Guidelines for EFA
Monitoring, Evaluation and Assessment: Identifying and Reaching the Unreached
Guidelines for EFA Monitoring, Evaluation and Assessment: Identifying and Reaching the Unreached
Guidelines for EFA Monitoring, Evaluation and Assessment, UNESCO Bangkok, 2009
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1. EFA assessment
2. EFA monitoring
3. EFA evaluation
4. Education for All
5. Education for All Asia-Pacific

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Foreword

As we move towards the deadline of 2015, it has become apparent that if we are to achieve the Education for All (EFA) goals, time and resources must be focused towards reaching the unreached and the underserved.

In the first decade of EFA, 1990 to 2000, EFA assessment reports revealed very little about sub-national disparities, information that is needed for targeted strategic programming. Responsible leaders and policymakers need to know how current EFA initiatives are being delivered and their impact on diverse target groups and communities.

As governments are responsible for their policies and actions, including that of ensuring the attainment of the EFA goals, the national capacity to undertake monitoring and evaluation functions is important for the accountability of governments. The Asia-Pacific region is unique in its active role of country-led EFA coordination, monitoring and evaluation, as demonstrated by countries during the EFA Mid-Decade Assessment (MDA) and Mid-Term Policy Review, in partnership with organizations involved in education at national, sub-regional and regional levels.

To build such capacity in the region, the Office of the UNESCO Institute for Statistics Regional Advisor in collaboration with the UNESCO Regional Bureau for Education established the Assessment, Information Systems, Monitoring and Statistics (AIMS) programme in 2003 to develop national capacity for monitoring, evaluation and assessment in support of evidence-based policy and strategies. In consultation with the Regional Thematic Working Group on EFA, the UIS-AIMS programme developed the MDA strategy, methods and tools; oriented country leadership; trained national teams; and mobilized the participation of country teams, organizations and other EFA partners across the whole region.

UNESCO and UNICEF and other members of the Regional Thematic Working Group on EFA, organized technical support groups to provide advisory services at the regional and national levels with regard to each of the six EFA goals. This mode of working together, with the UIS-AIMS focus on building the capacity of national-level monitoring, evaluation and assessment functions, became known in other regions as the “Bangkok model.”

One of the products of this collaboration is this updated edition of the Guidelines for EFA Monitoring, Evaluation and Assessment: Identifying and Reaching the Unreached. We sincerely hope that the guidelines prove useful not only in establishing regular EFA monitoring and periodic assessment in the Asia-Pacific region itself, but also in promoting better and more accurate EFA monitoring and assessment globally, up to and beyond 2015.

Sheldon Shaeffer
Chair, Regional Thematic Working Group on EFA
Director, UNESCO Asia and Pacific Regional Bureau for Education
Preface

The Guidelines for EFA Monitoring, Evaluation and Assessment: Identifying and Reaching the Unreached are designed to be used extensively to build national capacity and to guide the content, methods and processes for assessment of national progress toward attainment of the six EFA goals and national targets. These guidelines have evolved over many years, successively distilling the lessons gained through their application first in the sub-Saharan Africa EFA 2000 Assessment, and subsequently in the Asia-Pacific region for the 2006-07 EFA Mid-Decade Assessment (MDA) and 2008 Mid-Term Policy Review.

The objective of the Regional Thematic Working Group on EFA has been to facilitate national policymakers and stakeholders to lead national teams of technical experts, subject specialists and stakeholders in assessing and advising on policies and strategies to achieve the EFA goals. To this end, we first initiated a capacity-building programme for strengthening national education statistical information systems and developed and tested capacity-building modules. The modules consisted of strategies, guidelines, teaching-learning materials, application tools and data templates. These were first applied in sub-Saharan Africa and globally in the Technical Guidelines for the EFA 2000 Assessment.

The focus expanded further in its migration to the Asia-Pacific region, where the UIS-AIMS capacity programme added monitoring, evaluation and assessment in support of evidence-based policy and strategies. Issues of concern and methodologies change over time. The first decade of EFA was largely concerned with quantitative expansion, measured in terms of quantitative indicators based on nationally aggregated data; the concerns of the second decade increasingly shifted to equity and disparities in the distribution of quality education. Accordingly, the focus of the assessment shifted to that of (i) analyzing sub-national disparities in implementation and outcomes, (ii) identifying critical factors and obstacles to achieving the EFA goals, and (iii) locating the underserved or unreached target groups for each of the six EFA goals to be achieved by 2015.

The substantive content of these guidelines was commented on by national EFA coordinators, education planners and statisticians, linguists, child development specialists, special needs education specialists and advocacy NGOs. Following the endorsement of the Regional Thematic Working Group on EFA, the draft guidelines were used by country teams for their national MDA, supported by training and production workshops organized by UIS-AIMS, virtual technical support groups, and the collaboration of UNESCO Bangkok and UNICEF. The guidelines in their present form reflect a wide consensus and have been validated in diverse national contexts.

Updates: As we welcome suggestions for improvement, please email your comments and suggestions to bkk.aims@unesco.org and bkk.efa@unesco.org.

For updates, visit www.unescobkk.org/education/efa/.

Having conceived and directed the successive development of these guidelines for EFA monitoring, evaluation and assessment since the 1990 Jomtien Declaration, I hope that the guidelines will be used widely for monitoring and assessment, which hopefully will promote wider understanding and informed action for reaching the unreached and the underserved with the promised Education for All.

Ko-Chih R. Tung
UNESCO Institute for Statistics Asia-Pacific Regional Advisor and
Head of UIS-AIMS Unit, UNESCO Asia-Pacific Regional Bureau
Acknowledgments

The development of these guidelines was initiated by Ko-Chih Tung, the UIS-AIMS Regional Advisor and the principal author of the re-orientation of EFA assessment toward the analysis of disparities and identification of the unreached and the underserved. UIS-AIMS staff, past and present, have managed the further refinement of the redesigned guidelines and the co-ordination of activities in the Asia-Pacific region: particularly Nyi Nyi Thaung, Leotes Lugo Helin, Jon Kapp, Garnett Russell, Emma Perry, Michael Koronkiewicz, Subramaniyam Venkatraman, Apiradee Wittayathawornwong, Malisa Santigul, and Maki Tomita. For the final version, Chu Sui Kee reviewed the technical aspects of the indicators, Ko-Chih Tung completed the substantive and technical content and James Pruess and Debbie Wong were responsible for the final copy editing.

Many persons and organizations were involved in the guidelines’ further development and regional application, particularly members of the Regional Thematic Working Group on EFA, which is steered through a coordinating committee of the UNESCO Regional Bureau for Education, the UNICEF East Asia and the Pacific Office (EAPRO), the International Labour Organization (ILO), and UNESCAP. Representatives from countries in the Asia-Pacific region that undertook the EFA MDA also made significant contributions based on their experiences.

Very pertinent and useful comments and suggestions were provided by education specialists at UNESCO Bangkok, in particular Abdul Hakeem, Maki Hayashikawa, Miki Nozawa, Mita Gupta, Ochiroo Gankhuyag, Johan Lindeberg, Yoko Isube, Kiichi Oyasu and Darunee Riewpituk.

