



European
Commission

Results and
Indicators for
Development

Education

International
Partnerships



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Unit D4 - Performance, Results and Evaluation; Internal Communication, Knowledge Management
and Collaborative Methods

Unit G.3 - Youth, Education and Culture

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To see the complete online presentation of the Results and Indicators on Human Rights please click [here](#).

Results and Indicators for Development

General Introduction

The **guidance on thematic results and indicators** covers DG INTPA strategies in various sectors, aiming to enhance the quality of our interventions – in terms of design, monitoring in the course of implementation. It also aims to promote the use of standardized information across European Union-funded interventions in partner countries. [DG INTPA](#) unit in charge of monitoring results ([D.4](#)) and [thematic units](#) developed the guidance.

It is **addressed to EC staff and external partners** involved in the preparation of action documents and project documents, helping them to develop solid logical framework matrices. It identifies clear and measurable results statements in line with DG INTPA policy priorities, as well as with the [UN Sustainable Development Goals \(SDGs\)](#), [NDICI Regulation](#), [Gender Action Plan \(GAP III\)](#) and the [EU Results Framework](#), along with a range of good indicators to monitor progress.

DG INTPA's results reporting and Action Document quality assurance processes identified the **need for such guidance**.

This guidance 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. A results chain: a diagram showing the main results (impact, outcomes, outputs) that EU development interventions are expected to achieve in the given thematic area, reflecting EU policy priorities and commitments.



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

1. EU Policy Priorities



Education is a basic human right, a foundation for achieving human development and a key to tackling pressing global challenges.

The [2030 Agenda](#) recognises the role of education in providing the essential knowledge and skills to enable all further learning. It also highlights the vital role that education (Sustainable Development Goal #4 of the agenda) plays in achieving other 2030 [Sustainable Development Goals](#) (SDGs), including the SDGs related to health, gender equality, poverty reduction, growth and employment, sustainable consumption and production, and climate change.



The [New Consensus for Development](#) has fully endorsed [SDG 4](#) on education, which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' ensuring that everyone has the knowledge, skills and values they need to engage actively and responsibly in society.

Education is one of the pillars of the [EU Global Gateway](#) and, as such, it will enable and strengthen connections between people, disciplines, and societies.

Consequently, over the 2021-2027 programming period, the European Union will support partner governments as they transform their education systems to:

- address historical inequities and deficits in participation and learning; and
- equip the largest cohort of young people in history for individual success and to play their part in the green, digital and democratic societal transitions.

This is a challenge that the European Union is uniquely positioned to tackle, through the combined capabilities and investments of the EU institutions and Member States, and by harnessing the diverse expertise available in the European Education Area.

In this context, the European Commission's Directorate-General for International Partnerships (DG INTPA) is increasing its funding for education. It is making the sector a priority in the next programming period, focusing on ensuring quality education, equality, equity, and a better match between skills and jobs.

EU Strategic Priorities

In particular, EU programmes will promote a comprehensive approach to the sector, from early childhood to tertiary education, with a focus on:

- competence for the future;
- strengthening education systems and capacities at national or regional levels;
- securing everyone's right to education, no matter their gender, socio-economic situation, learning impairment, disability, geographic location, language, ethnicity or sexual orientation;
- addressing the learning crisis and teacher deficit;
- increasing support in education and training in emergencies and protracted crises, with a specific focus on gender and displacement.

This guidance provides an updated results chain. It examines the outputs and outcomes that can be secured in education to build prosperous, inclusive, greener, safer and sustainable societies where individuals can develop to their full potential (impact level).

For each result, from output level to impact level, a number of indicators are proposed. These are inspired by or taken directly from various sources, including SDG indicators or indicators collated by the UNESCO Institute for Statistics.

