

Annex 5 - Education in Emergency Upper Nile, South Sudan Results Framework (19 May 2020) — ADRA Norway

DEVELOPMENT GOAL: Conflict affected children and their families in Nasir and Maiwut Counties are equipped with the attitudes and skills that will help them access opportunities and achieve their potential

Programme Objective	Indicator	Milestone 3 (December 2022)	Milestone 4 (December 2023)	Actual 2020	Actual 2021	Actual 2022
Objective: All learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions	Objective Indicator 1: # and % of learners in supported educational institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments (ETLE composite indicator)	2021 milestone: 25% of learners (25% f; 25% m; 937 f; 1115 m) in supported educational institutions achieving expected standards quality, inclusive and effective learner-friendly education environments (next milestone 2023)	South Sudan: 60% of learners (60% f; 60% m; 2481 f; 2951 m) in supported educational institutions achieving expected standards quality, inclusive and effective learner-friendly education environments	N/A	13% of learners (13.8% f; 12.3% m; 556 f; 565 m) in supported educational institutions achieving expected standards quality, inclusive and effective learner-friendly education environments	2911 and 30% of learners (31% f; 29% m; 1361 f; 1550 m) in supported educational institutions achieving expected standards quality, inclusive and effective learner-friendly education environments
	Objective indicator 2: % and # of learners (f/m) enrolled in supported educational institutions that remain in the educational institution the following year (disability) (Norad indicator 1.2)	70% (6036, of which 3279 M, 38 MWD, 2757 F, 37 FWD) of 8624 learners enrolled in supported learning institutions remain in the learning institution the following year	70% (6338, of which 3443 M; 40 MWD, 2895 F, 38 FWD) of 9055 learners enrolled in supported learning institutions remain in the learning institution the following year	N/A	N/A - this could not be calculated due to school closures for COVID-19	78% (8052, of which 3819 F, 37 FWD, 4233 M, 60 MWD) of 10262 learners enrolled in supported learning institutions remain in the learning institution the following year
Outcome 1: More conflict affected children and youth access and participate in inclusive education	Outcome Indicator 1.1: % and # of out-of-school children (f/m) enrolled in supported educational institutions that remain in the learning institution the following year (disability)	70% (315, of which 142 f; 173 m) of 450 out-of-school children enrolled in supported learning institutions remain in the learning institution in the following year	70% (378, of which 178 f; 200 m) of 540 out-of-school children enrolled in supported learning institutions remain in the learning institution in the following year	N/A	N/A - this could not be calculated due to school closures for COVID-19	87% (532, of which 323 F, 209 M) of 611 out-of-school children enrolled in supported learning institutions remain in the learning institution in the following year
Output 1.1: More out-of-school children and youth access education	Indicator 1.1.1: # of out-of-school children (f/m) supported to enrol into an appropriate level of education (disability) (Norad indicator 1.1.1)	540 out-of-school children (254 f; 286 m) supported to enrol into education	630 out-of-school children (302f; 328 m) supported to enrol into education	0 out-of-school children (0 f; 0 m) supported to enrol into education	700 out-of-school children (532 f; 168 m) supported to enrol into education	700 out-of-school children (532 f; 168 m) supported to enrol into education
Output 1.2: Educational institutions and authorities have increased capacity to provide and manage inclusive education	Indicator 1.2.1: # of educational personnel (f/m) trained to support and respond to inclusive education (level of education, type of education personnel) (Norad core indicator 5)	228 educational personnel (25 f, 203 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	228 educational personnel (25 f, 203 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	224 educational personnel (27 f, 197 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	275 educational personnel (27 f, 248 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	275 educational personnel (27 f, 248 m) trained to support and respond to inclusive education (cumulative; each person counted only once)
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Outcome indicator 2.1: # of learners (f/m) enrolled in supported educational institutions (disability) (Norad core indicator 1)	9055 learners (M= 4919, MWD = 57, F=4136, FWD =55) enrolled in supported education institution	9,507 learners (M= 5165, MWD = 59, F=4342, FWD =57) enrolled in supported education institution	5,394 (M= 2,756, MWD= 31; F= 2,638, FWD= 16) enrolled in supported education institutions	11,788 (M= 6,400, MWD= 175; F= 5,388, FWD= 122) enrolled in supported education institutions	12249 (5829 f, 61 fwd, 6420 m, 102 mwd) enrolled in supported education institutions
Output 2.1: Educational institutions provide safe, gender-sensitive and protective infrastructure	Indicator 2.1.1: # of classrooms constructed or rehabilitated (type of learning space, constructed/rehabilitated) (Norad core indicator 2)	40 classrooms constructed or rehabilitated (cumulative)	45 classrooms constructed or rehabilitated (cumulative)	30 classrooms constructed or rehabilitated	50 classrooms constructed or rehabilitated	57 classrooms constructed or rehabilitated
	Indicator 2.1.2: # of supported educational institutions provided with basic drinking water	16 supported educational institutions provided with basic drinking water (cumulative)	16 supported educational institutions provided with basic drinking water (cumulative)	2 supported educational institutions provided with basic drinking water	9 supported educational institutions provided with basic drinking water	12 supported educational institutions provided with basic drinking water
	Indicator 2.1.3: # of toilets constructed or rehabilitated (sex, both sexes; of which disability-friendly) (Norad indicator 1.2.1)	74 toilets constructed or rehabilitated (cumulative)	74 toilets constructed or rehabilitated (cumulative)	34 toilets constructed or rehabilitated	56 toilets constructed or rehabilitated	64 toilets constructed or rehabilitated

