

## Annex 01 - ASPIRE Programme Results Framework (2024-2028) — ADRA Norway

Date updated: Working document spring/summer 2024  
PROGRAMME LEVEL

			Targets/ Milestones							Totals	Cumulat			
			Baseline	2024	2025	2026	2027	2028	Total					
Programme Logic	Indicator	Disaggregation	ALL	ALL	ALL	ALL	ALL	ALL	ALL	Definitions of Indicators	Means of Verification (Data Sources)	Frequency	Target group	Measured at baseline by consultants
Impact: Inclusive education supported by a strengthened civil society and delivered through strengthened institutions contributes to building peaceful, resilient and prosperous communities.	Impact I1: % and # of students in supported educational institutions achieving minimum proficiency level in reading/ mathematics/other subjects (gender) (Norad 2.1)	# female achieved	1596	6272	6997	9440	9377	11794	43880	Proportion and number of students in a chosen grade in supported educational institutions that achieve a minimum proficiency in reading and mathematics. Grade: Partners can choose to test students at the grade/level that is preferred by government and/or that is deemed most useful to inform programme implementation. Test: Partners can choose the a test that is considered appropriate for the country and grade. The same test must be used each time of assessment. Tests need to be aligned to the national curriculum and standards, including the test language. Teachers of the relevant students must be informed of test results.	Literacy and numeracy test (EGRA/EGMA or ASER)	Baseline, year 4	Primary school students Secondary school students (Not TVET students)	X
		# female with disability achieved	92	238	272	390	381	498	1780					
		# male achieved	1333	6884	7639	9695	10118	11991	46327					
		# male with disability achieved	83	287	329	427	459	560	2061					
		# total learners achieved	2929	13156	14636	19135	19495	23785	90208					
		# total with disability achieved	175	525	601	817	840	1058	3841					
		# total learners assessed	7329	23140	23867	30688	25288	32306	135289					
		# total learners with disability	358	1485	1687	2291	2190	2985	10638					
		% learners with disability achieved	49%	35%	36%	36%	38%	35%	36%					
		% learners achieved	40%	57%	61%	62%	77%	74%	66%					
Impact I2: # and % of local CSOs supported by the project who demonstrate increased capacity to lead their own capacity strengthening and strategic planning processes	# CSOs meeting criteria	# CSOs meeting criteria	TBD	14	27	26	31	42	42	Number and percentage of local CSOs supported by the programme who demonstrate increased capacity to lead their own capacity strengthening and strategic planning. A CSO must improve their average OCAT score by at least one point in order to be counted. The percentage is calculated as total number of supported CSOs who meet the criteria divided by the total number of supported CSOs.  Six categories are to be assessed with OCAT: 1. Ability to Be – about organizational identity and values 2. Ability to Organize/ Manage – about capacity, skills and competence, learning and flexibility 3. Ability to Relate – about linkages and cooperation with other stakeholders 4. Ability to Do – about performance 5. Financial Management – about effective, efficient and transparent financial performance 6. Inclusivity – about environment and accessibility  Which CSOs to count: ADRA country offices and local CSOs organizations supported by the project (DPOs, women's organizations, youth organizations, peace building CBOs, local education organizations, local livelihood CBOs etc.). The total # of CSO supported should have a formalized MOU or partner agreement for participation in project related activities.  The assessment will be conducted by external consultants. ADRA staff may serve as enumerators, except when assessing ADRA itself.	OCAT assessment	Baseline, year 4	CSOs supported by the project	
		# CSOs supported	0	37	43	37	37	43	43					
		% CSOs meeting criteria	TBD	38%	63%	70%	84%	98%	98%					
Impact I3: # and % of teachers assessed who meet relevant teacher competency standards (gender)	# female teachers achieved	# female teachers achieved	113	364	446	500	551	604	604	Numbers and percentage of teachers who meet relevant teachers competency standards. This is measured through ADRA's standards in the Teacher Assessment Tool. Teachers are assessed in skills such as didactics, class management, inclusion, gender equality, student participation, etc. A teacher must reach score 3 on average in order to be counted.	Teacher assessment (ETLE or similar)	Baseline, year 4	Teachers in primary schools Teachers in secondary schools Teachers in TVET	
		# male teachers achieved	381	697	791	873	958	1019	1019					
		# total teachers achieved	494	1061	1237	1373	1509	1623	1623					
		# total teachers achieved primary	330	883	1026	1138	1243	1323	1323					
		# total teachers achieved secondary	164	183	218	254	293	330	330					
		# total teachers supported	963	1905	1945	1945	1945	1945	1945					
% of teachers achieved	51%	56%	64%	71%	78%	83%	83%							
Impact I4: % of learners who are generating their own income or accessing further education after completing TVET	# female with income per year	# female with income per year	TBD	907	1111	1162	1213	1273	5666	Percentage of students who successfully complete vocational training in educational institutions supported by the project, and subsequently either generate their own income or access further education within 12 months following the completion of their Technical and Vocational Education and Training (TVET). Generating income are either in a) paid employment or b) self-employment. Only students who have generated income 90 days ahead of being traced should be counted. Further education refers to formal or private educational pursuits that surpass the level of education a student has already achieved. Both students generating income and accessing further education must be counted. Data collection systems should be established in advance of students graduating so they can be tracked. The number of students generating their own income or accessing further education can be estimated from a random sample in a tracer study if it is too costly and time consuming to trace all students completing within target educational institutions. Guidance on tracer studies is provided in the ADRA MEAL plan.	Post-training survey	Annual	TVET graduates	X
		# male with income per year	0	876	1076	1135	1194	1264	5545					
		# total with income per year	TBD	1783	2187	2297	2407	2537	11211					
		# total completing TVET per year	0	2803	3138	3345	3432	3580	16298					
		# total with income cumulative	0	1883	3979	6094	8319	10674	10674					
		% supported with income per year	TBD	64%	70%	69%	70%	71%	69%					

	Impact I5: # and % of supported persons able to engage in own food production and meeting their household food needs (Gender, refugee/host)	<table border="1"> <tr><td># female meeting food needs</td><td>0</td><td>630</td><td>765</td><td>818</td><td>875</td><td>962</td><td>4050</td></tr> <tr><td># female supported</td><td>0</td><td>840</td><td>1020</td><td>1020</td><td>1020</td><td>1020</td><td>4920</td></tr> <tr><td># refugees meeting food needs</td><td>0</td><td>1050</td><td>1275</td><td>1364</td><td>1459</td><td>1604</td><td>6752</td></tr> <tr><td># refugees supported</td><td>0</td><td>1400</td><td>1701</td><td>1701</td><td>1701</td><td>1701</td><td>8204</td></tr> <tr><td># of IDPs meeting food needs</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td># of IDPs supported</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td># total meeting food needs</td><td>TBD</td><td>1500</td><td>1825</td><td>1952</td><td>2088</td><td>2298</td><td>9663</td></tr> <tr><td># total supported</td><td>0</td><td>2000</td><td>2433</td><td>2433</td><td>2433</td><td>2433</td><td>11732</td></tr> <tr><td>Cummulative</td><td>0</td><td>2000</td><td>4433</td><td>6866</td><td>9299</td><td>11732</td><td>11732</td></tr> <tr><td>% refugees meeting food needs</td><td>TBD</td><td>75%</td><td>75%</td><td>80%</td><td>86%</td><td>94%</td><td>82%</td></tr> <tr><td>% female meeting food needs</td><td>TBD</td><td>75%</td><td>75%</td><td>80%</td><td>86%</td><td>94%</td><td>82%</td></tr> <tr><td>% meeting food needs</td><td>TBD</td><td>75%</td><td>75%</td><td>80%</td><td>86%</td><td>94%</td><td>82%</td></tr> </table>	# female meeting food needs	0	630	765	818	875	962	4050	# female supported	0	840	1020	1020	1020	1020	4920	# refugees meeting food needs	0	1050	1275	1364	1459	1604	6752	# refugees supported	0	1400	1701	1701	1701	1701	8204	# of IDPs meeting food needs								# of IDPs supported								# total meeting food needs	TBD	1500	1825	1952	2088	2298	9663	# total supported	0	2000	2433	2433	2433	2433	11732	Cummulative	0	2000	4433	6866	9299	11732	11732	% refugees meeting food needs	TBD	75%	75%	80%	86%	94%	82%	% female meeting food needs	TBD	75%	75%	80%	86%	94%	82%	% meeting food needs	TBD	75%	75%	80%	86%	94%	82%	Number and percentage of supported persons who are able to engage in their own food production and meeting their household food needs	Household Survey	Annual		X								
