

Output 1.2: Educational institutions and authorities have increased capacity to provide and manage inclusive education	Indicator 1.2.1: % of supported educational institutions that meet the expected standards of inclusive education (ETL and TVETa)	Ethiopia: 0% of 18 supported educational institutions (0% of 14 schools, 0% of 4 TVET centres) meet the expected standards of inclusive education Myanmar: 23% of 21 sampled supported educational institutions (25% of 20 sampled schools, 0% of 1 sampled TVET centre) meet the expected standards of inclusive education Somalia: 0% of 11 sampled supported educational institutions (0% of 9 sampled schools, 0% of 2 TVET centres) meet the expected standards of inclusive education South Sudan: 0% of 99 supported educational institutions meet the expected standards of inclusive education	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: 35% of 18 supported educational institutions (35% of 14 schools, 0% of 4 TVET centres) meet the expected standards of inclusive education Myanmar: 35% of 37 supported educational institutions (35% of 35 schools, 50% of 2 TVET centres) meet the expected standards of inclusive education Somalia: 35% of 15 supported educational institutions (35% of 13 schools, 50% of 2 TVET centres) meet the expected standards of inclusive education South Sudan: 35% of 20 supported educational institutions meet the expected standards of inclusive education	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A	Ethiopia: 70% of 20 supported educational institutions (70% of 16 schools, 70% of 4 TVET centres) meet the expected standards of inclusive education Myanmar: 70% of 37 supported educational institutions (70% of 35 schools, 100% of 2 TVET centres) meet the expected standards of inclusive education Somalia: 70% of 18 supported educational institutions (70% of 16 schools, 100% of 2 TVET centres) meet the expected standards of inclusive education South Sudan: 70% of 20 supported educational institutions meet the expected standards of inclusive education	Percentage of schools that achieve score of 3 or 4 on 4-point ETL score of A, B and C, and TVET centres achieving a score of 3 or 4 on a TVETa attention area 1 and 2	ETL, which includes observation, document study, interviews with head teachers and/or supervisors, and focus groups with teachers, PTAs, parents, SMCs and/or learners TVETa, which includes observation, interview with TVET centre manager, focus group with trainers	Baseline, mid-term, endline
	Indicator 1.2.2: # of educational personnel (F/m) trained to support and respond to inclusive education (level of education, type of education personnel) (Normal core indicator 5)	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A	Ethiopia: 410 educational personnel (12 1: 318 m) trained to support and respond to inclusive education Myanmar: 1826 educational personnel (1222 F, 604 M) trained to support and respond to inclusive education (cumulative; each person counted only once) Somalia: 102 educational personnel (159 F, 233 M) trained to support and respond to inclusive education (cumulative; each person counted only once) South Sudan: 130 educational personnel (18 F, 112 M) trained to support and respond to inclusive education	Ethiopia: 294 educational personnel (14 F, 280 m) trained to support and respond to inclusive education (cumulative; each person counted only once) Myanmar: 1826 educational personnel (847 F, 417 M) trained to support and respond to inclusive education (cumulative; each person counted only once) Somalia: 156 educational personnel (62 F, 94 M) trained to support and respond to inclusive education (cumulative; each person counted only once) South Sudan: 130 educational personnel (12 F, 78 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Ethiopia: 294 educational personnel (14 F, 280 m) trained to support and respond to inclusive education (cumulative; each person counted only once) Myanmar: 1826 educational personnel (847 F, 417 M) trained to support and respond to inclusive education (cumulative; each person counted only once) Somalia: 156 educational personnel (62 F, 94 M) trained to support and respond to inclusive education (cumulative; each person counted only once) South Sudan: 130 educational personnel (12 F, 78 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Ethiopia: 294 educational personnel (14 F, 280 m) trained to support and respond to inclusive education (cumulative; each person counted only once) Myanmar: 1826 educational personnel (847 F, 417 M) trained to support and respond to inclusive education (cumulative; each person counted only once) Somalia: 156 educational personnel (62 F, 94 M) trained to support and respond to inclusive education (cumulative; each person counted only once) South Sudan: 130 educational personnel (12 F, 78 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Ethiopia: 294 educational personnel (14 F, 280 m) trained to support and respond to inclusive education (cumulative; each person counted only once) Myanmar: 1826 educational personnel (847 F, 417 M) trained to support and respond to inclusive education (cumulative; each person counted only once) Somalia: 156 educational personnel (62 F, 94 M) trained to support and respond to inclusive education (cumulative; each person counted only once) South Sudan: 130 educational personnel (12 F, 78 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Number of educational personnel (F/m) that has attended all required days of a training on supporting and responding to inclusive education supported by the programme. Educational personnel under this indicator includes teachers, head teachers, inspectors, school supervisors, education authorities and others in the educational system, and also any other staff that is working on improving the educational system (both formal and non-formal) in a country from community level up to national level. Each person should be counted only once, even if attending several trainings under this indicator.	Attendance: Training attendance records. That the training covers the correct subjects. Training materials, training curriculum and/or training report.	Annually
	Indicator 1.3.1: # of partnerships formed supporting inclusive education for learners	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A	Ethiopia: 0 partnerships formed supporting inclusive education for learners Myanmar: 2 partnerships formed supporting inclusive education for learners (cumulative) Somalia: 2 partnerships formed supporting inclusive education for learners (cumulative) South Sudan: 0 partnerships formed supporting inclusive education for learners	Ethiopia: 1 partnership formed supporting inclusive education for learners (cumulative) Myanmar: 2 partnerships formed supporting inclusive education for learners (cumulative) Somalia: 2 partnerships formed supporting inclusive education for learners (cumulative) South Sudan: 1 partnership formed supporting inclusive education for learners (cumulative)	Ethiopia: 2 partnerships formed supporting inclusive education for learners (cumulative) Myanmar: 2 partnerships formed supporting inclusive education for learners (cumulative) Somalia: 2 partnerships formed supporting inclusive education for learners (cumulative) South Sudan: 2 partnerships formed supporting inclusive education for learners (cumulative)	Ethiopia: 3 partnerships formed supporting inclusive education for learners (cumulative) Myanmar: 7 partnerships formed supporting inclusive education for learners (cumulative) Somalia: 5 partnerships formed supporting inclusive education for learners (cumulative) South Sudan: 3 partnerships formed supporting inclusive education for learners (cumulative)	Ethiopia: 4 partnerships formed supporting inclusive education for learners (cumulative) Myanmar: 7 partnerships formed supporting inclusive education for learners (cumulative) Somalia: 5 partnerships formed supporting inclusive education for learners (cumulative) South Sudan: 3 partnerships formed supporting inclusive education for learners (cumulative)	Number of partnerships (on international, national or sub-national levels) established between, on the one hand, educational institutions and, on the other hand, other actors, with the purpose of supporting inclusive education. The partnerships must be established as a consequence of activities conducted under the programme.	Memorandum of understanding, working agreements, meeting minutes/reports.	Annually
