

Education Common Indicators:

A focus on results is one of the core principles on which the Millennium Challenge Corporation (MCC) was founded. Within country-specific plans, MCC uses common indicators to aggregate results across countries within certain sectors. MCAs are not required to report on certain common indicators where collecting that data is too costly or infeasible given existing data collection plans.

Country	Region	Process Indicators		Output Indicators			Outcome Indicators		
		(E-1) Value of signed educational facility construction, rehabilitation, and equipping contracts (USD)	(E-2) Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	(E-3) Legal, financial, and policy reforms adopted	(E-4) Educational facilities constructed or rehabilitated	(E-5) Instructors trained	(E-6) Students participating in MCC-supported education activities	(E-7) Graduates from MCC-supported education activities	(E-8) Employed graduates of MCC-supported education activities
MCC Total		224,523,414	92.1%	5	804	4,951	217,474	62,483	-
EAPLA Total		82,216,321	80.7%	5	98	2,342	50,466	16,524	-
AFRICA Total		142,307,093	98.7%	-	706	2,609	167,008	45,959	-
El Salvador I	EAPLA	9,857,585	99.8%	-	22	378	30,672	4,285	-
El Salvador II		1,849,447	100%	-	-	-	494	-	-
Georgia II		42,329,961	64.2%	-	58	594	1,820	272	-
Mongolia		28,179,328	97.6%	5	18	1,370	17,480	11,967	-
Burkina Faso	AFRICA	22,758,211	99.9%	-	396	557	31,065	4,035	-
Ghana		18,689,747	100.0%	-	250	-	41,019	-	-
Morocco		4,568,837	76.2%	-	-	2,052	93,424	41,383	-
Morocco II		-	-	-	-	-	-	-	-
Namibia		96,290,298	99.2%	-	60	-	1,500	541	-
Gender*									
Female						2,500	73,506	37,031	-
Male						2,451	65,792	20,744	-

All program data are as of September 10, 2018. Data are preliminary and subject to adjustment. Grey shading indicates closed-out Compacts; data revision is not expected for these Compacts. Indicators in this Results Framework may be added, removed, or modified as MCC's investments in education evolve over time. † All MCC education programs have as their long-term end goal an increase in individual or household income and a corresponding decrease in poverty.

*Gender totals may not match overall totals due to lack of gender counting in earlier compacts.

Common Indicator Definitions:

(E-1) Value of signed educational facility construction, rehabilitation, and equipping contracts: The value of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.

(E-2) Percent disbursed of educational facility construction, rehabilitation, and equipping contracts: The total amount of all signed construction contracts for education facility works or equipping divided by the total value of all signed contracts.

(E-3) Legal, financial, and policy reforms adopted: The number of reforms adopted by the public sector attributable to compact support that increase the education sector's capacity to improve access, quality, and/or relevance of education at any level, from primary to post-secondary.

(E-4) Educational facilities constructed or rehabilitated: The number of educational facilities constructed or rehabilitated according to standards stipulated in MCA contracts signed

(E-5) Instructors trained: The number of classroom instructors who complete MCC-supported training focused on instructional quality as defined by the compact training activity.

(E-6) Students participating in MCC-supported education activities: The number of students enrolled or participating in MCC-supported educational schooling programs.

(E-7) Graduates from MCC-supported education activities: The number of students graduating from the highest grade (year) for that educational level in MCC-supported education

(E-8) Employed graduates of MCC-supported education activities: The number of MCC-supported training program graduates employed in their field of study within one year after