# female meeting food needs	0	630	765	818	875	962	4050																																																																																																								
# female supported	0	840	1020	1020	1020	1020	4920																																																																																																								
# refugees meeting food needs	0	1050	1275	1364	1459	1604	6752																																																																																																								
# refugees supported	0	1400	1701	1701	1701	1701	8204																																																																																																								
# of IDPs meeting food needs																																																																																																															
# of IDPs supported																																																																																																															
# total meeting food needs	TBD	1500	1825	1952	2088	2298	9663																																																																																																								
# total supported	0	2000	2433	2433	2433	2433	11732																																																																																																								
Cummulative	0	2000	4433	6866	9299	11732	11732																																																																																																								
% refugees meeting food needs	TBD	75%	75%	80%	86%	94%	82%																																																																																																								
% female meeting food needs	TBD	75%	75%	80%	86%	94%	82%																																																																																																								
% meeting food needs	TBD	75%	75%	80%	86%	94%	82%																																																																																																								
Outcome 1. Improved access, participation, learning and wellbeing of learners in safe, healthy and inclusive learning environments	1.1: % and # of students in supported educational institutions who complete primary/lower secondary/alternative learning programs (gender, disability) (Norad 1.1)	<table border="1"> <tr><td># female</td><td>1504</td><td>2809</td><td>3065</td><td>3534</td><td>3748</td><td>4207</td><td>17363</td></tr> <tr><td># female with disability</td><td>63</td><td>434</td><td>326</td><td>414</td><td>535</td><td>629</td><td>2338</td></tr> <tr><td># male</td><td>1612</td><td>3084</td><td>3341</td><td>3759</td><td>4111</td><td>4477</td><td>18772</td></tr> <tr><td># male with disability</td><td>74</td><td>290</td><td>353</td><td>446</td><td>558</td><td>654</td><td>2301</td></tr> <tr><td># total students complete</td><td>3116</td><td>5893</td><td>6406</td><td>7293</td><td>7858</td><td>8684</td><td>36135</td></tr> <tr><td># total with disability complete</td><td>137</td><td>724</td><td>679</td><td>860</td><td>1093</td><td>1283</td><td>4639</td></tr> <tr><td># total complete primary</td><td>2598</td><td>3925</td><td>4098</td><td>4270</td><td>4521</td><td>4794</td><td>21608</td></tr> <tr><td># total complete secondary</td><td>463</td><td>687</td><td>728</td><td>773</td><td>817</td><td>864</td><td>3869</td></tr> <tr><td># total complete ALP</td><td>104</td><td>1245</td><td>1300</td><td>1307</td><td>1316</td><td>1325</td><td>6493</td></tr> <tr><td># total enrolled in final year</td><td>6051</td><td>9954</td><td>10601</td><td>11226</td><td>11846</td><td>12469</td><td>12469</td></tr> <tr><td># total with disability enrolled final</td><td>628</td><td>1172</td><td>1278</td><td>1525</td><td>1761</td><td>1903</td><td>1903</td></tr> <tr><td>% with disability completing</td><td>22%</td><td>62%</td><td>53%</td><td>56%</td><td>62%</td><td>67%</td><td>60%</td></tr> <tr><td>% students complete</td><td>51%</td><td>59%</td><td>60%</td><td>65%</td><td>66%</td><td>70%</td><td>64%</td></tr> </table>	# female	1504	2809	3065	3534	3748	4207	17363	# female with disability	63	434	326	414	535	629	2338	# male	1612	3084	3341	3759	4111	4477	18772	# male with disability	74	290	353	446	558	654	2301	# total students complete	3116	5893	6406	7293	7858	8684	36135	# total with disability complete	137	724	679	860	1093	1283	4639	# total complete primary	2598	3925	4098	4270	4521	4794	21608	# total complete secondary	463	687	728	773	817	864	3869	# total complete ALP	104	1245	1300	1307	1316	1325	6493	# total enrolled in final year	6051	9954	10601	11226	11846	12469	12469	# total with disability enrolled final	628	1172	1278	1525	1761	1903	1903	% with disability completing	22%	62%	53%	56%	62%	67%	60%	% students complete	51%	59%	60%	65%	66%	70%	64%	Percentage and number of students enrolled in the final year of primary/lower secondary/upper secondary school that are eligible to continue their education in the grade/level above, as per relevant authority standards of pupil grade completion for the relevant grade. This is calculated as the share of the students who study in the final grade of primary/upper primary/lower secondary/upper secondary in a specific year, who complete the class that year. A student is judged as having completed if she or he passes the final exam. For ALP, students can be counted if they are transferred to formal education.	List of learners that graduated; list of learners that were enrolled/exam results	Annual	Students in final year of primary, lower secondary and upper secondary school (not TVET)	
	# female	1504	2809	3065	3534	3748	4207	17363																																																																																																							
	# female with disability	63	434	326	414	535	629	2338																																																																																																							
	# male	1612	3084	3341	3759	4111	4477	18772																																																																																																							
# male with disability	74	290	353	446	558	654	2301																																																																																																								
# total students complete	3116	5893	6406	7293	7858	8684	36135																																																																																																								
# total with disability complete	137	724	679	860	1093	1283	4639																																																																																																								
# total complete primary	2598	3925	4098	4270	4521	4794	21608																																																																																																								
# total complete secondary	463	687	728	773	817	864	3869																																																																																																								
# total complete ALP	104	1245	1300	1307	1316	1325	6493																																																																																																								
# total enrolled in final year	6051	9954	10601	11226	11846	12469	12469																																																																																																								
# total with disability enrolled final	628	1172	1278	1525	1761	1903	1903																																																																																																								
% with disability completing	22%	62%	53%	56%	62%	67%	60%																																																																																																								
% students complete	51%	59%	60%	65%	66%	70%	64%																																																																																																								
