

# USERS' INSTRUCTIONS MANUAL

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## Educate A Child (EAC)

### Online Monitoring and Evaluation Report – January 2017

Cycle: January 2017



December 2016

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**Note: Have this users' instruction manual with you as you complete the online M&E report.**

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## INTRODUCTION

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Welcome to the EAC monitoring and evaluation (M&E) reporting tool instruction manual. The goal of the EAC semi-annual M&E report is to collect education data from your projects in July and January of every year for the previous six-month period. Data collected through this reporting tool will be used to track key education indicators and inform the EAC evaluation efforts. Through this report, the EAC M&E team will be able to:

- Track progress and gaps.
- Compare and analyse data semi-annually, disaggregating by administrative/geographic region, intervention type, and gender, and allocate resources (as appropriate) to address any shortcomings or disparities found through the analysis of the data.

This instruction manual will provide you with clear guidance for completing each question in the M&E reporting tool. **Please keep this instruction manual with you.** It provides you with instructions, definitions, examples, and the methods for calculating the required data.

Thank you in advance for your contribution to our data collection process. If you have any questions or encounter any problems during the completion of this online M&E report, please contact the following EAC M&E staff:

1. Joshua Maina (M&E Data Analyst) at: [jmaina@eaa.org.qa](mailto:jmaina@eaa.org.qa)
2. Noor Muhammad Ansari (Senior M&E Specialist) at: [nmuhammad@eaa.org.qa](mailto:nmuhammad@eaa.org.qa).

## EAC WORKING DEFINITION OF OUT OF SCHOOL CHILDREN

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*Out of school children (OOSC)* means children of the official primary school age range or older children who neither have completed a primary education nor are currently participating in a primary level education program. This includes:

1. Children who do not have access to a school;
2. Children who have access to school but who are not enrolled;
3. Children who have access and have enrolled in school but who do not attend;
4. Children who have dropped out of the education system;
5. Children who are not allowed to enrol in school, and
6. Children who are in emergency and/or crisis situations and are not attending school or primary-level education program.

These types of OOSC encompass multiple categories and sub-categories of children that projects, programs, and donors target. Your project may target one or several of the categories and sub-categories of OOSC. For question on “Types of OOSC” (# 2.10), please consider the definitions found in the annexes when selecting the sub-category(ies) of OOSC that your project currently supports.



- Choose one:** ✓ mark to indicate desired choice ; only one choice is permitted.
- Choose all that apply:** ✓ mark to indicate each desired choice ; multiple choices are possible.

- Choose a date** from a pop-up calendar



- Choose the month** from a drop down menu



- Fill in box with numbers:

- Fill in box with short text:

- Fill in box with **long text**:

- Mark**  **the option** that most closely applies to your project.

Not helpful	Helpful	Very helpful	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Mandatory Questions:** The Verification tab contains a list of all mandatory questions. In general, one should answer as many questions as possible.

## INFORMATION SOURCES

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Information sources include data collected for your project and any other data the project uses to measure progress against set EAC targets/indicators.

## GETTING STARTED

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Before beginning to complete the M&E Report, make sure that:

- Monitoring data are on hand.
- Data have been calculated in the manner required by EAC.
- This Users' Instruction Manual for online M&E Report is on hand.
- You have read the instructions carefully.
- A calculator is available if necessary (optional).

To begin the data entry:

- Open a browser, either Google Chrome, Mozilla Firefox, Internet Explorer, or Safari.
- Go to: <http://me.educateachild.org>
- On the landing page, either enter your login credentials or request new credentials
- Click on MAIN.
- Click on Answer EAC M&E Form.
- Click on the blue icon under "Action" to open M&E form and enter data starting from Tab1.

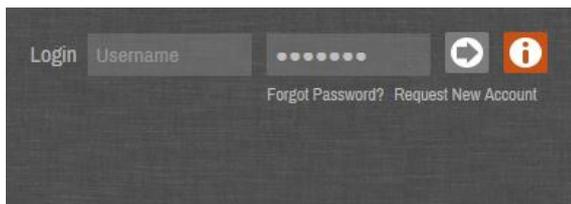
## ACCESS FOR NEW USERS

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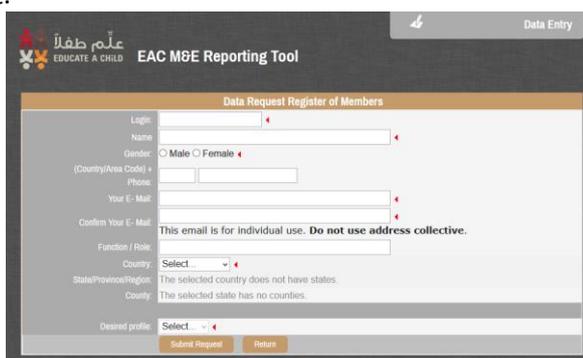
To be able to access the EAC Monitoring and Evaluation Reporting Tool, you will need to request a username and password from the Systems Administrator. The Systems Administrator will make sure your username and password give you the appropriate level of access that will enable you to enter data.

- Go to the EAC M&E Reporting Tool home page: <http://me.educateachild.org>
- Look to the upper right hand corner. Enter your Username and Password if you already have your login credentials. Click on the "REQUEST NEW ACCOUNT" link if you need to request a 'new account' in order to create your personalized login credentials and password. If your email is already linked to your

project, then you will be automatically granted access to the project data entry and reports for your project.



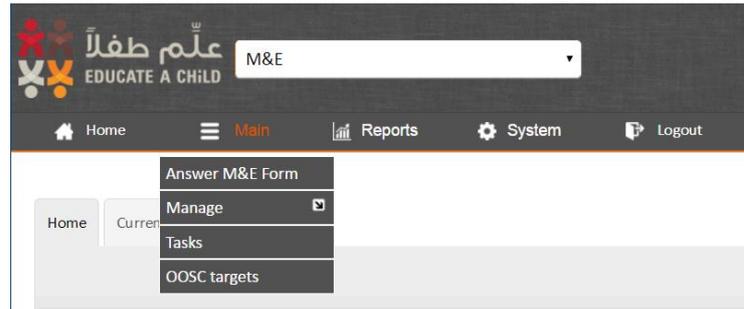
3. You will be taken to the Data Request Register page. Create your personalized log-in using your email (EAC M&E team associates this with your project in the system). Fill in your name, email and function and then select the country, (as well as state & county if pop-up). Under 'Desired Profile' select "PROJECT" – which will grant you project level access to your specific project. You will be linked to your login and be prompted to enter your Login and change your password. You will then have access to the M&E system for your project.



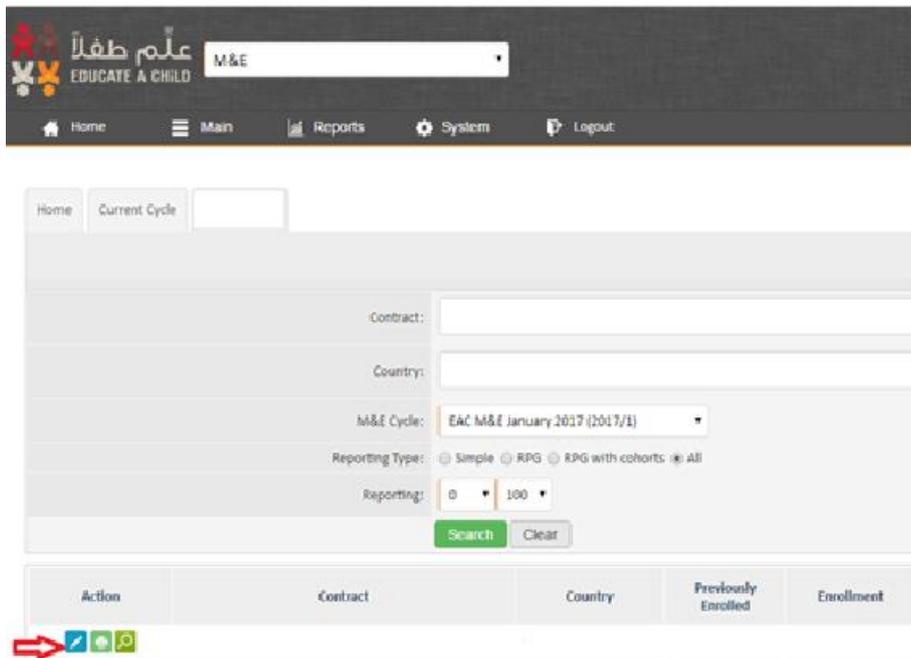
4. If you are not yet associated with the project, EAC M&E staff will first need to vet your request for access and confirm with the partner. Fill in the same as above, but wait until permission is granted by partner and EAC M&E staff associate your email with the project.
5. If you enter an incorrect password several times in a row the system will lock. If this happens, please contact EAC M&E staff to reset your access.