Output 1.3: Educational institutions have strengthened links with inclusive providers	Indicator 1.3.1: # of learners (F/m) enrolled in supported educational institutions (disability) (Normal core indicator 1)	Ethiopia: 9124 learners (1887 F, 5937 m; of which 29 F, 41 m with disability, and of which 726 learners in TVET centres, of which 400 F, 326 m) enrolled in supported educational institutions Myanmar: 166,240 learners (80,571 F, 85,669 m; of which in 36 educational institutions 4596 learners, of which 253 F, 223 m, of which 26 with disability, of which 9 F, 20 m, and of which 263 learners in TVET centres, of which 94 F, 151 m, of which 3 F, 5 m with disability) enrolled in supported educational institutions Somalia: 5382 learners (1222 F, 3859 m; of which 30 F, XX m with disability, and of which 895 learners in TVET centres, of which 308 F, 587 m, of which 30 F, XX m with disability) enrolled in supported educational institutions South Sudan: 5081 learners (1850 F, 3231 m; of which 3 F, 1 m with disability) enrolled in supported educational institutions	Ethiopia: 9073 learners (4131 F, 5542 m) enrolled in supported educational institutions Myanmar: 174,640 learners (84,624 F, 90,016 m; and of which 345 learners in TVET centres, of which 133 F, 212 m) enrolled in supported educational institutions Somalia: 12,900 learners (8708 F, 6192 m) enrolled in supported educational institutions South Sudan: 3285 learners (1202 F, 2083 m) enrolled in supported educational institutions	Ethiopia: 9104 learners (3,777 F, 6,032 m; of which 779 learners in TVET centres, of which 425 F, 354 m) enrolled in supported educational institutions Myanmar: 174,640 learners (84,624 F, 90,016 m; and of which 345 learners in TVET centres, of which 133 F, 212 m) enrolled in supported educational institutions Somalia: 6702 learners (2896 F, 3896 m; and of which 343 learners in TVET centres, of which 408 F, 533 m) enrolled in supported educational institutions South Sudan: 6285 learners (2381 F, 3904 m) enrolled in supported educational institutions	Ethiopia: 9104 learners (3,777 F, 6,032 m; of which 779 learners in TVET centres, of which 425 F, 354 m) enrolled in supported educational institutions Myanmar: 192,505 learners (83,245 F, 99,260 m; and of which 345 learners in TVET centres, of which 133 F, 212 m) enrolled in supported educational institutions Somalia: 8965 learners (3846 F, 5120 m; of which 987 learners in TVET centres, of which 428 F, 559 m) enrolled in supported educational institutions South Sudan: 6793 learners (2688 F, 4105 m) enrolled in supported educational institutions	Ethiopia: 10,407 learners (4176 F, 6231 m; of which 858 learners in TVET centres, of which 474 F, 384 m) enrolled in supported educational institutions Myanmar: 202,113 learners (97,953 F, 104,160 m; and of which 345 learners in TVET centres, of which 133 F, 212 m) enrolled in supported educational institutions Somalia: 12,004 learners (5225 F, 6442 m; of which 893 learners in TVET centres, of which 428 F, 585 m) enrolled in supported educational institutions South Sudan: 7405 learners (3095 F, 4307 m) enrolled in supported educational institutions	Number of learners (F/m, FwD/MwD) that enrol in educational institutions directly supported by the programme. Enrolment is the registration of individuals in a given formal or non-formal educational institution regardless of age-up to the first term of the school year.	Form filled in, in cooperation with head teacher at the educational institution or a supervisor, containing the number of enrolled learners, as well as the correct disaggregation (F/m, FwD, MwD, grade).	Annually	
Outcome indicator 2.2: # and % of learners (F/m) enrolled in supported educational institutions that remain in the educational institution the following year (disability) (Normal indicator 1.2)	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A	Ethiopia: N/A Myanmar: 70% (109,385, of which 54,492 F, 54,893 m) of 156,266 learners enrolled in supported learning institutions remain in the learning institution in the following year Somalia: 70% (1312, of which 1337 F, 1975 m) of 4730 learners enrolled in supported learning institutions remain in the learning institution the following year South Sudan: 70% (2897, of which 1053 F, 1842 m) of 4138 learners enrolled in supported learning institutions remain in the learning institution the following year	Ethiopia: 70% (4630, of which 1674 F, 2946 m) of 6599 learners enrolled in supported learning institutions remain in the learning institution in the following year Myanmar: 70% (129,385, of which 54,492 F, 54,893 m) of 156,266 learners enrolled in supported learning institutions remain in the learning institution in the following year Somalia: 70% (1312, of which 1337 F, 1975 m) of 4730 learners enrolled in supported learning institutions remain in the learning institution the following year South Sudan: 70% (2897, of which 1053 F, 1842 m) of 4138 learners enrolled in supported learning institutions remain in the learning institution the following year	Ethiopia: 70% (4746, of which 1760 F, 2986 m) of 6780 learners enrolled in supported learning institutions remain in the learning institution in the following year Myanmar: 70% (14,913, of which 57,456 F, 57,457 m) of 164,162 learners enrolled in supported learning institutions remain in the learning institution in the following year Somalia: 70% (847, of which 1447 F, 2030 m) of 4996 learners enrolled in supported learning institutions remain in the learning institution the following year South Sudan: 70% (3584, of which 1367 F, 2224 m) of 5118 learners enrolled in supported learning institutions remain in the learning institution the following year	Ethiopia: 70% (4875, of which 1851 F, 3028 m) of 6968 learners enrolled in supported learning institutions remain in the learning institution in the following year Myanmar: 70% (120,647, of which 60,323 F, 60,324 m) of 172,163 learners enrolled in supported learning institutions remain in the learning institution in the following year Somalia: 70% (4815, of which 2061 F, 2753 m) of 6878 learners enrolled in supported learning institutions remain in the learning institution the following year South Sudan: 70% (3870, of which 1532 F, 2338 m) of 5528 learners enrolled in supported learning institutions remain in the learning institution the following year	Ethiopia: 70% (5014, of which 1944 F, 3070 m) of 7162 learners enrolled in supported learning institutions remain in the learning institution in the following year Myanmar: 70% (126,668, of which 63,334 F, 63,334 m) of 180,963 learners enrolled in supported learning institutions remain in the learning institution in the following year Somalia: 70% (6278, of which 2762 F, 3516 m) of 8988 learners enrolled in supported learning institutions remain in the learning institution the following year South Sudan: 70% (4190, of which 1736 F, 2454 m) of 6028 learners enrolled in supported learning institutions remain in the learning institution the following year	Proportion and number of learners (F/m, FwD/MwD) from a cohort enrolled in a given grade in a given school year that are enrolled in the following school year, regardless of repetition. This is calculated by dividing the number of learners enrolled in supporting learning institutions in the second grade that exits at a particular school upwards who were enrolled during the previous school year by the number of learners enrolled in supported learning institutions in all grades except the first grade that exits at a particular school in the previous school year. In Ethiopia, retention is calculated for grades 9 to 12. In Myanmar, in schools following the government grade system, retention is calculated for junior kindergarten through grade 8, and in schools following the Kerner Education and Cultural Department grade system, retention is calculated for grades 1 to 9. In Somalia, it is calculated for grades 1 to 8, and for South Sudan, it is calculated for grades 1 to 8.	Enrolment records for two consecutive years. (This can be replaced with EMS data, if available.)	Annually	
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Indicator 2.3: # and % of learners that benefit from education in supported educational institutions that meet expected standards for healthy, safe and protective institutions (ETL and TVETa composite indicator)	Ethiopia: 0 and 0% of sampled learners (0 and 0% of 0 and 0% of 0) and 0% of sampled learners in schools, 0 and 0% of sampled learners in TVET centres benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions Myanmar: 70 and 2% of sampled learners (33 and 2% of 35 and 2% m; 70 and 2% of sampled learners in schools, 0 and 0% of learners in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions Somalia: 0 and 0% of sampled learners (0 and 0% of 0 and 0% of 0) and 0% of sampled learners in schools, 0 and 0% of sampled learners in TVET centres benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions South Sudan: 0 and 0% of sampled learners (0 and 0% of 0 and 0% of 0) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions	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: 35% of learners (35% F, 35% m; 35% in schools, 35% in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions Myanmar: 35% of learners (35% F, 35% m; 35% in schools, 35% in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions Somalia: 35% of learners (35% F, 35% m; 35% in schools, 35% in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions South Sudan: 35% of learners (35% F, 35% m) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions	Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A	Ethiopia: 70% of learners (70% F, 70% m; 70% in schools, 70% in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions Myanmar: 70% of learners (70% F, 70% m; 70% in schools, 70% in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions Somalia: 70% of learners (70% F, 70% m; 70% in schools, 70% in TVET centres) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions South Sudan: 70% of learners (70% F, 70% m) benefit from education in supported educational institutions that meet the expected standards for healthy, safe and protective institutions	Number and percentage (out of all learners in the programme) of learners that are enrolled in supported educational institutions that meet the expected standards for healthy, safe and protective institutions	ETL and TVETa. See output indicator 2.2.2. Enrolment. See outcome indicator 2.1.2.	Baseline, mid-term, endline