	1.2: # of students enrolled in target educational institutions (gender, disability, level) (Norad C1)	<table border="1"> <tr><td># female</td><td>40636</td><td>42209</td><td>44960</td><td>47333</td><td>50486</td><td>53839</td><td>70594</td></tr> <tr><td># female with disability</td><td>3155</td><td>3278</td><td>3585</td><td>3909</td><td>4267</td><td>4616</td><td>5971</td></tr> <tr><td># male</td><td>43905</td><td>45631</td><td>48584</td><td>50950</td><td>54098</td><td>57306</td><td>76720</td></tr> <tr><td># male with disability</td><td>3553</td><td>3692</td><td>4015</td><td>4363</td><td>4760</td><td>5128</td><td>6797</td></tr> <tr><td># in primary school</td><td>74984</td><td>77221</td><td>81332</td><td>84874</td><td>89314</td><td>93873</td><td>127351</td></tr> <tr><td># in secondary school</td><td>6484</td><td>6544</td><td>6762</td><td>6982</td><td>7216</td><td>7471</td><td>9626</td></tr> <tr><td># in other school (not TVET)</td><td>3970</td><td>4030</td><td>5360</td><td>6875</td><td>8264</td><td>9660</td><td>10337</td></tr> <tr><td># Students total</td><td>84541</td><td>87840</td><td>93544</td><td>98283</td><td>104584</td><td>111145</td><td>147314</td></tr> <tr><td>% students female</td><td>48%</td><td>48%</td><td>48%</td><td>48%</td><td>48%</td><td>48%</td><td>48%</td></tr> <tr><td>% students disability</td><td>8%</td><td>8%</td><td>8%</td><td>8%</td><td>9%</td><td>9%</td><td>9%</td></tr> </table>	# female	40636	42209	44960	47333	50486	53839	70594	# female with disability	3155	3278	3585	3909	4267	4616	5971	# male	43905	45631	48584	50950	54098	57306	76720	# male with disability	3553	3692	4015	4363	4760	5128	6797	# in primary school	74984	77221	81332	84874	89314	93873	127351	# in secondary school	6484	6544	6762	6982	7216	7471	9626	# in other school (not TVET)	3970	4030	5360	6875	8264	9660	10337	# Students total	84541	87840	93544	98283	104584	111145	147314	% students female	48%	48%	48%	48%	48%	48%	48%	% students disability	8%	8%	8%	8%	9%	9%	9%	Number of students enrolled in a school directly supported by the project, regardless of the age of the students, as per official school or local education authority figures for term 1.	School enrolment records	Annual	Pre-primary/kinder garden students Primary school students Secondary school students ALP students																									
# female	40636	42209	44960	47333	50486	53839	70594																																																																																																								
# female with disability	3155	3278	3585	3909	4267	4616	5971																																																																																																								
# male	43905	45631	48584	50950	54098	57306	76720																																																																																																								
# male with disability	3553	3692	4015	4363	4760	5128	6797																																																																																																								
# in primary school	74984	77221	81332	84874	89314	93873	127351																																																																																																								
# in secondary school	6484	6544	6762	6982	7216	7471	9626																																																																																																								
# in other school (not TVET)	3970	4030	5360	6875	8264	9660	10337																																																																																																								
# Students total	84541	87840	93544	98283	104584	111145	147314																																																																																																								
% students female	48%	48%	48%	48%	48%	48%	48%																																																																																																								
% students disability	8%	8%	8%	8%	9%	9%	9%																																																																																																								
	1.3: # of out of school children supported to enrol into educational institutions (gender, disability, level) (Norad 1.1.1)	<table border="1"> <tr><td># female per year</td><td>0</td><td>1531</td><td>2064</td><td>2184</td><td>2166</td><td>2192</td><td>10137</td></tr> <tr><td># female with disability per year</td><td>0</td><td>105</td><td>136</td><td>147</td><td>158</td><td>164</td><td>710</td></tr> <tr><td># male per year</td><td>0</td><td>1757</td><td>2108</td><td>2194</td><td>2126</td><td>2130</td><td>10315</td></tr> <tr><td># male with disability per year</td><td>0</td><td>126</td><td>148</td><td>158</td><td>159</td><td>165</td><td>756</td></tr> <tr><td># in primary schools per year</td><td>0</td><td>3142</td><td>3931</td><td>3958</td><td>3982</td><td>3821</td><td>18834</td></tr> <tr><td># in secondary schools per year</td><td>0</td><td>307</td><td>387</td><td>393</td><td>412</td><td>421</td><td>1920</td></tr> <tr><td># in other per year</td><td>0</td><td>1190</td><td>1220</td><td>1405</td><td>1293</td><td>1292</td><td>6400</td></tr> <tr><td># total OOSC enrolled this period</td><td>0</td><td>3288</td><td>4172</td><td>4378</td><td>4292</td><td>4322</td><td>20452</td></tr> <tr><td># total OOSC enrolled cumulative</td><td>0</td><td>3288</td><td>7460</td><td>11838</td><td>16130</td><td>20452</td><td>20452</td></tr> </table>	# female per year	0	1531	2064	2184	2166	2192	10137	# female with disability per year	0	105	136	147	158	164	710	# male per year	0	1757	2108	2194	2126	2130	10315	# male with disability per year	0	126	148	158	159	165	756	# in primary schools per year	0	3142	3931	3958	3982	3821	18834	# in secondary schools per year	0	307	387	393	412	421	1920	# in other per year	0	1190	1220	1405	1293	1292	6400	# total OOSC enrolled this period	0	3288	4172	4378	4292	4322	20452	# total OOSC enrolled cumulative	0	3288	7460	11838	16130	20452	20452	Number of children of school age that have not been in an educational institution in the last 6 months that are enabled to enrol in primary, secondary, Accelerated Learning Programmes or alternative education due to interventions funded by programme/project.  Interventions can include: new capacity generated through Norwegian ODA (e.g. new classrooms, schools, temporary learning spaces, alternative education programmes); demand side interventions (e.g. scholarships, cash transfers, community awareness raising, back to school kits) or interventions to address other supply side barriers (e.g. overcoming requirements for documentation to enrol in schooling, overcoming/ overturning restrictions on expectant mothers attending school, creating safe routes to school, making schools accessible to children with disabilities). Students merely transferred from other education institutions cannot be counted.	Enrolment: school enrolment records enrolment/registration records. Period out-of-school/possible transferral: interviews with head teacher and with parent/guardian.	Annual	OOSC enrolled in primary school and secondary school																																	
# female per year	0	1531	2064	2184	2166	2192	10137																																																																																																								
# female with disability per year	0	105	136	147	158	164	710																																																																																																								
# male per year	0	1757	2108	2194	2126	2130	10315																																																																																																								
# male with disability per year	0	126	148	158	159	165	756																																																																																																								
# in primary schools per year	0	3142	3931	3958	3982	3821	18834																																																																																																								
# in secondary schools per year	0	307	387	393	412	421	1920																																																																																																								
# in other per year	0	1190	1220	1405	1293	1292	6400																																																																																																								
# total OOSC enrolled this period	0	3288	4172	4378	4292	4322	20452																																																																																																								
# total OOSC