## DETAILED INSTRUCTIONS FOR COMPLETING THE M&E REPORT

1. When you first login, it will take you to the landing or HOME page. Click “Main” and then “Answer M&E Form”.



2. It will take you to the **Current Cycle** data entry page.
3. Click on the blue icon under “Action” at the lower left hand side of the screen to open M&E form and enter data starting from Tab1.



4. This will take you to the main navigation page for data entry. Notice you have eleven tabs with some data entry fields already populated and others yet to be filled-in depending on your project.



## TAB 1: CONTRACT INFORMATION

In making data entry easier, data from the first two tabs has been migrated from previous cycles. Please review the contract information (1.1 - 1.8). Ensure that you update all data fields/questions if needed.

The screenshot displays the 'M&E REPORT' interface. At the top, there is a navigation menu with options: Home, Main, Reports, System, and Logout. Below this is a breadcrumb trail: 1. Contract Information, 2. Country information, 3. Retention and Progress, 4. Enrollment, 5. Sub-Administrative Unit, 6. Training, 7. Construction, 8. Refurbishment, 9. Assessment, 10. Communications & Findings, 11. Verification. The main heading is 'M&E REPORT'. Below the heading, there are input fields for 'Contract:', 'M&E Cycle:' (set to 'EAC M&E January 2017 (2017/1)'), and 'Country:'. A 'Submit Report' button is visible. The '1. Contract Information' section contains the following fields: Contract Number (0), Project Name, Organization Name, Mailing Address, and Observation. Below these are numbered questions: 1.1. Date of signed contract with EAC; 1.2. Total number of project-supported schools/learning sites on this contract; 1.3. Total OOSC commitment; 1.4. Total amount of EAC funding that your project will receive in US dollars; 1.5. Amount of EAC funding received to date; 1.6. What are the official start and end dates for your project, independent of the agreement with EAC (Start and Finish fields); 1.7. For how many years/months will your project receive funding from EAC (Years and Months fields). The '1.8. Contact Information' section has a table with columns for Name, Phone, and Email. A 'Change Informations' button is located below the table, and a 'Change History' link is at the bottom.

### TAB 1 [Contract Information] Data Entry Fields:

**Contract Number:** Please leave it blank if the Contract Number does not appear.

**Project Name:** Enter the project name or title as mentioned on the signed Grant Agreement.

**Organization Name:** Enter the name of Organization(s) who received EAC funding to implement the project.

**Mailing Address:** Please enter or update the mailing address for this project

**Observation:** Enter any observation or clarification notes/remarks about the Contract Information.

- 1.1. **Date of Signed Contract with EAC** – Review and use the drop down box to enter or modify date of signed agreement.
- 1.2. **Total number of project – supported learning sites under this contract** – This is the total number of learning sites (or schools) within all your country projects.
- 1.3. **Total OOSC Commitment** - This is the Life of Project (LoP) target of newly enrolled OOSC as stated in the grant agreement.
- 1.4. **Total amount of EAC funding that your project will receive in US dollars** – This is the total EAC funding in the grant agreement over the life of project.
- 1.5. **Amount of EAC funding received to date** - This is the total amount of money in US dollars received from EAC prior to this reporting cycle.
- 1.6. **What are the official start and end dates for your project, independent of the agreement with EAC** – From drop down menu select the start and end dates of your grant agreement.
- 1.7. **For how many years/months will your project receive funding from EAC:** List the total length of your grant agreement (adding months to an annual period that is not a round yearly figure). E.g. 3 and ½ years is 3 years and 6 months.
- 1.8. **Contact Information** – Add key contacts to grant agreement if needed. E.g. M&E Director

## TAB 2 COUNTRY INFORMATION

In this tab, please fill in key data related to the country operations in the data fields/questions 2.1 – 2.13. This information should differ by country if your project is a multi-country contract. Note that you have the option to use the drop down menu for each country and you will need to fill this data in once for each country. Multi-country projects will also need to fill in each of the next several tabs for every country. While this may take time, it is important to differentiate programming within different country contexts and allows the EAC M&E system to aggregate data appropriately.

The screenshot shows the 'M&E REPORT' interface. At the top, there is a navigation menu with options: Home, Main, Reports, System, and Logout. Below the menu, there are tabs for different report sections: 1. Contract Information, 2. Country information, 3. Retention and Progress, 4. Enrollment, 5. Sub-Administrative Unit, 6. Training, 7. Construction, 8. Refurbishment, 9. Assessment, 10. Communications & Findings, and 11. Verification. The '2. Country information' tab is selected. The form contains the following fields and questions:

- Country name: Pakistan
- 2.1. Describe how the administrative and sub-administrative units in the country are organized and at which of these units does your project currently work. (Text area with a character count: Characters Remaining)
- 2.2. Total number of project supported schools/learning sites in the country where your project operates. (Text input)
- 2.3. What age range does your project target (youngest and oldest age). (Youngest: [Text], Oldest: [Text])
- 2.4. Does your project follow the country's official school year? (Radio buttons: Yes, No)
- 2.4.1. If yes, what is the official school year in the country where your project works (e.g., September to June)? (From: April, To: March)
- 2.5. In this country, does the ministry of education follow an automatic promotion policy? (Radio buttons: Yes, No, Not applicable)
- 2.6. Does your project apply an automatic promotion policy on this country? (Radio buttons: Yes, No, Not applicable)
- 2.7. In this country do the students take an end of cycle exam? (Radio buttons: Yes, No)
- 2.7.1. If yes, in what level/grade(s) is the end of cycle exam given? (Checkboxes: Level/Grade 1, Level/Grade 2, Level/Grade 3, Level/Grade 4, Level/Grade 5, Level/Grade 6)

### TAB 2 [Country Information] Data Entry Fields:

**2.1.** Describe how the **administrative and sub-administrative units** in the country are organized and at which of these units does your project currently work – EAC wants to know how each country is organized and which administrative and sub-administrative units we might expect to see in subsequent data entry. Please describe the way in which each country is organized administratively in bullet format. One can list the main administrative unit by country (e.g. Region, State, Province) down the level at which the project is aggregating data (e.g. district, ward, division, county).

**2.2.** Total number of project supported **schools/learning sites** in the country where your project operates – While Question 1.2 asks for the number of project supported schools/learning sites within the overall EAC-funded project, this question asks how many schools or learning sites are found within this particular country. This figure will be the same if the project is a single country project. That is, summing of all of question 2.2 across your project will equal the figure in Question 1.2.

**2.3.** What **age range** does your project target (youngest and oldest age) – List the ages of OOSC that you identify and target within this country. For example, primary age students in this country may be between the ages of 6 and 13 or in another country between 7 and 14.

**2.4.** Does your project follow the country's **official school year**? Answer Yes or No. EAC would like to know whether or not your project delivers programming that is aligned with the country school calendar.

**2.4.1.** If yes, what is **the official school year** in the country where your project works (e.g., September to June?) Using the drop down boxes, select the annual school year period from start to finish. EAC would like

to know when we might expect to record large numbers of new enrollees, repeaters, promoters and completers for each country operations.