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Output 2.2: Educational institutions have strengthened links with health and protection services	Indicator 2.2.1: # of referrals to health, safety and/or protection services (sex)	300 learners (159 f; 141 m) that have been referred to health, safety and/or protection services (cumulative)	400 learners (112 f; 188 m) that have been referred to health, safety and/or protection services (cumulative)	664 learners (343 f; 321 m) that have been referred to health, safety and/or protection services	1514 1494 learners (738 940 f; 776 890 m) that have been referred to health, safety and/or protection services	2328 learners (1076 f; 1252 m) that have been referred to health, safety and/or protection services
	Indicator 2.2.2: # of schools where PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	At 13 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	At 16 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	At 13 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	At 17 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	At 20 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education
Outcome 3: Learners benefit from improved quality teaching and relevant learning	Outcome indicator 3.1: % reduction in gender disparities in learning achievements in end-of-school exams	2021 milestone: 2% reduction in disparities in learning achievements between girls and boys compared to baseline levels (next milestone 2023)	4% reduction in disparities in learning achievements between girls and boys compared to baseline levels	N/A	The average score of boys was 2.2% higher than girls (March 2021). 6.6% more girls who sat the exam passed.	The disparity increased by 12.2 percentage points. The average score of boys was 14.4 percentage points higher than girls. 7% more girls who sat the exam passed the exam than boys
Output 3.1: Educational institutions have effective management structures and systems	Indicator 3.1.1: % of head teachers (f/m) meeting expected standards for managing supported educational institutions and strengthening systems (ETLE)	2021 target: 25% of 16 head teachers 4 (0 f, 4 m) meeting expected standards for managing supported educational institutions and strengthening systems (next milestone 2023)	50% of head teachers 8 (2 f, 6 m) meeting expected standards for managing supported educational institutions and strengthening systems	38% of 16 head teachers 6 (0 f; 6 m) meeting expected standards for managing supported educational institutions and strengthening systems	44% of 16 head teachers 7 (0 f; 7 m) meeting expected standards for managing supported educational institutions and strengthening systems	72% of 18 assessed head teachers 13 (0 f; 13 m) meeting expected standards for managing supported educational institutions and strengthening systems
	Indicator 3.1.2: # of target PTA/SMC members (f/m) trained (Norad core indicator 4)	143 supported PTA/SMC members (57 f; 86 m) trained (cumulative; each person counted only once)	175 supported PTA/SMC members (70 f; 105 m) trained (cumulative; each person counted only once)	157 supported PTA/SMC members (93 f; 64 m) trained	256 supported PTA/SMC members (147 f; 109 m) trained	256 supported PTA/SMC members (147 f; 109 m) trained (cumulative)
	Indicator 3.1.3: % of supported educational institutions where SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions (ETLE)	2021 target: 25% of 16 supported SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions (next milestone 2023)	50% of 16 supported SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions	38% of 16 supported SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions	44% of 16 supported SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions	78% of 18 supported SMCs/PTAs assessed meeting expected standards in managing and strengthening supported educational institutions
Output 3.2: Educational institutions have improved quality teaching	Indicator 3.2.1: % of teachers (f/m) in supported educational institutions who meet expected standards in effective teaching practices (ETLE)	30% (5 f; 25 m) of 100 trained teachers in supported educational institutions who meet expected standards in effective teaching practices	40% (8 f; 32 m) of 100 trained teachers in supported educational institutions who meet expected standards in effective teaching practices	42% 74 (5 f, 69 m) of 177 (22 f) trained teachers in supported educational institutions who meet expected standards in effective teaching practices	43% 85 (6 f; 79 m) of 197 (24 f) trained teachers in supported educational institutions who meet expected standards in effective teaching practices	48% 48 (2 f; 46 m) of 99 (10 f) trained teachers assessed in supported educational institutions who meet expected standards in effective teaching practices
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 (Norad core indicator 3)	7000 learners (3290 f; 3710 m) provided with learning materials	0 learners (we expect this to be taken over by the government in year 4)	4,551 learners (2,235 f; 2,316 m) provided with learning materials	6,702 learners (3,201 f; 3,501 m) provided with learning materials	10383 learners (4714 f; 5669 m) provided with learning materials
	Indicator 3.3.2: # of textbooks provided to target educational institutions (Norad indicator 2.1.1)	1060 textbooks provided to supported educational institutions (cumulative)	1060 textbooks provided to supported educational institutions (cumulative)	0 textbooks provided to supported educational institutions	2240 textbooks provided to supported educational institutions	18515 textbooks provided to supported educational institutions
Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems	Outcome indicator 4.1: % community members (f/m) that report having a positive engagement with the school	2021 milestone: 10% community members (10% f/10% m) that report having a positive engagement with the school (next milestone 2023)	20% community members (20% f/20% m) that report having a positive engagement with the school	N/A	83% or 250 community members (127 f/123 m) out of 300 surveyed that report having a positive engagement with the school	89% or 256 community members (147 f, 109 m) out of 288 surveyed that report having a positive engagement with the school