enrolled cumulative	0	3288	7460	11838	16130	20452	20452																																																																																																								
	1.4: % of students who had a complete meal on the previous day of the assessment (gender, level)	<table border="1"> <tr><td># primary school students ate</td><td>25121</td><td>36267</td><td>37796</td><td>39358</td><td>40952</td><td>42582</td><td>52336</td></tr> <tr><td># secondary school students ate</td><td>971</td><td>3779</td><td>3981</td><td>4183</td><td>4388</td><td>4590</td><td>5493</td></tr> <tr><td># students total ate</td><td>26093</td><td>40046</td><td>41776</td><td>43542</td><td>45340</td><td>47172</td><td>57829</td></tr> <tr><td># female students ate</td><td>11741</td><td>18436</td><td>19307</td><td>20251</td><td>21274</td><td>22386</td><td>26758</td></tr> <tr><td>% female students who ate</td><td>45%</td><td>46%</td><td>46%</td><td>47%</td><td>47%</td><td>47%</td><td>46%</td></tr> <tr><td># total students assessed</td><td>46052</td><td>70393</td><td>73628</td><td>77154</td><td>80686</td><td>84352</td><td>101975</td></tr> <tr><td>% total students who ate</td><td>57%</td><td>57%</td><td>57%</td><td>56%</td><td>56%</td><td>56%</td><td>57%</td></tr> </table>	# primary school students ate	25121	36267	37796	39358	40952	42582	52336	# secondary school students ate	971	3779	3981	4183	4388	4590	5493	# students total ate	26093	40046	41776	43542	45340	47172	57829	# female students ate	11741	18436	19307	20251	21274	22386	26758	% female students who ate	45%	46%	46%	47%	47%	47%	46%	# total students assessed	46052	70393	73628	77154	80686	84352	101975	% total students who ate	57%	57%	57%	56%	56%	56%	57%	Percentage of students who self-report having consumed a full meal on the day before the assessment.  A meal is considered complete based on the individual student's own perception. The student must have had at least one meal on the previous day to be counted.	Survey linked to literacy and numeracy assessment	Annual	Students in primary school Students in secondary school	X																																																
# primary school students ate	25121	36267	37796	39358	40952	42582	52336																																																																																																								
# secondary school students ate	971	3779	3981	4183	4388	4590	5493																																																																																																								
# students total ate	26093	40046	41776	43542	45340	47172	57829																																																																																																								
# female students ate	11741	18436	19307	20251	21274	22386	26758																																																																																																								
% female students who ate	45%	46%	46%	47%	47%	47%	46%																																																																																																								
# total students assessed	46052	70393	73628	77154	80686	84352	101975																																																																																																								
% total students who ate	57%	57%	57%	56%	56%	56%	57%																																																																																																								
	1.5: % of students in educational institutions who feel safe and included (gender, disability)	<table border="1"> <tr><td># female students feel safe and included</td><td>4637</td><td>15053</td><td>17478</td><td>20183</td><td>24031</td><td>28766</td><td>28766</td></tr> <tr><td># total female students assessed</td><td>10763</td><td>27007</td><td>28786</td><td>30697</td><td>32944</td><td>35965</td><td>35965</td></tr> <tr><td># with disability feel safe and included</td><td>1545</td><td>2753</td><td>3296</td><td>3886</td><td>4794</td><td>6001</td><td>6001</td></tr> <tr><td># total with disability assessed</td><td>3435</td><td>4992</td><td>5456</td><td>5940</td><td>6489</td><td>7316</td><td>7316</td></tr> <tr><td># students feel safe and included</td><td>10305</td><td>40077</td><td>44216</td><td>50932</td><td>59885</td><td>69197</td><td>69197</td></tr> </table>	# female students feel safe and included	4637	15053	17478	20183	24031	28766	28766	# total female students assessed	10763	27007	28786	30697	32944	35965	35965	# with disability feel safe and included	1545	2753	3296	3886	4794	6001	6001	# total with disability assessed	3435	4992	5456	5940	6489	7316	7316	# students feel safe and included	10305	40077	44216	50932	59885	69197	69197	Percentage of students in programme supported schools who report satisfactory level of feeling safe and included.  This is measured through a student self-assessment developed by ADRA.  Percentage is calculated by number of students who reach satisfactory levels of feeling safe and included.	Student survey, peer survey	Annual	Students in primary school Students in secondary school	X																																																																
# female students feel safe and included	4637	15053	17478	20183	24031	28766	28766																																																																																																								
# total female students assessed	10763	27007	28786	30697	32944	35965	35965																																																																																																								
# with disability feel safe and included	1545	2753	3296	3886	4794	6001	6001																																																																																																								
# total with disability assessed	3435	4992	5456	5940	6489	7316	7316																																																																																																								
# students feel safe and included	10305	40077	44216	50932	59885	69197	69197																																																																																																								



1.2.2: # of schools with active and supported student clubs (level)	# primary schools per year	70	89	110	107	116	127	127	Number of schools with at least one of the following 1) girls clubs, 2) student governance, 3) youth clubs, 4) school inclusion teams (SITs), 5) environment/climate action clubs.  The clubs should opt to influence the school environment based on the student's interest.	School records	Annual	Primary schools Secondary schools		
	# secondary schools per year	8	9	12	16	19	22	22						
	# total schools	78	98	122	123	135	149	149						
1.2.3: # of students receiving MHPSS services through program support (gender)	# in primary per year	0	4851	9280	8160	5780	6197	34268	Number of students that have received MHPSS support. This includes referrals, trainings and/or counselling.  Awareness raising activities may not be counted for this indicator.	Referral/training/counselling report.	Annual	Students in primary school Students in secondary school		
	# in secondary per year	0	1642	1696	1705	1716	1755	8516						
	# in other (not TVET) per year	0	1105	1215	1245	1193	1172	5930						
	# female per year	0	4128	6764	6076	4632	4868	26468						
	# learners cumulative	0	7599	19790	30900	39590	48714	48714						
1.2.4: # and % of schools with CP policies and systems in place to report CP concerns	# primary schools achieve	63	108	125	138	151	168	168	Number of schools with CP policies and effective systems in place to report child protection concerns.  A school must sign the CP policy in order to be counted.  Effective reporting systems and services must be: • Accessible and child-friendly; and • Able to be used anonymously, so that students, educators, parents, or caregivers who use them do not fear identification or retribution as a result of their reporting.  Reporting channels can include school suggestion boxes within the school that are checked regularly for reports, phone calls, reporting to counselor/head teacher, etc., that are then followed-up on with visible actions.	List of schools and description of systems for reporting violence.	Annual	Primary schools Secondary schools	X	
	# secondary schools achieve	8	12	18	24	29	34	34						
	# other (not TVET) achieve	0	0	0	0	0	0	0						
	# total schools achieve	71	120	143	162	180	202	202						
	# total schools	205	205	205	205	205	205	205						
	% schools with systems in place	35%	59%	70%	79%	88%	99%	99%						