For each EFA goal, a technical support group was organized to advise and to provide supporting assistance. An outstanding example is the Goal 5, Gender technical support group, within which the East Asia and Pacific United Nations Girls’ Education Initiative (UNGEI) was mobilized and gave comments on the guidelines. UNICEF education staff, in particular Cliff Meyers, Susan Durston, Emmanuelle Abrioux, Anna Dammert and Aya Aoki, made valuable contributions, particularly in areas pertaining to early childhood development and care, life skills, gender equality and the child-friendly school framework. EFA partners from ILO, Rehabilitation International, Christoffel-Blindenmission, SIL International, ATD Fourth World, FAO, and Plan International (in particular Penny Price, Bill Brohier, Marie-Claire Droz, Urmila Sarkar, Kay Ringeberg, and Hoa Tran), and other members of the Regional Thematic Working Group on EFA, made very insightful contributions in areas pertaining to the inclusion of children with disabilities, the extremely poor and working children (child labourers), and mother tongue education. The EFA Global Monitoring Report Team in Paris, in particular Yusuf Sayed and Aaron Benavot, also made technical inputs to the document.

We would also like to thank the Nordic Funds for EFA capacity-building technical support services and the Japanese Funds-in-Trust for financing the development and piloting of the methodologies, training materials and application tools, and the in-country costs of the participating countries. The UIS provided professional staff support and covered the cost of the publication.
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Acronyms

AIMS Assessment, Information Systems, Monitoring and Statistics Unit
AIR Apparent Intake Rate
ALL Adult Literacy and Life Skills
APPEAL Asia and Pacific Programme of Education for All
ASEAN Association of Southeast Asian Nations
ASER Age-Specific Enrolment Rate
ASPBAE Asian South Pacific Bureau of Adult Education
CCA United Nations Common Country Assessment
CEDAW Convention on the Elimination of All Forms of Discrimination Against Women
CFS Child Friendly School
CRC Convention on the Rights of the Child
DHS Demographic and Health Survey
DPT Diphtheria, Pertussis, Tetanus (vaccine)
DR Dropout Rate
EALAS East Asian Learning Achievement Study
EAPRO UNICEF East Asia and the Pacific Office
ECCE Early Childhood Care and Education
ECD Early Childhood Development
EFA Education for All
EMIS Education Management Information System
EPI Expanded Programme on Immunization
ERP Education for Rural People
FAO Food and Agriculture Organization
FRESH Focusing Resources on Effective School Health
GDI Country Gender Development Index
GDP Gross Domestic Product
GEM Gender Empowerment Measure
GER Gross Enrolment Ratio
GLM General Linear Model
GMR Global Monitoring Report
GNP Gross National Product
GPI Gender Parity Index
HDI Human Development Index
HIV/AIDS Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IAEP International Assessment of Education Progress
IDPs Internally Displaced Persons
IGO Intergovernmental Organizations
ILO International Labour Organization
INGO International Non-governmental Organizations
ISCED International Standard Classification of Education Systems
LAMP Literacy Assessment and Monitoring Programme
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>LIFE</td>
<td>Literacy Initiative for Empowerment</td>
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<td>LSMS</td>
<td>Living Standards Measurement Survey</td>
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<td>MCA</td>
<td>Multiple Classification Analysis</td>
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<td>MDA</td>
<td>Mid-Decade Assessment</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MEA</td>
<td>Monitoring, Evaluation and Assessment</td>
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<td>MICS</td>
<td>Multiple Indicators Cluster Surveys</td>
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<td>NER</td>
<td>Net Enrolment Ratio</td>
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<td>NCHS</td>
<td>National Centre for Health Statistics</td>
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<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NFEMIS</td>
<td>Non-Formal Education Management Information System</td>
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<td>NGO</td>
<td>Non-governmental Organization</td>
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<td>NIR</td>
<td>Net Intake Rate</td>
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<td>NSO</td>
<td>National Statistical Office</td>
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<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>PBR</td>
<td>Pupil/Textbook Ratio</td>
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<td>PCR</td>
<td>Pupil/Class Ratio</td>
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<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<td>PR</td>
<td>Promotion Rate</td>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Paper</td>
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<td>PTR</td>
<td>Pupil/Teacher Ratio</td>
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<td>RASEP</td>
<td>Review and Stocktaking of EFA Progress</td>
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<td>RI</td>
<td>Representation Index</td>
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<td>RR</td>
<td>Repetition Rate</td>
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<td>SEAMEO</td>
<td>Southeast Asia Ministers of Education Organization</td>
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<td>SLS</td>
<td>School Life Expectancy</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>STH</td>
<td>Soil-Transmitted Helminth</td>
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<td>TIMSS</td>
<td>Trends in International Mathematics and Science Study</td>
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<td>TL</td>
<td>Teaching and learning</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<td>UBE</td>
<td>Universal Basic Education</td>
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<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
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<td>UNDAF</td>
<td>United Nations Development Assistance Framework</td>
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<td>UNDG</td>
<td>United Nations Development Group</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNESCOAP</td>
<td>United Nations Economic and Social Commission for Asia and the Pacific</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNESS</td>
<td>UNESCO National Education Support Strategy</td>
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<td>UNFPA</td>
<td>United Nations Population Funds</td>
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<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<td>UNLD</td>
<td>United Nations Literacy Decade</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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VAS  Vitamin A Supplementation
WHO  World Health Organization
Part I

General Guidelines
1 Purpose of the Guidelines

The purpose of the Guidelines for EFA Monitoring, Evaluation and Assessment is to serve as both a reference manual and a handbook for teaching and learning about monitoring, evaluation and assessment of a country’s progress towards attaining the six Education for All (EFA) goals and national targets.

Incorporating lessons from the EFA 2000 Assessment, in particular in sub-Saharan Africa, a working draft of these guidelines was distributed widely in the Asia-Pacific region and used by countries undertaking the EFA Mid-Decade Assessment (MDA). With contributions from EFA partner agencies, working together as the Regional Thematic Working Group on EFA, and countries which undertook the MDA, these guidelines have been designed, field-tested and finalized in the present form, to be used for national EFA Monitoring, Evaluation and Assessment (MEA).

As demonstrated by countries which undertook the MDA in the Asia-Pacific region, senior education officers and ministers did not shy away from the challenges of identifying and addressing issues concerning gaps in the attainment of the EFA goals, including those related to the underserved and the unreached target groups. The ministers attending the meeting of the Southeast Asian Ministers of Education Organization (SEAMEO) Council of Ministers, on learning the results of the MDA in the context of the Southeast Asia Mid-Term Policy Review, requested the SEAMEO in collaboration with UNESCO to organize a workshop on good practices in “reaching the unreached.”

Another lesson following the MDA is the widespread need to further improve the availability and quality of data, especially in the areas of early childhood care and education, continuing education, life skills and the quality of education. Led by the Ministry of Education, the data collection used for the MDA centered on the conventional administrative data collected from the schools, and seriously overlooked survey data collected by the National Statistical Offices (NSOs). The lessons gained from the experiences in collecting, compiling and analyzing data related to these areas, if applied in capacity building programmes, can lead to more systematic mechanisms for gathering and disseminating these new data and indicators to be established in the coming years, so as to enrich the end-of-the-decade assessment in 2010 as well as the final assessment in 2015. This manual is aimed at the systematic and comprehensive review and planning of data collection and analysis in cooperation with NSOs and national education research institutes or centres.

