Education in Emergencies Indicator Bank

September 2021

Department of Education
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Education in Emergencies Indicator Bank

UNRWA Education in Emergencies Programme
UNRWA seeks to provide a quality, inclusive and equitable education that develops and supports each and every child, regardless of their capability, ethnicity, religion, gender and socio-economic background. This is reflected in the education Medium Strategy goal of 2016-2021 which is aligned with the 2030 Sustainable Development Goal 4.

UNRWA has been an important provider of education to Palestine refugees, in times of both stability and crisis, for nearly 70 years. Access to education is crucial in building the resilience of Palestine refugee children and youth, particularly during times of emergency and in the face of conflict and instability. It provides a sense of normalcy and a hope for the future and also helps to mitigate the risks and life-impacting challenges that out-of-school children may face, such as violence, sexual exploitation, early child marriage and recruitment into armed groups. Education can also develop self-confidence and self-esteem and promote children’s psychosocial well-being so that they are better able to cope with the instability and uncertainty that conflict brings. Education harnesses the potential of both students and those who work with them, namely teachers, School Principals and education support staff, so that they too benefit from a sense of normalcy and are empowered to meet conflict-related challenges. It is also important that education engages parents and the community, so they recognise its value and work closely with teachers to ensure their children are able to access and benefit from quality provision.

In 2011, UNRWA recognized the need to transform its education programme to better respond to the demands of the twenty-first century, and the Agency embarked on a major education reform. The reform sought to strengthen the overall education system and develop the capabilities of all refugee students, as local, regional and global citizens. The UNRWA Education in Emergencies (EiE) approach was then designed to ensure the continued provision of education to those children impacted by crises; the approach combines the strengths of the UNRWA system, and the work on the Agency-wide education reform with innovative ways of delivering and supporting education in challenging times.

The UNRWA EiE approach is about doing things differently: delivering education in innovate ways, such as through the UNRWA Self-Learning Programme and establishing safe learning and recreational spaces for children to continue to learn and play in; doing more of other things: providing more support in key areas, such as psychosocial support for children through additional counsellors, recreational activities, and ensuring that all teachers understand the need for children to have time to play and to be children; and doing things that had not been the focus before: implementing new activities, such as safety and security training for parents, teachers, School Principals and for the students themselves.

This is accomplished through implementation of the following EiE programme strands:

1. **Access to education**: Ensuring students’ continued access to school through the provision of safe transportation and school materials.
2. **Safe and secure learning environments**: Providing children with safe and secure learning environments where they feel protected and where their resilience is further strengthened through the establishment of gender-friendly safe learning spaces for children, School Risk Assessments, and specific training for school staff on safety, security and first aid skills.
3. **Psychosocial well-being of students**: Supporting the psychosocial well-being of students through the deployment of School Counsellors, additional recreational activities and capacity building on recreational activities and inclusive education for teachers and School Counsellors.
4. **Quality teaching and learning**: Developing alternative modalities of learning through the Self-Learning Programme and developing the capacity of teachers to work in different ways in
challenging conditions to ensure the continuation of education for children affected by conflict. Providing learning support to help children make up for any lost school time.

5. **Parent and community engagement:** Strengthening parents’ awareness and capacity in areas related to their children’s education, including psychosocial support for children and the safety and security of schools, through parents’ awareness sessions and PTAs.

6. **EiE data management is improved:** Strengthening EiE data management and the monitoring and evaluation of all EiE programme activities.

Monitoring and evaluating of education in emergencies programmatic activities is as essential as for any education system in order to ensure that programmatic decisions are evidence-based and that planning and implementation is appropriate to the needs. It further enables successes to be celebrated and lessons learned to be highlighted.

For the overall UNRWA education programme, a Common Monitoring Framework (CMF) for Education was developed. The CMF comprises core common education indicators for the education programme that are aligned with the UNRWA Strategic Objective and adhere to universal definitions and standards and have all been endorsed by the Fields. Data to report on the key education indicators is collected through the Agency-wide Education Management Information System (EMIS). The EMIS is a key tool for collecting and storing school-level data, allowing for more timely generation of disaggregated reports (including disability-disaggregated) in real-time. It is key in ensuring the availability of relevant, reliable and timely data in order to measure progress on challenges of achieving indicator targets.

**Developing an Education in Emergencies Indicator Bank**

**Why?**

The UNRWA CMF indicators are mandatory and for education they cover key aspects of the UNRWA Education Programme. However, it was determined that given the need to better measure the performance and impact of the EiE programme, a specific Bank of EiE indicators should be developed to complement the CMF, as well as specifically measure provision of EiE in UNRWA.

The UNRWA EiE Indicator Bank is not intended as a mandatory tool for Fields to use, but rather as a stand-alone list of agreed, potential indicators that may be useful in certain contexts. Drawing from this Bank will ensure greater consistency of measurement between the Fields, enabling programmatic and Emergency Appeal monitoring and reporting to be more comparable.

**Approach**

To develop a first ‘draft’ of an EiE Indicator Bank, a review of EiE indicators used by partner organizations, including INEE, UNHCR, UNESCO, UNICEF, Save the Children, Education Cannot Wait, the Global Education Cluster, and People in Need, was carried out. This exercise was led by a Task Force on EiE Monitoring and Evaluation that UNRWA established with UNESCO, UNICEF, SCI and UNHCR in 2017. The Task Force brought together partners in the MENA region and beyond, including Education Cannot Wait, the International Rescue Committee and Inter-agency Network for Education in Emergencies, as well as members of the Arab Regional Support Group for SDG4. These organizations shared their experiences and expertise in EiE measurement.

The draft EiE Indicator Bank also included indicators from the UNRWA CMF that are particularly relevant for the measurement of EiE provision. All draft indicators were then discussed in depth with EiE and Monitoring and Evaluation staff from each UNRWA Field and the Headquarters in a two-day workshop in November 2018. The feedback was incorporated and the EiE Bank was thus finalised.
Updating EiE indicators Bank in response to COVID-19 crisis

The EiE Bank of indicator was reviewed and updated in 2020 in light of the COVID-19 education response. This led to the introduction of a number of new indicators and the removal of a number of indicators that, following testing during the COVID-19 response, were found not to provide information that was useful or necessary to collect. The majority of the UNRWA COVID-19 flash appeal 2020 indicators related to basic or tertiary education were also integrated into the Indicator Bank. The wording of emergency-related indicators was updated to incorporate situations not related only to conflict situations but also other emergencies. In addition, amendments were made to: the timing of data collection, so that reporting would relate to the school year rather than calendar, i.e. with the order Q4, Q1, Q2, Q3; disaggregation by elementary and preparatory cycle, rather than ‘age’ in basic education indicators; and addition of disaggregation of Palestine Refugees from Syria (PRS). A number of changes were also made to the TVET indicators, including updating disaggregation categories and removing those related to the number of institutions (as the number in each Field is very low). A total of 24 indicators from this Bank are now integrated within the UNRWA EMIS system.

Structure of the Bank
This bank comprises three parts:
- Part I: Basic Education indicators
- Part II: TVET indicators

Within each part, indicators are categorized first by the following EiE programme strands:
- EIE 1. Access to education
- EIE 2. Safe and secure learning environments
- EIE 3. Psychosocial well-being of students
- EIE 4. Quality teaching and learning
- EIE 5. Parent and community engagement
- Cross-cutting EIE Indicators

Each indicator is also categorized by the CMF output that it supports. The Basic Education indicators are categorized according to the relevant CMF outputs under Strategic Outcome 3: School-Aged Children Complete Quality, Equitable and Inclusive Basic Education of the UNRWA MTS (2016-21):
- Output 3.1 Quality learning in conducive learning environment for all students
- Output 3.2 Inclusive access ensured
- Output 3.3 Equitable education ensured

The TVET indicators are identified by the following CMF output under Strategic Outcome 4: Refugee Capabilities Strengthened for Increased Livelihood Opportunities:
- 4.1 Refugees’ capabilities strengthened

The following table explains the format and indicator terminology used throughout the EiE Indicator Bank:

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>(Outcome for PB and Priority for EA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>Indicator Codes: MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td>Indicator Codes: MTS/CMM: E.g.: 1.2.a</td>
<td>RBM: E.g.: l0019</td>
</tr>
<tr>
<td>Financial Management System Code</td>
<td>FMS Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO and/or HQ</td>
</tr>
<tr>
<td>Calculation</td>
<td>This is the formula for the indicator, e.g.: sum of; (numerator / denominator) x 100; numerator / months; etc.</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Number, percentage, weight, currency, etc.</td>
</tr>
<tr>
<td>Numerator</td>
<td></td>
</tr>
<tr>
<td>Denominator</td>
<td></td>
</tr>
<tr>
<td>Disaggregation [for some ED]</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Disaggregation [for some TVET]</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>This lists the sources of data for reporting purposes. This can be a database, a report, etc. This may vary across FOs depending on the indicator. HQ Departments may want to add sources that data are verified against here.</td>
</tr>
<tr>
<td>Definition</td>
<td>This describes what is being measured by the indicator. For example: if the indicator reads “Number of staff trained on neutrality”, then this section will define the kind of staff trained (e.g.: support staff or professional staff), and the duration and/or nature of training (e.g.: 1-day, online training organized and/or conducted by the Ethics Office).</td>
</tr>
<tr>
<td>Justification (formerly “relevance”)</td>
<td>This explains why this indicator was created and describes the performance or progress it measures toward the achievement of the strategic outcome. The justification can also include how the indicator is relevant to the context, the community and UNRWA’s mandate.</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Quarterly, Semi-Annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>This explains how the baseline is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>When applicable, this is the instruction on how data should be calculated and entered into the RBM, i.e.: should the results be summed, averaged, or reported separately for each quarter. This is to prevent inconsistent reporting.</td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>This is the instruction on how data will be assessed AND reported (i.e.: average sum of all quarters; the highest value achieved during the four quarters, value of the last quarter, etc.) depending on the frequency of data collection. This guides how results will be calculated on the RBM, and how they will appear in the mid-year and annual reports.</td>
</tr>
<tr>
<td>Year-to-Date (YTD) results can be quarterly, semi-annual, mid-year, annual or biennial</td>
<td></td>
</tr>
<tr>
<td>Many EiE indicators are annual and will be tracked in EMIS either semi-annually or quarterly, and in the last quarter of data collection in the school year the yearly result will be shown.</td>
<td></td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>This explains how the indicator will be calculated Agency-wide using the FOs’ inputs depending on the frequency of collection and the YTD calculation rule for FOs. This will guide how Agency-wide results will be calculated on the RBM and how they will appear in the annual report.</td>
</tr>
<tr>
<td>Target type</td>
<td>Biennium, discrete, linear, equal, manual (linear or discrete), and “off”.</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>This explains data trend, i.e.: what does an increasing or decreasing trend means for this indicator. How will this trend contribute to the MTS SOs or the EA framework? The values for some indicators appear as the same in all quarters because they show programmatic maintenance, and some are planning figures (e.g.: Estimated number of</td>
</tr>
</tbody>
</table>
Throughout the Bank, indicators marked with “⌂” in the ‘Indicator’ line signify those that are already in the CMF. Indicators that have been integrated into EMIS have the letter “E” next to them.

**How to use the Education in Emergencies Indicator Bank**

As noted above, and unlike the CMF indicators, the UNRWA EiE Indicators are *not* mandatory for Fields to use. The indicators included in this Bank are *potential* indicators that may be useful in certain contexts. This means that Fields may choose to use different indicators from each other, but if they are monitoring a particular service or situation, the same indicator will be used and there will be consistency across the Agency.

When developing their Education in Emergencies services or their Emergency Appeals, Fields should review the indicators included within the UNRWA Education in Emergencies Indicator Bank and hence choose only those indicators which are most appropriate for their plans. Fields then use their selected indicators to monitor implementation and progress, and for reporting against for Emergency Appeals.

<table>
<thead>
<tr>
<th>Person responsible for data completeness / verification</th>
<th>Title(s) of the verifier. List titles for each FO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data entry focal point</td>
<td>Title(s) of RFO. List titles for each FO</td>
</tr>
<tr>
<td>Reporting Programme</td>
<td></td>
</tr>
</tbody>
</table>
## PART I: BASIC EDUCATION INDICATORS

### EiE Strand 1 – Access to education

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
</table>
| Output                     | EiE 1. Access to education  
CMF 3.2 Inclusive access ensured |
| Indicator                   | (E) # of UNRWA schools that enrol displaced UNRWA students in their classes |
| Indicator Codes:            | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code                    | Financial Management System Code |
| Reporting Entity            | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level            | FO |
| Calculation                 | # of UNRWA schools that enrol displaced UNRWA students in their classes |
| Unit of Measurement         | Number |
| Numerator                   | # of UNRWA schools that enrol displaced UNRWA students in their classes |
| Denominator                 | N/A |
| Disaggregation              | Sex:  
Age:  
Disability: |
| Data Source                 | School reports and EMIS |
| Definition                  | Schools that enrol at least one displaced UNRWA student  
A displaced UNRWA student is one that has moved location because of conflict or other emergency, either within their Field or to another Field. In each school year, schools are included in the EMIS figure for the quarter in which they first enrol a displaced student, and will be counted once in the yearly result in Q2. |
| Justification               | To measure the number of UNRWA schools providing education to displaced UNRWA students in times of emergency |
| Frequency of Collection      | Annual  
Time of collection: Q2 |
| Baseline                    | The previous year’s actual value |
| Target                      | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | N/A (quarterly values will be tracked internally but not officially reported) |
|                           | In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 & Q2 to end of second semester). The yearly result will be shown in Q2 report only |
| Year-To-Date calculation rule (Field Offices) | The sum of all EMIS quarter values collected |
| YTD calculation rule (Agency-wide) | Sum of Field year-to-date values |
| Target type                 | NA: No targets are set for the number. Only Actuals are reported. |
| Trend interpretation        | An increase implies an increase in the number of schools providing education to UNRWA students. An associated implication is that displaced UNRWA students are residing in a larger geographical area. |
|                           | For FO / HQ Department Use |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point      | Title(s) of RFO. List titles for each FO |
| Reporting Programme         | |

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**Strategic Outcome or Priority**  
3. School-aged children complete quality, equitable and inclusive basic education  
**Output**  
EiE 1. Access to education  
CMF 3.2 Inclusive access ensured  
**Indicator**  
(E) # of displaced UNRWA students enrolled in UNRWA schools  
**Indicator Codes:**  
MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019
<table>
<thead>
<tr>
<th><strong>FMS Code</strong></th>
<th>Financial Management System Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reporting Entity</strong></td>
<td>JFO: ✓  WBFO: ✓  SFO: ✓  GFO: ✓  LFO: ✓  HQA: ✓</td>
</tr>
<tr>
<td><strong>Data Input Level</strong></td>
<td>FO / HQ.</td>
</tr>
<tr>
<td><strong>Calculation</strong></td>
<td># of displaced UNRWA students enrolled in UNRWA schools</td>
</tr>
<tr>
<td><strong>Unit of Measurement</strong></td>
<td>Number</td>
</tr>
<tr>
<td><strong>Numerator</strong></td>
<td># of displaced UNRWA students enrolled in UNRWA schools</td>
</tr>
<tr>
<td><strong>Denominator</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Disaggregation</strong></td>
<td>Sex: ✓  Elementary Students: ✓  Preparatory Students: ✓  Disability: ✓  PRS: ✓</td>
</tr>
<tr>
<td><strong>Data Source</strong></td>
<td>School enrolment data, disaggregated by displaced / non-displaced student; EMIS</td>
</tr>
</tbody>
</table>
| **Definition** | • Displaced UNRWA students who are enrolled in an UNRWA school  
• A displaced UNRWA student is one that has moved location because of conflict or other emergency, either within their Field or to another Field For each school year, displaced students are included in the EMIS figure for the quarter in which they are first enrolled, and will be counted once in the yearly result in Q2. |
| **Justification** | To measure access to regular education for displaced UNRWA students at times of emergency |
| **Frequency of Collection** | Annual  
| **Time of collection** | Q2 |
| **Baseline** | The previous year’s actual value |
| **Target** | This explains how the target is derived, and the process guiding its modification. |
| **Quarterly reporting rule (Field Offices)** | N/A (quarterly values will be tracked internally but not officially reported) |
| **Year-To-Date calculation rule (Field Offices)** | The sum of all EMIS quarter values collected |
| **YTD calculation rule (Agency-wide)** | Sum of Field year-to-date values |
| **Target type** | NA: No targets are set for the number. Only Actuals are reported. |
| **Trend interpretation** | An increase implies increased access to classroom education for displaced students. However, it may also be an indication of more students being displaced, and so the figure should be considered alongside other displacement information.  
*For FO / HQ Department Use* |
| **Person responsible for data completeness / verification** | Title(s) of the verifier. List titles for each FO |
| **Data entry focal point** | Title(s) of RFO. List titles for each FO |
| **Reporting Programme** | 3. School-aged children complete quality, equitable and inclusive basic education |
| **Output** | EiE 1. Access to education  
CMF 3.2 Inclusive access ensured |
| **Indicator Codes:** | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| **FMS Code** | Financial Management System Code |
| **Reporting Entity** | JFO: ✓  WBFO: ✓  SFO: ✓  GFO: ✓  LFO: ✓  HQA: ✓ |
| **Data Input Level** | FO |
| **Calculation** | # of students who use UNRWA-provided transport to attend an UNRWA school |
| **Unit of Measurement** | Number |
| **Numerator** | # of students who use UNRWA-provided transport to attend an UNRWA school |
| **Denominator** | N/A |
| **Disaggregation** | Sex: ✓  Elementary Students: ✓  Preparatory Students: ✓  Disability: ✓  PRS: ✓ |
### Data Source
Student transportation lists

### Definition
- Students who have used the UNRWA-provided transport on at least one occasion
- Transport provided by UNRWA to enable students to physically attend school, who would otherwise have trouble doing so, due to security issues
- For each school year, students are included in the figure for the quarter in which they first use UNRWA-provided transport, and will be counted once in the yearly result in Q2.

### Justification
Lack of transportation can be a key barrier to accessing education. This indicator shows both the existing need and the provision offered. Could be used for advocacy purposes and EAs.

### Frequency of Collection
Semi-annual

### Baseline
The previous year’s actual value

### Target
This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
Separately, result reflects only the achievement during Q4, which represents the result of the first semester and Q2, which represents the result of the second semester.

### Year-To-Date calculation rule (Field Offices)
Sum of all quarter values reported

### YTD calculation rule (Agency-wide)
Sum of Field year-to-date values

### Target type
NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation
An increase may imply an increase in student need, or an increase in resources (and hence an increased ability to address student need regarding physical barriers to accessing education). Further information is needed to fully understand any change.

### Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

### Data entry focal point
Title(s) of RFO. List titles for each FO

### Reporting Programme

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>EiE 1. Access to education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>CMF 3.2 Inclusive access ensured</td>
</tr>
<tr>
<td>Indicator</td>
<td># of students provided with at least one item of material support to enable them to access education at an UNRWA school/learning space</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td># of students provided with at least one item of material support to enable them to access education at an UNRWA school/learning space</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Number</td>
</tr>
<tr>
<td>Numerator</td>
<td># of students provided with at least one item of material support to enable them to access education at an UNRWA school/learning space</td>
</tr>
<tr>
<td>Denominator</td>
<td>N/A</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>List/Reports on provision of material support to students</td>
</tr>
</tbody>
</table>

### Definition
- A learning space is a location, often within the community or a shelter, where children and young people receive education and support
- Material support to enable students to access education at an UNRWA school/learning space is defined as uniform (including any of: uniform, shoes, bags) and stationery
In each school year, students are included in the figure for the quarter in which they first receive material support, and will be counted once in the yearly result in Q2.

**Justification**
Lack of materials can be a key barrier to accessing education. This indicator shows both the existing need and the provision offered. Could be used for advocacy purposes and EAs.

**Frequency of Collection**
Semi-annual

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
Separately, result reflects only the achievement during the first and the second semesters

**Year-To-Date calculation rule (Field Offices)**
Sum of all quarter values reported

**YTD calculation rule (Agency-wide)**
Sum of Field year-to-date values

**Target type**
Discrete

**Trend interpretation**
An increase could imply an increase in student need, or an increase in resources (and hence an increased ability to address student need regarding material barriers to accessing education). Further information is needed to fully understand any change.

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**
Title(s) of the verifier. List titles for each FO

**Data entry focal point**
Title(s) of RFO. List titles for each FO

---

**Strategic Outcome or Priority**
3. School-aged children complete quality, equitable and inclusive basic education

**Output**
EiE 1. Access to education
CMF 3.2 Inclusive access ensured

**Indicator**
(E) # of student days lost due to military-related barriers preventing them from attending school

**Indicator Codes:**
MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

**FMS Code**
Financial Management System Code

**Reporting Entity**
JFO: ✓
WBFO: ✓
SFO: ✓
GFO: ✓
LFO: ✓
HQA: ✓

**Data Input Level**
FO

**Calculation**
Sum of the # of students who were unable to reach school each day, due to military-related barriers

**Unit of Measurement**
Numerator

**Numerator**
# of students who were unable to reach school each day, due to military-related barriers

**Denominator**
N/A

**Disaggregation**
Sex: ✓
Elementary Students: ✓
Preparatory Students: ✓
Disability: ✓
PRS: ✓

**Data Source**
Attendance records; EMIS

**Definition**
- On each day, the number of students who were unable to attend school at all (i.e. they missed the entire day’s teaching), due to military-related barriers
- Military-related barriers may include: security barriers, being adjacent to buffer zones, checkpoints, curfews

**Justification**
To monitor the effect of military-related barriers on school attendance. This indicator could be used for both programming purposes (e.g. catch-up classes, provision of transport) and advocacy

**Frequency of Collection**
Annual

**Time of collection**
Q2
<table>
<thead>
<tr>
<th>Baseline</th>
<th>The previous year’s actual value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>The sum of all EMIS quarter values collected</td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Sum of Field year-to-date values</td>
</tr>
<tr>
<td>Target type</td>
<td>NA: No targets are set for the number. Only Actuals are reported.</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>Overall, the trend should be decreasing. A decrease implies reduced difficulty for students to attend school, and hence a reduction in the number of lessons missed due to military barriers. This indicator is outside of UNRWA’s control.</td>
</tr>
</tbody>
</table>

For FO / HQ Department Use

Person responsible for data completeness/verification: Title(s) of the verifier. List titles for each FO.