1.2.5: # of target parent teachers associations and/or school management committees members trained (gender, level) (Norad C14)	# female per year	0	740	230	738	498	898	3104	Number of Parent Teacher Association (PTA) and/or School Management Committee (SMC) members that have attended all required day(s) of a training supported by the programme/project.  Training: All support and capacity building of PTA and/or SMC's that contributes towards them better fulfilling their mandates in supporting the effectiveness and functionality of the educational institution.  The respective group should fulfil the following characteristics to be counted: PTA: A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school. SMC: Provide strategic guidance for the School and to effectively oversee and review the School's management including the school development plan.  Members receiving training can only be counted once. If one member attends several trainings in the intervention period do not count the member twice.	Training attendance records.	Annual	Members of PTAs and SMCs in primary school  Members of PTAs and SMCs in secondary school		
	# male per year	0	795	218	784	646	1021	3464						
	# of parents/caregivers of c/wd													
	# total trained per year	0	1535	448	1522	1144	1919	6568						
	# total trained cumulative	0	1535	1983	3505	4649	6568	6568						
Output 1.3. Improved student access to health and nutrition	1.3.1: # of students with access to food from school/community gardens	# students accessing food per year	18697	34041	36656	38178	39740	41005	51682	Number of students with access to food from school gardens and/or community gardens.  This count is based on the number of students receiving an equitable share of the harvested food after it has been produced and distributed within the community.	Group records - share of the food that is produced	Annual	Students in primary school Students in secondary school	X
		# primary schools per year	23	73	81	92	93	93	93					
		# secondary schools per year	0	14	20	22	24	26	26					
1.3.2: # of schools with food gardens/climate resilient food production initiatives (level, type)	# primary schools per year	23	73	81	92	93	93	93	Number of schools with functional food gardens or other climate resilient food production initiatives.  A garden is considered functional if producing at least one crop during the reporting period which is utilized as complementary food for students.	School records	Annual	Primary schools Secondary schools	X	
	# secondary schools per year	0	14	20	22	24	26	26						
	# total schools	23	87	101	114	117	119	119						
1.3.3: # of schools with health check-up events (level, country)	# primary schools per year	35	106	159	167	168	168	168	Number of schools that conduct health check-up events in partnership with local health authorities.  The events can include general physical examinations, vision and hearing screenings, dental check-ups, nutritional assessment, mental health screening, etc.	Event report	Annual	Primary schools Secondary schools		
	# secondary schools per year	0	13	27	29	31	33	33						
	# total schools per year	35	119	186	196	199	201	201						
Outcome 2. Increased teaching quality and teacher retention and wellbeing to support student learning	2.1: # of teachers receiving school-based mentoring who have developed and executed a follow-up plan.	# female	52	439	476	508	524	541	541	Number of teachers receiving school-based mentoring who have developed and executed a follow-up plan.  Mentoring includes classroom observation, feedback and guidance by teacher	Administrative data from schools and other organized learning centres.	Annual	Teachers in primary school Teachers in secondary school	

		# male	498	1030	1094	1126	1151	1168	1168	professionals. Peer learning includes classroom observation, feedback and guidance by peers. Feedback and follow-up must be overseen by the head teacher. Teachers must have received mentoring or peer learning twice or more over a period of one academic year to be counted. This is calculated by number of teachers mentored who has developed and executed a follow-up plan based on feedback received.				
		# in primary schools	447	1134	1226	1298	1343	1368	1368					
		# in secondary schools	103	331	339	339	339	337	337					
		# total of teachers mentored	550	1469	1570	1634	1675	1709	1709					
	2.2: # and % of teachers retained	# female retained full year	190	634	646	674	701	718	718	Number and percentage of teachers who stay on each year in programme supported schools.	School records	Annual	Teachers in primary school Teachers in secondary school	
		# teachers retained primary	462	1287	1378	1451	1508	1529	1529	This is calculated based on total number of individual teachers starting the year who are still teaching at the school at the end of the year.				
		# teachers retained secondary	31	285	287	299	299	300	300	Teachers transferred to/from other program schools are included.				
		# teachers retained (other, not	0	4	4	4	4	4	4	Teachers being absent due to sick leave or maternity leave are considered retained.				
		# total teachers retained at end of	493	1576	1669	1754	1811	1833	1833					
		# total teachers started the year	757	1601	1641	1641	1676	2000	2000					
		% female teachers retained	39%	40%	39%	38%	39%	39%	39%					
		% total teachers retained	65%	98%	102%	107%	108%	92%	92%					
	2.3: # and % of teachers reporting satisfactory wellbeing	# female satisfied	27	248	299	338	384	454	454	Number and percentage of teachers reporting satisfactory wellbeing.	Teacher survey	Annual	Teachers in primary school	
		# total female teachers in schools	193	679	685	686	700	699	699	This is measured with ADRA's teacher wellbeing index, through self-assessment facilitated by local ADRA offices.			Teachers in secondary school	X
		# total teachers satisfied	50	610	730	837	943	1151	1151					
		# total teacher in supported schools	647	1925	1963	1964	1998	1997	1997					
		% female teachers meet criteria	14%	36%	44%	49%	55%	65%	65%					
		% total teachers meet criteria	8%	32%	37%	43%	47%	58%	58%					
	2.4: Student:teacher ratio (Norad 2.2.2)	# students enrolled primary	74984	77221	81332	84874	89314	93873	93873	Number of enrolled students in supported educational institutions divided by the number of teachers qualified to national standards employed within those institutions.	From national EMIS	Annual	Student:teachers in primary schools Student:teachers in secondary schools	
		# teachers primary	1202	1437	1437	1437	1437	1437	1437	Nominator: Number of students enrolled in supported educational institutions Denominator: Number of teachers qualified to national standards employed within supported educational institutions.				
		Student:teacher ratio primary	62.4	53.8	56.6	59.1	62.2	65.3	65.3	Volunteer teachers may also be counted.				
		# students enrolled secondary	6484	6544	6762	6982	7216	7471	7471					
		# teachers secondary	159	293	297	316	316	320	320					
		Student:teacher ratio secondary	40.8	22.3	22.7	22.1	22.8	23.3	23.3					
		# students enrolled ALP/NFE	3970	4030	5360	6875	8264	9660	9660					
		# teachers ALP/NFE	35	53	53	78	79	79	79					
		Student:teacher ratio ALP/NFE	113.4	76.0	101.1	88.1	104.6	122.3	122.3					
		# students enrolled TVET	3851	4081	4408	4487	4567	4588	4588					
		# teachers TVET	700	742	742	786	783	783	783					
		Student:teacher ratio TVET	5.5	5.5	5.9	5.7	5.8	5.9	5.9					
		Student:teacher ratio total	42.6	36.4	38.7	39.4	41.8	44.1	44.1					
Output 2.1. Increased teachers engagement in continuous TPD	2.1.1: # of educational staff trained (gender, level) (Norad C15)	# female per year	0	474	551	567	600	615	615	Number of teachers, headmasters, inspectors, school supervisors, etc. that has attended all required day(s) of a training supported by the programme/project.	Training attendance records	Annual	Teachers in primary school Teachers in secondary school	
		# male per year	0	824	988	1013	1041	1066	1066	Definition: Educational personnel: This can be any staff that is working on improving the educational system (both formal and non-formal) in a country; from community level up to national level. The purpose of this indicator is to measure if educational staff in target schools have received training. Educational personnel outside the project schools trained can also be counted.				