Outcome 3: Learners benefit from improved quality teaching and relevant learning	<p>Outcome indicator 3.1: # of supported educational institutions where educational personnel and PTA/SMCs are achieving expected standards of effectiveness and quality (ETL and TVETQA)</p> <p>Ethiopia: 0% of 18 supported educational institutions (0% of 14 schools, 0% of 4 TVET centres) where educational personnel and PTA/SMCs are achieving expected standards of effectiveness and quality</p> <p>Myanmar: 0% of 50 sampled supported educational institutions (0% of 49 sampled schools, 0% of 1 TVET centre) where educational personnel and PTA/SMCs are achieving expected standards of effectiveness and quality</p> <p>Somalia: 0% of 13 sampled supported educational institutions (0% of 9 sampled schools, 0% of 2 TVET centres) where educational personnel and PTA/SMCs are achieving expected standards of effectiveness and quality</p> <p>South Sudan: 0% of 19 supported educational institutions where educational personnel and PTA/SMCs are achieving expected standards of effectiveness and quality</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% of 18 supported educational institutions (35% of 14 schools, 25% of 4 TVET centres) achieving expected standards of effectiveness and quality	Ethiopia: N/A	Ethiopia: 70% of 20 supported educational institutions (70% of 16 schools, 75% of 4 TVET centres) achieving expected standards of effectiveness and quality	<p>Number and percentage of supported educational institutions that achieve indicator 3.1.1 (school, TVET), 3.1.3 (school, 3.2.1 (school, 50% of teachers at a school meet this indicator), 3.2.2 (TVET) and 3.4.2 (TVET).</p>	ETL and TVETQA: See output indicators 3.1.1, 3.1.3 and 3.2.1	Baseline, mid-term, endline			
	<p>Outcome indicator 3.2: # and % of learners in supported educational institutions achieving the minimum proficiency level in reading and mathematics (Word indicator 2.1)</p> <p>Ethiopia: 24% of learners (20% of 32% m) in target educational institutions achieving the minimum proficiency level in reading and mathematics</p> <p>Myanmar: 33% of learners (28% of 38% m) in target educational institutions achieving the minimum proficiency level in reading and mathematics</p> <p>Somalia: 24% of learners (22% of 26% m) in target educational institutions achieving the minimum proficiency level in reading and mathematics</p> <p>South Sudan: 0% of learners (0% of 0% m) in target educational institutions achieving the minimum proficiency level in reading and mathematics</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% (25% of 40% of learners in target educational institutions achieving the minimum proficiency level in reading and mathematics)	Ethiopia: N/A	Ethiopia: 50% of learners (50% of 50% m) in target educational institutions achieving the minimum proficiency level in reading and mathematics		Myanmar: 50% of learners (50% of 50% m) in target educational institutions achieving the minimum proficiency level in reading and mathematics	South Sudan: 70% of 20 supported educational institutions achieving expected standards of effectiveness and quality	Proportion and number of learners (f/m) in grades 4 and 10 in supported educational institutions (primary and secondary schools) that achieve a minimum proficiency score in reading and mathematics. Proportions will be calculated by dividing the number of learners that reached minimum proficiency by the sampled number of learners assessed.	Annual Status of Education Report (ASER) literacy and numeracy tests	Baseline, mid-term, endline
	<p>Outcome indicator 3.3: # and % of learners (f/m) in supported TVET institutions who completed/passed the appropriate TVET level (formativity) (Word indicator 3.2)</p> <p>Ethiopia: N/A</p> <p>Myanmar: N/A</p> <p>Somalia: N/A</p> <p>South Sudan: N/A</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 80% (85% of which 320 / 261 m) of 726 learners in supported TVET institutions completed/passed the appropriate TVET level <p>Myanmar: 80% (81% of which 120 / 151 m) of 690 learners in supported TVET institutions completed/passed the appropriate TVET level</p> <p>Somalia: 80% (79% of which 347 / 448 m) of 941 learners in supported TVET institutions completed/passed the appropriate TVET level</p> <p>South Sudan: N/A</p>	Ethiopia: 80% (85% of which 341 / 276 m) of 776 learners in supported TVET institutions completed/passed the appropriate TVET level <p>Myanmar: 80% (81% of which 120 / 151 m) of 690 learners in supported TVET institutions completed/passed the appropriate TVET level</p> <p>Somalia: 80% (79% of which 347 / 448 m) of 987 learners in supported TVET institutions completed/passed the appropriate TVET level</p> <p>South Sudan: N/A</p>	Ethiopia: 80% (85% of which 320 / 261 m) of 824 learners in supported TVET institutions completed/passed the appropriate TVET level <p>Myanmar: 80% (81% of which 120 / 151 m) of 690 learners in supported TVET institutions completed/passed the appropriate TVET level</p> <p>Somalia: 80% (85% of which 398 / 567 m) of 1080 learners in supported TVET institutions completed/passed the appropriate TVET level</p> <p>South Sudan: N/A</p>		Proportion and number of learners (f/m, f/w/m/Head) in supported TVET institutions who completed a TVET programme. Completed means that they passed an exam, received a certificate of completion or attended the sufficient number of days.	Institution-developed document	Annually		
	<p>Indicator 3.3.1: % of head teachers (f/m) meeting expected standards for managing supported educational institutions and strengthening systems (ETL and TVETQA)</p> <p>Ethiopia: 0% of 18 head teachers (0% of 0.0% of 18 m; 0% of 14 school head teachers, 0% of 4 TVET centre managers) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>Myanmar: 0% of 50 sampled head teachers (0% of 29 f, 9% of 21 m, 0% of 49 sampled school head teachers, which 20% of 28 f, 0% of 21 m, 0% of 1 TVET centre managers, of which 0% of 1.0% of m) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>Somalia: 0% of 13 sampled head teachers (0% of 9 sampled school head teachers, 0% of 2 TVET centre managers) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>South Sudan: 0% of 19 head teachers (0% of 3 f, 0% of 16 m) meeting expected standards for managing supported educational institutions and strengthening systems</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% of 18 head teachers (35% of 14 in schools, 50% of 4 in TVET centres) meeting expected standards for managing supported educational institutions and strengthening systems <p>Myanmar: 35% of 1489 head teachers (35% of 1487 in schools, 50% of 2 in TVET centres) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>Somalia: 35% of 18 head teachers (35% of 13 in schools, 50% of 2 in TVET centres) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>South Sudan: 70% of 20 head teachers meeting expected standards for managing supported educational institutions and strengthening systems</p>	Ethiopia: N/A	Ethiopia: 70% of 18 head teachers (70% of 16 in schools, 75% of 4 in TVET centres) meeting expected standards for managing supported educational institutions and strengthening systems <p>Myanmar: 70% of 1489 head teachers (70% of 1487 in schools, 100% of 2 in TVET centres) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>Somalia: 70% of 18 head teachers (70% of 16 in schools, 100% of 2 in TVET centres) meeting expected standards for managing supported educational institutions and strengthening systems</p> <p>South Sudan: 70% of 20 head teachers meeting expected standards for managing supported educational institutions and strengthening systems</p>		Percentage of schools that achieve score of 3 or 4 on three of ETL indicators 1, U, V, W, X and Y, and TVET centre achieving a score of 3 or 4 on TVETQA attention areas 5 and 8.	ETL, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, TVETQA, which includes observation, interview with TVET centre manager, focus group with trainers.	Baseline, mid-term, endline		
	<p>Indicator 3.1.2: # of supported PTA/SMC members (f/m) trained (Word one indicator)</p> <p>Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once)</p> <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained</p>	Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once) <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained (cumulative; each person counted only once)</p>	Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once) <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained (cumulative; each person counted only once)</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained (cumulative; each person counted only once)</p>	Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once) <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained (cumulative; each person counted only once)</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained (cumulative; each person counted only once)</p>	Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once) <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained (cumulative; each person counted only once)</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained (cumulative; each person counted only once)</p>	Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once) <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained (cumulative; each person counted only once)</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained (cumulative; each person counted only once)</p>	Ethiopia: 133 supported PTA/SMC members (57 f, 76 m) trained (cumulative; each person counted only once) <p>Myanmar: 5980 supported PTA/SMC members (4250 f, 1730 m) trained (cumulative; each person counted only once)</p> <p>Somalia: N/A</p> <p>South Sudan: 700 supported PTA/SMC members (104 f, 596 m) trained (cumulative; each person counted only once)</p>		Number of PTA and/or SMC members (f/m) that have attended an required day(s) of a training supported by the programme. Training includes all support and capacity building of PTA/SMCs that contribute towards them better fulfilling their mandates in supporting the effectiveness and functionality of the educational institution. Each member should only be counted once, even if attending several trainings under this indicator.	Training attendance: Training attendance records, that the training covers the correct subjects; Training materials, training curriculum and/or training report. Capacity building: Capacity building reports, focus group with PTA/SMCs/trainers, learners and/or supervisors.	Annually		
	<p>Indicator 3.1.3: % of supported educational institutions where SMC/PTA meeting expected standards in managing and strengthening supported educational institutions (ETL)</p> <p>Ethiopia: 0% of 14 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>Myanmar: 8% of 48 sampled supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>Somalia: 0% of 13 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>South Sudan: 0% of 19 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% of 14 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions <p>Myanmar: 8% of 1487 trained SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>Somalia: 35% of 13 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>South Sudan: 70% of 20 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p>	Ethiopia: N/A	Ethiopia: 70% of 18 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions <p>Myanmar: 70% of 1487 trained SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>Somalia: 70% of 13 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p> <p>South Sudan: 70% of 20 supported SMC/PTAs meeting expected standards in managing and strengthening supported educational institutions</p>		Percentage of schools that achieve score of 3 or 4 on two of ETL indicators AA, BB, CC and DD.	ETL, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTA/SMCs/trainers, learners and/or supervisors.	Baseline, mid-term, endline		
<p>Indicator 3.1.4: % of supported educational institutions effectively inspected, supervised or monitored by local education authorities one or more times in the last school year (Word indicator 2.2)</p> <p>Ethiopia: 100% (100% of 14 supported institutions (85% of 12 of 14 schools, 100% of 4 of 4 TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>Myanmar: 80% (20% of 47 sampled supported institutions (84% of 25 of 48 sampled schools, 100% of 3 of 3 TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>Somalia: 0% (0% of 11 of 11 sampled supported institutions (0% of 9 sampled schools, 100% of 2 of 2 TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>South Sudan: 70% of 20 supported institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 90% of 18 supported institutions (90% of 14 schools, 100% of 4 TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year <p>Myanmar: 80% of 1489 supported institutions (80% of schools, 100% of TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>Somalia: 80% of 13 supported institutions (80% of schools, 100% of TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>South Sudan: 70% of 20 supported institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p>	Ethiopia: 90% of 16 supported institutions (90% of 16 schools, 100% of 4 TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year <p>Myanmar: 80% of 1489 supported institutions (80% of schools, 100% of TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>Somalia: 80% of 13 supported institutions (80% of schools, 100% of TVET centres) effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p> <p>South Sudan: 90% of 20 supported institutions effectively inspected, supervised or monitored by local education government authorities one or more times in the last school year</p>	Number and proportion of supported educational institutions (schools, TVET) that received at least one visit by a government or quasi-government inspector or supervisor in the last year. For non-formal educational institutions, the inspector or supervisor can also be from a non-government entity.	Inspection/supervision/monitoring report, register of visitors, interview with head teacher and supervisor/local education authority	Annually					
<p>Indicator 3.2.1: % of teachers (f/m) in supported educational institutions who meet expected standards in effective teaching practices (ETL)</p> <p>Ethiopia: 0% (0% of 14 f, 0% of 16 m) of 140 teachers in supported educational institutions who meet expected standards in effective teaching practices</p> <p>Myanmar: 31% (31% of 41% of 185 sampled teachers in supported educational institutions who meet expected standards in effective teaching practices</p> <p>Somalia: 0% (0% of 2 f, 0% of 10 m) of 104 sampled teachers in supported educational institutions who meet expected standards in effective teaching practices</p> <p>South Sudan: 0% (0% of 2 f, 0% of 7 m) of 74 sampled teachers in supported educational institutions who meet expected standards in effective teaching practices</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% (35% of 13% of 140 trained teachers in supported educational institutions who meet expected standards in effective teaching practices <p>Myanmar: 31% (31% of 35% m) of 1305 trained teachers in target educational institutions who meet minimum benchmarks in learner-centred teaching and learning</p> <p>Somalia: 35% (35% of 13% of 134 trained teachers in supported educational institutions who meet expected standards in effective teaching practices</p> <p>South Sudan: 70% (70% of 13% of 137 trained teachers in supported educational institutions who meet expected standards in effective teaching practices</p>	Ethiopia: N/A	Ethiopia: 70% (70% of 70% m) of 150 trained teachers in supported educational institutions who meet expected standards in effective teaching practices <p>Myanmar: 70% (70% of 70% m) of 1702 trained teachers in target educational institutions who meet minimum benchmarks in learner-centred teaching and learning</p> <p>Somalia: 70% (70% of 70% m) of 104 trained teachers in supported educational institutions who meet expected standards in effective teaching practices</p> <p>South Sudan: 70% (70% of 70% m) of 137 trained teachers in supported educational institutions who meet expected standards in effective teaching practices</p>	Percentage of teachers that achieve score of 3 or 4 on two of ETL indicators A, B, C, D, E, F, G, H and I.	ETL, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTA/SMCs/trainers, learners and/or supervisors.	Baseline, mid-term, endline				
<p>Indicator 3.2.2: % of supported educational institutions that meet expected standards in course delivery (TVETQA)</p> <p>Ethiopia: 0% of 4 supported educational institutions meet expected standards in course delivery</p> <p>Myanmar: 0% of 1 supported educational institutions meet expected standards in course delivery</p> <p>Somalia: 0% of 1 supported educational institutions meet expected standards in course delivery</p> <p>South Sudan: N/A</p>	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 25% of 4 supported educational institutions meet expected standards in course delivery <p>Myanmar: 0% of 2 supported educational institutions meet expected standards in course delivery</p> <p>Somalia: 0% of 2 supported educational institutions meet expected standards in course delivery</p> <p>South Sudan: N/A</p>	Ethiopia: N/A	Ethiopia: 75% of 4 supported educational institutions meet expected standards in course delivery <p>Myanmar: 100% of 2 supported educational institutions meet expected standards in course delivery</p> <p>Somalia: 100% of 2 supported educational institutions meet expected standards in course delivery</p> <p>South Sudan: N/A</p>	Percentage of and TVET centres achieving a score of 3 or 4 on TVETQA attention areas 13 and 14.	TVETQA, which includes observation, interview with TVET centre manager, focus group with trainers.	Baseline, mid-term, endline				