The MDA was a major regional endeavour that aimed to enable the participating countries to: (i) obtain a comprehensive picture of progress towards their own EFA goals since 2000; (ii) identify achievements, shortfalls and gaps in terms of unreached population groups so as to determine priorities and strategies for overcoming obstacles and accelerating progress; and (iii) revise their national EFA plans of action accordingly. The results of this assessment were useful for policy makers, planners and managers within the government and among all EFA partners. The assessment process provided an opportunity to refocus attention on the goals and targets of EFA, and to re-invigorate joint efforts to provide lifelong learning opportunities of good quality for all.

The MDA aimed to especially identify disparities and inequities in access to quality education at the sub-national level, highlighting the unreached target groups and unattained goals. Focusing on the analysis of disparities across different geographic regions and among different target population groups within a country, the assessment also provided a comprehensive analysis of progress towards reaching the Millennium Development Goals (MDG) 2015 targets of providing equitable access to quality education for all. It was carried out by countries from 2006 to early 2008. Results of the EFA MDA were expected to be used by countries to update their EFA national action plans and to feed into the sector plans and sector-wide reforms, as well as into the EFA Mid-Term Policy Review process in the respective countries.
2 Asia-Pacific Regional and National Assessment of EFA since the Jomtien Declaration

2.1 Implementing the Dakar Follow-Up Strategy 11

The Jomtien Declaration adopted by the World Education Forum held in 1990 in Jomtien, Thailand, and the Dakar Framework for Action adopted in 2000 in Dakar, Senegal, both foresaw the need for regular monitoring and reporting of progress and gaps in the achievement of EFA as a basis for the continuous review of national policy and international support towards quality education for all. “The Dakar Follow-Up Strategies” (UNESCO, 2002) stated this need explicitly and clearly in its Strategy 11. However, at both times, the signatories – governments and development agencies – did not make adequate provision, certainly in terms of financial resources, for these central functions of governance and accountability.

Unless properly informed, organized and prepared UNESCO member states could again miss the opportunity to review their policies and strategies toward the attainment of the six EFA goals and make informed decisions based on country-led and managed systematic assessment. With the mission to develop the capacity of countries in the Asia-Pacific region to undertake EFA MEA, in accordance with Strategy 11, Ko-Chih Tung, the UIS Regional Advisor, initiated the Assessment, Information Systems, Monitoring and Statistics Unit (AIMS), in collaboration with the UNESCO Regional Bureau for Education. See below for the calendar of assessment activities in the Asia-Pacific region.

The milestones for the first cycle of the programme targeted the MDA to be conducted in 2006-2007 and the mid-term policy review in 2008. To reach these milestones, the UIS-AIMS from 2003 to 2005 developed the strategy, methods and tools for EFA MEA, oriented country leadership, trained national teams, and mobilized the participation of country teams, organizations and other EFA partners across the Asia-Pacific region.

### Calendar of assessment activities in the Asia-Pacific region

#### 2006
- Q1: Preparation and distribution of guidelines and generic national report template; regional strategy meeting and launch of national assessments
- Q2: Advisory and technical assistance missions and national workshops
- Q3: Distribution of technical guidelines and proposed national report outline
- Q4: Sub-regional capacity-building workshops and peer review of draft policy reports, data compilation and analysis workshop
- Draft national data and policy analysis reports

#### 2007
- Q1 Regional EFA Coordinators/EFA MDA meeting; penultimate draft national reports (technical working document)
- Q2: Final national reports approved and released by governments
- Q3: Sub-regional peer review of draft sub-regional synthesis reports
- Q4: Regional synthesis report

#### 2008
- Mid-term regional policy review

The EFA MDA Strategic Planning Meeting was held in Bangkok, Thailand, from 26 to 31 March 2006. The meeting was divided into two parts:

1. The Asia and Pacific Regional Meeting held from 27 to 29 March 2006. Members of the Regional Thematic Working Group on EFA, UNICEF and UNESCO officers from Asia and
the Pacific and other regions, and representatives from the UNESCO Institutes, the EFA Global Monitoring Report, and other global partners participated in the meeting.

2. The UNESCO Internal Meeting for the EFA MDA held on 26, 30 and 31 March 2006. UNESCO officers from the headquarters, Regional Bureaus for Education, UNESCO Institutes, and field offices in Asia and the Pacific attended this meeting.

Following this preparation, country teams in the Asia-Pacific region conducted during 2006 to 2007 their national assessment of progress and gaps in meeting the EFA goals, with the UIS-AIMS providing advisory and technical assistance services and training workshops. In response to many countries who submitted drafts of their reports for comment, technical support groups consisting of education programme specialists of UNESCO and members of the Regional Thematic Working Groups on EFA, reviewed and provided comments and suggestions. Based on their national assessment reports, senior policymakers from the countries of Southeast Asia conducted a sub-regional policy review in Jomtien, Thailand, from 18 to 21 February 2008, with their policy and strategy recommendations presented to the SEAMEO Council of Ministers meeting in Kuala Lumpur. Subsequently, a South Asia mid-term policy review was held from 16 to 19 June 2008 in Kathmandu, Nepal. Central Asia also organized a policy review as part of the Central Asia EFA Co-ordinators Meeting on 10 December 2008 in Dushanbe, Tajikistan.

2.2 The Regional Assessment Process

The SEAMEO Secretariat, UNESCO Bangkok and the ASEAN Secretariat jointly organized a meeting of the 11 Southeast Asian countries called “Reaching the Unreached: Meeting of Southeast Asian Countries to Achieve the EFA Goals Together by 2015” from 2 to 4 September 2008 in Bangkok, in response to the directive of the Southeast Asian Ministers of Education to focus on the implementation of EFA and accelerate the attainment of its goals by 2015. This meeting marked the beginning of a coordinated approach by the three organizations to promote the attainment of the EFA goals in Southeast Asia.

The meeting focused on sharing best practices among the SEAMEO member countries for reaching the unreached in education. Representatives from ministries/departments of education reviewed their existing initiatives on reaching the unreached and determined their remaining challenges and priorities. Through sharing best practices among themselves and with the EFA partners and international organizations, they identified strategies and activities to address the needs of the prioritized unreached and underserved population groups. Finally, the concrete steps were drafted into project proposals for the different target groups.

The three-day meeting produced 11 collaborative plans which were presented to the SEAMEO High Officials Meeting and the SEAMEO Council Conference in December 2008 and March 2009, respectively, for endorsement.