		# primary teachers per year	0	1091	1274	1318	1379	1419	1419	A person should only be counted once although he or she has received several trainings throughout the intervention period of the programme/project				
		# secondary teachers per year	0	202	203	199	199	200	203	Topics may include inclusive education, didactics, child protection, gender, equality, literacy, numeracy, peace building, climate and environment, mental health, sexual and reproductive health, etc.				
		# education officials per year	0	116	125	125	125	125	125					
		# total trained per year	0	1298	1539	1580	1641	1681	1681					
		# total new teachers trained	0	1338	111	23	38	23	1533					
		# total trained cumulative		1338	1449	1472	1510	1533	1533					
	2.1.2: # and % of teachers in target educational institutions provided with relevant teaching and learning materials (gender, level)	# female provided	0	459	492	508	538	356	538	Number and percentage of teachers provided with relevant teaching and learning materials as decided by needs assessment.	Activity report	Annual	Teachers in primary school Teachers in secondary school	
		# total teachers provided	0	906	1049	1132	1228	942	1228	Materials facilitated/provided through support of the project can be counted if the project has, through advocacy or other means, purchased or facilitated materials that otherwise would not have been provided.				
		# total teachers in supported schools	0	1605	1605	1605	1622	1314	1622					
		# primary teachers provided	0	1317	1349	1349	1366	1172	1366					
		# secondary teachers provided	0	168	209	230	252	171	252					
		% female teachers provided	#DIV/0!	51%	47%	45%	44%	38%	44%					
		# total teachers provided	#DIV/0!	56%	65%	71%	76%	72%	76%					

Output 2.2. Increased support for teacher wellbeing from school management, civil society and communities	2.2.1: # of schools that host community events to improve the status of teachers (event type)	# schools hosting events	44	118	131	144	158	164	164	Number of schools that host community events to improve the status of teachers. Relevant topics may include teachers' working conditions, infrastructure, poor pay, pressure, unsustainable workloads, representation, need of support, complexity of the work that requires significant expertise, gender equality, safe guarding, the importance of teachers in assuring high quality education, etc.	Event report	Annual	Primary schools Secondary schools	
	2.2.2: # of teachers who have received mental health and psycho social support (MHPSS) (gender, level, type of support)	# female per year	0	256	269	239	270	210	270	Number of teachers that have received MHPSS. This includes referrals, trainings and/or counselling.	Activity report		Teachers in primary school Teachers in secondary school	
		# male per year	0	251	244	214	245	191	251	Each teacher can only be counted once during the project period.  Teachers trained in MHPSS under indicator 2.1.1. can also be counted here.				
		# primary teachers per year	0	390	462	492	624	527	624					
		# secondary teachers per year	0	145	146	126	138	130	146					
		# total teachers per year	0	507	513	453	515	401	521					
		# total new teachers trained	0	507	50	50	52	51	710					
# total teachers cumulative		507	557	607	659	710	710							
Output 2.3. Increased support to resolve teacher management issues	2.3.1: # of teachers who receive a teacher incentive/stipend (gender, level)	# of female per year	0	123	132	137	138	138	138	Number of teachers that receives support through incentives and stipends.	Activity report, teacher payroll, payment lists	Annually	Teachers in secondary school	
		# male per year	0	313	338	333	335	335	338					
		# primary teachers per year	0	335	381	381	384	384	384					
		# secondary teachers per year	0	89	89	89	89	89	89					
		# total teachers per year	0	436	470	470	473	473	476					
		# total new teachers receive	0	436	0	0	3	0	439					
		# total teachers cumulative		436	436	436	439	439	439					
	2.3.2: # and % of teachers supported to obtain teacher qualification as per government set standard (gender) (Norad indicator 2.2.1)	# female obtain per year	0	197	197	202	197	202	997	Number and percentage of teachers receiving national recognition as a teacher through interventions from the programme.	Teacher survey	Annual	Teachers in primary school Teachers in secondary school	
		# total obtain per year	0	337	337	372	337	352	1735					
		# total supported per year	0	628	628	628	628	613	3125					
		# of teachers not qualified	80	291	291	256	291	261	261					
		# teachers obtain cumulative		337	674	1046	1383	1735	1735					
		% female obtain	#DIV/0!	59%	59%	54%	59%	58%	57%					
		% teachers obtain	#DIV/0!	54%	54%	59%	54%	57%	56%					
Outcome 3. Youth, women and vulnerable groups have appropriate skills to pursue employment opportunities, climate smart agriculture and rural livelihoods	3.1: % and # of students in targeted educational institutions who completed/passed vocational training program (gender, disability, sector) (NORAD 3.2)	# female complete	0	1490	1646	1722	1799	1838	8495	Percentage and number of students in targeted educational institutions who completed (passed exam, received certificate of completion or attended sufficient number of days to complete) vocational training programme.  "Completed training" is measured as per relevant authorities' standards and requirements.	Records from the supported vocational training institution	Annual	TVET students	
		# female enrolled	0	2179	2302	2312	2322	2287	11402					
		# with disability complete	0	59	74	77	83	76	368					
		# with disability enrolled	0	83	100	104	112	95	494					
		# total students complete	0	3003	3300	3407	3514	3501	16725					
		# total students enrolled	0	4381	4631	4631	4751	4511	22905					
		# students cumulative		4381	9012	13643	18394	22905	22905					
		% learners pass	#DIV/0!	69%	71%	74%	74%	78%	73%					
		% female pass	#DIV/0!	68%	72%	74%	77%	80%	74%					
		% with disability pass	#DIV/0!	71%	74%	74%	74%	80%	74%					
	3.2: # of supported livelihood groups generating income	# groups per year	TBD	61	111	51	41	30	294	Number of supported groups that have successfully generated income, either through paid employment or self-employment (including livelihoods generation). To be included in this count, these groups must have sustained their income generation or reinvested in their businesses for a continuous period of 90 days.	List of learners graduating during previous year Interviews with the graduated learners	Annual	Supported groups	
		# of groups cumulative	TBD	61	172	223	264	294	294					
	3.3: # of students enrolled in TVET training (gender, disability) (Norad C1)	# of female students enrolled	1926	2209	2371	2415	2465	2476	11876	Number of students enrolled in a TVET centre directly supported by the project, regardless of the students' ages.  Enrolment is counted at the beginning of a new batch.	Enrolment records	Annual	TVET students	
# of male students enrolled in TVET		1862	2109	2273	2306	2335	2344	11307						
# with disability enrolled		63	100	116	118	119	117	558						
# total students enrolled		3851	4381	4708	4787	4867	4888	23511						
# students cumulative			4381	8989	13716	18583	23411	23411						

Output 3.1. Improved access to relevant TVET and non-formal education programs	3.1.1: # of new/improved curricula with input from private sector and/or labour market analysis (TVET) (Norad indicator 3.1.3)	# of curricula per year	0	11	9	7	11	6	44	New curricula developed/ revised based on consultation with private sector/ and labour market analysis. The curriculum development process and/or the consultation/ labour market analysis should have been developed with support from Norwegian ODA funded technical assistance	Gaps analysis, curriculum, interviews with participants	Annual	TVET curriculum	
		# of curricula <b>cumulative</b>		11	20	27	38	44	44					
	3.1.2: # of TVET teachers who have completed project-sponsored training programs or workshops	# female completed per year	0	44	49	5	9	45	49	Number of TVET teachers/instructors/trainers who have successfully completed TVET training activities provided by the project.  Trainings must be relevant, of high quality, and contributes to improving the teachers' ability to effectively deliver TVET training. Interventions relevant to this indicator include content training on new or improved TVET curriculum. Only trainings related specifically to TVET should be counted under this indicator. Refresher trainings may be counted.	Training report, certificates	Annual	TVET teachers	
		# male completed per year	0	68	73	11	13	67	73					
