500 000 to less than NOK 40 000 000

The prior procurement notice shall be published in all appropriate media, at least in the country in which the Project will be carried out as well as on the Grant Recipient's website.

b) Service and supply contracts with a value of NOK 2 500 000 and above and works contracts with a value of NOK 40 000 000 and above

The prior procurement notice shall be published in all appropriate media, in particular on the Grant Recipient's website, in the international press and the national press of the country in which the Project will be carried out, and in any other relevant specialist periodicals.

7 USE OF NEGOTIATED PROCEDURE WITHOUT PRIOR PUBLICATION

- 7.1 The Grant Recipient may use a negotiated procedure without prior publication in the following cases:
 - a) if any of the circumstances set out in Article 32 of Directive 2014/24/EU are present;
 - for purposes of humanitarian aid and civil protection operations or for crisis management aid in a crisis that has been formally recognised by and for the time period declared by Norad;
 - c) where the services are entrusted to public-sector or non-profit bodies and relate to activities of an institutional nature or are designed to provide assistance to people in the social field;
 - d) for contracts declared to be secret, or whose performance must be accompanied by special security measures, or when the protection of the essential interests of the Norad so requires.



5 Ph

PROJECT TITLE: Strengthening Equity, Access and Quality in Education 2 (SEAQE2) - Revised 24th January 2019

NAME OF ORGANIZATION: ADRA Norge

BUDGET CURRENCY: NOK

	2019	2020	2021	2022	2023	TOTAL	Share
DIRECT PROJECT COSTS (Based on cost-categories)	NOK	NOK	NOK	NOK	NOK	NOK	%
DIRECT PROJECT COSTS (HQ)	4 562 001	4 656 300	4 579 277	4 832 765	4 695 591	23 325 934	13 %
Salaries (Lønnskostnader)	1 581 635	1 741 774	1 694 287	1 865 832	1 814 963	8 698 491	5 %
Travels (Reisekostnader)	472 150	531 930	470 106	540 032	413 151	2 427 369	1%
Consultants and other external services (Kostnader til konsulen	300 000	317 168	167 685	332 615	351 975	1 469 442	1%
Procurement (Kostnader til innkjøp)	16 000	16 560	17 739	19 668	22 570	92 537	0 %
Other direct activity costs (Andre kostnader knyttet til implemer	342 300	267 488	161 461	253 955	165 734	1 190 938	1%
Audits, monitoring and evaluations (Kostnader til revisjon, moni	1 849 915	1 781 381	2 067 999	1 820 663	1 927 199	9 447 157	5 %
DIRECT PROJECT COSTS (Regional/national)	0	0	0	0	0	0	0%
Salaries (Lønnskostnader)	0	0	0	0	0	0	0 %
Travels (Reisekostnader)	0	0	0	0	0	0	0 %
Operating costs (Driftskostnader)	0	0	0	0	0	0	0%
Consultants and other external services (Kostnader til konsulen	0	0	0	0	0	0	0 %
Procurement (Kostnader til innkjøp)	0	0	0	0	0	0	0 %
Other direct activity costs (Andre kostnader knyttet til implemen	0	0	0	0	0	0	0 %
Audits, monitoring and evaluations (Kostnader til revisjon, moni	0	0	0	0	0	0	0 %
DIRECT PROJECT COSTS (Local)	32 405 808	32 311 509	32 388 532	32 135 044	32 272 217	161 513 111	87 %
Salaries (Lønnskostnader)	8 847 183	10 221 769	10 226 849	10 595 299	11 008 074	50 899 173	28 %
Travels (Reisekostnader)	987 867	1 092 293	1 058 506	1 111 519	1 128 995	5 379 180	3 %
Operating costs (Driftskostnader)	7 485 831	8 424 769	8 916 220	9 747 717	9 168 034	43 742 572	24 %
Consultants and other external services (Kostnader til konsulen	0	0	0	0	0	0	0 %
Procurement (Kostnader til innkjøp)	9 599 644	7 007 723	6 524 430	5 219 814	4 537 082	32 888 693	18 %
Other direct activity costs (Andre kostnader knyttet til implemer	3 967 470	4 317 424	4 127 252	4 168 780	4 556 086	21 137 013	11 %
Audits, monitoring and evaluations (Kostnader til revisjon, moni	1 517 812	1 247 531	1 535 274	1 291 915	1 873 946	7 466 479	4 %
TOTAL DIRECT PROJECT COSTS	36 967 809	36 967 809	36 967 809	36 967 809	36 967 809	184 839 045	

	2019	2020	2021	2022	2023	TOTAL	Share
INCOME/FINANCING PLAN DIRECT PROJECT COSTS	NOK	NOK	NOK	NOK	NOK	NOK	%
Grant funding Norad (90%)	33 271 028	33 271 028	33 271 028	33 271 028	33 271 028	166 355 140	90 %
Grant funding donor x (specify)						0	0 %
Grant funding donor xx (specify)						0	0 %
Grant funding donor xxx (specify)	TERMS OF THE					0	0 %
Own-contribution (10%) incl. YME's contrib. to SEAQE2SOM	3 696 781	3 696 781	3 696 781	3 696 781	3 696 781	18 483 904	10 %
In-kind contribution						0	0 %
TOTAL INCOME/FINANCING PLAN DIRECT PROJECT COSTS	36 967 809	36 967 809	36 967 809	36 967 809	36 967 809	184 839 045	4.034

	2019	2020	2021	2022	2023	TOTAL	
GRANT APPLICATION/AGREED AMOUNT	NOK	NOK	NOK	NOK	NOK	NOK	Rate
Norad contribution direct project cost	33 271 028	33 271 028	33 271 028	33 271 028	33 271 028	166 355 140	1
Norad indirect cost contribution (7%)	2 328 972	2 328 972	2 328 972	2 328 972	2 328 972	11 644 860	7%
TOTAL NORAD GRANT AMOUNT	35 600 000	35 600 000	35 600 000	35 600 000	35 600 000	178 000 000	

DIRECT PROJECT COST BY COUNTRY (required information for	2019	2020	2021	2022	2023	TOTAL	Share
multi-country agreements)	NOK	NOK	NOK	NOK	NOK	NOK	%
Country 1 South Sudan - SEAQE2SSU	8 789 802	8 747 533	8 635 822	8 805 713	8 762 842	43 741 712	24 %
Country 2 Somalia - SEAQE2SOM	10 938 120	10 914 649	10 950 243	10 971 352	10 980 401	54 754 764	30 %
Country 3 Ethiopia - SEAQE2ETH	7 155 783	7 314 203	7 300 104	7 206 166	7 000 526	35 976 782	19 %
Country 4 Myanmar - SEAQE2MYA	10 084 105	9 991 425	10 081 640	9 984 578	10 224 040	50 365 787	27 %
Country 5 (specify)				60.000000000000000000000000000000000000		0	0 %
TOTAL DIRECT PROJECT COSTS	36 967 809	36 967 809	36 967 809	36 967 809	36 967 809	184 839 045	

DIRECT PROJECT COST BY THEMATIC AREA/SECTOR (required	2019	2020	2021	2022	2023	TOTAL NOK	Share
information for multi-sector agreements)	NOK	NOK	NOK	NOK	NOK		%
Sector 1 (specify)						0	#DIV/0!
Sector 2 (specify)						0	#DIV/0!
Sector 3 (specify)						0	#DIV/0!
Sector 4 (specify)						0	#DIV/0!
Sector 5 (specify)						0	#DIV/0!
TOTAL DIRECT PROJECT COSTS	0	0	0	0	0	0	C Sout A

In this revised version we have moved M&E costs for Ethiopia from "Operating Costs" to "Audits, monitoring and evaluations" compared the budget sent to Norad 1st October 2018, because it was not placed correctly. This does not change the bottom line.



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Annex 2. Budget for Education in Emergency In Upper Nile, South Sudan

Activity	Unit	Quantity	Freq.	Unit cost USD	Unit cost NOK	Total USD	Total NOK
A. Investments							
Solar System (For the project office in Maiwut to ensure affordable electicity)	Unit	1	1	12,200.00	101,260.00	12,200.00	101,260.00
Equipment (Laptop, Printer & Projector, Cash Counter)	Lumpsum	1	1	8,000.00	66,400.00	8,000.00	66,400.00
Internet Equipment	Unit	1	1	5,300.00	43,990.00	5,300.00	43,990.00
Furniture (Table, chairs & File Cabinet)	LumpSum	1	1	3,000.00	24,900.00	3,000.00	24,900.00
Quad Motorbike	Units	2	1	12,500.00	103,750.00	25,000.00	207,500.00
Total A:						53,500.00	444,050.00
B. Operating costs							
1. Personnel (Given the context in the Upper Nile, location distances from schools, we have budgeted for the number of staf needed to implement this project in a fragile context.)	eded to implem	ent this proj	ject in a fra	agile context.)			
1.1 Salaries - Local Project Staff (gross salaries including social security charges and other related costs)							
1.1.1 Project Manager (This project will cover 50%, the other 50% is covered by BRES project, operating in the same location)	Per Month	0.5	9	6,930.00	57,519.00	31,185.00	258,835.50
1.1.2 Construction Supervisor	Per Month	1	7	2,400.00	19,920.00	16,800.00	139,440.00
1.1.3 Education Officer	Per Month	З	9	2,700.00	22,410.00	72,900.00	605,070.00
1.1.4 Child Protection Officer	Per Month	1	9	2,700.00	22,410.00	24,300.00	201,690.00
1.1.5 M&E Officer	Per Month	1	9	2,800.00	23,240.00	25,200.00	209,160.00
1.1.6 HR Assistant	Per Month	1	9	1,506.50	12,503.95	13,558.50	112,535.55
1.1.7 Community Mobilizer	Per Month	ω	9	1,100.00	9,130.00	29,700.00	246,510.00
1.1.8 Project Accountant	Per Month	1	9	2,835.00	23,530.50	25,515.00	211,774.50
1.1.9 Project Cashier	Per Month	1	9	1,400.00	11,620.00	12,600.00	104,580.00
1.1.10 Logistics Asst	Per Month	1	9	1,400.00	11,620.00	12,600.00	104,580.00
1.1.11 Driver	Per Month	1	6	980.00	8,134.00	5,880.00	48,804.00
1.1.12 Guards- Compound	Per Month	2	9	550.00	4,565.00	9,900.00	82,170.00
1.1.13 Janitors/Cooks- Compound	Per Month	2	9	550.00	4,565.00	9,900.00	82,170.00
Subtotal 1.1. Salaries						290,038.50	2,407,319.55
1.2 Salaries - Head Office Staff (gross salaries including social security charges and other related costs)							
1.2.1.1 Country Director (10%)	Per Month	0.1	9	10,982.00	91,150.60	9,883.80	82,035.54
1.2.1.2. Operation Manager (10%)	Per Month	0.1	9	4,523.25	37,542.98	4,070.93	33,788.68
1.2.1.3. HR Officer (10%)	Per Month	0.1	9	4,976.50	41,304.95	4,478.85	37,174.46
1.2.1.4. Communication Officer (10%)	Per Month	0.1	9	4,978.00	41,317.40	4,480.20	37,185.66
1.2.1.5. IT Office (10%)	Per Month	0.1	9	1,998.00	16,583.40	1,798.20	14,925.06
1.2.1.6. Logistics Officer (10%)	Per Month	0.1	9	2,075.70	17,228.31	1,868.13	15,505.48
1.2.1.7 Procurement Officer (10%)	Per Month	0.1	9	2,075.70	17,228.31	1,868.13	15,505.48
1.2.1.8 Receptionist/Store Keeper (10%)	Per Month	0.1	9	1,382.23	11,472.49	1,244.00	10,325.24
1.2.1.9 Liaison Coordinator (30%) This is an expat position that is based during half of the time in South Sudan and provides M&E visits and technical support for logistics and procurements.	Per Month	1	2	4,000.00	33,200.00	8,000.00	66,400.00
Subtotal 1.2.1 Project-related administrative Services						37,692.24	312,845.59
1.2.2.1. Programs Director (10%)	Per Month	0.1	9	11,280.75	93,630.23	10,152.68	84,267.20
1.2.2.2. Senior Programs officer/ Education Coordinator (10%)	Per Month	0.1	9	4,523.25	37,542.98	4,070.93	33,788.68
1.2.2.3. M&E Manager (10%)	Per Month	0.1	9	3,843.38	31,900.01	3,459.04	28,710.01

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Subtotal 1.2.2 Programs Services						17.682.64	146.765.89
1.2.3.1 Finance Director (10%)	Per Month	0.1	9	10,728.25	89,044.48	9,655.43	80,140.03
1.2.3.2 Internal Auditor/ Controller (10%)	Per Month	0.1	9	4,089.49	33,942.76	3,680.54	30,548.49
1.2.3.3. Account Assistant/ Cashier (10%)	Per Month	0.1	9	1,538.60	12,770.37	1,384.74	11,493.33
Subtotal 1.2.3 Financial Services						14,720.70	122,181.85
Subtotal Personnel			\downarrow			360,134.08	2,989,112.88
			1				
2. Travel/Transport			_				
 Local transportation By Air (Travel of staff from Juba to Upper Nile can only be done with UN chartered planes) 	Trips	1	20	550.00	4,565.00	11,000.00	91.300.00
2.2 Per diems/ Accomodation for missions/travel (This covers travel cost from Juba to Upper Nile)	Days	1	20	900.00	7,470.00	18,000.00	149,400.00
2.3 Vehicle Hire (NGOs operate in Upper Nile by hiring local vehicles and costs of renting a vehilce have increased)	Per Month	5	9	250.00	2,075.00	11,250.00	93,375.00
2.4 Vehicle/Motorbike Fuel (Cost of fuels in the Upper Nile is above 2 USD per liter and sometime the fuel is scarce raising the price unexpectedly)	Per Month	3	9	450.00	3,735.00	12,150.00	100,845.00
2.6 Vehicle/Motorbike Maintenance	Per Month	ω	9	70.00	581.00	1.890.00	15.687.00
2.7 Bike Insurance	Units	2	9	250.00	2,075.00	4,500.00	37,350.00
2.9 Transport of Materials (This cost include UNHAS/ Boat for trasport of material to Upper Nile. Such as dignity kits, and school material)	Trips	1	ω	6,500.00	53,950.00	19,500.00	161,850.00
Subtotal Travel			3			78,290.00	649,807.00
Outcome 1. Established infrastructure provides inclusive and one leaves							
Output 1.1: School infrastructure in place (Temporary Learning Spaces (TLS) or rehabilitated brick walls)							
1.1.1 Establishment of 10 TLS in 6 schools (One Temporary Learning Space has 2 clasrooms)	TLS	10	1	12,462.73	103,440,63	124.627.26	1.034.406.26
1.1.2 Renovate 20 permanent classrooms in 6 schools	classroom	20	1	4,500.00	37,350.00	90,000.00	747,000.00
1.1.3 Provision of school desks, chair and tables (for teachers and children) in 2 schools	Pieces	220	1	40.00	332.00	8,800.00	73,040.00
Subtotal						223,427.26	1,854,446.26
Output 1.2: Appropriate WASH facilities established							
1.2.1.Establishment of 10 latrine stances (5 blocks) in 3 schools for girls	stance	10	1	1,500.00	12,450.00	15,000.00	124,500.00
1.2.2 Establishment of 6 nandwashing raciities in 3 schools	PC	6	1	200.00	1,660.00	1,200.00	9,960.00
Output 1.3: Facilitate hygiene and sanitation sessions/campaigns in 7 supported schools						16,200.00	134,460.00
1.3.1: Train 16 teachers in improved hygiene and sanitation practices	Person	16	1	16.02	132.94	256.27	2,127.01
1.3.2: Conduct hygiene awareness sessions in 2 schools through school clubs	Session	2	з	53.33	442.67	320.00	2,656.00
1.3.3: Procure and distribute water purification tablets in 2 schools	lumps	1	1	800.00	6,640.00	800.00	6,640.00
1.3.4: Procure and distribute 200 dignity kits for adolescent girls	person	200	1	21.00	174.30	4,200.00	34,860.00
sub total						5,576.27	46,283.01
Sub total outcome 1:						245,203.53	2,035,189.27
Outcome 2: Education authorities and institutions at county and payam level have improved capacity to ensure safe, inclusive and quality lea		rning					
Output 2.1: Teachers and education authorities at county and payam level have improved capacity to ensure quality teaching							
2.1.1: Train 20 education officials in child protection, inclusive and peace education.	Session	2	ω	885.00	7,345.50	5,310.00	44,073.00
2.1.2: Orient 20 education officials on tools of school supervision.	Session	2	3	785.00	6,515.50	4,710.00	39,093.00
2.1.2: Facilitate 20 education officials (with transport and travel allowance) to quarterly conduct school supervision.	person	20	3	50.00	415.00	3,000.00	24,900.00
2.1.3: facilitate session on dissemination of school supervision report (for all education partners).	sesions	2	2	461.00	3,826.30	1,844.00	15,305.20