**2.5.** In this country, does the ministry of education follow an automatic promotion policy? Select Yes or No. EAC would like to know (when analysing data) whether one might expect to see only promoted students without repeaters.

**2.6** Does your project apply an **automatic promotion policy** on this country? Select yes or no. EAC would like to know (when analysing data) whether one might expect to see only promoted students without repeaters.

**2.7.** In this country do the students take an end of **cycle exam**? Select Yes or No.

**2.7.1.** If yes, in what level/grade(s) is the end of **cycle exam given**? Select the grade where national authorities offer end of cycle examinations. For example, in one country the end of primary school exam may be at the in Grade 6 whereas in another country it may be in Grade 8.

**2.8** Please mark which of the following **additional information categories are collect** by your project. Select from the list all of those additional information collected by your project. EAC would like to better understand what type of project level data may be available to better inform project success. Please provide additional information not found in the list if applicable.

**2.9** What **categories of OOSC** does your project target? Select ALL those categories that your project targets. Please provide additional information not found in the list if applicable.

**2.10** The international community recognizes several types of out of school children. Which **types of out of school children (OOSC)** does your project target? Select from the list ALL those categories of OOSC that your project targets. This may differ by country operations.

**2.11** What type(s) of **interventions** does your project use to enrol and retain OOSC in school/learning sites? Select from the list ALL those categories of interventions that your project utilizes. This may differ by country. Please provide additional information not found in the list if applicable.

**2.12** In what month the **data collection** for THIS reporting cycle started and ended (i.e., previous 6 months). Please list the start and end date for data collection. EAC would like to know when data is collected and how long it takes to collect, process and aggregate data.

**2.13 Contact Information** – Please provide M&E contacts for each country if applicable.

Once you complete this tab for this country, **SAVE** and then add the appropriate information for each additional country operations.

## TAB 3 RETENTION AND PROGRESS

It is a key indicator of education quality that EAC monitors how many newly enrolled OOSC remain in the education system for the life of the program. For all projects EAC M&E produce retention rates, which are a percentage of OOSC retained in education after the start of a new school year.

To track this retention over a period of years a cohort system is required to differentiate between OOSC enrolled in different years.

A cohort should be seen as all OOSC newly enrolled in one school year, this is often the sum of the enrolment reported in the January and July reports.

In tab 3, Retention and Progress, cohort numbers have been entered by EAC M&E based on the timings of the school year, enrolment data and changes to the cohort caused by earlier reporting of repeater, promoted and graduated OOSC. Please note that Newly Enrolled numbers remain constant, they do not change and are a historic record of all enrolments; whereas Cohort numbers change each time retention is reported. Cohort numbers always go down to reflect previously enrolled OOSC who have graduated or left the education system.

Retention data essentially tracks the status of previously enrolled OOSC after the start of a new school year. A project should enter retention data:

1. If the project has OOSC who have been in school for more than one school year.
2. If a new school year has started in the previous 6 months of this reporting cycle, so that there is a change of status for these previously enrolled OOSC.

For all previously enrolled OOSC in a cohort there are 3 basic options after the start of a new school year.

1. They have re-enrolled. Either they have re-enrolled in the same level/grade (REPEATERS) or they have re-enrolled in a higher level/grade (PROMOTED). These OOSC can be said to be retained in the education system.
2. They have not re-enrolled. This could be for a variety of reasons; OOSC have completed their education within the terms of the project (GRADUATED), they have left the geographic area (MOVED), they have stopped attending school (DROPPED OUT) or they have died (DECEASED). These OOSC are no longer in the education system and these numbers will be deducted from the original cohort number.
3. The project does not know the status of these OOSC after the start of a new school year. (UNKNOWN). This category is important because when partners are reporting retention the status of every previously enrolled OOSC in a cohort must be accounted for. This means that the total number reported in the retention tab must be the same as the total number in the cohort, even if this means that some OOSC are reported as status UNKNOWN.

### TAB 3 [Retention] Data Entry

If a project has previously enrolled OOSC who have been in education for longer than one school year and if there has been the start of a new school year in the previous 6 months (this reporting cycle), retention data should be entered by clicking on tab 4 Retention and Progress.

EDUCATE A CHILD M&E

Home Main Reports System Logout

1. Contract Information 2. Country information 3. Retention and Progress 4. Enrollment 5. Sub-Administrative Unit 6. Training 7. Construction 8. Refurbishment 9. Assessment 10. Communications & Findings 11. Verification

### M&E REPORT

Contract: M&E Cycle: EAC M&E January 2017 (2017/1) Country: Submit Report

For each cohort please enter number of repeaters, promoted, graduated etc. to indicate change of status of previously enrolled OOSC in this 6 month reporting period

#### COHORTS BY COUNTRY

Action	Cohort	Total of students		Repeaters		Promoted		Graduated		Moved		Dropped Out		Deceased		Unknown	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<input checked="" type="checkbox"/>	Cohort 1 July 14 Jan 15	4730	3943	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>	Cohort 2 July 15 Jan 16	51193	37888	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total:		55923	41831	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Records:2

#### COHORTS BY ADMINISTRATIVE UNIT

Action	Unit	Cohort	Total of students		Repeaters		Promoted		Graduated		Moved		Dropped Out		Deceased		Unknown	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<input checked="" type="checkbox"/>			597	335	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>			1055	1027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/>			18099	13582	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total:			19751	14944	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Records:3

### Retention Data Entry. Cohorts by Country.

To enter data for 'Cohorts by Country' click on the pink icon for the selected cohort under Action. This will bring up a retention data entry tab for the cohort clicked, either 'Cohort retention data by country' or 'Cohort retention data by administrative unit'.

M&E REPORT - COHORT RETENTION DATA BY COUNTRY

Cohort 1 July 14 Jan 15 Cohort 2 July 15 Jan 16

July 14 Jan 15

	Total	Level/Grade 1	Level/Grade 2	Level/Grade 3	Level/Grade 4	Level/Grade 5	Level/Grade 6	Level/Grade 7	Level/Grade 8
Total Number of PREVIOUSLY ENROLLED OOSC in this cohort	MALE	4730	4123	238	179	97	93		
	FEMALE	3943	3419	177	147	107	93		
	Previous Enrollment	8673	7542	415	326	204	186	-	-
3.1.1. OOSC from this cohort re-enrolled and repeating the same level/grade (REPEATERS)	MALE								
	FEMALE								
	Repeaters								
3.1.2. OOSC from this cohort re-enrolled and promoted to the next level/grade (PROMOTED)	MALE								
	FEMALE								
	Promoted								
3.1.3. OOSC from this cohort (OTHER)	MALE		Graduated	Moved	Dropped Out	Deceased	Unknown		
	FEMALE								
	Others								

Save Close

Navigation between different cohorts by country can be done by clicking on the tabs at the top of the page 'Cohort 1', 'Cohort 2' etc.

The first line gives a description of the cohort, i.e. when these OOSC were first enrolled and if this cohort number has changed because of previous retention reporting. (This information is also displayed when the cursor hovers over each cohort, either by country or administrative unit).

The yellow box "Total Number of PREVIOUSLY ENROLLED OOSC in this cohort" contains data entered by EAC M&E about the cohort. This should be seen as the starting point for retention reporting. All of the data entered below here should relate to the numbers in this section. The numbers in this section (shaded in grey)

cannot be changed by partners. (If you do not agree with the numbers in the original cohort please contact EAC M&E).

Please complete all sections:

**3.1.1. OOSC from this cohort re-enrolled and repeating the same level/grade (REPEATERS)**

Enter number for OOSC in this cohort that have re-enrolled in the same level/grade as the previous year. Repeaters should be entered in the same level/grade as the previous year.