		# total completed per year	0	112	122	16	22	112	122					
		# new teachers completed training	0	112	22	4	0	0	138					
		# teachers <b>cumulative</b>		112	134	138	138	138	138					
	3.1.3: # of TVET students accessing ADRA's learning portal or other digital courses provided by the project.	# female access	313	882	991	1008	1023	1025	4929	Number of TVET students accessing ADRA's learning portal or other digital courses provided by the project.  A student is considered active when having started one or more courses in the portal ( <a href="https://adra.zabai.org">https://adra.zabai.org</a> ).	School records	Annual	Students in programme supported primary, secondary and TVET	
		# persons with disability access	3	37	46	47	48	47	225					
		# total students access per year	603	1750	1971	2003	2035	2007	9766					
	3.1.4: # of people participating in literacy programs	# female per year	1291	952	1079	979	1079	964	5053	Number of adults that have attended all mandatory meetings and/or pass a post-training test in literacy (and numeracy) programs.  Parents, caregivers and other community members above 18 years can be counted.	Training/literacy circle attendance records.	Annual	Parents, caregivers and other community members above 18 years (not students).	
		# male per year	721	138	216	191	216	146	907					
		# total participating per year	2012	1090	1295	1170	1295	1110	5960					
		# total participating <b>cumulative</b>		1090	2385	3555	4850	5960	5960					
	3.1.5: # and % of students completing life-skills training	# students passing	TBD	5148	5430	5492	5664	5674	27408	Percentage of trained students who pass life-skill training. This is calculated as the number passing divided by the number trained.  "Pass" is defined according to relevant authorities' programmes and standards.  Topics may include GEDSI, SRHR, MHSSP, climate, career placement etc.	Assessment report	Annual	TVET students	
# students enrolled		TBD	6928	7261	7357	7566	7607	36719						
% completing		TBD	74%	75%	75%	75%	75%	75%						
Output 3.2. Improved access to decent work opportunities	3.2.1: # of collaborations between the private sector and educational authorities/institutions established with the purpose of bringing private skills and expertise to the vocational training sector (business type) (Norad 3.1.5)	# collaborations per year	TBD	34	21	21	36	19	131	Number of formalized partnership (MoU) between a private sector business and vocational education or training institutions or authorities (local or national). The partnership should include inputs from the private sector that contribute to the education and skills development of learners, for example, through provision of equipment, learning materials and/or work experience placements. The partnership should be formed with support from the programme/project. Internships are not counted under this indicator.	Based on project records	Annual	TVET centres	
		# collaborations <b>cumulative</b>	TBD	34	55	76	112	131	131					
	3.2.2: # of TVET students/graduates completing an internship/job placement (gender)	# female per year	301	1245	1334	1388	1383	1426	6776	Number of TVET students/graduates completing an internship/job placement. The internship should be considered completed by the employer in order to be counted.  These internships should align with the individual's training and have a longer duration. Any internships shorter than 100 hours are not eligible to be counted.	Activity report, agreement with business, student survey	Annual	TVET students	
		# male per year	233	1207	1285	1338	1331	1367	6528					
		# total per year	534	2452	2619	2726	2714	2793	13304					
		# total <b>cumulative</b>		2452	5071	7797	10511	13304	13304					
	3.2.3: # of graduates supported with start-up funding (gender)	# female per year	0	325	367	397	367	385	1841	Number of TVET graduates provided with start-up funding/start-up kits based on approved business plan.	Activity report	Annual	TVET graduates	
		# male per year	0	410	448	478	448	460	2244					
		# total graduates per year	0	735	815	875	815	845	4085					
		# total graduates <b>cumulative</b>		735	1550	2425	3240	4085	4085					
Output 3.3. Improved access to climate smart rural income generating opportunities	3.3.1: # of persons trained in climate smart rural livelihoods (gender, type)	# female per year	0	1257	1295	1211	1311	1181	6255	Number of persons attending all required days of training in climate smart rural livelihoods.  Parents, caregivers and other community members above 18 years can be counted.	Training report	Annual		
		# male per year	0	816	848	764	864	734	4026					
		# total trained per year	0	2073	2143	1975	2175	1915	10281					
		# total <b>cumulative</b>		2073	4216	6191	8366	10281	10281					
3.3.2: # of local rural groups (youth, women, farmer groups/cooperatives) with savings/revolving fund	# rural groups	0	49	120	114	147	163	593	Number of savings/credit groups/cooperatives with savings/revolving funds through support from the programme.  Savings or credit group: A rotating savings and credit group of individuals who agree to meet regularly to save money together and then use these savings to give loans to individual members. A form of combined peer-to-peer banking and peer-to-peer lending.	Livelihood groups survey	Annual	Savings groups/cooperatives supported by the programme		

	3.3.3: # of livelihood groups with market linkages	# livelihoods groups	0	10	41	60	87	103	301	Number of groups with agreements/group records for selling produce and products in the market.  Groups include livelihood groups, youth groups, women's groups, savings groups, etc supported by the project. Only groups with the purpose of generating income should be included.	Livelihood groups survey	Annual	Savings groups/cooperatives supported by the programme		
Output 3.4. Increased climate smart food production by smallholder farmers	3.4.1: # of smallholder farmers in farmer groups established	# refugees	0	1410	1720	1730	1740	1740	8340	# of smallholder farmers in farmer groups	Farmer group membership records	Annual			
		# IDPs													
		# female	80	1020	1250	1300	1340	1390	6300						
	# total	120	2255	2823	3048	3223	3388	14057							
	3.4.2: # of smallholder farmers practicing acquired knowledge of climate smart technologies	# persons	TBD	1648	1741	1825	1899	1970	7870	Number of smallholder farmers practicing acquired knowledge of climate smart technologies	Post-training survey, field verification	Annual			
3.4.3: % of supported small holder farmers reporting increase in annual crop yield	# farmers reporting increased	TBD	1549	1912	1969	2044	2134	2134	Percentage of supported small holder farmers reporting increase in annual crop yield	Farmer survey, farmer group records	Annual				
	# total farmers supported	TBD	2148	2649	2708	2757	2803	2803							
	% farmers	TBD	72%	72%	73%	74%	76%	76%							
3.4.4: # and % of smallholder farmer groups trained in agribusiness value addition techniques	# groups trained	0	32	41	46	51	56	56	Number and percentage of smallholder farmer groups trained in climate smart technologies and agribusiness value addition techniques.	Training report	Annual				
	# groups total	0	55	58	59	60	61	61							
	% groups trained	0%	58%	71%	78%	85%	92%	92%							
Outcome 4. Improved engagement of government and civil society in strengthening local education and livelihood systems	4.1: # of peace-building or community dialogue sessions supported by the project that are led by CSOs	# sessions led by CSOs per year	0	52	52	60	53	58	275	Number of sessions led by CSOs through support by the project that bring stakeholders together. This includes community conferences, dialogue sessions and training-coaching.  To be counted, the project must have organised the event, provided facilitators, provided materials resources for the session, supported participants to attend and/or supported the dissemination of the products of the sessions/events.	Activity report, participants, action plan	Annual	Dialogue sessions led by CSOs		
		# sessions cumulative		52	104	164	217	275	275	Topics may include community development principles, inclusive education principles, addressing barriers to education, dialogue around child protection and rights, peace mediation and negotiation, conflict sensitivity, protection of civilians, natural resource management, prevention of radicalization and extremism, evaluation-learning and change management in peace building, mental health during and after trauma and referral systems, working with survivors of children and gender-based violence.					
