Results and Indicators for Development

General Introduction

This guidance for action design has been developed by DEVCO Unit 04 “Evaluation and Results” jointly with DEVCO Thematic Units. It is addressed to all colleagues involved in the preparation of action documents and project documents and offers a handy tool to develop solid logical framework matrices. It identifies clear and measurable results statements that are in line with DEVCO policy priorities, as well as with the UN Sustainable Development Goals (SDGs), along with a range of good indicators to monitor progress. It will be updated regularly to reflect evolving priorities.

Its main objective is to enhance the quality of DEVCO interventions – both in terms of design as well as of monitoring and reporting in the course of implementation.

The need for this type of guidance was identified in the framework of the results-reporting process led by DEVCO 04, as well as through its systematic review of all action documents presented to Quality Review Group meetings.

The present guidance covers DEVCO strategies in various sectors, and presents for each sector:

1. EU policy priorities: a short narrative explaining EU policy priorities and commitments as articulated in key policy and strategic documents.

2. Results Chain: a diagram showing the main results (impact, outcomes, outputs) that EU development interventions are expected to achieve in the sector, reflecting EU policy priorities and commitments.

3. List of Sector Indicators: examples of measurable indicators associated to each result statement are provided, that may be used in Logframe Matrices at project/programme level.

For further information and/or to provide feedback please contact DEVCO Unit 04 at feedback@developmentresults.eu
Education and training are an essential part of any solution to the emerging global challenges threatening peace and prosperity, such as root causes of migration, preventing and countering radicalisation and violent extremism, and promoting equity and respect for diversity. The 2030 Agenda recognises the importance of education and training as a critical element in effectively addressing these challenges, and to the achievement of many of the SDGs.

The New Consensus for Development\(^1\) has fully endorsed the SDG 4\(^2\) on education which aims to "ensure inclusive and equitable quality education and promote life-long learning opportunities for all", that is, to ensure everyone has the knowledge, skills and values they need to engage actively and responsibly in society.

The 2030 Agenda reflects the role of education and training in providing the essential knowledge and skills to enable all further learning, and the vital role it plays in achieving other SDGs, such as those related to health, gender equality, poverty reduction, growth and employment, sustainable consumption and production, and climate change.

Major global challenges for education and training include (Figures taken from the EFA Global Monitoring Report, UNESCO 2015):

- Over 200 million children of pre-primary, primary and secondary school age are not in school (disproportionately the poor, girls and children with disabilities);
- 75 million children need educational support in 35 countries in crisis;
- 250 million children currently leave school unable to read, write or do basic maths;
- A huge deficit of teachers - an estimated 25 million new teachers will be needed to provide all children with primary education by 2030;
- Over 240 million girls and boys experience violence in and around school every year (School-related gender-based violence is preventing the achievement of quality education for all - UNESCO 2015);
- 774 million adults are illiterate (two-thirds of them are women).

Based on the Communication on Education and Training in the context of poverty reduction in developing countries (2002)\(^3\), the EC SWD More and Better Education in Developing Countries (2010)\(^4\), the Communication on Education in Emergencies and Protracted crises (2018)\(^5\), the Overall Objective of the EU in the Education sector is to reinforce Literacy, Numeracy, Skills and Qualifications of populations in partner countries, knowing that education is also essential for the achievement of all the other SDGs: those linked to our Planet (12,13,14,15), our Prosperity (1,2,8,9,10,12), People (3,5,6,7,10), Peace (16) and Places (10, 11) (see the 2016 Global Education Monitoring Report)\(^6\).

In order to reach this desired impact, the long-term expected outcomes / Specific Objectives are:

1. To improve completion of inclusive and equitable early childhood, primary and secondary education;
2. To improve Learning Outcomes;
3. To increase efficiency and effectiveness of the education system (including resilience to shocks).

**EU strategic priorities**

To leverage the positive impact of education and training in building resilient societies, the EU action is structured around the following four strategic priorities:

- **Addressing education and training in crisis situations**: through integrated approaches and increased partnership to deliver safe quality education for vulnerable children and youth in crisis and conflict-affected areas;
- **Promoting skills and employability**: high levels of knowledge, skills and competencies to empower people, especially the youth, women and vulnerable groups, to have a stake in their societies, a chance of a decent livelihood, to be active and responsible citizens;
- **Addressing the teacher deficit and improving the quality of teaching and learning**: education plays a key role in societal resilience to foster pluralism, coexistence and respect but also to prevent and counter violent extremism and radicalisation;
- **Tackling inequalities**, particularly gender inequality, and leaving no one behind: support to equitable quality education, particularly during early childhood and primary years, with special attention to girls and women, vulnerable groups and remote and conflict-affected areas.

