

GOAL	OUTCOME INDICATOR (regional dashboard indicator)	OUTPUT INDICATORS (country dashboard indicators)	ACTIVITIES (classification under humanitarian and resilience to be determined at country level)
<p>Scale up equitable access to education</p>	<p># and % of children and adolescents (5-17 years, boys/girls) enrolled in formal and non-formal education</p> <p><i>Explanatory notes:</i></p> <ul style="list-style-type: none"> <li>• The <u>age-group 5-17</u> includes 1 year of pre-primary and 12 years of primary and secondary education.</li> <li>• Some countries will extend the age of reporting to below 5 years (3-17 or 4-17) because they include ECCE services. In this case, this will be explained in a footnote.</li> <li>• <u>Non-formal education</u> also includes informal education in countries like Jordan. It is however important to stick to one term (non-formal education) and specify differences in a footnote.</li> <li>• <u>Non-formal education</u> includes the following: ALP and Curriculum B (and other catch-up classes), remedial education, literacy and numeracy and language courses.</li> <li>• Both <u>formal and non-formal</u> education include technical and vocational education and training (TVET).</li> </ul>	<p># of children (under 5 years, boys/girls) enrolled in ECCE</p> <p># of children (5-17 years, boys/girls) enrolled in formal education</p> <p># of children (5-17 years, boys/girls) enrolled in non-formal education</p> <p># of children re-integrated to formal education through ALP and other catch-up programs</p> <p># of young people (18-24 years, male/female) enrolled in higher education</p> <p># of educational facilities and learning spaces constructed, rehabilitated or established</p>	<ul style="list-style-type: none"> <li>• Construct, rehabilitate and establish education facilities and learning spaces.</li> <li>• Provide gender-sensitive WASH facilities and adequate quantity of water.</li> <li>• Procure and distribute school furniture.</li> <li>• Support double shift classes.</li> <li>• Develop and provide non-formal education programs like ALP and Curriculum B (and other catch-up classes), remedial education, literacy and numeracy classes, language courses, e-learning programs.</li> <li>• Provide pre-primary and ECCE services.</li> <li>• Prioritize enrolment of adolescents in formal and non-formal vocational education and training (TVET) in line with national policies and strategies and foster partnerships with the private sector for employment opportunities.</li> <li>• Provide higher education services to young people (18-24 years).</li> <li>• Conduct Back-to-Learning (BTL) campaigns.</li> <li>• Mobilize and engage parents, families and communities in the education of their children (advocacy, countrywide media campaigns, information sharing, PTAs).</li> <li>• Support social protection services (transportation, school feeding, school grants/scholarships, and school costs related to fees and uniforms).</li> </ul>

<p><b>Improve the quality of education services</b></p>	<p><b># of programs implemented to further quality education</b></p> <p><i>Note:</i>  <i>Programs on quality education relate to the yellow highlights in the activities column. As per 3RP discussion, colleagues wanted to include procurement and distribution of textbooks etc. as part of quality. This is reflected as an output indicator, but cannot be added to the outcome indicator, as it is not a program. For quality it is more appropriate to focus on 'programs'.</i></p>	<p><b># of teachers, facilitators and school staff trained (male/female)</b></p> <p><b># of teachers and facilitators receiving salaries/incentives</b></p> <p><b># of children (3-17 years, boys/girls) receiving textbooks, teaching and learning materials, and school supplies</b></p>	<ul style="list-style-type: none"> <li>• Provide teacher professional development <b>programs</b> (including facilitators and school staff) related to child-centred, protective and interactive methodologies; classroom management; and PSS.</li> <li>• Develop teacher support <b>programs</b> (salaries/incentives, training materials and resources).</li> <li>• Develop self-learning <b>programs</b>.</li> <li>• Develop life skills <b>programs</b> (see attached guidance).</li> <li>• Develop citizenship education <b>programs</b> (see attached guidance).</li> <li>• Procure and distribute textbooks, teaching and learning materials, and school supplies (school bags, school-in-a-box, recreational kits).</li> </ul>
<p><b>Strengthen education systems</b></p>	<p><b># of schools and learning spaces strengthened through school-based management initiatives</b></p> <p><i>Note:</i></p> <ul style="list-style-type: none"> <li>• <i>Difference between system strengthening and resilience: system strengthening focuses on upstream interventions while resilience represents a longer term approach.</i></li> <li>• <i>School-based management is proposed as outcome indicator because it represents a key element of system strengthening in crises contexts. It is not the only indicator for strengthening education systems. Other indicators are reported at the output level.</i></li> </ul>	<p><b># of education actors reached through training initiatives related to policy, planning and sector coordination</b></p> <p><b># of programs implemented to improve data collection</b></p>	<ul style="list-style-type: none"> <li>• Provide training for education actors on policy development, planning, and sector coordination at national and sub-national levels in contexts of emergencies and on INEE MS.</li> <li>• Foster collaborative frameworks between MoE and civil society in the provision of education.</li> <li>• Provide support to national curriculum development adapted to contexts of emergencies.</li> <li>• Develop accreditation frameworks for non-formal education together with pathways to formal schooling.</li> <li>• Develop programs to strengthen the capacity of schools in data collection, planning and action in context of emergencies (school-based management).</li> <li>• Improve data collection related to formal and non-formal education, including tracking of out-of-school children, school-based assessments (including learning), rapid assessments, real-time monitoring, analytical mappings, and mainstreaming of crisis data collection into EMIS.</li> </ul>