**3.1.2. OOSC from this cohort re-enrolled and promoted to the next level/grade (PROMOTED)**

Enter number for OOSC in this cohort that have re-enrolled in a higher level/grade than the previous year. Promoted OOSC should be entered in the level/grade that they have been promoted to. Please note that Promoted OOSC should never be entered in Level/grade 1.

**3.1.3. OOSC from this cohort (OTHER)**

Enter number for OOSC in this cohort that have not re-enrolled for various reasons, (GRADUATED, MOVED, DROPPED OUT, DECEASED).

If the status of any OOSC included in the total cohort at the top of the tab (yellow section) is not known; this number must be entered in the UNKNOWN section. The total number of previously enrolled OOSC reported in sections 3.1.1, 3.1.2 and 3.1.3 should be the same as the totals in the yellow section.

PLEASE REMEMBER TO CLICK ON SAVE AFTER ENTERING DATA FOR EACH COHORT  
Data should be submitted for all cohorts in this section.

**Retention Data Entry. Cohorts by Administrative Unit.**

The process for data entry by administrative unit works in exactly the same way as 'Cohorts by Country' Click on the pink icon for each selected cohort by administrative unit and enter data for that cohort and that administrative unit.

		Total	Level/Grade 1	Level/Grade 2	Level/Grade 3	Level/Grade 4	Level/Grade 5	Level/Grade 6	Level/Grade 7	Level/Grade 8
<b>Total Number of PREVIOUSLY ENROLLED OOSC in this cohort</b>		MALE 557	553	7	7	6	24			
		FEMALE 335	328	3	2	2	9			
Previous Enrollment		932	881	10	9	8	24			
<b>3.1.1. OOSC from this cohort re-enrolled and repeating the same level/grade (REPEATERS)</b>		MALE								
		FEMALE								
Repeaters										
<b>3.1.2. OOSC from this cohort re-enrolled and promoted to the next level/grade (PROMOTED)</b>		MALE								
		FEMALE								
Promoted										
<b>3.1.3. OOSC from this cohort (OTHER)</b>		MALE	Graduated	Moved	Dropped Out	Deceased	Unknown			
		FEMALE								
Others										

Again the total number of previously enrolled OOSC reported in sections 3.1.1, 3.1.2 and 3.1.3 should be the same as the total in the yellow section for that cohort and administrative unit.

PLEASE REMEMBER TO CLICK ON SAVE AFTER ENTERING DATA FOR EACH COHORT  
Data should be submitted for all cohorts in this section.

Please also note that for projects that report on a very large number of sub-administrative units for newly enrolled OOSC, the cohorts for retention have been condensed into main administrative units to reduce the amount of data for submission.

### View Cohorts

In order to quickly check that data has been entered for all cohorts and that the numbers reported are the same as the numbers in the original cohort click on the 'View Cohorts' tab on the Retention and Progress home tab. This shows all of the data entered and how retention rates are generated. The totals in the green section should be the same as those in the yellow. If errors are found in this section, please return to the data entry tabs to amend. It is not possible to amend or edit data in the 'View Cohorts' tab.

Retention Data		EAC MSE January 2017		COHORT INFORMATION																Total		MALE REPEATERS: Please enter Male OOSC in the year group/level that they are repeating		MALE PROMOTED: Please enter Male OOSC in the year group/level that														
Agg	1	2	3	4	5	6	7	8	9	5192	Agg	1	2	3	4	5	6	7	8	9	0	0	Agg	1	2	3	4	5										
2015																																						
Main Administrative Unit	Sub-Administration Unit	Total	Male	COHORT INFORMATION																Total	Male	MALE REPEATERS: Please enter Male OOSC in the year group/level that they are repeating								MALE PROMOTED: Please enter Male OOSC in the year group/level that								
All	All	248	149	20	33	34	23	29	13	-	-	97	8	17	22	19	28	7	-	-	0	0	Agg	1	2	3	4	5	6	7	8	Agg	1	2	3	4	5	
All	All	813	480	27	282	46	43	38	24	-	-	263	14	215	37	18	40	28	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All	All	537	292	33	259	-	-	-	-	-	-	245	20	225	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	1179	683	-	21	211	79	190	102	-	-	576	-	82	144	153	121	76	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	530	283	31	41	65	45	42	39	-	-	287	17	45	51	52	51	51	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	84	48	29	6	3	5	3	-	-	38	28	4	4	3	-	1	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	301	163	21	108	13	12	4	5	-	-	139	20	100	11	1	4	2	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	537	289	44	211	11	2	-	1	-	-	288	44	204	10	7	-	3	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	1706	941	90	216	132	228	75	202	-	-	785	71	144	121	182	84	183	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	47	35	-	6	-	15	-	14	-	-	11	-	4	-	4	-	4	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
All	All	444	232	13	205	4	7	1	2	-	-	211	9	182	5	3	2	1	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	2088	1138	9	102	187	199	378	285	-	-	858	9	86	153	177	363	170	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	1005	634	27	341	80	100	56	30	-	-	371	16	139	62	68	62	24	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	88	41	3	32	2	2	2	-	-	47	3	33	4	4	2	1	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	1187	625	5	93	69	185	108	185	-	-	563	3	87	73	111	106	202	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	128	72	-	72	-	-	-	-	-	58	-	56	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
All	All	429	212	15	97	15	22	36	27	-	-	217	15	92	13	27	30	40	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL		11357	6175	367	2129	852	945	957	929	0	0	5182	273	1705	710	810	881	793	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2016																																						
Main Administrative Unit	Sub-Administration Unit	Total	Male	COHORT INFORMATION																Total	Male	MALE REPEATERS: Please enter Male OOSC in the year group/level that they are repeating								MALE PROMOTED: Please enter Male OOSC in the year group/level that								
All	All	142	78	40	17	10	6	-	3	-	-	89	24	13	7	10	-	2	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	980	533	452	45	9	17	19	11	-	-	457	361	32	21	16	18	9	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All	All	429	240	142	29	30	14	10	15	-	-	199	104	36	24	13	12	10	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All	All	1341	691	53	123	-	312	-	203	-	-	650	24	127	-	280	-	219	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	554	286	87	44	30	26	23	76	-	-	289	78	23	38	15	36	76	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All	All	205	115	66	15	27	3	1	3	-	-	80	51	14	16	7	2	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	36	22	22	-	-	-	-	-	-	-	14	14	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
All	All	334	181	115	30	11	13	5	7	-	-	153	85	23	13	11	8	12	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	1429	729	343	74	174	63	36	38	-	-	700	276	81	185	51	55	42	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All	All	469	272	272	-	-	-	-	-	-	-	217	217	-	-	-	-	-	-	-	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

## TAB 4 ENROLLMENT

The enrolment tab is the data entry page for summary NEWLY ENROLLED OOSC. This tab has been added for ease of quickly listing the total number of newly enrolled OOSC in each cycle (in the centre green column 4.1) with a summing function that will allow partners to double check their overall total newly enrolled OOSC to date (right hand blue column).

Note that this data should also reflect the total newly enrolled OOSC in your technical report and also match the summation of disaggregated data entered into TAB 5 under the sub-administrative data tab.

Before you enter data under the TAB 4 (Enrolment), here you have several options to choose from:

### 3. Enrollment

Does your project on this country collect this data by level/grade?  Yes  No ▼

Did your project collect enrollment data on this reporting cycle?  Yes  No ▼

Does your project on this country support alternative education (accelerated learning)?  Yes  No ▼

---

Regarding the enrollment commitments of your project, please fill in the total number of **NEWLY ENROLLED OOSC** for **THIS REPORTING CYCLE**

Each of these selections allows for a different level of detail depending on your project. Please answer total enrolment as per your project. In case you do not have enrolment data by level grade, just report by totals.