In terms of global initiatives, the EU is engaged in:

- **the Global Partnership for Education (GPE)**\(^7\), the unique partnership that since 2002 brings together global stakeholders to support basic education in low income countries. On of the key priorities of the partnership is education in fragile and conflict-affected states, by contributing to building capacity and to capitalizing on the potential role of education in reducing conflict and building stability. The EU is the major contributor.
- **Education Cannot Wait (ECW)**\(^8\), launched at the World Humanitarian Summit in 2016, the first global fund dedicated to education in emergencies and protracted crises. Chaired by UN Special Envoy for Global Education, Gordon Brown, ECW aims to address education needs of 75 million children affected by crises by 2030 – One of the main priorities of ECW is to ensure a medium to long-term approach to addressing education needs in protracted crises.

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7. [www.globalpartnership.org](http://www.globalpartnership.org)
8. [www.educationcannotwait.org](http://www.educationcannotwait.org)
2. Results Chain

- Increased availability of inclusive schools, including in remote and conflict-affected areas, with a specific focus on accessibility for disadvantaged groups (context-specific)
- Improved capacity for education staff deployment and assessment of performance
- Increased pool of qualified teachers, especially in most needed areas (geographic and thematic context)
- Improved management skills and practices at school level
- Improved quality of curricula, teaching and learning materials, especially in most underprivileged and conflict-affected areas
- Increased awareness and capacity of civil society, parents, local communities, teacher organisations, private sector, and other education actors to actively contribute to the education system
- Improved national and local capacity for education-related data collection, storage, and utilization, including on national EMIS, HR, and FM, with a focus on data disaggregation
- Improved national and local capacity for public financial management, with a focus on pro-poor, vulnerable, and/or disadvantaged group funding, including at decentralized/local levels where relevant
- Improved government regulatory capacity for private/non-state provision of education services
- Gender-sensitive policies and practices being applied
- Conflict-sensitive and disaster risk reduction, prevention, and response policies and practices being applied
- Strengthened awareness and capacity of education staff and students on gender
- Strengthened capacity of education staff and students on conflict, disaster risk reduction and prevention
## 3. List of Sector Indicators

<table>
<thead>
<tr>
<th>Result</th>
<th>Indicators</th>
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</table>
| Impact | Literacy rate of 15-24 year-olds (Percentage)  
*data source* World Bank data. |
| To improve the literacy, numeracy, skills and qualifications of the population | Proportion of population 25 and over who hold a) a secondary school diploma, b) a higher education diploma (disaggregated by sex and geographical location - region, urban/rural) (Percentage)  
*data source* UIS, National statistics office, Household surveys. |
| | Proportion of population in a given age group achieving at least a fixed level of proficiency in functional numeracy skills (disaggregated by sex and geographical location - region, urban/rural) (Percentage)  
*data source* SDG indicators database and other national sources. |
| | Transition rate to higher education (disaggregated by sex, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, maternal education level, and disability status, migration status and minority groups - incl. language minorities) (Percentage) |
| | Proportion of population 25 and over who hold a secondary school diploma who is employed (Percentage) |
| | Average number of years of schooling for population 25 and over (disaggregated by sex) (Number of)  
*data source* UIS, National statistics office, Household surveys. |
### Result Indicators

**Outcome**

**Improved completion of inclusive and equitable quality early childhood, primary and secondary education**

- **Primary cohort completion rate** (disaggregated by sex, administrative sub-regions, access to Early Childhood Education, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** EFA GMR, UIS, EMIS

- **Primary completion rate or Gross intake rate in the last grade of primary - GIR** (disaggregated by sex, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** MICS and DHS, closely coordinated to avoid overlapping data collection in the same country, EMIS

- **Survival rate to the last grade of primary** (disaggregated by sex, access to Early Childhood Education, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** UIS, national statistics offices, MICS, EMIS

- **Survival rate by grade** (disaggregated by sex, access to Early Childhood Education, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** UIS, national statistics offices, EMIS