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qualified/it senior child centrered method, teacher's code of conduct, child protection, peace education. periodic centrered method, teacher's code of conduct, child protection, peace education. periodic centrered method, teacher's code of conduct, child protection, peace and inclusive education. periodic centrered method, teacher's code of conduct, child protection, peace and inclusive education. periodic centrered method, teacher's code of conduct, child protection, peace & inclusion. periodic centrered method, teacher's code of conduct, child protection, peace & inclusion. periodic centrered code centrered teachers in 2,570,000 15.6 2.0 4,523.2 2,500,000 file control control centrered code centr	33,615.00	4,050.00	3,735.00	450.00	9	1	Per month	4.1.1.1 Office supplies
ra qualifield trained in child centered method, teachers' code of conduct, child protection, peace education, person 60 2 6 64.17 5.35.38 7,700.00 1 100.000 1 100.000 1 1 1 1 1 1 1								4.1.1 Office Expenses Field
re qualifield trained in child centered method, teachers' code of conduct, child protection, peace and inclusive education. Posson 15 2 48.22 48.20 53.20								14 Office Expenses
Marie Mari								1 Office Expenses
	3,827,943.13	461,197.97						Sub-Total: Outcome 1+2+3
m L1,864.00 L1,864.00 m Derison 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 1,574.93 person 16 9 40.00 332.00 5,760.00 school 7 1 5,457.14 45,294.29 38,200.00 Total 1 1 300.00 2,490.00 300.00 person 700 1 5,457.14 45,294.29 38,200.00 school 7 1 2,5457.14 45,294.29 38,200.00 school 7 1 2,000 1,660.00 40,296.35 school 7 1 2,000 1,660.00 40,296.35 school 7 1 2,171.00 18,019.30 4,342.00 school 7 3 12,171.00 18,019.30 4,342.00 session 2 1 2,171.03 18,019.30 4,342.00 <	516,675.0	62,250.00						Sub-Total: Outcome 3
n 14,864.00 person 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 person 60 2 49.22 408.50 1,574.93 person 60 2 196.33 1,529.57 23,560.00 school 7 1 5,457.14 45,294.29 38,200.00 1otal 1 1 300.00 2,490.00 300.00 person 700 1 8.91 73.95 6,236.36 school 2 1 2,200.00 1,560.00 400.00 school 7 1 5,457.14 45,294.29 38,200.00 person 700 1 8.91 73.95 6,236.36 school 2 1 2,171.00 1,560.00 40.00 school 7 1 2,171.00 18,019.30 4,232.00 dub 7 3 12,019.30	66,400.0	8,000.00	6,640.00	800.00	1	10	Person	3.2.3: Support Devices for children with disabilities
nn 14,864.00 nn 160 2 64.17 532.58 7,700.00 person 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 person 60 2 196.33 1,629.57 23,500.00 school 7 1 5,457.14 45,294.29 33,00.00 O 0 0 - 77,994.93 person 700 1 8.91 73.95 6,236.36 school 2 1 200.00 1,660.00 400.00 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 2,171.00 18,019.30 44,836.36 conference 2 1 2,171.00 18,019.30	348,600.0	42,000.00	58.10	7.00	6	1000	Person	3.2.2: Provide CCT to 1000 households with girls
14,864.00 14,864.00 14,864.00 16 16 17,700.00 15,749.33 1,529.57 23,560.00 1,574.93 1,57	101,675.0	12,250.00	101,675.00	12,250.00	1	1	lumps	3.2.1: Select in partnership with local authorities, and PTAs vulnerable households with girls at schools going
14,864.00 14,864.00 14,864.00								Output 3.2: Vulnerable girls receive financial incentives to enrol and attend school
nn 14,864.00 nn 40 2 64.17 532.58 7,700.00 person 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 person 60 2 196.33 1,629.57 23,560.00 person 0 0 - 77,094.93 300.00 person 700 1 8,91 73.95 6,236.36 school 7 1 2,457.14 45,294.29 38,200.00 school 7 1 2,171.00 18,019.30 4,385.36 conference 2 1 2,171.00 18,019.30 4,385.36 club 7 3 1,203.30 </td <td>21,108.0</td> <td>2,543.14</td> <td></td> <td>The second second second</td> <td></td> <td></td> <td>A PART OF THE PART</td> <td>Sub-Total: Outcome 3</td>	21,108.0	2,543.14		The second second second			A PART OF THE PART	Sub-Total: Outcome 3
Marie Mari	2,034.6	245.14	26.09	3.14	3	26	Person	3.1.4: Facilitate 2 PTAs/SMCs to conduct resource mobilization.
nn 14,864.00 nn 60 2 64.17 532.58 7,700.00 person 16 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 person 60 2 196.33 1,529.57 23,560.00 school 7 1 1 300.00 2,490.00 30,000 Total 1 1 300.00 2,2490.00 30,000 0 0 0 - 71,094.93 person 700 1 8.91 73.95 6,236.36 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 2,171.00 18,019.30 43,430.00 scssion 2 1 2,171.00 <th< td=""><td>2,034.6</td><td>245.14</td><td>339.11</td><td>40.86</td><td>3</td><td>2</td><td>PTA/SMCs</td><td>3.1.3: Facilitate 2 PTAs to conduct community dialogues on child protection, inclusive education and peace building.</td></th<>	2,034.6	245.14	339.11	40.86	3	2	PTA/SMCs	3.1.3: Facilitate 2 PTAs to conduct community dialogues on child protection, inclusive education and peace building.
Marie Mari	2,347.7	282.86	586.93	70.71	2	2	PTA/SMCs	3.1.2: Mentor 2 PTAs/SMCs in schools on their roles and responsibilities, child protection, inclusive education and peace
eethod, teachers' code of conduct, child protection, peace education 14,864.00 14,864.00 code of conduct, child protection, peace and inclusive education. person 60 2 64.17 532.58 7,700.00 teme work and lesson plan books person 16 2 493.22 408.50 1,574.93 ators person 16 2 400.00 332.00 5,760.00 strode of conduct, child protection, peace & inc education. person 16 9 40.00 332.00 5,760.00 person 16 9 40.00 332.00 5,760.00 16 9 40.00 332.00 5,760.00 16 16 16 9 40.00 332.00 5,760.00 16 16 17 1 1,603.33 2.0 5,760.00 16 10 1 1 1 1 332.00 2,700.00 1 1,603.00 1 1,603.00 1 1,603.00 2,490.00 300.00 1 1,603.00 1,7094.93 1 1,600.00	14,691.0	1,770.00	3,672.75	442.50	2	2	PTA/SMCs	3.1.1: Establish/train 2 PTAs/SMCS in their roles and responsibilities, child protection, inclusive education and peace education.
ethod, teachers' code of conduct, child protection, peace education 14,864,00 code of conduct, child protection, peace and inclusive education. person 60 2 64.17 532.58 7,700.00 seric code of conduct, child protection, peace & inc education. person 16 2 49.22 408.50 1,574.93 seric code of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 seric code of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 seric code of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 seric code of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 seric code of conduct, child protection, peace & inc education. Total 1 1 1 300.00 1,693.00 2,785.00 seric code of conduct, child protection, peace & inc education. 0 0 0 - - - - - <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Output 3.1: PTAs/SMCs established/trained and facilitated.</td>								Output 3.1: PTAs/SMCs established/trained and facilitated.
hod, teachers' code of conduct, child protection, peace education person 60 2 64.17 532.58 7,700.00 ne work and lesson plan books person 16 2 49.22 408.50 1,574.93 ne work and lesson plan books person 16 2 49.22 408.50 1,574.93 ne work and lesson plan books person 16 9 400.00 332.00 5,700.00 code of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 ne having learning and recreational materials 0 0 1 1 5,487.14 45,294.29 38,200.00 en having learning and recreational materials 0 0 0 0 0 - 77,994.33 sypens, percils, rulers and text books) in 2 schools person 70 1 200.00 1,660.00 400.00 sypens, percils, rulers and text books) in 2 schools school 7 1 2,000.00 1,660.00 400.00 getballs, voileyballs and skipping								Outcome 3: Community Support to Education is strengthened
2.2 Teachers qualified/ trained in child centered method, teachers' code of conduct, child protection, peace education. person 50 2 64.17 532.58 7,700.00	1,254,970.7	151,201.30						sub total outcome 2:
2. Teachers qualified/ trained in child centered method, teachers' code of conduct, child protection, peace education person 50 50 50 50 50 50 50 5	48,239.6	5,812.00						sub total
14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 14,864.00 15,700.00 16,861.00 16,8	27,307.0	3,290.00	1,300.33	156.67	3	7	club	2.5.2: Facilitate school clubs in peer learning, life skills and peace education
ion, peace education 14,864.00 14,864.00 clusive education. person 60 2 64.17 532.58 7,700.00 clusive education. person 16 2 49.22 408.50 1,574.93 person 60 2 49.22 408.50 1,574.93 nc education. person 60 2 196.33 1,629.57 23,560.00 nc education. school 7 1 5,457.14 45,294.29 38,200.00 nc education. rotal 1 1 300.00 2,490.00 300.00 rotal 1 1 300.00 2,490.00 300.00 schools person 700 1 8.91 73.95 6,236.36 hools school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 5,457.14 45,294.29 38,200.00 school 7 1 5,457.14 45,294.29 38,200.00	20,932.6	2,522.00	996.79	120.10	3	7	club	2.5.1: Facilitate establishment and training of 7 school clubs in peer learning, life skills and peace education.
thod, teachers' code of conduct, child protection, peace education. person 60 2 64.17 532.58 7,700.00 code of conduct, child protection, peace and inclusive education. person 16 2 49.22 408.50 1,574.93 eme work and lesson plan books person 16 2 49.22 408.50 1,574.93 ris' code of conduct, child protection, peace & inc education. person 16 2 49.22 408.50 1,574.93 ris' code of conduct, child protection, peace & inc education. person 16 2 49.22 408.50 1,574.93 ris' code of conduct, child protection, peace & inc education. person 16 2 49.22 40.00 33.05.00 ris' code of conduct, child protection, peace & inc education. person 60 2 196.33 1,529.57 23,560.00 ris' code of conduct, child protection, peace & inc education. person 7 1 3,457.14 45,294.29 38,200.00 ris' code of conduct, child protection, peace & inc education. Total 1 1 3,00.00								Output 2.5: Establish and facilitate school clubs to promote peer learning, life skills and peace education
ethod, teachers' code of conduct, child protection, peace education person 60 2 64.17 532.58 7,700.00 code of conduct, child protection, peace and inclusive education. person 16 2 64.17 532.58 7,700.00 eme work and lesson plan books person 16 2 49.22 408.50 1,574.93 stros person 16 2 49.22 408.50 1,574.93 stros of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 stros of conduct, child protection, peace & inc education. person 60 2 196.33 1,699.00 5,760.00 stros person 7 1 1,459.17 45,294.29 38,200.00 stros Total 1 1 1 300.00 7,704.93 deen having learning and recreational materials 0 0 0 - 7,704.93 obs, pencils, rulers and text books) in 2 schools person 70 1	71,330.2	8,594.00						sub total
14,864.00 14,8	35,291.6	4,252.00	8,822.90	1,063.00	2	2	Session	2.4.2: Facilitate follow up of resolutions on state conference.
Induct, child protection, peace education person 60 2 64.17 532.58 7,700.00 books person 16 2 499.22 408.50 1,574.93 books person 16 2 499.22 408.50 1,574.93 rotection, peace & inc education. person 60 2 196.33 1,629.57 23,560.00 n7 schools Total 1 1 300.00 2,490.00 300.00 ecreational materials 0 0 0 - 77,094.93 ipping ropes) in 2 schools school 7 1 200.00 1,660.00 400.00 ipping ropes) in 2 schools school 7 1 5,457.14 45,294.29 38,200.00 44,836.36 person 700 1 8.91 73.95 6,236.36 44,836.36 school 7 1 5,457.14 45,294.29 38,200.00	36,038.6	4,342.00	18,019.30	2,171.00	1	2	Conference	2.4.1 Facilitate 2 state education conferences
erred method, teachers' code of conduct, child protection, peace education person 60 2 64.17 532.58 7,700.00 achers' code of conduct, child protection, peace and inclusive education. person 16 2 49.22 408.50 1,574.93 h as scheme work and lesson plan books person 16 2 49.22 408.50 1,574.93 n facilitators person 16 2 49.22 408.50 1,574.93 n facilitators person 60 2 49.22 408.50 5,760.00 person facilitators person 60 2 196.33 1,629.57 23,560.00 person facilitators person 50 2 196.33 1,629.57 23,560.00 person facilitators person 7 1 5,457.14 45,294.29 38,200.00 person facilitators person facilitators 7 1 1 1,69.00 300.00 person facilitators person facilitators 7 1 1 1,294.29 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Output 2.4: Facilitate state education conference for stakeholders' in Maiwut county.</td></td<>								Output 2.4: Facilitate state education conference for stakeholders' in Maiwut county.
ered method, teachers' code of conduct, child protection, peace education. person 60 2 64.17 532.58 7,700.00 has scheme work and lesson plan books person 16 2 49.22 408.50 1,574.93 n facilitators person 16 9 40.00 332.00 5,760.00 teachers' code of conduct, child protection, peace & inc education. person 60 2 49.22 408.50 1,574.93 in facilitators person 60 2 196.33 1,629.57 23,560.00 teachers' code of conduct, child protection, peace & inc education. person 60 2 196.33 1,629.57 23,560.00 teachers' code of conduct, child protection, peace & inc education. person 7 1 5,457.14 45,294.29 38,200.00 ipport (PSS) activities for teachers in 7 schools Total 1 1 300.00 2,490.00 300.00 ways for referrals. Total 1 1 300.00 2,490.00 300.00 trof children having learning and recreationa	372,141.8	44,836.36						sub total
on, peace education 14,864.00 lusive education. person 60 2 64.17 532.58 7,700.00 lusive education. person 16 2 49.22 408.50 1,574.93 person 16 9 40.00 332.00 5,760.00 ceducation. person 60 2 196.33 1,629.57 23,560.00 ceducation. school 7 1 5,457.14 45,294.29 38,200.00 Total 1 1 300.00 2,490.00 300.00 77,094.93 hools person 700 1 8.91 73.95 6,236.36 ools school 2 1 200.00 1,660.00 400.00	317.060.0	38.200.00	45,294.29	5,457.14	1	7	school	2.3.4: Facilitate PSS for affected children in 7 schools
on, peace education 14,864.00 lusive education. person 60 2 64.17 532.58 7,700.00 lusive education. person 16 2 49.22 408.50 1,574.93 person 16 9 40.00 332.00 5,760.00 ceducation. person 60 2 196.33 1,629.57 23,560.00 ceducation. school 7 1 5,457.14 45,294.29 38,200.00 Total 1 1 300.00 2,490.00 300.00 77,094.93 Total 1 1 300.00 2,490.00 77,094.93 77,094.93 hools person 700 1 8.91 73.95 6,236.36	3.320.0	400.00	1,660.00	200.00	1	2	school	2.3.3 Procure and distribute recreational materials (football, netballs, volleyballs and skipping ropes) in 2 schools
on, peace education 14,864.00 Jusive education. person 60 2 64.17 532.58 7,700.00 Jusive education. person 16 2 49.22 408.50 1,574.93 person 16 9 40.00 332.00 5,760.00 ceducation. person 60 2 196.33 1,629.57 23,560.00 ceducation. school 7 1 5,457.14 45,294.29 38,200.00 Total 1 1 300.00 2,490.00 300.00 77,094.93 77,094.93 77,094.93 77,094.93	51.761.8	6,236.36	73.95	8.91	1	700	person	2.3.2 Procure and distribute scholastic materials (exercise books, pens, pencils, rulers and text books) in 2 schools
ed method, teachers' code of conduct, child protection, peace education person 60 2 64.17 532.58 7,700.00 as scheme work and lesson plan books person 16 2 49.22 408.50 1,574.93 accilitators person 16 9 40.00 332.00 5,760.00 eachers' code of conduct, child protection, peace & inc education. person 60 2 196.33 1,629.57 23,560.00 port (PSS) activites for teachers in 7 schools school 7 1 5,457.14 45,294.29 38,200.00 ays for referrals. Total 1 1 300.00 2,490.00 300.00				-	0	0	0	2.3.1 Conduct a baseline survey to determine number of children having learning and recreational materials
d protection, peace education 14,864.00 cce and inclusive education. person 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 1,574.93 peace & inc education. person 60 2 196.33 1,629.57 23,560.00 peace & inc education. school 7 1 5,457.14 45,294.29 38,200.00 Total 1 1 300.00 2,490.00 300.00 77,094.93								Output 2.3: Adequate learning materials are available
d protection, peace education 14,864.00 14,864.00 cce and inclusive education. person 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 peace & inc education. person 16 9 40.00 332.00 5,760.00 peace & inc education. person 60 2 196.33 1,629.57 23,560.00 Total 1 1 5,457.14 45,294.29 38,200.00 300.00 2,490.00 300.00 2,490.00 300.00	639.887.9	77,094.93						sub total
d protection, peace education 14,864.00 14,86	2,490.0	300.00	2,490.00	300.00	1	1	Total	2.2.6: Map Child protection service providers and pathways for referrals.
ucation 14,864.00 tion. person 60 2 64.17 532.58 7,700.00 person 16 2 49.22 408.50 1,574.93 person 16 9 40.00 332.00 5,760.00 person 60 2 196.33 1,629.57 23,560.00	317,060.0	38,200.00	45,294.29	5,457.14	1	7	school	2.2.5: Facilitate Child Protection and Psycho Social Support (PSS) activites for teachers in 7 schools
d, teachers' code of conduct, child protection, peace education 14,864.00 14,864.00 of conduct, child protection, peace and inclusive education. person 60 2 64.17 532.58 7,700.00 work and lesson plan books person 16 2 49.22 408.50 1,574.93 person 16 9 40.00 332.00 5,760.00	195,548.0	23,560.00	1,629.57	196.33	2	60	person	2.2.4: Mentor 60 teachers on child centered method, teachers' code of conduct, child protection, peace & inc education.
d, teachers' code of conduct, child protection, peace education person 60 2 49.22 408.50 1,574.93	47,808.0	5,760.00	332.00	40.00	9	16	person	2.2.3: Pay incentives (40 USD/month) to 16 education facilitators
ion 14,864.00 person 60 2 64.17 532.58 7,700.00	13,071.9	1,574.93	408.50	49.22	2	16	person	2.2.2: Support teachers with scholastic materials such as scheme work and lesson plan books
14,864.00	63,910.0	7,700.00	532.58	64.17	2	60	person	2.2.1: Train 60 teachers in child centered method, teachers' code of conduct, child protection, peace and inclusive education.
14,864.00	а							and inclusive education.
	123,371.2	14,864.00						sub total