### 4. Enrollment

Does your project collect this data by level/grade in this country?  Yes  No ▼

Did your project collect enrollment data in this reporting cycle?  Yes  No ▼

Does your project support alternative education (accelerated learning) in this country?  Yes  No ▼

---

Regarding the enrollment commitments of your project, please fill in the total number of **NEWLY ENROLLED OOSC** for **THIS REPORTING CYCLE**

Total number of <b>PREVIOUSLY ENROLLED OOSC</b> until this reporting cycle	4.1. Total number of <b>NEWLY ENROLLED OOSC</b> in project schools/learning sites for <b>THIS REPORTING CYCLE</b>	Total number of <b>ENROLLED OOSC</b> with this reporting cycle
	MALE	FEMALE
Level/Grade 1	63692	48430
Level/Grade 2	4071	2695
Level/Grade 3	3382	2027
Level/Grade 4	2667	1610
Level/Grade 5	2379	1332
Level/Grade 6		
Level/Grade 7		
Level/Grade 8		
<b>Total</b>	<b>76191</b>	<b>56094</b>
Previous Enrollment Total	132285	
	Level/Grade 1	Level/Grade 1
	Level/Grade 2	Level/Grade 2
	Level/Grade 3	Level/Grade 3
	Level/Grade 4	Level/Grade 4
	Level/Grade 5	Level/Grade 5
	Level/Grade 6	Level/Grade 6
	Level/Grade 7	Level/Grade 7
	Level/Grade 8	Level/Grade 8
	<b>Total</b>	<b>Total</b>
	NEW Enrollment Total	0
	Enrollment Total	132285

Save

## TAB 5 SUB-ADMINISTRATIVE UNITS

All disaggregated data for newly enrolled OOSC will be uploaded here. It is highly recommended that all projects collect the most detailed data available by gender, grade level and sub-administrative unit. Please contact EAC M&E team if you are not currently doing this.

For each sub-administrative unit that your project operates in, please fill out the requested information. If you need to add a new sub-administrative unit, please use the corresponding buttons on the screen. Continue adding new pages to cover all the areas (administrative units) where you work within whole country.

When you click on “**new sub-administrative unit**”, a pop-up screen will allow you to enter the name of the administrative and sub administrative unit and the number of learning sites/schools in that area. Click SAVE and you will be returned to the original sub-administrative unit page and you will now see the sub administrative enrolment page. Once you create the sub-administrative unit (area) where project schools/learning sites are located, then click on the blue action button to enter data by grade and gender for all the learning sites/schools in that administrative unit.

Enter data by gender (and grade) for that particular administrative unit and Click Save. Notice that the totals for each grade will automatically sum with those from previous cycles to give you a total to date for that particular administrative unit. Continue the process of adding administrative units and entering the newly enrolled data from the learning sites/schools of that admin unit until your total newly enrolled matches that you have entered in the earlier enrolment tab. This ensures that your figures have been double-checked.

ENROLLMENT BY SUB-ADMINISTRATIVE UNIT

**M&E REPORT**

Contract: \_\_\_\_\_ M&E Cycle: EAC M&E January 2017 Country: \_\_\_\_\_ Unit: \_\_\_\_\_ Sub-Unit: \_\_\_\_\_

**5.3. Enrollment by Sub-Administrative Unit**

Regarding the enrollment commitments of your project, please fill in the total number of NEWLY ENROLLED OOSC for THIS REPORTING CYCLE

Total number of PREVIOUSLY ENROLLED OOSC until this reporting cycle		5.3.1. Total number of NEWLY ENROLLED OOSC in project schools/learning sites for THIS REPORTING CYCLE		Total number of ENROLLED OOSC with this reporting cycle	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Level/Grade 1	<input type="text"/>	Level/Grade 1	<input type="text"/>	Level/Grade 1	<input type="text"/>
Level/Grade 2	<input type="text"/>	Level/Grade 2	<input type="text"/>	Level/Grade 2	<input type="text"/>
Level/Grade 3	<input type="text"/>	Level/Grade 3	<input type="text"/>	Level/Grade 3	<input type="text"/>
Level/Grade 4	<input type="text"/>	Level/Grade 4	<input type="text"/>	Level/Grade 4	<input type="text"/>
Level/Grade 5	<input type="text"/>	Level/Grade 5	<input type="text"/>	Level/Grade 5	<input type="text"/>
Level/Grade 6	<input type="text"/>	Level/Grade 6	<input type="text"/>	Level/Grade 6	<input type="text"/>
Level/Grade 7	<input type="text"/>	Level/Grade 7	<input type="text"/>	Level/Grade 7	<input type="text"/>
Level/Grade 8	<input type="text"/>	Level/Grade 8	<input type="text"/>	Level/Grade 8	<input type="text"/>
Total	352 337	Total	<input type="text"/>	Total	352 337
Previous Enrollment Total	299	NEW Enrollment Total	<input type="text"/>	Enrollment Total	299

**NOTE:** For multi-country projects the information by administrative units must be filled in for each country separately.

## TAB 6 TRAINING

The Training tab is for entering human resource development data for the project. EAC is interested in knowing more about who is trained and how much effort is put into training. If your project offers training, first, click on the radial button indicating that you have provided training (6.1). This will open up the fields in each category for data entry. Next, list the total number of trainees (participants) by gender in each occupation category and the TOTAL number of hours for all trainees (not the average). For example, if 20 male community members were trained for 4 hours each, the total training hours would be 80.

The screenshot shows the 'M&E REPORT' interface. At the top, there is a navigation menu with options: Home, Main, Reports, System, and Logout. Below this is a breadcrumb trail: 1. Contract information, 2. Country information, 3. Retention and Progress, 4. Enrollment, 5. Sub-Administrative Unit, 6. Training, 7. Construction, 8. Refurbishment, 9. Assessment, 10. Communications & Findings, 11. Verification. The main heading is 'M&E REPORT'. Below this, there are fields for 'Contract:', 'M&E Cycle: EAC M&E January 2017 (2017/1)', and 'Country:'. A 'Submit Report' button is visible. The section is titled '6. Training'. Below this, there is a question: '6.1. Does your project provide training to teachers, supervisors, student leaders, community members, facilitators or administrators?' with radio buttons for 'Yes' and 'No'. Below this is another question: '6.1.1. Please provide the number of PEOPLE trained by your project during this reporting period'. This leads to a table with columns for 'Number of persons by gender' (Male, Female) and 'Total training hours by gender' (Male, Female). The rows are: Teachers, Supervisors, Student leaders, Community members, Facilitators, Administrators, and Total. The 'Total' row shows 0 for all categories. A 'Save' button is at the bottom.

	Number of persons by gender		Total training hours by gender	
	Male	Female	Male	Female
Teachers				
Supervisors				
Student leaders				
Community members				
Facilitators				
Administrators				
Total	0	0	0	0

**NOTE:** For multi-country projects the information on Training must be filled in for each country separately.

## TAB 7 CONSTRUCTION

If your project is supporting construction activities, please fill in relevant information in this tab. First, select the 'Yes' button (7.1) to open up the data entry fields. Then list the total number of new learning sites/schools built, the total number of new classrooms in those learning sites/schools and any new additional classrooms built on existing learning sites/schools. You also now have the option to report on latrine construction. If you have pictures, feel free to upload.

The screenshot shows the M&E Report interface. At the top, there is a navigation bar with 'Home', 'Main', 'Reports', 'System', and 'Logout'. Below this is a breadcrumb trail: '1. Contract Information', '2. Country Information', '3. Retention and Progress', '4. Enrollment', '5. Sub-Administrative Unit', '6. Training', '7. Construction', '8. Refurbishment', '9. Assessment', '10. Communications & Findings', '11. Verification'. The main heading is 'M&E REPORT'. Below the heading, there are fields for 'Contract:', 'M&E Cycle: EAC M&E January 2017 (2017/1)', and 'Country:'. A 'Submit Report' button is visible. The '7. Construction' section is active, showing a question '7.1. Does your project support the construction of schools/learning sites/classrooms or latrines?' with 'Yes' selected. Below this are four data entry fields: '7.1.1. Total number of schools/learning sites built', '7.1.2. Total number of classrooms in the schools you constructed', '7.1.3. Total number of classrooms added to existing schools/learning sites', and '7.1.4. Total number of latrines built'. A '7.1.5. Comments (optional)' field is also present, with a note 'Function was disabled'. At the bottom, there is a '7.1.5. Please, provide any pictures regarding the number of works reported above' section with an 'Add picture' button and a 'Send files' button. A 'Save' button is at the very bottom.