- **Cost of education (i.e. fees, materials/equipment, lunches etc) as a percentage of household expenditure** (Percentage)
  - **data source** UIS, national statistics offices, EMIS

- **Drop-out rate by grade in primary education/secondary general education** (disaggregated by sex, access to Early Childhood Education, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** UIS, national statistics offices, MICS and DHS, closely coordinated to avoid overlapping data collection in the same country

- **Gross graduation rate, lower or upper secondary** (disaggregated by sex, access to Early Childhood Education, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** UIS, national statistics offices

- **Secondary completion rate, lower or upper** (disaggregated by sex, access to Early Childhood Education, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source** Sources for 1): UIS, WB - From administrative records EMIS

**Result**

**Indicators**

- **Transition rate to secondary education** (disaggregated by sex, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, maternal education level, and disability status, migration status and minority groups - incl. language minorities, if relevant) (Percentage)
  - **data source** UIS, national statistics offices, MICS and DHS, closely coordinated to avoid overlapping data collection in the same country

- **Percentage of children/young people (i) in Grade 2/3, (ii) at the end of primary and (iii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics** (disaggregated by sex, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, maternal education level, and disability status, migration status and minority groups - incl. language minorities, if relevant) (Percentage)
  - **data source** Regional assessments such as LLECE, SACMEQ, PASEC) and international, (e.g. PIRLS, PISA, TIMSS) Student assessment studies including EGRA-type

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**Improved Learning Outcomes**

**Outcome**

**Improved Learning Outcomes**

- **Transition rate to secondary education** (disaggregated by sex, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, maternal education level, and disability status, migration status and minority groups - incl. language minorities, if relevant) (Percentage)
  - **data source** UIS, national statistics offices, MICS and DHS, closely coordinated to avoid overlapping data collection in the same country

- **Percentage of children/young people (i) in Grade 2/3, (ii) at the end of primary and (iii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics** (disaggregated by sex, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, maternal education level, and disability status, migration status and minority groups - incl. language minorities, if relevant) (Percentage)
  - **data source** Regional assessments such as LLECE, SACMEQ, PASEC) and international, (e.g. PIRLS, PISA, TIMSS) Student assessment studies including EGRA-type
Result | Indicators
---|---
**Outcome**

**Education system more efficient and effective (including resilience to shocks)**

- Repetition rate by grade in primary education/lower secondary general education (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, access to ECE, wealth quintile, maternal education level, disability status, minorities, if relevant) (Percentage)
  
  **data source**
  UIS, national statistics offices
  MICS (per education level) and DHS (per education level), closely coordinated to avoid overlapping data collection in the same country

- Educational wastage rate by level of education (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, maternal education level, disability status, migration status and minority groups - incl. language minorities - if relevant) (Percentage)
  
  **data source**
  UIS, national ministry of education, national statistics offices

- Number of years of school life expectancy - SLE (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, access to ECE, wealth quintile, maternal education level, and disability status, migration status and minority groups - incl. language minorities - if relevant) (Number of)
  
  **data source**
  UIS, national ministry of education, national statistics offices

- Total number of hours spent in class with a teacher (disaggregated by level of education, type of institution - private/public, and geographical location - region, urban/rural) (Number of)
  
  **data source**
  UIS, national education ministry (EMIS), special research and surveys

**Outcome**

**Increased access to inclusive and equitable ECE, primary, secondary and higher education**

- Percentage of children who have access to early childhood education (ECE) learning programmes (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Percentage)
  
  **data source**
  UNICEF (www.childinfo.org/ecd_support.php)

- Percentage of pupils within [x] kilometre of a school (Percentage)
  
  **data source**
  National education ministry (EMIS), school registers

- Educational places as percentage of eligible pupils (Percentage)
  
  **data source**
  National education ministry (EMIS), school registers

- Participation rate in organized learning - one year before the official primary entry age (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Percentage)
  
  **data source**
  SDG indicators database

- Gross enrolment rate - GER (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Percentage)
  
  **data source**
  UIS, national education ministry (EMIS)

- Net/Adjusted net enrolment rate - NER/ANER (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Percentage)
  
  **data source**
  UIS, national education ministry (EMIS)

- Number of out-of-school children by age group (disaggregated by sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Number of)
  