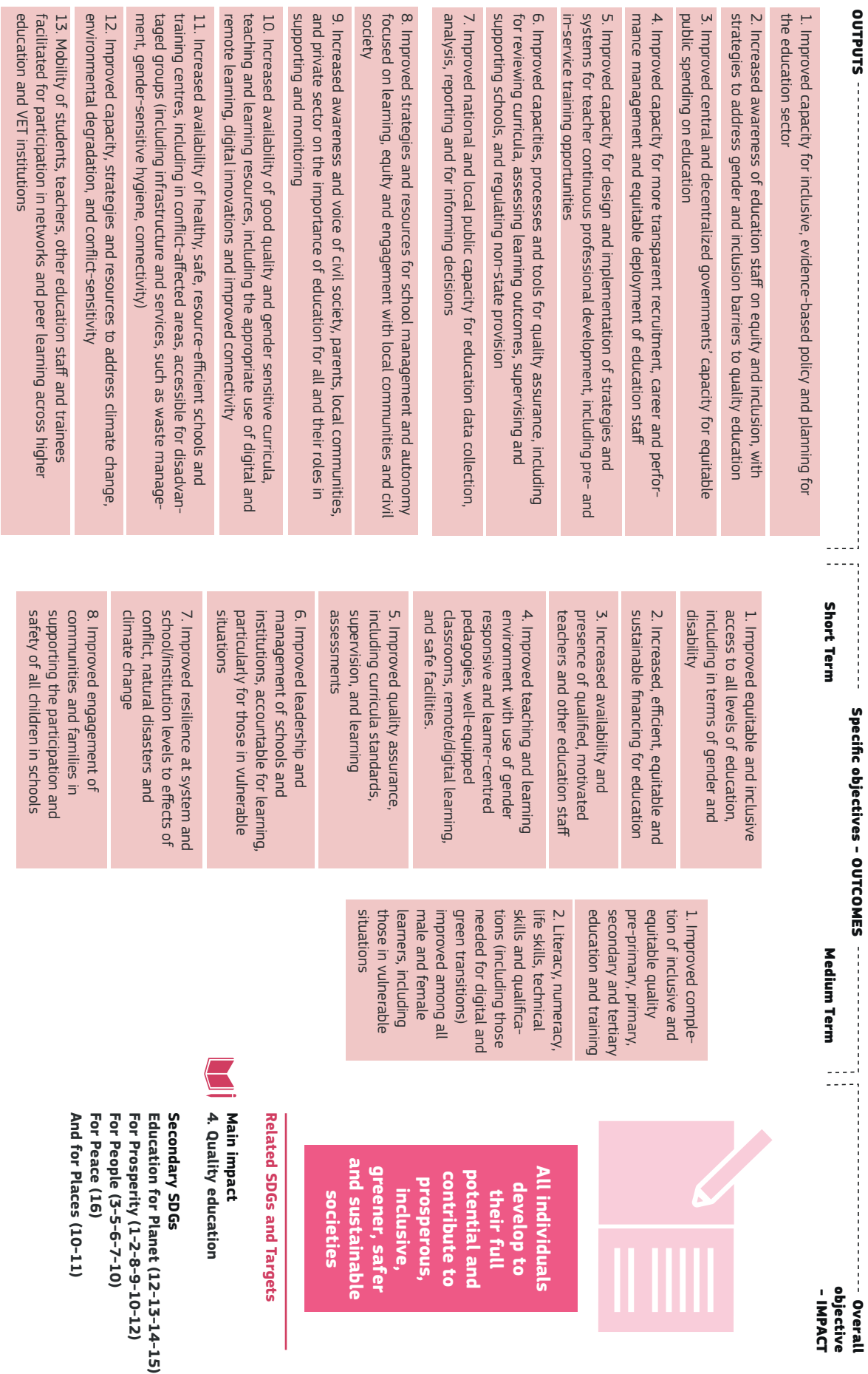
The user of this guidance note should bear in mind, however, that indicators or results must comply with the reality of the country or the region, the type of intervention, the availability of data or the capacity to process and analyse them. For this reason, the proposed indicators and results can be adjusted to suit the context of the programme that is being developed.



2. Results Chain

IMPROVED SERVICE DELIVERY

IMPROVED EDUCATION SYSTEM



3. List of Sector Indicators

OPSYS core indicators are highlighted in the list. For more information about OPSYS core indicators see [here](#).

