

		South Sudan: 0 policy, plan or budget developed/ revised to include quality, protective and/or inclusive education and/or protection for marginalised groups	South Sudan: 0 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)	South Sudan: 0 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)	South Sudan: 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)	South Sudan: 2 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)	Practices and systems counted under Output Indicator 1.4.2. should not be counted under this indicator.		
Output 5.1: Improved capability of civil society organisations to track, monitor and advocate for improved education for marginalised groups	Indicator 5.1.1: # of ADRA country offices that are accredited by the ADRA network	SEAG2: 1 ADRA country office (ADRA South Sudan) is accredited by the ADRA network	SEAG2: 4 ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) are accredited by the ADRA network	SEAG2: 1 ADRA country offices are accredited by the ADRA network	SEAG2: 4 ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) are accredited by the ADRA network	SEAG2: 2 ADRA country offices are accredited by the ADRA network	SEAG2: 4 ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) are accredited by the ADRA network	SEAG2: 4 ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) are accredited by the ADRA network	SEAG2: 4 ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) are accredited by the ADRA network	Overall 2019-2022: 4 ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) are accredited by the ADRA network	SEAG2: 4 ADRA country offices are accredited by the ADRA network	Number of ADRA country offices (ADRA Ethiopia, ADRA Myanmar, ADRA Somalia, ADRA South Sudan) that are accredited through the ADRA Accreditation and Licensing process	ADRA Accreditation and Licensing document	Annually
	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	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 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 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 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	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)	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)	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)	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)	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)	Ethiopia: 3 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)	Ethiopia: 3 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)	Overall 2019-2022: 8 local civil society organisations demonstrate better technical and organisational capacities to monitor, lead on and advocate for improved education services for marginalised groups (cumulative)	Ethiopia: 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) 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)	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 capacity building plans. Civil society is distinct from both the public sector and the for-profit private sector.	Initial capacity assessment: Documents analysis, interviews with key actors, capacity assessment report Later capacity assessment: Capacity building plans, interviews with key actors, capacity assessment report	Annually
	Indicator 5.2.1: # of platforms for civil society government dialogue formed or strengthened	Ethiopia: 0 platforms for civil society government dialogue formed or strengthened Myanmar: 0 platforms for civil society government dialogue formed or strengthened Somalia: 0 platforms for civil society government dialogue formed or strengthened South Sudan: 0 platforms for civil society government dialogue formed or strengthened	Ethiopia: 0 platforms for civil society government dialogue formed or strengthened (cumulative) Myanmar: 2 platforms for civil society government dialogue formed or strengthened (cumulative) Somalia: 0 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platforms for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 3 platforms for civil society government dialogue formed or strengthened (cumulative) Somalia: 3 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 3 platforms for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 0 platforms for civil society government dialogue formed or strengthened (cumulative) Myanmar: 2 platforms for civil society government dialogue formed or strengthened (cumulative) Somalia: 3 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platforms for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 4 platforms for civil society government dialogue formed or strengthened (cumulative) Somalia: 4 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platforms for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 3 platform for civil society government dialogue formed or strengthened (cumulative) Somalia: 6 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platform for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 3 platform for civil society government dialogue formed or strengthened (cumulative) Somalia: 6 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platform for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 3 platform for civil society government dialogue formed or strengthened (cumulative) Somalia: 6 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platform for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 3 platform for civil society government dialogue formed or strengthened (cumulative) Somalia: 6 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platform for civil society government dialogue formed or strengthened (cumulative)	Overall 2019-2022: 14 platforms for civil society government dialogue formed or strengthened (cumulative)	Ethiopia: 1 platform for civil society government dialogue formed or strengthened (cumulative) Myanmar: 4 platforms for civil society government dialogue formed or strengthened (cumulative) Somalia: 4 platforms for civil society government dialogue formed or strengthened (cumulative) South Sudan: 4 platforms for civil society government dialogue formed or strengthened (cumulative)	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.	Gaps analysis, meeting reports, and/or interviews with sample of members
Output 5.2: Civil society fora and networks strengthened to advocate more effectively for education for marginalised groups	Indicator 5.3.1: # of civil society fora and networks that are created or strengthened to influence education for marginalised groups	Ethiopia: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups Myanmar: 1 civil society fora and networks are created or strengthened to influence education for marginalised groups Somalia: 1 civil society forum and networks are created or strengthened to influence education for marginalised groups South Sudan: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups	Ethiopia: 1 civil society forum and network is 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 forum and network is created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 2 civil society forum and networks are created or strengthened to influence education for marginalised groups (cumulative)	Ethiopia: 4 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 7 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 5 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)	Ethiopia: 1 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 4 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 1 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 3 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	Ethiopia: 1 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 8 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 4 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 4 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	Ethiopia: 6 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 8 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 4 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 4 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative)	Ethiopia: 6 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 8 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 4 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 4 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative)	Ethiopia: 6 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 8 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 4 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 4 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative)	Overall 2019-2022: 22 civil society forum and network is created or strengthened to influence education for marginalised groups (cumulative)	Ethiopia: 6 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Myanmar: 8 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) Somalia: 6 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative) South Sudan: 3 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	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.	Gaps analysis, meeting reports, and/or interviews with sample of members	Annually

"ETL" 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 ETL sub-indicators.

Further information about the ETL is found in the guide "The Effective Teaching and Learning Environment (ETL) 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 Outcomes 5.1-8.

Educational institutions included in the programme:

Ethiopia: 16 schools, 4 TVET centres

Myanmar: 35 schools receiving the wider range of inputs, 343 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:

(The same indicator may be listed under several groups below)

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, 1.3.2, 1.3.3, 1.3.4, 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, 4.1.1, 4.2.1a, 4.2.1b, 4.2.2, 4.3.1

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, 1.3.2, 1.3.3, 1.3.4, 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, 4.1.1, 4.2.1a, 4.2.1b, 4.2.2, 4.3.1

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, 4.2; output indicators 1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 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, 4.1.1, 4.2.1a, 4.2.1b, 4.2.2, 4.3.1

Non-educational institution groups: Outcome indicators 4.2, 5.1, 5.2; output indicators 1.2.2, 1.3.1, 4.4.1, 5.1.1, 5.1.2, 5.2.1, 5.3.1

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

ETL = The Effective Teaching and Learning Environment assessment tool

F = Female (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

SMC = School Management Committee

TVET = Technical and Vocational Education and Training

TVETQA = Technical and Vocational Education and Training Quality Assurance tool