  **data source**
  UIS, national statistics offices, MICS and DHS, closely coordinated to avoid overlapping data collection in the same country

- Proportion of school aged children out of school (disaggregated by age group, sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Percentage)
  
  **data source**
  UIS, national statistics offices, MICS and DHS, closely coordinated to avoid overlapping data collection in the same country

- Number of students enrolled in after-school care for secondary school students (disaggregated by sex) (Number of)
  
  **data source**
  National education ministry (EMIS), school registers

- Number of students benefitting from tutoring support for underperforming students at [please specify] education level (disaggregated by age group, sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Number of)
  
  **data source**
  National education ministry (EMIS), school registers

- Proportion of youth (aged 15–24 years) not in education, employment or training - NEET (disaggregated by age group, sex, administrative sub-regions, location - urban/per-urban/rural, wealth quintile, if relevant) (Percentage)
  
  **data source**
  SDG indicators database and other national sources

- Number of students enrolled in education with EU support: a) primary education, b) secondary education (EURF 2.7) (Number of)
  
  **data source**
  Intervention M&E system
**Outcome**

**Increased availability and presence of qualified, motivated teachers and other education staff**

- **Number of years of pre-service or in-service training acquired by teachers** (disaggregated by sex, language/ethnicity origin and contract type) *(Number of)*
  
  **data source** National education ministry (EMIS), school registers, teacher records, school census or special surveys on teaching staff. For example, see Education International and Oxfam Novib (2011), Quality Educators: An International Study of Teacher Competences and Standards, [http://download.ei-ie.org/Docs/WebDepot/Quality%20Educators.pdf](http://download.ei-ie.org/Docs/WebDepot/Quality%20Educators.pdf). The OECD's Teaching and Learning International Survey (TALIS), available for 2008 and 2013, has surveyed teachers at lower secondary school level. Programme in International Student Assessment 2015 (PISA) run by the OECD has an optional teacher questionnaire.

- **Percentage of pre-primary teachers with teachers’ qualification** (disaggregated by sex) *(Percentage)*
  
  **data source** National education ministry (EMIS)

- **Percentage of teachers recruited by certification and/or competitive exams** *(Percentage)*
  
  **data source** National education ministry (EMIS)

- **Average qualification of teachers at each educational level** *(Qualitative)*
  
  **data source** National education ministry (EMIS)

- **Pupil/teacher ratio; pupil/trained teacher ratio** - PTR/PTTR (disaggregated by level of education, type of institution - private/public, and geographical location - region, urban/rural) *(Percentage)*
  
  **data source** UIS, national education ministry (EMIS), school registers, teacher records, school census or special surveys on teaching staff

- **Teacher absenteeism rate** (disaggregated by sex, number of days absent, type of absence - authorised or not, type of contract, sex, location of school) *(Percentage)*
  
  **data source** UIS, national education ministry (EMIS), school registers, teacher records, school census or special surveys on teaching staff

- **Teacher attrition rate by level of education** (disaggregated by sex, level of education, geographical location - region, rural/urban, by type of institution - public/private, by teacher age groups and teacher qualifications) *(Percentage)*
  
  **data source** UIS, national education ministry (EMIS), school registers, teacher records, school census or special surveys on teaching staff

- **Total number of hours spent in class with a teacher** (disaggregated by level of education, type of institution - private/public, and geographical location - region, urban/rural) *(Number of)*
  
  **data source** UIS, national education ministry (EMIS), special research and surveys

- **Proportion of total time in school spent with the teacher** (disaggregated by level of education, type of institution - private/public, and geographical location - region, urban/rural) *(Percentage)*
  
  **data source** UIS, national education ministry (EMIS), special research and surveys

- **Percentage of primary teachers in school with teacher training college degree** *(Percentage)*
  
  **data source** UIS, national education ministry (EMIS), special research and surveys

- **Percentage of teachers who have completed nationally required training programmes** (disaggregated by sex, level of education, type of institution - private/public, and geographical location - region, urban/rural) *(Percentage)*
  