Result	Indicator(s)
IMPACT: All individuals develop to their full potential and contribute to prosperous, inclusive, greener, safer and sustainable societies	GERF/SDG 4.6.2. Youth literacy rate (disaggregated by urban/rural; disability, sex) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal ,
	SDG 4.6.2. Adult literacy rate (disaggregated by sex and geographical location - urban/rural; disability; age range, 15+, 25-64, elderly: 65+) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal ,
	Educational attainment of population 25 and over (primary, lower secondary, upper secondary, post secondary non tertiary, short-cycle tertiary, Bachelors or equivalent, Masters or equivalent, Doctoral or equivalent) - (Female, Male, both) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal ,
	SDG 4.6.1. Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills (disaggregated by sex) <i>Data Source(s)</i> Global SDG Indicators Database ,
	Unemployment rates for different levels of educational attainment (Basic, Intermediate, Advanced) <i>Data Source(s)</i> ILO STAT data portal ,
	SDG 8.6.1. Proportion of youth (aged 15-24 years) not in education, employment or training <i>Data Source(s)</i> ILO STAT data portal ,
MEDIUM-TERM Outcome 1. Improved completion of inclusive and equitable quality pre-primary, primary, secondary and tertiary education and training	SDG 4.1.2. Completion rate (primary education, lower secondary education, upper secondary education) <i>Data Source(s)</i> Global SDG Indicators Database ,
	SDG 4.5.1. Gender parity index (GPI) - Completion rate, by level (primary, lower secondary, upper secondary) <i>Data Source(s)</i> Education for All Annual Reports , (Available in Table 5 of Education for All Annual Reports.)
	SDG 4.5.1. Location disparity in completion (primary, lower secondary, upper secondary) - adjusted parity index <i>Data Source(s)</i> Education for All Annual Reports , (Available in Table 5 of Education for All Annual Reports.)
	SDG 4.5.1. Wealth disparity in completion (primary, lower secondary, upper secondary) - adjusted parity index <i>Data Source(s)</i> Education for All Annual Reports , (Available in Table 5 of Education for All Annual Reports.)
	SDG 4.5.1. Share of poorest completing (primary, lower secondary, upper secondary) - (by sex) <i>Data Source(s)</i> Education for All Annual Reports , (Available in Table 5 of Education for All Annual Reports.)
	Gross graduation ratio from tertiary education (by sex) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal ,
	School life expectancy by level of education (pre-primary, primary, secondary, post-secondary non-tertiary, tertiary, primary and lower secondary, primary and secondary, primary to tertiary) - (female, male, both, GPI available) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal ,
	Transition from upper secondary to tertiary education (ISCED levels 5, 6 and 7 combined) (disaggregated by sex) <i>Data Source(s)</i> Education for All Annual Reports , (Available in Table 5 of Education for All Annual Reports.)
	Transition from primary to lower secondary general 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) <i>Data Source(s)</i> Education for All Annual Reports , (Available in Table 5 of Education for All Annual Reports.)
	Out-of-school rate for children with disabilities (by level - primary and secondary education) <i>Data Source(s)</i> Household surveys
	SDG 4.1.4. Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education) (disaggregated by sex) <i>Data Source(s)</i> Global SDG Indicators Database ,