Seventy-five participants attended the meeting. These included 41 high-level education officials from the 11 SEAMEO countries, namely Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam. Fifteen representatives from international organizations, namely UNESCO, ActionAid, ASPBAE, ATD Fourth World, Disability Action Council, E-Net Philippines, ILO, Save the Children, SIL International, and UNICEF, attended the meeting as EFA partners. Meanwhile, 19 officials and staff from SEAMEO, UNESCO and ASEAN were present to provide technical and administrative support to the meeting.
2.3 Introducing MDA Assessment in Other Regions

In the meantime, following the UNESCO global internal meeting on MDA held in Bangkok on 26 March 2006, UNESCO presented at the meeting of the EFA Global Working Group a document entitled “Global Action Plan: improving support to countries in achieving the EFA Goals, A basis for enhancing collective effort among the EFA convening agencies, UNDP, UNESCO, UNFPA, UNICEF, The World Bank” (UNESCO, September 2007), which incorporates our approach in the Asia-Pacific region. “This Global Action Plan, and the process for evaluating and renewing it, will be the UNESCO Education Sector’s compass for the next eight years.” In summary form, UNESCO will support these directions in the following ways:

1. Capacity development at the regional and national levels:
   a. address in-country capacity to plan, to manage, and to conduct research and evaluation programmes on the effect of education at all levels
   b. develop its own role and capacity to provide policy advice based on rigorous analysis

2. Monitoring and evaluation:
   a. as part of the 2008 Review and Stocktaking of EFA Progress (RASEP) and a longer-term cycle of national and regional reviews, develop a framework and network for the monitoring and evaluation of EFA

3. National planning:
   a. strengthen national education planning by improving the basis for national education needs assessment
   b. use its UNESS in line with national priorities and as input into CCA/UNDAF processes

4. The UNESCO Education Portal:
   a. act as a clearinghouse for sharing knowledge, dissemination, exchange and learning among EFA partners concerning UNESCO’s strategic objectives

5. Accountability to and partnership with member states:
   a. ensure that UNESCO programmes and activities are better aligned to support national plans and strategies in EFA
   b. conduct regular monitoring and evaluation of the impact of UNESCO’s interventions carried out in conjunction with Ministers of Education.
3 Organization of the National EFA Assessment

These guidelines have been prepared and endorsed by the Regional Thematic Working Group on EFA in Bangkok to assist governments in planning their own national monitoring and assessment of EFA. The procedures outlined here may need to be adapted to fit the particular situation of each country. As part of the national implementation of the Dakar Follow-up Strategy 11, to institutionalize the regular practice of monitoring and evaluation of the progress in the development of national education for all, governments are strongly encouraged to establish and strengthen a national assessment group with a technical sub-group as a national advisory body for informing the public and advising the country’s education policymaking community.

3.1 First Steps for Countries Undertaking an Assessment

Countries committed to carry out an EFA MEA are recommended to:

1. Establish (or reconvene) the policy-level EFA Assessment Group
2. Appoint a technical-level MEA sub-group
3. Communicate the National EFA Co-ordinator’s name, title, postal and e-mail address, telephone and fax numbers to the EFA Regional Co-ordination Team (address below):

   **The Regional EFA Coordination Team**
   UIS-AIMS Unit, UNESCO Bangkok
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Further communications concerning the MEA will be addressed to the designated National EFA Co-ordinators.

3.2 Who Should Participate?

In accordance with the principle of partnerships towards EFA, it is important that the assessment involve the principal actors at all levels. While the Ministry of Education is the primary provider of basic education, other government services, as well as local authorities, the media, and voluntary and private organizations concerned with basic education, are expected to actively participate in the assessment. Their involvement is necessary and useful: (i) to obtain a comprehensive picture of EFA; (ii) to collect, analyze and interpret information from varied perspectives; and (iii) to mobilize partnership and to plan further work to achieve the EFA goals. Governments should also consider inviting the local offices of the principal sponsors of the World Education Forum (UNDP, UNESCO, UNFPA, UNICEF and the World Bank), the principal members of the Thematic Working Group on EFA, and other multilateral and bilateral co-operation agencies that support EFA activities to participate in the assessment.

3.3 Who Should Manage the Assessment?

Drawing from the experience of previous EFA assessments, it is strongly recommended that each country re-constitute or re-establish an **EFA Assessment Group** (or committee, task force, team) led by the **National EFA Co-ordinator** together with a core team consisting of at least one senior level
expert assigned to work full-time on managing and co-ordinating the MEA, and with appropriate staff and funding support as required. The EFA Assessment Group is to be responsible for: (i) planning, organizing and implementing the MEA; (ii) liaising and collaborating on the one hand with the assessment partners such as the relevant departments of the Ministry of Education, provincial and local education offices, the NSO, NGOs and research institutes, and on the other with the national and international partners supporting EFA in the country (UNESCO, UNICEF, the World Bank, the Asian Development Bank, UNDP, UNFPA, ILO, bilateral and NGOs); and (iii) preparing the country’s EFA Assessment Report.

The EFA Assessment Group’s members should be selected on a pragmatic basis, with representatives of key government ministries, departments and agencies involved directly or indirectly in the provision of education (e.g., ministries of education, social affairs, women and children, local government, labour, agriculture, health, information and broadcasting, finance, development planning, etc.), national universities and research institutes, as well as representatives of the interested actors outside government (e.g., parliamentarians, religious organizations, community associations, NGOs, newspaper groups, broadcasting companies, trade unions, employers’ groups, etc.), including those from marginalized or minority groups. To mobilize the cooperation and support of all these partners, it will be crucial for the central government to issue official decisions or instructions on the EFA MEA, and to assign the existing national EFA co-ordinating body to be responsible for the important tasks of steering and advising on the assessment.

### Country level EFA MDA structure

**Example: Nepal**

![Diagram of EFA MDA structure]

#### 3.4 How Should the Assessment be Conducted?

In planning the assessment process, five considerations need to be taken into account: (i) how to make the best use of existing information and to obtain any additional information needed (through ad-hoc surveys, case studies, non-governmental sources, UN agencies, etc.); (ii) how to involve the principal EFA actors in the assessment; (iii) how to best use available tools such as DevInfo for data collection and presentation; (iv) how to make use of the assessment process to update strategies and plans for expanding and improving basic education; and (v) how to use the assessment findings to build public and political support for EFA.

Various actors may be constructively involved in the assessment through committee work, interviews, commissioned reports and studies, position papers, questionnaires and other activities. Since the collection and analysis of data and other information are essential for the assessment exercise, the EFA Assessment Group should immediately appoint a technical sub-group composed of a mix of planners, school inspectors, statisticians and researchers to supervise and carry out this important function. Where possible, some of this work can be entrusted to a competent research institute or
university. Principal UN agencies and partners have pledged support for capacity-building and training in data analysis and the use of DevInfo, and also further technical support as necessary.

3.5 Reporting Strategy

Reporting the results of the national assessment should be designed and planned to effectively inform and equip policymakers and decision-makers with the necessary information for making adjustments to the policies and plans as well as the EFA implementation mechanisms across the country. Moreover, one should likewise design reporting materials, services and events for the purpose of building public awareness and shaping public support. A reporting strategy should be seen as an important part of the assessment. Several versions of the EFA assessment report may be envisaged: a full technical report with detailed data analysis for planners and senior administrators; a narrative report with an executive summary stressing policy implications for the Cabinet, the Council of Ministers, the Parliament and the National Education Council; and a summary version or “People’s Report,” using non-technical language, for the press, local school committees, and the interested public.

An outline of the main National EFA Assessment Report structure, adopted by Asia-Pacific countries, and used for the MDA, is shown below (Part I, Section 8). Using this standardized structure for national reports to the Regional Thematic Working Group on EFA facilitates analysis and synthesis of the findings for the respective sub-regional reports of progress toward EFA and for drawing conclusions for consideration by the international community.