Data entry focal point: Title(s) of RFO. List titles for each FO.

### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

#### Output
EiE 1. Access to education
CMF 3.2 Inclusive access ensured

#### Indicator
(E) # of schools rehabilitated following conflict damage

#### Indicator Codes:
MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

#### FMS Code
Financial Management System Code

#### Reporting Entity
JFO: ✓
WBFO: ✓
SFO: ✓
GFO: ✓
LFO: ✓
HQA: ✓

#### Data Input Level
FO

#### Calculation
# of schools rehabilitated following conflict damage

#### Unit of Measurement
Number

#### Numerator
# of schools rehabilitated following conflict damage

#### Denominator
N/A

#### Disaggregation
Sex:
Age:
Disability:

#### Data Source
School reports; Checklists as per standards below

#### Definition
- Only schools that have been rehabilitated following damage due to conflict are included in this indicator.
- UNRWA schools that have been upgraded or reconstructed as per the following UNRWA ICIP Guidelines/Technical Instructions (TI) are considered adequate (2021 or any future versions of these Guidelines/TI):
  - ICIP Technical Instruction No. 04: School design
  - ICIP Guidelines No. 02: Revision 1.0 November 06, 2017 Technical Standards and Guidelines for Physically Accessible Environment (PAE) at UNRWA Premises

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1. [https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04,%20ISS.%202021.05.06,%20School%20Design.pdf?csf=1&web=1&e=FvQbub](https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04,%20ISS.%202021.05.06,%20School%20Design.pdf?csf=1&web=1&e=FvQbub)

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
</table>
| Output                       | EIE 1. Access to education  
CMF 3.2 Inclusive access ensured |
| Indicator                    | # of displaced UNRWA students facing legal documentation difficulties which affect their access to education |
| Indicator Codes:             | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code                     | Financial Management System Code |
| Reporting Entity             | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level             | FO |
| Calculation                  | # of displaced UNRWA students facing legal documentation difficulties which affect their access to education |
| Unit of Measurement          | Number |
| Numerator                    | # of displaced UNRWA students facing legal documentation difficulties which affect their access to education |
| Denominator                  | N/A |
| Disaggregation               | Sex: ✓  
Elementary Students: ✓  
Preparatory Students: ✓  
Disability: ✓  
PRS: ✓ |
| Data Source                  | School reports |

---

3 ICIDProcedure-18, rev. 1-1, Safety of Users.pdf
4 ICIP-GL-04, rev. 2.0, Gender Sensitive UNRWA Premises.pdf
### Definition
- A displaced UNRWA student is one that has moved location because of conflict or other emergency, either within their Field or to another Field.
- Legal documentation difficulties are any legal difficulties related to a student’s lack of sufficient identification papers which negatively impact on a student’s ability to access education and/or access official examinations.
- For each school year, students are included in the tracked figure for the quarter in which their difficulty is first reported.

### Justification
To measure the number of students whose access to education is affected by legal documentation difficulties. Data can be used for programming and advocacy purposes.

### Frequency of Collection
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
</tbody>
</table>

### Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

### Year-To-Date calculation rule (Field Offices)
The sum of all quarter values tracked

### Target type
NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation
Overall the trend should be decreasing. A decrease implies fewer students having difficulty in accessing education (and/or official examinations) due to their lack of sufficient identification papers.

**For FO / HQ Department Use**

### Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

### Data entry focal point
Title(s) of RFO. List titles for each FO

### Reporting Programme

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output</strong></td>
<td>EiE 1. Access to education CMF 3.2 Inclusive access ensured</td>
</tr>
<tr>
<td><strong>Indicator</strong></td>
<td># of out-of-school Palestine refugee children</td>
</tr>
<tr>
<td><strong>Indicator Codes:</strong></td>
<td>MTS/CMM: E.g.: 1.2.a RBM: E.g.: I0019</td>
</tr>
<tr>
<td><strong>FMS Code</strong></td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td><strong>Reporting Entity</strong></td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓</td>
</tr>
<tr>
<td><strong>Data Input Level</strong></td>
<td>FO</td>
</tr>
<tr>
<td><strong>Calculation</strong></td>
<td>[# of preparatory/elementary school-aged Palestine refugees in the Field] – [# of preparatory/elementary school-aged Palestine refugees enrolled in UNRWA schools] – [# of preparatory/elementary school-aged Palestine refugees enrolled in other schools/learning spaces]</td>
</tr>
<tr>
<td><strong>Unit of Measurement</strong></td>
<td>Number</td>
</tr>
<tr>
<td><strong>Numerator</strong></td>
<td># of preparatory/elementary school-aged Palestine refugees in their Field, minus, # of preparatory/elementary school-aged Palestine refugees enrolled in UNRWA schools, minus, # of preparatory/elementary school-aged Palestine refugees enrolled in other schools/learning spaces</td>
</tr>
<tr>
<td><strong>Denominator</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
</tbody>
</table>

**Data Source**
Field survey of parents/guardians of preparatory/elementary school-aged Palestine refugees who are not enrolled in an UNRWA school

**Definition**
- UNRWA refugee children are registered UNRWA Palestine refugees who are of preparatory/elementary school-age
- Out-of-school children are children who are not enrolled in any public/private/UNRWA school or learning space, as measured by contacting parents/guardians of those not enrolled in UNRWA schools

**Justification**
To measure the number of UNRWA Palestine refugees who are of preparatory/elementary school-age, but who are not receiving any form of education in a formal setting (i.e. in a school/learning space, rather than home-based education)

**Frequency of Collection**
Annual

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
N/A

**Year-To-Date calculation rule (Field Offices)**
Last entry, Q2

**YTD calculation rule (Agency-wide)**
Sum of Field year-to-date values

**Target type**
Linear.

**Trend interpretation**
Overall the trend should be decreasing. A decrease implies that fewer UNRWA Palestine refugee school-age children are out-of-school and not receiving any formal education.

*For FO / HQ Department Use*

**Person responsible for data completeness / verification**
Title(s) of the verifier. List titles for each FO

**Data entry focal point**
Title(s) of RFO. List titles for each FO

**Reporting Programme**

**Strategic Outcome or Priority**
3. School-aged children complete quality, equitable and inclusive basic education

**Output**
EiE 1. Access to education
CMF 3.2 Inclusive access ensured

**Indicator**
% of schools who meet context-specific re-opening guidelines after closure due to conflict or other emergency

**Indicator Codes:**
MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

**FMS Code**
Financial Management System Code

**Reporting Entity**
JFO: ✓
WBFO: ✓
SFO: ✓
GFO: ✓
LFO: ✓
HQA: ✓

**Data Input Level**
FO

**Calculation**
# of schools who meet context-specific re-opening guidelines after closure due to conflict or other emergency

**Unit of Measurement**
Number

**Numerator**
# of schools who meet context-specific re-opening guidelines after closure due to conflict or other emergency

**Denominator**
Total # of schools in the field or Agency-Wide

**Disaggregation**
Sex: Age: Disability:

**Data Source**
School reports; Context-specific re-opening guidelines checklist.
| Definition | Only schools that have been closed due to conflict or other emergency are included in this indicator. UNRWA schools that have been closed and are considered to have met the re-opening guidelines as decided by the context, e.g. deep-cleaning after public health emergency; considered safe by UNDSS |
| Justification | To monitor how many schools have been closed, due to conflict or other emergency, and UNRWA has had to introduce re-opening guidelines in order that the learning environment is safe for students and teachers. |
| Frequency of Collection | Annual | Time of collection | Q2 |
| Baseline | The previous year’s actual value |
| Target | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | N/A (quarterly values will be tracked internally but not officially reported) |
| Year-To-Date calculation rule (Field Offices) | The sum of all EMIS quarter values collected |
| YTD calculation rule (Agency-wide) | Average Percentage (weighted) of Fields’ results |
| Target type | Discrete |
| Trend interpretation | An increase implies both a larger number of schools being opened – and hence increased access to education for students – as well as an increase in the number of schools that had to close due to conflict or other emergency. Further information is needed to fully understand any change. |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point | Title(s) of RFO. List titles for each FO |
| Reporting Programme | |

| Strategic Objective | Palestine refugees continue to access quality, inclusive and equitable education |
| Output | EIE 1. Access to education CMF 3.3 Equitable education ensured |
| Indicator | % of students accessing remote learning resources at least once weekly during emergency school closures |
| Reporting Entity | JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: |
| Data Input Level | FO |
| Calculation | \( \frac{\text{(# of students confirmed to have accessed remote learning resources at least once weekly during emergency school closures)}}{\text{[total number of students enrolled]}} \times 100 \) To calculate the weekly rate across multiple weeks in a given period, an average of all of the weekly rates collected should be taken. |
| Unit of Measurement | % |
| Numerator | # of students confirmed to have accessed remote learning resources at least once weekly during the relevant period of emergency school closures |
| Denominator | Total # students enrolled (according to confirmed enrolment in the most recent quarter) |
| Disaggregation | Sex: ✓ Elementary Students: ✓ Preparatory Students: ✓ Disability: ✓ PRS: ✓ |
| Data Source | School-level reports using a standardized template (numerator) and EMIS for total enrolment (denominator) |
**Definition**

A student should be counted as accessing remote learning resources during emergency school closures if there is documented evidence that they or their parent has interacted with learning materials or staff around self-learning at least once within a given week, e.g.:

- Student has submitted a homework assignment or learning task
- Student (or parent) has asked questions, answered questions or otherwise communicated with teacher through different communication tools
- Student participated in a virtual lesson (with documentation of attendance)

Other notes:

- This indicator is intended for use during periods of fully remote learning due to emergency school closure. It is not used when schools are running in the hybrid learning model (i.e., a few days in school and a few days study at home).
- The count should be based on documented activity within a specified week (7-day period).
- Remote learning includes engagement with both online and offline learning resources.
- The above data should be collected by schools as a count of students by sex, grade and disability within a standardized template, and submitted to the Field Office to generate Field-level counts and percentages.
- The total enrolment figure for each school should be based on confirmed enrolment figures from the most recent quarter.

**Justification**

This indicator was developed to standardize reporting on remote learning engagement. While this indicator does not capture learning quality or outcomes, it serves as a key tool in tracking remote learning access given that many students may not have technological resources to enable consistent engagement in self-learning. Disaggregating data by grade level, elementary/preparatory students and disability will enable identification of gaps in access and allow Fields to work to address inequities.

This indicator can be used to capture a one-time “snapshot” of self-learning access, or could be used on a weekly basis during periods of extended school closure to track access over time.

<table>
<thead>
<tr>
<th>Frequency of Collection</th>
<th>Target</th>
<th>Time of collection</th>
<th>Quarter reporting rule (Field Offices)</th>
<th>Time of collection</th>
<th>Year-To-Date calculation rule (Field Offices)</th>
<th>Target type</th>
<th>Reporting Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>TBD</td>
<td>Q2</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
<td>Tracked figures reflect only the situation during the first (Q4) and second semester (Q1 &amp; Q2).</td>
<td>Average percentage of quarter results</td>
<td>Discrete</td>
<td>For FO / HQ Department Use</td>
</tr>
<tr>
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**Justification**

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This indicator can be used to capture a one-time “snapshot” of self-learning access, or could be used on a weekly basis during periods of extended school closure to track access over time.

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</table>

**Justification**

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This indicator can be used to capture a one-time “snapshot” of self-learning access, or could be used on a weekly basis during periods of extended school closure to track access over time.
<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Palestine refugees continue to access quality, inclusive and equitable education</th>
</tr>
</thead>
</table>
| Output              | EiE 1. Access to education  
CMF 3.3 Equitable education ensured |
| Indicator           | (E) % of students enrolled in a given year who return to UNRWA schools the next year following an emergency |
| Reporting Entity    | JFO: ✔  
WBFO: ✔  
SFO: ✔  
GFO: ✔  
LFO: ✔  
HQA: ✔ |
| Data Input Level    | FO – this indicator is based on EMIS student enrollment/registration data |
| Calculation         | [(# of grade 1-8* students enrolled in school year \(t\) who returned in school year \(t+1\) according to EMIS records)/(# of students enrolled in grades 1-8 in school year \(t\) according to EMIS records)] * 100 |
| Unit of Measurement | % |
| Numerator           | Total # of students enrolled in year \(t+1\) who were enrolled the previous year |
| Denominator         | Total # of students enrolled in grades 1-8 in year \(t\) (or grades 1-9 in JFO) |
| Disaggregation      | Sex: ✔  
Elementary Students: ✔  
Preparatory Students: ✔  
Disability: ✔  
PRS: ✔ |
| Data Source         | Field enrolment records in EMIS |

**Definition**

This indicator is calculated in EMIS by taking the list of unique student IDs enrolled in grades 1-8 in year \(t\) (or grades 1-9 in JFO)* and comparing this to the list of unique IDs for all students enrolled the following school year \((t+1)\) (in any grade). This generates an EMIS report showing the percentage of students who were enrolled in year \(t\) who returned to UNRWA schools in year \(t+1\), with disaggregation by gender and grade level categories (lower elementary, upper elementary, and preparatory).

*Note: This calculation is meant to cover enrollment from the first grade of Basic Education through the 2nd to last grade of Basic Education. The final grade of Basic Education is excluded as these students are not expected to return to UNRWA Basic Education schools.

The report should be generated in EMIS a minimum of one month following the start of school year, and, if possible, after several weeks of physical attendance in schools to allow for more accurate enrolment verification.

**Justification**

Following the widespread and long periods of school closures due to the COVID-19 pandemic starting in March 2020, global experts highlighted the importance of maintaining ongoing engagement and outreach to students – particularly the most vulnerable – as long periods of disengagement from education along with economic pressures on families was anticipated to lead to an increase in student dropout. This indicator and the related EMIS report were developed to support monitoring of the proportion of students who were enrolled in the school year prior to the pandemic who returned to UNRWA schools the following school year, to provide an indication of retention of UNRWA students in this challenging context. The indicator and report could also be used to monitor return rates following any emergency, or to serve as an early indication of dropout prior to finalisation of official cumulative rate results each year.

**Frequency of Collection**

Annual  
**Time of collection**  
Q4 – at least 1 month following start of the school year

**Target**

TBD – depending on emergency context in each Field

**Year-To-Date calculation rule (Field Offices)**

Last entry, Q4

**YTD calculation rule (Agency-wide)**

Average Percentage (weighted) of Fields’ results

**Target type**

Discrete

For FO / HQ Department Use

**Person responsible for data completeness / verification**

Title(s) of the verifier. List titles for each FO
## EiE Strand 2 - Safe and secure learning environments

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 2. Safe and secure learning environments</td>
</tr>
<tr>
<td></td>
<td>CMF 3.1 Quality learning in conducive learning environment for all students</td>
</tr>
<tr>
<td>Indicator</td>
<td>(E) % of teachers who have attended at least one training on safety and security</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([# of teachers who have attended at least one training on safety and security] / [Total # of teachers]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of teachers who have attended at least one training on safety and security</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of teachers</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>Training records, staff lists, EMIS staff module</td>
</tr>
</tbody>
</table>

**Definition**

- Teachers who have attended at least one training session on safety and security during the school year (e.g. training sessions on the 17 UNRWA Safety and Security Training Modules, public health emergency response, natural disaster response)
- For each school year, teachers are included in the EMIS figure for the quarter in which they first attend a training session and will be counted once in the yearly result in Q3
- Training could be undertaken on-site (face-to-face) or online
- Training could be participating in a training program or workshop.
- Training could be organised/conducted by UNRWA, or an external organisation/individual

**Justification**
To measure teachers’ access to professional development, as well as the preparedness of schools/learning spaces to deal with emergencies.

**Frequency of Collection**
Annual

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
N/A (quarterly values will be tracked internally but not officially reported)

In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q1, Q2 and Q3 during the summer holiday). The yearly result shown in Q3 report only

**Year-To-Date calculation rule (Field Offices)**
The sum of all EMIS quarter values collected

**YTD calculation rule (Agency-wide)**
Average Percentage (weighted) of Fields’ results

**Target type**
Equal

**Trend interpretation**
An increase implies wider coverage of safety and security and EiE-related understanding in UNRWA education installations and hence greater preparedness for emergency situations.

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**
Title(s) of the verifier. List titles for each FO
<table>
<thead>
<tr>
<th>Data entry focal point</th>
<th>Title(s) of RFO. List titles for each FO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 2. Safe and secure learning environments CMF 3.2 Inclusive access ensured</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of UNRWA schools/learning spaces which held at least one awareness session for students on safety and security</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a RBM: E.g.: 00019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>((# of UNRWA schools/learning spaces which held at least one awareness session for students on safety and security) / [Total # of UNRWA schools/learning spaces]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of UNRWA schools/learning spaces which held at least one awareness session for students on safety and security</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of UNRWA schools/learning spaces</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: Age: Disability:</td>
</tr>
<tr>
<td>Data Source</td>
<td>School/learning space reports</td>
</tr>
</tbody>
</table>

**Definition**
- A learning space is a location, often within the community or a shelter, where children and young people receive education and support.
- An awareness session should involve a minimum of 25 students from any Grade(s) and will include information on locally relevant safety, security or other emergency issues, including conflict, public health emergency, natural disaster etc.
- Measures the proportion of schools/learning spaces which held at least one awareness session for students on safety and security during the school year.
- For each school year, schools are included in the figure for the quarter in which they provide their first awareness session.

**Justification**
It is increasingly important that UNRWA schools/learning spaces provide students with skills beyond the academic curricula on issues of safety and security. This indicator is to measure the coverage of UNRWA school/learning spaces which provide students with information on safety and security.

**Frequency of Collection**
Semi-annual

**Time of collection**
Q4, Q2

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
Separately, result reflects only the achievement during the first and second semester of the school year.

**Year-To-Date calculation rule (Field Offices)**
Sum of all quarter values reported

**YTD calculation rule (Agency-wide)**
Average Percentage (weighted) of Fields’ results

**Target type**
Equal

**Trend interpretation**
An increase implies wider coverage of the provision of safety and security training for students, with the implication that more students will be aware of issues and hence respond appropriately in potentially dangerous situations.

For FO / HQ Department Use

**Person responsible for data completeness / verification**
Title(s) of the verifier. List titles for each FO

**Data entry focal point**
Title(s) of RFO. List titles for each FO

**Reporting Programme**
The following indicator and terminology will be updated after the finalisation of the ETI on Safety and Security in UNRWA educational institutions.

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 2. Safe and secure learning environments</td>
</tr>
<tr>
<td></td>
<td>CMF 3.2 Inclusive access ensured</td>
</tr>
<tr>
<td>Indicator</td>
<td>(E) % of UNRWA schools/learning spaces with a Security Risk Management Plan</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: 10019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO: ✓</td>
</tr>
<tr>
<td></td>
<td>GFO: ✓</td>
</tr>
<tr>
<td></td>
<td>LFO: ✓</td>
</tr>
<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([# of UNRWA schools/learning spaces with a Security Risk Management Plan] / [Total # of UNRWA schools/learning spaces]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of UNRWA schools/learning spaces with a Security Risk Management Plan</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of schools/learning spaces</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex:</td>
</tr>
<tr>
<td></td>
<td>Age:</td>
</tr>
<tr>
<td></td>
<td>Disability:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Security Risk Management Plans from schools and learning spaces, EMIS Premises module</td>
</tr>
<tr>
<td>Definition</td>
<td>A learning space is a location, often within the community or a shelter, where children and young people receive education and support</td>
</tr>
<tr>
<td></td>
<td>A Security Risk Management Plan, A Security Risk Management Plan, includes (i) a Security Risk Assessment (SRA) (ii) mitigation measures to address the risks identified and (iii) contingency measures and procedures for risk that cannot be addressed, preparing for medical emergency, emergency evacuation, fire, child safeguarding, and any events identified as high risk by the Security Risk Assessment</td>
</tr>
<tr>
<td>Justification</td>
<td>To measure schools/learning spaces' emergency preparedness</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>Time of collection Q2</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td></td>
<td>In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 &amp; Q2 to end of second semester). The yearly result shown in Q2 report only</td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>The sum of all EMIS quarter values collected</td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Average Percentage (weighted) of Fields’ results</td>
</tr>
<tr>
<td>Target type</td>
<td>Linear</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies that more UNRWA schools/learning spaces are prepared if an emergency occurs</td>
</tr>
<tr>
<td></td>
<td>For FO / HQ Department Use</td>
</tr>
<tr>
<td>Person responsible for data completeness / verification</td>
<td>Title(s) of the verifier. List titles for each FO</td>
</tr>
<tr>
<td>Data entry focal point</td>
<td>Title(s) of RFO. List titles for each FO</td>
</tr>
</tbody>
</table>

The following indicator and terminology will be updated after the finalisation of the ETI on Safety and Security in UNRWA educational institutions.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>% of UNRWA schools/learning spaces which have conducted at least one evacuation drill with students</th>
</tr>
</thead>
</table>
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level | FO |
| Calculation | \([(\# \text{ of UNRWA schools/learning spaces which have conducted at least one evacuation drill with students}) / (\text{Total \# of UNRWA schools/learning spaces})]\) * 100 |
| Unit of Measurement | Percentage (%) |
| Numerator | \# of UNRWA schools/learning spaces which have conducted at least one evacuation drill with students |
| Denominator | Total \# of UNRWA schools/learning spaces |
| Disaggregation | Sex:  
Age:  
Disability: |
| Data Source | UNRWA schools/learning spaces reports |
| Definition | \- A learning space is a location, often within the community or a shelter, where children and young people receive education and support  
\- UNRWA schools and learning spaces which report having conducted at least one evacuation drill with students from the whole school/learning space.  
\- Schools/learning spaces are included in the for the quarter in which conduct their first evacuation drill of the year |
| Justification | The safety and security of students, teachers and educational personnel is important, and stakeholders need to have practiced what to do if the education facility needs to be evacuated, so any real evacuation goes smoothly. This indicator is to measure the coverage of schools/learning spaces’ emergency preparedness. |
| Frequency of Collection | Semi-annual  
Time of collection: Q4, Q2 |
| Baseline | The previous year’s actual value |
| Target | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | Separately, result reflects only the achievement during the first (Q4) and second (Q1 & Q2) semesters. |
| Year-To-Date calculation rule (Field Offices) | Sum of all quarter values reported |
| YTD calculation rule (Agency-wide) | Average Percentage (weighted) of Fields’ results |
| Target type | Linear |
| Trend interpretation | An increase implies that more students and other education stakeholders know what to do in an emergency evacuation. |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point | Title(s) of RFO. List titles for each FO |
| Reporting Programme | |
| **Strategic Outcome or Priority** | 3. School-aged children complete quality, equitable and inclusive basic education |
| **Output** | EIE 2. Safe and secure learning environments  
CMF 3.2 Inclusive access ensured |
| **Indicator** | (E) # of school days lost due to UNRWA schools being non-operational, due to violence, conflict or other emergency |
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level | FO |
| Calculation | # of school days lost due to UNRWA schools being non-operational, due to violence, conflict or other emergency |
| Unit of Measurement | Number |
Numerator: # of school days lost due to UNRWA schools being non-operational, due to violence, conflict or other emergency

Denominator: N/A

Disaggregation:
- Sex:
- Age:
- Disability:

Data Source: School reports/EMIS

Definition:
- Violence or conflict includes any incident (or danger of incident) in which people or buildings have been (or could be) injured or damaged, such as riots, war, attacks
- Other emergencies can include public health emergency, natural disaster etc
- A school is considered non-operational if it needs to completely close due to building(s) damaged by violence or conflict, and/or concern for the safety, security or health of students and educational staff
- If a school day starts, but then students are sent home early due to security concerns, the school is considered non-operational for 0.5 days

Justification: To monitor how many days of education are lost due to conflict or other emergency

Frequency of Collection: Annual

Baseline: The previous year’s actual value

Target: This explains how the target is derived, and the process guiding its modification.