Result	Indicator(s)
● MEDIUM-TERM Outcome 2. Literacy, numeracy, life skills, technical skills and qualifications (including those needed for digital and green transitions) improved among all male and female learners, including those in vulnerable situations	<p>SDG 4.1.1. Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics (disaggregated by sex) Data Source(s) Global SDG Indicators Database,</p> <p>Share of 1st grade students with basic skills to succeed in primary school (disaggregated by sex and urban/rural location, as well as by type of skill - numeracy, literacy, executive function, and socioemotional). Data Source(s) Global Education Policy Dashboard - World Bank (SABER program and WB Education Global Practice).</p> <p>SDG 4.4.1. Percentage of youth and adults with specific information and communication technology (ICT) skills (disaggregated by sex) Data Source(s) Global SDG Indicators Database,</p> <p>Location disparity in minimum proficiency in reading and mathematics (end of primary and end of lower secondary) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Wealth disparity in minimum proficiency in reading and mathematics (end of primary and end of lower secondary) Data Source(s) Education for All Annual Reports, (Available in Table 5 of Education for All Annual Reports.)</p> <p>Percentage of children meeting benchmarks on a range of cross-cutting life skills (disaggregated by level of education, age, sex, disability) Data Source(s) Baseline and endline studies conducted and budgeted by the EU-funded intervention</p>
	<p>GERF 2.36. Number of students enrolled in education with EU support: (a) primary education, (b) secondary education, (c) tertiary education Data Source(s) Project progress reports</p> <p>SDG 4.3.2. Gross enrolment ratio for tertiary education (by sex) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>SDG 4.2.2. Participation rate in organized learning (one year before the official primary entry age) (by sex) Data Source(s) Global SDG Indicators Database,</p> <p>Percentage of students who are present in their classroom during an unannounced visit - school attendance rate (by sex, level of education and urban/rural location) Data Source(s) Global Education Policy Dashboard - World Bank (SABER program and WB Education Global Practice).</p> <p>Gross enrolment ratio in primary education (disaggregated by sex, education level, location, wealth quintile) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Primary adjusted net enrolment rate (disaggregated by sex, education level, location, wealth quintile) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Lower secondary total net enrolment rate (disaggregated by sex, education level, location, wealth quintile) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Upper secondary total net enrolment rate (disaggregated by sex, education level, location, wealth quintile) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>SDG 4.5.1. Gender parity index (GPI) - Gross enrolment ratio (by level) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Extent to which partner government policy calls for universal access to at least one year of early childhood education with priority for the most marginalised children Data Source(s) Strategies and policy documents</p> <p>Repetition rate by grade in primary education/lower secondary general education (disaggregated by sex, education level, location, wealth quintile) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Drop-out rate by grade in primary education/secondary general education (disaggregated by sex, education level, location, wealth quintile) Data Source(s) UNESCO Institute for Statistics (UIS) data portal,</p> <p>Percentage of household expenditure spent on education (i.e. household expenditure on fees, materials/equipment, lunches etc) (disaggregated by wealth and location) Data Source(s) Household surveys</p> <p>Existence of a national policy on GBV in (and to/from) schools that specifically considers risks to girls, boys, young women and men Data Source(s) Strategies and policy documents</p> <p>Extent to which government policy calls for pregnant girls to remain in, or to return to school Data Source(s) Human Rights Watch, see for example -</p> <p>Extent to which research studies and other evidence developed and/or supported by the EU-funded intervention are utilised in the generation of new government policy and strategy in education Data Source(s) Project progress reports</p> <p>Extent to which national learning assessment data, provided with EU support, is used in informing new policy and strategies to focus on improving learning for all Data Source(s) Project progress reports</p> <p>SDG 4.5.2. Percentage of students in primary education whose first or home language is the language of instruction Data Source(s) Global SDG Indicators Database,</p> <p>Extent to which legislation avoids excluding any person on the basis of disability from any form or level of education, field of study, or from obtaining certification on an equal basis with others Data Source(s) Strategies and policy documents</p>
● SHORT-TERM Outcome 1. Improved equitable and inclusive access to all levels of education, including in terms of gender and disability	

Result	Indicator(s)
SHORT-TERM Outcome 2. Increased, efficient, equitable and sustainable financing for education	<ul style="list-style-type: none"> Proportion of teachers whose salary is paid on time according to national schedule <i>Data Source(s)</i> Ministry/agency administrative data and reports Public Expenditure and Financial Accountability (PEFA) assessment score on Performance information for service delivery (PI-8) <i>Data Source(s)</i> Public Expenditure and Financial Accountability (PEFA) assessments, Percentage of teachers' salaries paid through bank account <i>Data Source(s)</i> Ministry/agency administrative data and reports SDG 1.a.2. Expenditure on education as percentage of total government expenditure (primary, secondary, tertiary, pre-primary) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, Government expenditure on education as percentage of GDP <i>Data Source(s)</i> World Bank, World Development Indicators, (indicator name -) SDG 4.5.4. Government expenditure per student (percentage of GDP per capita) (primary, secondary, tertiary, pre-primary) <i>Data Source(s)</i> Education for All Annual Reports, (Available in Table 1 of Education for All Annual Reports.) Capital expenditure as a percentage of total expenditure in education (pre-primary, primary, lower secondary, upper secondary, secondary, post secondary non-tertiary, tertiary) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, SDG 4.b.1. Volume of official development assistance flows for scholarships by sector and type of study <i>Data Source(s)</i> Global SDG Indicators Database, SDG 4.5.3. Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations <i>Data Source(s)</i> Global SDG Indicators Database,
SHORT-TERM Outcome 3. Increased availability and presence of qualified, motivated teachers and other education staff	<ul style="list-style-type: none"> Pupil-teacher ratio (PTR) by education level <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, SDG 4.c.1. Proportion of teachers with the minimum required qualifications, by education level <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, SDG 4.c.2. Pupil-trained teacher ratio (PTTR) by education level (pre-primary, primary, lower secondary, upper secondary, secondary) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, SDG 4.c.3. Percentage of teachers qualified according to national standards by education level and type of institution (pre-primary, primary, lower secondary, upper secondary, secondary) - (male, female, both) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, SDG 4.c.6. Teacher attrition rate by education level (pre-primary, primary, lower secondary, upper secondary, secondary, general secondary, vocational secondary) - (male, female, both) <i>Data Source(s)</i> UNESCO Institute for Statistics (UIS) data portal, Teacher absenteeism rate (disaggregated by sex, number of days absent, type of absence - authorised or not, type of contract, sex, location of school) <i>Data Source(s)</i> Ministry/agency administrative data and reports Relative share of representation of women and men in teaching profession <i>Data Source(s)</i> Ministry/agency administrative data and reports Relative share of representation of women and men in school management <i>Data Source(s)</i> Ministry/agency administrative data and reports Proportion of teachers with disabilities (disaggregated by sex, age, disability, minority or indigenous background, and type of educational institution where employed) <i>Data Source(s)</i> Surveys
SHORT-TERM Outcome 4. Improved teaching and learning environment with use of gender responsive and learner-centred pedagogies, well-equipped classrooms, remote/digital learning, and safe facilities	<ul style="list-style-type: none"> Average number of students per textbook (disaggregated by grade, by geographical location - urban/rural/remote, and by subject - mathematics, reading) <i>Data Source(s)</i> Ministry/agency administrative data and reports SDG 4.a.1. Proportion of schools offering basic services, by type of service [basic drinking water, basic (single-sex) sanitation or toilets, and basic handwashing facilities; computers; electricity; Internet used for pedagogical purpose; access to adapted infrastructure and materials for students with disabilities] <i>Data Source(s)</i> Global SDG Indicators Database, 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) <i>Data Source(s)</i> Ministry/agency administrative data and reports Percentage of 4th-grade teachers who reach a certain level of proficiency in pedagogical skills (disaggregated by teacher gender and urban/rural location) <i>Data Source(s)</i> Baseline and endline studies conducted and budgeted by the EU-funded intervention Proportion of deaf students receiving education in sign language <i>Data Source(s)</i> Ministry/agency administrative data and reports Proportion of students with visual impairments benefitting from educational materials in formats that are readily accessible <i>Data Source(s)</i> Ministry/agency administrative data and reports