Output 3.3: Educational institutions have effective and relevant teaching and learning materials	Indicator 3.3.1: # of learners (F/m) provided with learning materials (Nobod care indicator 3)	Ethiopia: N/A	Ethiopia: 8771 learners (3633 F, 5138 m) provided with learning materials	Ethiopia: 3000 learners (1115 F, 1885 m, 3000 learners in TVET centres provided with learning materials)	Ethiopia: 3000 learners (1180 F, 1815 m, 3000 learners in schools; 9 learners in TVET centres provided with learning materials)	Ethiopia: 10,407 learners (4848 F, 5548 m, 9549 learners in schools; 858 learners in TVET centres provided with learning materials)	Ethiopia: 11,680 learners (5255 F, 6425 m, 11,073 learners in schools; 902 learners in TVET centres provided with learning materials)	Number of learners (F/m) provided with materials that support their learning and/or school attendance. Only materials that have been provided directly to learners should be counted.	Distribution list with signature/fingerprints of learners	Annually			
		Myanmar: N/A	Myanmar: 0 learners (0 F, 0 m) provided with learning materials	Myanmar: 0 learners (0 F, 0 m) provided with learning materials	Myanmar: 0 learners (0 F, 0 m, 0 learners in schools; 0 learners in TVET centres provided with learning materials)	Myanmar: 0 learners (0 F, 0 m, 0 learners in schools; 0 learners in TVET centres provided with learning materials)	Myanmar: 0 learners (0 F, 0 m, 0 learners in schools; 0 learners in TVET centres provided with learning materials)	Myanmar: 0 learners (0 F, 0 m, 0 learners in schools; 0 learners in TVET centres provided with learning materials)					
		Somalia: N/A	Somalia: 1389 learners (930 F, 459 m) provided with learning materials	Somalia: 1389 learners (930 F, 459 m) provided with learning materials	Somalia: 1389 learners (930 F, 459 m) provided with learning materials	Somalia: 1389 learners (930 F, 459 m) provided with learning materials	Somalia: 1389 learners (930 F, 459 m) provided with learning materials	Somalia: 1389 learners (930 F, 459 m) provided with learning materials	Somalia: 1389 learners (930 F, 459 m) provided with learning materials				
	Indicator 3.3.2: # of textbooks provided to supported educational institutions (Nobod care indicator 2.1.1)	Ethiopia: N/A	Ethiopia: 1875 textbooks provided to supported educational institutions	Ethiopia: 1875 textbooks provided to supported educational institutions (99,715 to schools; 0 to TVET centres)	Ethiopia: 1875 textbooks provided to supported educational institutions (99,715 to schools; 0 to TVET centres)	Ethiopia: 1875 textbooks provided to supported educational institutions (149,715 to schools; 0 to TVET centres)	Ethiopia: 1875 textbooks provided to supported educational institutions (149,715 to schools; 0 to TVET centres)	Ethiopia: 1875 textbooks provided to supported educational institutions (149,715 to schools; 0 to TVET centres)	Number of government approved textbooks provided to supported educational institutions. Refers only to government approved textbooks (not supplementary text/worksheets) supplied/distributed under the programme. This can include textbooks supplied by the government but distributed to schools using programme resources.	Distribution list with signature of head teacher	Annually		
		Myanmar: N/A	Myanmar: 0 textbooks provided to supported educational institutions	Myanmar: 0 textbooks provided to supported educational institutions	Myanmar: 0 textbooks provided to supported educational institutions	Myanmar: 0 textbooks provided to supported educational institutions	Myanmar: 0 textbooks provided to supported educational institutions	Myanmar: 0 textbooks provided to supported educational institutions					
		Somalia: N/A	Somalia: 8888 textbooks provided to supported educational institutions	Somalia: 8888 textbooks provided to supported educational institutions	Somalia: 8888 textbooks provided to supported educational institutions	Somalia: 8888 textbooks provided to supported educational institutions	Somalia: 8888 textbooks provided to supported educational institutions	Somalia: 8888 textbooks provided to supported educational institutions					
	Indicator 3.3.3: # of learners in supported educational institutions using/accessing e-learning	Ethiopia: N/A	Ethiopia: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Ethiopia: 0 learners (0 F, 166 m) in educational institutions using/accessing e-learning	Ethiopia: 0 learners (0 F, 166 m) in educational institutions using/accessing e-learning	Ethiopia: 418 learners (133 F, 285 m) in educational institutions using/accessing e-learning	Ethiopia: 418 learners (133 F, 285 m) in educational institutions using/accessing e-learning	Ethiopia: 858 learners (474 F, 384 m) in educational institutions using/accessing e-learning	Ethiopia: 902 learners (498 F, 404 m) in educational institutions using/accessing e-learning	Number of learners enrolled in supported educational institutions (TVET) that are offering e-learning.	Interview with head teacher	Annually	
		Myanmar: N/A	Myanmar: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Myanmar: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Myanmar: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Myanmar: 345 learners (133 F, 212 m) in educational institutions using/accessing e-learning	Myanmar: 345 learners (133 F, 212 m) in educational institutions using/accessing e-learning	Myanmar: 345 learners (133 F, 212 m) in educational institutions using/accessing e-learning	Myanmar: 345 learners (133 F, 212 m) in educational institutions using/accessing e-learning				
		Somalia: N/A	Somalia: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Somalia: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Somalia: 0 learners (0 F, 0 m) in educational institutions using/accessing e-learning	Somalia: 276 learners (104 F, 166 m) in educational institutions using/accessing e-learning	Somalia: 276 learners (104 F, 166 m) in educational institutions using/accessing e-learning	Somalia: 276 learners (104 F, 166 m) in educational institutions using/accessing e-learning	Somalia: 276 learners (104 F, 166 m) in educational institutions using/accessing e-learning				
	Output 3.4: TVET institutions have increased capacity to deliver quality and effective vocational training	Indicator 3.4.1: # of new or improved TVET curricula with input from the private sector (Nobod care indicator 3.1.3)	Ethiopia: N/A	Ethiopia: 0 new or improved TVET curricula with input from the private sector	Ethiopia: 1 new or improved TVET curriculum with input from the private sector (cumulative)	Ethiopia: 1 new or improved TVET curriculum with input from the private sector (cumulative)	Ethiopia: 2 new or improved TVET curricula with input from the private sector (cumulative)	Ethiopia: 3 new or improved TVET curricula with input from the private sector (cumulative)	Ethiopia: 3 new or improved TVET curricula with input from the private sector (cumulative)	Number of TVET curricula newly developed or revised based on consultation with private sector. The curricular development process and/or the consultation should be developed with support from the programme. The private sector consists of companies and organisations run with the intention of making a profit. It does not include public or voluntary organisations.	Gaps analysis, curriculum, interview with participants.	Annually	
Myanmar: N/A			Myanmar: 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	Myanmar: 1 new or improved TVET curriculum with input from the private sector (cumulative)	Myanmar: 1 new or improved TVET curriculum with input from the private sector (cumulative)	Myanmar: 1 new or improved TVET curriculum with input from the private sector (cumulative)	Myanmar: 1 new or improved TVET curriculum with input from the private sector (cumulative)					
Somalia: N/A			Somalia: 0 new or improved TVET curriculum with input from the private sector	Somalia: 0 new or improved TVET curriculum with input from the private sector	Somalia: 0 new or improved TVET curriculum with input from the private sector (cumulative)	Somalia: 2 new or improved TVET curricula with input from the private sector (cumulative)	Somalia: 2 new or improved TVET curricula with input from the private sector (cumulative)	Somalia: 2 new or improved TVET curricula with input from the private sector (cumulative)	Somalia: 2 new or improved TVET curricula with input from the private sector (cumulative)				
Indicator 3.4.2: % of TVET trainers (F/m) provided with capacity support for improved skills training		Ethiopia: N/A	Ethiopia: 13% (13% F, 15% m) of 42 TVET trainers provided with capacity support for improved skills training	Ethiopia: 13% (13% F, 15% m) of 42 TVET trainers provided with capacity support for improved skills training	Ethiopia: 13% (13% F, 15% m) of 42 TVET trainers provided with capacity support for improved skills training	Ethiopia: 30% (30% F, 30% m) of 42 TVET trainers provided with capacity support for improved skills training	Ethiopia: 30% (30% F, 30% m) of 42 TVET trainers provided with capacity support for improved skills training	Ethiopia: 45% (45% F, 45% m) of 42 TVET trainers provided with capacity support for improved skills training	Ethiopia: 60% (60% F, 60% m) of 42 TVET trainers provided with capacity support for improved skills training	Percentage of TVET trainers (F/m) that have received capacity support from practitioners from relevant industries (private sector, parastatal, other TVET centres, etc.)	Interview with practitioners, training report, exchange visit report	Annually	
		Myanmar: N/A	Myanmar: 15% (15% F, 15% m) of 32 TVET trainers provided with capacity support for improved skills training	Myanmar: 15% (15% F, 15% m) of 32 TVET trainers provided with capacity support for improved skills training	Myanmar: 15% (15% F, 15% m) of 32 TVET trainers provided with capacity support for improved skills training	Myanmar: 30% (30% F, 30% m) of 32 TVET trainers provided with capacity support for improved skills training	Myanmar: 30% (30% F, 30% m) of 32 TVET trainers provided with capacity support for improved skills training	Myanmar: 45% (45% F, 45% m) of 32 TVET trainers provided with capacity support for improved skills training	Myanmar: 60% (60% F, 60% m) of 32 TVET trainers provided with capacity support for improved skills training				
