

RRP Indicator 7.1	# of children enrolled in formal education in host countries
<b>Definition</b>	<p>Number of refugee children displaced from Ukraine who are enrolled in formal pre-primary, primary or secondary education in refugee hosting countries.</p> <ul style="list-style-type: none"> <li>• <b>Beneficiaries:</b> Children (0 to 19 years old) displaced from Ukraine who are enrolled in school in national education system in the refugee hosting countries. They do not include non-refugee children in the refugee hosting countries.</li> <li>• <b>Formal education:</b> Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country (<a href="#">UIS, 2012</a>). This does not include online learning following Ukrainian curriculum. As data will be derived from formal administrative data provided by hosting states, enrolment in recognized private schools, which may or may not, use the Ukrainian curriculum may be included.</li> <li>• <b>Education level:</b> Formal education from pre-primary to primary and secondary education based on the categorization of the refugee hosting countries.</li> </ul>
<b>Disaggregation (if data are available):</b>	<ul style="list-style-type: none"> <li>• Gender (male; female)</li> <li>• Age group (0–5; 6–9; 10–14; 15–19 years)</li> <li>• Education level (pre-primary; primary; secondary) according to <a href="#">ISCED 2011</a></li> <li>• Disability according to <a href="#">International Classification of Functioning, Disability and Health (ICF)</a></li> </ul>
<b>Method of calculation</b>	<p>The number of children enrolled will be drawn from administrative data provided by hosting states. The total number of children enrolled will be calculated based on the highest figure provided across the reporting period.</p> <p>Where states do not provide monthly updates of data, the last reported figure will be used until such time as it is updated by the authorities.</p>
<b>Indicators contributing to this indicator</b>	<p>The number of children enrolled in formal education provides an important measure of the overall success of the advocacy and programmatic work of appealing partners and the efforts of hosting states.</p> <p>All activities by partners contribute to the realisation of the right of access to education by displaced children and youth.</p>

RRP Indicator 7.2	# of children participating in non-formal education programmes in the host countries
<p><b>Definition</b></p>	<p>The reporting of participation in non-formal education will be based on the combination of a number of indicators that will allow for the tracking of support that:</p> <ul style="list-style-type: none"> <li>• Creates a pathway to access and remain enrolled in national education systems in host countries</li> <li>• Provides opportunities for linguistic and cultural maintenance, and supports continued participation in educational activities that are based on the Ukrainian curriculum</li> <li>• Support the acquisition of life skills, including the promotion of closer ties with host community peers</li> </ul> <p>Number of refugee children displaced from Ukraine participating in non-formal education programmes on language acquisition and catch-up learning in refugee hosting countries. This indicator is composed of the following sub-indicators:</p> <ol style="list-style-type: none"> <li><b>1) # of children participating in non-formal classes to learn the language(s) of instruction in the host country.</b> This sub-indicator captures children displaced from Ukraine who are supported by appealing partners to have access to non-formal education classes/courses designed to help refugee children acquire the language of instruction in the refugee hosting countries.</li> <li><b>2) # of children participating in non-formal catch-up classes and learning support classes.</b> This sub-indicator captures children displaced from Ukraine who are supported to participate in non-formal classes/courses designed to help refugee children catch-up learning that was disrupted during the crisis and receive relevant support to enable them to achieve the learning outcomes set for their age and school grade. These programmes support access to formal education and facilitate students’ retention and academic progression.</li> <li><b>3) # of children participating in structured Ukrainian language classes.</b> The indicator captures support provided by RRP appealing partners that supports the acquisition and maintenance of refugee children’s skills in Ukrainian that are delivered outside of the scope of the formal education system.</li> <li><b>4) # of children supported to continue studying the Ukrainian curriculum in non-formal settings.</b> This indicator is limited to support provided for online/ hybrid/ in-person learning in non-formal settings that are not recognized as formal education institutions by either the host country or the Ministry of Education and Science in Ukraine.</li> <li><b>5) # of children participating in life skills programmes.</b> Life skills programmes include structured recreational activities and other life skills programmes provided with the support of RRP appealing partners. Reporting against this indicator should be disaggregated by refugee and host community participants.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Beneficiaries:</b> Children (0 to 19 years old) displaced from Ukraine who participate in non-formal education programmes on language acquisition or academic support in refugee hosting countries.</li> <li>• <b>Non-formal education:</b> Education that is institutionalized, intentional and planned outside the framework of formal education (<a href="#">UIS, 2012</a>).</li> </ul> <p><b>Avoiding double counting:</b> Note the importance to avoid double counting children. If children participate in both non-formal language courses and non-formal catch-up classes, to the extent possible, <u>they should be counted only once in the aggregated indicator on non-formal education.</u></p>

	Reporting will include a note that it is possible that individual children may participate in and benefit from multiple non-formal learning activities
<b>Disaggregation (if data are available):</b>	<ul style="list-style-type: none"> <li>• Gender (male; female)</li> <li>• Age group (0–5; 6–9; 10–14; 15–19 years)</li> <li>• Disability according to <a href="#">International Classification of Functioning, Disability and Health (ICF)</a></li> <li>• Refugee/ host community for sub-indicator #5</li> </ul>
<b>Method of calculation</b>	The number of children is monitored, recorded and reported by RRP partners. The total reported by each country will be based on the maximum figure for the reporting period.
<b>Output/Input indicators contributing to this indicator</b>	<p>The following indicators will be aggregated in order to track participation in non-formal education activities.</p> <ul style="list-style-type: none"> <li>• # of children participating in language classes to learn the language(s) of instruction in the host country</li> <li>• # of children participating in non-formal catch-up and learning support classes</li> <li>• # of children participating in structured Ukrainian language classes</li> <li>• # of children participating in recreational and social cohesion activities [disaggregated by refugee/ host community]</li> <li>• # of children supported to continue studying the Ukrainian curriculum in non-formal settings [methodological note to recognize online/ hybrid and in-person instruction in non-formal settings]</li> <li>• # of children participating in life skills training programmes</li> </ul>

RRP Indicator 7.3	# of education personnel trained or receiving support to better respond to the needs of refugee learners
<b>Definition</b>	<p>Training for education personnel (teachers, counsellors, support staff, school managers etc) aims to enhance the ability of those working in education institutions to more effectively respond to the needs of refugee learners and the pedagogic and other impacts of having refugee learners who in classes alongside their host community peers. This indicator also records training provided to refugee teachers working in formal and non-formal education institutions providing support to learners displaced from Ukraine.</p> <p>This indicator seeks to quantify the number of education personnel receiving professional development or other forms of professional support (including but not limited to mentoring, coaching and the establishment of communities of practice).</p> <p><b>Avoiding double counting:</b> This indicator counts the total number of education personnel who receive training. If one teacher participates in a number of thematic training sessions provided or supported by RRP partners, it is important to only count the teacher once.</p> <p>Reporting will include a note that it is possible for education personnel to participate in different kinds of support/ professional development activities.</p>
<b>Disaggregation (if data are available):</b>	<ul style="list-style-type: none"> <li>• Gender (male; female)</li> <li>• Refugee/ host community</li> </ul>
<b>Method of calculation</b>	<p>Records from training events/ professional development activities will be recorded. Each teacher will be counted once, even if they attend multiple training programmes.</p>
<b>Activity indicators contributing to the regional indicator</b>	<p># of education personnel trained or receiving professional development support</p>