  **data source** UIS, national education ministry (EMIS). For 60 countries, UIS produces detailed information on working conditions, salaries and qualifications of teachers, as well as projections of global demand for primary teachers, teacher characteristics; attrition and staff turnover; training and qualifications; salary and incentives; and teacher workload. This can be found in the UIS eAtlas of Teachers: [www.tellmaps.com/uis/teachers/index.jsp](http://www.tellmaps.com/uis/teachers/index.jsp#tellmap/1381436086/4)
<table>
<thead>
<tr>
<th>Result</th>
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<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Improved use of appropriate teaching and learning resources and school facilities</strong></td>
<td></td>
</tr>
<tr>
<td>- Average number of students per textbook (disaggregated by grade in primary education, by geographical location - urban/rural/remote, and by subject - mathematics, reading) (Number of)</td>
<td>data source Ministry of education reports to be requested by the Action; UIS for certain African countries; specific surveys such as World Bank: <a href="http://siteresources.worldbank.org/INTAFRREGTOPSEIA/Resources/OtherTextbooks.pdf">http://siteresources.worldbank.org/INTAFRREGTOPSEIA/Resources/OtherTextbooks.pdf</a></td>
</tr>
<tr>
<td>- Percentage of students using a computer at school at least once a week (disaggregated by age group, sex, education level, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)</td>
<td>data source Ministry of education reports to be requested by the Action</td>
</tr>
<tr>
<td>- Percentage of students using Internet and Educative Media at least once a week (disaggregated by age group, sex, education level, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)</td>
<td>data source Ministry of education reports to be requested by the Action</td>
</tr>
<tr>
<td>- Portion of the education budget allotted to learning/teaching materials (Percentage)</td>
<td>data source Ministry of education reports to be requested by the Action</td>
</tr>
<tr>
<td>- Percentage of schools with access to electricity per education level (disaggregated by level of education and geographical location - urban/rural/remote) (Percentage)</td>
<td>data source Ministry of education reports to be requested by the Action; UIS for certain African countries; specific surveys</td>
</tr>
<tr>
<td>- Percentage of schools with access to drinking water per education level (disaggregated by level of education and geographical location - urban/rural/remote) (Percentage)</td>
<td>data source Ministry of education reports to be requested by the Action; UIS for certain African countries; specific surveys</td>
</tr>
<tr>
<td>- Percentage of schools with access to latrines/improved sanitation per education level (disaggregated by level of education and geographical location - urban/rural/remote) (Percentage)</td>
<td>data source Ministry of education reports to be requested by the Action; UIS for certain African countries; specific surveys</td>
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<td><strong>Outcome</strong></td>
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<tr>
<td><strong>Improved learning assessment (in-classrooms and at system level)</strong></td>
<td></td>
</tr>
<tr>
<td>- Status of a nationally-representative learning assessment (i) in the early grades of primary (2/3), (ii) at the end of primary and (iii) at the end of lower secondary (Qualitative)</td>
<td>data source UIS (Observatory of Learning Outcomes) World Bank SABER-Student Assessment</td>
</tr>
<tr>
<td>- Proportion of pupils whose learning has been assessed in a timely manner according to the national learning assessment framework (Percentage)</td>
<td>data source EMIS systems</td>
</tr>
</tbody>
</table>
**Result Indicators**

**Outcome**

**Improved governance and management in the education sector**

- Proportion of total educational expenditure per education level to a) pre-primary, b) primary, c) secondary, d) higher education (Percentage)
  
  *data source* UIS

- Percentage of teachers whose performance is assessed annually (Percentage)
  
  *data source* National education ministry (EMIS)

- Percentage of national budget expenditures related to Education Action Plan activities (Percentage)
  
  *data source* National education ministry (EMIS)

- Percentage of schools with the participation of parents in the management of the school (Percentage)
  
  *data source* National education ministry (EMIS)

- Percentage of schools equipped with board of trustees and/or board of management that ensure better transparency, accountability, and targeting of parental contributions to schools (Percentage)
  
  *data source* National education ministry (EMIS)

- Number of provincial and district education offices being awarded ISO 9001 accreditation or completion of ISO 9001 process with high Public Financial Management focus (Number of)
  
  *data source* National education ministry (EMIS)

- Public expenditure per pupil as a percentage of GDP per capita (all levels/per level of education) (Percentage)
  
  *data source* UIS

- Teacher salary as a proportion of GDP per capita (civil servants and contract teachers) (disaggregated by education level, sex, contract type, institution type, geographical location – urban/rural/remote) (Percentage)
  