Whereas national assessments may be based on respective national statistical indicators (and therefore may not be appropriate for comparison across countries with different education structures), international comparisons should be based on internationally standardized and comparable statistics and indicators, in particular, those which are UIS quality-controlled and standardized according to the International Standard Classification of Education Systems (ISCED).

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1 The EFA Secretariat for the Asia-Pacific is UIS-AIMS at UNESCO Bangkok.
4 Scope of Assessment

4.1 The EFA Goals and Targets

Education for All calls for the provision of quality basic education and lifelong learning opportunities as stipulated in the expanded vision of the Dakar Framework for Action, adopted during the 2000 World Education Forum. A comprehensive EFA MEA therefore focuses attention on assessing progress towards the six EFA goals set forth in the Dakar Framework for Action.

The six global EFA goals in the expanded vision of the Dakar Framework for Action

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

As illustrated below, the EFA goals constitute a matrix of cross-cutting goals (rows) for attaining gender and social equality in access to quality education across the sub-sector programmes in a lifelong perspective (columns). The first four goals pertain to the education sub-sectors targeting pre-schoolers, school-age children, youth and adults respectively, while the others are cross-cutting goals for attaining quantity (“all”) and gender and social equality in terms of access to quality education.

As illustrated below, the EFA goals constitute a matrix of cross-cutting goals (rows) for attaining gender and social equality in access to quality education across the sub-sector programmes in a lifelong perspective (columns). The first four goals pertain to the education sub-sectors targeting pre-schoolers, school-age children, youth and adults respectively, while the others are cross-cutting goals for attaining quantity (“all”) and gender and social equality in terms of access to quality education.

Several EFA issues are cross-cutting and should be considered as such when undertaking national assessment. Gender and social equality is an issue that runs across all of the EFA goals; hence, the guidelines in this manual seek to mainstream gender indicators throughout the six EFA goals,
ensuring that a gender lens\textsuperscript{2} is used on all aspects of EFA. Likewise, quality of education cannot be considered in isolation as it relates to all of the EFA goals. These cross-cutting issues should be considered within the context of each goal and targets as well as separately to ensure proper coverage. As a result, a wide range of indicators have been included in this document to ensure that EFA assessments will facilitate assessment of not only EFA, but also contribute toward the assessment of the MDGs and other development goals.

Although budgeting and financing are not goals as such, they are instrumental to the attainment of goals. These are explicitly highlighted in this matrix as column subtotals to indicate that for each goal resource allocation or the cost of providing earmarked resources and targeted educational reforms to attain the specific goals and targets need to be specified, rather than treating the subject of financing as an afterthought. Viewed as an accounting table, the column totals summarize the impact of targeted policies and earmarked allocation on the programme goals for pre-schoolers, the school-age population, youth and adults respectively; the row totals summarize the impact of the lifelong education programmes on the cross-cutting goals of quantity, equality and quality.

These goals were first adopted in the Jomtien Declaration in 1990 and, 10 years later, reaffirmed, reformulated and elaborated in the Dakar Framework for Action in 2000. As with other international conventions established through consensus-building processes such as regional and global conferences of the governments of member states and partner agencies, the signatories are expected to subsequently ratify and implement the agreed principles, goals and targets within their jurisdictions. At the national level, then, individual countries, through a process of consultation among all stakeholders in education and with the assistance of the wider international community and EFA follow-up mechanisms, have committed themselves to set their own goals, intermediate targets and timelines either within existing national education plans or new national EFA plans.

\textbf{4.2 Inclusive Education for “Reaching the Unreached”}

In the expanded vision, EFA has adopted essentially a rights-based approach to education, referring to relevant standards contained in international human rights law to assist duty-bearers (usually the national governments) in meeting their obligations. Meaningful participation at each stage of the development process, from planning to implementation, assessment and measurement of outcomes in human rights terms assures accountability through the rights holders. In this regard, the involvement of all relevant stakeholders in the planning and implementation of the assessment is critical to its approach.

EFA is a call for action focused on the inclusion of those who are underserved or left out of the education and training systems, the unreached groups and individuals. The all-encompassing framework for analysis within the EFA context is the concept of “inclusive education” in a “lifelong perspective.” Thus, the Dakar Framework for Action calls for inclusion of a diversity of learners across sub-populations, including the poor, the disabled, linguistic and ethnic minorities, lower castes and other disadvantaged groups, that differentiate access to quality education. Groups burdened with combinations of disadvantages, such as girls and women among poverty-stricken minorities in remote areas, require proactive targeted action to break out of the vicious circle of poverty.

The lifelong perspective spans across different stages of life, from early childhood, through youth and adulthood, to old age. Just as there are different and cumulative learning objectives for different grades in a standard school curriculum, there are likewise different learning needs at successive stages of life. Thus, life skills (Goal 3) needed to cope with the challenges of puberty and adolescent life, for example, are different from those needed as adults and elderly people. However, some countries exclude the elderly from EFA.

\textsuperscript{2} For details on the Gender Lens, see Annex 5.
Moreover, EFA is not only about quantitative expansion, but also about equity and equality in the distribution of quality education. Given the wide gap in the quality of education between schools for the rich in urban areas and those for the poor and the disadvantaged in rural communities for whom education is one of the few opportunities for social mobility, EFA calls for giving priority action to improving learning opportunities and teaching/learning materials, facilities, teachers and other resources for the underserved and the unreached groups. Quality of education (Goal 6) is not about an absolute standard. To be of practical use, the concept of quality requires a gradation of quality, starting with an operational definition of minimum standards for quality assurance in terms of indicators of inputs such as the quality of teachers, process such as learner-centered methods, outputs such as certified graduates, and outcomes such as learning achievements. From this perspective, EFA priority action would target its quality improvement in areas where learner target groups are underserved or unreached by education and training opportunities meeting the minimum standards of quality education.
5 Analytical Framework

5.1 Education Policy Cycle of Input-Process-Output-Outcome

The analytical framework used for the EFA MDA and proposed for future MEA is one which considers the full cycle of education planning, mobilization of resources, implementation, outputs, outcomes and feedback adopting the systems approach of input-process-output-outcome. The analysis will consider, from the perspective of each goal, the issues of governance, policy development, intra- and inter-agency co-ordination, resource mobilization and allocation, implementation through provision of courses, programmes and facilities, and outcomes in terms of quality and equity. To the extent possible, the analysis may include impact assessment. In applying this analytical framework to each of these stages of the cycle, the assessment may reflect on the differential impact on all relevant sub-populations, especially the disadvantaged and “unreached” population groups.

5.2 Analyzing the Process

Although such terms as monitoring, assessment and evaluation are often used synonymously and interchangeably, these concepts are associated with special functions. More precisely, we use these terms for three different kinds of analysis, as illustrated below.