Result	Indicator(s)
● SHORT-TERM Outcome 5. Improved quality assurance, including curricula standards, supervision, and learning assessments	<ul style="list-style-type: none"> SDG 4.1.6. Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education Data Source(s) Global SDG Indicators Database, Extent to which curricula and learning materials are free from discriminatory social norms and gender stereotypes Data Source(s) Strategies and policy documents Extent to which national curriculum incorporates inclusive education standards that reflect the diversity of learning needs of all learners and allows for modifications and adaptations to curricula tailored to each learner. Data Source(s) Strategies and policy documents Extent to which national accessibility standards established and applied to all educational environments and materials, including for extra-curricular activities. Data Source(s) Strategies and policy documents
● SHORT-TERM Outcome 6. Improved leadership and management of schools and institutions, accountable for learning, particularly for those in vulnerable situations	<ul style="list-style-type: none"> Percentage of teachers whose performance is assessed annually Data Source(s) Ministry/agency administrative data and reports Country score on Management skills, a score from 1 to 5 capturing the principal's mastery of two key managerial skills: problem-solving in the short term, and goal-setting in the long term (disaggregated by gender and rural/urban location) Data Source(s) Baseline and endline studies conducted and budgeted by the EU-funded intervention Percentage of schools with the participation of parents in the management or formal oversight and safeguarding of the school. Data Source(s) Household surveys Country score on Instructional leadership, a score from 1 to 5 capturing presence and quality of instructional leadership based on the answers provided by the teachers at each school (disaggregated by rural/urban location) Data Source(s) Baseline and endline studies conducted and budgeted by the EU-funded intervention
● SHORT-TERM Outcome 7. Improved resilience at system and school/institution levels to effects of conflict, natural disasters and climate change	<ul style="list-style-type: none"> Out-of-school rate for children & young people in crisis and conflict-affected environments (disaggregated by sex and by age) Data Source(s) Ministry/agency administrative data and reports Proportion of IDPs and/or refugees attending school (disaggregated by sex and by level) Data Source(s) Ministry/agency administrative data and reports Extent to which the position of conflict-affected population and internally displaced persons (IDPs) is addressed by national education sector plans Data Source(s) Project progress reports Percentage of students having access to and using distance digital learning tools during crises such as the one caused by COVID-19 (disaggregated by sex, location, wealth quintile) Data Source(s) Ministry/agency administrative data and reports SDG 4.7.1. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment Data Source(s) Global SDG Indicators Database, SDG 4.7.2. Percentage of schools that provide life skills-based HIV and sexuality education Data Source(s) Global SDG Indicators Database,
● SHORT-TERM Outcome 8. Improved engagement of communities and families in supporting the participation and safety of all children in schools	<ul style="list-style-type: none"> SDG 4.a.3. National average estimated level of attacks on students, teachers, or institutions Data Source(s) Global SDG Indicators Database, SDG 4.a.2. National average estimated level of bullying Data Source(s) Global SDG Indicators Database, Percentage of children of school attendance age that have internet connection at home Data Source(s) Global SDG Indicators Database, Percentage of girls and boys who report that they believe girls should continue to pursue their education/career after getting married Data Source(s) Baseline and endline studies conducted and budgeted by the EU-funded intervention Extent to which there are child-friendly, accessible and accountable school mechanisms and systems in place to take action on reported cases of school related gender based violence (SRGBV) Data Source(s) Baseline and endline studies conducted and budgeted by the EU-funded intervention Extent to which consultation processes undertaken to ensure the active involvement of persons with disabilities, notably children with disabilities, including through their representative organizations, in the design, implementation and monitoring of laws, regulations, policies and programmes, related to education initiatives and reform. Data Source(s) Project progress reports