### TAB 7 [Construction] Data Entry Fields:

**7.1.** Does your project supports the **construction** of schools/learning sites/classrooms? Select yes if your project supports construction of schools and/or classrooms. This will open up the next 3 questions for data entry.

**7.1.1.** Total number of schools/learning sites built. List the number of whole learning sites/schools built during the last reporting period.

**7.1.2.** Total number of classrooms in the schools you constructed. Within the learning sites/schools listed above, list the total number of classrooms built.

**7.1.3.** Total number of classrooms added to existing schools/learning sites. List the number of additional classrooms added to already existing schools or learning sites. These are ADDITIONAL classrooms not counted above.

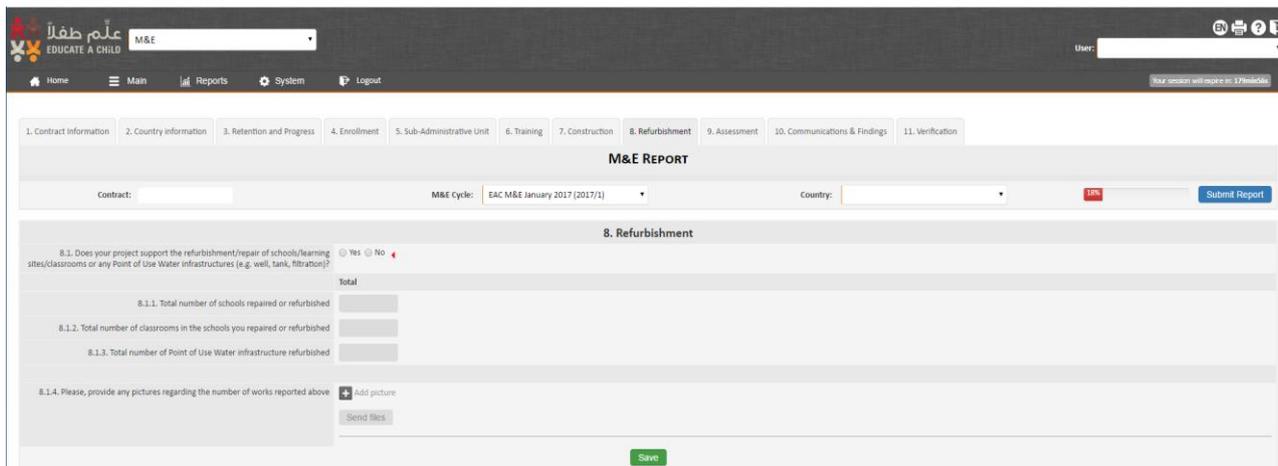
**7.1.4.** Total number of latrines built. List the number of latrines built at schools since the last reporting period.

**7.1.5.** Please, provide any pictures regarding the number of works reported above. EAC would like to learn more about the construction activities of the partners and “a picture says a thousand words”. If you have pictures, feel free to upload as many as you like.

**NOTE:** For multi-country projects the information on Construction must be filled in for each country separately.

## TAB 8 REFURBISHMENT

This tab is for capturing data on refurbishing existing learning sites/schools and classrooms. Please list the number of schools or learning sites your project has refurbished and the total number of classrooms refurbished within those schools.



The screenshot displays the 'M&E REPORT' interface for 'EDUCATE A CHILD'. The '8. Refurbishment' tab is active. The form includes a 'Contract' field, an 'M&E Cycle' dropdown (set to 'EAC M&E January 2017 (2017/1)'), and a 'Country' dropdown. A progress indicator shows '18%' completion. The main section contains three questions: 8.1 (Yes/No), 8.1.1 (Total number of schools repaired or refurbished), 8.1.2 (Total number of classrooms in the schools you repaired or refurbished), and 8.1.3 (Total number of Point of Use Water infrastructure refurbished). A file upload section for 8.1.4 is also present with 'Add picture' and 'Send files' buttons. A green 'Save' button is at the bottom.

### TAB 8 [Refurbishment] Data Entry Fields:

**8.1.** Does your project supports the refurbishment/repair of schools/learning sites/classrooms? Select YES if your project refurbishes schools and classrooms. This will open up the next two questions.

**8.1.1.** Total number of schools repaired or refurbished. List the total number of schools/learning sites that were refurbished or repaired.

**8.1.2.** Total number of classrooms in the schools you repaired or refurbished – Within the schools/sites listed above, provide the total classrooms that were repaired or refurbished.

**8.1.3.** Total number of Point of Use water infrastructure refurbished. This includes wells, boreholes, tanks, filters, etc.

**8.1.4.** Please, provide any pictures regarding the number of refurbishment works reported above. EAC would like to learn more about the refurbishment activities of the partners and “a picture says a thousand words”. If you have pictures, feel free to upload as many as you like.

**NOTE:** For multi-country projects the information on refurbishment must be filled in for each country separately.

## TAB 9 ASSESSMENT

The assessment tab provides EAC with self-reported feedback from partners on programming. This provides EAC with some additional indication of what is working and potential challenges faced by partners. Fill in all questions to the best of your ability and then click on the SAVE button at the bottom of the screen.

The screenshot shows the M&E REPORT interface. At the top, there is a navigation menu with options like Home, Main, Reports, System, and Logout. Below this is a breadcrumb trail: 1. Contract Information, 2. Country Information, 3. Retention and Progress, 4. Enrollment, 5. Sub-Administrative Unit, 6. Training, 7. Construction, 8. Refurbishment, 9. Assessment, 10. Communications & Findings, 11. Verification. The main content area is titled 'M&E REPORT' and includes fields for Contract, M&E Cycle (EAC M&E January 2017 (2017/1)), and Country. Below this is the '9. Assessment' section, which contains a table for selecting interventions that help to enroll OOSC in school. The table has four columns: 'Not helpful', 'Helpful', 'Most helpful', and 'Not applicable'. The interventions listed include Accelerated curriculum, Teacher/supervisor professional development, Child centered approaches, Improvements in pedagogical quality, Curriculum reform, Teaching and learning materials, Recreation material, Provisions of WASH/Sanitation facilities/latrines, Community Motivation and Mobilization, Community sensitization, Community mobilization, Direct interventions, bursaries, dignity kits, VSLA, Financial incentives (i.e., scholarships, cash transfers), School Access and Quality, School construction, Classroom construction, and Classroom refurbishment.

### TAB 9 [Assessment] Data Entry Fields:

**9.1.** Based on your experience, which of these interventions help to ENROLL OOSC in school. Please check all that apply: Simply click on the button that corresponds to the effectiveness of each activity in *enrolling* OOSC. There are multiple categories of activities. There is an option for you to also record additional activities not found on the above list. Please do so if these activities have helped to enrol OOSC.

**9.2.** Based on your experience, which of these interventions help to RETAIN former OOSC in school. Please check all that apply: Simply click on the button that corresponds to the effectiveness of each activity in *retaining* OOSC. There are multiple categories of activities. There is an option for you to also record additional activities not found on the above list. Please do so if these activities have helped to retain OOSC.

**9.3.** Which strategies and/or interventions have been the most useful in reaching OOSC and keeping them in school? This question is an attempt to capture intervention activities that help to BOTH enrol and retain OOSC. Please provide any feedback you consider important.

**9.4.** Have you experienced any delays in implementing activities during this reporting cycle? Similar to the technical report, EAC would like to know if there were any challenges to implementation. Click yes or no.