Programme Objective	Indicator	Milestone 3 (December 2022)	Milestone 4 (December 2023)	Actual 2020	Actual 2021	Actual 2022
Output 4.1: Learners have increased influence on decision-making in educational institutions	Indicator 4.1.1: % of supported educational institutions that meet expected standards of participation of learners in decision-making (ETLE)	2021 milestone: 25% of supported educational institutions that meet expected standards of participation of learners in decision-making (next milestone 2023)	50% of supported educational institutions that meet expected standards of participation of learners in decision-making	N/A	44% of supported educational institutions assessed meet expected standards of participation of learners in decision-making	61% of supported educational institutions assessed meet expected standards of participation of learners in decision-making
Output 4.2 Communities demonstrate increased support to educational institutions	Indicator 4.2.1: # of parents (f/m) of learners in supported educational institutions participating in family-strengthening activities	450 parents (180 f; 270 m) participating in family-strengthening activities (cumulative; each person counted only once)	450 parents (180 f; 270 m) participating in family-strengthening activities (cumulative; each person counted only once)	68 parents (36 f; 32 m) participating in family-strengthening activities	496 parents (203 f; 293 m) participating in family-strengthening activities	723 parents (312 f; 411 m) participating in family-strengthening activities
	Indicator 4.2.2: % of supported educational institutions that receive support from the community	65% of supported educational institutions that receive support from the community	75% of supported educational institutions that receive support from the community	75% of 16 supported educational institutions that receive support from the community	100% of 16 supported educational institutions that receive support from the community	82% of 22 supported educational institutions that receive support from the community
Outcome 5: Strengthened civil society+A21 influences education policies and practices	Outcome indicator 5.1: # of policies, plans and budgets developed/ revised to include quality, protective and inclusive education for marginalised groups (provincial or national level)	2 policy, plan or budget developed/ revised to include quality, protective and/ or inclusive education and/ or protection for marginalised groups (cumulative)	3 policy, plan or budget developed/ revised to include quality, protective and/ or inclusive education and/ or protection for marginalised groups (cumulative)	0 policy, plan or budget developed/ revised to include quality, protective and/ or inclusive education and/ or protection for marginalised groups	2 policy, plan or budget developed/ revised to include quality, protective and/ or inclusive education and/ or protection for marginalised groups	2 policy, plan or budget developed/ revised to include quality, protective and/ or inclusive education and/ or protection for marginalised groups
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 advocacy initiatives undertaken by civil society and non-governmental organisations	2 advocacy initiatives undertaken by civil society and non-governmental organisations (cumulative)	3 advocacy initiatives undertaken by civil society and non-governmental organisations (cumulative)	0 advocacy initiatives undertaken by civil society and non-governmental organisations	2 advocacy initiatives undertaken by civil society and non-governmental organisations	3 advocacy initiatives undertaken by civil society and non-governmental organisations
Output 5.2: Civil society fora and networks strengthened to advocate more effectively for education for marginalised groups	Indicator 5.2.1: # of civil society fora and networks that are created or strengthened to influence education for marginalised groups	2 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	3 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	0 civil society fora and networks are created or strengthened to influence education for marginalised groups	2 civil society fora and networks are created or strengthened to influence education for marginalised groups	2 civil society fora and networks are created or strengthened to influence education for marginalised groups