<table>
<thead>
<tr>
<th>Functions and Indicators</th>
<th>Monitoring</th>
<th>Evaluation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: improve</td>
<td>Implementation / formative</td>
<td>Policies, strategies, programmes / summative</td>
<td>Learning outcome, impact as intended</td>
</tr>
<tr>
<td>Aimed at</td>
<td>Operations and management</td>
<td>Policymaking and leadership</td>
<td>Curriculum designers, teachers, course providers</td>
</tr>
<tr>
<td>Focus</td>
<td>Account of what has been implemented</td>
<td>Effectiveness of policies and strategies vis-a-vis goals and targets</td>
<td>Learning objectives, TL methods and materials</td>
</tr>
<tr>
<td>Information</td>
<td>Inputs and process</td>
<td>Outcomes and impact</td>
<td>Learning achievements per objectives, TL process</td>
</tr>
<tr>
<td>Indicators</td>
<td>Resource input, efficiency, quality of delivery</td>
<td>Learning achievement, socio-economic changes</td>
<td>Learning results per method-materials</td>
</tr>
</tbody>
</table>

The objects of analysis encompass not only the learners but also the providers of both public and private education programmes, activities and services, both in school and out-of-school, that respond to the basic learning needs of children, youth and adults through the provision of quality educational opportunities. They cover all six EFA goals, giving particular attention to identifying disparities and gaps in the progress towards the achievement of full EFA. The analysis entails examination of the policy implementation cycle:

- Monitoring the principal steps taken in the country since the World Education Forum in line with the Dakar Framework for Action;
- Evaluation of the effectiveness of EFA strategies and plans;
- Mobilization and use of financial and other resources for EFA; and
• **Assessment** of the outcomes and impact in comparison with the intended objectives of the EFA goals and national targets.

In procedural terms, the basic steps are as follows:

1. Assess progress and gaps in the achievement of the national and global targets of EFA;
2. Identify and locate the remaining gaps in terms of quality and equity **sub-nationally**, with a focus on the **disadvantaged and underserved** populations;
3. Review, identify and locate problems, issues, policies, strategies, actions and success stories; and
4. Use results of the assessment to better formulate **policies and strategies** for attaining the EFA goals and the MDGs by 2015.

To measure progress and remaining challenges in achieving the six EFA goals, nationally aggregated tallies are not sufficient. The analysis of disparities in the distribution of resources and access to quality education and learning outcomes across the diversity of learners requires data on the attributes of individuals and their immediate environment at various sub-national levels to allow a more accurate identification and location of the unreached groups. Focusing on the unattained goals, especially with regard to the unreached and marginalized groups, the assessment needs disaggregated data to analyze disparities between regions and among different sub-populations, highlighting gaps related to policy and EFA targets.

In practical terms at the level of the individuals, an analysis seeks to answer such basic questions as:

1. Who are the children/learners not in school or in learning centres?
2. Where are they? Do existing opportunities match their learning needs?
3. What inhibits their full participation?
4. Who should be targeted as a priority?
5. How can we improve quality and equality?

To answer such questions, individual-level data need to be collected from existing data sources and channels, such as the demographic census and household surveys conducted by NSOs, as well as through special surveys and studies conducted by national education research institutes/centres or their equivalent. Analysis of such data from the perspective of EFA goals and targets would contribute to a much better understanding of the country’s strengths and weaknesses vis-à-vis the EFA goals, the location and make-up of excluded population groups and geographic areas, and the difficulties they face in accessing and benefiting from education so that appropriate strategies and actions can be organized and implemented to achieve EFA.

Specifically, the priority target population includes any group at the sub-national level that is marginalized or disadvantaged such as women and girls, ethnic minorities, linguistic minorities, religious minorities, rural inhabitants, migrants and people without legal status, orphans, children with disabilities, working children, extremely poor children, children affected by HIV/AIDS, children affected by conflict, and the lower castes.

The disparities and inequities in quality education analyzed for the national EFA MEA should focus on several general categories, which may vary from country to country:

- **Gender**: male/female
- **Geographical**: provinces, districts, urban/rural, less developed/more developed geographic areas
- **Social**: class/caste system, occupation, socio-economic status, legal status (birth registration, citizenship)
- **Wealth/poverty**: family/household income + value of assets
- **Ethnic/linguistic**: ethnicity, religious affiliations, language minorities
To the extent possible, data used for assessing progress towards the six EFA goals should be systematically disaggregated according to the disadvantaged population groups for each country. For instance, in addition to analyzing the gross enrolment ratio (GER) for a country as an aggregate number, it should be broken down by sex, geographic location, and other applicable characteristics that might reflect the nature of the disparities in education. In South Asia, for example, the issues may be related to the caste system, whereas in East Asia, disparity may be closely linked to ethnicity.

5.3 Identifying and Targeting the “Unreached” and the “Underserved”

5.3.1 Operational definitions of “unreached” and “underserved”

An objective method to identify these groups is the use of operational definitions in observable and measureable terms.

The term “underserved” refers to a group’s relative lack of educational opportunities and access to education services, materials and facilities. For whatever reasons – geographical, financial, political, linguistic, legal or socio-cultural – the underserved are those who have the least access to the distributed educational resources, as compared to the national average, as measured by such indicators as budgetary allocation, number of schools, qualified teachers who can teach in the language of the learners, and textbooks in the language of the learners, relative to the school-age population.

The “unreached” groups are those who occupy the lowest range on indicators of education participation (e.g., enrolment rate) and performance (e.g., completion rate, level of education, learning achievement tests). Their average scores are significantly lower than the average for the nation as a whole (e.g., the bottom quartile) on the standard indicators of learning achievement. Therefore, the “unreached” have the greatest distance to travel to reach the EFA goals and targets.

5.3.2 Targeting the “unreached” and “underserved”

Based on the findings of an EFA MEA and policy reviews, one can clearly identify and locate the priority target groups. For example, the following groups have been identified from MDA reports as special target groups for “reaching the unreached and the underserved” in Southeast Asia:

- Learners from remote and rural communities, including the isolated
- Learners from linguistic and ethnic minorities/indigenous peoples, minority religious groups
- Girls and women, especially from rural, ethnic minorities (pregnant girls)
- Underperforming boys, boys at risk of dropping out, male dropouts
- Children from migrant families, refugees, stateless children
- Learners with disabilities/special needs
- Children in difficult circumstances (affected by armed conflict, disaster, children in prison or who are with their parent(s) in prison)
- Learners from very poor families (urban poor, poor families in remote areas), child labourers, street children, trafficked children, abused children
- Children affected or infected by HIV and AIDS
- Orphans and abandoned children

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3 See Annex 6 which outlines questions to assess the inclusion of persons with disabilities.
5.3.3 Regional collaboration to accelerate the attainment of EFA goals by 2015

The inclusion of underserved and unreached groups is fraught with many complex problems, which is the very reason for the lack of progress in many countries. Finding relevant and cost-effective strategies and solutions would be much more effective through regional collaboration in sharing experiences and lessons, joint projects and mutual assistance.

For example, in response to the directive of the Southeast Asian Ministers of Education to focus on the implementation of EFA and accelerate the attainment of its goals by 2015, SEAMEO, UNESCO Bangkok and ASEAN organized a meeting with high-level officials, experts and representatives of EFA partners and supporting NGOs to share best practices among the SEAMEO member countries in regard to reaching the unreached in education. The meeting identified strategies and activities to address the needs of the prioritized unreached and underserved population groups; and produced 11 collaborative proposals for the different target groups, to be presented to the SEAMEO High Officials Meeting and the SEAMEO Council Conference in December 2008 and March 2009, respectively, for their endorsement.