		Somalia: N/A	Somalia: 15% (15% F, 15% m) of 29 TVET trainers provided with capacity support for improved skills training	Somalia: 15% (15% F, 15% m) of 29 TVET trainers provided with capacity support for improved skills training	Somalia: 15% (15% F, 15% m) of 29 TVET trainers provided with capacity support for improved skills training	Somalia: 30% (30% F, 30% m) of 29 TVET trainers provided with capacity support for improved skills training	Somalia: 30% (30% F, 30% m) of 29 TVET trainers provided with capacity support for improved skills training	Somalia: 30% (30% F, 30% m) of 29 TVET trainers provided with capacity support for improved skills training	Somalia: 60% (60% F, 60% m) of 29 TVET trainers provided with capacity support for improved skills training				
Output 3.5: Educational institutions provide more relevant knowledge, attitudes, values and life skills		Output 3.5.1: # of learners (F/m) participate in life skills education (Nobod care indicator 3.1.3)	Ethiopia: N/A	Ethiopia: 8771 learners (3633 F, 5138 m) participate in life skills education	Ethiopia: 3000 learners (1115 F, 1885 m) participate in life skills education	Ethiopia: 3000 learners (1180 F, 1815 m) participate in life skills education	Ethiopia: 10,407 learners (4848 F, 5548 m) participate in life skills education	Ethiopia: 11,680 learners (5255 F, 6425 m) participate in life skills education	Number of learners (F/m, F/m/both) enrolled in classes that have covered all required subject(s) of a training supported by the programme. Life skills include: Personal abilities, cognitive skills for analysing and using information, self-management, communication skills, and interpersonal interaction.	Covered all required subject(s); Training agenda	Enrolment data under outcome indicator 2.1.	Annually	
			Myanmar: N/A	Myanmar: 385 learners (165 F, 220 m) participate in life skills education	Myanmar: 385 learners (165 F, 220 m) participate in life skills education	Myanmar: 385 learners (165 F, 220 m) participate in life skills education	Myanmar: 345 learners (133 F, 212 m) participate in life skills education	Myanmar: 345 learners (133 F, 212 m) participate in life skills education	Myanmar: 345 learners (133 F, 212 m) participate in life skills education	Myanmar: 345 learners (133 F, 212 m) participate in life skills education			
			Somalia: N/A	Somalia: 1,700 learners (1,492 F, 208 m) participate in life skills education	Somalia: 1,700 learners (1,492 F, 208 m) participate in life skills education	Somalia: 1,700 learners (1,492 F, 208 m) participate in life skills education	Somalia: 1,320 learners (1,112 F, 208 m) participate in life skills education	Somalia: 1,320 learners (1,112 F, 208 m) participate in life skills education	Somalia: 1,320 learners (1,112 F, 208 m) participate in life skills education	Somalia: 1,320 learners (1,112 F, 208 m) participate in life skills education			
		Output 3.5.2: % of teachers (F/m) trained in 21st century skills application	Ethiopia: N/A	Ethiopia: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Ethiopia: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Ethiopia: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Ethiopia: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Ethiopia: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Ethiopia: 50% of teachers (50% F, 50% m, 50% in schools; 50% in TVET centres) trained in 21st century skills application	Ethiopia: 70% of teachers (70% F, 70% m, 70% in schools; 70% in TVET centres) trained in 21st century skills application	Percentage of teachers (F/m) who are teaching 21st century skills, or using this in their teaching in a manner that passes the knowledge to the learners. 21st century skills consist of skills in communication, collaboration, critical thinking and problem solving, creativity and innovation, flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility, as well as information, media and technology literacy.	Lesson plans.	Annually
	Myanmar: N/A		Myanmar: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Myanmar: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Myanmar: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Myanmar: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Myanmar: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Myanmar: 50% of teachers (50% F, 50% m, 50% in schools; 50% in TVET centres) trained in 21st century skills application	Myanmar: 70% of teachers (70% F, 70% m, 70% in schools; 70% in TVET centres) trained in 21st century skills application				
	Somalia: N/A		Somalia: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Somalia: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Somalia: 20% of teachers (20% F, 20% m, 20% in schools; 20% in TVET centres) trained in 21st century skills application	Somalia: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Somalia: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Somalia: 35% of teachers (35% F, 35% m, 35% in schools; 35% in TVET centres) trained in 21st century skills application	Somalia: 70% of teachers (70% F, 70% m, 70% in schools; 70% in TVET centres) trained in 21st century skills application				
	Outcome indicator 4.1: # and % of supported educational institutions that meet the expected standards for participation of learners, parents and employers (ETLE and TVETQA)	Ethiopia: 0 (0%) of 18 supported educational institutions (0 (0%) of 14 schools; 0 (0%) of 4 TVET centres) meet the expected standards for participation of learners, parents and employers	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 15% of 17 supported educational institutions (15% of schools; 50% of TVET centres) meet the minimum benchmarks for participation of learners, parents and employers	Ethiopia: N/A	Ethiopia: 70% of 20 supported educational institutions (70% of schools; 75% of TVET centres) meet the minimum benchmarks for participation of learners, parents and employers	Number and percentage of supported educational institutions (schools, TVET) that achieve output indicators 4.1.1, 4.2 (school), 4.2.2 (school) and 4.4.3 (TVET).	ETLE and TVETQA: See output indicators 4.1.1 and 4.2.2.	Baseline, mid-term, endline		
		Myanmar: 0 (0%) of 16 supported educational institutions (0 (0%) of 13 sampled schools; 0 (0%) of 3 TVET centres) meet the expected standards for participation of learners, parents and employers	Myanmar: N/A	Myanmar: N/A	Myanmar: N/A	Myanmar: 15% of 17 supported educational institutions (15% of schools; 50% of TVET centres) meet the minimum benchmarks for participation of learners, parents and employers	Myanmar: N/A	Myanmar: 70% of 18 supported educational institutions (70% of schools; 100% of TVET centres) meet the minimum benchmarks for participation of learners, parents and employers					
		Somalia: 0 (0%) of 19 supported educational institutions meet the expected standards for participation of learners, parents and employers	Somalia: N/A	Somalia: N/A	Somalia: N/A	Somalia: 15% of 17 supported educational institutions (15% of schools; 50% of TVET centres) meet the minimum benchmarks for participation of learners, parents and employers	Somalia: N/A	Somalia: 70% of 20 supported educational institutions (70% of schools; 75% of TVET centres) meet the minimum benchmarks for participation of learners, parents and employers					
	Outcome indicator 4.2: # of private sector companies contributing resources to the TVET sector	Ethiopia: N/A	Ethiopia: 1 private sector company contributing resources to the TVET sector	Ethiopia: 1 private sector company contributing resources to the TVET sector	Ethiopia: 1 private sector company contributing resources to the TVET sector	Ethiopia: 1 private sector company contributing resources to the TVET sector	Ethiopia: 1 private sector company contributing resources to the TVET sector	Ethiopia: 1 private sector company contributing resources to the TVET sector	Number of private sector companies that provide financial resources or in-kind contributions to reform of the TVET sector or to TVET institutions. The private sector consists of companies and organisations run with the intention of making a profit, including government-owned companies and organisations. It does not include public or voluntary organisations.	Award document	Baseline, mid-term, endline		
Myanmar: N/A		Myanmar: 1 private sector company contributing resources to the TVET sector	Myanmar: 1 private sector company contributing resources to the TVET sector	Myanmar: 1 private sector company contributing resources to the TVET sector	Myanmar: 1 private sector company contributing resources to the TVET sector	Myanmar: 1 private sector company contributing resources to the TVET sector	Myanmar: 1 private sector company contributing resources to the TVET sector						
Somalia: N/A		Somalia: 1 private sector company contributing resources to the TVET sector	Somalia: 1 private sector company contributing resources to the TVET sector	Somalia: 1 private sector company contributing resources to the TVET sector	Somalia: 1 private sector company contributing resources to the TVET sector	Somalia: 1 private sector company contributing resources to the TVET sector	Somalia: 1 private sector company contributing resources to the TVET sector						
Output 4.4: Learners have increased influence on decision-making in educational institutions	Indicator 4.4.1: % of supported educational institutions that meet expected standards of participation of learners in decision-making (ETLE)	Ethiopia: 0% of 14 sampled supported educational institutions meet expected standards of participation of learners in decision-making	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% of 15 supported educational institutions meet expected standards of participation of learners in decision-making	Ethiopia: N/A	Ethiopia: 70% of 16 supported educational institutions meet expected standards of participation of learners in decision-making	Percentage of schools that achieve score of 3 or 4 on ETLE indicators EE and FF.	ETLE, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, FTA/SMC/barriers, learners and/or supervisors.	Annually			
		Myanmar: 0% of 48 sampled supported educational institutions meet expected standards of participation of learners in decision-making	Myanmar: N/A	Myanmar: N/A	Myanmar: 35% of 15 supported educational institutions meet expected standards of participation of learners in decision-making	Myanmar: N/A	Myanmar: 70% of 18 supported educational institutions meet expected standards of participation of learners in decision-making						
		Somalia: 0% of 19 supported educational institutions meet expected standards of participation of learners in decision-making	Somalia: N/A	Somalia: N/A	Somalia: 35% of 15 supported educational institutions meet expected standards of participation of learners in decision-making	Somalia: N/A	Somalia: 70% of 20 supported educational institutions meet expected standards of participation of learners in decision-making						