**9.4.1.** If yes, what types of delays have occurred? Please list any types and reasons for delays.

**9.5.** Are you conducting classroom observations? Click either Yes or No.

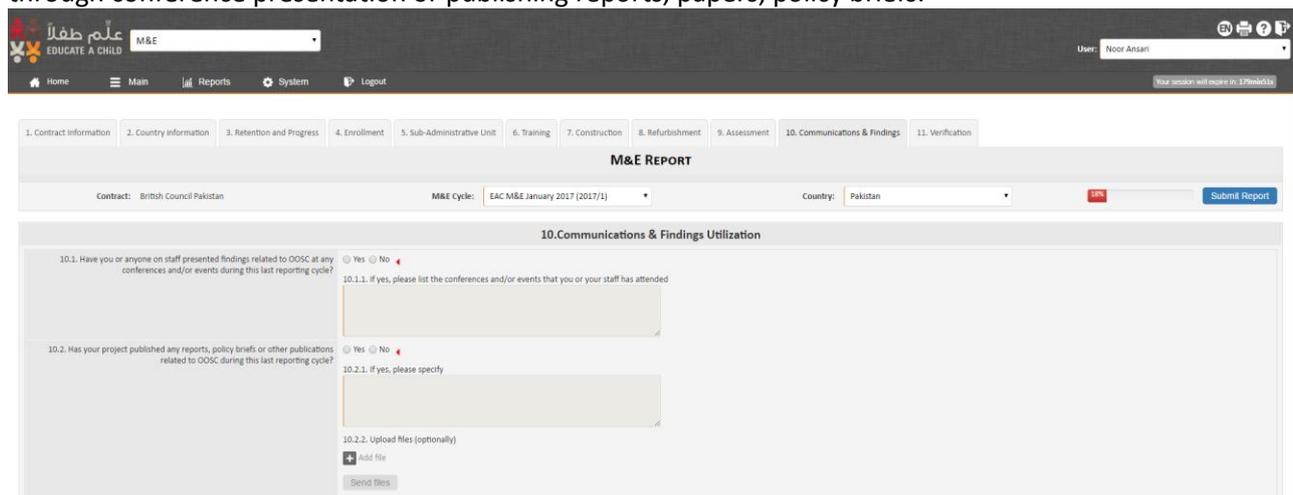
**9.5.1.** If you are conducting classroom observations, please list the type of instrument you are using to collect the data (e.g., Stallings classroom observation instrument, CLASS). List any instrument that you are using to collect classroom observation data.

Once you complete these questions click SAVE and you are done with the Assessments Tab.

**NOTE:** For multi-country projects the information on Assessment must be filled in for each country separately.

## TAB 10 COMMUNICATION AND FINDINGS

The Communication tab provides information on sharing and utilization of project findings related to OOSC through conference presentation or publishing reports, papers, policy briefs.



The screenshot displays the 'M&E REPORT' interface for the 'British Council Pakistan' contract. The '10. Communications & Findings Utilization' section is active, showing two main questions with radio button options for 'Yes' or 'No'. Question 10.1 asks if findings were presented at conferences, with a sub-question 10.1.1 for listing events. Question 10.2 asks if reports or publications were published, with a sub-question 10.2.1 for specifying details and a 10.2.2 section for optional file uploads. The interface includes a navigation menu at the top and a 'Submit Report' button.

### TAB 10 [Communication] Data Entry Fields:

**10.1.** Have you or anyone on staff presented findings related to OOSC at any conferences and/or events during this last reporting cycle? Select Yes or No

**10.1.1.** If yes, please list the conferences and/or events that you or your staff has attended.

Please list those formal conferences or events where you have presenting findings related to OOSC.

**10.2.** Has your project published any reports, policy briefs or other publications related to OOSC during this last reporting cycle? Select Yes or No.

**10.2.1.** If yes, please specify. Provide additional information publications created that concern OOSC.

**10.2.2.** Upload files (optionally). Upload any files or documents that meet either of the two criteria above.

**10.3.** Please describe how your project has utilized evidence and findings to influence policies related to OOSC. Provide additional information on any efforts related to informing policy decisions within your organization, within a global or regional network/organization or within national governance.

**10.4.** Please describe how your project has utilized evidence and findings to improve interventions. Provide information on how information may have influenced the way in which your organization delivers programming.

**10.5.** Please describe how your project has utilized evidence and findings to learn about what works in reaching/retaining OOSC. This question is more specific than question 10.4 and asks specifically about how organizational learning may impact the delivery of programming to improve enrolment and retention of OOSC.

**10.6.** Please provide any additional data that your project is collecting that is relevant to EAC (e.g., attendance rates, number of loans distributed, number of advocacy campaigns, etc.). Provide additional information on organizational learning that may impact EAC programming and perhaps be shared with other organizations.

Once you complete each of these questions, click SAVE.

**NOTE:** For multi-country projects the information under Communication must be filled in for each country separately.

## TAB 11 VERIFICATION

At any time while filling in this tool, one can submit the report or save and submit. When that occurs one will be forwarded to the Verification tab to double check that all fields have been filled in and all questions answered.

11. Verification	
1. Contract Information	Completed!
2. Country information	Completed!
3. Enrollment	3.1. Total number of NEWLY ENROLLED OOSC on the country level for THIS REPORTING CYCLE - Required
4. Retention and Progress	Completed!
5. Sub-Administrative Unit	Completed!
6. Training	6.1. Does your project provide training to teachers, supervisors, student leaders, community members, facilitators or administrators? - Required
	6.1.1. Please provide the number of PEOPLE trained by your project during this reporting period - Required
7. Construction	7.1. Does your project supports the construction of schools/learning sites/classrooms? - Required
	7.1.1. Total number of schools/learning sites built - Required
	7.1.2. Total number of classrooms in the schools you constructed - Required
	7.1.3. Total number of latrines built - Required
8. Refurbishment	8.1. Does your project supports the refurbishment/repair of schools/learning sites/classrooms? - Required
	8.1.1. Total number of schools/learning sites built - Required
	8.1.2. Total number of classrooms in the schools you repaired or refurbished - Required
	8.1.3. Total number of Point of Use Water infrastructure refurbished - Required
9. Assessment	9.1. Based on your experience, which of these interventions help to ENROLL OOSC in school. Please check all that apply: - Required
	9.2. Based on your experience, which of these interventions help to RETAIN former OOSC in school. Please check all that apply: - Required
	9.3. Which strategies and/or interventions have been the most useful in reaching OOSC and keeping them in school? - Required
	9.4. Have you experienced any delays in implementing activities during this reporting cycle? - Required
	9.4.1. If yes, what types of delays have occurred? - Required
	9.5. Are you conducting classroom observations? - Required
	9.5.1. If you are conducting classroom observations, please list the type of instrument you are using to collect the data (e.g., Stallings classroom observation instrument, CLASS) - Required
10. Communications & Findings	10.1. Have you or anyone on staff presented findings related to OOSC at any conferences and/or events during this last reporting cycle? - Required
	10.1.1. If yes, please list the conferences and/or events that you or your staff has attended - Required
	10.2. Has your project published any reports, policy briefs or other publications related to OOSC during this last reporting cycle? - Required
	10.2.1. If yes, please specify - Required
	10.3. Please describe how your project has utilized evidence and findings to influence policies related to OOSC - Required
	10.4. Please describe how your project has utilized evidence and findings to improve interventions - Required
	10.5. Please describe how your project has utilized evidence and findings to learn about what works in reaching/retaining OOSC - Required

Submit Report

Please review the list and return to answer questions that are currently not answered. If there are any problems, email EAC M&E staff to resolve these issues.

**NOTE:** Again, for multicounty projects, return to fill in these fields for each country separately.

**CONGRATULATIONS** in completing the online M&E report for this cycle. We anticipate with the improvements made in the online system that it was more logical in filling in this form and that in the future given the new data migrating function, all data entry will be easier. We anticipate making additional upgrades in the future and will be offering on-line webinars for those who wish to have additional support in accurately reporting to EAC.