Quarterly reporting rule (Field Offices): N/A (quarterly values will be tracked internally but not officially reported)

In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months in the school year (Q4 reports on the period from September to December; Q2 reports on Q1 & Q2 to end of second semester). The yearly result shown in Q2 report only

Year-To-Date calculation rule (Field Offices): The sum of all EMIS quarter values collected

YTD calculation rule (Agency-wide): Sum of Field year-to-date values

Target type: NA: No targets are set for the number. Only Actuals are reported.

Trend interpretation: Overall the trend should be decreasing. A decrease in the indicator implies increased physical access to UNRWA schools, which will lead to a positive impact on students’ access to education. The Self-Learning Programme would need to increase coverage if students are to be able to continue receiving some kind of formal education. This indicator is outside of UNRWA’s control.

For FO / HQ Department Use

Person responsible for data completeness / verification: Title(s) of the verifier. List titles for each FO

Data entry focal point: Title(s) of RFO. List titles for each FO

Reporting Programme

Strategic Outcome or Priority: 3. School-aged children complete quality, equitable and inclusive basic education

Output: EiE 2. Safe and secure learning environments
CMF 3.2 Inclusive access ensured

Indicator: (E) % of UNRWA schools with adequate male and female WASH facilities

Indicator Codes: MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

FMS Code: Financial Management System Code

Reporting Entity: JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓

Data Input Level: FO

Calculation: ([# of UNRWA schools with adequate male and female WASH facilities] / [Total # of UNRWA schools]) * 100

Unit of Measurement: Percentage (%)

Numerator: # of UNRWA schools with adequate male and female WASH facilities

Denominator: Total # of UNRWA schools
Disaggregation

<table>
<thead>
<tr>
<th>Sex:</th>
<th>Age:</th>
<th>Disability:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Source

Checklists prepared for the standards below, projects’ final completion reports and "Facilities Management Information System (FMIS)" which tracks changes from the baseline in UNRWA education installations where new construction, extension or upgrading occurred.

Definition

Male and female WASH (water, sanitation and hygiene) facilities considered adequate, as per UNRWA ICIP Guidelines/ETI on School Design Standards. ICIP revisions used as reference for this indicator:

- ICIP Technical Instruction No. 04: School design
- ICIP Guidelines No. 02: Revision 1.0 November 06, 2017 Technical Standards and Guidelines for Physically Accessible Environment (PAE) at UNRWA Premises
- ICID Procedure 18: Design Provision for Safety of Users at UNRWA Facilities
- ICIP Guidelines No. 04: Revision 2.0 October 11, 2018 Guidelines to design gender sensitive UNRWA premises

Justification

Adequate, gender-sensitive WASH facilities are important for health and hygiene reasons and to encourage students to attend UNRWA schools. This indicator is to ensure that UNRWA schools consider specific gender needs.

Frequency of Collection

Annual

Baseline

The previous year’s actual value

Target

This explains how the target is derived, and the process guiding its modification.

Quarterly reporting rule (Field Offices)

N/A

Year-To-Date calculation rule (Field Offices)

Last entry, Q2

YTD calculation rule (Agency-wide)

Average Percentage (weighted) of Fields’ results

Target type

Equal

Trend interpretation

An increase implies an improvement in the availability of health and hygiene facilities, which should hence encourage (or at least not dissuade) children and young people to attend UNRWA schools.

For FO / HQ Department Use

Person responsible for data completeness / verification

Title(s) of the verifier. List titles for each FO

Data entry focal point

Title(s) of RFO. List titles for each FO

Reporting Programme

Strategic Outcome or Priority

3. School-aged children complete quality, equitable and inclusive basic education

Output

EiE 2. Safe and secure learning environments
CMF 3.2 Inclusive access ensured

Indicator

# of schools/learning spaces supplied with materials for improved hygiene routines

Indicator Codes:

MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

FMS Code

Financial Management System Code

Reporting Entity

JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓

Data Input Level

FO

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5 [https://unrwaorg.sharepoint.com/:b:/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQbub](https://unrwaorg.sharepoint.com/:b:/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQbub)

6 ICIP-GL-02, rev. 1.0, Physically Accessible Environment (PAE).pdf

7 [ICIDProcedure-18, rev. 1-1, Safety of Users.pdf](https://unrwaorg.sharepoint.com/:b:/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQbub)

8 ICIP-GL-04, rev. 2.0, Gender Sensitive UNRWA Premises.pdf
### Calculation

**Unit of Measurement**
Number

**Numerator**
# of schools/learning spaces supplied with materials for improved hygiene routines

**Denominator**
N/A

**Disaggregation**
Sex:  
Age:  
Disability:

**Data Source**
List/Reports on provision of material support to students

**Definition**
- A learning space is a location, often within the community or a shelter, where children and young people receive education and support
- Materials for improved hygiene routines relate to hygiene, disinfection and sanitation supplies and tools which are supplied in response to a public health emergency beyond the quantity or specification provided during non-emergency periods.

**Justification**
Lack of sufficient hygiene materials can worsen a public health emergency and hence be a key barrier to accessing education.

**Frequency of Collection**
Semi-annual

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
Separately, result reflects only the achievement during the first (Q4) and second (Q1 & Q2) semesters.

**Year-To-Date calculation rule (Field Offices)**
Sum of all quarter values reported

**YTD calculation rule (Agency-wide)**
Sum of Field year-to-date values

**Target type**
Discrete

**Trend interpretation**
An increase could imply an increase in schools’ need, or an increase in resources (and hence an increased ability to address schools’ need regarding health barriers to accessing education). Further information is needed to fully understand any change.

**For FO / HQ Department Use**
Title(s) of the verifier. List titles for each FO

**Data entry focal point**
Title(s) of RFO. List titles for each FO

---

### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

### Output
EiE 2. Safe and secure learning environments  
CMF 3.3 Equitable education ensured

### Indicator
(E) # of UNRWA schools used as shelters

### Indicator Codes:
- MTS/CMM: E.g.: 1.2.a  
- RBM: E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
- JFO: ✓  
- WBFO: ✓  
- SFO: ✓  
- GFO: ✓  
- LFO: ✓  
- HQA: ✓

### Calculation
# of UNRWA schools used as shelters

### Unit of Measurement
Number

### Numerator
# of UNRWA schools used as shelters

### Denominator
N/A

### Disaggregation
Sex:  
Age:  
Disability:

### Data Source
School reports, list of shelters, EMIS premise module

### Definition
- UNRWA schools which are/were used as shelters for displaced people, for at least one night  
- A displaced person is one that has moved location due to conflict or other emergency, either within their Field or to another Field
This indicator to be discussed further following the finalisation of the Addressing Violence Involving and Affecting Children in UNRWA Schools (AVAC) initiative. It may be appropriate to separate physical abuse (corporal punishment) and verbal abuse.

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EIE 2. Safe and secure learning environments CMF 3.3 Equitable education ensured</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of students reporting that they have experienced physical and/or verbal abuse from UNRWA educational personnel</td>
</tr>
</tbody>
</table>

**Indicator Codes:**
- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

**FMS Code**
- Financial Management System Code

**Reporting Entity**
- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

**Data Input Level**
- FO

**Calculation**
\[
\left( \frac{\text{# of students reporting that they have experienced physical and/or verbal abuse from UNRWA education personnel}}{\text{Total # of students in UNRWA education installations}} \right) \times 100
\]

**Unit of Measurement**
- Percentage (%)

**Numerator**
- # of students reporting that they have experienced physical and/or verbal abuse from UNRWA education personnel

**Denominator**
- Total # of students in schools/learning spaces

**Disaggregation**
- Sex: ✓
- Elementary Students: ✓
- Preparatory Students: ✓
- Disability: ✓
- PRS: ✓

**Data Source**
- Socio-emotional wellbeing survey questionnaire (or similar)

**Definition**
- Students who report having experienced at least one of the following from UNRWA education personnel, in the previous 12 months: corporal punishment; being hit; being shouted at; being told they are lazy, not clever, stupid or other bad names; being threatened with being beaten or having marks deducted from their work.
This indicator to be discussed further following the finalisation of the Addressing Violence Involving and Affecting Children in UNRWA Schools (AVAC) initiative. It may be appropriate to separate physical/verbal abuse.

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 2. Safe and secure learning environments CMF 3.3 Equitable education ensured</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of students reporting that they have experienced bullying (physical and/or verbal) and/or harassment from other students</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([$#$ of students reporting that they have experienced bullying (physical and/or verbal) or harassment from other students] / [Total $#$ of students in UNRWA education installations]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td>$#$ of students reporting that they have experienced bullying (physical and/or verbal) and/or harassment from other students</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total $#$ of students in schools/learning spaces</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓ Elementary Students: ✓ Preparatory Students: ✓ Disability: ✓ PRS: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>Socio-emotional wellbeing survey questionnaire (or similar)</td>
</tr>
<tr>
<td>Definition</td>
<td>Students who report having experienced at least one of the following from other students, in the previous 12 months: physical bullying (e.g. beating, kicking); verbal bullying (e.g. labelling, insults, offenses); harassment on social media</td>
</tr>
<tr>
<td>Justification</td>
<td>To measure the extent of UNRWA education installations being free from bullying and harassment amongst students</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual Time of collection Q2</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A</td>
</tr>
</tbody>
</table>


### EiE Strand 3 – Psychosocial well-being of students

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 3. Psychosocial well-being of students</td>
</tr>
<tr>
<td></td>
<td>CMF 3.1 Quality learning in conducive learning environment for all students</td>
</tr>
<tr>
<td>Indicator</td>
<td>(E) % of teachers who have attended at least one training on the UNRWA Inclusive Education Approach</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO: ✓</td>
</tr>
<tr>
<td></td>
<td>GFO: ✓</td>
</tr>
<tr>
<td></td>
<td>LFO: ✓</td>
</tr>
<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([# of teachers who have attended at least one training on the UNRWA Inclusive Education Approach] / [Total # of teachers]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of teachers who have attended at least one training on the UNRWA Inclusive Education Approach</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of teachers</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td></td>
<td>Age:</td>
</tr>
<tr>
<td></td>
<td>Disability:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Training records, staff lists, EMIS staff module</td>
</tr>
<tr>
<td>Definition</td>
<td>Teachers who have attended at least one UNRWA training session on the UNRWA Inclusive Education Approach during the school year</td>
</tr>
<tr>
<td></td>
<td>For each school year, teachers are included in the EMIS figure for the quarter in which they attend their first training session, and will be counted once in the yearly result in Q3.</td>
</tr>
<tr>
<td></td>
<td>Training could be undertaken on-site (face-to-face) or online</td>
</tr>
<tr>
<td>Justification</td>
<td>To measure teachers’ access to professional development, as well as the preparedness of schools/learning spaces to deal with emergencies.</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td>(Field Offices)</td>
<td>In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q1, Q2 and Q3 during the summer holiday). The yearly result shown in Q3 report only</td>
</tr>
<tr>
<td>Year-To-Date calculation</td>
<td>The sum of all EMIS quarter values collected</td>
</tr>
<tr>
<td>rule (Field Offices)</td>
<td></td>
</tr>
<tr>
<td>Strategic Outcome or Priority</td>
<td>3. School-aged children complete quality, equitable and inclusive basic education</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Output</td>
<td>EiE 3. Psychosocial well-being of students</td>
</tr>
<tr>
<td></td>
<td>CMF 3.1 Quality learning in conducive learning environment for all students</td>
</tr>
<tr>
<td>Indicator</td>
<td>(E) % of teachers who have attended at least one training on the UNRWA PSS</td>
</tr>
<tr>
<td></td>
<td>Framework</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO: ✓</td>
</tr>
<tr>
<td></td>
<td>GFO: ✓</td>
</tr>
<tr>
<td></td>
<td>LFO: ✓</td>
</tr>
<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([# of teachers who have attended at least one training on the UNRWA PSS</td>
</tr>
<tr>
<td></td>
<td>Framework] / [Total # of teachers]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of teachers who have attended at least one training on the UNRWA PSS</td>
</tr>
<tr>
<td></td>
<td>Framework</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of teachers</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td></td>
<td>Age:</td>
</tr>
<tr>
<td></td>
<td>Disability:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Training records, staff lists, EMIS staff module</td>
</tr>
<tr>
<td>Definition</td>
<td>Teachers who have attended at least one UNRWA training session on the UNRWA</td>
</tr>
<tr>
<td></td>
<td>PSS Framework during the school year</td>
</tr>
<tr>
<td></td>
<td>For each school year, teachers are included in the EMIS figure for the quarter</td>
</tr>
<tr>
<td></td>
<td>in which they attend their first training session, and will be included once in</td>
</tr>
<tr>
<td></td>
<td>the yearly figure in Q3.</td>
</tr>
<tr>
<td></td>
<td>Training could be undertaken on-site (face-to-face) or online</td>
</tr>
<tr>
<td>Justification</td>
<td>To measure teachers’ access to professional development, as well as the</td>
</tr>
<tr>
<td></td>
<td>preparedness of schools/learning spaces to deal with emergencies.</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>Time of collection</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td>(Field Offices)</td>
<td>In EMIS, data collection will be quarterly and the results reflect only the</td>
</tr>
<tr>
<td></td>
<td>achievement during the working months of the school year (Q4 reports on the</td>
</tr>
<tr>
<td></td>
<td>period from September to December, Q1, Q2 and Q3 during the summer holiday).</td>
</tr>
<tr>
<td></td>
<td>The yearly result shown in Q3 report only</td>
</tr>
<tr>
<td>Year-To-Date calculation rule</td>
<td>The sum of all EMIS quarter values collected</td>
</tr>
<tr>
<td>(Field Offices)</td>
<td></td>
</tr>
<tr>
<td>YTD calculation rule</td>
<td>Average Percentage (weighted) of Fields’ results</td>
</tr>
<tr>
<td>(Agency-wide)</td>
<td></td>
</tr>
<tr>
<td>Target type</td>
<td>Discrete</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies wider coverage of psychosocial support and EiE-related</td>
</tr>
<tr>
<td></td>
<td>understanding in UNRWA education installations and hence greater preparedness</td>
</tr>
<tr>
<td></td>
<td>for emergency situations.</td>
</tr>
</tbody>
</table>
Strategic Outcome or Priority | 3. School-aged children complete quality, equitable and inclusive basic education
---|---
Output | EiE 3. Psychosocial well-being of students
        | CMF 3.1 Quality learning in conducive learning environment for all students
Indicator | (E) # of School Counsellors who have attended at least one training on the UNRWA Inclusive Education Approach and/or PSS Framework
Indicator Codes: | MTS/CMM: E.g.: 1.2.a
        | RBM: E.g.: I0019
FMS Code | Financial Management System Code
Reporting Entity | JFO: ✓
        | WBFO: ✓
        | SFO: ✓
        | GFO: ✓
        | LFO: ✓
        | HQA: ✓
Data Input Level | FO / HQ
Calculation | # of School Counsellors who have attended at least one training on the UNRWA Inclusive Education Approach and/or PSS Framework
Unit of Measurement | Number
Numerator | # of School Counsellors who have attended at least one training on the UNRWA Inclusive Education Approach and/or PSS Framework
Denominator | N/A
Disaggregation | Sex: ✓
        | Age:  
        | Disability:  
Data Source | Training records, EMIS staff module
Definition | · School Counsellors who have attended at least one UNRWA training on the UNRWA Inclusive Education Approach and/or UNRWA PSS Framework during the school year
        · If a School Counsellor attends training on both the Inclusive Education Approach and the PSS Framework, s/he is only counted once
        · For each school year, School Counsellors are included in the EMIS figure for the quarter in which they attend their first training session, and will be counted once in the yearly result in Q3
        · Training could be undertaken on-site (face-to-face) or online
Justification | School Counsellors are needed in order to support students beyond the academic curricula. This indicator is to measure Counsellors’ access to professional development.
Frequency of Collection | Annual
Baseline | The previous year’s actual value
Target | This explains how the target is derived, and the process guiding its modification.
Quarterly reporting rule (Field Offices) | N/A (quarterly values will be tracked internally but not officially reported)
Year-To-Date calculation rule (Field Offices) | The sum of all EMIS quarter values collected
YTD calculation rule (Agency-wide) | Sum of Field year-to-date values
Target type | Discrete
Trend interpretation | An increase implies Counsellors should be better able to promote inclusive education and provide emotional support to students.
### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

### Reporting Programme
CMF 3. Quality learning in conducive learning environment for all students

### Indicator
(E) # of School Counsellors who have attended at least one training on counselling (group or individual) or other PSS-related topics

### Indicator Codes:
- **MTS/CMM**: E.g.: 1.2.a
- **RBM**: E.g.: I0019

### Financial Management System Code
- **JFO**: ✓
- **WBFO**: ✓
- **SFO**: ✓
- **GFO**: ✓
- **LFO**: ✓
- **HQA**: ✓

### Data Input Level
FO / HQ

### Calculation
# of School Counsellors who have attended at least one training on counselling (group or individual) or other PSS-related topics

### Numerator
# of School Counsellors who have attended at least one training on counselling (group or individual) or other PSS-related topics

### Denominator
N/A

### Disaggregation
- **Sex**: ✓
- **Age**: 
- **Disability**: 

### Data Source
Training records, EMIS staff module

### Definition
- School Counsellors who have attended at least one training on counselling (group and/or individual) or other PSS related topics during the school year
- For each school year, School Counsellors are included in the EMIS figure for the quarter in which they attend their first training session, and will be counted once in the yearly result in Q3
- Training could be undertaken on-site (face-to-face) or online
- Training could be organised/conducted by UNRWA, or an external organisation/individual

### Justification
School Counsellors are needed in order to effectively support students beyond the academic curricula. This indicator is to measure Counsellors’ access to professional development and ability to provide counselling to students

### Frequency of Collection
Annual

### Baseline
The previous year’s actual value

### Target
This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q1, Q2 and Q3 during the summer holiday). The yearly result shown in Q3 report only

### Year-To-Date calculation rule (Field Offices)
The sum of all EMIS quarter values collected

### YTD calculation rule (Agency-wide)
Sum of Field year-to-date values

### Target type
Discrete

### Trend interpretation
An increase implies Counsellors should be better able to provide counselling support to students.

### For FO / HQ Department Use

### Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

### Data entry focal point
Title(s) of RFO. List titles for each FO

### Reporting Programme
<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 3. Psychosocial well-being of students CMF 3.3 Equitable education ensured</td>
</tr>
<tr>
<td>Indicator</td>
<td>(⌂ 3.3.o) % of students participating in at least one recreational and/or extra-curricular activity during the year</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: 3.3.o RBM: I0108</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO for Field level reporting and HQ for Agency level</td>
</tr>
<tr>
<td>Calculation</td>
<td>(The total number of students who have participated in at least one recreational and/or extracurricular activity during the year (between the first day of school in the first year (e.g. year t) and the last day of summer holiday in the following year (e.g. year t+1) divided by the total number of students enrolled as per the official Class Formation in Q4 year t) x 100.</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td>Total # of male and female students who have participated in at least one recreational and/or extra-curricular activity during the year</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of male and female students enrolled as per the official Class Formation in Q4, year t.</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓ Elementary Students: ✓ Preparatory Students: ✓ Disability: ✓ PRS: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>EMIS (or supplemented by student survey data when necessary)</td>
</tr>
</tbody>
</table>

**Definition**

A recreational activity is defined as an activity that generally occurs within the school premises/safe learning space, but outside the regular ‘class teaching time’. This distinction is made in order to differentiate from good teaching practices that should be practiced in the classroom or playground, which could include different types of activities. This also means that activities or games integrated in Self-Learning Materials (SLM) during periods of remote learning should not be counted as recreational/extracurricular activities.