70,000,000,02	1,204,519.28		STATE SECTION AND ADDRESS OF	PRODUCTION OF THE PARTY OF THE	を の の の の の の の の の の の の の の の の の の の		- The second of
131,/12./0	13,609.00						Total Amount annied for
121 712 70	15 050 00						(-) ADRA Norways own financial contribution
10,131,712.72	1,220,688.28						Total Project Cost incl. Overhead
389,681.26	46,949.55						Overhead ADRA Norway (4%)
9,742,031.47	1,173,738.73						Total project expenses
427,956.30	51,561.00						Project expenses ADRA Norway
17,247.40	2,078.00						Audit and accountability
336,008.90	40,483.00						Technical support (35% of a positon in ADRA Norway)
74,700.00	9,000.00						Monitoring trips (2 trips. Flights from Norway. UN chartered flights from Juba to Upper Nile, local transportation, accomodation, etc.)
							ADRA Norway cost
9,314,075.17	1,122,177.73						PROJECT EXPENSES ADRA SOUTH SUDAN
358,233.66	43,160.68						Overhead ADRA South Sudan (4%)
8,955,841.51	1,079,017.05						SUM TOTAL (A+B)
8,511,791.51	1,025,517.05						Total B
323,700.00	39,000.00				STATE OF THE PARTY		Subtotal Other operating costs, services
37,350.00	4,500.00	37,350.00	4,500.00	1	1	Audit	5.6 Expenditure verification Project Audit (This cost is for project audit)
70,550.00	8,500.00	70,550.00	8,500.00	1	1	Units	5.5 Lessons Learned Workshop (International travel, accomodation, venue, food, etc.)
124,500.00	15,000.00	124,500.00	15,000.00	1	1	Units	5.3 Endline evaluation (Conducted by an expat external consultant)
20,750.00	2,500.00	20,750.00	2,500.00	1	1	Units	5.2 Baseline evaluation (Conducted internally by ADRA South Sudan)
70,550.00	8,500.00	70,550.00	8,500.00	1	1	Units	5.1 Start-up Workshop (International travel, accomodation, venue, food, etc.)
							5. Other operating costs
721,228.50	86,895.00				September 1		Subtotal Office expenses
16,600.00	2,000.00	16,600.00	2,000.00	1	1	Per Audit	4.1.2.9 Annual Audits 10%)
11,205.00	1,350.00	1,245.00	150.00	9	1	Per month	4.1.2.8 Legal Fees (10%)
37,350.00	4,500.00	4,150.00	500.00	9	1	Per month	4.1.2.7 Insurance costs (10%)
18,675.00	2,250.00	2,075.00	250.00	9	1	Per month	4.1.2.6 Security (10%)
59,760.00	7,200.00	6,640.00	800.00	9	1	Per month	4.1.2.4 Office Rent, Maintenance & Utilities (10%)
29,880.00	3,600.00	3,320.00	400.00	9	1	Per month	4.1.2.3 Generator Running Cost (10%)
37,350.00	4,500.00	4,150.00	500.00	9	1	Per month	4.1.2.2 Communication (10%)
19,048.50	2,295.00	2,116.50	255.00	9	1	Per month	4.1.2.1 Office Supplies (10%)
							4.1.2 Office Expenses Support
20,750.00	2,500.00	207.50	25.00	1	100	Units	4.1.1.8 Visibility T-shirt, Caps
37,350.00	4,500.00	4,150.00	500.00	9	1	Per month	4.1.1.7 Software Charges (Sunsplus,HR Payroll & Drop box Website)
7,470.00	900.00	830.00	100.00	9	1	Per month	4.1.1.6 Equipment maintenance
149,400.00	18,000.00	16,600.00	2,000.00	9	1	Per month	4.1.1.5 Bank charges /Transfer fees
74,700.00	9,000.00	8,300.00	1,000.00	9	1	Per month	4.1.1.4 Office Setup & Maintenance
52,290.00	6,300.00	5,810.00	700.00	9	1	Per month	4.1.1.3 Generator cost
115,785.00	13,950.00	12,865.00	1,550.00	9	1	Per month	4.1.1.2 Communication

My yes

SEAQE2 Logical Framework (24 January 2019) — ADRA Norway

(Inclusive educational institutions attract, include	Outcome 1: More marginalised children and youth access and participate in inclusive education	9	no 0		ti.	200	7 -	± 8 9		programmes, and TVET centres)		regardless of background, ability and gender, equitably access, engage in and learn in	Objective: All learners,	€ 2	O.		Programme Objective	All learners are equipped with the
		ut-of-school status)	Outcome Indicator 1.1: % increase in learning outcomes of marginalized children (f/m) (disability		disaggregated by target educational institutions, target areas, national levels))	sceived from, government and other significant takeholders for quality, protective and inclusive ducation services for marginalised group	(disaggregated by regional and national levels) (% increase in resources committed by, and	Objective Indicator 3: % increase in resources committed by government and other significant stakeholders in implementing countries for SDGA		A Company of the Comp	Objective Indicator 2: % reduction in disparities in			effective learner-friendly education environments (composite indicator)	Objective indicator 1: % of target educational institutions achieving minimum standards/benchmarks of quality, indusive and		Indicator	DEVELOPMENT GOAL All learners are equipped with the ettitudes and skills that will help them access opportunities and achieve their fullest potential.
Ethiopia: N/A	South Sudan: N/A	Somalie: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	Milestone 1 (December 2019)	pportunities and achieve their fullest potential
Ethlopia: 70% (155 children, of which 87 f; 68 m) of 220 reintegrated out-of-school children enrolled in supported	South Sudan: 2% (2% f; 2% m) Increase in the learning outcomes of marginalised children	Somalia: 2% (2% f; 2% m) increase in the learning outcomes of marginalised children	Myanmar: 2% (2% f; 2% m) increase in learning outcomes of marginalised children	Ethlopia: 2% (2% f; 2% m) increase in learning outcomes of marginalised children	South Sudan: 2% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	from government and other significant stakeholders compared to baseline levels	Myanmar: 2% Increase in resources committed and received from government and other significant stakeholders compared to baseline levels	Ethlopie: 2% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	South Sudan: 2% reduction in disparities in learning achievements between girls and boys compared to baselins levels	Somala: 2% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Myanmar: 2% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Ethlopia: 2% reduction in disparities in learning archievements between girls and boys compared to baseline levels	South Sudan: 10% of 20 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Somalin: 10% of 21 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments.	Myanmar: 10% of 37 target educational institutions achieving minimum standard/benchmarks of quality, inclusive and effective learner-friendly education environments	Ethlopia: 10% of 19 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Milestone 2 (December 2020)	
Ethiopia: 70% (155 children, of which 87 t; 68 m) of 220 reintegrated out-of-school children enrolled in supported learning inching from the control of the	South Sudan: 5% (5% f, 5% m) increase in the learning outcomes of marginalised children	Somelia: 5% (5% f; 5% m) increase in the learning outcomes of marginalised children	Myanmar: 5% (5% f; 5% m) Increase in learning outcomes of marginalised children	Ethiopia: 5% (5% f; 5% m) incresse in learning outcomes of Ethiopia: 7% (7% f; 7% m) incresse in learning outcomes marginalised children	South Studen: 3% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	d Somalia: 3% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	Myanmar: 3% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	Ethiopia: 3% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	South Sudan: 4% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Somalla: 4% reduction in disparities in learning achievements between girls and boys compared to baseline level:	Myanmar: 4% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Ethiopia: 4% reduction in disparities in learning achievements between girls and boys compared to baseline levels	South Sudan: 25% of 20 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Somalia: 25% of 21 target educational institutions achieving minimum standards/Dendmarks of quality, inclusive and effective learner-irrently education environments	Myanmar: 25% of 37 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Ethiopia: 25% of 19 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Milestone 3 (December 2021)	
Ethiopia: 70% (155 children, of which 87 f; 68 m) of 220 reintegrated out-of-school children enrolled in supported	South Sudan: 7% (7% f; 7% m) increase in the learning outcomes of marginalised children	Somalia: 7% (7% f; 7% m) Increase in the learning outcomes of marginalised children	Myanmar: 7% (7% f; 7% m) Incresse in learning outcomes of marginalised children	f Ethiopie: 7% (7% f; 7% m) increase in learning outcome of marginalised children	South Sudan: 4% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	d Somalia: 4% increase in resources committed and receifrom government and other significant stakeholders compared to baseline levels		Ethiopia: 4% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	South Sudan: 7% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Somalia: 7% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Myanmar: 7% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Ethiopia: 7% reduction in disparities in learning achievements between girls and boys compared to baseline levels	South Sudan: 40% of 20 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Somalia: 40% of 21 target educational institutions ashieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Myanmar: 40% of 37 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments.	Ethiopia: 40% of 19 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Milestone 4 (December 2022)	
D Ethlopia: 70% (155 children, of which 87 f; 68 m) of 220 eed reintegrated out-of-school children enrolled in supported learning institutions remain in the learning institution in	South Sudan: 10% (10% f;10% m) Increase in the learning outcomes of marginalised children	Somalia: 10% (10% f; 10% m) increase in the learning outcomes of marginalised children	mes Myanmar: 10% (10% f; 10% m) increase in the learning outcomes of marginalised children			ved		Ethlopia: 5% increase in resources committed and received from government and other significant stakeholders compared to baseline levels	South Sudan: 10% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Somalia: 10% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Myanmar: 10% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Ethlopia: 10% reduction in disparities in learning achievements between girls and boys compared to baseline levels		Somalia: 60% of 21 target educational institutions achieving minimum standards/benchmarks of quality, inclusive and effective learner-friendly education environments	Nyanmar: 60% of 37 target educational institutions achieving minimum standards/benchmarks of quality, indusive and effective learner-friendly education environments.	Ethiopia: 60% of 39 target educational institutions achieving minimum standards/benchmarks of quality, industive and effective learner-friendly education environments.	Target (Dacember 2023)	

	of-school status)	completing non-ge defined in each cor	Outcome indicator					school status)	learning institution	ability or gender) Outcome indicator
		lity, out-	Outcome indicator 1.3: # of persons (f/m)					institution the following year (disability, out-of- school status)	or-school children (f/m) enrolled in supported learning institutions that remain in the learning	Outcome indicator 1.2.% and # of reintegrated out- Myanmar: N/A
South Sudan: N/A	Somalia: Opersons (01; 0 m) enrol in a course in a non- gender traditional skills area (cumulative)	Wyannar: U Defsons (11; 2 m) enrol in a course in a non- Wyannar: 3 persons (11; 2 m) enrol in a course in a non- gender traditional skills area (cumulative) gender traditional skills area (cumulative)	gender traditional skills areas gender traditional skills areas gender traditional skills areas (cumulative) gender traditional skills areas (cumulative) gender traditional skills areas (cumulative)		South Sudan: N/A			Somalia: N/A		Myanmar: N/A
South Sudan: N/A	Somalia: 2 persons (1 f; 1 m) enrol in a course in a non- gender traditional skills area (cumulative)	Myanmar: 3 persons (1 f; 2 m) enrol in a course in a non- gender traditional skills area (cumulative)	Ethiopia: 5 persons (2 f; 3 m) that enrol in a course in non gender traditional skills areas (cumulative)	the following year	learning institutions remain in the learning institution in	South Sudan: 70% (251, of which 101 f; 150 m) of 357	the following year	ceintegrated out-of-school children enrolled in supported	the following year	Myanmar: 70% (163, of which 81 f; 82 m) of 231 reintegrated out-of-school children enrolled in supported
South Sudan: N/A	Somalla: 4 persons (2 f; 2 m) enrol in a course in a non- gender traditional skills area (cumulative)	Myanmar: 7 persons (2 f; 5 m) enrol in a course in a non- gender traditional skills area (cumulative)	non-gender traditional skills areas (cumulative)	the following year	reintegrated out-of-school children enrolled in supported learning institutions remain in the learning institution in	South Sudan: 70% (175, of which 70 f; 105 m) of 250	learning institutions remain in the learning institution in the following year	Somalie: 70% (443, of which 266 f; 177 m) of 632 reintegrated out-of-school children enrolled in supported	learning institutions remain in the learning institution in the following year	
South Sudan: N/A	Somalia: / persons (3 f; 4 m) enrol in a course in a non- gender traditional skills area (cumulative)	Myanmar: 11 persons (3 f; 8 m) enrol in a course in a non- gender traditional skills area (cumulative)	Ethiopla: 15 persons (6 f; 9 m) that enrol in a course in non-gender traditional skills areas (cumulative)	the following year	reintegrated out-of-school children enrolled in supported learning institutions remain in the learning institution in	South Sudan: 70% (175, of which 70 f; 105 m) of 250	learning institutions remain in the learning institution in the following year	Somalla: 70% (443, of which 266 f; 177 m) of 632 reintegrated out-of-school children enrolled in supported	learning institutions remain in the learning institution in the following year	Myanmar: 70% (176, of which 90 f; 87 m) of 251 reintegrated out-of-school children enrolled in supported
South Sudan: N/A	Somalia: 10 persons (4 f; 6 m) enrol in a course in a non- gender traditional skills area (cumulative)	Myanmar: 11 persons (3 f, 8 m) enrol in a course in a non Myanmar: 15 persons (4 f, 11 m) enrol in a course in a non-gender traditional skills area (cumulative) gender traditional skills area (cumulative)	Ethlopia: 20 persons (8 f; 12 m) that enrol in a course in non-gender traditional skills areas (cumulative)	the following year	reintegrated out-of-school children enrolled in supported learning institutions remain in the learning institution in	South Sudan: 70% (175, of which 70 f; 105 m) of 250	learning institutions remain in the learning institution in the following year	Somalla: 70% (443, of which 266 f; 177 m) of 632 reintegrated out-of-school children enrolled in supported	learning institutions remain in the learning institution in the following year	Myanmar: 70% (176, of which 90 f; 87 m) of 251 reintegrated out-of-school children enrolled in supported



