

Goal	Outcome Indicator with Methodology	Output Indicators	Methodology for Output Indicators
Scale up equitable access to education	<p>Indicator: # and % of children and adolescents (5-17 years, boys/girls) enrolled in formal and non-formal education</p>	<p># of children (under 5 years, boys/girls) enrolled in ECCE</p>	<p>Count # of children in ECCE programs. If a child participates in more than one program, it should be counted once, to avoid double counting. Countries should explain in a footnote the age group of the participating children (3-5 or 4-5 years).</p>
	<p>Methodology: The <u>age-group 5-17</u> includes 1 year of pre-primary and 12 years of primary and secondary education.</p>	<p># of children (5-17 years, boys/girls) enrolled in formal education</p>	<p>Count # of children (5-17 years) enrolled in formal education in any grade they attend, from pre-primary to upper secondary education (including enrolled overage children). Include children enrolled in formal TVET programs.</p>
	<p>The # is the sum of:</p> <ul style="list-style-type: none"> # of children (5-17 years) enrolled in formal education in any grade they attend from pre-primary to upper secondary (including enrolled overage children); and # of children (5-17 years) participating in non-formal education. If a child participates in more than one program, the child should be counted once. 	<p># of children (5-17 years, boys/girls) enrolled in non-formal education</p>	<p>Count # of children (5-17 years) enrolled in non-formal education (including enrolled overage children). If a child participates in more than one program, it should be counted once, to avoid double counting. Non-formal education 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. Non-formal education includes the following: ALP and Curriculum B (and other catch-up classes), remedial education, literacy and numeracy, language courses, e-learning programs, and TVET programs.</p>
	<p>Kindly note that <u>some children can participate in both formal and non-formal programs</u>. In such cases, those children should be counted as participants in formal education only.</p>	<p># of children re-integrated to formal education through ALP and other catch-up programs</p>	<p>Count # of children (5-17 years) reintegrated to formal education.</p>
	<p>For the <u>% figure</u>, divide the total # of enrolled children over the total # of registered children 5- 17 years.</p>	<p># of young people (18-24 years, male/ female) enrolled in higher education</p>	<p>Count # of young people (18-24 years) enrolled in higher education. If a young person participates in more than one program, it should only be counted once, to avoid double counting.</p>
		<p># of educational facilities and learning spaces constructed, rehabilitated or established</p>	<p>Count # of educational facilities and learning spaces constructed, rehabilitated or established. Educational facilities include schools, tents, prefabs, etc. If an educational facility is subject to more than one program, report it only once, to avoid double counting.</p>

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Improve the quality of education services	<p>Indicator: # of programs implemented to further quality education</p> <p>Methodology: Sum the # of programs related to the yellow highlights in the list of activities (see indicators document).</p>	<p># of teachers, facilitators and school staff trained (male/female)</p>	<p>Count # of teachers, facilitators and school staff trained. If someone is a beneficiary of multiple training programs, count the person only once, to avoid double counting. If possible, report the number by segment (teachers, facilitators and other school staff) and gender (male/female). Note that this indicators refers to training of individuals directly working at the school level, NOT other actors involved in, for example, training on education policy (such as officials from the MOE). The latter will be reported under 'system strengthening'.</p>
		<p># of teachers and facilitators receiving salaries/incentives</p>	<p>Count # of teachers and facilitators receiving salaries/incentives. If a teacher or facilitator is a beneficiary of multiple salary or incentive programs, count them only once, to avoid double counting.</p>
		<p># of children (3-17 years, boys/girls) receiving textbooks, teaching and learning materials, and school supplies</p>	<p>Count # of children receiving textbooks, teaching and learning materials, and school supplies. If a child is a beneficiary of several distribution campaigns, it should be counted once, to avoid double counting.</p>
Strengthen education systems	<p>Indicator: # of schools and learning spaces strengthened through school-based management initiatives</p> <p>Methodology: Sum the # of schools and learning spaces in which school-based management initiatives are being implemented. If a school participates in more than one initiative, count it once, to avoid double counting.</p>	<p># of education actors reached through training initiatives related to policy, planning and sector coordination</p>	<p>Count # of education actors trained. If someone is a beneficiary of multiple training programs, count the person only once, to avoid double counting. Note that this indicator refers to training of individuals engaged in education outside of the school level, such as officials from the MOE, local administrators, and UN/NGO staff.</p>
		<p># of programs implemented to improve data collection</p>	<p>Count # of programs implemented to improve data collection. Do NOT count activities like training or workshops, but rather the number of different 'programs' taking place. Please provide a brief description of the nature of the program in the narrative report.</p>