Output 4.2: Parents better support children's development and learning	Indicator 4.2.1.a: # of parents (f/m) of learners in supported learning institutions participating in positive parenting training	Ethiopia: N/A	Ethiopia: 80 parents (40 f, 40 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)	Ethiopia: 240 parents (120 f, 120 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)	Ethiopia: 400 parents (200 f, 200 m) participating in positive parenting training (cumulative, each person counted only once)	Number of parents (of children enrolled in schools, AC, ALP, f/m) that have attended all required day(s) of training on positive parenting. Each parent should only be counted once, even if attending several trainings under this indicator.	Training attendance: Training attendance records. That the training covers the correct subjects: Training materials, training curriculum and/or training reports.	Annually	
		Myanmar: N/A	Myanmar: 425 parents (3000 f, 1525 m) participating in positive parenting training	Myanmar: 7000 parents (5267 f, 3633 m) participating in positive parenting training (cumulative, each person counted only once)	Myanmar: 8300 parents (6313 f, 2987 m) participating in positive parenting training (cumulative, each person counted only once)	Myanmar: 9100 parents (8800 f, 3000 m) participating in positive parenting training (cumulative, each person counted only once)	Myanmar: 9500 parents (6000 f, 3500 m) participating in positive parenting training (cumulative, each person counted only once)				
	Indicator 4.2.1.b: # of parents (f/m) of learners in supported learning institutions participating in family strengthening activities	Ethiopia: N/A	Ethiopia: 80 parents (40 f, 40 m) participating in family strengthening activities	Ethiopia: 160 parents (80 f, 80 m) participating in family strengthening activities (cumulative, each person counted only once)	Ethiopia: 240 parents (120 f, 120 m) participating in family strengthening activities (cumulative, each person counted only once)	Ethiopia: 320 parents (160 f, 160 m) participating in family strengthening activities (cumulative, each person counted only once)	Ethiopia: 400 parents (200 f, 200 m) participating in family strengthening activities (cumulative, each person counted only once)	Ethiopia: 400 parents (200 f, 200 m) participating in family strengthening activities (cumulative, each person counted only once)	Number of parents (of children enrolled in schools, AC, ALP, f/m) that have attended all required day(s) of registered Freeman Library through Empowering Community Technique (REFACT) training or a library circle supported by the programme and/or are members of a Village Savings and Loan Association. Each parent should only be counted once, even if attending several trainings under this indicator.	Training/library circle attendance: Training/library circle attendance records. That the training/library circle covers the correct subjects: Training materials, training curriculum and/or training report.	Annually
		Myanmar: N/A	Myanmar: N/A	Myanmar: N/A	Myanmar: N/A	Myanmar: N/A	Myanmar: N/A	Myanmar: N/A			
	Indicator 4.2.2: % of supported educational institutions that meet the expected standards in effective parental participation (PIA)	Ethiopia: 0% of 14 sampled supported educational institutions meet the expected standards in effective parental participation	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 35% of 14 supported educational institutions meet the expected standards in effective parental participation	Ethiopia: 35% of 14 supported educational institutions meet the expected standards in effective parental participation	Ethiopia: 35% of 14 supported educational institutions meet the expected standards in effective parental participation	Ethiopia: 35% of 14 supported educational institutions meet the expected standards in effective parental participation	Percentage of schools that achieve score of 3 or 4 on 4 two of ETE indicators 5G, 9H-9L.	ETE, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTA/SMC, parents, learners and/or supervisors.	Baseline, mid-term, endline
		Myanmar: 5% of 20 sampled supported educational institutions meet the expected standards in effective parental participation	Myanmar: N/A	Myanmar: N/A	Myanmar: 31% of 35 supported educational institutions meet the expected standards in effective parental participation	Myanmar: 31% of 35 supported educational institutions meet the expected standards in effective parental participation	Myanmar: 31% of 35 supported educational institutions meet the expected standards in effective parental participation	Myanmar: 31% of 35 supported educational institutions meet the expected standards in effective parental participation			
Output 4.3: Communities demonstrate increased support to educational institutions	Indicator 4.3.1: % supported educational institutions that receive support from the community	Ethiopia: 100% of 14 supported target learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Ethiopia: N/A	Ethiopia: 100% of 18 supported educational institutions that receive support from the community	Ethiopia: 100% of 18 supported educational institutions that receive support from the community	Ethiopia: 100% of 20 supported educational institutions that receive support from the community	Ethiopia: 100% of 20 supported educational institutions that receive support from the community	Proportion of educational institutions (schools) where community members provide the institution with financial resources or in-kind contributions.	Separate focus groups with head teacher and PTA/SMC/parents.	Baseline, mid-term, endline	
		Myanmar: 100% of 20 sampled supported learning institutions where community resources are used to strengthen the institution, learning and the support and protection of learners	Myanmar: N/A	Myanmar: 100% of 35 supported educational institutions that receive support from the community	Myanmar: 100% of 35 supported educational institutions that receive support from the community	Myanmar: 100% of 35 supported educational institutions that receive support from the community	Myanmar: 100% of 35 supported educational institutions that receive support from the community				
	Indicator 4.4.1: # of collaborations between the private sector and supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (Neutral Indicator 3.1.5)	Ethiopia: N/A	Ethiopia: 0 collaborations between the private sector and supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector	Ethiopia: 1 collaborations between the private sector and supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Ethiopia: 2 collaborations between the private sector and supported 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 supported 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 supported 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 supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)	Number of formalized partnerships between a private sector business and TVET institutions or authorities (local or national). The partnerships should include inputs from the private sector that contribute to the education and skills development for learners (for example through provision of equipment, learning materials, work experience placements and/or technical expertise). The partnerships should be formed with the support of the programme. The private sector consists of companies and organizations run with the intention of making a profit. It does not include public or voluntary organisations.	Memoranda of understanding, signed agreements. Inputs: Evidence of the provision of the inputs (for example hand-over document for provision of equipment and learning materials, or award documents for work experience placements).	Annually
		Myanmar: N/A	Myanmar: 1 collaboration between the private sector and supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector	Myanmar: 1 collaborations between the private sector and supported 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 supported 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 supported 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 supported educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (cumulative)				
	Indicator 4.4.2: # of individual internships established (sex, disability)	Ethiopia: N/A	Ethiopia: 100 internships established (52 f, 48 m)	Ethiopia: 100 internships established (52 f, 48 m)	Ethiopia: 100 internships established (52 f, 48 m)	Ethiopia: 100 internships established (52 f, 48 m)	Ethiopia: 100 internships established (52 f, 48 m)	Ethiopia: 100 internships established (52 f, 48 m)	Number of internships established for individuals (f/m, PwD) as a result of, or supported by, the programme. An internship is a scheme where you work for an employer for a limited period of time in order to gain work experience.	Award document, letter of acceptance	Annually
		Myanmar: N/A	Myanmar: 270 internships established (116 f, 154 m)	Myanmar: 245 internships established (84 f, 155 m)	Myanmar: 270 internships established (116 f, 154 m)	Myanmar: 270 internships established (116 f, 154 m)	Myanmar: 270 internships established (116 f, 154 m)	Myanmar: 270 internships established (116 f, 154 m)			
Indicator 4.4.3: % of supported educational institutions that meet the expected standards in effective employer involvement (VETQA)	Ethiopia: 0% of 4 supported educational institutions meet the expected standards in effective employer involvement	Ethiopia: N/A	Ethiopia: N/A	Ethiopia: 25% of 4 supported educational institutions meet the expected standards in effective employer involvement	Ethiopia: 25% of 4 supported educational institutions meet the expected standards in effective employer involvement	Ethiopia: 25% of 4 supported educational institutions meet the expected standards in effective employer involvement	Ethiopia: 25% of 4 supported educational institutions meet the expected standards in effective employer involvement	Percentage of VET centres achieving a score of 3 or 4 on VETQA attention area 7.	VETQA, which includes observation, interview with VET centre manager, focus group with trainers.	Annually	
	Myanmar: 0% of 2 supported educational institutions meet the expected standards in effective employer involvement	Myanmar: N/A	Myanmar: N/A	Myanmar: 50% of 2 supported educational institutions meet the expected standards in effective employer involvement	Myanmar: 50% of 2 supported educational institutions meet the expected standards in effective employer involvement	Myanmar: 50% of 2 supported educational institutions meet the expected standards in effective employer involvement	Myanmar: 50% of 2 supported educational institutions meet the expected standards in effective employer involvement				