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4 “Reaching the Unreached: Meeting of Southeast-Asian Countries to Achieve the Education for All (EFA) Goals Together by 2015,” held from 2 to 4 September 2008 in Bangkok.
6 Introduction to the Technical Guidelines

6.1 Content and Organization of the Technical Guidelines

Part II of this manual is organized according to the six EFA goals introduced in Part I, with one Section per goal. Both quantitative and qualitative indicators have been suggested for each EFA goal in order to construct a comprehensive picture of the progress towards each goal. In accordance with specific national EFA goals and targets, and depending on the availability and reliability of data, countries can decide on the indicators for use in the national assessment from amongst the indicators proposed in this manual, as well as other appropriate national indicators.

Each EFA goal section is organized in the following manner and order:

1. The **EFA goal statement** and its **extended text**, together with a narrative description of the goal and some discussion about its assessment.

2. A series of **guiding questions** that tries to clarify each goal and its explicit and implicit significance, and implications for assessment at national and sub-national levels. The guiding questions interpret each EFA goal statement word by word to extract the key meaning and questions for the assessment, which in turn provide the framework for the selection and definition of the indicators. For the countries, these guiding questions suggest the range of aspects and issues regarding each EFA goal to serve as an initial frame for enquiries. Countries may explore how the elements of each goal can assist in presenting a clearer picture of what needs to be achieved in order to attain the EFA goals. If each element of the goal is achieved, does this mean that the goals have been attained? And what does it mean if not all elements of the goals are attained?

3. A list of **core data sets** required for calculating the indicators, together with indications of possible data sources and the disaggregation needed for analysis. These core data sets indicate at the same time the availability of basic information. In using them to calculate the indicators, one can come up with ideas about aspects of the EFA monitoring information system that can be further improved to support the future monitoring and assessment of EFA.

4. A set of **policy and system indicators** to assess, in more qualitative terms, the policy and legislative contexts as well as the systems and processes that have been put in place to implement and achieve each EFA goal.

5. A set of **core EFA MEA indicators** for use by all countries to the extent that national data permit. These will serve as the main indicators to measure the respective EFA goals. Since these are standardized indicators, most of which have been incorporated into national education indicator systems, the core indicators can also be used in comparisons across countries, especially within the sub-regional and regional contexts. Further elaborations of each indicator are given with regard to its definition and purpose, method of calculation and the data required, possible data sources, disaggregation, interpretation, and limitations and constraints.

6. A set of **additional indicators** that complement the policy and system indicators and the core indicators for use in assessing additional EFA aspects and issues that would help to enrich and paint a more comprehensive picture of progress towards EFA in the country. Most of these indicators are not standardized at the international level, but some of them may already be in use and some others may be of direct relevance to the country context. They cover areas of input (financial and human resources, programmes, courses and facilities), process, outcomes and impact, which are all critical for a complete analysis of each particular EFA goal. The
countries are encouraged to include as much as possible these additional indicators in the MEA processes in the country.

The Annexes to this manual contain further resources, including proposed tools for data collection and some mathematical calculations for indicators.

6.2 EFA Indicators

The indicators proposed in this manual are divided into three types for each of the six EFA goals: policy and system indicators; core indicators; and additional indicators.

To elaborate further, the policy and system indicators are designed to allow countries to provide more substantive, qualitative and descriptive responses in their reports on topics such as relevant laws, policies, systems, partnerships, capacities and how they function.

The core indicators, which total 56, are used by all participating countries to assess progress in the key aspects of the six EFA goals. They require quantitative data sets at as many levels of disaggregation as possible in order to identify disparities and the “unreached.”

The additional indicators complement the first two types of indicators by illustrating aspects in EFA not covered by the policy and system indicators and core indicators, thus portraying a more comprehensive picture of the advancement of EFA in a country. The additional indicators can be produced by countries which have more refined EMIS (Education Management Information System) data sets available, or have conducted MICS (Multiple Indicators Cluster Surveys), DHS (Demographic and Health Surveys) or other surveys recently, and are therefore not mandatory for all countries.

In addition to the proposed indicators, countries are encouraged to use additional available indicators, both quantitative and qualitative, to provide a more comprehensive analysis for each goal.

Wherever possible, all the indicators proposed in this manual have been selected and defined in line with existing definitions included in UIS publications, the EFA, GMR, MICS, DHS and the original 18 EFA indicators. As part of the EFA MDA, countries were also encouraged to use EFAInfo, a version of DevInfo tailor-made for EFA, as the platform for reporting and aggregating data. This further exemplifies strong partnerships within the UN system in supporting countries to carry out the MDA and subsequent assessments.

6.3 Data Sources

Since the objective of the EFA MDA was to analyze and address the situation of the excluded, it was also necessary to improve data collection beyond the standard use of the annual school census. Besides information and statistics collected through annual school censuses and administrative channels within the education system, the use of household surveys, labour force surveys, population censuses, and other large-scale surveys such as the MICS, the DHS, and the Living Standards Measurement Survey (LSMS), was necessary to acquire additional data on excluded portions of the population.

In conducting an EFA MEA, national assessment groups should also consider using other alternative data sources, whenever possible, to supplement the data currently existing in government information systems. This can include statistics from various surveys and censuses, INGO and NGO studies, and academic research. Both quantitative and qualitative data on education and related socio-economic information are critical for an overall assessment of EFA.
<table>
<thead>
<tr>
<th>Data Set</th>
<th>Data Source</th>
<th>Related EFA Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population data</td>
<td>Population census and other demographic surveys – and projections made on these</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Data on schools, students, enrolment, teachers, repetition</td>
<td>Annual school census and regular EMIS data collection</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td>Data on education personnel: teachers, administration</td>
<td>Administration and human resource departments of Ministry of Education and relevant ministries</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Data on teacher training</td>
<td>Teacher training department, human resource department of Ministry of Education and relevant ministries</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td>Data on education budget</td>
<td>Ministry of Finance annual budget tables, Ministry of Education Department of Finance budget</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Data on nutrition status, salt iodization, HIV incidence</td>
<td>MICS and DHS; Health MICS; health and nutrition surveys</td>
<td>1, 3</td>
</tr>
<tr>
<td>Data on employment for youth</td>
<td>Ministry of Labour; labour force surveys</td>
<td>3</td>
</tr>
</tbody>
</table>

### 6.4 Measuring Disparities

To formulate targeted action for reaching the unreached and the underserved, disparities need to be analyzed in terms of the distribution of educational opportunities, resources, access, quality and outcomes across administrative levels, geographic regions and population groups. There are statistical methods for measuring the magnitude and frequency of different types of disparities. This information can be used to identify and locate the deprived or disadvantaged populations and regions and deliver appropriate responses to the respective target groups addressing their specific educational needs and difficulties.

Data collection, storage format and processing need to be designed for the flexible compilation of data at the appropriate level of disaggregation in terms of administrative levels, geographic regions and population groups. When applying the disparity measures to indicators for the six EFA goals that have been calculated for each administrative level, region and population group, one can not only gauge the degree of disparities among them regarding the different dimensions and facets of EFA, but also identify the target disadvantaged population groups and regions.

