



## Education Sector Monitoring Tool (ESMT)

### Walkthrough

The ESMT tool has the following Core main sections – *WHO, WHERE, WHAT, FOR WHOM* and *WHEN*. The ESMT tool of the Myanmar EIE Sector also has additional sections that will support the analysis of enrollment and completion.

Sector partners are required to complete and send ESMT quarterly. The reporting timeline is below:

Reporting Period	Due date	Remarks
January- February- March	April the 10 <sup>th</sup>	Please fill in the Core sections of the ESMT tool with year-to-date (cumulative) numbers, plus: <ul style="list-style-type: none"> <li>- Number of students who participated in end of year exam (Columns BB-BC)</li> <li>- Number of students that have passed the end of year exam (Columns BD-BE)</li> <li>- Number of students who failed the end of year examination (Columns BF-BG)</li> </ul>
April-May-June	July the 10 <sup>th</sup>	Please update the Core sections of the ESMT tool with year-to-date (cumulative) numbers, plus: <ul style="list-style-type: none"> <li>- Number of children that have enrolled in the schools/TLCs supported by your programme at the beginning of the new school year (Columns AX-AY)</li> </ul>
July-Aug-Sep	October the 10 <sup>th</sup>	Please update the Core Sections of the ESMT tool with year-to-date (cumulative) numbers, plus: <ul style="list-style-type: none"> <li>- Mid-year snapshot of the Number of children that are still enrolled (Columns AZ-BA)</li> </ul>
Oct-Nov-Dec	January the 10 <sup>th</sup>	Please update the Core sections of the ESMT tool with year-to-date (cumulative) numbers only

**! Please make sure every section is completed fully and accurately before submission.**

**1- WHO section**

Who?				
Reporting Organisation	Acronym	Type of Org	Implementing Organization	Donor
▼	▼	▼	▼	▼

Reporting Organization: Please find the name of your organization from the drop down list. If your organization’s name does not appear, please contact the EiE sector coordinator (at [Elisa.Radisone@savethechildren.org](mailto:Elisa.Radisone@savethechildren.org)) so that it can be added.

Acronym and Type of organization: This information will appear automatically once you select your organization’s name.

Implementing Organization: If you are not doing direct implementation but working through partners, please type the name of your implementing partner.

Donor: Please type the name of your donor, you can include multiple donors that are co-funding the same project activities

**Note:**

EiE Sector Partners in Rakhine has agreed that Implementing Organizations in Rakhine are also reporting organizations.

EiE Sector Partners in Kachin and Shan are encouraged to agree who the reporting organization is (as it may differ from the implementing organization)

**2- WHERE section**

G		I		K		M		Q		S		U	
Where?						URBAN				RURAL			
State	District	Township	Town	Wards	Village_Tract	Village	Ca						
▼	▼	▼	▼	▼	▼	▼	▼						

First choose the state, then the district and then the township. You will not be able to choose your township before you choose your district and state. Same thing for urban, rural locations and IDP camps. You need to make sure the previous locations are completed before you can move onto the next one. Please DO NOT copy paste location names on cells. ALWAYS choose from the drop down list. If you see errors in the drop down list, please contact EIE coordinator at [Elisa.Radisone@savethechildren.org](mailto:Elisa.Radisone@savethechildren.org)

**IDP Camps, School and Education Types**

Y	AC	AD	AE	AF
<b>IDP Camps</b>		<b>School and Education Type</b>		
Camp Name	How many classrooms are your supporting in this camp?	School ID <i>Only for Government schools</i>	Type of school/ learning center	Type of education
▼	▼	▼	▼	▼

If you are working in a camp you need to choose your state, district and township before you can choose your camp name from the drop down list (camp names will not appear unless state, district and township columns are completed).

Please include **the number of classrooms** you are supporting in that particular camp- not the number of schools.

School ID is only relevant for government schools. If you are not in a government school, you can leave this section blank.

Type of school-learning center is the type of place your education activities are taking place.

Type of education is the type of education you are providing such as ECCD, primary education etc.

**2- WHAT section**

In this section you will be asked to select the activities you provide. Please note ESMT is activity based not project based. It means that if you provide ECCD and provide ECCD kits in a classroom these have to be entered separately.