<p>Outcome Indicator 5.1.1: # of research and advocacy documents developed by civil society</p>	<p>Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A</p>	<p>Ethiopia: 0 research and advocacy documents developed by civil society (cumulative) Myanmar: 0 research and advocacy documents developed by civil society (cumulative) Somalia: 0 research and advocacy documents developed by civil society (cumulative) South Sudan: 0 research and advocacy documents developed by civil society (cumulative)</p>	<p>Ethiopia: 0 research and advocacy documents developed by civil society (cumulative) Myanmar: 0 research and advocacy documents developed by civil society (cumulative) Somalia: 0 research and advocacy documents developed by civil society (cumulative) South Sudan: 0 research and advocacy documents developed by civil society (cumulative)</p>	<p>Ethiopia: 1 research and advocacy document developed by civil society (cumulative) Myanmar: 1 research and advocacy documents developed by civil society (cumulative) Somalia: 1 research and advocacy documents developed by civil society (cumulative) South Sudan: 1 research and advocacy document developed by civil society (cumulative)</p>	<p>Ethiopia: 2 research and advocacy documents developed by civil society (cumulative) Myanmar: 2 research and advocacy documents developed by civil society (cumulative) Somalia: 2 research and advocacy documents developed by civil society (cumulative) South Sudan: 2 research and advocacy documents developed by civil society (cumulative)</p>	<p>Ethiopia: 3 research and advocacy documents developed by civil society (cumulative) Myanmar: 3 research and advocacy documents developed by civil society (cumulative) Somalia: 3 research and advocacy documents developed by civil society (cumulative) South Sudan: 3 research and advocacy documents developed by civil society (cumulative)</p>	<p>Number of research documents and evidence-based advocacy documents developed by civil society (including ADRA) with support from the programme.</p>	<p>Research documents, evidence based advocacy documents</p>	<p>Annually</p>
<p>Outcome 5: Strengthened civil society influences education policies and practices</p>	<p>Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A</p>	<p>Ethiopia: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Myanmar: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Somalia: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) South Sudan: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)</p>	<p>Ethiopia: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Myanmar: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Somalia: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) South Sudan: 0 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)</p>	<p>Ethiopia: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Myanmar: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Somalia: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) South Sudan: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)</p>	<p>Ethiopia: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Myanmar: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Somalia: 2 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) South Sudan: 2 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)</p>	<p>Ethiopia: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Myanmar: 1 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) Somalia: 3 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative) South Sudan: 3 policy, plan or budget developed/revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)</p>	<p>Number of education policies, plans and/or budgets of which the programme has supported the development or revision, that can be considered to promote quality, protective and inclusive education for marginalised groups. Revision is the alteration of substantial components of a practice or system, which have previously been identified as requiring change through an analysis of gaps. Quality education means that teachers use active, learner-centred teaching practices in language children understand, and by using appropriate learning materials and monitoring each learner's progress individually. Protective education means that learners and staff are positive and respectful to one another, learning environments are safe and accessible to all learners, and plans are in place to reduce and prevent risks. Inclusive education means that educational institutions can accommodate all persons regardless of their physical, intellectual, emotional, social, linguistic and other conditions. Practices and systems counted under Output Indicator 3.4.2, should not be counted under this indicator.</p>	<p>Gaps analysis, pre-revision policy, plan or budget (if applicable) revised policy, plan or budget. Attribution: Meeting minutes/reports</p>	<p>Annually</p>
<p>Indicator 5.1.1: # of ADRA country offices that are accredited by the ADRA network</p>	<p>Ethiopia: N/A Myanmar: N/A Somalia: N/A South Sudan: N/A</p>	<p>SEAQE: 0 ADRA country offices are accredited by the ADRA network SEAQE: 0 ADRA country offices are accredited by the ADRA network SEAQE: 0 ADRA country offices are accredited by the ADRA network SEAQE: 0 ADRA country offices are accredited by the ADRA network</p>	<p>SEAQE: 0 ADRA country offices are accredited by the ADRA network SEAQE: 0 ADRA country offices are accredited by the ADRA network SEAQE: 0 ADRA country offices are accredited by the ADRA network SEAQE: 0 ADRA country offices are accredited by the ADRA network</p>	<p>SEAQE: 1 ADRA country offices are accredited by the ADRA network SEAQE: 1 ADRA country offices are accredited by the ADRA network SEAQE: 1 ADRA country offices are accredited by the ADRA network SEAQE: 1 ADRA country offices are accredited by the ADRA network</p>	<p>SEAQE: 2 ADRA country offices are accredited by the ADRA network SEAQE: 2 ADRA country offices are accredited by the ADRA network SEAQE: 2 ADRA country offices are accredited by the ADRA network SEAQE: 2 ADRA country offices are accredited by the ADRA network</p>	<p>SEAQE: 3 ADRA country offices are accredited by the ADRA network SEAQE: 3 ADRA country offices are accredited by the ADRA network SEAQE: 3 ADRA country offices are accredited by the ADRA network SEAQE: 3 ADRA country offices are accredited by the ADRA network</p>	<p>Number of ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) that are accredited through the ADRA Accreditation and Licensing process.</p>	<p>ADRA Accreditation and Licensing document</p>	<p>Annually</p>
<p>Output 5.1: Improved capability of civil society organisations to track, monitor and advocate for improved education for marginalised groups</p>	<p>Indicator 5.1.2: # of local civil society organisations that demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education for marginalised groups</p>	<p>Ethiopia: 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) 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 (cumulative) Somalia: 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) 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)</p>	<p>Ethiopia: 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) 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 (cumulative) Somalia: 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) 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)</p>	<p>Ethiopia: 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) 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) 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 (cumulative) South Sudan: 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)</p>	<p>Ethiopia: 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) Myanmar: 2 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: 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 Sudan: 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)</p>	<p>Ethiopia: 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) Myanmar: 2 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: 2 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: 2 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)</p>	<p>Number of local civil society stakeholders that demonstrate better (as defined by an initial capacity assessment) technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised children, compared to the baseline. Technical and organisational capacities means that they are creating, implementing and following up on equity building plans, civil society is distinct from both the public sector and the for-profit private sector.</p>	<p>Initial capacity assessment. Documents analysis, interviews with key actors, capacity assessment report. Later capacity assessments: Capacity building plans, interviews with key actors, capacity assessment report</p>	<p>Annually</p>
<p>Output 5.2: Dialogue on education between civil society and government is strengthened</p>	<p>Indicator 5.2.1: # of platforms for civil society-government dialogue formed or strengthened</p>	<p>Ethiopia: 0 platforms for civil society-government dialogue formed or strengthened (cumulative) Myanmar: 0 platforms for civil society-government dialogue formed or strengthened (cumulative) Somalia: 0 platforms for civil society-government dialogue formed or strengthened (cumulative) South Sudan: 0 platforms for civil society-government dialogue formed or strengthened (cumulative)</p>	<p>Ethiopia: 0 platforms for civil society-government dialogue formed or strengthened (cumulative) Myanmar: 0 platforms for civil society-government dialogue formed or strengthened (cumulative) Somalia: 0 platforms for civil society-government dialogue formed or strengthened (cumulative) South Sudan: 0 platforms for civil society-government dialogue formed or strengthened (cumulative)</p>	<p>Ethiopia: 1 platform for civil society-government dialogue formed or strengthened (cumulative) Myanmar: 1 platform for civil society-government dialogue formed or strengthened (cumulative) Somalia: 1 platform for civil society-government dialogue formed or strengthened (cumulative) South Sudan: 1 platform for civil society-government dialogue formed or strengthened (cumulative)</p>	<p>Ethiopia: 1 platform for civil society-government dialogue formed or strengthened (cumulative) Myanmar: 2 platforms for civil society-government dialogue formed or strengthened (cumulative) Somalia: 1 platform for civil society-government dialogue formed or strengthened (cumulative) South Sudan: 1 platform for civil society-government dialogue formed or strengthened (cumulative)</p>	<p>Ethiopia: 1 platform for civil society-government dialogue formed or strengthened (cumulative) Myanmar: 2 platforms for civil society-government dialogue formed or strengthened (cumulative) Somalia: 2 platforms for civil society-government dialogue formed or strengthened (cumulative) South Sudan: 2 platforms for civil society-government dialogue formed or strengthened (cumulative)</p>	<p>Number of platforms for civil society-government dialogue established or strengthened (existing platforms that are functioning poorly or not at all, which are now having regular meetings and addressing inclusive education issues) with support from the programme. Platforms are areas where civil society and government may meet and consult on general education or inclusive education issues.</p>	<p>Gaps analysis, meeting reports, and/or interviews with sample of members</p>	<p>Annually</p>
<p>Output 5.3: Civil society fora and networks strengthened to advocate more effectively for education for marginalised groups</p>	<p>Indicator 5.3.1: # of civil society fora and networks that are created or strengthened to influence education for marginalised groups</p>	<p>Ethiopia: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)</p>	<p>Ethiopia: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)</p>	<p>Ethiopia: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)</p>	<p>Ethiopia: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 2 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)</p>	<p>Ethiopia: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 2 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 2 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 2 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)</p>	<p>Number of civil society fora and networks that are established or strengthened (existing fora/networks that are functioning poorly or not at all, which are now having regular meetings and addressing inclusive education issues) with support from the programme. Fora and networks are areas where civil society actors may meet and discuss, independently of the government.</p>	<p>Gaps analysis, meeting reports, and/or interviews with sample of members</p>	<p>Annually</p>