  *data source* In Africa, Pôle de Dakar database breaks down contract versus civil servants. OECD/WEI countries

- Proportion of teachers whose salary is paid on time according to national schedule (Percentage)
  
  *data source* National statistics offices, national education ministry

- Percentage of audited institutions reducing accountancy errors/fraud/losses/unaccountable funds (Percentage)
  
  *data source* Report from the ministry of education

- Percentage of teachers’ salaries paid through bank account (Percentage)
  
  *data source* Report from the ministry of education

- Total public expenditure on education as percentage of GDP or of total government expenditure (Percentage)
  
  *data source* UIS, national statistics offices, ministry of finance
<table>
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<tr>
<td><strong>Gender sensitive policies and practices being applied</strong></td>
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<tr>
<td><strong>Outcome</strong></td>
<td></td>
</tr>
<tr>
<td>Gender parity index - GPI (disaggregated by geographical location - region, urban/rural, type of institution - public/private, and by level of education) - (Secondary)</td>
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</tr>
<tr>
<td>Share of women among teachers and in management/leadership positions in schools (disaggregated by level of education, geographical location - region, rural/urban, type of institution - public/private, age groups and teacher qualifications) (Percentage)</td>
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</tr>
<tr>
<td><strong>data source</strong></td>
<td>UIS, national education ministry (EMIS), school registers, teacher records, school census or special surveys on teaching staff</td>
</tr>
<tr>
<td>Status of gender analysis of teaching and learning materials (e.g., the promotion of gender equality and positive images of girls and boys, and their abilities and aspirations) (Qualitative)</td>
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</tr>
<tr>
<td><strong>data source</strong></td>
<td>Analysis to be commissioned by the Action</td>
</tr>
<tr>
<td>Extent to which national curricula is unbiased, non-discriminatory and preventive of all forms of gender-based violence (GBV) (Qualitative)</td>
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<tr>
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<td>Extent to which educational institutions provide private and safe sanitation and boarding facilities for girls and boys and housing for female teachers in rural and remote areas (Qualitative)</td>
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<tr>
<td><strong>data source</strong></td>
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<tr>
<td>Existence of a national policy on GBV in (and to/from) schools that specifically considers risks to girls, boys, young women and men (Qualitative)</td>
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</tr>
<tr>
<td><strong>data source</strong></td>
<td>Progress reports for the Action</td>
</tr>
<tr>
<td>Percentage of girls and boys who believe girls should go to university (Percentage)</td>
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<tr>
<td><strong>data source</strong></td>
<td>Survey to be commissioned by the Action</td>
</tr>
<tr>
<td>Percentage of girls and boys who report that they believe girls should continue to pursue their education/career after getting married (Percentage)</td>
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</tr>
<tr>
<td><strong>data source</strong></td>
<td>Survey to be commissioned by the Action</td>
</tr>
<tr>
<td><strong>Conflict sensitive and disaster risk reduction, prevention and response policies and practices being applied</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
</tr>
<tr>
<td><strong>data source</strong></td>
<td>UIS, national statistics, EMIS, Education Cluster</td>
</tr>
<tr>
<td>Proportion of IDPs and/or refugees attending school (disaggregated by sex) (Percentage)</td>
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</tr>
<tr>
<td><strong>data source</strong></td>
<td>UIS, UNHCR, Global Education Cluster, EMIS</td>
</tr>
<tr>
<td>Extent to which the position of conflict-affected population and IDPs is addressed by national education sector plans (Qualitative)</td>
<td>Extent to which the position of conflict-affected population and IDPs is addressed by national education sector plans (Qualitative)</td>
</tr>
<tr>
<td><strong>data source</strong></td>
<td>Analysis to be commissioned by the Action</td>
</tr>
</tbody>
</table>
**Result Indicators**

### Output

**Increased availability of appropriate safe schools, including in remote and conflict affected areas, with a specific focus on accessibility for disadvantaged groups (context specific)**

- Number of schools/classrooms rehabilitated/constructed with EU support that meet safety and well-being standards (disaggregated by geographical location - region, urban/rural, and by level of education) (Number of)
  - **data source**: Project progress reports

- Number of schools with gender specific features (e.g. separate latrines for girls, access to water, security in dorms) made available with EU support (Number of)
  - **data source**: Project progress reports