# **ANNEXES**

#### ***EAC Strategic Objectives***

***The EAC strategic plan lists the following key objectives to represent achievement of their goals:***

1. Influence enrolment and retention of out of school children to decrease the number of out of school children by at least 10 million.
2. Support the development of education quality so that children who attend school stay in school and have an opportunity to learn.
3. Contribute to mobilizing \$1 billion to support education and develop innovative financing mechanisms to foster program sustainability.
4. Keep the issue of out of school children at the top of the global and national agendas.

#### ***Performance Indicators***

1. Total number of OOSC who are enrolled in education programs co-funded by EAC.
2. Proportion of OOSC completing a full cycle of primary education in EAC co-funded programs.
3. Proportion of pupils from a cohort enrolled in a given grade in a given school year that is no longer enrolled in the following school year.
4. Number of person training days provided by EAC co-funded programs.
5. Number of schools constructed using EAC co-funding.
6. Number of schools that are refurbished using EAC co-funding.
7. Number of classrooms that are constructed using EAC co-funding.
8. Number of classrooms that are refurbished using EAC co-funding.
9. Number of partnerships created to support programs targeting OOSC.
10. Amount of funding provided by EAC co-funding.
11. Percentage increase in external funding in support of programs that target OOSC.
12. Value for money/return on investment of EAC funding and co-funding.
13. Number of EAC publications released to the general public.
14. Number of media campaigns conducted over the life of the EAC initiative.
15. Number of presentations (e.g., conferences, meetings, workshops) conducted over the life of the EAC initiative.

**Completion**

Participation in all components of an education program (including final exams, if any), irrespective of the result of any potential assessment of achievement of learning objectives.

**Dropout**

A pupil or student who leaves school definitively in a given school year.

**Dropout Rate**

Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. The cumulative dropout rate in primary education is calculated by subtracting the survival rate from 100 at a given grade. This rate will be calculated by EAC staff based on responses to the M&E report.

**Enrolment**

Children in primary school who are enrolled in EAC co-funded programs who had not been previously enrolled in any education program. Enrolment is defined as individuals officially registered in a given education program, or stage or module thereof, regardless of age.

**Graduation**

The successful completion of an education program. It is possible for a single graduate to have more than one graduation (even within the same academic year) if he or she were enrolled simultaneously in two or more programs and successfully completed them.

**Learning Sites**

Any organized learning system where learning is taking place outside of a traditional school building (i.e., any place where a project conducts activities that is NOT an official school).

**Promoter**

A pupil who has moved on to the next grade level from one school year to the next, ending up in one grade level higher from the last school year.

**Repeater**

A pupil enrolled in the same grade for a second or further year.

**School Construction**

“Schools” are safe and secure spaces in which organized group learning takes place. Schools range from environmentally appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. This indicator does not include temporary schools (such as tents, open spaces set aside for instruction) frequently found in refugee settings.

**Classroom Construction**

“Classrooms” are safe and secure spaces in which organized group learning takes place. Classrooms range from environmentally appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. This indicator does not include temporary classrooms (such as tents, open spaces set aside for instruction) frequently found in refugee settings. Individual classrooms should be counted if a whole classroom block is built.

***School Refurbishment***

Refurbishment ranges from cosmetic upgrades, such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaky roofs, rebuilding damaged walls or roofs), and mending broken furniture.

***Classroom Refurbishment***

Refurbishment ranges from cosmetic upgrades, such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaky roofs, fixing toilets, rebuilding damaged walls or roofs), and mending broken furniture. If a classroom block is repaired, the number of classrooms in that block affected by the repairs should be counted.

***Training Days***

The number of person training days is the number of people who attend the training multiplied by the number of days of training. A distinction should be made between accredited and non-accredited training days. One training day equals at least 6 hours of instruction provided.

#### **Children Affected By Conflict, Natural Disasters, and Other States of Emergency or Fragility**

##### ***Internally Displaced Persons***

Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of, or in order to avoid, the effects of armed conflicts, situations of generalized violence, violations of human rights, or natural or human-made disasters, and who have not crossed an internationally recognized state border.

##### ***Refugees***

A person who meets the eligibility criteria under the applicable refugee definition, as provided for in international or regional refugee instruments, under UNHCR's mandate, and/or in national legislation. Contrary to internally displaced persons, refugees are outside their country or origin/habitual residence.

##### ***Returnees***

Returnees are internally displaced persons or refugees who have returned to their homes or places of habitual residence.

##### ***Child Soldiers***

Any person below 18 years of age who is or has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies, or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities. Child soldiers are also referred to as child combatants or children associated with armed forces or fighting groups.

*(UNICEF, The Paris Principles: Principles and Guidelines on Children Associated with Armed Forces or Armed Groups, February 2007)*

##### ***Demobilized Child Soldiers***

Demobilized child soldiers are child soldiers who have been removed, released, or discharged from an armed force or group and are or have returned to their home community or another place of settlement.

#### **Remote Rural Populations**

##### ***Rural***

Rural area is based on the definition applied in national statistical practices and exercises. For example, a rural area can be considered as a geographical region outside the urban agglomeration.

#### **Urban Slum Populations**

##### ***Urban Slums***

Slum is a heavily populated urban area characterized by substandard housing (lack of services and insecure tenure) and squalor. (UNHabitat, 2003).

#### **Children Affected By Poverty**

##### ***Income (Economic) Poor***

Those in the lowest income quintile (bottom 20%) for their country.

Percentage share of income or consumption is the share that accrues to subgroups of population indicated by deciles or quintiles.

--or--

Those living off on an average of \$1.25/day (extreme poverty) and those living on an average of \$2/day (poor). World Bank definitions.

### Migrants and Nomads

#### ***Migrants/Migrant Workers***

Migrant is “any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country.”

Migrant covers all cases where the decision to migrate is taken freely by the individual concerned, for reasons of “personal convenience” and without intervention of an external compelling factor.

\*does not refer to refugees or displaced persons

\*migrants make the decision to move without extreme external forces or compelling forces

\*Six categories of migrants:

1. Temporary labour migrant
2. Highly skilled business migrants
3. Irregular migrants (undocumented/illegal)
4. Forced migration
5. Family members (family reunion/family reunification)
6. Return migrants (those who return to their countries of origin after a period of time in another country).

Migrant Worker is “a person who is to be engaged, is engaged, or has been engaged in a remunerated activity in a state of which he or she is not a national.”

#### ***Nomads***

People who lack permanent residence or settlement. Typically, ethnic or socio-economic groups who constantly travel and migrate in large or small groups in search of means of livelihood within a community or country or across international boundaries. Within nomads, there are several categories.

**Full Pastoralist Nomads:** Lifestyle based upon maintenance of herds of animals that depend mainly on vegetation for their food. The distinction of full pastoralist nomads is that all members of the group move together with the animals in their care. **Pastoralist Semi-nomads:** Semi-pastoralist nomads are characterized as groups in which part of the group are on the move for periods of time with the herds while others stay in settlements.

### Orphans and Vulnerable Children

#### ***Orphans and Vulnerable Children (OVC)***

Orphans and other groups of children who are more exposed to risks than their peers. OVC are children who are most likely to not be reached by regular programs, or, using social protection terminology: OVC are groups of children that experience negative outcomes, such as the loss of their education, morbidity, and malnutrition, at higher rates than do their peers.

#### ***Street Children***

Street children are under the age of 18 who work and/or sleep on the streets and may or may not necessarily be adequately supervised or directed by responsible adults. UNICEF defines two co-existing categories of street children: those “on the street” and those “of the street.” **Children “of” the street** are homeless children who live and sleep on the streets in urban areas. They are totally on their own, living with other street children or homeless adult street people. **Children “on” the street** earn their living or beg for money on the street and return home at night maintaining contact with their families.

### Minorities

***Ethnic, Racial, and Linguistic Minorities***

A group numerically inferior to the rest of the population of a state, in a non-dominant position, whose members—being nationals of the state—possess ethnic, religious, or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion, or language.