However, **for camps you DO NOT need to enter information separately for each school**. First select the camp you’re working in, then indicate the number of classrooms and then enter your activities for that camp separately. For instance, one row for provision of ECCD and one row for provision of ECCD kits as these are two separate activities in that camp. Please make sure you enter all your

activities, otherwise the total reach will look lower than it actually is. [List of activities and guidance on where to put your numbers is annexed to this document.](#)

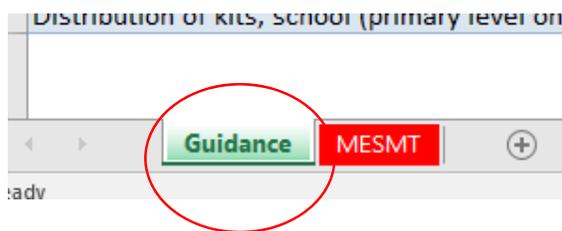
First choose your activity from the drop down list (red circled area below), the unit of measurement will appear automatically. Unit of measurement tells you how this activity is measured.

AG	AH	AJ	AK
What?			
Activity	Unit	Target-Quantity	Reached (Cumulative)
▼	▼	▼	▼
▼			

For some activities you are required to enter the quantity (such as # of kits) as well as the number of beneficiaries that benefited from this activity. Please see [Annex 1.](#)

If a unit of measurement is something other than the number of students, teachers and adults, then you need to make sure that you enter your target in column AJ and your reach in column AK.

Also see 'Guidance' tab on your ESMT which details for each activity where you need to enter your data.



- Target implies your own target in your project over the course of your project. For instance, if you committed to provide teaching and learning supplies to 500 teachers in your project, 500 is your target. It doesn't matter
- Reach implies the number you reached **year to date (cumulative for 2018)**. Cumulative **does not necessarily mean** that you add up numbers as it can cause double counting if you're reporting on the number of beneficiaries; cumulative means that **you always use your year to date reach for different beneficiaries. For indicators that are not teachers, students, adults or PTAs you can add up numbers (such as # of kits)**

Let's practice this with an example. You provided 500 students with primary education in February. You had 500 students coming to your center. But in June this number dropped to 250 as children dropped out. **When you report in July, the number of students you reached with primary education would be 500.** Because over the course of the reporting period you came into contact with 500 different students.

Let's use the same example with a small variation. For instance:

- In February you provided 500 students with primary education
- In June this number dropped to 250
- In August you had 350 students in your school which includes 100 new enrollments as the new school term started in June

How many people you reached year to date?

You reached 600 students. You had 500 students from the last school term and in the new school term you came into contact with 100 new students. So your total reach is 600

AN	AO
For Whom	
Girls (Number)	Boys (Number)
▼	▼

So when you report in October you need to indicate that you reached 600 students. Because that's the number of different students you came into contact in 2018

When you report on the **number of kits** you distributed it would be a different scenario.

Let's assume that you distribute 100 kits to primary level school students in March, then in July you distributed 100 more kits. Then your reach would be  $100 + 100 = 200$  (column AK). There would be no double counting here because you actually distributed 200 different kits. BUT you will also need to include the number of students who benefited from the distribution under 'for Whom' section. Would the number of students benefited be 200 as well? Not necessarily.

For the 'for Whom' section the same logic that was explained above applies.

For instance, let's say when I distributed 100 kits in March, 100 students benefited.

If I distributed another set of 100 kits to completely new 100 students (perhaps the newly enrolled ones), not to the children who benefited from the previous distribution, year to date reach would be 200 students. So the sum of column AN and AO should add up to 200.

If the same 100 students benefited from the new distribution, then my reach would be 100 boys and girls. So the sum of AN and AO should add up to 100.

If during the second distribution I had 50 students dropped out but 50 new enrollments, then my reach would be 100+50=150. Because 150 different beneficiaries actually benefited from my distributions in 2018.

Let's assume I distributed 100 kits to 100 grade 1 students in March. By May 60 of those students dropped out of schools. In June the new school term started and I distributed 200 kits to grade 1 students. How many kits I distributed? How many students benefited?