"ETLE" 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.

Further information about the ETLE is found in the guide: [The Effective Teaching and Learning Environment \(ETLE\) Assessment Tool: A quantifiable qualitative approach to assessing teaching and learning environments](#) (January 2019).

"TVETQA" means that the indicator is measured using ADRA's "Technical and Vocational Training and Education Quality Assurance" assessment tool.

These indicators are composite indicators, which are informed by several TVETQA sub-indicators.

The assessment tool is based on the European Quality Assurance in Vocational Education and Training assessment tool.

Note on disaggregation:

Indicators are disaggregated by gender, where applicable. Female = f, male = m.

Indicators are disaggregated by disability, where applicable. FwD = Female with a disability, MwD = male with a disability.

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.

Educational institutions included in the programme:

Ethiopia: 16 schools, 4 TVET centres

Myanmar: 35 schools receiving the wider range of inputs; 1452 schools receiving the narrower range of inputs; 2 TVET centres

Somalia: 16 schools (including one special educational needs centre); 2 TVET centres

South Sudan: 20 schools

The number of educational institutions include those that will be opened during the programme. The number during any of the years previous to the final year may therefore be lower.

The following indicators apply to these groups in the following manner:

Schools (including 1452 Myanmar schools with the narrower range of inputs): Objective indicators 1, 2, outcome indicators 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1; output indicators 1.1.1, 1.2.1, 1.2.2, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.3.1, 3.3.2, 3.5.1, 3.5.2, 4.1, 4.2.1, 4.2.1.1, 4.2.1.2

The additional schools (1452 Myanmar schools with the narrower range of inputs): Objective indicator 2; outcome indicators 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1; output indicators 1.1.1, 1.2.1, 1.2.2, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.3.1, 3.3.2, 4.1, 4.2.1.1

TVET centres: Objective indicators 1, 2, 3; outcome indicators 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1; output indicators 1.1.1, 1.2.1, 1.2.2, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.3.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.3.1, 3.3.2, 4.1, 4.2.1.1, 4.2.1.2

Non-educational institution groups: Outcome indicators 4.2, 5.1, 5.2; output indicators 4.2.1, 5.1.1, 5.1.2, 5.2.1, 5.2.2

Even where an indicator applies to a specific group, not all institutions within this group will receive the input, nor necessarily the group itself.

Abbreviations and acronyms:

AE = Accelerated education

ALP = Alternative learning programmes

ETLE = The Effective Teaching and Learning Environment assessment tool

F = Females (girls, young women)

FwD = Females with a disability

M = Males (boys, young men)

MwD = Males with a disability

N/A = Not applicable

PTA = Parent-Teacher Association

SMA = School Management Committee

TVET = Technical and Vocational Education and Training

TVETQA = Technical and Vocational Education and Training Quality Assurance tool