- Number of mainstream schools made accessible for students with disabilities (disaggregated by geographical location - region, urban/rural, and by level of education) (Number of)
  - **data source**: Project progress reports

- Number of disabled children benefiting from transportation to school provided by the Action (Number of)
  - **data source**: Project progress reports

- Number of primary and lower secondary schools supported by this Action in applying a tutoring scheme for the underperforming students based on the results of the national learning assessment (Number of)
  - **data source**: Project progress reports

- Number of schools supported by EU that meet protection and well-being standards (Number of)
  - **data source**: Project progress reports

- Number of students with access to a computer at school (disaggregated by age group, sex, education level, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Number of)
  - **data source**: Project progress reports

- Number of student with access to Internet and Educative Media at school (disaggregated by age group, sex, education level, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile, if relevant) (Percentage)
  - **data source**: Project progress reports

- Number of teachers and school personnel trained periodically by the Action in conflict sensitive education with an increased knowledge (disaggregated by sex, type of contract - teacher or administrator, geographical location - region, urban/rural, and by level of education) (Number of)
  - **data source**: Project’s database of training participants, pre- and post-training survey

### Output

**Improved capacity for education staff deployment and assessment of performance**

- Status of a framework and standards for education staff assessment (Qualitative)
  - **data source**: Project progress reports

- Number of education management staff trained by the Action in conducting staff assessment with an increased knowledge (disaggregated by sex, type of contract - teacher or administrator, geographical location - region, urban/rural, and by level of education) (Number of)
  - **data source**: Project’s database of training participants, pre- and post-training survey

- Status of work force planning/framework (Qualitative)
  - **data source**: Project progress reports and EMIS

### Output

**Increased pool of qualified teachers, especially in most needed areas (geographic and thematic context)**

- Number of teachers trained by the Action with increased knowledge in [specify topic] (disaggregated by sex, location, and level of education) (Number of)
  - **data source**: Project’s database of training participants, pre- and post-training survey