Similarly, an extracurricular activity also occurs outside the regular ‘class teaching time’ however it can occur off site as well, for example class trips or for team sports that are organized by the school but held off site. During periods of extended school closure, recreational activities for students to participate remotely (e.g. from home) may be organised – these may be online/virtual activities or offline activities which students can participate in independently from home. However, as noted above, these should be beyond the regular Self-Learning Materials and should be similar in duration to those activities typically conducted on-site. The number of participants in remote recreational activities should be observed or reported participation (through a survey or other methods), not the number of students who received messages about suggested activities.

This should include those activities that occur in the summer holidays.

Recreational and extracurricular activities may be organised on-site or remotely as needed. Some categories of both recreational and extracurricular activities include:

- **Visual Arts** activities are those including drawing and painting for self and group expression.
- **Arts and Crafts** activities use a variety of materials outside of visual arts drawing and painting for students to create something.
• **Music and singing** activities are those involving the creation of music by the students with or without additional musical equipment; school broadcast.

• **Dance activities** include those targeting movement with music, but this is not a requirement) for self and group expression including folkloric dance.

• **Drama** activities are those where students express themselves through role-plays and acting.

• **Puppet** activities are those that involve the use of puppets to allow for students to explore their thoughts and feelings.

• **Relaxation** activities are those that are intended to calm students and encourage a safe space with the use of breathing, physical stretches, and guided facilitation.

• **Game** activities present a challenge for students to complete a task. These are often, but not always, done in groups or teams.

• **Sports** activities including team sports or sports events, not including regular gym class.

• **School outings** such as trips for outdoor activities, to museums, cultural centres, artistic and theatre performances etc.

‘**Year**’ is defined as the beginning of a given school year in Q4, until the end of the next year’s summer holidays in Q3 at the end of the next year, (e.g. September 1, year t to August 31, year t+1), in order to capture activities that occur in the summer. The same denominator will be used for this entire year (the class formation from the start of the reported school year during Q4, year t).

This indicator corresponds to MTS/CMM indicator I0101. When reporting against this indicator, please ensure the actual matches the actual reported for indicator I0101.

<table>
<thead>
<tr>
<th>Justification</th>
<th>Recreational activities are important for the psycho social wellbeing of all students at all times, but even more so during times of emergency or crisis. This indicator is a likely reflection of the ethos and importance that UNRWA education programme places on the psychosocial wellbeing of its students. It is also an indicator relevant to both the Education in Emergencies programme in addition to the regular Education Programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency of Collection</strong></td>
<td>Annual</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>To be set as previous year actual value.</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>Fields submit estimated targets and the Agency-wide target is derived from these (weighted mean).</td>
</tr>
<tr>
<td><strong>Quarterly reporting rule (Field Offices)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Year-To-Date calculation rule (Field Offices)</strong></td>
<td>Last entry, Q3</td>
</tr>
<tr>
<td><strong>YTD calculation rule (Agency-wide)</strong></td>
<td>Average Percentage (weighted) as calculated in EMIS.</td>
</tr>
<tr>
<td><strong>Target type</strong></td>
<td>Discrete</td>
</tr>
<tr>
<td><strong>Trend interpretation</strong></td>
<td>An increase in the percentage is considered an improvement, reflecting that more children are participating in recreational activities across the Agency.</td>
</tr>
</tbody>
</table>

**For FO / HQ Department Use**

- **Person responsible for data completeness / verification**: M&E officer / Programme support officer
- **Data entry focal point**: Varies according to programme structure in the field
- **Reporting Programme**: Education

| Strategic Outcome or Priority | 3. School-aged children complete quality, equitable and inclusive basic education |
| Output | EIE 3. Psychosocial well-being of students  
CMF 3.2 Inclusive access ensured |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>(E) # of UNRWA students who have participated at least once in UNRWA summer recreational programmes</td>
</tr>
</tbody>
</table>
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level | FO |
| Calculation | # of UNRWA students who have participated at least once in UNRWA summer recreational programmes |
| Unit of Measurement | Number |
| Numerator | # of UNRWA students who have participated at least once in UNRWA summer recreational programmes |
| Denominator | N/A |
| Disaggregation | Sex: ✓  
Elementary Students: ✓  
Preparatory Students: ✓  
Disability: ✓  
PRS: ✓ |
| Data Source | Summer learning programmes enrolment data |
| Definition | UNRWA students who have participated at least once in UNRWA summer recreational programmes. The UNRWA Recreational Guide can be used as a resource for the implementation of these summer programmes. There is no fixed time frame of how long the summer programmes run as they vary based on funding and across Fields. Summer programmes include all activities between the end of the second semester and the first day of the first semester of the next school year. |
| Justification | To measure access to, and need for, summer recreational programmes for UNRWA students |
| Frequency of Collection | Annual  
Time of collection | Q3 |
| Baseline | The previous year’s actual value |
| Target | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | N/A |
| Year-To-Date calculation rule (Field Offices) | Last entry, Q3 |
| YTD calculation rule (Agency-wide) | Sum of Field year-to-date values |
| Target type | Discrete |
| Trend interpretation | An increase in attendance implies increased access to a summer recreational programme for UNRWA students |
| For FO / HQ Department Use | |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point | Title(s) of RFO. List titles for each FO |
| Reporting Programme | |

### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

### Output
EIE 3. Psychosocial well-being of students  
CMF 3.2 Inclusive access ensured

### Indicator
(E) # of students who have attended at least one counselling session provided by UNRWA

### Indicator Codes:
MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓

### Data Input Level
FO

### Calculation
# of students who have attended at least one counselling session
<table>
<thead>
<tr>
<th><strong>Unit of Measurement</strong></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator</strong></td>
<td># of students who have attended at least one counselling session provided by UNRWA</td>
</tr>
<tr>
<td><strong>Denominator</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Disaggregation</strong></td>
<td>Sex: ✓</td>
</tr>
<tr>
<td><strong>Data Source</strong></td>
<td>Counsellors’ records/EMIS</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>Students who have attended at least one counselling session provided by UNRWA, whether individual or group, in a school year</td>
</tr>
<tr>
<td></td>
<td>Counselling sessions can be in-person, online or by phone</td>
</tr>
<tr>
<td></td>
<td>Includes all reasons for counselling e.g. post-detention, post-injury, trauma therapy, military detention</td>
</tr>
<tr>
<td></td>
<td>For each school year, students are included in the figure for the quarter in which they attend their first counselling session</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>To monitor the provision of, access to, and presumed need for counselling services for students</td>
</tr>
<tr>
<td><strong>Frequency of Collection</strong></td>
<td>Annual</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td><strong>Quarterly reporting rule (Field Offices)</strong></td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td><strong>Year-To-Date calculation rule (Field Offices)</strong></td>
<td>In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 and Q2 to the end of second semester). The yearly result shown in Q2 report only</td>
</tr>
<tr>
<td><strong>YTD calculation rule (Agency-wide)</strong></td>
<td>The sum of all EMIS quarter values collected</td>
</tr>
<tr>
<td><strong>Target type</strong></td>
<td>NA: No targets are set for the number. Only Actuals are reported.</td>
</tr>
<tr>
<td><strong>Trend interpretation</strong></td>
<td>An increase in the indicator may imply greater provision of UNRWA counselling services, improved student access to existing counselling services, or increased demand for counselling from students. Further information is needed to fully understand any change.</td>
</tr>
<tr>
<td><strong>Person responsible for data completeness / verification</strong></td>
<td>Title(s) of the verifier. List titles for each FO</td>
</tr>
<tr>
<td><strong>Data entry focal point</strong></td>
<td>Title(s) of RFO. List titles for each FO</td>
</tr>
<tr>
<td><strong>Reporting Programme</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

### Output
EiE 3. Psychosocial well-being of students
CMF 3.2 Inclusive access ensured

### Indicator
(E) # of students who have been referred to external services for psychosocial support

### Indicator Codes:
- **MTS/CMM**: E.g.: 1.2.a
- **RBM**: E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
JFO: ✓ | WBFO: ✓ | SFO: ✓ | GFO: ✓ | LFO: ✓ | HQA: ✓

### Data Input Level
FO

### Calculation
# of students who have been referred to external services for psychosocial support

### Unit of Measurement
# of students who have been referred to external services for psychosocial support
**Denominator**

- N/A

**Disaggregation**

- Sex: ✓
- Elementary Students: ✓
- Preparatory Students: ✓
- Disability: ✓
- PRS: ✓

**Data Source**

- EMIS student module

**Definition**

- Using the IE Identification Toolkit, students who have been identified as having extensive psychosocial needs and who are hence referred to external (non-UNRWA) services for support.
- External services refer to an outside independent organisation for PSS, for example Ministry of Social Affairs, UNICEF etc.
- Students are only included in this figure if they are both identified and referred. If no external services are available in the locality or Field, students who are solely identified as having extensive needs are not counted in this indicator.
- In each school year, students are included in the EMIS figure for the quarter in which they have been referred, and will be counted once in the yearly result in Q2.

**Justification**

- To track the number of students who are identified as having extensive psychosocial needs and need external support beyond UNRWA’s services

**Frequency of Collection**

- Annual

**Baseline**

- The previous year’s actual value

**Target**

- This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**

- In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 & Q2 to end of second semester). The yearly result shown in Q2 report only

**Year-To-Date calculation rule (Field Offices)**

- The sum of all EMIS quarter values collected

**Target type**

- NA: No targets are set for the number. Only Actuals are reported.

**Trend interpretation**

- An increase implies an increase in the number of students who are identified as having extensive psychosocial needs and who live in an area where external support exists. An increase could therefore suggest: an improvement in the identification of students, an increase in need, and/or an increase in the availability of external support services. Further information is needed to fully understand any change

**For FO / HQ Department Use**

- Title(s) of the verifier. List titles for each FO

**Data entry focal point**

- Title(s) of RFO. List titles for each FO

**Reporting Programme**

**EiE Strand 4 – Quality teaching and learning**

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 4. Quality teaching and learning CMF 3.1 Quality learning in conducive learning environment for all students</td>
</tr>
<tr>
<td>Indicator</td>
<td>(∆ 3.1.o) # of teachers without a degree</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/ CMM: 3.1.o RBM: I0082</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA:</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>Total # of teachers that do not hold a university degree.</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Number (#)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Numerator</td>
<td>Total # of teachers that do not hold a university degree.</td>
</tr>
<tr>
<td>Denominator</td>
<td>N/A</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>Human Resources in coordination with Education Department at Field level</td>
</tr>
<tr>
<td>Definition</td>
<td>Number of teachers who do not have a university degree.</td>
</tr>
<tr>
<td>Justification</td>
<td>This indicator measures the Agency’s efforts to ensure a fully qualified teaching cadre, in line with the Teacher Policy and Strategic Outcome 3 to have children “complete quality, inclusive and equitable education.”</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>The official Agency-wide target is zero by 2022 however this may vary according to the context of each Field depending on the number of teachers who will reach the age of retirement on or before the 31st of August school each year, and the number of teachers who will not reach the age of 60 by the 31st of August each year and thus will be required to actively pursue degree studies. Please refer to the Agency-wide Memo in this regard for details, once circulated.</td>
</tr>
<tr>
<td>Target</td>
<td>Modifying the targets at Field level should only be done in coordination with HQ Education and HR. Fields are to submit their action plans in this regard to HQA ED and HR.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A</td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>Last entry, Q3</td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Sum of all Q3 inputs from Fields</td>
</tr>
<tr>
<td>Target type</td>
<td>Linear</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>Overall the trend should be decreasing, as the Agency strives to have a fully qualified teaching cadre in place, in line with the ongoing efforts to provide quality, inclusive and equitable education.</td>
</tr>
<tr>
<td>For FO / HQ Department Use</td>
<td></td>
</tr>
<tr>
<td>Person responsible for data completeness / verification</td>
<td>M&amp;E officer / Programme support officer</td>
</tr>
<tr>
<td>Data entry focal point</td>
<td>Varies according to programme structure in the field</td>
</tr>
<tr>
<td>Reporting Programme</td>
<td>Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
</table>
| Output                        | EiE 4. Quality teaching and learning  
CMF 3.2 Inclusive access ensured |
| Indicator                     | # of school staff days lost due to military-related barriers preventing them from attending school |
| Indicator Codes:             | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code                      | Financial Management System Code |
| Reporting Entity              | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level              | FO |
| Calculation                   | Sum of the # of school staff who were unable to reach school each day, due to military-related barriers |
| Unit of Measurement           | Number |
### Numerator

# of school staff who were unable to reach school each day, due to military-related barriers

### Denominator

N/A

### Disaggregation

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Data Source

Staff attendance records, EMIS

### Definition

- On each day, the number of school staff who were unable to attend school at all (i.e. they missed the entire day), due to military-related barriers
- Military-related barriers may include: security barriers, being adjacent to buffer zones, checkpoints, curfews

### Justification

To monitor the effect of military-related barriers on staff attendance at school. This indicator could be used for both programming purposes (e.g. staff cover, provision of transport) and advocacy

### Frequency of Collection

Annual

### Time of collection

Q2

### Baseline

The previous year’s actual value

### Target

This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)

N/A (quarterly values will be tracked internally but not officially reported)

In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 & Q2 to end of second semester). The yearly result will be shown in Q2 report only.

### Year-To-Date calculation rule (Field Offices)

The sum of all quarter values tracked

### YTD calculation rule (Agency-wide)

Sum of Field year-to-date values

### Target type

NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation

Overall the trend should be decreasing. A decrease implies that it is easier for staff to attend school, and hence there is a reduction in the number of lessons not being taught due to military barriers. This indicator is outside of UNRWA’s control.

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**

Title(s) of the verifier. List titles for each FO

**Data entry focal point**

Title(s) of RFO. List titles for each FO

### Reporting Programme

**Strategic Outcome or Priority**

3. School-aged children complete quality, equitable and inclusive basic education

**Output**

EiE 4. Quality teaching and learning

CMF 3.2 Inclusive access ensured

**Indicator**

% of teachers who have attended at least one training on the UNRWA alternative learning modalities

**Indicator Codes:**

MTS/CMM: E.g.: 1.2.a

RBM: E.g.: I0019

**FMS Code**

Financial Management System Code

**Reporting Entity**

JFO: ✓

WBFO: ✓

SFO: ✓

GFO: ✓

LFO: ✓

HQA: ✓

**Data Input Level**

FO

**Calculation**

\[
\frac{\text{[# of teachers who have attended at least one training alternative learning modalities]}}{\text{[Total # of teachers]}} \times 100
\]

**Unit of Measurement**

Percentage (%)

**Numerator**

# of teachers who have attended at least one training on alternative learning modalities

**Denominator**

Total # of teachers

**Disaggregation**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data Source**

Training records, staff lists, EMIS staff module
### Definition
- Teachers who have attended at least one training session on alternative learning modalities during the school year, e.g. UNRWA Self-Learning Programme, online teaching, using technology to support students remotely, classroom teaching with physical restrictions
- For each school year, teachers are included in the figure for the quarter in which they attend their first training session and will be counted once in the yearly result in Q3.
- Training could be undertaken on-site (face-to-face) or online.

### Justification
To measure teachers’ access to professional development and monitor their awareness of alternative learning modalities; these modalities will support students’ education when physical access to school is interrupted or restricted.

### Frequency of Collection
- **Annual**
- **Time of collection**: Q3

### Baseline
- The previous year’s actual value

### Target
- This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
- N/A (quarterly values will be tracked internally but not officially reported)

### Year-To-Date calculation rule (Field Offices)
- The sum of all quarter values tracked

### YTD calculation rule (Agency-wide)
- Average Percentage (weighted) of Fields’ results

### Target type
- Discrete

### Trend interpretation
- An increase implies wider understanding of alternative learning modalities and EiE-related understanding in UNRWA education installations and hence greater preparedness for this aspect of an emergency situation.

### Person responsible for data completeness / verification
- Title(s) of the verifier. List titles for each FO

### Data entry focal point
- Title(s) of RFO. List titles for each FO

### Reporting Programme

---

### Strategic Outcome or Priority
| 3. School-aged children complete quality, equitable and inclusive basic education |

### Output
- EIE 4. Quality teaching and learning
- CMF 3.2 Inclusive access ensured

### Indicator
- (E) # of UNRWA students who have attended at least one UNRWA catch-up class

### Indicator Codes:
- **MTS/CMM**: E.g.: 1.2.a
- **RBM**: E.g.: I0019

### FMS Code
- Financial Management System Code

### Reporting Entity
- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

### Data Input Level
- FO

### Calculation
- # of UNRWA students who have attended at least one UNRWA catch-up class specifically for students who have been unable to attend school due to conflict or other emergency

### Unit of Measurement
- Number

### Numerator
- # of UNRWA students who have attended at least one UNRWA catch-up class specifically for students who have been unable to attend school due to conflict or other emergency

### Denominator
- N/A

### Disaggregation
- **Sex**: ✓
- **Elementary Students**: ✓
- **Preparatory Students**: ✓
- **Disability**: ✓
- **PRS**: ✓

### Data Source
- Catch-up classes (specifically for students who have been unable to attend school due to conflict or other emergency) enrolment data

### Definition
- These catch-up classes are additional classes specifically made available to UNRWA students who have missed regular classes due to their inability to attend school because of conflict or other emergencies, e.g. school is non-operational,
security concerns made it impossible for a student to attend, a student is displaced within the Field or fled to another Field as a refugee.

- The catch-up classes can be offered at the Field level, for groups of schools, groups of grades, or for all schools and grades. They could also be offered at the school level for specific students or grades.
- These classes are offered out of school time (in the afternoons, during the weekend, during the holiday between the two semesters, during the summer break, or at the beginning of the school year).
- UNRWA students who have attended at least one of these catch-up classes in the core subjects of Arabic, Math, English, and Science, during the school year.
- There is no assumption that all students will need to attend catch-up classes.
- For each school year, students are included in the EMIS figure for the quarter in which they attend their first catch-up class, and will be counted once in the yearly result in Q3.

<table>
<thead>
<tr>
<th>Justification</th>
<th>To measure access to, and need for, conflict/emergency-related catch-up classes for UNRWA students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td>In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q1, Q2 and Q3 during the summer holiday). The yearly result shown in Q3 report only</td>
<td></td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>The sum of all EMIS quarter values collected</td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Sum of Field year-to-date values</td>
</tr>
<tr>
<td>Target type</td>
<td>NA: No targets are set for the number. Only Actuals are reported.</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase in enrolment can imply both increased access to, and/or need for, conflict or other emergency-related catch-up classes for UNRWA students. Further information is needed to fully understand any change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For FO / HQ Department Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for data completeness / verification</td>
</tr>
<tr>
<td>Data entry focal point</td>
</tr>
<tr>
<td>Reporting Programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
</table>
| Output | EiE 4. Quality teaching and learning  
CMF 3.2 Inclusive access ensured |
| Indicator | # of Make-up school days provided, following UNRWA schools being non-operational, due to violence, conflict or other emergency |
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✔  
WBFO: ✔  
SFO: ✔  
GFO: ✔  
LFO: ✔  
HQA: ✔ |
| Data Input Level | FO |
| Calculation | # of Make-up school days provided, following UNRWA schools being non-operational, due to violence, conflict or other emergency |
| Unit of Measurement | Number |
| Numerator | # of Make-up school days provided, following UNRWA schools being non-operational, due to violence, conflict or other emergency |
| Denominator | N/A |
### Disaggregation

| Sex: ✓ | Age: | Disability: ✓ |

### Data Source

- School reports

### Definition

- Violence or conflict includes any incident (or danger of incident) in which people or buildings have been (or could be) injured or damaged, such as riots, war, attacks.
- Other emergencies can include public health emergency, natural disaster etc.
- A school is considered non-operational if it needs to completely close due to building(s) damaged by violence or conflict, and/or concern for the safety, security or health of students and educational staff.
- Following closure, as described above, replacement school days are additional days that a school opens, beyond the original schedule, in order to provide classes to students.
- There is an assumption that all students will attend replacement days.

### Justification

To measure provision of Make-up school days, following school closure due to violence, conflict or other emergency.

### Frequency of Collection

<table>
<thead>
<tr>
<th>Time of collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4, Q2</td>
</tr>
</tbody>
</table>

### Baseline

The previous year’s actual value

### Target

This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule

Separately, result reflects only the achievement during Q4 to represent the result of the first semester and Q2 to represent the result of the second semester.

### Year-To-Date calculation rule

Sum of all quarter values reported

### YTD calculation rule

Sum of Field year-to-date values

### Target type

NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation

An increase in replacement school days can imply both an increased need for, and provision of, additional classes for UNRWA students. Further information is needed to fully understand any change. The indicator should be considered alongside the number of school days lost due to schools being non-operational.