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			SA						(Local education authorities are strengthened to support and respond to inclusive education)	support and respond to the education needs of marginalised groups	Output 1.4: Educational authorities are enabled to				backgrounds and abilities)	support inclusive education for learners with diverse	with relevant organisations and service providers to	providers	links with inclusive organisations and service	Output 1.3: Educational institutions have strengthened		manage education that includes all learners)	Institutions institutions have the capacity to provide and	9	Institutions have increased capacity to provide and	Output 1.2: Educational	 youth are identified, enrolled, I and participate in inclusive 	fren and	Output 1.1: More out-of-school children and youth access education
			chool status) (Norad core indicator 1)	Outcome indicator 2.1: # of learners (f/m) enrolled in target educational institutions (disability, out-of-			A THE HILL WHITE HEALTH AND THE STATE OF THE	Indicator 1.4.2: # of education practices and			personnel) (Norad core indicator 5)	Indicator 1.4.1.: # of educational personnel (f/m) trained to support and respond to inclusive education flavoid and education.			(disability, out-of-school status)	Indicator 1.3.2: # of learners (f/m) getting additional support from these partnerships			supporting inclusive education for learners	Indicator 1.3.1: # of partnerships formed			education (ETLE)	Indicator 1.2.1: % of target educational institutions			Indicator 1.1.1)	supported to enrol into an appropriate level of education (disability, out-of-school status) (Norad	Indicator 1.1.18 of out-of-critori shilden (f/m)
Ethiopia: N/A	rai Ber educational institutions	South Sudan; 3285 learners (1202 f; 2083 m) enrolled in	Somalia: 12,900 learners (6708 f; 6192 m) enrolled in target educational institutions	Myanmar: 34,229 learners (17,503 f; 16,726 m) enrolled in target educational institutions	Ethiopie: 9673 learners (4131 f; 5542 m) enrolled in target educational institutions		Somalia: 1 education practices or systems improved to include inclusive education	Myanmar: 0 education practices or systems improved to include inclusive education	Ethiopia: 0 education practices or systems improved to include inclusive education	South Sudan: 130 educational personnel (18 f, 112 m) trained to support and respond to inclusive education	Somalis: 392 educational personnel (159 f; 233 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Myanmar: 1826 educational personnel (1222 f; 604 m) trained to support and respond to inclusive education	Ethiopia: 410 educational personnel (92 f; 318 m) trained to support and respond to inclusive education	support from these partnerships	support from these partnerships	Myanmar: 34,229 learners (17,503 f; 16,726 m) getting additional support from these partnerships	Ethiopia: 0 learners (0 f; 0 m) getting additional support from these partnerships	South Suden: 0 partnerships formed supporting inclusive education for learners	Somalla: 1 partnership formed supporting inclusive education for learners	Myanmar: 3 partnerships formed supporting inclusive education for learners	Ethiopie: 0 partnerships formed supporting inclusive education for learners	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	supported to enrol into education	supported to enrol into education	supported to enrol into education	Ethiopie: 220 out-of-school children (123 f; 97 m) supported to enrol into education Meanmer: 231 out-of-school children (115 f; 116 m)
learners errolled in supported learning Institutions remain in the learning institution in the following year	target educational institutions	South Sudan: 3472 learners (1295 f; 2177 m) enrolled in	Somalia: 13,545 learners (7043 f; 6502 m) enrolled in target educational institutions	Myanmar: 35,921 learners (18,370 f; 17,551 m) enrolled in target educational institutions	Ethiopia: 10,335 learners (4536 f; 5799 m) enrolled in target educational institutions	South Sudan: 1 education practice or system improved to include inclusive education (cumulative)	Somalia: 2 education practices or systems improved to include inclusive education (cumulative)	Myanmer: 1 education practice or system improved to include inclusive education (cumulative)	Ethiopia: 1 education practice or system improved to include inclusive education (cumulative)	South Sudan: 130 educational personnel (18 f, 112 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Somalia: 392 educational personnel (159 f; 233 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Myanmar: 1826 educational personnel (1222 f; 604 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Ethlopia: 410 educational personnel (92 f; 318 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	additional support from these partnerships	Somalla: 70 learners (35 f; 35 m) getting additional support from these partnerships	Myanmar: 35,921 learners (18,370 f; 17,551 m) getting additional support from these partnerships	Ethiopia: 25 learners (15 f; 10 m) getting additional support from these partnerships	South Sudan: 1 partnership formed supporting inclusive education for learners (cumulative)	Somalla: 2 partnerships formed supporting inclusive education for learners (cumulative)	Myanmar: 5 partnerships formed supporting inclusive education for learners (cumulative)	Ethlopla: 1 partnership formed supporting inclusive education for learners (cumulative)	South Sudan: 20% of 20 target educational institutions meet the minimum standards of inclusive education	Somalia: 20% of 21 target educational institutions meet the minimum standards of inclusive education	Myanmar: 20% of 37 target educational institutions meet the minimum standards of inclusive education	Ethiopia: 20% of 19 target educational institutions meet the minimum standards of inclusive education	South Sudan: 250 out-of-school children (100 f; 150 m) supported to enrol into education	supported to enrol into education	supported to enrol into education	Ethiopia: 220 out-of-school children (123 f; 97 m) supported to enrol into education
learners enrolled in supported learning institutions remain in the learning institution in the following year		South Sudan: 3682 learners (1406 t; 2276 m) enrolled in	Somalla: 11,062 learners (5752 f; 5310 m) enrolled in target educational institutions	Myanmar: 37,698 learners (19,280 f; 18,418 m) enrolled in target educational institutions	Ethiopia: 11,000 learners (4931 f; 6069 m) enrolled in target educational institutions	South Suden: 2 education practices or systems improved to include inclusive education (cumulative)	Somalla: 3 education practices or systems improved to include inclusive education (cumulative)	Myanmar: 2 education practices or systems improved to include inclusive education (cumulative)	Ethlopia: 2 education practices or systems improved to include inclusive education (cumulative)	South Sudan: 130 educational personnel (18 f, 112 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Somalia: 392 educational personnel (159 f; 233 m) trained; to support and respond to inclusive education (cumulative; each person counted only once)	Myanmar: 1826 educational personnel (1222 f; 604 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Ethlopia: 410 educational personnel (92 f; 318 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	South Sudan: 900 learners (360 f; 540 m) getting additional support from these partnerships	Somalia: 112 learners (56 f; 56 m) getting additional support from these partnerships	Myanmar: 37,698 learners (19,280 f; 18,418 m) getting additional support from these partnerships	Ethlopia: 50 learners (30 f; 20 m) getting additional support from these partnerships	South Sudan: 2 partnerships formed supporting inclusive education for learners (cumulative)	Somalia: 4 partnerships formed supporting inclusive education for learners (cumulative)	Myanmar: 7 partnerships formed supporting inclusive education for learners (cumulative)	Ethiopia: 2 partnerships formed supporting inclusive education for learners (cumulative)	South Sudan: 35% of 20 target educational institutions meet the minimum standards of inclusive education	Somalia: 35% of 21 target educational institutions meet the minimum standards of inclusive education	Myanmar: 35% of 37 target educational institutions meet the minimum standards of inclusive education	Ethiopia: 35% of 19 target educational institutions meet the minimum standards of inclusive education	South Sudan: 250 out-of-school children (100 f; 150 m) supported to enrol into education	Supported to enrol into education	Nyanmar: 251 out-of-school children (128 f; 123 m) supported to enrol into education	Ethiopia: 220 out-of-school children (123 f; 97 m) supported to enrol into education
tethopias: 80% (6060, or which 2660 ; 3400 m) of 7574 learners enrolled in supported learning institutions remain in the learning institution in the following year	target educational institutions	South Sudan: 3907 learners (1527 f; 2380 m) enrolled in	Somalia: 11,615 learners (6040 f; 5575 m) enrolled in	Myanmar: 39,564 learners (20,236 f; 19,328 m) enrolled in target educational institutions	Ethiopia: 11,698 jearners (5346 f; 6352 m) enrolled in target educational institutions	South Suden: 3 education practices or systems improved to include inclusive education (cumulative)	Somalia: 4 education practices or systems improved to inclusive education (cumulative)	Myanmar: 3 education practices or systems improved to include inclusive education (cumulative)	Ethiopia: 3 education practices or systems improved to include inclusive education (cumulative)	South Sudan: 130 educational personnel (18 f, 112 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	d Somalia: 392 educational personnel (159 f; 233 m) trained by to support and respond to inclusive education (cumulative; each person counted only once)	Myanmar: 1826 educational personnel (1222 f; 604 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	**	South Sudan: 1350 learners (540 f; 810 m) getting additional support from these partnerships	Somalia: 150 learners (75 f; 75 m) getting additional support from these partnerships	Myanmar: 39,564 learners (20,236 f; 19,328 m) getting additional support from these partnerships	Ethiopia: 75 learners (45 f; 30 m) getting additional support from these partnerships	South Sudan: 3 partnerships formed supporting inclusive education for learners (cumulative)	Somalia: 5 partnerships formed supporting inclusive education for learners (cumulative)	Myanmar: 7 partnerships formed supporting inclusive education for learners (cumulative)	Ethiopia: 3 partnerships formed supporting inclusive education for learners (cumulative)	South Sudan: 50% of 20 target educational institutions meet the minimum standards of inclusive education	Somalia: 50% of 21 target educational institutions meet the minimum standards of inclusive education	Myanmar: 50% of 37 target educational institutions meet the minimum standards of inclusive education	Ethiopia: 50% of 19 target educational institutions meet the minimum standards of inclusive education	South Sudan: 250 out-of-school children (100 f; 150 m) supported to enrol into education	Somalia: 632 out-of-school children (380 f; 252 m) supported to enrol into education	Myanmar: 251 out-of-school children (128 f; 123 m) supported to enrol into education	Ethiopia: 220 out-of-school children (123 f; 97 m) supported to enrol into education
Ethlopia: 80% (6073, of which 2727 f; 3346 m) of 8097 learners enrolled in supported learning institutions remain in the learning institution in the following year	target educational institutions	South Sudan: 4149 learners (1660 f; 2489 m) enrolled in	Somalia: 12,196 learners (6342 f; 5854 m) enrolled in	Myanmar: 41,523 learners (21,240 f; 20,283 m) enrolled in target educational institutions	Ethiopia: 12,582 learners (5753 f; 6829 m) enrolled in target educational institutions	South Sudan: 4 education practices or systems improved to include inclusive education (cumulative)	Somalia: 4 education practices or systems improved to include inclusive education (cumulative)	Myanmar: 4 education practices or systems improved to include inclusive education (cumulative)	Ethlopia: 4 education practices or systems improved to inclusive education (cumulative)	South Suden: 130 educational personnel (18 t, 112 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	d Somalia: 392 educational personnel (159 f; 233 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Myanmar: 1826 educational personnel (1222 f; 604 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Ethiopia: 410 educational personnel (92 f; 318 m) trained s; to support and respond to inclusive education (cumulative; each person counted only once)	South Sudan: 1800 learners (720 f; 1080 m) getting additional support from these partnerships	Somalia: 150 learners (75 f; 75 m) getting additional support from these partnerships	Nyanmar: 41,523 learners (21,240 f; 20,283 m) getting additional support from these partnerships	Ethiopia: 100 learners (60 f; 40 m) getting additional support from these partnerships	South Sudan: 4 partnerships formed supporting Indusive education for learners (cumulative)	Somalia: 5 partnerships formed supporting inclusive education for learners (cumulative)	Myanmar: 7 partnerships formed supporting inclusive education for learners (cumulative)	Ethiopia: 4 partnerships formed supporting inclusive education for learners (cumulative)	South Sudan: 70% of 20 target educational institutions meet the minimum standards of inclusive education	Somalia: 70% of 21 target educational institutions meet the minimum standards of inclusive education		Ethiopia: 70% of 19 target educational institutions meet the minimum standards of inclusive education	South Sudan: 250 out-of-school children (100 f; 150 m) supported to enrol into education	Somalia: 632 out-of-school children (380 f; 252 m) supported to enrol into education	Myanmar: 257 out-of-school children (118 f; 112 m) supported to enrol into education	Ethiopia: 220 out-of-school children (123 f; 97 m) supported to enrol into education

The second secon		The state of the state of					all (earners)	Institutions (Educational institutions are sefe protective and healthy for	Outcome 2: More children and youth learn in safe, protective and healthy education
			healthy, safe and protective institutions (ETLE)	Outcome Indicator 2.3: % of target educational institutions that meet minimum standards for				year (disability, out-of-school status) (Norad Indicator 1.2)	Outcome 2: More children and Outcome indicator 2.2: % and it of learners (I/m) youth learn in safe, protective enrolled in supported learning institutions that and healthy education remain in the learning institution the following
	South Sudan: N/A		Somalia: N/A	Myanmar: N/A		Ethiopia: N/A	South Sudan: N/A	Somelia: N/A	Myanmar: N/A
protective institutions	South Sudan: 20% of 20 target educational institutions meet the minimum standards for healthy, safe and	institutions	Somalia: 20% of 21 target educational institutions meet the minimum standards for healthy, safe and protective	the minimum standards for healthy, safe and protective institutions	Wyanmar: 20% of 37 target educational institutions meet Myanmar: 35% of	Ethiopia: 20% of 19 target educational institutions meet the minimum standards for healthy, safe and protective institutions	South Suden: 70% (1988, of which 716 f; 1272 m) of 2840 learners enrolled in supported learning institutions remain the learning institution the following year	Somalia: 70% (5851, of which 3043 f; 2808 m) of 8359 learners enrolled in supported learning institutions remain the learning institution the following year	Myanmar: 80% (21,660, of which 11,096 f; 10,564 m) of 27,075 learners enrolled in supported learning institution remain in the learning institution in the following year
protective institutions	South Sudan: 35% of 20 target educational institutions meet the minimum standards for healthy, safe and	institutions	Somalia: 35% of 21 target educational institutions meet the minimum standards for healthy, safe and protective	the minimum standards for healthy, safe and protective institutions	Myanmar: 35% of 37 target educational institutions meet	Ethiopia: 35% of 19 target educational institutions meet the minimum standards for healthy, safe and protective institutions	South Sudan: 70% (1988, of which 716 f 1272 m) of 2840 South Sudan: 70% (2100, of which 777 f; 1323 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 888 f; 1387 m) of 3250 South Sudan: 70% (2170, of which 825 f; 1345 m) of 3100 South Sudan: 70%	Somalia: 70% (5851, of which 3043 f; 2808 m) of 8359 Somalia: 70% (5144, of which 3195 f; 2949 m) of 8777 Iterates enrolled in supported learning institutions remain learners enrolled in supported learning institutions remain learners enrolled in supported learning institution the following year In the learning institution the following year	Myanmar: 80% (23,860, of which 11,096 f; 10,564 m) of Myanmar: 80% (22,744, of which 11,627 f; 11,092 m) of Myanmar: 80% (23,881, of which 12,234 f; 11,647 m) of Myanmar: 80% (25,075, of which 12,246 f; 12,229) of 27,075 is arriers enrolled in supported learning institutions in the learning institutions in the learning institution in the following year remain in the following year remain in the learning institution in the following year remain in the learning institution in the following year remain in the learning institution in the following year remain in the following year remain in the learning institution in
protective institutions	South Sudan: 50% of 20 target educational institutions meet the minimum standards for healthy, safe and		Somalia: 50% of 21 target educational institutions meet the minimum standards for healthy, safe and protective	the minimum standards for healthy, safe and protective the minimum standards for healthy, safe and protective institutions	of 37 target educational institutions meet Myanmar 50% of 37 target educational institutions meet Myanmar 70% of 37 target educational institutions meet Myanmar 10% of 37 target educational institutions meet Myanma	Ethlopia: 50% of 19 target educational institutions meet the minimum standards for healthy, safe and protective institutions	South Sudan: 70% (2170, of which 825 f; 1345 m) of 3100 learners enrolled in supported learning institutions remain in the learning institution the following year	Somalia: 70% (5018, of which 2609 f; 2409 m) of 7169 learners enrolled in supported learning institutions remain in the learning institution the following year	(22,744, of which 11,652 fr.11,092 m) of Myssmar: 80% (23,881, of which 12,234 fr.11,647 m) of Myssmar: 80% (25,075, of which 12,846 fr.12,229) of enrolled in supported learning institutions 31,343 learners enrolled in supported learning institution in the following year remain in the learning institution the following year.
protective institutions	South Sudan: 70% of 20 target educational institutions meet the minimum standards for healthy, safe and	Institutions	Somalia: 70% of 21 target educational institutions meet the minimum standards for healthy, safe and protective	the minimum standards for healthy, safe and protective institutions	Myanmar: 70% of 37 target educational institutions meat	Ethiopia: 70% of 19 target educational institutions meet the minimum standards for healthy, safe and protective institutions.	South Sudan: 70% (2275, of which 888 f; 1387 m) of 3250 learners enrolled in supported learning institutions remain in the learning institution the following year	Somalia: 70% (5269, of which 2740 f; 2529 m) of 7527 learners enrolled in supported learning institutions remain in the learning institution the following year	Myanmar: 80% (25,075, of which 12,846 f; 12,229) of 131,343 learners enrolled in supported learning institutions remain in the learning institution the following year