I distributed 100+200= 300 kits (Column AK)

How many students benefited from my distribution for grade 1? **100 students** (from 2017-2018 school term) and **200 completely new set of students** (from 2018-2019 school term), in total I reached 300 students.

- ! When in doubt always ask yourself- Have these students benefited from this activity before? If they already benefited from this activity and if you already reported/counted those students, no need to repeat the numbers again
- ! If new students benefited, always add the new number of student to the ones that you already reported
- ! For kits you can add up numbers. Because these will be different kits even though the content might be the same.

### 3- For Whom section

AK	AM	AN	AO	AQ	AR
<b>For Whom?</b>					
TOTAL BENEFICIARIES TARGETED	Girls (Number)	Boys (Number)	Are you tracking the number of children with disabilities? (Number)	Men +18	Women +18

- ✚ If your indicator is teachers or students you need to complete 'For Whom' section, no need to complete quantity section (Column AN and AO for student related indicators and columns AR and AS for teacher or adult related indicators)

- ✚ In columns AM, AN, AR AND AS **only put your year to date reach for different beneficiaries.** This is explained in detail above. For instance, let's assume in the first quarter you reached 200 students with provision of primary education, in the second quarter 50 students dropped out and you provided primary education to 150 students. Your cumulative reach year to date is neither 150, nor 350; it's 200. These columns are always year to date reach of different beneficiaries. Although 50 students dropped out, year to date you reached 200 different beneficiaries. It cannot be 350 because you reached the same 150 students in the previous quarter. Please provide gender disaggregated data and separate the number of boys and girls. **Always provide year to date numbers**

Please indicate whether you are tracking the number of children with disabilities in column AP.

#### 4- WHEN section

	AQ	AR	AS
	When?		
	Status	Project start date (DD-MM-YY)	Project completion date (DD-MM-YY)
	▼	▼	▼
	Planned: Non-financed		
	Planned: Financed		
	Ongoing		
	Suspended		
	Completed		

Planned: Non-financed → Choose this option if you plan to work in a school but currently have not secured funding yet

Planned: Financed → Choose this option if you plan to work in a school and have secured funding but have not yet started implementing your activities.

On-going → Choose this option if this is an on-going activity such as provision of primary education

Suspended → Choose this option if you had to suspend your activities (for instance due to security or natural disaster) during the reporting quarter. Do not choose this option if you suspended your activity and re-started again within the same reporting quarter.

Completed → Choose this option if you completed that particular activity and will not be repeating the same activity again. For instance, one off distribution of recreational kits.

## Myanmar EIE Sector Additional Sections

AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG
<b>ENROLLMENT</b> <i>To be completed in July reporting</i>		<b>Number of children that are still enrolled</b> <i>To be completed in January reporting</i>		<b>Number of students who participated in end of year exams (all grades)</b> <i>To be completed in April</i>		<b>Number of students who passed end of year exams (all grades)</b> <i>To be completed in April</i>		<b>Number of students who failed at the end of year of exams</b> <i>To be completed in April reporting</i>	
# Boys Enrolled	# Girls Enrolled	# Boys	# Girls	# Boys	# Girls	# Boys	# Girls	# Boys	# Girls
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### ***Beginning of the school year – no. of children who enroll:***

You will need to complete this section in July 2018 when the new school year starts with the number of boys and girls enrolled

### ***Mid-Year Snapshot – no. of children that are still enrolled:***

You will need to complete this section in October 2018 reporting. Please indicate whether the students who were enrolled in the beginning of the school year, are still enrolled.

Note: we understand that collecting data on this indicator from Government schools may not be possible.

### ***End of year:***

- ***No. of students who participated in end of year exams***
- ***No. of children that have passed their end of year exams***
- ***No. of students who failed the end of year examination***

You will need to complete this section in April 2019.