For FO / HQ Department Use

### Person responsible for data completeness / verification

Title(s) of the verifier. List titles for each FO

### Data entry focal point

Title(s) of RFO. List titles for each FO

### Reporting Programme

#### Strategic Outcome or Priority

3. School-aged children complete quality, equitable and inclusive basic education

#### Output

EiE 4. Quality teaching and learning
CMF 3.2 Inclusive access ensured

#### Indicator

(E) # of UNRWA students who have received printed Self-Learning Materials to use when they are unable to attend school due to conflict or other emergency

#### Indicator Codes:

<table>
<thead>
<tr>
<th>MTS/CMM: E.g.: 1.2.a</th>
<th>RBM: E.g.: I0019</th>
</tr>
</thead>
</table>

#### FMS Code

Financial Management System Code

#### Reporting Entity

<table>
<thead>
<tr>
<th>JFO: ✓</th>
<th>WBFO: ✓</th>
<th>SFO: ✓</th>
<th>GFO: ✓</th>
<th>LFO: ✓</th>
<th>HQA: ✓</th>
</tr>
</thead>
</table>

#### Data Input Level

FO

#### Calculation

# of UNRWA students who have received printed Self-Learning Materials to use when they are unable to attend school due to conflict or other emergency

#### Unit of Measurement

Number

#### Numerator

# of UNRWA students who have received printed Self-Learning Materials to use when they are unable to attend school due to conflict or other emergency

#### Denominator

N/A

#### Disaggregation

<table>
<thead>
<tr>
<th>Sex: ✓</th>
<th>Elementary Students: ✓</th>
<th>Preparatory Students: ✓</th>
<th>Disability: ✓</th>
<th>PRS: ✓</th>
</tr>
</thead>
</table>
### Data Source
Distribution and inventory lists of printed Self-Learning Materials provided to students who may be unable to attend school due to conflict or other emergency, EMIS

### Definition
- Printed Self-Learning Materials which are provided to students who may be unable to attend school at certain times due to conflict and security concerns, or other emergency (e.g. public health, natural disaster) so they are able to work on the material at home.
- This indicator does not include materials related to class handouts, SEN support, enrichment or remedial support.
- The number of students who receive material support during the school year
- For each school year, students are included in the EMIS figure for the quarter in which they first receive material support, and will be counted once in the yearly result in Q2

### Justification
To measure access to self-learning education for UNRWA students at times of conflict and other emergency, and estimate the number of UNRWA students who face practical difficulties in attending regular UNRWA classes.

### Frequency of Collection
Annual

### Time of collection
Q2

### Baseline
The previous year’s actual value

### Target
This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 & Q2 to end of second semester). The yearly result shown in Q2 report only

### Year-To-Date calculation rule (Field Offices)
The sum of all EMIS quarter values collected

### YTD calculation rule (Agency-wide)
Sum of Field year-to-date values

### Target type
Discrete

### Trend interpretation
An increase implies increased access to self-learning education. This is positive, in that students are able to receive an education during times of conflict or other emergency, but also negative, in that it implies that the students face difficulties in safely attending regular UNRWA classes.

### For FO / HQ Department Use
Title(s) of the verifier. List titles for each FO

### Data entry focal point
Title(s) of RFO. List titles for each FO

### Reporting Programme

#### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

#### Output
EiE 4. Quality teaching and learning
CMF 3.2 Inclusive access ensured

#### Indicator
% of UNRWA students whose parents report them having used self-learning resources when they are unable to attend school due to conflict or other emergency

#### Indicator Codes:
MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

#### FMS Code
Financial Management System Code

#### Reporting Entity
JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓

#### Data Input Level
FO

#### Calculation
\[
\left(\frac{\text{# of UNRWA students whose parents report them having used self-learning resources when they are unable to attend school due to conflict or other emergency}}{\text{# of students surveyed}}\right) \times 100
\]

#### Unit of Measurement
%

#### Numerator
# of UNRWA students whose parents report them having used self-learning resources when they are unable to attend school due to conflict or other emergency
<table>
<thead>
<tr>
<th>Denominator</th>
<th># of students surveyed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disaggregation</strong></td>
<td><strong>Sex:</strong> ✓</td>
</tr>
<tr>
<td></td>
<td><strong>Elementary Students:</strong> ✓</td>
</tr>
<tr>
<td></td>
<td><strong>Preparatory Students:</strong> ✓</td>
</tr>
<tr>
<td></td>
<td><strong>Disability:</strong> ✓</td>
</tr>
<tr>
<td></td>
<td><strong>PRS:</strong> ✓</td>
</tr>
<tr>
<td><strong>Data Source</strong></td>
<td>Telephone survey of parents</td>
</tr>
</tbody>
</table>
| **Definition**              | · Self-learning resources include: hard copy printed materials; textbooks; Interactive Learning Programme; UNRWA TV YouTube Channel; support/communication from school staff on specific Field approaches  
· Parents report that they are aware of the resource and that their child has used them in the period of time covered by the survey. |
| **Justification**           | To measure usage of self-learning programme resources by UNRWA students (to the extent that parents are aware) at times of conflict or other emergency, and estimate the proportion of UNRWA students who face practical difficulties in attending regular UNRWA classes. |
| **Frequency of Collection** | Annual                 |
|                             | **Time of collection**  | Q2 |
| **Baseline**                | The previous year’s actual value |
| **Target**                  | This explains how the target is derived, and the process guiding its modification. |
| **Quarterly reporting rule (Field Offices)** | N/A (quarterly values will be tracked internally but not officially reported)  
Separately, result reflects only the achievement during the first (Q4) and second (Q1 & Q2) semester |
| **Year-To-Date calculation rule (Field Offices)** | Last entry, Q2 |
| **YTD calculation rule (Agency-wide)** | Average Percentage (weighted) of Fields’ results |
| **Target type**             | Discrete |
| **Trend interpretation**    | An increase implies increased access to self-learning education. This is positive, in that students are able to receive an education during times of conflict or other emergency, but also negative, in that it implies that the students face difficulties in safely attending regular UNRWA classes.  
*For FO / HQ Department Use*

**Person responsible for data completeness / verification**

Title(s) of the verifier. List titles for each FO

**Data entry focal point**

Title(s) of RFO. List titles for each FO

**Reporting Programme**

---

**Strategic Outcome or Priority**

3. School-aged children complete quality, equitable and inclusive basic education

**Output**

EiE 4. Quality teaching and learning  
CMF 3.2 Inclusive access ensured

**Indicator**

# of views of UNRWA TV lessons on YouTube

**Indicator Codes:**

MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019

**FMS Code**

Financial Management System Code

**Reporting Entity**

JFO:  
WBFO:  
SFO:  
GFO: ✓  
LFO:  
HQA:

**Data Input Level**

GFO

**Calculation**

# of views of UNRWA TV lessons on YouTube

**Unit of Measurement**

Number

**Numerator**

# of views of UNRWA TV lessons on YouTube

**Denominator**

N/A

**Disaggregation**

Sex:  
Age:  
Disability:

**Data Source**

Website reports

**Definition**

· Total number of UNRWA TV lessons accessed on YouTube in the UNRWA Fields of Operation  
· It is recognised that non-UNRWA students may also access the material
Justification
To estimate use of online self-learning education materials for UNRWA students

Frequency of Collection
Annual

Time of collection
Q2

Baseline
The previous year’s actual value

Target
This explains how the target is derived, and the process guiding its modification.

Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

Year-To-Date calculation rule (Field Offices)
The sum of all quarter values tracked

YTD calculation rule (Agency-wide)
Sum of Field year-to-date values

Target type
NA: No targets are set for the number. Only Actuals are reported.

Trend interpretation
An increase implies increased use of online self-learning education materials. However, the data does not measure the number of individual hits by UNRWA students, and so further evidence should be used to understand findings.

For FO / HQ Department Use

Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

Data entry focal point
Title(s) of RFO. List titles for each FO

Reporting Programme

Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

Output
EiE 4. Quality teaching and learning

CMF 3.2 Inclusive access ensured

Indicator
# of hits on UNRWA SLP platform

Indicator Codes:
MTS/CMM: E.g.: 1.2.a

RBM: E.g.: I0019

FMS Code
Financial Management System Code

Reporting Entity
JFO: WBFO: SFO: GFO: ✓ LFO: HQA:

Data Input Level
GFO

Calculation
# of hits on UNRWA SLP platform

Unit of Measurement
Number

Numerator
# of hits on UNRWA SLP platform

Denominator
N/A

Disaggregation
Sex: Age: Disability:

Data Source
Website reports

Definition
\* Total number of hits (i.e. any action, including views) on UNRWA SLP platform across the UNRWA Fields of operation
\* UNRWA SLP platform is the online learning platform provided for UNRWA school students
\* It is recognised that non-UNRWA students may also access the material

Justification
To estimate access to online self-learning education materials for UNRWA students

Frequency of Collection
Annual

Time of collection
Q2

Baseline
The previous year’s actual value

Target
This explains how the target is derived, and the process guiding its modification.

Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

Year-To-Date calculation rule (Field Offices)
The sum of all quarter values tracked

YTD calculation rule (Agency-wide)
Sum of Field year-to-date values

Target type
NA: No targets are set for the number. Only Actuals are reported.

Trend interpretation
An increase in SLP platform hits implies increased use of online self-learning education materials. However, the data does not measure the number of individual hits by UNRWA students, and so further evidence should be used to understand findings.
### Strategic Outcome or Priority
3. School-aged children complete quality, equitable and inclusive basic education

### Output
EiE 4. Quality teaching and learning
CMF 3.2 Inclusive access ensured

### Indicator
% of students who have watched UNRWA TV lessons and/or used UNRWA ILP website

### Indicator Codes:
- **MTS/CMM:** E.g.: 1.2.a
- **RBM:** E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
- **JFO:** ✓
- **WBFO:** ✓
- **SFO:** ✓
- **GFO:** ✓
- **LFO:** ✓
- **HQA:** ✓

### Calculation
\[
\frac{\text{(# of students surveyed who have watched UNRWA TV lessons and/or used UNRWA ILP website)}}{\text{(# of students surveyed)}} \times 100
\]

### Unit of Measurement
Number

### Numerator
# of students surveyed who have watched UNRWA TV lessons and/or used UNRWA ILP website

### Denominator
# of students surveyed

### Disaggregation
- **Sex:** ✓
- **Elementary Students:** ✓
- **Preparatory Students:** ✓
- **Disability:** ✓
- **PRS:** ✓

### Data Source
Student survey

### Definition
Students who report having watched UNRWA TV lessons and/or used UNRWA ILP website on at least one occasion in the academic year

### Justification
To estimate the usage of online self-learning education materials by UNRWA students

### Frequency of Collection
Annual

### Time of collection
Q2

### Baseline
The previous year’s actual value

### Target
This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
N/A

### Year-To-Date calculation rule (Field Offices)
Last entry, Q2

### YTD calculation rule (Agency-wide)
Average Percentage (weighted) of Fields’ results

### Target type
NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation
An increase implies increased usage of online self-learning education materials. However, results will be affected by survey methodology used, and so further evidence may be needed to understand findings.

For FO / HQ Department Use

Title(s) of the verifier. List titles for each FO

Title(s) of RFO. List titles for each FO
**FMS Code**  Financial Management System Code

<table>
<thead>
<tr>
<th>Reporting Entity</th>
<th>JFO: ✓</th>
<th>WBFO: ✓</th>
<th>SFO: ✓</th>
<th>GFO: ✓</th>
<th>LFO: ✓</th>
<th>HQA: ✓</th>
</tr>
</thead>
</table>

**Data Input Level**  FOs for Field level values and HQ for Agency-wide value

**Calculation**  
\[
\left(\frac{\text{# of students identified with a disability receiving support}}{\text{Total # of students identified with a disability}}\right) \times 100
\]

**Unit of Measurement**  %

**Numerator**  # of students identified with a disability receiving support

**Denominator**  Total # of students identified with a disability

**Disaggregation**  
- Sex: ✓
- Elementary Students: ✓
- Preparatory Students: ✓
- Disability: ✓
- PRS: ✓

**Data Source**  EMIS

**Definition**  Proportion of children identified with a disability, according to a unified definition, receiving support

*Disability*: please refer to the Inclusive Education Teacher’s Toolkit for the definition of disability according to: visual impairment, hearing impairment, physical impairment, intellectual impairment, and speech-communication impairment.

*Support*: the Education Reform addresses how to better meet the needs of all children through inclusive classrooms. The Inclusive Education Toolkit provides tools to identify, and ways to support all children, including those with additional and extensive needs (disabilities).

This indicator corresponds to MTS/CMM indicator I0525. When reporting against this indicator, please ensure the actual matches the actual reported for indicator I0525.

**Justification**  This indicator reflects if students with disability who require more support are receiving it – in other words the inclusivity of the education system

**Frequency of Collection**  Annual

**Time of collection**  Q2

**Baseline**  To be set as previous year actual value.

**Target**  Fields submit estimated targets and the Agency-wide target is derived from these (weighted mean).

**Quarterly reporting rule (Field Offices)**  N/A

**Year-To-Date calculation rule (Field Offices)**  Last entry, Q2

**YTD calculation rule (Agency-wide)**  Average of the Fields’ YTD ([sum of the numerators/sum of denominators] * 100)

**Target type**  Linear

**Trend interpretation**  Increasing: An increase in the percentage is considered an improvement in progress towards ensuring inclusive education.

**For FO / HQ Department Use**

<table>
<thead>
<tr>
<th>Person responsible for data completeness / verification</th>
<th>M&amp;E officer / Programme support officer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data entry focal point</strong></td>
<td>Varies according to programme structure in the field</td>
</tr>
<tr>
<td><strong>Reporting Programme</strong></td>
<td>Education</td>
</tr>
</tbody>
</table>

**Strategic Outcome or Priority**  3. School-aged children complete quality, equitable and inclusive basic education

**Outcome**  EiE 4. Quality teaching and learning

CMF SO 3. Children complete quality, equitable and inclusive basic education

**Indicator**  Extent to which teaching and learning practices are active and student centred

**Indicator Codes:**  
- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

**FMS Code**  Financial Management System Code

<table>
<thead>
<tr>
<th>Reporting Entity</th>
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<th>WBFO: ✓</th>
<th>SFO: ✓</th>
<th>GFO: ✓</th>
<th>LFO: ✓</th>
<th>HQA: ✓</th>
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</thead>
</table>

45
<table>
<thead>
<tr>
<th>Data Input Level</th>
<th>Field Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculation</td>
<td>([# of teachers using the identified five key teaching behaviours] / [Total # of observed teachers]) *100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td>Number of teachers using the identified five key teaching behaviours</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total number of observed teachers</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: Age: Disability:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Short Classroom Observation Study data (or other data collection tool)</td>
</tr>
</tbody>
</table>
| Definition             | This indicator measures the quality of teacher-pupil interactions with regard to those behaviours considered to be effective teaching behaviours. More specifically, the indicator measures the percentage of teachers using five key teaching behaviours at the “consistent” level in the four-point Likert scale against an index of 26 teaching behaviours measured through the Classroom Observation schedule in an abbreviated form of the Agency-wide classroom Observation study. The five teaching behaviours considered key in this indicator are:  
• Uses paired or group work  
• Asks open-ended questions  
• Probes pupil answers  
• Comments on pupil answers  
• Builds pupil answers into subsequent questions |
| Justification          | Assessing the level of change with regard to the type of teaching and learning that goes on inside the classroom is key to ensuring classroom practices are aligned with the Education Reform and thus quality, inclusive and equitable education. |
| Frequency of Collection | Annual Time of collection Q2       |
| Baseline               | To be established at Field level reflecting on the Agency-wide Classroom observation study. |
| Target                 | Target to be determined at Field level reflecting on the Agency-wide Classroom observation study results. |
| Quarterly reporting rule (Field Offices) | N/A |
| Year-To-Date calculation rule (Field Offices) | Use the value reported for Q2 of the year of data collection/COS implementation; |
| YTD calculation rule (Agency-wide) | Use the value reported in Q2 for the Field specific study. |
| Target type            | Linear                             |
| Trend interpretation   | Increasing: An increase in the percentage is considered an improvement as it is an indication of more teachers using the five key teaching behaviours. The narrative description to interpret changes in the proportion reported will be key in describing to what extent teaching and learning practices are aligned the Education Reform. |
| Person responsible for data completeness / verification | M&E officer / Programme support officer |
| Data entry focal point | Varies according to programme structure in the field |
| Reporting Programme    | Education                          |

**EiE Strand 5 – Parent and community engagement**

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
</table>
| Output                      | EiE 5. Parent and community engagement  
CMF 3.3 Equitable education ensured |
### Indicator
(E) % of teachers who have attended at least one training on parental engagement in EiE

### Indicator Codes:
- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

### Calculation
\[
\text{Calculation} = \left( \frac{\# \text{ of teachers who have attended at least one training on parental engagement}}{\text{Total # of teachers}} \right) \times 100
\]

### Unit of Measurement
Percentage (%)

### Numerator
# of teachers who have attended at least one training on parental engagement

### Denominator
Total # of teachers

### Disaggregation
- Sex: ✓
- Age: 
- Disability: 

### Data Source
Training records, staff lists, EMIS staff module

### Definition
- Teachers who have attended at least one training session on parental engagement in EiE during the school year
- For each school year, teachers are included in the EMIS figure for the quarter in which they first attend a training session, and will be counted once in the yearly result in Q3
- Training could be undertaken on-site (face-to-face) or online

### Justification
To measure teachers' access to professional development, as well as the preparedness of schools/learning spaces to deal with emergencies.

### Frequency of Collection
Annual

### Time of collection
Q3

### Baseline
The previous year's actual value

### Target
This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

### In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months during the school year (Q4 reports on the period from September to December; Q1, Q2 and Q3 during the summer holiday). The yearly result shown in Q3 report only

### Year-To-Date calculation rule (Field Offices)
The sum of all EMIS quarter values collected

### YTD calculation rule (Agency-wide)
Average Percentage (weighted) of Fields’ results

### Target type
Discrete

### Trend interpretation
An increase implies wider coverage of EiE-related understanding in UNRWA education installations and hence greater preparedness for emergency situations.

### Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

### Data entry focal point
Title(s) of RFO. List titles for each FO

### Reporting Programme

---

**Strategic Outcome or Priority**
3. School-aged children complete quality, equitable and inclusive basic education

**Output**
EiE 5. Parent and community engagement
CMF 3.3 Equitable education ensured

**Indicator**
(E) # of parents/guardians who have attended at least one awareness session on EiE related themes

**Indicator Codes:**
- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

**FMS Code**
Financial Management System Code

**Reporting Entity**
- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

**Data Input Level**
FO

**Calculation**
# of parents/guardians who have attended at least one awareness session on EiE related themes
<table>
<thead>
<tr>
<th>Unit of Measurement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerator</td>
<td># of parents/guardians who have attended at least one awareness session on EiE related themes</td>
</tr>
<tr>
<td>Denominator</td>
<td>N/A</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>Reports of EiE awareness sessions for parents</td>
</tr>
</tbody>
</table>

**Definition**
- Education in Emergencies themes comprise emergency-related access, emergency-related drop-out, psychosocial support, safety and security (including conflict, public health emergency, natural disaster etc), and the UNRWA Self-Learning Programme
- Parents/guardians who have attended at least one awareness session on at least one EiE related theme during a school year
- “Parents” are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a “guardian”. (UNICEF definition)
- For each school year, parents are included in the EMIS figure for the quarter in which they first attend an awareness session and will be counted once in the yearly result in Q2

**Justification**
In times of emergencies, UNRWA increasingly relies on communities to support the delivery of, and access to, essential education services. This indicator is to measure parental awareness of their role in the EiE response.

**Frequency of Collection**
Annual

**Time of collection**
Q2

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
N/A (quarterly values will be tracked internally but not officially reported)

**Year-To-Date calculation rule (Field Offices)**
The sum of all EMIS quarter values collected

**YTD calculation rule (Agency-wide)**
Sum of Field year-to-date values

**Target type**
Discrete

**Trend interpretation**
An increase implies that more community members are aware of UNRWA’s EiE programme, and are hence likely more able to support children and youth in accessing education and support in emergencies.

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**
Title(s) of the verifier. List titles for each FO

**Data entry focal point**
Title(s) of RFO. List titles for each FO

**Reporting Programme**

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 5. Parent and community engagement</td>
</tr>
<tr>
<td>CMF 3.3 Equitable education ensured</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>(E) % of Parent-Teacher Associations who conducted at least one EiE-related activity, in line with the PTA ETI</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO: ✓</td>
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<tr>
<td></td>
<td>GFO: ✓</td>
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<tr>
<td></td>
<td>LFO: ✓</td>
</tr>
<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
</tbody>
</table>


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**Calculation**

([# of Parent-Teacher Associations who conducted at least one EiE-related activity, in line with the PTA ETI] / [Total # of Parent-Teacher Associations]) * 100

**Unit of Measurement**  
Percentage (%)

**Numerator**  
# of Parent-Teacher Associations who conducted at least one EiE-related activity in the previous 6 months, in line with the PTA ETI

**Denominator**  
Total # of PTAs

**Disaggregation**  
Sex:  
Age:  
Disability:

**Data Source**  
School/Learning space reports and PTA reports

**Definition**

- PTA - Parent Teacher Association is a formal organisation composed of parents, teachers, students and staff that is intended to facilitate parental participating in a school.
- ETI - Education Technical Instruction, specifying the operational parameters for the management of specific aspects of the Education Programme. The PTA ETI sets out the structure, functions, membership, responsibilities, and reporting mechanisms of the PTA.
- EiE-related activity – any activity related to Education in Emergencies (for example, related to safety and security (including conflict, public health emergency, natural disaster etc), psychosocial support, self-learning programme)
- Measures the proportion of PTAs which conducted at least one EiE-related activity during the school year
- For each school year, PTAs are included in the EMIS figure for the quarter in which they first conduct an activity and will be counted once in the yearly result in Q2

**Justification**

In times of emergencies, UNRWA increasingly relies on parents to support the delivery of, and access to, essential education services. This indicator is to measure organized parental participation in the EiE response.