		# CSOs per year	0	22	22	26	21	26	117	Number of CSOs assessed that report on improved capacity to influence policy makers to improve inclusive education and/or livelihoods. Update to reflect OCAT? Policy makers include local authorities, state authorities and national authorities. This is measured through a survey conducted with CSO representatives that captures the CSO representatives' own assessment of whether their capacity to influence decision making has improved. The survey will include additional questions that gather evidence of this including (a) the ability to identify decision makers and influences (b) the level of interaction with decision makers (c) the use of evidence, (d) the formation of coalitions or interest groups and participation in coordination meetings.  ADRA Norway partner offices may be counted for this indicator.					OCAT assessment
4.2: # of CSOs reporting improved capacity to influence local and national decision making	# CSOs cumulative		22	44	70	91	117	117							
	4.3: # of advocacy initiatives led by CSOs to address barriers or promote inclusion	# initiatives per year	0	9	15	14	13	12	63	Number of advocacy initiatives led by CSOs that are intended to address specific barriers within a community or target area.  To count the initiative: 1. It should be an initiative led by a CSO (ADRA or local CSO) 2. It should address an education barrier, or strengthen inclusion of persons with disabilities, women and girls, or marginalized groups in education 3. It should be the result of a plan (advocacy plan, community action plan etc.) 4. The initiative should lead to either an event with the community or a dialogue with stakeholders or decision makers or a signed declaration or by laws or some form of binding commitment or the formation of a coalition.  There are synergies between 4.1 and 4.3	Activity report, participants, issues	Annual	Advocacy initiatives		
		# initiatives cumulative		9	24	38	51	63	63						
4.4: # of research, evidence and knowledge products for advocacy and policy influence disseminated (research type)	# products per year	0	10	10	12	11	10	53	Number of research or evidence based documents developed by CSOs with support from the project with the purpose to advocate and/or influence policy. Documents can be counted after dissemination. The research, evidence or knowledge project may include (but not limited to) documents focused on strengthening education delivery, teacher remuneration	Activity report, products	Annual	Research documents			



		# products cumulative		10	20	32	43	53	53	and wellbeing, education barriers, child safeguarding, classroom management practices, curriculum improvements, economic rights, child rights, disability inclusion, the role of civil society, food security, etc. Initiatives by ADRA offices may be counted.				
Output 4.1. Civil society receives relevant capacity building to strengthen inclusive quality education, sustainable economic development, peacebuilding and engagement in policy advocacy	4.1.1: # of CSO members trained to strengthen CSO capacities to implement programme activities for the project	# female per year	0	181	109	80	74	50	494	Number of CSO members trained to strengthen CSOs' capacities to implement programme activities for the project.	Training report, pre/post tests, post training survey	Annual	CSO members	
		# with disability per year	0	63	40	7	11	6	127	This may be on topics relating directly to the implementation of the activities of the project, or on principles and concepts that will contribute towards the achievement of the results, or strengthen mutual understanding. Examples of topics could include, but are not limited to: Advocacy and coalition building, climate adaptation, labour rights, economic empowerment, TVET, Teacher wellbeing, GEDSI, Civil society roles, food security. Trainings in-person and online may be counted.				
		# total trained per year	0	351	170	60	45	0	626					
		# trained cumulative		351	521	581	626	626	626					
	4.1.2: # of CSO members supported with training for organizational effectiveness on governance, organizational operations and management	# female per year	0	138	66	42	31	12	289	Number of CSO members who have completed training to strengthen the CSOs' organizational effectiveness on governance, operations and management with a view to enhancing the CSOs' ability to meet compliance requirements, be effective and ensure downward accountability.	Training report, pre/post tests, post training survey	Annual	CSO members	
		# with disability per year	0	58	35	5	6	3	107	Topics can include, but are not limited to: GDPR, safeguarding, financial management and reporting, anti-fraud and corruption, MEAL, risk assessment, accountability to affected populations and complaints handling.				
		# total trained per year	0	301	175	75	50	15	616					
		# trained cumulative		301	476	551	601	616	616					
Output 4.2. Education and livelihood systems receive relevant support to improve their accountability to local communities and their recognition of CSOs as crucial partners in the provision of inclusive quality services	4.2.1: # of collaborations for capacity strengthening and technical support with local, subnational and/or national authorities (CB type)	# collaborations per year	0	24	24	25	26	26	125	Number of collaborations between CSOs and government (national or subnational) for capacity strengthening linked directly to technical support. This may include government departments or entities responsible for the delivery of education services, agriculture and livelihoods, responding to climate change, or involved in disaster risk reduction measures.  Collaboration is defined as joint activities of a government department or representative and ADRA/CSO partner. This includes developing or organizing trainings together, support to national teacher training institutes, support on policy or strategy development, embedded technical support, developing guidelines, support for development of curriculum, support for the development or role out of HRMIS or EMIS systems, the development of school safety plans, development of training initiatives for teachers or for head teachers (TPD or mentoring)	Activity report, outcome mapping, meeting minutes	Annual	Collaborations	
	4.2.2: # of joint monitoring visits/consultations	# joint visits per year	0	115	115	115	115	115	575	The number of joint monitoring visits or community consultation meetings that are organized involving both government and CSOs.	Activity report, action plan	Annual	Monitoring visits	
	4.2.3: # of joint initiatives developed to roll out implementation of policies and guidelines	# initiatives per year	0	6	10	8	10	8	42	Number of joint initiative developed to roll out implementation of policies and guidelines.	Activity report, action plan	Annual	Initiatives	