Result	Indicator(s)
OUTPUT 1. Improved capacity for inclusive, evidence-based policy and planning for the education sector	<ul style="list-style-type: none"> Number of education officials trained and having increased their knowledge on good practices in assessing learning outcomes at different levels of education, with support of the EU-funded intervention (disaggregated by officials' role, and level of education) <i>Data Source(s)</i> Pre- and post-training test reports Number of research studies on innovation in education published, with support of the EU-funded intervention (disaggregated by level of education) <i>Data Source(s)</i> Project progress reports
OUTPUT 2. Increased awareness of education staff on equity and inclusion, with strategies to address gender and inclusion barriers to quality education	<ul style="list-style-type: none"> Number of education staff trained with increased knowledge and/or skills on gender inclusion in education (pre-service or in-service training specified), with support of the EU-funded intervention (disaggregated by sex and level of education) <i>Data Source(s)</i> Pre- and post-training test reports Number of education staff trained with increased knowledge and/or skills on inclusion of children and people with disabilities in education (pre-service or in-service training specified), with support of the EU-funded intervention (disaggregated by sex and level of education) <i>Data Source(s)</i> Pre- and post-training test reports Number of education staff, children and parents participating in events organized by the EU-funded intervention to support access to education for all children (disaggregated by sex, age and type of participant - teacher, administrator, child - and level of education) <i>Data Source(s)</i> Project progress reports Number of teachers trained with increased knowledge and/or skills in teaching sexuality education, with support of the EU-funded intervention (disaggregated by sex and level of education) <i>Data Source(s)</i> Pre- and post-training test reports Number of students with disabilities benefitting from individual education plans, support measures and other accommodations, with support of the EU-funded intervention (disaggregated by sex, age, disability and geographical location) <i>Data Source(s)</i> Project progress reports Status of national strategy/plan led by the Ministry of Education to transition to an inclusive education system, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Status of programmes established for the early identification of children with disabilities and their support needs for their effective participation in mainstream schools, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports
OUTPUT 3. Improved central and decentralized government capacity for equitable public spending on education	<ul style="list-style-type: none"> Number of education officials trained and having increased their knowledge on management with focus on pro-poor, vulnerable and/or disadvantaged group funding, with support of the EU-funded intervention (disaggregated by sex and level of administration) <i>Data Source(s)</i> Pre- and post-training test reports Status of affirmative measures in education facilities' budget at local, regional and national levels, with support of the EU-funded intervention <i>Data Source(s)</i> 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 the EU-funded intervention <i>Data Source(s)</i> Project progress reports Status of a framework for equitable education staff and teacher deployment, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports
OUTPUT 4. Improved capacity for more transparent recruitment, career and performance management and equitable deployment of education staff	<ul style="list-style-type: none"> Status of a framework and standards for education staff assessment, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Number of education management staff trained in conducting staff assessment with increased knowledge, with support of the EU-funded intervention (disaggregated by sex and level of education) <i>Data Source(s)</i> Pre- and post-training test reports Status of work force planning/framework, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which policies are implemented that increase the attractiveness of the school principal profession, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which best practices are in place for selection and deployment of school management, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports

Result	Indicator(s)
OUTPUT 5. Improved capacity for design and implementation of strategies and systems for teacher continuous professional development, including pre- and in-service training opportunities	<ul style="list-style-type: none"> Number of people trained with increased knowledge and/or skills in TOPIC X, with support of the EU-funded intervention (disaggregated by sex, location, level of education, disability) <i>Data Source(s)</i> Pre- and post-training test reports Number of teachers trained with increased knowledge and/or skills on integrating ICT in their classrooms, with support of the EU-funded intervention (disaggregated by sex, location, and level of education) <i>Data Source(s)</i> Pre- and post-training test reports Status of curriculum for teacher education with components on HIV/AIDS, including counselling, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which there is mandatory pre- and in-service training for inclusive education for all teachers and personnel at all levels of education, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports
OUTPUT 6. Improved capacities, processes and tools for quality assurance, including for reviewing curricula, assessing learning outcomes, supervising and supporting schools, and regulating non-state provision	<ul style="list-style-type: none"> Number of government officials at different levels trained and having increased their knowledge of the modalities of functioning/financing, quality control and good practices in private education, with support of the EU-funded intervention (disaggregated by officials' role, sex, and location) <i>Data Source(s)</i> Pre- and post-training test reports Status of a by-law regulating the private provision of education services, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which good monitoring and accountability systems for inputs and infrastructure are in place, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which good monitoring and accountability systems for teachers are in place, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports
OUTPUT 7. Improved national and local public capacity for education data collection, analysis, reporting and for informing decisions	<ul style="list-style-type: none"> Status of the (new or improved) national Educational Management Information System (EMIS), with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Percentage of educational institutions who have updated their information in the system at the beginning of the school year, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Frequency of publication of education data for schools/regions, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent of public accessibility of education data, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which the EU-funded intervention provided analysis relevant and utilised for the development Ministry of Education strategies and policies <i>Data Source(s)</i> Project progress reports
OUTPUT 8. Improved strategies and resources for school/ institution management and autonomy focused on learning, equity and engagement with local communities and civil society	<ul style="list-style-type: none"> Number of school administrators who received management, communication and mediation training and increased knowledge and/or skills of these topics, with support of the EU-funded intervention <i>Data Source(s)</i> Pre- and post-training test reports Extent to which there are clear support systems for school principals, with support of the EU-funded intervention <i>Data Source(s)</i> Surveys Extent to which there are clear evaluation systems for school principals, with support of the EU-funded intervention <i>Data Source(s)</i> Surveys