	promot relevant k	relevant k	Outpu					e dina	Outpu Institutio practic				Ì			Intrastruc	(Education inclusive)	protec	institu	Outpu				,		
	promote and support the relevant knowledge, attitudes, values and life skills of learners)	elevant knowledge, attitudes, values and life skills	Output 2.3: Educational					supportive learning environment	Output 2.2: Educational Institutions have policies and practices that promote a healthy sefe institution and							intrastructura, including WASH facilities)	(Educational institutions have inclusive and gender-sensitive	protective infrastructure	institutions provide safe, gender-sensitive and	Output 2.1: Educational						
	Output 2.3.2: % of teachers (f/m) incorporating life skills/21st century skills in their teaching flevel of			(disability, out-of-school status)	relevant			supportive learning environments (ETLE)	Indicator 2.2.1: % of target educational institutions that have and enforce minimum policies and			drinking water	Indicator 2.1.4: # of target educational institutions with new/improved access to clean and safe			(sexection free)	Indicator 2.1.3: # of tollets constructed or				Indicator 2.1.2: # of target educational institutions			ator 2)	Indicator 2.1.1: # of classrooms constructed or rehabilitated (type of learning space,	
Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: 0 learners (0 f; 0 m) trained in relevant knowledge, attitudes, values and life skills	target educational institutions	wyanmar: 385 learners (1651; 220 m) trained in relevant knowledge, attitudes, values and life skills	Ethiopie: 8771 learners (3633 f; 5138 m) trained in relevant knowledge, attitudes, values and life skills	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	ethiopia: N/A	South Sudan: 3 educational institutions with new/improved access to clear and safe drinking water	Somalia: 6 educational institutions with new/improved access to clear and safe drinking water	Myanmar: 3 educational institutions with new/improved access to clear and safe drinking water	Ethiopia: 2 educational institutions with new/improved access to clear and safe drinking water	South Sudan: 8 toilets constructed or rehabilitated	Somalia: 7 tollets constructed or rehabilitated (cumulative)	Myanmar: 6 tollets constructed or rehabilitated	Ethlopia: 22 tollets constructed or rehabilitated	ourn sudan: 1 educational institution have renewable energy	Somalia: 6 educational institutions have renewable energy	Myanmar: 3 educational institutions have renewable energy	Ethlopia: 2 educational institution have renewable energy	South Sudan: 4 classrooms constructed or rehabilitated	Somalia: 27 classrooms constructed or rehabilitated	Myanmar: 11 classrooms constructed or rehabilitated	Ethiopia: 9 dassrooms constructed or rehabilitated
Somalia: 20% of teachers (20% f; 20% m) incorporating life skills/21st century skills in their teaching	Myanmar: 20% of teachers (20% f; 20% m) incorporating life skills/21st century skills in their teaching	Ethiopia: 20% of teachers (20% f; 20% m) incorporating life skills/21st century skills in their teaching	South Sudan: 0 learners (0 f; 0 m) trained in relevant knowledge, attitudes, values and life skills	Somalia: 12,345 learners (6543 f; 5802 m) enrolled in target educational institutions	Myanmar: 385 learners (165 f; 220 m) trained in relevant knowledge, attitudes, values and life skills	Ethlopie: 9433 learners (4038 f; 5395 m) trained in relevant knowledge, attitudes, values and life skills	South Suden: 20% of 20 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Somalia, 20% of 21 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Myanma: 20% of 37 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Ethiopie: 20% of 19 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	South Sudan: 6 educational institutions with new/Improved access to clear and safe drinking water (cumulative)	Somalia: 12 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Myenmar: 7 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Ethiopie: 3 educational institutions with new/improved access to clear and safe drinking water (cumulative)	South Sudan: 16 toilets constructed or rehabilitated (cumulative)	Sornalia: 14 tollets constructed or rehabilitated (cumulative)	Myanmar: 16 toilets constructed or rehabilitated (cumulative)	Ethiopia: 44 toilets constructed or rehabilitated (cumulative)	South Sudan: 2 educational institutions have renewable energy (cumulative)	Somalia: 8 educational institutions have renewable energy (cumulative)	Myanmar: 4 educational institutions have renewable energy (cumulative)	Ethiopia: 3 educational institution have renewable energy (cumulative)	South Sudan: 8 classrooms constructed or rehabilitated (cumulative)	Somalia: 54 classrooms constructed or rehabilitated (cumulative)	Myanmar: 15 classrooms constructed or rehabilitated (cumulative)	Ethiopia: 17 classrooms constructed or rehabilitated (cumulative)
Somalia: 35% of teachers (35% f, 35% m) incorporating life Somalia: 20% of teachers (50% f, 50% m) incorporating skills/21st century skills in their teaching	Myanmar: 35% of teachers (35% f; 35% m) incorporating life skills/21st century skills in their teaching	Ethiopia: 35% of teachers (35% f; 35% m) incorporating life skills/21st century skills in their teaching	South Sudan: 3000 learners (1800 f; 1200 m) trained in relevant knowledge, attitudes, values and life skills	Somalla: 9862 learners (\$252 f; 4610 m) enrolled in target educational institutions	Myanmar: 385 learners (165 f; 220 m) trained in relevant knowledge, attitudes, values and life skills	Ethiopia: 10,098 learners (4433 f; 5665 m) trained in relevant knowledge, attitudes, values and life skills	South Sudam: 35% of 20 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Somalia: 35% of 21 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Myanmar: 35% of 37 taget educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments.	Ethiopia: 35% of 19 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	South Sudam: 6 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Somalla: 18 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Myanmer: 11 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Ethiopia: 4 educational institutions with new/improved access to clear and safe drinking water (cumulative)	South Sudan: 24 toilets constructed or rehabilitated (cumulative)	Somalia: 21 toilets constructed or rehabilitated (cumulative)	Myanmar: 26 toilets constructed or rehabilitated (cumulative)	Ethiopia: 66 toilets constructed or rehabilitated (cumulative)	South Sudan: 3 educational institutions have renewable energy (cumulative)	y Somalia: 9 educational institutions have renewable energy (cumulative)	Myanmar: 5 educational institutions have renewable energy (cumulative)	Ethiopia: 4 educational institution have renewable energy (cumulative)	South Sudan: 12 classrooms constructed or rehabilitated (cumulative)	Somalia: 81 classrooms constructed or rehabilitated (cumulative)	Myanmar: 19 classrooms constructed or rehabilitated (cumulative)	Ethiopia: 25 classrooms constructed or rehabilitated (cumulative)
Somalla: 20% of teachers (50% f; 50% m) incorporating life skills/21st century skills in their teaching	Myanmar: 50% of teachers (50% f; 50% m) incorporating life skills/21st century skills in their teaching	Ethiopia: 50% of teachers (50% f; 50% m) incorporating life skills/21st century skills in their teaching	South Sudan: O learners (O f; O m) trained in relevant knowledge, attitudes, values and life skills	Somalia: 10,415 learners (5540 f; 4875 m) enrolled in target educational institutions	Myanmar: 385 learners (165 f; 220 m) trained in relevant knowledge, attitudes, values and life skills	Ethiopia: 10,796 learners (4848 f; 5948 m) trained in relevant knowledge, attitudes, values and life skills	South Sudan: 50% of 20 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments.	Somalia: 50% of 21 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Myanmar: 50% of 37 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Ethlopia: 50% of 19 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	South Sudan: 6 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Somalia: 18 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Myanmar: 12 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Ethiopia: 5 educational institutions with new/improved access to clear and safe drinking water (cumulative)	South Suden: 24 toilets constructed or rehabilitated (cumulative)	Somalia: 21 toilets constructed or rehabilitated (cumulative)	Myanmar: 30 tollets constructed or rehabilitated (cumulative)	Ethiopla: 88 toilets constructed or rehabilitated (cumulative)	South Sudan: 4 educational institutions have renewable energy (cumulative)	Somalla: 9 educational institutions have renewable energy (cumulative)	Myanmar: 5 educational institutions have renewable energy (cumulative)	Ethiopia: 5 educational institution have renewable energy (cumulative)	South Sudan: 18 classrooms constructed or rehabilitated (cumulative)	Somalia: 81 classrooms constructed or rehabilitated (cumulative)	Myanmar: 19 classrooms constructed or rehabilitated (cumulative)	Ethiopia: 29 classrooms constructed or rehabilitated (cumulative)
Somalia: 70% of teachers (70% f; 70% m) incorporating life skills/21st century skills in their teaching	Myanmar: 70% of teachers (70% f; 70% m) incorporating life skills/21st century skills in their teaching	Ethiopia: 70% of teachers (70% f; 70% m) incorporating life skills/21st century skills in their teaching	South Sudan: O learners (O f; O m) trained in relevant knowledge, attitudes, values and life skills	Somalia: 10,996 learners (5842 f; 5154 m) enrolled in target educational institutions	Myanmar: 385 learners (165 f; 220 m) trained in relevant knowledge, attitudes, values and life skills	Ethiopia: 11,680 learners (5255 f; 6425 m) trained in relevant knowledge, attitudes, values and life skills	South Sudan: 70% of 20 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Somalla: 70% of 21 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Myanmar: 70% of 37 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	Ethiopia: 70% of 19 target educational institutions that have and enforce minimum policies and practices for healthy, safe, protective and supportive learning environments	South Sudan: 6 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Somalie: 18 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Myanmar: 21 educational institutions with new/improved access to clear and safe drinking water (cumulative)	Ethiopis: 5 educational institutions with new/improved access to clear and safe drinking water (cumulative)	South Suden: 24 toilets constructed or rehabilitated (cumulative)	Somalia: 21 toilets constructed or rehabilitated (cumulative)	Myanmar: 30 tollets constructed or rehabilitated (cumulative)	Ethiopia: 88 tollets constructed or rehabilitated (cumulative)	South Sudan: 4 educational institutions have renewable energy (cumulative)	Somalia: 9 educational institutions have renewable energy (cumulative)	Myanmar: 5 educational institutions have renewable energy (cumulative)	Ethiopia: 5 educational Institutions have renewable energy (cumulative)	South Sudan: 20 classrooms constructed or rehabilitated (cumulative)	Somalia: 81 classrooms constructed or rehabilitated (cumulative)	Myanmar: 19 classrooms constructed or rehabilitated (cumulative)	Ethiopia: 33 classrooms constructed or rehabilitated (cumulative)



	(Educational institutions provide or link with services for the health, safety and protection of learners)	institutions have strengthened links with health and protection services	Output 2.4: Educational	
	provided for vulnerable learners (sex, type of referral)	Output 2.4.1: # of referrals where appropriate health, safety and/or protection services are		
South Sudan: 0 learners (0.f. 0 m) that have been referred to health, safety and/or protection services that receive such services according to their needs	Somalia: 18 learners (12 f; 6 m) that have been referred to health, safety and/or protection services that receive such services according to their needs	Myanmar: 28 learners (16 f; 12 m) that have been referred to health, safety and/or protection services that receive such services according to their needs	Ethiopia: 81 learners (42 f; 39 m) that have been referred to health, safety and/or protection services according to their needs (currently services according to their needs).	South Sudan: N/A
South Sudan: 25 learners (540 f; 360 m) that have been referred South Sudan: 225 learners (540 f; 360 m) that have been south Sudan: 450 to health, safety and/or protection services that receive referred to health, safety and/or protection services that receive receive such services according to their needs receive such services according to their needs	Somalla: 18 learners (12 f, 6 m) that have been referred to Somalla: 36 learners (24 f, 12 m) that have been referred to health, safety and/or protection services that receive such to health, safety and/or protection services that receive such services according to their needs (cumulative)	Myanmar: 56 learners (32 f; 24 m) that have been referred to health, safety and/or protection services that to health, safety and/or protection services that receive reserve such services according to their needs (cumulative) such services according to their needs (cumulative)	Ethiopia: 162 learners (84 f; 78 m) that have been referred to health, safety and/or protection services that referred to health, safety and/or protection services that referred to health, receive such services according to their needs (cumulative) receive such services.	South Sudan: 20% of teachers (20% f; 20% m) incorporating life skills in their teaching
South Suden: 450 learners (270 f; 180 m) that have been referred to health, safety and/or protection services that processes such services according to their needs (cumulative)	Somalia: 55 learners (371; 18 m) that have been referred to health, safety and/or protection services that receive such services according to their needs (cumulative)	Myanmar: 84 learners (48 f; 36 m) that have been referred Myanmar: 112 learners (64 f; 48 m) that have been to health, safety and/or protection services that receive referred to health, safety and/or protection services receive such services according to their needs (cumulative) receive such services according to their needs (cumulative)	Ethiopia: 243 learners (126 f; 117 m) that have been referred to health, safety and/or protection services that preceive such services according to their needs (cumulative)	South Sudan: 35% of teachers (35% f; 35% m) incorporating life skills in their teaching
South Sudan: 675 learners (405 f; 270 m) that have been referred to health, safety and/or protection services that e) receive such services according to their needs (cumulativo	Samalia: 73 learners (45 f; 28 m) that have been referred to health, safety and/or protection services that receive such services according to their needs (cumulative)	ed Nyanmar: 112 learners (64 f; 48 m) that have been referred to health, safety and/or protection services that receive such services according to their needs (cumulativ	Ethiopia: 324 learners (168 f, 156 m) that have been referred to health, safety and/or protection services that receive such services according to their needs (cumulative)	South Sudan: 50% of teachers (50% f; 50% m) incorporating life skills in their teaching
South Sudan: 255 learners (540 f; 360 m) that have been south Sudan: 450 learners (270 f; 180 m) that have been referred to health, safety and/or protection services that referred to health, safety and/or protection services according to their needs (cumulative) receive such services according to their needs (c	Somalia: 18 learners (12.1; 6 m) that have been referred to Somalia 36 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 12 m) that have been referred somalia: 35 learners (24.1; 2 m) that	Myanmar: 112 learners (64 f; 18 m) that have been referred to health, safety and/or protection services that referred to health, safety and/or protection services that receive such services according to their needs (cumulative) receive such services according to their needs (cumulative)	Ethiopia: 162 learners (84 ; 78 m) that have been being thiopia: 243 learners (126 f; 117 m) that have been referred to health, safety and/or protection services that referred to health, safety and/or protection services according to their needs (cumulative) receive such services according to their needs (cumu	South Sudan: 70% of teachers (70% f; 70% m) incorporating life skills in their teaching

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					promote quality education for all learners)	(Educational institutions have effective management structures and systems that	management structures and systems	Output 3.1: Educational institutions have effective									0.1		#P	background, ability or gender)	promote quality teaching and learning outcomes to all learners regardless of	teaching and learning	Outcome 3: Learners benefit		
Indicator 3.1.4: % of target educational institutions effectively inspected, supervised or monitored by			strengthening target educational institutions (ETLE)	indicator 3.1.3: % of target SMCs/PTAs meeting minimum benchmarks in managing and	ion for	shave		Indicator 3.1.2.b: # of target PTA/SMC members				Indicator 3.1.2.a. # of target PTAs/SMCs trained			(ETLE)	Indicator 3.1.1: % of head teachers (I/m) meeting minimum benchmarks for managing target educational institutions and strengthening systems			mathematics (Norad indicator 2.1)	# 0	s Tigand		(ETLE)	Outcome Indicator 3.1: % of aducational institutions achieving minimum standards (handwards of affactionness and quality	
Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: 260 target PTA/SMC members (104 f; 156 m) trained	Somalia: 270 target PTA/SMC members (92 f; 178 m) trained	Myanmar: 5980 target PTA/SMC members (4250 f; 1730 m) trained	Ethiopia: 133 target PTA/5MC members (57 f; 76 m) trained	South Sudan: 20 target PTAs/SMCs trained	Somalia: 27 target PTAs/SMCs trained	Myanmar: 1277 target PTAs/SMCs trained	Ethiopia: 19 target PTAs/SMCs trained	South Sudan: N/A	Somelia: N/A	Myanmar: N/A	Ethiopia: N/A	South Suden: N/A	Somalie: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somalta: N/A	Myanmar: N/A	Ethiopia: N/A
inspected, supervised or monitored by local education government authorities one or more times in the last school year	trinopia: 20% of 19 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last toology year. Advantage: 20% of 1277 target institutions effectively	South Sudan: 20% of 20 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Somalia: 20% of 22 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Myanmar: 20% of 12 // target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Ethiople: 20% of 19 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	South Sudan: 260 target PTA/SMC members (104 f; 156 m) trained (cumulative; each person counted only once)	Somalia: 270 target PTA/SMC members (92 f; 178 m) trained (cumulative; each person counted only once)	Myanmar: 5980 target PTA/SMC members (4250 f; 1730 m) trained (cumulative; each person counted only once)	Ethiopia: 133 target PTA/SMC members (57 f; 76 m) trained (cumulative; each person counted only once)	South Sudan: 20 target PTAs/SMCs trained	Somalia: 27 target PTAs/SMCs trained	Myanmar: 1277 target PTAs/SMCs trained	Ethiopia: 19 target PTAs/SMCs trained	benchmarks for managing target educational institutions and strengthening systems	benchmarks for managing target educational institutions and strengthening systems South Stidan: 70% of 20 head teachers meeting minimum.	Myanmar: 20% of \$17 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems	Ethlopia: 20% of 19 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: 20% of 20 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Somalia: 20% of 21 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	nyanmar: 20% of 37 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Ethiopia: 20% of 19 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality
inspected, supervised or monitored by local education government authorities one or more times in the last school year	Ethiopia: 35% of 19 target institutions effectively impected, supervised or monitored by local education government authorities one or more times in the last school year. Meannar: 35% of 1277 target institutions effectively.	South Sudan: 35% of 20 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Somalia: 35% of 21 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Myanmar: 35% of 1277 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions			Somalia: 270 target PTA/SMC members (92 f; 178 m) trained (cumulative; each person counted only once)	Myanmar: 5980 target PTA/SMC members (4250 f; 1730 m) trained (cumulative; each person counted only once)	Ethiopia: 133 target PTA/SMC members (57 f; 76 m) trained (cumulative; each person counted only once)	South Sudan: 20 target PTAs/SMCs trained	Somalia: 21 target PTAs/SMCs trained	Myanmar: 1277 target PTAs/SMCs trained	Ethiopia: 19 target PTAs/SIMCs trained	benchmarks for managing target educational institutions and strengthening systems	benchmarks for mana and strengthening sys	Myanmar: 35% of 517 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems		South Sudan: 50% of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics	Somalia: 50% of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics	Myanmar: 50% of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics	Ethiopia: 60% of learners in target educational institutions achieving the minimum profidency level in reading and mathematics	South Sudan: 35% of 20 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Somalia: 35% of 21 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Nyanmar: 35% of 37 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Ethiopia: 35% of 19 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality
Inspected, supervised or monitored by local education government authorities one or more times in the last school year	Ethopia: 50% of 19 target institutions effectively inspected, supervised or monitored by local education inspected, supervised or monitored by local education government authorities one or more times in the last school year. Meanman: 150% of 1377 target institutions affectively.	South Sudan: 50% of 20 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Somalia: 50% of 21 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Myanmar: 50% of 1277 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions			Somalia: 270 target PTA/SMC members (92 f; 178 m) trained (cumulative; each person counted only once)	Myanmar: 5980 target PTA/SMC members (4250 f; 1730 m) trained (cumulative; each person counted only once)	Ethiopia: 133 target PTA/SMC members (57 t; 76 m) trained (cumulative; each person counted only once)	South Sudan: 20 target PTAs/SMCs trained	Somalia: 21 target PTAs/SMCs trained	Myanmar: 1277 target PTAs/SMCs trained	Ethiopia: 19 target PTAs/SMCs trained	benchmarks for managing target educational institutions and strengthening systems		Myanmar: 50% of 517 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems	Ethiopia: 50% of 19 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems	South Sudan: N/A	Somelia: N/A	Myanmar: N/A	-	South Sudan: 50% of 20 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Somalia: 50% of 21 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Myanmar: 50% of 37 target educational Institutions achieving minimum standards/benchmarks of effectiveness and quality	Ethiopia: 50% of 19 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality
inspected, supervised or monitored by local education government authorities one or more times in the last school year	Ethiopia: 70% of 19 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year.	South Sudan: 70% of 20 target SNCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Somalia: 70% of 21 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Myanmar: 70% of 1277 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	Ethiopia: 70% of 19 target SMCs/PTAs meeting minimum benchmarks in managing and strengthening target educational institutions	South Sudan: 260 target PTA/SMC members (104 f; 156 m) trained (cumulative; each person counted only once)	Somalia: 270 target PTA/SMC members (92 f; 178 m) trained (cumulative; each person counted only once)	Myanmar: 5980 target PTA/SMC members (4250 f; 1730 m) trained (cumulative; each person counted only once)	Ethiopia: 133 target PTA/5MC members (57 f; 76 m) trained (cumulative; each person counted only once)	South Sudan: 20 target PTAs/SMCs trained	Somalia: 21 target PTAs/SMCs trained	Myanmar: 1277 target PTAs/SMCs trained	Ethlopia: 19 target PTAs/SMCs trained	benchmarks for managing target educational institutions and strengthening systems	_	Myanmar: 70% of 517 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems	Ethiopia: 70% of 19 head teachers meeting minimum benchmarks for managing target educational institutions and strengthening systems	South Sudan: 60% of learners in target educational institutions achieving the minimum profidency level in reading and mathematics	Somalla: 60% of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics	Myanmer: 60% of learners in target educational Institutions achieving the minimum proficiency level in reading and mathematics	Ethiopia: 70% of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics	South Sudan: 70% of 20 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Somalia: 70% of 21 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Myanmar: 70% of 37 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality	Ethiopia: 70% of 19 target educational institutions achieving minimum standards/benchmarks of effectiveness and quality



local education authorities one or more times in the last school year (Norad Indicator 2.2.4) Somalia: N/A uth Sudan: N/A Somalia: 20% of 21 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year.