- Status of curriculum for teacher education with components on HIV/AIDS, including counselling (Qualitative)
  - **data source**: Curriculum document, project progress reports
<table>
<thead>
<tr>
<th>Result</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>Number of school administrators who received management, communication and mediation training with EU support and have increased their knowledge of these topics (Number of) &lt;br&gt;<strong>data source</strong> Project's database of training participants, pre- and post-training survey</td>
</tr>
<tr>
<td>Improved management skills and practices at school level</td>
<td>Number of teachers having completed the Induction Programme thanks to support of the Action (disaggregated by sex) (Number of) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td>Output</td>
<td>Status of (revised) national education curricula (Qualitative) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td>Increased availability of curricula, teaching and learning material appropriate to and compatible with learners’ context, age, language, and developmental levels</td>
<td>Status of an official textbook for each subject with EU support (Qualitative) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number of new programmes developed with support of the Action for students with disabilities at [please specify education level] (Number of) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number of students with access to textbooks, workbooks and requisite literature on Braille, on tape/CD or in a minority language with EU support (Number of) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number of schools equipped by the Action with innovative pedagogic equipment (Number of) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
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<tr>
<td></td>
<td>Number of schools where ICT equipment has been provided by the Action - (Number of) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td>Output</td>
<td>Number of teachers trained by the Action with increased knowledge on integrating ICT in their classrooms (disaggregated by sex and level of education) (Number of) &lt;br&gt;<strong>data source</strong> Project's database of training participants, pre- and post-training survey</td>
</tr>
<tr>
<td>Improved development, dissemination and use of evidence-based products on education, including research, innovations, digital solutions and best practices</td>
<td>Number of research studies on innovation in education published with the EU support (Number of) &lt;br&gt;<strong>data source</strong> Research reports</td>
</tr>
<tr>
<td></td>
<td>Number of education officials attending the launch of research studies on innovation in education organized by the Action (disaggregated by sex) (Number of) &lt;br&gt;<strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td>Output</td>
<td>Status of guidelines and criteria for assessing learning outcomes at different levels of education (Qualitative) &lt;br&gt;<strong>data source</strong> Guidelines and criteria documents</td>
</tr>
<tr>
<td>Systematic process, tools, financial and technical capacity in place to assess learning outcomes</td>
<td>Number of education officials trained by the Action and having increased their knowledge on good practices in assessing learning outcomes at different levels of education (Number of) &lt;br&gt;<strong>data source</strong> Project's database of training participants, pre and post-training survey</td>
</tr>
<tr>
<td>Result</td>
<td>Indicators</td>
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</tbody>
</table>
| Output | Number of civil society representatives, parents, teachers and private sector representatives attending networking events organized by the Action (disaggregated by sex and type of participant) (Number of)  
<em>data source</em> Project progress reports |
| | Number of parents informed by the Action about the role and possibility to join parent councils (where they exist) (Number of)  
<em>data source</em> Project progress reports |
| | Number of parent councils established with EU support (Number of)  
<em>data source</em> Project progress reports |
| | Number of civil society organization representatives trained by the Action for implementing or monitoring activities in the field of education (Number of)  
<em>data source</em> Project progress reports |
| Output | Status of a new national EMIS (Qualitative)  
<em>data source</em> Project progress reports |
| | Number of educational institutions who have updated their information in the system at the beginning of the school year thanks to support of the Action (Number of)  
<em>data source</em> Project progress reports |
| | Frequency of publication of education data for schools/regions supported by the Action (Days)  
<em>data source</em> Project progress reports |
| | Level of public accessibility of education data (Qualitative)  
<em>data source</em> Project progress reports |
| | Number of Ministry of Education policies which have been developed using appropriate analysis done by EMIS thanks to support of the Action (Qualitative)  
<em>data source</em> Project progress reports |
| Output | Number of education officials trained by the Action and having increased their knowledge on management with focus on pro-poor, vulnerable and/or disadvantaged group funding (disaggregated by sex and level of administration) (Number of)  
<em>data source</em> Project’s database of training participants |
| | Status of affirmative measures in education facilities’ budget at local, regional and national levels (Qualitative)  
<em>data source</em> Project progress reports |
| | Number of research studies on public financial management with focus on pro-poor, vulnerable and/or disadvantaged group funding, published with the support of this Action (Number of)  
<em>data source</em> Research reports |
| Output | Number of government officials at different levels trained by the Action and having increased their knowledge of the modalities of functioning/financing, quality control and good practices in private education (disaggregated by sex) (Number of)  
<em>data source</em> Project’s database of training participants, pre- and post-training survey |
| | Status of a by-law regulating the private provision of education services (Qualitative)  
<em>data source</em> Project progress reports |
<table>
<thead>
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</tr>
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<tbody>
<tr>
<td><strong>Output</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strengthened awareness and capacity of education staff and students</strong></td>
<td></td>
</tr>
<tr>
<td>on gender</td>
<td>Number and percentage of staff trained on gender issues in education (pre-service or in-service) and having increased their knowledge (disaggregated by sex) (Number of) <strong>data source</strong> Project's database of training participants, pre- and post-training survey</td>
</tr>
<tr>
<td></td>
<td>Number of education staff, children and parents participating in events organized by the Action to support access to education for all children (disaggregated by sex, age and type of participant - teacher, administrator, child) (Number of) <strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Status of school dress codes (Qualitative) <strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number and type of activities undertaken in schools and other educational institutions that raise awareness about violence against women and girls <strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number of students who receive sexuality education in school with the support of the Action (disaggregated by sex) (Number of) <strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number of teachers trained by the Action in teaching sexuality education (disaggregated by sex) <strong>data source</strong> Project's database of training participants, pre- and post-training survey</td>
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<tr>
<td><strong>Output</strong></td>
<td></td>
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<tr>
<td><strong>Strengthened capacity of education staff and students on conflict,</strong></td>
<td></td>
</tr>
<tr>
<td><strong>disaster risk reduction and prevention</strong></td>
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<tr>
<td></td>
<td>Number of education staff and students trained by the Action with increased knowledge of disaster risk reduction and prevention and crisis management (disaggregated by sex and type of participant - teacher or student) (Number of) <strong>data source</strong> Project's database of training participants, pre- and post-training survey</td>
</tr>
<tr>
<td></td>
<td>Number of teachers trained in environmental/climate change subject within the natural science curriculum (Number of) <strong>data source</strong> Project progress reports</td>
</tr>
<tr>
<td></td>
<td>Number of disaster risk reduction and prevention plans developed with the support of the Action for specific schools/communities (Number of) <strong>data source</strong> Project progress reports</td>
</tr>
</tbody>
</table>