## Annex 1

Activity	Indicator	Guidance
Distribution of kits, ECD	# of kits	# of kits distributed goes to column AK. Also include the number of girls and boys benefited in columns AN and AO
Distribution of kits, individual student (primary level only)	# of kits	# of kits distributed goes to column AK. Also include the number of girls and boys benefited in columns AN and AO
Distribution of kits, individual teacher (primary level only)	# of kits	# of kits distributed goes to column AK. Also include the number of women and men benefited in columns AR and AS
Distribution of kits, recreational (primary level only)	# of kits	# of kits distributed goes to column AK. Also include the number of girls and boys benefited in columns AN and AO
Distribution of kits, school (primary level only)	# of kits	# of kits distributed goes to column AK. Also include the number of girls and boys benefited in columns AN and AO
Distribution of kits to secondary level schools	# of kits	# of kits distributed goes to column AK. Also include the number of girls and boys benefited in columns AN and AO
Government School Rehabilitation/Expansion	# of schools	# of kits distributed goes to column AK. Also include the number of girls and boys benefited in columns AN and AO and women and men in columns AR and AS
Provision of Adult literacy and numeracy	# of students	include the number of women and men benefited in columns AR and AS
Provision of Alternative Basic Education (ABE)	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of High School (G10-12), Formal	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of High School (G10-12), Non-Formal	# of students	include the number of girls and boys benefited in columns AN and AO

Provision of Pre-KG ECD	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of Primary (KG-G5), Formal	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of Primary (KG-G5), Non-Formal	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of Secondary (G6-G9), Formal	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of Secondary (G6-G9), Non-Formal	# of students	include the number of girls and boys benefited in columns AN and AO
Provision of VTEC	# of students	include the number of women and men over the age of 18 in columns AR and AS and include the number of girls and boys under 18 in columns AN and AO
Provision of VTEC, Non-Formal	# of students	include the number of women and men over the age of 18 in columns AR and AS and include the number of girls and boys under 18 in columns AN and AO
Support to Parent-Teacher Association	# of PTAs supported	
Teacher Payments: GoM Stipend	# GoM teachers receiving stipends	Include the number of women and men benefited in columns AR and AS
Teacher Payments: Volunteer Stipend	# volunteer teachers receiving stipends	Include the number of women and men benefited in columns AR and AS
Teacher Training: Lifeskills	# teachers trained on Life Skills	Include the number of women and men benefited in columns AR and AS
Teacher Training: Mine Risk Education	# teachers trained on Mine Risk Education	Include the number of women and men benefited in columns AR and AS
Teacher Training: Other (hygiene, code of conduct, other)	# teachers trained on code of conduct, hygiene promotion or other trainings	Include the number of women and men benefited in columns AR and AS
Teacher Training: Pedegogy/Curriculum	# teachers trained on Pedagogy/Curriculum	Include the number of women and men benefited in columns AR and AS

Temporary Learning Classrooms (TLCs), Construction/Rehabilitation	# of TLCs	# of TLCs to column AK. Also include the number of girls and boys benefited in columns AN and AO
Temporary Learning Classrooms (TLCs), Maintenance	# of TLCs	# of TLCs to column AK. Also include the number of girls and boys benefited in columns AN and AO
School WASH: construction/rehab of latrines	# of latrines	# of latrines to column AK. Also include the number of girls and boys benefited in columns AN and AO
School WASH: establishment of hand washing stations	# of handwashing stations	# of handwashing stations goes to column AK. Also include the number of girls and boys benefited in columns AN and AO
School WASH: MHM facilities provided	# of MHM facilities	# of MHM facilities to column AK. Also include the number of girls and boys benefited in columns AN and AO
School WASH: Provision of Hygiene promotion activities in schools/TLCs	# sessions	# of sessions go to column AK. Also include the number of girls and boys benefited in columns AN and AO
SCHOOL WASH: Provision of soap supplies to schools/TLCs	# soap bars supplied	# of soap bars go to column AK. Also include the number of girls and boys benefited in columns AN and AO
SCHOOL WASH: Provision of water supplies to schools/TLCs	# water points	# of water points go to column AK. Also include the number of girls and boys benefited in columns AN and AO
CP - Teacher Training: Psycho-Social Support	# teachers trained	Include the number of women and men benefited in columns AR and AS
CP - establishment of CP Referral Mechanism	# of schools/TLCs with referral mechanisms	# of schools/TLCs go to column AK. Also include the number of girls and boys benefited in columns AN and AO