South Sudan: 20% of 20 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last inchancement. Somalia: 35% of 21 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year.

South Sudam 35% of 20 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year. school year
South Sudan: 50% of 20 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last Somalia: 50% of 21 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year
South Sudan: 70% of 20 target institutions effectively
inspected, supervised or monitored by local education
government authorities one or more times in the iast
school year Somalia: 70% of 21 target institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last

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Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training	Output 3.3: Educational Institutions have effective and relevant teaching and learning materials		quality teaching and learning processes for all learners)	Output 3.2: Educational institutions have improved quality searching (Educational Institutions have
Indicator 3.4.1: % and it of learners (l/m) who are generating their own income or accessing further education after completing VEF (ad-imployed amployed or accessing further education) (disability, out-of-school status) (Norad indicator VEF institutions who completed/passed the appropriate TVEF institutions who completed/passed the appropriate TVEF institutions who completed/passed the sprior of the school status) (Norad Indicator 3.2)	Indicator 3.3.2: # of textbooks provided to target educational institutions (mother tongue)(non-mother tongue) (Norad indicator 2.1.1) Indicator 3.3.3: # of learners: {//m} using/accessing innovative teaching and learning materials (e.g., new technology, mother tongue or teacher-developed low-cost resources) (mother tongue) tongue/non-mother tongue)	Indicator 3.3.1: # of learners (f/m) provided with learning meterials (mother tongue/non-mother tongue) (Norse core indicator 3)	Indicator 3.2.2. % of target educational institutions that meet minimum benchmarks in learner-centred teaching and learning (ETLE)	Indicator 3.2.1: % of teachers (f/m) in target educational institutions who meet minimum benchmarks in learner-centred teaching and learning (ETLE)
Ethiopia: 70% (349 f; 783 m) of 902 learners are generating hier own income or accessing further education after completing TVET Myannar: 70% (270, of which 116 f; 154 m) of 385 learners are generating their own income or accessing further education after completing TVET Sounalia: 70% (340, of which 350 f; 490 m) of 1200 learners are generating their own income or accessing further education after completing TVET South Sudant: N/A Ethiopia: 90% (448 f; 364 m) of 902 learners in target TVET institutions completed/passed the appropriate TVET leavel South Sudant: N/A Ethiopia: 90% (347, of which 149 f; 198 m) of 385 learners in target TVET institutions completed/passed the appropriate TVET leavel Somalia: 90% (1080, of which 450 f; 630 m) of 1200 learners in target TVET institutions completed/passed the appropriate TVET leavel	Myanmar: 0 teribooks provided to target educational institutions. Somalia: 2588 teribooks provided to target educational institutions. South Stadan: 2000 teribooks provided to target educational institutions. Ethiopia: 8771 learners (1853 f. 5138 m) using/accessing innovative teaching and learning materials. Myanmar: 34,229 learners (17,503 f. 16,726 m) using/accessing innovative teaching and learning materials. Somalia: 2382 learners (1239 f. 1143 m) using/accessing innovative teaching and learning materials.	Ethiopia: 971 learners (5633 f; 5138 m) provided with learning materials. Myannar: 0 learners (0 f; 0 m) provided with learning materials: Somalia: 1789 learners (930 f; 859 m) provided with learning materials. South Studen: 1000 learners (600 f; 400 m) provided with learning materials.	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A
Ethiopia: 70% (349 f; 283 m) of 902 learners are generating their own income or accessing further education after completing TVET Myannar: 70% (270, of which 116 f; 154 m) of 385 learners are generating their own income or accessing further education after completing TVET Samalia: 70% (840, of which 150 f; 490 m) of 1200 learners are generating their own income or accessing further education after completing TVET learners in target TVET institutions completed/passed the appropriate TVET institutions completed/passed the spercorlate TVET institutions completed/pas	Myanmar: 750 textbooks provided to target educational institutions (cumulative) Somalia: 22,258 exhoboks provided to target educational institutions (cumulative) South Sudan: 2000 textbooks provided to target educational institutions (cumulative) Ethiopia: 9433 learners (4036 f; 5395 m) using/accessing innovative teaching and learning materials. Myanmar: 35,921 learners (18,370 f; 17,551 m) using/accessing innovative teaching and learning materials Somalia: 35,17 learners (18,29 f; 1688 m) using/accessing innovative teaching and learning materials Somalia: 35,17 learners (628 f; 1688 m) using/accessing innovative teaching and learning materials South Sudan: 27,7 learners (628 f; 1689 m) errolled in target educational institutions	Ethiopia: 9433 learners (4038 f; 5395 m) provided with earning materials: Myanmer: 750 learners (413 f; 338 m) provided with earning materials: Somalla: 2641 learners (413 f; 1368 m) provided with earning materials: South Sudden: 1000 learners (600 f; 400 m) provided with earning materials:	Ethopais: 20% of 19 target educational institutions meet minimum benchmarks in learner-centred teaching and marning. Myannar: 20% of 37 target educational institutions meet minimum benchmarks in learner-centred teaching and tearning. Somalia: 20% of 21 target educational institutions meet minimum benchmarks in learner-centred teaching and sarring. South Sudam: 20% of 20 target educational institutions meet minimum benchmarks in learner-centred teaching and searning.	Inhopia: 20% (20%; 1:20% m) of 350 trained teachers in target educational institutions who meet ninimum. Benchmarks in learner-centred teaching and learning. Myannar: 20% (20%; 1:20% m) of 1305 trained teachers in target educational institutions who meet ninimum. Denchmarks in learner-centred teaching and learning. Somalia: 20% (20%; 1:20% m) of 131 trained teachers in target educational institutions who meet ninimum. Benchmarks in learner-centre teaching and learning. South Sudan: 20% (20%; 1:20% m) of 40 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning.
Ethiopia: 70% (349 f; 283 m) of 902 learners are generating their own income or accessing further education after completing TVET Myannar: 70% (270, of which 116 f; 154 m) of 385 learners are generating their own income or accessing further education after completing TVET Somalia: 70% (840, of which 350 f; 490 m) of 1200 learners are generating their own income or accessing further education after completing TVET South Sudan: N/A Ethiopia: 90% (148 f; 364 m) of 902 learners in target TVET institutions completed/passed the appropriate TVET level Myannars: 90% (347, of which 149 f; 198 m) of 385 learners in target TVET institutions completed/passed the appropriate TVET institutions completed/passed the appropriate TVET institutions completed/passed the appropriate TVET institutions completed/passed the superoriste TVET institutions completed/passed the superoriste TVET institutions completed/passed the	injunerar: 750 textbooks provided to target educational institutions (camulative) Somalia: 33,629 textbooks provided to target educational institutions (camulative) South Sudant: 3000 textbooks provided to target educational institutions (camulative) South Sudant: 3000 textbooks provided to target educational institutions (camulative) Ethiopia: 10,058 learners (4433 1; 5655 m) using/accessing innovative teaching and learning materials Myammar: 37,698 learners (19,280 f; 18,418 m) using/accessing innovative teaching and learning materials Somalia: 3517 learners (1823 f; 1688 m) using/accessing innovative teaching and learning materials Somalia: 3517 learners (1823 f; 1688 m) using/accessing innovative teaching and learning materials South Sudant: 1795 learners (565 f; 1139 m) enrolled in target educational institutions	Ethiopia: 10,098 learners (4433 f; 5665 m) provided with learning materials Myanman o learners (0 f; 0 m) provided with learning materials Somalia: 2623 learners (1364 f; 1359 m) provided with learning materials South Su	Ethiopia: 55% of 19 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. Myanmare: 55% of 37 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. Somalia: 55% of 21 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. South Sudan: 55% of 20 target educational institutions meet minimum benchmarks in learner-centred teaching and learning.	Ethopia: 35% (35%; 55% m) of 350 trained teachers in target educational institutions who meet minimum benchmarts in learner-centred teaching and learning Myannan: 55% (35%; 5,35% m) of 1305 trained teachers in target educational institutions who meet minimum benchmarts in learner-centred teaching and learning Somalia: 35% (35%; 5,35% m) of 0.131 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning south Sudan: 35% (20%; 35% m) of 40 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning the supplementation of the meet minimum benchmarks in learner-centre teaching and learning
Ethiopia: 70% (349 f; 283 m) of 902 learners are generating their own income or accessing further education after completing TVET Apamana: 70% (270, which 116 f; 154 m) of 385 learners are generating their own income or accessing further education after completing TVET Somalia: 70% (840, of which 350 f; 490 m) of 1200 learners are generating their own income or accessing further education after completing TVET South Sudan: IVA South Sudan: IVA Ethiopia: 90% (448 f; 364 m) of 902 learners in target TVET institutions completed/passed the appropriate TVET level Mannar: 50% (1402, of which 450 f; 630 m) of 1200 Sonalia: 90% (1402, of which 450 f; 630 m) of 1200 Sonalia: 90% (1400, of which 450 f; 630 m) of 1200 Hearners in target TVET institutions completed/passed the appropriate TVET institutions completed/passed the	Myanmar: 1500 techtools provided to target educational multitudion (cumulative) Somalia: 45,000 techtools provided to target educational institutions (cumulative) south Sudam: 40,000 textbools provided to target educational institutions (cumulative) South Sudam: 40,00 textbools provided to target educational institutions (cumulative) Sethiopia: 10,796 learners (1846; 5.594 m) using/accessing innovative teaching and earning materials using/accessing innovative teaching and learning materials Somalia: 35,17 learners (1823; 5, 1688 m) using/accessing innovative teaching and learning materials Somalia: 35,17 learners (1823; 5, 1688 m) using/accessing innovative teaching and learning materials.	Ethiopis: 10,796 learners (4948 f; 5948 m) provided with learning materials Advanmar: 750 learners (413 f; 338 m) provided with learning materials Somalia: 2623 learners (1364 f; 1259 m) provided with learning materials South Sudan: O learners (0 f; 0 m) provided with learning materials Ethiopia: 7500 textbooks provided to larget educational	Ethiopais 50% of 19 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. Myanmars 50% of 37 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. Somalia: 50% of 21 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. South Sudan: 50% of 20 target educational institutions meet minimum benchmarks in learner-centred teaching and learning.	Ethiopia: 50% (50% f; 50% m) of 350 trained teachers in arget educational institutions who meet minimum enrolmanks in learner-centred teaching and learning Meanmarks in learner-centred teaching and learning arget educational institutions who meet minimum enrolmanks in learner-centred teaching and learning somalia: 50% (50% f; 50% m) of 331 tained teachers in urget educational institutions who meet minimum earth swiden: 50% (50% f; 50% m) of 40 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning south swiden: 50% (50% f; 50% m) of 40 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning
	i Myanmar: 1500 textbooks provided to target educational institutions (cumulative) I Somalia: 45,000 textbooks provided to target educational institutions (cumulative) South Sodian: 40,000 extbooks provided to target educational institutions (cumulative) South Sodian: 40,000 extbooks provided to target educational institutions (cumulative) Behapin: 11,680 ilearners (2255 f; 6425 m) using/accessing innovative teaching and learning materials Myanmar: 41,523 ilearners (21,240 f; 50,283 m) Myanmar: 41,523 ilearners (21,240 f; 50,283 m) using/accessing innovative teaching and learning materials South Sudan: 1962 learners (177 f; 1245 m) enrolled in target educational institutions		Ethiopia: 70% of 19 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. 1 Myanmar: 70% of 37 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. 5 omalia: 70% of 21 target educational institutions meet minimum benchmarks in learner-centred teaching and learning. 5 outh Sudam: 70% of 20 target educational institutions meet minimum benchmarks in learner-centred teaching and learning.	Ethlopia: 70% (70% f.) 70% m) of 350 trained teachers in target educational institutions who meet minimum benchmarks in learner-centred teaching and learning benchmarks in learner-centred teaching and learning in Meanmar. 70% (70% f.) 70% m) of 330 trained teachers in larget educational institutions who meet minimum benchmarks in learner-centred teaching and learning. Semallar: 70% (70% f.) 70% m) of 331 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning search seaden; 70% (70% f.) 70% m) of 40 trained teachers in target educational institutions who meet minimum benchmarks in learner-centre teaching and learning benchmarks in learner-centre teaching and learning and learning teachers.



South Sudan: N/A South Sudan: N/A South Sudan: N/A South Sudan: N/A South Sudan: N/A

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			participation and decision making relevant to their own lives)	Institutions (Educational institutions engage students in	Output 4.1: Learners have increased influence on decision-making in educational							environments)	relevant stakeholders in partnership to provide effective and inclusive learning	enable and engage participation of learners, parents, communities and	educational systems (Educational institutions	Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with			
	participation, engagement and contribution (ETLE)	Indicator 4.1.2: % of target educational institutions that meet the minimum benchmarks for learners'			opinions and concerns about important school and community issues	Indicator 4.1.1.1% of target educational institutions that have mechanisms for learners to express their			participation of learners, parents, communities and relevant stakeholders (ETLE composite)	Outcome indicator 4.3: % of learning institutions that meet the minimum benchmarks for			PRINCE I BIOTINI JIJAHAMATAI	Outcome indicator 4.2: # of private sector companies contributing resources to the TVET			to strengthen the institution, learning and the support and protection of learners	Outcome indicator 4.1: % target learning institutions where community resources are used	
South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somelie: N/A	Myanmar: N/A	Ethiopia: N/A	South Suden: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somelia: O private sector companies contributing resources to TVET education sector reform/institutions	Myanmar: 0 private sector companies contributing resources to TVET education sector reform/institutions	Ethiopia: O private sector companies contributing resources to TVET education sector reform/institutions	South Suden: N/A	Somalie: N/A	Myanmar: N/A	Ethiopia: N/A
South Sudan: 20% of 20 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Somalia: 20% of 21 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Myanmar: 20% of 37 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Ethiopis: 20% of 19 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	South Sudan: 20% of 20 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Somalia: 20% of 21 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Myanmar: 20% of 37 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Ethiopia: 20% of 19 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	South Sudan: 20% of 20 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	Somella: 20% of 21 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	Ethiopia: 20% of 19 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	South Sudan: N/A	Somalia: 1 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Myanmar: 1 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Ethiopia: 1 private sector company contributing resources to TVET education sector reform/institutions (cumulative)	South Sudan: 20% of 20 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Somalia: 20% of 21 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners.	Myanmar: 20% of 37 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners.	Ethiopia: 20% of 19 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners.
South Sudan: 35% of 20 target educational institutions , meet the minimum benchmarks for learners' participation, engagement and contribution	Somalia: 35% of 21 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Myanmar: 35% of 37 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Ethiopia: 35% of 19 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	South Sudan: 35% of 20 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Somalia: 35% of 21 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Myanmar: 35% of 37 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Ethiopia: 35% of 19 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	South Sudan: 35% of 20 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	Somalla: 35% of 21 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	Ethiopie: 35% of 19 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	South Sudan: N/A	Somalia: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Myanmar: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Ethiopia: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	South Sudan: 35% of 20 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners.		Myanmar: 35% of 37 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Ethlopia: 35% of 19 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners
South Sudan: 50% of 20 target educational institutions, meet the minimum benchmarks for learners' participation, engagement and contribution	Somalia: 50% of 21 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Myanmar: 50% of 37 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Ethiopia: 50% of 19 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	South Sudan: 50% of 20 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Somalia: 50% of 21 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Myanmar: 50% of 37 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Ethiopia: 50% of 19 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	South Sudan: 50% of 20 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	Somalia: 50% of 21 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	-		Somalia: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Myanmar: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Ethiopia: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	South Sudan: 50% of 20 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners.		Myanmar: 50% of 37 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Ethiopia: 50% of 19 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners
South Sudan: 70% of 20 target educational institutions meet the minimum benchmarks for learners participation, engagement and contribution	Somalia: 70% of 21 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Myanmar: 70% of 37 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	Ethiopia: 70% of 19 target educational institutions meet the minimum benchmarks for learners' participation, engagement and contribution	South Sudan: 70% of 20 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Somalia: 70% of 21 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Myanmar: 70% of 37 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	Ethlopia: 70% of 19 target educational institutions have mechanisms for learners to express their opinions and concerns about important school and community issues	South Sudam: 70% of 20 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	Somalia: 70% of 21 target institutions meet the minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	minimum benchmarks for participation of learners, parents, communities and relevant stakeholders	_	_	Somalia: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Myanmar: 2 private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	Ethiopia: ? private sector companies contributing resources to TVET education sector reform/institutions (cumulative)	South Sudan: 70% of 20 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners		Myanmar: 70% of 37 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Ethlopla: 70% of 19 target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners

		•		work for learners)	stakeholders in promoting		Output 4.4: TVET institutions have strengthened partnerships with private sector and other relevant stakeholders.			and community improvement)	partnerships with communities to promote support to the institution student protection	Institutions	Output 4.3: Communities demonstrate increased					development, learning and protection)	(Educational institutions enable and engage parents to	development and learning	Output 4.2: Parents better support children's				
Indicator 4.4.3: # of internships established (sex, disability)			Indicator 3.1.3)	Indicator 4.4.2: # of new or improved TVET curricule with input from the private sector (Norad			3.1.5)	Indicator 4.4.1: 8 of collaborations between the private sector and aducational authorities/institutions established with the purpose of bringing private skills and appartise to the vocational training sector (Norad Indicator			rommunity engagement and contribution (ETLE)	Indicator 4.3.1: % of target aducational institutions that meet the minimum benchmarks for			participation, engagement and contribution (ETLE)	Indicator 4.2.2: % of target educational institutions that meet the minimum benchmarks for parents'			target learning institutions participating in family strengthening activities	Indicator 4.2.1.b: # of parents (f/m) of learners in			parenting training	Indicator 4.2.1.a: # of parents (f/m) of learners in target learning institutions participating in positive	
Nyanmar: 270 internships established (116 f; 154 m) Somalia: 0 internships established (0 f; 0 m)	Ethiopia: 100 internships established (52 f; 48 m)	South Sudan: N/A	Somalia: 1 new or improved TVET curriculum with input from the private sector	Myanmar: 1 new or improved TVET curriculum with input from the private sector	from the private sector	South Sudan: N/A	Somalis: 1 collaboration between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vucational training sector	Myanmar: 1 collaboration between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector	Ethiopia: O collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: N/A	Somalla: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: O parents (O f; O m) participating in family strengthening activities	South Sudan: 82 parents (53 f; 29 m) participating in family strengthening activities	Myanmar: N/A	Ethiopia: 80 parents (40 f; 40 m) participating in family strengthening activities	South Sudan: 0 parents (0 f ; 0 m) participating in positive parenting training	Somalia: 1455 parents (1132 f; 323 m) participating in positive parenting training	Myanmar: 4525 parents (3000 f; 1525 m) participating in positive parenting training	Ethiopia: 80 parents (40 f; 40 m) participating in positive parenting training
Myanmer: 270 internships established (116 f; 154 m) Somalia: 160 internships established (64 f; 96 m)	Ethiopia: 100 internships established (52 f; 48 m)	South Sudan: N/A	Somalia: 2 new or improved TVET curricula with input from the private sector (cumulative)	Myanmar: 4 new or improved TVET curricula with input from the private sector (cumulative)	from the private sector (cumulative)	South Sudan: N/A	Somalia: 2 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Myanmer: 2 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Ethiopia: 1 collaboration between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	South Sudan: 20% of 20 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Somalia: 20% of 21 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Nyanmar: 20% of 37 target educational institutions that neet the minimum benchmarks for community engagement and contribution	Ethiopla: 20% of 19 target educational institutions that meet the minimum benchmarks for community engagement and contribution	South Sudan: 20% of 20 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	Somalia: 20% of 21 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	Myanmar: 20% of 37 target educational institutions meet the rninimum benchmarks for parents' participation, engagement and contribution	Ethiopla: 20% of 19 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	South Sudan: 440 parents (264 f; 175 m) participating in family strengthening activities (cumulative; each person counted only once)	South Sudan: 164 parents (105 f; 59 m) participating in family strengthening activities ((cumulative; each person counted only once)	Myanmer: N/A	Ethiopia: 160 parents (80 f; 80 m) participating in family strengthening activities (cumulative; each person counted only once)	South Sudan: 300 parents (120 f; 180 m) participating in positive parenting training (cumulative; each person counted only once)	Somalia: 3200 parents (2497 t; 703 m) participating in positive parenting training (cumulative; each person counted only once)	Myanmar: 6335 parents (4200 f; 2135 m) participating in positive parenting training (cumulative; each person counted only once)	Ethiopia: 160 parents (80 f; 80 m) participating in positive parenting training (cumulative; each person counted only once)
Myanmar: 270 internships established (116 f; 154 m) Somalia: 160 internships established (64 f; 96 m)	Ethiopia: 100 internships established (52 f; 48 m)	South Sudan: N/A	Somalia: 3 new or improved TVET curricula with input from the private sector (cumulative)	Myanmar: 6 new or improved TVET curricula with input from the private sector (cumulative)	Ethiopia: 2 new or improved TVET curricula with input from the private sector (cumulative)	South Sudan: N/A	Somalia: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocasional training sector (cumulative)	Myanmar: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Ethlople: 2 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	South Sudan: 35% of 20 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Somalia: 35% of 21 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Myanmar: 35% of 37 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Ethiopia: 35% of 19 target educational institutions that meet the minimum benchmarks for community engagement and contribution	South Sudan: 35% of 20 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	Somalia: 35% of 21 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	Myanmar: 35% of 37 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	Ethiopia: 35% of 19 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	South Sudan: 440 parents (264 f; 176 m) participating in family strengthening activities (cumulative; each person counted only once)	South Sudan: 264 parents (157 f; 89 m) participating in family strengthening activities (cumulative; each person counted only once)		Ethiople: 240 parents (120 f; 120 m) participating in family strengthening activities (cumulative; each person counted only once)	South Sudan: 600 parents (240 f; 360 m) participating in positive parenting training (cumulative; each person counted only once)	Somalla: 4812 parents (3754 f; 1058 m) participating in positive parenting training (cumulative; each person counted only once)	Myanmar: 7692 parents (\$100 f; 2592 m) participating in positive parenting training (cumulative; each person counted only once)	
Myanmar: 270 internships established (116 f; 154 m) Somalia: 160 internships established (64 f; 96 m)	Ethiopia: 100 internships established (52 f; 48 m)	South Sudan: N/A	Somalia: 3 new or improved TVET curricula with input from the private sector (cumulative)	Myanmar: 6 new or improved TVET curricula with input from the private sector (cumulative)	from the private sector (cumulative)	South Sudan: N/A	Somalia: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Myanmar: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Ethlopia: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	South Sudan: 50% of 20 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Somalia: 50% of 21 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Myanmar: 50% of 37 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Ethiopia: 50% of 19 target educational institutions that meet the minimum benchmarks for community engagement and contribution	South Sudan: 50% of 20 target educational institutions , meet the minimum benchmarks for parents' participation, engagement and contribution	Somalla: 50% of 21 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution		Ethiopia: 50% of 19 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution	South Sudan: 680 parents (408 f; 272 m) participating in family strengthening activities (cumulative, each person counted only once)	South Sudan: 330 parents (210 f; 120 m) participating in family strengthening activities (cumulative; each person counted only once)	Myanmar: N/A		South Sudan: 600 parents (240 f; 360 m) participating in positive parenting training (cumulative; each person counted only once)	Somalla: 6425 parents (4857 f; 1388 m) participating in positive parenting training (cumulative; each person counted only once)	Myanmar: 9050 parents (6000 f; 3050 m) participating in positive parenting training (cumulative; each person counted only once)	Ethiopia: 320 parents (160 f; 160 m) participating in positive parenting training (cumulative; each person counted only once)
Myanmar: 270 internships established (116 f; 154 m) Somalia: 160 internships established (64 f; 96 m)	Ethiopia: 100 internships established (52 f; 48 m)	South Sudan: N/A	Somalia: 3 new or improved TVET curricula with input from the private sector (cumulative)	Myanmar: 6 new or Improved TVET curricula with input from the private sector (cumulative)	Ethlopia: 3 new or improved TVET curricula with input from the private sector (cumulative)	South Sudan: N/A	Somalia: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Myanmar: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Ethiopia: 3 collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	South Sudan: 70% of 20 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Somalia: 70% of 21 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Myanmar: 70% of 37 target educational institutions that meet the minimum benchmarks for community engagement and contribution	Ethiopia: 70% of 19 target educational institutions that meet the minimum benchmarks for community engagement and contribution	South Sudan: 70% of 20 target educational institutions meet the minimum benchmarks for parents' participation engagement and contribution	Somalia: 70% of 21 target educational institutions meet the minimum benchmarks for parents' participation, engagement and contribution		Eth the	0 = 10	South Sudan: 330 parents (210 f; 120 m) participating in family strengthening activities (cumulative; each person counted only once)				Somalia: 6425 parents (4857 f; 1388 m) participating in positive parenting training (cumulative; each person counted only once)	 Wyanmar: 9050 parents (6000 f; 3050 m) participating in positive parenting training (cumulative; each person counted only once) 	



South Sudan: N/A South Sudan: N/A South Sudan: N/A South Sudan: N/A South Sudan: N/A

(Strengthen dialogue between	and government is	Output 5.2: Dialogue on			marginalised groups)	actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education for	and advocate for improved advocation for marginalised groups	Output 5.1: Improved capability of civil society					(Effective civil society origanisations and networks influence quality and inclusive education policies, practices, plans and budgets)	Outcome 5: Strangthened civil society influences education policies and practices				
	Indicator 5.2.1: # of platforms for civil society- government dialogue formed or strengthened			advocate for improved education for marginalised groups	Indicator 5.1.2: # of local civil society organisations that demonstrate better technical and organisational capacities to monitor, lead on and			education for marginalised groups (New Indicator)	indicator 5.1.1: # increase in the score of ADRA implementing partners' on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved.			protective and inclusive education for marginalised groups (provincial or national level)	Outcome indicator 5.2: # of policies, plans and budgets developed/revised to include quality,			society	Outcome Indicator 5.1: If of research and evidence-	
formed or strengthened	Myanmar: 0 platforms for civil society-government dialogue formed or strengthened	Ethiopia: 0 platforms for civil society-government dialogue formed or strengthened	South Sudan: 0 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups	Somalia: Occal civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups	Myanmar: 0 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups	Ethiopia: O local civil society organisations demonstrate batter technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups	South Sudan: N/A	Somalla: N/A	Myanmar: N/A	Ethiopia: N/A	South Sudan: O policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups	Somalia: O policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Myanmar: O policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups:	Ethiopia: O policy, pian or budget developed/revised to include quality, protective and inclusive education for marginalised groups	South Sudan: O research and evidence-based advocacy documents developed by civil society	Somalia: O research and evidence-based advocacy documents developed by civil society (cumulative)	Myanmar: 0 research and evidence-based advocacy documents developed by civil society	Ethlopia: O research and evidence-based advocacy documents developed by civil society
formed or strengthened (cumulative)	Myanmar: 1 platform for civil society-government dialogue formed or strengthened (cumulative)	Ethiopia: 0 platforms for civil society-government dialogue formed or strengthened (cumulative)	South Sudan: 0 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Somalia: O local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Myanmar: O local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Ethiopie: O local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	South Sudan: N/A	Somalia: N/A	Myanmac: N/A	Ethiopia: N/A	South Suden: O policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Somalia: Opolicy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Myanmar: 0 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Ethiopia: O policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	South Sudan: D research and evidence-based advocacy documents developed by civil society (cumulative)	Somalia: O research and evidence-based advocacy document developed by civil society (cumulative)	Myanmar: Oresearch and evidence-based advocacy document developed by civil society (cumulative)	Ethiopia: O research and evidence-based advocacy documents developed by civil society (cumulative)
formed or strengthened (cumulative)		Ethlopla: 1 piatform for civil society-government dialogue formed or strengthened (cumulative)	South Sudan: I local civil society organisations is demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Somalia: 1 local civil society organisations demonstrate better rechical and organisational capacities to monitor, lead on and advocate for improved effication services for marginalised groups (cumulative)	Myanmar: 1 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Ethlopia: 1 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	South Sudant: A 0.5 point increase in the score of ADRA South Sudan on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	Somalia: A 0.5 point increase in the score of ADRA Somalia on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups.	Myanmar: A 0.5 point increase in the score of ADRA Myanmar on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	Ethiopia: A 0.5 point increase in the score of ADRA. Ethiopia on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	South Sudant: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Somalia: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Myanmar: 1 policy, plan or hudget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Ethiopie: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	South Sudan: 1 research and evidence-based advocacy document developed by civil society (cumulative)	Somalia: 1 research and evidence-based advocacy documents developed by civil society (cumulative)	Myanmar: 1 research and evidence-based advocacy documents developed by civil society (cumulative)	Ethiopia: 1 research and evidence-based advocacy document developed by civil society (cumulative)
Somalia: 4 platforms for civil society-government dialogue formed or strengthened (cumulative)		Ethiopia: 1 platform for civil society-government dialogue formed or strengthened (cumulative)	south Sudam: I local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for maginalised groups (cumulative)	Somalia: 1 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cunulative)	Myanmar: I local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Ethiopia: i local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	South Sudan: N/A	Somalia: N/A	Myanmar: N/A	Ethlopia: N/A	South Sudant: 2 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Somalia: 2 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Wyanmar: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Ethiopia: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	South Sudan: 2 research and evidence-based advocacy documents developed by civil society (cumulative)	Somalia: 2 research and evidence-based advocacy documents developed by civil society (cumulative)	Myanmar: 2 research and evidence-based advocacy documents developed by civil society (cumulative)	Ethiopia: 2 research and evidence-based advocacy documents developed by civil society (cumulative)
Je Somalia: 4 platforms for dvll society-government dialogue formed or strengthened (cumulative)			South Sudan: 2 local dvil society organisations set demonstrate better rechnical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Somalia: 2 local civil society organisations demonstrate better technical and organisational capacities to monitor, riead on and advocate for improved eduration services for marginalised groups (cumulative)	Myanmar: 2 local civil society organisations demonstrate better technical and organisational capacities to monitor, i lead on and advocate for improved education services for marginalised groups (cumulative)	Ekilopia: 2 local civil society organisations demonstrate better technical and organisational capacities to monitor, ried on and advocate for improved education services for marginalised groups (cumulative)	South Sudan: A I point increase in the score of ADRA South Sudan on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	Somalia: A I point increase in the score of ADRA Somalia on technical and organizational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	Myanmar: A 1 point increase in the score of ADRA Myanmar on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalised groups	Ethiopia: A 1 point increase in the score of ADRA Ethiopia on technical and organisational capacity assessments of their ability to monitor, lead on and advocate for improved education for marginalized groups	South Sudan: 3 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Somalia: 3 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	Myanmar: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalized groups (cumulative)	Ethiopia: 1 policy, plan or budget developed/revised to include quality, protective and inclusive education for marginalised groups (cumulative)	South Suden: 3 research and evidence-based advocacy documents developed by civil society (cumulative)	Somalia: 3 research and evidence-based advocacy documents developed by civil society (cumulative)	Myanmar: 3 research and evidence-based advocacy documents developed by civil society (cumulative)	Ethiopia: 3 research and evidence-based advocacy documents developed by civil society (cumulative)

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"ELLE" means that the indicator is measured using ADRA's "Effective Teaching and Learning Environment" assessment tool.
These indicators are composite indicators, which are informed by several ETLE sub-indicators.
The ETLE for SEACEX will be developed as part of the baseline.

Further information about the ETLE are found in the guide "The Effective Teaching and Learning Environment (ETLE) Assessment Tool: A quantifiable qualitative approach to assessing leaching and learning environments. (January 2019).

