
TOOL 1.2

MONITORING (RE)ENROLLMENT ESPECIALLY OF THE MOST MARGINALIZED LEARNERS



USERS

Educators and administrators;
Implementers; Local education
officials; National education officials



PURPOSE

To rapidly estimate which learners are
struggling to return to education,
disaggregated by group, in order to
intervene and re-engage them



ENGAGE

Learners (children and youth);
Families and communities; Child
protection actors and social workers

INSTRUCTIONS

1. **In the Monitoring Table, Column 1, review the population categories.** Add or delete population groups that need to be disaggregated in your context. Consider gender, disability, displacement status, rural/urban location, religious/ethnic minorities, and socio-economic status, among other groups. Ensure you can collect data disaggregated by sub-group.
2. **In the Monitoring Table, Column 2, enter the number of learners enrolled prior to the emergency.** Be sure to check enrollment records to verify.
3. **Review the time points for monitoring.** Monitoring of (re)enrollment should be conducted at least three times to see progress and gaps over time. Adjust time points as needed. If education institutions close again, adapt the monitoring table.

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INSTRUCTIONS (CONT.)

- 4. In the Monitoring Table, Columns 3-8, enter the number of learners in each group enrolled at each time point.** Calculate the percentage of those who have returned. (This methodology does not give the exact rate of return, as some students will be new and replace some students who have dropped out. However, it will be a “good enough” estimate for identifying gaps in return rates.)
- 5. Review and validate data with learners, families, and educators.**
- 6. Complete this table for as many schools, levels, or grades as needed.** E.g., you may have one table for all junior secondary learners and one table for all senior secondary learners in a locality. Or you may complete one table per grade level if tracking at a school level.
- 7. When you complete this tool, answer the debrief questions** to identify what you have learned, what it means for the return to learning, and what must happen next.
- 8. Finally, complete the Action Plan in [Tool 0.2](#)** to list strategies to enhance resilience of the education system and compile, in a single plan, the key actions for follow-up.



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Locality: _____
 Grade/Level: _____

Today's date: _____
 Developed by: _____

Complete the following calculations or [use this spreadsheet](#) to auto-calculate.

LEARNER ENROLLMENT MONITORING TABLE							
COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7	COLUMN 8
SUB-GROUP	# LEARNERS ENROLLED WHEN EDUCATION WAS CLOSED	# AND % OF LEARNERS ENROLLED WHEN SCHOOLS REOPEN AT:					
		WEEK 1		WEEK 4 (MONTH 1)		WEEK 12 (MONTH 3)	
		#	% (COLUMN 3 DIVIDED BY COLUMN 2)	#	% (COLUMN 5 DIVIDED BY COLUMN 2)	#	% (COLUMN 7 DIVIDED BY COLUMN 2)
Total # of Learners							
Girls/Young Women							
Boys/Young Men							
Learners with Disabilities							
Displaced Learners							



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PLANNING DEBRIEF

WHAT?

What have you learned from this tool? What decisions have you made? What is missing?

SO WHAT?

What implications does this have for planning the return to learning? Why is this important?

NOW WHAT?

What must you do next? What challenges must you address?