**Frequency of Collection**  
Annual  
**Time of collection**  
Q2

**Baseline**  
The previous year’s actual value

**Target**

*This explains how the target is derived, and the process guiding its modification.*

**Quarterly reporting rule (Field Offices)**

N/A (quarterly values will be tracked internally but not officially reported)

**In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q2 reports on Q1 and Q2 to end of second semester). The yearly result shown in Q2 report only**

**Year-To-Date calculation rule (Field Offices)**

The sum of all EMIS quarter values collected

**YTD calculation rule (Agency-wide)**

Average Percentage (weighted) of Fields’ results

**Target type**  
Linear

**Trend interpretation**

An increase implies an increase in parental participation in schools/learning spaces, and also an increase in the awareness of EiE-related issues amongst school stakeholders.

*For FO / HQ Department Use*

**Person responsible for data completeness / verification**

Title(s) of the verifier. List titles for each FO

**Data entry focal point**

Title(s) of RFO. List titles for each FO

**Reporting Programme**

Strategic Outcome or Priority  
3. School-aged children complete quality, equitable and inclusive basic education

Output  
EiE Cross-cutting

---

**Cross-Cutting EiE Indicators**
# CMF 3.1 Quality learning in conducive learning environment for all students

**Indicator**
(E) # of UNRWA staff who have attended at least one training on the EiE Indicator Bank

**Indicator Codes:**
- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

**FMS Code**
Financial Management System Code

**Reporting Entity**
- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

**Data Input Level**
FO and/or HQ

**Calculation**
# of UNRWA staff who have attended at least one training on the EiE Indicator Bank

**Unit of Measurement**
Number

**Numerator**
# of UNRWA staff who have attended at least one training on the EiE Indicator Bank

**Denominator**
N/A

**Disaggregation**
- Sex: ✓
- Age: ✓
- Disability: ✓

**Data Source**
Training records, EMIS staff module

**Definition**
- UNRWA staff who have attended at least one training on UNRWA EiE Indicators Bank during the school year
- For each school year, teachers are included in the EMIS figure for the quarter in which they first attend a training session, and will be counted once in the yearly result in Q3
- Training could be undertaken on-site (face-to-face) or online

**Justification**
To measure the training coverage for the new (2019) EiE Indicator Bank

**Frequency of Collection**
Annual

**Time of collection**
Q3

**Baseline**
The previous year’s actual value

**Target**
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
N/A (quarterly values will be tracked internally but not officially reported)

In EMIS, data collection will be quarterly and the results reflect only the achievement during the working months of the school year (Q4 reports on the period from September to December; Q1, Q2 and Q3 during the summer holiday. The yearly result shown in Q3 report only

**Year-To-Date calculation rule (Field Offices)**
The sum of all EMIS quarter values collected

**YTD calculation rule (Agency-wide)**
Sum of Field year-to-date values

**Target type**
Discrete

**Trend interpretation**
An increase implies that more UNRWA staff are aware of the EiE Indicator Bank and should hence use it appropriately in their work.

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**
Title(s) of the verifier. List titles for each FO

**Data entry focal point**
Title(s) of RFO. List titles for each FO

**Reporting Programme**

---

**Strategic Outcome or Priority**
3. School-aged children complete quality, equitable and inclusive basic education

**Output**
EiE Cross-cutting

**Indicator**
(E) # of displaced UNRWA students graduating from basic education

**Indicator Codes:**
- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

**FMS Code**
Financial Management System Code

**Reporting Entity**
- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

**Data Input Level**
FO and/or HQ

**Calculation**
# of displaced UNRWA students graduating from basic education

**Unit of Measurement**
Number

**Numerator**
# of displaced UNRWA students graduating from basic education

**Denominator**
N/A
<table>
<thead>
<tr>
<th>Disaggregation</th>
<th>Sex: ✓</th>
<th>Elementary Students:</th>
<th>Preparatory Students:</th>
<th>Disability: ✓</th>
<th>PRS: ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Source</td>
<td>EMIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>✓ A displaced UNRWA student is one that has moved location due to conflict or other emergency, either within their Field or to another Field. ✓ Graduation from basic education is defined as: GFO, graduating from Grade 9; JFO, graduating from Grade 10; LFO, graduating from Grade 9; SFO, graduating from Grade 9; WBFO, graduating from Grade 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification</td>
<td>To measure the impact of EiE provision and the number of displaced students who have succeeded in completing their basic education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
<td>Time of collection</td>
<td>Q3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>Last entry, Q3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Sum of Field year-to-date values</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Target type</td>
<td>NA: No targets are set for the number. Only Actuals are reported.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies that more students have benefited from EiE provision and have completed their basic education. However, it may also imply an increase in the number of students who are displaced, particularly teenagers. Further information is needed to fully understand any change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person responsible for data completeness / verification</td>
<td>Title(s) of the verifier. List titles for each FO</td>
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<tr>
<td>Data entry focal point</td>
<td>Title(s) of RFO. List titles for each FO</td>
<td></td>
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</tr>
</tbody>
</table>

**For FO / HQ Department Use**

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>3. School-aged children complete quality, equitable and inclusive basic education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE Cross-cutting</td>
</tr>
<tr>
<td>Indicator</td>
<td>(☐ 3.o.e-j) Cumulative drop-out rates for displaced UNRWA students</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: 3.o.e-j  RBM: I0068-I0069</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓  WBFO: ✓  SFO: ✓  GFO: ✓  LFO: ✓  HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO for Field values and HQ for Agency wide value</td>
</tr>
</tbody>
</table>

**Calculation**

Cumulative drop-out is calculated by the following calculation: 100 – Survival rate = cumulative drop-out rate.

The actual computation however, is based on the reconstructed cohort method according to the formula and calculation template provided to the Fields. The calculation uses **male and female** repetition rates per grade and male/female average drop-out rates per grade (the denominator for average drop-out and repetition rates should be the official October enrolment of the previous school year t) in a given year collected at school level.

The reconstructed cohort method uses data on drop-out and repetition for at least two consecutive years in each grade of basic education. Cohort analysis models are based on a number of assumptions, such as drop-outs never return to school, the promotion, drop-out, and repetition rates remain constant over the entire period in which the cohort is enrolled in school, and that the same rates apply to all pupils enrolled in a given grade, regardless of whether they previously repeated a grade.
Thus, the drop-out and repetition rates for a hypothetical cohort of students in each year of education are constructed.

**Source:** UNESCO Institute for Statistics (http://uis.unesco.org/en/glossary-term/dropout-rate-grade)

**Unit of Measurement**
- %

**Numerator**
- N/A

**Denominator**
- N/A

**Disaggregation**
- Sex: ✓
- Elementary Students: ✓
- Preparatory Students: ✓
- Disability: ✓
- PRS: ✓

**Data Source**
- EMIS

**Definition**

For ease, definitions for the following six CMF indicators have been combined here:

- 3.o.e – Cumulative drop-out rate (elementary)
- 3.o.f – Cumulative drop-out rate (elementary) – male
- 3.o.g – Cumulative drop-out rate (elementary) – female
- 3.o.h – Cumulative drop-out rate (preparatory)
- 3.o.i – Cumulative drop-out rate (preparatory) – male
- 3.o.j – Cumulative drop-out rate (preparatory) – female

- The cumulative drop-out rate for the [elementary/basic] cycle of education, represents the proportion of a cohort of pupils [male and female/male/female] enrolled in the first grade of the elementary cycle who drop out before reaching the last grade of the elementary cycle.
- N.B. a drop-out is defined Agency-wide as a student who was enrolled in a given grade in school year t and is no longer enrolled in any school (UNRWA or other) in the school year t +1.
- A displaced UNRWA student is one that has moved location due to conflict or other emergency, either within their Field or to another Field

**Justification**

Cumulative drop-out rate is included as an outcome level indicator as it is also an indication of how well the system retains students by factoring in average annual student grade drop-out rates and average annual student grade repetition rates. It, along with the coefficient of internal efficiency, is also related to how efficient the education system is. To monitor the drop-out rate of displaced students compared to non-displaced students, for programmatic and advocacy purposes.

**Frequency of Collection**
- Annual
- **Time of collection**
  - Q4

**Baseline**
- The previous year’s actual value

**Target**
- This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**
- N/A

**Year-To-Date calculation rule (Field Offices)**
- Last entry, Q4

**YTD calculation rule (Agency-wide)**
- N/A

**Target type**
- Linear

**Trend interpretation**
- Decreasing: A decreasing cumulative drop-out rate is considered an improvement as this implies a more efficient system and less children dropping out (ideally with reduction in both the average drop-out and repetition rates).

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**
- M&E officer / Programme support officer

**Data entry focal point**
- Varies according to programme structure in the field

**Reporting Programme**
- Education
### PART II: TERTIARY EDUCATION INDICATORS

#### EiE Strand 1 – Access to education

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
</table>
| Output                      | EiE 1. Access to education  
CMF 4.1 Refugees’ capabilities strengthened |
| Indicator                   | # of displaced UNRWA students enrolled in UNRWA tertiary education |
| Indicator Codes:            | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code                    | Financial Management System Code |
| Reporting Entity            | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level            | FO |
| Calculation                 | # of displaced UNRWA students enrolled in UNRWA tertiary education |
| Unit of Measurement         | Number |
| Numerator                   | # of displaced UNRWA students enrolled in UNRWA tertiary education |
| Denominator                 | N/A |
| Disaggregation              | Sex: ✓  
Disability: ✓  
SSNP: ✓  
Trade course: ✓  
Semi-professional course: ✓ |
| Data Source                 | VTC/FESA/ESF enrolment data, disaggregated by displaced/non-displaced student; |
| Definition                  | A displaced UNRWA student is one that has moved location due to conflict or other emergency, either within their Field or to another Field  
Tertiary education includes VTCs, FESA and ESF  
UNRA students that are displaced (as defined above) who are enrolled in UNRWA tertiary education  
For each school year, students are included in the figure for the quarter in which they are first enrolled |
| Justification               | To measure access to tertiary education for displaced UNRWA students at times of emergency |
| Frequency of Collection      | Semi-annual  
Time of collection | Q4, Q2 |
| Baseline                    | The previous year’s actual value |
| Target                      | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule     | Separately, result reflects only the achievement during Q4 to represent the first semester and Q2 to represent the second semester |
| (Field Offices)             | Year-To-Date calculation rule (Field Offices)  
Sum of all quarter values reported |
| YTD calculation rule (Agency-wide) | Sum of Field year-to-date values |
| Target type                 | NA: No targets are set for the number. Only Actuals are reported. |
| Trend interpretation         | An increase implies increased access to, or increased interest in, tertiary education for displaced UNRWA students. However, it may also be an indication of more students being displaced, and so the figure should be considered alongside other displacement information. |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point      | Title(s) of RFO. List titles for each FO |

### Strategic Outcome or Priority

| 4. Refugee capabilities strengthened for increased livelihood opportunities |
| EiE 1. Access to education  
CMF 4.1 Refugees’ capabilities strengthened |
<table>
<thead>
<tr>
<th>Indicator</th>
<th># of students who use UNRWA-provided transport to attend UNRWA tertiary education</th>
</tr>
</thead>
</table>

**Indicator Codes:**  
MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019  
FMS Code  
Financial Management System Code  
Reporting Entity  
JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓  
Data Input Level  
FO  
Calculation  
\[
\left(\frac{\text{# of students who use UNRWA-provided transport to attend UNRWA tertiary education}}{\text{Total number of students attending UNRWA tertiary education}}\right) \times 100
\]  
Unit of Measurement  
%  
Numerator  
# of students who use UNRWA-provided transport to attend UNRWA tertiary education  
Denominator  
Total number of students attending UNRWA tertiary education  
Disaggregation  
Sex: ✓  
Disability: ✓  
SSNP: ✓  
Trade course: ✓  
Semi-professional course: ✓  
Data Source  
Student transportation lists  
Definition  
\- Transport provided by UNRWA to enable students to physically attend tertiary education institutions, who would otherwise have trouble doing so, due to security issues  
\- Tertiary education institutions include VTCs, FESA and ESF  
\- Students who have used the UNRWA-provided transport on at least one occasion  
Justification  
Lack of transportation can be a key barrier to accessing education. This indicator shows both the existing need and the provision offered. Could be used for advocacy purposes and EAs.  
Frequency of Collection  
Annual  
Baseline  
The previous year’s actual value  
Target  
This explains how the target is derived, and the process guiding its modification.  
Quarterly reporting rule (Field Offices)  
N/A  
Year-To-Date calculation rule (Field Offices)  
Last entry in Q3  
YTD calculation rule (Agency-wide)  
Sum of Field year-to-date values  
Target type  
NA: No targets are set for the number. Only Actuals are reported.  
Trend interpretation  
An increase may imply an increase in student need, or an increase in resources (and hence an increased ability to address student need regarding physical barriers to accessing education). Further information is needed to fully understand any change.  
For FO / HQ Department Use  
Person responsible for data completeness / verification  
Title(s) of the verifier. List titles for each FO  
Data entry focal point  
Title(s) of RFO. List titles for each FO  
Reporting Programme  

**Strategic Outcome or Priority**  
4. Refugee capabilities strengthened for increased livelihood opportunities  
Output  
EiE 1. Access to education  
CMF 4.1 Refugees’ capabilities strengthened  
Indicator  
# of student days lost due to military-related barriers preventing them from attending tertiary education institutions  
Indicator Codes:  
MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019  
FMS Code  
Financial Management System Code  
Reporting Entity  
JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓  
Data Input Level  
FO  
Calculation  
Sum of the # of students who were unable to reach the tertiary education institution each day, due to military-related barriers
<table>
<thead>
<tr>
<th>Unit of Measurement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerator</td>
<td># of students who were unable to reach the tertiary education institution each day, due to military-related barriers</td>
</tr>
<tr>
<td>Denominator</td>
<td>N/A</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>Attendance records</td>
</tr>
</tbody>
</table>
| Definition          | · On each day, the number of students who were unable to attend the tertiary education institution at all (i.e. they missed the entire day’s teaching), due to military-related barriers  
· Tertiary education institutions include VTCs, FESA and ESF  
· Military-related barriers may include: security barriers, being adjacent to buffer zones, checkpoints, curfews |
| Justification       | To monitor the effect of military-related barriers on tertiary education attendance. This indicator could be used for both programming purposes (e.g. catch-up classes, provision of transport) and advocacy |
| Frequency of Collection | Annual | Time of collection | Q3 |
| Baseline            | The previous year’s actual value |
| Target              | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | N/A |
| Year-To-Date calculation rule (Field Offices) | Last entry, Q3 |
| YTD calculation rule (Agency-wide) | Sum of Field year-to-date values |
| Target type         | NA: No targets are set for the number. Only Actuals are reported. |
| Trend interpretation | Overall, the trend should be decreasing. A decrease implies reduced difficulty for students to attend tertiary education institutions, and hence a reduction in the number of classes missed due to military barriers. This indicator is outside of UNRWA’s control. |
| For FO / HQ Department Use | |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point | Title(s) of RFO. List titles for each FO |

### Strategic Outcome or Priority
4. Refugee capabilities strengthened for increased livelihood opportunities

### Output
EiE 1. Access to education  
CMF 4.1 Refugees’ capabilities strengthened

### Indicator
Percentage of VTC students accessing remote learning resources at least once weekly during emergency VTC closures

### Indicator Codes:
- MT/CMM: E.g.: 1.2.a  
- RBM: E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
- JFO: ✓  
- WBFO: ✓  
- SFO: ✓  
- GFO: ✓  
- LFO: ✓  
- HQA: ✓

### Data Input Level
FO

### Calculation
\[ \left( \frac{\# \text{ of VTC students confirmed to have accessed remote learning resources at least once weekly during the relevant period of emergency VTC closures}}{\text{Total \# of VTC students enrolled (according to confirmed enrolment in the most recent quarter)}} \right) \times 100 \]
To calculate the weekly rate across multiple weeks in a given period, an average of all of the weekly rates collected should be taken.

**Unit of Measurement**  
%  

**Numerator**  
# of VTC students confirmed to have accessed remote learning resources at least once weekly during the relevant period of emergency VTC closures  

**Denominator**  
Total number of VTC students enrolled (according to confirmed enrolment in the most recent quarter)  

**Disaggregation**  
| Sex: ✓ | Disability: ✓ | SSNP: ✓ | Trade course: ✓ | Semi-professional course: ✓ |

**Data Source**  
VTCs Registrars, using a standardized template  

**Definition**  
A student should be counted as accessing remote learning resources during emergency VTC closure if there is documented evidence that he or she has interacted with learning materials or an instructor at least once within a given week. VTCs may draw from data collected at multiple points (if available) to check for evidence of student participation.

Examples of evidence of participation in remote learning are as follows:

- Student has submitted a homework assignment or learning task
- Student has asked questions, answered questions or otherwise communicated with instructor through different communication tools.
- Student participated in a virtual lesson (with documentation of attendance)

Other notes:

- This indicator is intended for use during periods of fully remote learning due to emergency VTC closure. It is not used when VTCs are running in the hybrid/blended learning model (i.e. a few days in VTC and a few days study at home).
- The count should be based on documented activity within a specified week (7-day period).
- Remote learning includes engagement with both online and offline learning resources.
- The above data should be collected by VTCs by sex, disability, SSNP status, and course type within a standardized template, and submitted to the Field Office to generate Field-level counts and percentages.
- The total enrolment figure for VTCs should be based on confirmed enrolment figures from the most recent quarter.

**Justification**  
While this indicator does not capture learning quality or outcomes, it serves as a key tool in tracking access to remote learning given that many students may not have technological resources to participate. Disaggregating data by sex, SSNP status, and course type will enable identification of gaps in access and allow Fields to work to address inequities.

**Frequency of Collection**  
Semi-Annual |

**Baseline**  
N/A  

**Target**  
This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**  
Separately, result reflects only the achievement during Q4, which represents the result of the first semester and Q2, which represents the second semester (Q1 & Q2).

**Year-To-Date calculation rule (Field Offices)**  
Average percentage of quarter results

**YTD calculation rule (Agency-wide)**  
Average Percentage (weighted) of Fields’ results
### Target type
NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation
For FO / HQ Department Use

### Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

### Data entry focal point
Title(s) of RFO. List titles for each FO

### Reporting Programme

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EI/E 1. Access to education</td>
</tr>
<tr>
<td></td>
<td>CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td>Indicator</td>
<td>Percentage of ESF/FESA students accessing remote learning resources at least once weekly during emergency ESF/FESA closures</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO:</td>
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<td>GFO:</td>
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<td></td>
<td>LFO:</td>
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<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
</tbody>
</table>

#### Calculation
\[
\text{Percentage} = \left( \frac{\text{# of ESF/FESA students confirmed to have accessed remote learning resources at least once weekly during the relevant period of emergency ESF/FESA closures}}{\text{Total # of ESF/FESA students enrolled (according to confirmed enrolment in the most recent quarter)}} \right) \times 100
\]

To calculate the weekly rate across multiple weeks in a given period, an average of all of the weekly rates collected should be taken.

#### Unit of Measurement
%

#### Numerator
# of ESF/FESA students confirmed to have accessed remote learning resources at least once weekly during the relevant period of emergency ESF/FESA closures

#### Denominator
Total number of ESF/FESA students enrolled (according to confirmed enrolment in the most recent quarter)

#### Disaggregation
- Sex: ✓
- Disability: ✓
- SSNP: ✓

#### Data Source
ESF/FESA Registrars, using a standardized template

#### Definition
A student should be counted as accessing remote learning resources if there is documented evidence that he or she has interacted with learning materials or an instructor at least once within the period of emergency ESF/FESA closure. ESF/FESA may draw from data collected at multiple points (if available) to check for evidence of student participation.

Examples of evidence of participation in remote learning are as follows:
- Student has submitted a homework assignment or learning task
- Student has asked questions, answered questions or otherwise communicated with instructor through different communication tools
- Student participated in a virtual lesson (with documentation of attendance)

For each school year, students are included in the figure for the quarter in which they first access remote learning resources.

The above data should be collected by ESF/FESA by sex, disability, SSNP status, and course type within a standardized template, and submitted to the Field Office to generate Field-level counts and percentages.

The total enrolment figure for ESF/FESA should be based on confirmed enrolment figures from the most recent quarter.
Justification
While this indicator does not capture learning quality or outcomes, it serves as a key tool in tracking access to remote learning given that many students may not have technological resources to participate. Disaggregating data by sex, SSNP status, and course type will enable identification of gaps in access and allow Fields to work to address inequities.

Frequency of Collection
Semi-Annual

Baseline
N/A

Target
TBD

Quarterly reporting rule (Field Offices)
Separately, result reflects only the achievement during Q4, which represents the result of the first semester and Q2, which represents the second semester (Q1 & Q2)

Year-To-Date calculation rule (Field Offices)
Last entry, Q2

YTD calculation rule (Agency-wide)
Average Percentage (weighted) of Fields’ results

Target type
NA: No targets are set for the number. Only Actuals are reported.

Trend interpretation

Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

Data entry focal point
Title(s) of RFO. List titles for each FO

Reporting Programme

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EiE Strand 2 - Safe and secure learning environments

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 2. Safe and secure learning environments</td>
</tr>
<tr>
<td></td>
<td>CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of tertiary education instructors who have attended at least one training on safety and security</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO: ✓</td>
</tr>
<tr>
<td></td>
<td>GFO: ✓</td>
</tr>
<tr>
<td></td>
<td>LFO: ✓</td>
</tr>
<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([# of tertiary education instructors who have attended at least one training on safety and security] / [Total # of tertiary education instructors]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of tertiary education instructors who have attended at least one training on safety and security</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of tertiary education instructors</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
</tr>
<tr>
<td></td>
<td>Age:</td>
</tr>
<tr>
<td></td>
<td>Disability:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Training records, staff lists</td>
</tr>
</tbody>
</table>

Definition
- Tertiary education instructors who have attended at least one training session on safety and security during the school year (e.g. training sessions on the 17 UNRWA Safety and Security Training Modules, public health emergency response, natural disaster response)
- Tertiary education includes VTCs, FESA and ESF
- Training could be undertaken on-site (face-to-face) or online
- Training could be organised/conducted by UNRWA, or an external organisation/individual
Justification
To measure instructors’ access to professional development, as well as the preparedness of schools/learning spaces to deal with emergencies.