Note on disaggregation:
Indicators are disaggregated by gender, where applicable female = f, male = m.
Indicators are disaggregated by marginalisations (gender, disability and out-of-school status), where applicable. FwD = female with a disability, MwD = male with a disability; OOSS = out-of-school girl; OOSB = out-of-school boy looks are disaggregated by marginalisations (gender, disability and out-of-school status), where applicable. FwD = female with a disability, MwD = male with a disability; OOSS = out-of-school girl; OOSB = out-of-school boy looks are disaggregated by marginalisations (gender, disability and out-of-school status), where applicable. FwD = female with a disability, MwD = male with a disability; OOSS = out-of-school girl; OOSB = out-of-school boy looks are disaggregated by marginalisations (gender, disability and out-of-school status), where applicable. FwD = female with a disability, MwD = male with a disability; OOSS = out-of-school girl; OOSB = out-of-school boy looks are disaggregated by marginalisations (gender, disability and out-of-school status), where applicable. FwD = female with a disability, MwD = male with a disability; OOSS = out-of-school girl; OOSB = out-of-school boy looks are disability. der applies as a marginalistation in the following cases: Girls/young women are considered marginalised where the gender parity index is lower than 0.8; boys/young men where the index is greater than 1.25. At the beginning of the programme, girls are considered marginalised in primary education in South Sudan and in three states in alia (Bay, Lower Shabelle and Lower Juba), whilst girls/young women are considered marginalised in TVET in Myanmar.

All indicators are disaggregated by level of education (primary school, lower secondary school, upper secondary school, accelerated education, alternative learning programmes, and TVET), with the exception of Outcome 5 and Outputs 5.1-3. All indicators will be measured through baseline surveys at the beginning of the programme. Baseline figures will be filled in following these surveys.

ones, targets, definitions, means of verification and the frequency of data collection will be reviewed after the baseline survey in year 1.

AE = Accelerated education

ALP = Alternative learning programmes
ETLE = The Effective Teaching and Learning Envi

F = Females (girk; young women)
FwD = Females with a disability
M = Males (boys; young men)
MwdD = Males with a disability
OXSB = Out-of-school boys
OXSB = Out-of-school girls
PTA = Parent-Teacher Association

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Annex 1: Logical Framework Education in Emergency in Maiwut County, Upper Nile for April 2019 – December 2019

Output 1.2: Appropriate WASH facilities established	Output 1.1: School infrastructure in place (Temporary Learning Spaces (TLS) or rehabilitated permanent classrooms with brick walls)	Outcome 1: Established infrastructure of supported schools that meet when the following of students enrolled in target expects (After baseline we will disaggregate all in etc.)	Logic Goal: Conflict-affected children in
# of emergency segregated Ventilated Improved Pit (VIP) latrines constructed (Norad 1.2.1 indicator) # of hand washing facilities established.	# of classrooms constructed or rehabilitated (Norad Ci2) # of children learning in constructed temporary learning space and renovated permanent classrooms.	Outcome 1: Established infrastructure provides inclusive and safe learning spaces: # of supported schools that meet the criteria for inclusive and safe learning spaces: Target: 7 schools # of students enrolled in target educational institutions (Norad Ci1): Target=4200 (M=2268, F=1932) (After baseline we will disaggregate all indicators by gender and disability. In addition, we will identify and provide baseline etc.)	Logic Indicators Target Goal: Conflict-affected children in Maiwut have increased equitable access to safe learning spaces.
10 latrine stances (5 blocks) 6	10 blocks of temporary learning spaces (20 classrooms) constructed in 6 schools in Maiwut county 20 permanent classrooms renovated in 4 schools in Maiwut county 1650 (M=850, F=800)	g spaces: ng spaces: Target: 7 schoo et=4200 (M=2268, F=1932) will identify and provide baselir	Target ss to safe learning spaces.
1.2.1: Establishment of 10 latrine stances for girls in 3 schools. 1.2.2: Establish 6 hand washing facilities in 3 supported schools. 3 washing facilities for girls and 3 washing facilities for boys	 1.1.1: Construction of blocks of temporary learning spaces (10 blocks with 20 classrooms) in 6 school locations; 1.1.2: Renovate 20 permanent classrooms in 4 schools 1.1.3: Provide 220 (chairs, desks) for children and teachers in 7 supported schools in Maiwut county. 	Outcome 1: Established infrastructure provides inclusive and safe learning spaces: # of supported schools that meet the criteria for inclusive and safe learning spaces: Target: 7 schools # of students enrolled in target educational institutions (Norad Ci1): Target=4200 (M=2268, F=1932) (After baseline we will disaggregate all indicators by gender and disability. In addition, we will identify and provide baseline values for other types of marginalization such as, IDPs, seasonal migrants, etc.)	Activities
Activity reports; Contract and receipt, Photos of established VIP and hand washing facilities	Photos of constructed temporary learning spaces; renovated classrooms, Activity reports; Contracts for construction and receipts	s, IDPs, seasonal migrants,	Means of Verification



# and % of supported educational institution; wisit per inspector/supervisor one or more times in last school year. (Norad 2.2.4 indicator) # and % of supported educational visit per educational institution; tools (with cond indicator)	Output 2.1 Education # of county and payam education authorities in Maiwut County officials trained in child protection, peace and inclusive education. 20 (M=18, F=2) child inclusive education.	# of education offices that have developed and applied action plans on inclusive education, child protection and peace building (Norad 1.3.1 indicator) Target= 2 offices # of recommendations from school supervision and inspection implemented by teachers and head teachers. Target=4 key recommendations of Child Protection, Inclusive education and peace building	purifi 1.3.4 reusa pube digni	# of girls in their puberty/adolescent age received dignity kits 200 girls 1.3.3	ools emergency latrines and hand washing F=1332) facilities in supported schools	Output 1.3: Facilitate hygiene # of teachers trained on hygiene and 16 (M=16, F=0) 1.3.1 and sanitation sanitation awareness
2.1.2: Orient 20 education officials on tools of school supervision. 2.1.2: Facilitate 20 education officials (with transport and travel allowance) to conduct school supervision quarterly. 2.1.3: facilitate session on dissemination of school supervision	2.1.1: Train 20 education officials in child protection, Psychosocial support, inclusive and peace education.	acity to ensure safe, inclusive and quality learning protection and peace building (Norad 1.3.1 indicator) Target= 2 d teachers. Target=4 key recommendations of Child Protection,	purification tablets to 2 schools. 1.3.4: Procure and distribute 200 reusable girls in their puberty/adolescent age received dignity kits in 2 schools	clubs. 1.3.3: Procure and distribute water	1.3.2 Conduct hygiene awareness sessions in 2 schools through school	1.3.1: Train 16 teachers in improved hygiene and sanitation practices
participants. Is e) to		y learning 3.1 indicator) Target= 2 ions of Child Protection,		procurement of the dignity kits		Photos; Activity reports;



	netballs, volleyballs and skipping ropes)			
	2.3.3 Procure and distribute		% of children engaged in recreational activities.	
Reports on learning and recreational activities.	2.3.2 Procure and distribute scholastic materials (exercise books, pens, pencils, rulers and text books)	700 (M=385, F=315) 80%	# of textbooks provided to supported educational institutions (Norad 2.1.1 indicator)	
List of children using learning materials.	2.3.1 Conduct a baseline survey to determine number of children having learning and recreational materials	700 (M=385, F=315)	# of students in target educational institutions provided with learning materials (Norad Ci3)	Output 2.3: Adequate learning materials are available
	providers and pathways for referrals.			
	case management.		Ci5)	
	psychosocial support, referrals and		and education authorities) (Norad	
	2.2.5: Facilitate hired child protection	officials (M=68, F=12)	# of educational staff trained	
	peace and inclusive education.	80 teachers, head		
	child protection, psychosocial support,	F=250)	supported by the teachers and child protection facilitators.	
	total of 30 days) on child centered method, teachers' code of conduct,	600 children (M=,350	protection/Psycho Social Support related cases identified and	
	(40 USD/month) in 2 schools 2.2.4: Mentor 60 teachers twice (for	developed	# of children with child	
	2.2.3: Pay incentives for 16 teachers	1 referral document	peace and inclusive education.	
incentives	3		code of conduct, child protection,	5
payment of	work and lesson plan books		on child centered method, teachers'	
teachers for	scholastic materials such as scheme		acquired from the teachers training	
Activity reports	2.2.2: Support 16 teachers with	9	% of teachers applying the skills	education.
Photos		70%		peace education and inclusive
lists	support, peace and inclusive education.		inclusive education.	conduct, child protection,
Signed distribution	conduct, child protection, psychosocial		conduct, child protection, peace and	method, teachers' code of
teachers	centered method, teachers' code of		centered method, teachers' code of	trained in child centered
List of trained	2.2.1: Train 60 teachers in child	60 (M=50, F=10)	# of teachers trained on child	Output 2.2: Teachers qualified/



Output 2.4: Facilitate state education conference for	# of state education conferences conducted.	2	2.4.1 Facilitate 2 state education conferences in Maiwut.	Att	Attendance list, conference report
stakeholders' in Maiwut county			2.4.2: Facilitate follow up of resolutions on state conference.	ns —	
Output 2.5: Establish and facilitate school clubs to	# of school clubs established and trained.	7	2.5.1: Facilitate establishment and training of 7 school clubs in peer	List	List of schools clubs
promote peer learning, life			learning, life skills and peace education.	ž	
skills and peace education	# of School clubs engaged in peer	7	2.5.2: Facilitate school clubs in peer		
	learning, life skills, and peace education activities		learning, life skills and peace education	<u> </u>	
Outcome 3: Community Support to Education is strengthened	to Education is strengthened				
# of PTAs who have developed ar	# of PTAs who have developed and applied action plans on school improvement, child protection and peace building: Target= 5	/ement, child protection ar	nd peace building: Target= 5		
established/trained and facilitated.	school management committee members trained (Norad Ci4)	65 PTA members	their roles and responsibilities, child protection, inclusive education and	me the	Report on mentoring PTAs on their roles, school
	# of PTAs/SMCs have implemented activities on child protection, inclusive education, and peace	б	peace education. 3.1.2: Mentor PTAs/SMCs in schools on	HI0-	improvement
	education.	V	their roles and responsibilities, child protection, inclusive education and	PT,	PTA work plans; Monthly/quarterly
	# of PTAs who have raised resources for implementation of SDPs.		peace education.	pro	progress reports
			3.1.3: Facilitate PTAs to conduct	Att	Attendance lists;
			community dialogues on child		
			protection, inclusive education and		
			הפערה מעוועוווא.		
7			3.1.4: Facilitate PTAs/SMCs to conduct resource mobilization.		

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				enrol and attend school	receive financial incentives to	Output 3.2: Vulnerable girls
	2			1.3.2. Indicator)	to marginalized students (Norad	# of conditional cash transfers (CCT)
		baseline	enrolled compared to	500 new girl students	1 41	1,000 girls
with girls	3.2.2: Provide CCT to 1000 households	CCT	age (grades 4-8) to provide them with	households with girls at schools going	authorities, and PTAs vulnerable	3.2.1: Select in partnership with local
					Payment records;	Project record;

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Marion Godager Tveter

Dato/ Date: 28.05.2019

ADRA Norge avtale QZA-18/0353: Melding om innvilgelse av tilskudd

Vi viser til søknad datert 01.10.2018 (Prosjekt A) og 08.11.2018 (Prosjekt B) om økonomisk støtte. Norad har besluttet å innvilge et tilskudd på inntil NOK 188 000 000 for perioden 01.03.2019 til 29.02.2024, hvorav NOK 10 000 000 er forbeholdt Prosjekt B. For Prosjelt B er avtaleperioden 01.03.2019 til 29.02.2020. Tilskudd utover NOK 45 600 000 for inneværende kalenderår forutsetter Stortingets bevilgning. Ettersom det knytter seg usikkerhet til Stortingets fremtidige bevilgninger over de aktuelle budsjettpostene presiserer vi at det totale tilskuddsbeløpet er tentativt. Årlige tilskudd for årene 2020-2023 vil bekreftes som del av godkjenning av årlig plan og budsjett, etter at Stortinget har vedtatt statsbudsjettet og Norad har mottatt Tildelingsbrev nr. 1 fra UD for det angjeldende året.

Ved vesentlige kutt i den aktuelle budsjettlinjen kan Norad nedjustere både årlige beløp og totalt tilskudd, og vil i den forbindelse måtte be om at planer og budsjetter revideres i henhold til dette. Norads vedtak er i tråd med føringer som er gitt i Prop S1 (2018-2019), UDs tildelingsbrev til Norad datert 18.03.2019, Norads prinsipper for støtte til sivilt samfunn (2018) og gjeldende regelverk for støtte til sivilsamfunnsaktører. Tilskuddet gis under forutsetning av at det inngås en avtale mellom tilskuddsmottaker og Norad, samt at tilskuddsmottaker aksepterer alle vilkår og prosedyrer som følger av avtalen.

I tråd med det som fremgår av avtalen er tilskuddsmottaker ansvarlig overfor Norad for at tilskuddet blir brukt i samsvar med forutsetninger nedfelt i avtalen. I tråd med de føringene som gjelder for Norads tilskuddordninger, herunder nulltoleranse for korrupsjon og andre økonomiske misligheter, kan således midler som er blitt misbrukt eller som det ikke kan redegjøres tilfredsstillende for kreves tilbakebetalt helt eller delvis (se www.norad.no/varslingstjenesten).

Vi ønsker å presisere enkelte anbefalinger og sentrale oppfølgingspunkter i avtaleperioden.

• Koordinering med lokale myndigheter:

ADRA bes gjøre en vurdering av om det kan legges opp til tettere samarbeid med sentrale myndigheter i avtalelandene, slik at arbeidet lettere kan videreføres av myndighetene dersom ADRA skulle trekke seg ut.

Resultatrammeverk:

ADRA bes om å sende et oppdatert resultatrammeverk med baselineverdier og oppdaterte måltall for alle indikatorene i løpet av de første seks månedene av programperioden. Dette gjelder både Prosjekt A og Prosjekt B. Dette framgår av vedlagt avtale. I det oppdaterte rammeverket for Prosjekt A kan ADRA nedjustere antall målinger. Det er ikke nødvendig å måle outcomeindikatorer annet enn ved oppstart, midtveisevaluering og avslutning, og det er tilstrekkelig med årlige outputs-målinger. Innhenting av baselineverdier må imidlertid skje i løpet av de første seks månedene. Mål- og resultattall for støttemottagere med funksjonsnedsettelser må disaggregeres ytterligere for å kunne dokumentere resultater isolert fra andre marginaliserte grupper. ADRA bes

Vår dato

Vår referanse

Dokdato

Doknr

disaggrere mellom barn med nedsatt funksjonsevne og barn som ikke går på skole (out of school children).

• Budsjett:

ADRA bes sørge for at avtalebudsjettet i Prosjekt Aog de underordnede budsjettene på landnivå henger sammen (med identiske del- og totalsummer på overordnet nivå og på landnivå), og ber om at ADRA sender oppdaterte, landvise budsjetter til SIVSA sammen med baselinetall og reviderte resultatrammeverk, innen seks måneder etter avtaleinngåelse. Som tidligere er det likevel kun det overordnede avtalebudsjettet det skal rapporteres på årlig til Norad.

Også for prosjekt B er det de overordnede budsjettlinjene ADRA skal rapportere på. Endringer i disse på over 10% må forhåndsgodkjennes av Norad, ref. punkt 12.2 i avtalens General Conditions.

ADRA vurderes generelt til å ha moderate lønninger og realistiske budsjetter. Samtidig har ADRAs søsterforeninger en rekke store donorer. Med så mange store aktører i ryggen er det god mulighet til å lykkes med resultatene. Det er også risiko for overlapp. ADRAs arbeid i Sør-Sudan finansieres for eksempel også av Danida og UNICEF. Prosjektet Norad skal støtte og de to allerede eksisterende prosjektene er adskilte, men komplementære. Midlene til prosjektet i Upper Nile er lagt opp til å bidra med 10% av lønnen til en rekke lokalt ansatte, som også henter deler av lønnen sin fra andre donorer. Norad ønsker derfor konsolidert regnskap og revisjon der Noradmidler inngår i andre budsjetter eller der prosjektet foregår i samme område som andre ADRA-prosjekter, der dette er mulig. ADRA gis anledning til å finansiere dette med Noradmidler innenfor avtalebudsjettet.

• Risiko og tverrgående hensyn:

ADRA bes om å rapportere særskilt på hvordan hensynet til likestilling og kvinners rettigheter adresseres i arbeidet i Upper Nile sammen med oppdatert budsjett og resultatrammeverk, og også for hvordan/hvorvidt risikoen for kvinners rettigheter og likestilling i Upper Nile skiller seg fra risikoen for kvinners rettigheter og likestilling i Sør-Sudan forøvrig.

Avtalenummer skal benyttes ved alle henvendelser og all korrespondanse om tilskuddet, inkludert utbetalingsanmodninger og ved tilbakebetaling av ubrukte midler. Vedtaket knyttet til sivilsamfunnsstøtten kan påklages til Utenriksdepartementet i henhold til Forvaltningslovens kap. VI. Klagen må fremsettes skriftlig til Norad innen 3 uker fra det tidspunkt underretning om vedtaket er mottatt. Tilskuddsmottaker har krav på innsyn i sakens dokumenter i henhold til forvaltningslovens §§ 18- 19. En eventuell klage må begrunnes.

Avdeling for sivilt samfunn

Wenche Fone Avdelingsdirektør

Marion Godager Tveter Seniorrådgiver