

MTSP 2014-17 Results Framework – Education (Draft – 15th March 2013)

Impact: All children ready to start school and complete a quality and inclusive education with a focus on improving gender equality and learning outcomes.	Global Commitments
<p>Global targets below will be re-adjusted when the Post 2015 agenda and goals will be specified</p> <p><u>Millennium Development Goals</u></p> <ul style="list-style-type: none"> • MDG 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling • MDG 3: Eliminate gender disparity in all levels of education no later than 2015 <p><u>Education For All Goals (abstract based on the goals where UNICEF contributes)</u></p> <ul style="list-style-type: none"> • Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children • Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality. • Ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life-skills programmes • Achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. • Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. <p><u>Key Indicators</u></p> <ul style="list-style-type: none"> • Attendance to early childhood education of the poorest quintile • Primary Completion Rate • Primary Net Attendance Ratio of the poorest quintile • Learning outcomes as measured by standardized learning achievement surveys¹ • Transition Rate from Primary to Lower Secondary Education • Gender Parity Index in Secondary Education 	

#	Outcomes	Indicators	Baseline	Target	Means of Verification	Risks/ Assumptions
5.1	Policies and budgets National policies and plans are in place with resources and targets included for improving equitable access to quality and inclusive education, including in fragile and risk-prone contexts	% of countries with national standards for early learning (at least on curriculum, staff-child ratios and physical standards)	No Baseline yet		COAR	
		% of countries that have adopted quality standards based on child-friendly education ¹ or on similar models	Yes: 41%; Partially: 32%, No:27%		COAR	
		% of countries with education policy/sector plan that stipulates procedures for reporting and taking action against violence in schools (including gender-based violence)	No Baseline yet		COAR	
		% of countries whose education sector plan is risk-informed	No Baseline yet		COAR	
		% of countries whose education policy/sector plan includes policies about disabilities/inclusive education	No Baseline yet		COAR	
		% of countries with an Education Management Information System (school census) providing data on a regular basis (at least annually) and including data on children with disabilities	No Baseline yet		COAR	

¹ 'Child Friendly Education' supports schools and strengthens education systems through the development of national standards that promote improved learning outcomes, including life-skills education, child friendly teaching methods and the safety and security of girls.

#	Outcomes	Indicators	Baseline	Target	Means of Verification	Risks/ Assumptions
		% of countries in which Education Management Information System (school census) feeds findings back to schools/school management committees (report cards or similar)	No Baseline yet		COAR	
		% of countries in which expenditure on education is at least 20% of total government expenditure	24% [26 countries out of 108 countries with data]		UIS	
5.2	Utilization, behaviour and participation Children and adolescents, in particular the poorest and from vulnerable groups, are ready for school and accessing formal or non formal education, including in fragile and risk-prone contexts	% of countries in which gender parity index increased (or reached full parity) in primary and secondary education	Not applicable		UIS	
		% of countries in which poorest to richest ratio on primary education net attendance ratio increased by at least 5% annually	Not applicable		Two most recent HH surveys	
		% of countries with Pre-primary education GER equal or above 80%	No Baseline yet		UIS	
		% of countries with primary school-age Out-of-School Rate (Total/Girls) below 5%	Total 37% [45 countries out of 121] Girls 37% [41 countries out of 112]		UIS and OOSC reports	
		% of countries in which at least 50% of the schools have school management committees which meet regularly (at least once every 3 months) in programme areas (districts or similar geographical levels)	No Baseline yet		COAR	In case the program covers the full country, the indicator to report is nation-wide
5.3	Access and quality of services Ensure availability of essential resources for school readiness and for delivering primary and secondary quality education, including in fragile and risk-prone contexts	% of countries in which learning outcomes increased, as measured by standardized learning achievement surveys	Not applicable		Depending on countries ²	
		% of countries in which targeted disadvantaged areas have primary education pupil-textbook ratio equal to or lower than 2:1 (Maths and Reading textbooks separately)	No Baseline yet		National EMIS and COAR	In case the program covers the full country, the indicator to report is nation-wide
		% of countries in which bilingual/multilingual learning material is available in primary/secondary schools of targeted disadvantaged areas with bilingual/multilingual population	No Baseline yet		COAR	

² List of surveys based on the Learning Metrics Task Force: ASER: Annual Status of Education Report; EGRA: Early Grade Reading Assessment; EGWA: Early Grade Writing Assessment; EGMA: Early Grade Maths Assessment; LLECE: Latin America Laboratory for Assessment; PASEC: Analysis Programme of the CONFEMEN Education Systems; PIRLS: Progress in International Reading Literacy Study; PISA: Program for International Student Assessment; SACMEQ: Southern and Eastern Africa Consortium for Monitoring Educational Quality; TIMSS: Trends in Mathematics and Science Study; UWEZO: Swahili word meaning "capability"

#	Outcomes	Indicators	Baseline	Target	Means of Verification	Risks/ Assumptions
		% of countries in which at least 80% of teachers received pre-service training (primary and secondary separately)	Primary: 62% (61 countries out of 99 countries with data) Secondary: no baseline yet		UIS, EMIS and COAR	
		% of countries with at least 70% of female primary school teachers	No baseline yet		UIS	
5.4	Humanitarian response Core Commitments for Children related to Education: Girls and boys access safe and secure forms of education and critical information for their own well-being	% of countries in which an education coordination mechanism (sector/cluster), with links to other sector coordination mechanisms on critical inter-sectoral issues, provides guidance to all partners, ensures that gaps are filled and provides information on roles, responsibilities and accountability. ['countries' to be defined by EMOPS]	No Baseline yet		Assessment reports in emergency situations and COAR	The list of affected countries will change over time.
		% of countries where at least 80% of schools/learning spaces in emergency-affected areas are open and operating ['countries' to be defined by EMOPS]	No Baseline yet			
		% of countries that have adopted minimum standards for early learning interventions in emergencies (INEE standards at least on access and learning environment, teaching and learning materials, and teachers and educational personnel) and guidance on conflict sensitivity ['countries' to be defined by EMOPS]	No Baseline yet			
	Outputs	1. # of countries with an education sector plan/policy that includes risk assessment, risk management, in particular for marginalized children (<i>precise criteria will be defined in the guidelines to CO to be prepared for their reporting and will include risks associated to climate change, environment and sustainability</i>) 2. # of countries testing or implementing “innovative approaches” in education (<i>“Innovative approaches” will be defined in the guidelines to CO to be prepared for their reporting</i>) 3. # of countries with standards for child friendly schools which include monitoring learning outcomes (<i>described in the chapter 8 of Child Friendly Schools Manual as Learning Management Information System –LMIS</i>) 4. # of additional child-friendly schools built/rehabilitated 5. # of additional primary and secondary school teachers that receive teaching material 6. # of additional primary and secondary school teachers trained (through pre and in-service training) 7. # of additional early learning facilitators/pre-school teachers trained (through pre and in-service training) 8. # of additional early learning centers/pre-schools supported 9. # of additional primary and secondary school management committees trained # of school-in-a-box and ECD kits provided in affected communities in Humanitarian context countries ['countries' to be defined by EMOPS]				