<table>
<thead>
<tr>
<th>Frequency of Collection</th>
<th>Baseline</th>
<th>Time of collection</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>The previous year’s actual value</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

Baseline
The previous year’s actual value

Target
This explains how the target is derived, and the process guiding its modification.

Year-To-Date calculation rule (Field Offices)
The sum of all quarter values tracked

YTD calculation rule (Agency-wide)
Average Percentage (weighted) of Fields’ results

Data Source
Tertiary education reports

Definition
- An awareness session can involve any students and will include information on locally relevant safety and/or security issues
- Tertiary education institutions include VTCs, FESA and ESF
  Tertiary education institutions should only be counted once, even if they hold two or more sessions.

Justification
It is increasingly important that UNRWA tertiary education institutions provide students with skills beyond the academic curricula on issues of safety and security. This indicator is to measure the percentage of UNRWA tertiary education institutions who provide information on safety and security to their students.

<table>
<thead>
<tr>
<th>Frequency of Collection</th>
<th>Baseline</th>
<th>Time of collection</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>The previous year’s actual value</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quarterly reporting rule (Field Offices)
N/A (quarterly values will be tracked internally but not officially reported)

Trend interpretation
An increase implies wider coverage of safety and security and EiE-related awareness in UNRWA education installations and hence greater preparedness for emergency situations.

For FO / HQ Department Use
Title(s) of the verifier. List titles for each FO

Data entry focal point
Title(s) of RFO. List titles for each FO

Strategic Outcome or Priority
4. Refugee capabilities strengthened for increased livelihood opportunities

Output
EiE 2. Safe and secure learning environments
CMF 4.1 Refugees’ capabilities strengthened

Indicator
% of UNRWA tertiary education institutions who hold at least one awareness session for students on safety and security

Indicator Codes:
MTS/CMM: E.g.: 1.2.a
RBM: E.g.: I0019

FMS Code
Financial Management System Code

Reporting Entity
JFO: ✓
WBFO: ✓
SFO: ✓
GFO: ✓
LFO: ✓
HQA: ✓

Calculation
[# of UNRWA tertiary education institutions who hold at least one awareness session for students on safety and security] / [Total # of UNRWA tertiary education institutions]) * 100

Unit of Measurement
Percentage (%)

Numerator
# of UNRWA tertiary education institutions who hold at least one awareness session for students on safety and security

Denominator
Total # of UNRWA tertiary education institutions

Disaggregation
Sex: ✓
Disability: ✓
SSNP: ✓
Trade course: ✓
Semi-professional course: ✓

Data Input Level
FO

Data Entry Level
FO

Reporting Programme

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Refugee capabilities strengthened for increased livelihood opportunities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>EiE 2. Safe and secure learning environments</td>
<td></td>
</tr>
<tr>
<td>CMF 4.1 Refugees’ capabilities strengthened</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
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<td>% of UNRWA tertiary education institutions who hold at least one awareness session for students on safety and security</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator Codes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td>RBM: E.g.: I0019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FMS Code</th>
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</thead>
<tbody>
<tr>
<td>Financial Management System Code</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>JFO: ✓</td>
</tr>
<tr>
<td>WBFO: ✓</td>
</tr>
<tr>
<td>SFO: ✓</td>
</tr>
<tr>
<td>GFO: ✓</td>
</tr>
<tr>
<td>LFO: ✓</td>
</tr>
<tr>
<td>HQA: ✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>[# of UNRWA tertiary education institutions who hold at least one awareness session for students on safety and security] / [Total # of UNRWA tertiary education institutions]) * 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td># of UNRWA tertiary education institutions who hold at least one awareness session for students on safety and security</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of UNRWA tertiary education institutions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disaggregation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex: ✓</td>
</tr>
<tr>
<td>Disability: ✓</td>
</tr>
<tr>
<td>SSNP: ✓</td>
</tr>
<tr>
<td>Trade course: ✓</td>
</tr>
<tr>
<td>Semi-professional course: ✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary education reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>An awareness session can involve any students and will include information on locally relevant safety and/or security issues</td>
</tr>
<tr>
<td>Tertiary education institutions include VTCs, FESA and ESF</td>
</tr>
<tr>
<td>Tertiary education institutions should only be counted once, even if they hold two or more sessions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is increasingly important that UNRWA tertiary education institutions provide students with skills beyond the academic curricula on issues of safety and security. This indicator is to measure the percentage of UNRWA tertiary education institutions who provide information on safety and security to their students</td>
</tr>
</tbody>
</table>
This indicator and terminology will be updated after the finalisation of the ETI on Safety and Security in UNRWA educational institutions.

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 2. Safe and secure learning environments CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of UNRWA tertiary education institutions with a Security Risk Management Plan</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([$\text{# of UNRWA tertiary education institutions with a Security Risk Management Plan}$] / [$\text{Total # of UNRWA VTCs}$]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td>$\text{# of UNRWA tertiary education institutions with a Security Risk Management Plan}$</td>
</tr>
<tr>
<td>Denominator</td>
<td>$\text{Total # of tertiary education institutions}$</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>$\text{Sex:}$ $\text{Age:}$ $\text{Disability:}$</td>
</tr>
<tr>
<td>Data Source</td>
<td>Security Risk Management Plans from tertiary education institutions</td>
</tr>
<tr>
<td>Definition</td>
<td>✓ A Security Risk Management Plan, includes (i) a Security Risk Assessment (SRA) (ii) mitigation measures to address the risks identified and (iii) contingency measures and procedures that address medical emergency, emergency evacuation, fire, child safeguarding, and any events identified as high risk by the Security Risk Assessment. ✓ Tertiary education institutions include VTCs, FESA and ESF</td>
</tr>
<tr>
<td>Justification</td>
<td>To measure VTCs’ emergency preparedness</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Semi-annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule</td>
<td>Separately, result reflects only the achievement during the first (Q4) and the second (Q1 &amp; Q2) semesters</td>
</tr>
<tr>
<td>(Field Offices)</td>
<td></td>
</tr>
<tr>
<td>Year-To-Date calculation</td>
<td>Last entry, Q2</td>
</tr>
<tr>
<td>rule (Field Offices)</td>
<td></td>
</tr>
<tr>
<td>YTD calculation rule</td>
<td>Average Percentage (weighted) of Fields’ results</td>
</tr>
<tr>
<td>(Agency-wide)</td>
<td></td>
</tr>
<tr>
<td>Target type</td>
<td>Equal</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies that more UNRWA tertiary education institutions are prepared if an emergency occurs. <em>The small number of tertiary education institutions should be considered when interpreting the results.</em></td>
</tr>
</tbody>
</table>

*For FO / HQ Department Use*
### Data Input Level

**Calculation**

\[
\left( \frac{\text{# of UNRWA tertiary education institutions which have conducted at least one evacuation drill with students}}{\text{Total # of UNRWA tertiary education institutions}} \right) \times 100
\]

**Unit of Measurement**

Percentage (%)

**Numerator**

# of UNRWA tertiary education institutions which have conducted at least one evacuation drill with students

**Denominator**

Total # of UNRWA tertiary education institutions

**Disaggregation**

Sex:  
Age:  
Disability:

**Definition**

- Tertiary education institutions include VTCs, FESA and ESF
- UNRWA tertiary education institutions which report having conducted at least one evacuation drill with students
- For each school year, tertiary education institutions are included in the figure for the quarter in which they first conduct an evacuation drill

**Justification**

The safety and security of students, teachers and educational personnel is important, and stakeholders need to have practiced what to do if the education facility needs to be evacuated. This indicator is to measure the coverage of education installation emergency preparedness.

**Frequency of Collection**

Semi-annual

**Target**

This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**

Separately, result reflects only the achievement during the first (Q4) and the second (Q1 & Q2) semesters

**Year-To-Date calculation rule (Field Offices)**

Sum of all quarter values reported

**YTD calculation rule (Agency-wide)**

Average Percentage (weighted) of Fields’ results

**Target type**

Equal

**Trend interpretation**

An increase implies that more students and other education stakeholders know what to do in an emergency evacuation. The small number of tertiary institutions should be considered when interpreting the results.

**For FO / HQ Department Use**

Title(s) of the verifier. List titles for each FO

Title(s) of RFO. List titles for each FO

Title(s) of the verifier. List titles for each FO

Title(s) of RFO. List titles for each FO

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Title(s) of RFO. List titles for each FO

Title(s) of the verifier. List titles for each FO

Title(s) of RFO. List titles for each FO
Output | EiE 2. Safe and secure learning environments  
CMF 4.1 Refugees’ capabilities strengthened

Indicator | # of days lost due to UNRWA tertiary education institutions being non-operational, due to violence, conflict or other emergency

Indicator Codes:  
MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019

FMS Code | Financial Management System Code

Reporting Entity | JFO: ✓    WBFO: ✓    SFO: ✓    GFO: ✓    LFO: ✓    HQA: ✓

Data Input Level | FO

Calculation | # of days lost due to UNRWA tertiary education institutions being non-operational, due to violence, conflict or other emergency

Unit of Measurement | Number

Denominator | N/A

Disaggregation | Sex:  
Age:  
Disability:

Data Source | School reports

Definition |  
- Tertiary education institutions include VTCs, FESA and ESF  
- Violence or conflict includes any incident (or danger of incident) in which people or buildings have been (or could be) injured or damaged, for example riots, war, attacks  
- Other emergencies can include public health emergency, natural disaster etc.  
- A tertiary education institution is considered non-operational if it needs to completely closed due to building(s) damaged by violence or conflict, and/or concern for the safety, security or health of students and educational staff  
- If an education day starts, but then students are sent home early due to security concerns, the tertiary education institution is considered non-operational for 0.5 days

Justification | To monitor how many days of tertiary education are lost due to conflict or other emergency

Frequency of Collection | Annual  
Time of collection | Q3

Baseline | The previous year’s actual value

Target | This explains how the target is derived, and the process guiding its modification.

Quarterly reporting rule (Field Offices) | N/A (quarterly values will be tracked internally but not officially reported)

Year-To-Date calculation rule (Field Offices) | The sum of the all the quarter values tracked

YTD calculation rule (Agency-wide) | Sum of Fields’ year-to-date results

Target type | NA: No targets are set for the number. Only Actuals are reported.

Trend interpretation | Overall the trend should be decreasing. A decrease in the indicator implies increased physical access to UNRWA tertiary education institutions, which will lead to a positive impact on students’ access to education. This indicator is outside of UNRWA’s control.

For FO / HQ Department Use

Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO

Data entry focal point | Title(s) of RFO. List titles for each FO

Reporting Programme | 4. Refugee capabilities strengthened for increased livelihood opportunities
<table>
<thead>
<tr>
<th>FMS Code</th>
<th>Financial Management System Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td># of UNRWA tertiary education institutions used as shelters</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of UNRWA tertiary education institutions used as shelters</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total number of UNRWA tertiary education institutions</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Tertiary education institutions reports, list of shelters, EMIS premise module</td>
</tr>
<tr>
<td>Definition</td>
<td>· UNRWA tertiary education institutions which are/were used as shelters for displaced people, for at least one night&lt;br&gt;· Tertiary education institutions include VTCs, FESA and ESF&lt;br&gt;· A displaced person is one that has moved location due to conflict or other emergency, either within their Field or to another Field, due to security issues&lt;br&gt;· For each school year, tertiary education institutions are included in the tracked figure of the quarter in which they are first used as a shelter, and will be counted once in the yearly result in Q3</td>
</tr>
<tr>
<td>Justification</td>
<td>To track the number of tertiary education institutions that are being used as temporary shelters, evacuation centres, and occupied by displaced people</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>The sum of all the quarter values tracked</td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Average Percentage (weighted) of Fields’ results</td>
</tr>
<tr>
<td>Target type</td>
<td>NA: No targets are set for the number. Only Actuals are reported.</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>Overall the trend should be decreasing (and ideally zero). A decrease implies less need to use tertiary education institutions for shelter (i.e. any conflict situation is improving, or alternative shelters are available), and hence increased ability to run normal classes. The small number of tertiary institutions should be considered when interpreting the results.</td>
</tr>
</tbody>
</table>

For FO / HQ Department Use

Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
Data entry focal point | Title(s) of RFO. List titles for each FO |
Reporting Programme |

<p>| Strategic Outcome or Priority | 4. Refugee capabilities strengthened for increased livelihood opportunities |
| Output | EiE 2. Safe and secure learning environments&lt;br&gt;CMF 4.1 Refugees’ capabilities strengthened |
| Indicator | % of UNRWA tertiary education institutions with adequate male and female WASH facilities |
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a&lt;br&gt;RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✓ | WBFO: ✓ | SFO: ✓ | GFO: ✓ | LFO: ✓ | HQA: ✓ |
| Data Input Level | FO |
| Calculation | (# of UNRWA tertiary education institutions with adequate male and female WASH facilities) / [Total # of UNRWA tertiary education institutions] * 100 |
| Unit of Measurement | Percentage (%) |
| Numerator | # of UNRWA tertiary education institutions with adequate male and female WASH facilities |</p>
<table>
<thead>
<tr>
<th>Denominator</th>
<th>Total # of UNRWA tertiary education institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaggregation</td>
<td>Sex:</td>
</tr>
<tr>
<td>Data Source</td>
<td>Checklists prepared for the standards below, projects’ final completion reports and “Facilities Management Information System (FMIS)” which tracks changes from the baseline in UNRWA education installations where new construction, extension or upgrading occurred.</td>
</tr>
<tr>
<td>Definition</td>
<td>Tertiary education institutions include VTCs, FESA and ESF Male and female WASH (water, sanitation and hygiene) facilities considered adequate, as per UNRWA ICIP Guidelines/ETI on School Design Standards. ICIP revisions used as reference for this indicator: ICIP Technical Instruction No. 04: School design ICIP Guidelines No. 02: Revision 1.0 November 06, 2017 Technical Standards and Guidelines for Physically Accessible Environment (PAE) at UNRWA Premises ICID Procedure 18: Design Provision for Safety of Users at UNRWA Facilities ICIP Guidelines No. 04: Revision 2.0 October 11, 2018 Guidelines to design gender sensitive UNRWA premises</td>
</tr>
<tr>
<td>Justification</td>
<td>Adequate, gender-sensitive WASH facilities are important for health and hygiene reasons and to encourage students to attend UNRWA tertiary education institutions. This indicator is to ensure that UNRWA tertiary education institutions consider specific gender needs</td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A</td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>Last entry, Q3</td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Average Percentage (weighted) of Fields’ results</td>
</tr>
<tr>
<td>Target type</td>
<td>Equal</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies an improvement in the availability of health and hygiene facilities, which should hence encourage (or at least not dissuade) children and young people to attend UNRWA tertiary education institutions. The small number of tertiary institutions should be considered when interpreting the results.</td>
</tr>
<tr>
<td>For FO / HQ Department Use</td>
<td></td>
</tr>
<tr>
<td>Person responsible for data completeness / verification</td>
<td>Title(s) of the verifier. List titles for each FO</td>
</tr>
<tr>
<td>Data entry focal point</td>
<td>Title(s) of RFO. List titles for each FO</td>
</tr>
<tr>
<td>Reporting Programme</td>
<td></td>
</tr>
</tbody>
</table>

This indicator to be discussed further following the finalisation of the Addressing Violence Involving and Affecting Children in UNRWA Schools (AVAC) initiative. It may be appropriate to separate physical/verbal abuse.

| Strategic Outcome or Priority | 4. Refugee capabilities strengthened for increased livelihood opportunities |

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9 [https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQhub](https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQhub)

10 [ICIP-GL-02, rev. 1.0, Physically Accessible Environment (PAE).pdf](https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQhub)

11 [ICIDProcedure-18, rev. 1-1, Safety of Users.pdf](https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQhub)

12 [ICIP-GL-04, rev. 2.0, Gender Sensitive UNRWA Premises.pdf](https://unrwaorg.sharepoint.com/b/r/sites/Infrastructure-Camp-Improvement-Department/Shared%20Documents/Architecture%20Division/Schools/ICIP-TI-04.%20Iss.%202021.05.06.%20School%20Design.pdf?csf=1&web=1&e=FvQhub)
| Output | EiE 2. Safe and secure learning environments  
CMF 4.1 Refugees’ capabilities strengthened |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>% of TVET students reporting that they have experienced bullying (physical and/or verbal) and/or harassment from other TVET students</td>
</tr>
</tbody>
</table>
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
| Data Input Level | FO |
| Calculation | \[
\frac{\text{(# of TVET students reporting that they have experienced bullying (physical and/or verbal) or harassment from other TVET students)}}{\text{Total # of students in UNRWA tertiary education institutions}} \times 100
\] |
| Unit of Measurement | Percentage (%) |
| Numerator | # of TVET students reporting that they have experienced bullying (physical and/or verbal) and/or harassment from other TVET students |
| Denominator | Total # of students in UNRWA tertiary education institutions |
| Disaggregation | Sex: ✓  
Disability: ✓  
SSNP: ✓  
Trade course: ✓  
Semi-professional course: ✓ |
| Data Source | Socio-emotional wellbeing survey questionnaire (or similar) |
| Definition | TVET students who report having experienced at least one of the following from other TVET students, in the previous 12 months: physical bullying (e.g. beating, kicking); verbal bullying (e.g. labelling, insults, offenses); harassment on social media |
| Justification | To measure the extent of UNRWA tertiary education institutions being free from bullying and harassment amongst students |
| Frequency of Collection | Annual  
| Time of collection | Q2 |
| Baseline | The previous year’s actual value |
| Target | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | N/A |
| Year-To-Date calculation rule (Field Offices) | Last entry, Q2 |
| YTD calculation rule (Agency-wide) | Average Percentage (weighted) of Fields’ results |
| Target type | Linear |
| Trend interpretation | Overall the trend should be decreasing. A decrease implies a reduction in bullying (physical and/or verbal) and/or harassment amongst students within UNRWA tertiary education institutions. |
| Person responsible for data completeness / verification | Title(s) of the verifier. List titles for each FO |
| Data entry focal point | Title(s) of RFO. List titles for each FO |

**EiE Strand 3 – Psychosocial well-being of students**

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
</table>
| Output | EiE 3. Psychosocial well-being of students  
CMF 4.1 Refugees’ capabilities strengthened |
| Indicator | % of tertiary education instructors who have attended at least one training on the UNRWA Inclusive Education Approach |
| Indicator Codes: | MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019 |
| FMS Code | Financial Management System Code |
| Reporting Entity | JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓ |
Data Input Level | FO
---|---
Calculation | \((\text{# of tertiary education instructors who have attended at least one training on the UNRWA Inclusive Education Approach}) / (\text{Total # of tertiary education instructors})\) \* 100
Unit of Measurement | Percentage (%)
Numerator | # of tertiary education instructors who have attended at least one training on the UNRWA Inclusive Education Approach
Denominator | Total # of tertiary education instructors
Disaggregation | Sex: ✓ | Age: | Disability:
Data Source | Training records, staff lists
Definition | • Tertiary education instructors who have attended at least one UNRWA training session on the UNRWA Inclusive Education Approach during the school year
• Tertiary education includes VTCs, FESA and ESF
• For each school year, instructors are included in the tracked figure for the quarter in which they first attend a training session, and will be counted once in the yearly result in Q3
• Training could be undertaken on-site (face-to-face) or online
Justification | To measure instructors’ access to professional development, as well as the awareness of tertiary education institutions to deal with inclusive education within emergencies.
Frequency of Collection | Annual
Baseline | The previous year’s actual value
Target | This explains how the target is derived, and the process guiding its modification.
Quarterly reporting rule (Field Offices) | N/A (quarterly values will be tracked internally but not officially reported)
Year-To-Date calculation rule (Field Offices) | The sum of all the quarter values tracked
YTD calculation rule (Agency-wide) | Average Percentage (weighted) of Fields’ results
Target type | Discrete
Trend interpretation | An increase implies wider awareness of inclusive education within EiE in UNRWA tertiary education installations and hence likely greater preparedness for emergency situations.
For FO / HQ Department Use | Title(s) of the verifier. List titles for each FO
Person responsible for data completeness / verification | Title(s) of RFO. List titles for each FO
Data entry focal point | Reporting Programme
Reporting Programme

| Strategic Outcome or Priority | 4. Refugee capabilities strengthened for increased livelihood opportunities
---|---
Output | EiE 3. Psychosocial well-being of students
CMF 4.1 Refugees’ capabilities strengthened
Indicator | % of tertiary education institutions who have conducted at least one training on the UNRWA PSS Framework
Indicator Codes: | MTS/CMM: E.g.: 1.2.a | RBM: E.g.: l0019
FMS Code | Financial Management System Code
Reporting Entity | JFO: ✓ | WBFO: ✓ | SFO: ✓ | GFO: ✓ | LFO: ✓ | HQA: ✓
Data Input Level | FO
Calculation | \((\text{# of tertiary education institutions who have conducted at least one training on the UNRWA PSS Framework}) / (\text{Total # of tertiary education institutions})\) \* 100
Unit of Measurement | Percentage (%)
Numerator | # of tertiary education institutions who have conducted at least one training on the UNRWA PSS Framework
Denominator | Total # of tertiary education institutions
<table>
<thead>
<tr>
<th>Disaggregation</th>
<th>Sex: ✓</th>
<th>Age:</th>
<th>Disability: ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Source</td>
<td>Training records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>1. Tertiary education institutions who have conducted at least one UNRWA training session on the UNRWA PSS Framework during the School year&lt;br&gt;2. Tertiary education includes VTCs, FESA and ESF&lt;br&gt;3. For each school year, institutions are included in the tracked figure for the quarter in which they first conduct a training session&lt;br&gt;4. Training could be provided on-site (face-to-face) or online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification</td>
<td>To measure instructors' access to professional development, as well as the awareness of tertiary education institutions to deal with the psychosocial impact of emergencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
<td>Time of collection</td>
<td>Q3</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>The sum of all quarter values tracked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Average Percentage (weighted) of Fields’ results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target type</td>
<td>Discrete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies wider awareness of psychosocial support and EiE-related understanding in UNRWA tertiary education installations and hence likely greater preparedness for emergency situations. The small number of tertiary institutions should be considered when interpreting the results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For FO / HQ Department Use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person responsible for data completeness / verification</td>
<td>Title(s) of the verifier. List titles for each FO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data entry focal point</td>
<td>Title(s) of RFO. List titles for each FO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Programme</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EIE 3. Psychosocial well-being of students&lt;br&gt;CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of tertiary education students who have attended at least one counselling session provided by UNRWA</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a&lt;br&gt;RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓&lt;br&gt;WBFO: ✓&lt;br&gt;SFO: ✓&lt;br&gt;GFO: ✓&lt;br&gt;LFO: ✓&lt;br&gt;HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td># of tertiary education students who have attended at least one counselling session</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Number</td>
</tr>
<tr>
<td>Numerator</td>
<td># of tertiary education students who have attended at least one counselling session</td>
</tr>
<tr>
<td>Denominator</td>
<td>Total # of students in tertiary education institutions in the field/Agency-Wide</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Sex: ✓&lt;br&gt;Disability: ✓&lt;br&gt;SSNP: ✓&lt;br&gt;Trade course: ✓&lt;br&gt;Semi-professional course: ✓</td>
</tr>
<tr>
<td>Data Source</td>
<td>Counsellors’ records</td>
</tr>
<tr>
<td>Definition</td>
<td>1. Tertiary education students who have attended at least one counselling session provided by UNRWA, whether individual or group, in a school year&lt;br&gt;2. Counselling sessions can be in-person, online or by phone&lt;br&gt;3. Includes all reasons for counselling e.g. post-detention, post-injury, trauma therapy, military detention</td>
</tr>
</tbody>
</table>
For each school year, students are included in the tracked figure for the quarter in which they attend their first counselling session, and will be counted once in the yearly result in Q3.