Result	Indicator(s)
OUTPUT 9. Increased awareness and voice of civil society, parents, communities, and private sector on the importance of education for all and their roles in supporting and monitoring	<ul style="list-style-type: none"> Number of civil society representatives, parents, teachers and private sector representatives attending networking events organized by the EU-funded intervention (disaggregated by sex and type of participant) <i>Data Source(s)</i> Project progress reports Number of parents informed about the role and possibility to join parent councils, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Number of parent councils established, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which parent councils established play active role in school management, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Number of civil society organization representatives trained for implementing monitoring activities in the field of education, with support of the EU-funded intervention <i>Data Source(s)</i> Pre- and post-training test reports Extent to which civil society organizations trained are engaged and actively monitoring activities in the field of education, with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Extent to which programming aimed at caregiver capacity and parenting skills support early stimulation and responsive care, with support of the EU-funded intervention <i>Data Source(s)</i> Surveys
OUTPUT 10. Increased availability of good quality and gender sensitive curricula, teaching and learning resources, including the appropriate use of digital and remote learning, digital innovations and improved connectivity	<ul style="list-style-type: none"> Status of (revised) national education curricula, with support of the EU-funded intervention (specifying level - pre-primary, primary, secondary, TVET, tertiary) <i>Data Source(s)</i> Project progress reports Status of an official textbook for each subject with EU support, with support of the EU-funded intervention (specifying level - primary, secondary, TVET, tertiary) <i>Data Source(s)</i> Project progress reports Extent to which information and communication technology (ICT) course materials are available at different education levels, with support of the EU-funded intervention (specifying level - primary, secondary, TVET, tertiary) <i>Data Source(s)</i> Project progress reports Extent to which curricula, learning materials or textbooks developed and supported by EU-funded intervention display good level of gender sensitivity (specifying level - pre-primary, primary, secondary, TVET, tertiary) <i>Data Source(s)</i> Project progress reports Extent to which curricula, learning materials or textbooks developed and supported by EU-funded intervention display understanding and addressing of needs for inclusion for children with disabilities (specifying level - pre-primary, primary, secondary, TVET, tertiary) <i>Data Source(s)</i> Project progress reports Number of students with access to a computer at school, with support of the EU-funded intervention (disaggregated by age group, sex, education level, administrative sub-regions, location - urban/peri-urban/rural, wealth quintile) <i>Data Source(s)</i> Project progress reports Extent to which information and communication technology (ICT) is available and functioning in school with students gaining at least weekly access, with support of the EU-funded intervention (disaggregated by urban/rural location) <i>Data Source(s)</i> Surveys
OUTPUT 11. Increased availability of healthy, safe, resource-efficient schools and training centres/ institutions, including in conflict-affected areas, accessible for disadvantaged groups (including infrastructure and services, gender-sensitive hygiene, connectivity)	<ul style="list-style-type: none"> Number of schools/classrooms rehabilitated/constructed that meet safety and well-being standards, with support of the EU-funded intervention (disaggregated by geographical location - region, urban/rural, and by level of education) <i>Data Source(s)</i> Project progress reports Extent to which schools supported by the EU-funded intervention meet protection and well-being standards <i>Data Source(s)</i> Project progress reports Number of schools with new or increased gender specific features (e.g. separate latrines for girls, access to water, security in dorms), with support of the EU-funded intervention <i>Data Source(s)</i> Project progress reports Number of children benefiting from more or improved school meals, with support of the EU-funded intervention (disaggregated by sex, geographical location - region, urban/rural, and by level of education) <i>Data Source(s)</i> Project progress reports Number of mainstream schools made more accessible for students with disabilities, with support of the EU-funded intervention (disaggregated by geographical location - region, urban/rural, and by level of education) <i>Data Source(s)</i> Project progress reports Number of disabled children benefiting from transportation to school, with support of the EU-funded intervention (disaggregated by sex, location, and level of education) <i>Data Source(s)</i> Project progress reports Number of schools/classrooms operational in conflict-affected settings / refugee camps, to support internally displaced persons (IDPs), with support of the EU-funded intervention (disaggregated by location, and level of education) <i>Data Source(s)</i> Project progress reports

Result	Indicator(s)
OUTPUT 12. Improved capacity, strategies and resources to address climate change, environmental degradation, and conflict-sensitivity	<p>Number of education staff trained with increased knowledge and/or skills in disaster risk reduction and prevention and crisis management, with support of the EU-funded intervention (disaggregated by sex, location and level of education) <i>Data Source(s)</i> Pre- and post-training test reports</p>
	<p>Number of students trained with increased knowledge and/or skills in disaster risk reduction and prevention and crisis management, with support of the EU-funded intervention (disaggregated by sex, location, and level of education) <i>Data Source(s)</i> Pre- and post-training test reports</p>
	<p>Number of teachers trained with increased knowledge and/or skills in environmental/climate change subject within the natural science curriculum, with support of the EU-funded intervention (disaggregated by sex, location, and level of education) <i>Data Source(s)</i> Pre- and post-training test reports</p>
	<p>Number of disaster risk reduction and prevention plans developed for specific schools/communities, with support of the EU-funded intervention (disaggregated by location, and level of education) <i>Data Source(s)</i> Project progress reports</p>
	<p>Number of teachers and school personnel trained with increased knowledge and/or skills in conflict sensitive education, with support of the EU-funded intervention (disaggregated by sex, location, and level of education) <i>Data Source(s)</i> Pre- and post-training test reports</p>
OUTPUT 13. Mobility of students, teachers, other education staff, and trainees facilitated for participation in networks and peer learning across higher education and VET institutions	<p>Number of students participating in EU-funded mobility actions (disaggregated by sex, type of institution of origin (HE academic, technical/vocational/other), location, wealth quintile) <i>Data Source(s)</i> List of beneficiaries</p>
	<p>Number of teachers and other education staff participating in EU-funded mobility actions (disaggregated by sex, type of institution of origin (HE academic, technical/vocational/other), location, wealth quintile) <i>Data Source(s)</i> List of beneficiaries</p>
	<p>Number of education institutions involved in EU-funded mobility actions <i>Data Source(s)</i> List of institutions</p>