**Justification**

To monitor the provision of, access to, and presumed need for counselling services for tertiary education students.

**Frequency of Collection**

Annual

**Time of collection**

Q3

**Baseline**

The previous year’s actual value

**Target**

This explains how the target is derived, and the process guiding its modification.

**Quarterly reporting rule (Field Offices)**

N/A (quarterly values will be tracked internally but not officially reported)

**Year-To-Date calculation rule (Field Offices)**

The sum of all quarter values tracked

**YTD calculation rule (Agency-wide)**

Average Percentage (weighted) of Fields’ results

**Target type**

Discrete

**Trend interpretation**

An increase in the indicator may imply greater provision of counselling services, improved tertiary education student access to existing counselling services, or increased demand for counselling from tertiary education students. Further information is needed to fully understand any change.

**For FO / HQ Department Use**

**Person responsible for data completeness / verification**

Title(s) of the verifier. List titles for each FO

**Data entry focal point**

Title(s) of RFO. List titles for each FO

**Reporting Programme**

### Strategic Outcome or Priority

4. Refugee capabilities strengthened for increased livelihood opportunities

### Output

EIE 3. Psychosocial well-being of students

CMF 4.1 Refugees’ capabilities strengthened

### Indicator

# of students who have been referred to external services for psychosocial support

### Indicator Codes:

- **MTS/CMM**: E.g.: 1.2.a
- **RBM**: E.g.: I0019

### FMS Code

Financial Management System Code

### Reporting Entity

- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

### Data Input Level

FO

### Calculation

# of students who have been referred to external services for psychosocial support

### Unit of Measurement

Number

### Numerator

# of students who have been referred to external services for psychosocial support

### Denominator

N/A

### Disaggregation

- **Sex**: ✓
- **Disability**: ✓
- **SSNP**: ✓
- **Trade course**: ✓
- **Semi-professional course**: ✓

### Data Source

IE Identification reports

### Definition

- Using the IE Identification Toolkit, students who have been identified as having extensive psychosocial needs and who are hence referred to external (non-UNRWA) services for support.
- External services refer to an outside independent organisation for PSS, for example Ministry of Social Affairs, UNICEF etc.
- Students are only included in this figure if they are both identified and referred. If no external services are available in the locality or Field, students who are solely identified as having extensive needs are not counted in this indicator.
- For each school year, students are included in the tracked figure for the quarter in which they are first referred, and will be counted once in the yearly result in Q3.

### Justification

To track the number of students who are identified as having extensive psychosocial needs and need external support beyond UNRWA’s services.
<table>
<thead>
<tr>
<th><strong>Frequency of Collection</strong></th>
<th>Annual</th>
<th><strong>Time of collection</strong></th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>The previous year’s actual value</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quarterly reporting rule</strong></td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year-To-Date calculation rule</strong></td>
<td>The sum of all quarter values tracked</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YTD calculation rule</strong></td>
<td>Sum of Field year-to-date values</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target type</strong></td>
<td>NA: No targets are set for the number. Only Actuals are reported.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trend interpretation</strong></td>
<td>An increase implies an increase in the number of students who are identified as having extensive psychosocial needs and who live in an area where external support exists. An increase could therefore suggest: an improvement in the identification of students, an increase in need, and/or an increase in the availability of external support services. Further evidence would be needed to fully understand any change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For FO / HQ Department Use</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Person responsible for data completeness / verification</strong></td>
<td>Title(s) of the verifier. List titles for each FO</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data entry focal point</strong></td>
<td>Title(s) of RFO. List titles for each FO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EiE Strand 4 – Quality teaching and learning

<table>
<thead>
<tr>
<th><strong>Strategic Outcome or Priority</strong></th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output</strong></td>
<td>EiE 4. Quality teaching and learning</td>
</tr>
<tr>
<td><strong>CMF</strong></td>
<td>4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td><strong>Indicator</strong></td>
<td>% of tertiary education instructors who have attended at least one training on alternative learning modalities</td>
</tr>
<tr>
<td><strong>Indicator Codes:</strong></td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td><strong>FMS Code</strong></td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td><strong>Reporting Entity</strong></td>
<td>JFO: ✓</td>
</tr>
<tr>
<td><strong>Data Input Level</strong></td>
<td>FO</td>
</tr>
<tr>
<td><strong>Calculation</strong></td>
<td>([# of tertiary education instructors who have attended at least one training on alternative learning modalities] / [Total # of tertiary education instructors]) * 100</td>
</tr>
<tr>
<td><strong>Unit of Measurement</strong></td>
<td>Percentage (%)</td>
</tr>
<tr>
<td><strong>Numerator</strong></td>
<td># of tertiary education instructors who have attended at least one training on alternative learning modalities</td>
</tr>
<tr>
<td><strong>Denominator</strong></td>
<td>Total # of tertiary education instructors</td>
</tr>
<tr>
<td><strong>Disaggregation</strong></td>
<td>Sex: ✓ Age: ✓ Disability:</td>
</tr>
<tr>
<td><strong>Data Source</strong></td>
<td>Training records, staff lists</td>
</tr>
</tbody>
</table>

**Definition**
- Tertiary education instructors who have attended at least one training session on alternative learning modalities during the school year, e.g. online teaching, using technology to support students remotely, classroom teaching with physical restrictions
- Tertiary education includes VTCs, FESA and ESF
- For each school year, instructors are included in the tracked figure for the quarter in which they first attend a training session, and will be counted once in the yearly result in Q3
- Training could be undertaken on-site (face-to-face) or online
### Justification
To measure tertiary education instructors' access to professional development and monitor their awareness of alternative learning modalities; as well as the awareness of tertiary education institutions to deal with this one aspect of an emergency, when physical access to tertiary education facilities is interrupted or restricted.

<table>
<thead>
<tr>
<th>Frequency of Collection</th>
<th>Annual</th>
<th>Time of collection</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td>The previous year’s actual value</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td></td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
<td></td>
</tr>
<tr>
<td>Quarterly reporting rule (Field Offices)</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year-To-Date calculation rule (Field Offices)</td>
<td>The sum of all quarter values tracked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YTD calculation rule (Agency-wide)</td>
<td>Average Percentage (weighted) of Fields’ results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target type</td>
<td>Discrete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>An increase implies wider awareness of alternative learning modalities and EiE-related understanding in UNRWA education installations and hence better preparedness for this aspect of emergency situations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For FO / HQ Department Use

Person responsible for data completeness / verification
Title(s) of the verifier. List titles for each FO

Data entry focal point
Title(s) of RFO. List titles for each FO

### Strategic Outcome or Priority
4. Refugee capabilities strengthened for increased livelihood opportunities

### Output
EiE 4. Quality teaching and learning
CMF 4.1 Refugees’ capabilities strengthened

### Indicator
# of hits on TVET Portal

### Indicator Codes:
MTS/CMM: E.g.: 1.2.a  
RBM: E.g.: I0019

### FMS Code
Financial Management System Code

### Reporting Entity
JFO: ✓  
WBFO: ✓  
SFO: ✓  
GFO: ✓  
LFO: ✓  
HQA: ✓

### Data Input Level
FO

### Calculation
# of hits on TVET Portal

### Data Source
Website reports

### Definition
- Total number of hits (i.e. any action, including views) on TVET Portal across the UNRWA Fields of operation
- The TVET (iLearn) Portal is the online learning platform provided for UNRWA TVET students

### Justification
To estimate use of online self-learning education materials for UNRWA students

### Frequency of Collection
Semi-annual  
Time of collection  
Q4, Q2

### Baseline
The previous year’s actual value

### Target
This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)
Separately, result reflects only the achievement during Q4, which represents the first semester result and Q2, which represents the second semester (Q1 & Q2) result

### Year-To-Date calculation rule (Field Offices)
Last entry, Q2. Sum of all quarter values reported

### YTD calculation rule (Agency-wide)
Sum of Field year-to-date values

### Target type
NA: No targets are set for the number. Only Actuals are reported.
### Trend interpretation

An increase in e-portal hits implies increased use of online self-learning education materials. However, the data does not measure the number of individual hits by UNRWA students, and so further evidence should be used to understand findings.

**For FO / HQ Department Use**

### Person responsible for data completeness / verification

Title(s) of the verifier. List titles for each FO

### Data entry focal point

Title(s) of RFO. List titles for each FO

### Reporting Programme

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 4. Quality teaching and learning</td>
</tr>
<tr>
<td>CMF 4.1 Refugees’ capabilities strengthened</td>
<td></td>
</tr>
</tbody>
</table>

### Indicator

- # of tertiary education staff days lost due to military-related barriers preventing them from attending the tertiary education institution

### Indicator Codes:

- MTS/CMM: E.g.: 1.2.a
- RBM: E.g.: I0019

### FMS Code

Financial Management System Code

### Reporting Entity

- JFO: ✓
- WBFO: ✓
- SFO: ✓
- GFO: ✓
- LFO: ✓
- HQA: ✓

### Data Input Level

FO

### Calculation

Sum of the # of tertiary education staff who were unable to reach the tertiary education institution each day, due to military-related barriers

### Unit of Measurement

Number

### Numerator

# of tertiary education staff who were unable to reach the tertiary education institution each day, due to military-related barriers

### Denominator

N/A

### Disaggregation

- Sex: ✓
- Age:      
- Disability: ✓

### Data Source

Staff attendance records

### Definition

- On each day, the number of tertiary education staff who were unable to attend the tertiary education institutions at all (i.e. they missed the entire day), due to military-related barriers
- Tertiary education includes VTCs, FESA and ESF
- Military-related barriers may include: security barriers, being adjacent to buffer zones, checkpoints, curfews

### Justification

To monitor the effect of military-related barriers on staff attendance at tertiary education institutions. This indicator could be used for both programming purposes (e.g. staff cover, provision of transport) and advocacy

### Frequency of Collection

Quarterly

*Time of collection* Q4, Q1, Q2, Q3,

### Baseline

The previous year’s actual value

### Target

This explains how the target is derived, and the process guiding its modification.

### Quarterly reporting rule (Field Offices)

Separately, result reflects only the achievement during the quarter of reporting

### Year-To-Date calculation rule (Field Offices)

Sum of all quarter values reported

### YTD calculation rule (Agency-wide)

Sum of Field year-to-date values

### Target type

NA: No targets are set for the number. Only Actuals are reported.

### Trend interpretation

Overall the trend should be decreasing. A decrease implies that it is easier for staff to attend tertiary education installations, and hence there is a reduction in the number of classes not being taught due to military barriers. This indicator is outside of UNRWA’s control.

**For FO / HQ Department Use**
### Strategic Outcome or Priority

<table>
<thead>
<tr>
<th></th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
</table>

### Output

|   | EiE 4. Quality teaching and learning  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
</tbody>
</table>

### Indicator

**Description**: # of UNRWA TVET students who have attended at least one UNRWA catch-up class specifically for students who have been unable to attend tertiary education institutions due to conflict or other emergency

#### Indicator Codes:

- **MTS/CMM**: E.g.: 1.2.a
- **RBM**: E.g.: I0019

### FMS Code

- **Financial Management System Code**

### Reporting Entity

- **JFO**: ✓
- **WBFO**: ✓
- **SFO**: ✓
- **GFO**: ✓
- **LFO**: ✓
- **HQA**: ✓

### Data Input Level

- **FO**

### Calculation

- **# of UNRWA TVET students who have attended at least one UNRWA catch-up class specifically for students who have been unable to attend tertiary education institutions due to conflict or other emergency**

### Unit of Measurement

- **Number**

### Numerator

- **# of UNRWA TVET students who have attended at least one UNRWA catch-up class specifically for students who have been unable to attend tertiary education institutions due to conflict or other emergency**

### Denominator

- **N/A**

### Disaggregation

|   | Sex: ✓  
|---|--------------------------------------------------|
|   | Disability: ✓  
|   | SSNP: ✓  
|   | Trade course: ✓  
|   | Semi-professional course: ✓  |

### Data Source

- **Catch-up classes (specifically for TVET students who have been unable to attend tertiary education institutions due to conflict or other emergency) enrolment data**

### Definition

- These catch-up classes are additional classes specifically made available to UNRWA TVET students who have missed regular classes due to their inability to attend TVET institutions because of conflict or other emergency, e.g. the institution is non-operational, security concerns made it impossible for a student to attend, a student is displaced within the Field or fled to another Field as a refugee. These classes are offered out of term time (in the afternoons or during the summer break).
- UNRWA TVET students who have attended at least one UNRWA catch-up session during the school year.
- There is no assumption that all students will need to attend catch-up classes.
- For each school year, students are included in the tracked figure for the quarter in which they attend their first catch-up class, and will be counted once in the yearly result in Q3

### Justification

- To measure access to, and need for, conflict or other emergency-related catch-up classes for UNRWA tertiary education students.

### Frequency of Collection

- **Annual**
- **Time of collection**: Q3

### Baseline

- **The previous year’s actual value**

### Target

- **This explains how the target is derived, and the process guiding its modification.**

### Quarterly reporting rule (Field Offices)

- **N/A** (quarterly values will be tracked internally but not officially reported)

### Year-To-Date calculation rule (Field Offices)

- **The sum of all quarter values tracked**

### YTD calculation rule (Agency-wide)

- **Sum of Field year-to-date values**

### Target type

- **NA: No targets are set for the number. Only Actuals are reported.**

### Trend interpretation

- An increase in enrolment can imply both increased access to, and/or need for, conflict or other emergency-related catch-up classes for UNRWA tertiary education students. Further information is needed to fully understand any change.

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*For FO / HQ Department Use*
### EiE Strand 5 – Parent and community engagement

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE 5. Parent and community engagement CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td>Indicator</td>
<td>% of tertiary education instructors who have attended at least one training on parental engagement for EiE</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a  RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓ WBFO: ✓ SFO: ✓ GFO: ✓ LFO: ✓ HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO</td>
</tr>
<tr>
<td>Calculation</td>
<td>([# of tertiary education instructors who have attended at least one training on EiE parental engagement] / [Total # of tertiary education instructors]) * 100</td>
</tr>
<tr>
<td>Unit of Measurement</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Numerator</td>
<td># of tertiary education instructors who have attended at least one training on EiE parental engagement</td>
</tr>
<tr>
<td>Denaggregation</td>
<td>Total # of tertiary education instructors</td>
</tr>
<tr>
<td>Data Source</td>
<td>Training records, staff lists</td>
</tr>
</tbody>
</table>
| Definition                  | • tertiary education instructors who have attended at least one training session on parental engagement during the School year  
  • Tertiary education includes VTCs, FESA and ESF  
  • For each school year, instructors are included in the tracked figure for the quarter in which they first attend a training session, and will be counted once in the yearly result in Q3  
  • Training could be undertaken on-site (face-to-face) or online |
| Justification               | To measure instructors’ access to professional development, as well as the preparedness of schools/learning spaces to deal with emergencies. |
| Frequency of Collection      | Annual Time of collection Q3 |
| Baseline                    | The previous year’s actual value |
| Target                      | This explains how the target is derived, and the process guiding its modification. |
| Quarterly reporting rule (Field Offices) | N/A (quarterly values will be tracked internally but not officially reported) |
| Year-To-Date calculation rule (Field Offices) | The sum of all quarter values tracked |
| YTD calculation rule (Agency-wide) | Average Percentage (weighted) of Fields’ results |
| Target type                 | Discrete |
| Trend interpretation        | An increase implies wider coverage of EiE-related awareness in UNRWA education installations and hence greater preparedness for emergency situations. |

For FO / HQ Department Use

Person responsible for data completeness / verification: Title(s) of the verifier. List titles for each FO

Data entry focal point: Title(s) of RFO. List titles for each FO

Reporting Programme
## Cross-Cutting EiE Indicators

<table>
<thead>
<tr>
<th>Strategic Outcome or Priority</th>
<th>4. Refugee capabilities strengthened for increased livelihood opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output</td>
<td>EiE Cross-cutting</td>
</tr>
<tr>
<td></td>
<td>CMF 4.1 Refugees’ capabilities strengthened</td>
</tr>
<tr>
<td>Indicator</td>
<td># of UNRWA staff who have attended at least one training on the EiE Indicator Bank</td>
</tr>
<tr>
<td>Indicator Codes:</td>
<td>MTS/CMM: E.g.: 1.2.a</td>
</tr>
<tr>
<td></td>
<td>RBM: E.g.: I0019</td>
</tr>
<tr>
<td>FMS Code</td>
<td>Financial Management System Code</td>
</tr>
<tr>
<td>Reporting Entity</td>
<td>JFO: ✓</td>
</tr>
<tr>
<td></td>
<td>WBFO: ✓</td>
</tr>
<tr>
<td></td>
<td>SFO: ✓</td>
</tr>
<tr>
<td></td>
<td>GFO: ✓</td>
</tr>
<tr>
<td></td>
<td>LFO: ✓</td>
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<tr>
<td></td>
<td>HQA: ✓</td>
</tr>
<tr>
<td>Data Input Level</td>
<td>FO and/or HQ</td>
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<tr>
<td>Calculation</td>
<td># of UNRWA staff who have attended at least one training on the EiE Indicator Bank</td>
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<tr>
<td>Unit of Measurement</td>
<td>Number</td>
</tr>
<tr>
<td>Numerator</td>
<td># of UNRWA staff who have attended at least one training on the EiE Indicator Bank</td>
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<tr>
<td>Denominator</td>
<td>N/A</td>
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<tr>
<td>Disaggregation</td>
<td>Sex: ✓</td>
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<td></td>
<td>Age:</td>
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<td>Disability</td>
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<tr>
<td>Data Source</td>
<td>Training records</td>
</tr>
<tr>
<td>Definition</td>
<td>• UNRWA staff who have attended at least one training on the EiE Indicator Bank</td>
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<tr>
<td></td>
<td>during the school year</td>
</tr>
<tr>
<td></td>
<td>• For each school year, staff members are included in the tracked figure for the</td>
</tr>
<tr>
<td></td>
<td>quarter in which they first attend a training session, and will be counted once in</td>
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<tr>
<td></td>
<td>the yearly result in Q3</td>
</tr>
<tr>
<td></td>
<td>• Training could be undertaken on-site (face-to-face) or online</td>
</tr>
<tr>
<td>Justification</td>
<td>To measure the training coverage for the new (2019) EiE Indicator Bank</td>
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<tr>
<td>Frequency of Collection</td>
<td>Annual</td>
</tr>
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<td></td>
<td>Time of collection Q3</td>
</tr>
<tr>
<td>Baseline</td>
<td>The previous year’s actual value</td>
</tr>
<tr>
<td>Target</td>
<td>This explains how the target is derived, and the process guiding its modification.</td>
</tr>
<tr>
<td>Quarterly reporting rule</td>
<td>N/A (quarterly values will be tracked internally but not officially reported)</td>
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<td>(Field Offices)</td>
<td>Sum of Field year-to-date values</td>
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<tr>
<td>Year-To-Date calculation</td>
<td>The sum of all quarter values tracked</td>
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<tr>
<td>rule (Field Offices)</td>
<td>Sum of Field year-to-date values</td>
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<tr>
<td>YTD calculation rule</td>
<td>Discrete</td>
</tr>
<tr>
<td>(Agency-wide)</td>
<td>An increase implies that more UNRWA staff are aware of the EiE Indicator Bank and</td>
</tr>
<tr>
<td></td>
<td>should thus use it appropriately in their work.</td>
</tr>
<tr>
<td>Target type</td>
<td>Discrete</td>
</tr>
<tr>
<td>Trend interpretation</td>
<td>For FO / HQ Department Use</td>
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<tr>
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<td>Reporting Programme</td>
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