The measurement of disparities and inequities within the six EFA goals and for the various indicators can be analyzed with basic charts and graphs comparing different sub-populations. In addition, the following measurements can be used to analyze disparities between different target groups:

- Absolute and relative percentage difference
- Ratio (sex, urban-rural, majority-minority)
- Range (maximum-minimum)
- Mean and median
- Percentile and quartile
- Gender Parity Index (GPI)
- Representation Index (RI)

Recent studies on progress towards the six EFA goals use four additional measures of disparities:

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• Range ratio (maximum/minimum)
• Coefficient of variation (deviation from the mean)
• Gini coefficient of inequality (deviation from equal distribution)
• McLoone Index/Adjusted McLoone Index (deviation from the median)

As specific methodological characteristics of each EFA indicator and disparity measure may depict gaps and disparities in education in a different manner, these should be interpreted with care (for more details, see Annex 2).
7 Assessment of National EFA Policy and Structure

Measuring progress toward the achievement of EFA begins with a review of national efforts to establish EFA structures, policy and programmes. All signatories to the Dakar Convention on EFA who committed to the attainment of the six EFA goals also committed themselves to establish appropriate EFA structures, policies and programmes.

“Meeting in Dakar, Senegal, in April 2000, we, the participants in the World Education Forum, commit ourselves to the achievement of Education for All (EFA) goals and targets for every citizen and for every society.” – Dakar Framework for Action statement adopted by the World Education Forum in Dakar, Senegal, 26-28 April 2000.

According to the Extended Text in the Dakar Framework for Action on EFA policy and structure:

The heart of EFA activity lies at the country level. National EFA Forums will be strengthened or established to support the achievement of EFA. All relevant ministries and national civil society organizations will be systematically represented in these Forums. They should be transparent and democratic and should constitute a framework for implementation at sub-national levels. Countries will prepare comprehensive National EFA Plans by 2002 at the latest. For those countries with significant challenges, such as complex crises or natural disasters, special technical support will be provided by the international community. Each National EFA Plan will:

(i) be developed by government leadership in direct and systematic consultation with national civil society;
(ii) attract co-ordinated support of all development partners;
(iii) specify reforms addressing the six EFA goals;
(iv) establish a sustainable financial framework;
(v) be time-bound and action-oriented;
(vi) include mid-term performance indicators; and
(vii) achieve a synergy of all human development efforts, through its inclusion within the national development planning framework and process.

Countries are recommended to first review what mechanism has been put in place for implementing the EFA MEA, and how it operates, so as to determine if any further adjustments and improvements are needed in the EFA structures, policies and programmes.

Guiding Questions

Based on the Dakar Framework for Action statement, the key over-arching questions regarding EFA structures, policy and programmes are as follows:

<table>
<thead>
<tr>
<th>Dakar Framework for Action Statement</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting in Dakar, Senegal, in April 2000,</td>
<td>Did the country participate in the World Education Forum?</td>
</tr>
<tr>
<td></td>
<td>Does the current administration recognize the commitment?</td>
</tr>
<tr>
<td>we, the participants in the World Education Forum,</td>
<td>Who represented the country at the World Education Forum?</td>
</tr>
<tr>
<td></td>
<td>Did representatives of NGOs working in the country participate in the Forum?</td>
</tr>
<tr>
<td></td>
<td>Are these representatives involved in the MEA?</td>
</tr>
<tr>
<td>commit ourselves to the achievement</td>
<td>Are officials within the Ministry of Education and national government aware of the full scope of commitments made in signing the Dakar Framework for</td>
</tr>
</tbody>
</table>
- What is understood by this commitment?
- What does achievement mean? To attain or to accomplish (a task or goal)?
- Has the country created its own definition of achievement?

### of Education for All (EFA) goals and targets
- What needs to be attained in each goal?
- What are the individual elements that are contained in each goal?
- If each element of the goal is achieved, does this mean that the country has attained the goal?
- What are the implications if the country does not attain all of the elements contained in a goal?
- Has the country kept intact the structure of the six EFA goals?

- In what ways has the country modified the goals and targets to fit within national educational development priorities?
- Does the country recognize within the education system the commitment to provide Education for All, regardless of citizenship status, race, class or religion?

### 7.1 Policy and System Indicators

#### Policy/System Indicators
- Presence of national development plans (including the EFA National Action Plan) demonstrating integration of human rights and gender equality principles
- Presence of institutionalized mechanisms for sustained engagement of children and young people in policy development
- Presence of regular monitoring and evaluation of the education system (particularly against current plans), with special attention given to marginalized groups, including women, ethnic and linguistic minorities, castes, people with disabilities, the rural and extreme poor, migrants and non-citizens

### 7.2 Core EFA MEA Indicators

#### Core EFA MEA Indicators
- Existence of a functioning National EFA Forum with a dedicated secretariat or staff
  - Identify all sub-committees or thematic/technical working groups, existence of terms of reference and functions
- Presence of an EFA National Coordinator
  - Identify his/her position within the Ministry of Education
- Publication of an EFA National Action Plan
  - Year of publication/ministerial endorsement
- Integration of EFA National Action Plan in National Education Development Strategy and national development planning framework and process
- Budget allocation for implementation of EFA National Action Plan
- External funding support for EFA programmes
- Strategy in place for the monitoring and evaluation of EFA programmes
8 Proposed National Report/Review Outline

8.1 Summary

The National EFA MDA aimed to review progress and to identify gaps, problems, issues, policies and strategies for further education reform to especially ensure that education in the country would reach the unreached groups and the goals of EFA would be fully addressed by 2015. The theme of this assessment and its follow-up was therefore “reaching the unreached,” focusing on equality in access and participation and quality in achieving each of the six goals of EFA.

This assessment was followed by a policy review of national education policy against the findings of the national assessment report to better formulate appropriate policies for attaining EFA by the year 2015.

The Dakar Framework for Action clearly reaffirms education as a fundamental human right and underlines the importance of rights-based action in achieving EFA goals. As signatories to the United Nations Declaration of Human Rights and as committed partners in the EFA agreement, states have obligations to protect and fulfill the right to education and make it available, accessible, acceptable and adaptable. This means ensuring free and compulsory education for all children, making available literacy and lifelong learning opportunities for learners of all ages, providing fundamental education for those who are out of school, and promoting understanding and tolerance within and across diverse societies.

The proposed national report outline which follows is based on agreements made by countries in the region on the focus and substantive content of the MDA. It was endorsed by participants at the EFA MDA Sub-Regional Capacity Building Workshop for East and South-East Asia held in Bangkok from 20 to 24 November 2006. Whilst it was used for the MDA report, countries can adapt the outline for use in any national EFA MEA.

It follows a rights-based approach to education, which emphasizes a meaningful participation at each stage of the development process, from planning to implementation, assessment, and measurement of outcomes in human rights terms, as well as assurances of accountability. It also approaches gender as a cross-cutting issue, evaluating the gender equity and equality issues across all of the EFA goals.

The outline should be considered as a starting point for consideration and discussion by national assessment groups. It is neither prescriptive nor mandatory. As this process is inherently national, countries should adopt a flexible approach in order to adapt the contents of the report to national needs and priorities.

In the absence of (relevant) EFA National Action Plans, countries may wish to assess national educational development plans and goals, and further consider issues which may have arisen since the adoption of national goals and targets. The assessment is not of the quality of the plan, but the quality of the achievement.

Final reports of the assessment results should be tailored for the needs of the appropriate audience, whether it consists of technical experts, policymakers, journalists or members of the general public (see Part I, Section 3.5 on reporting strategy).
8.2 EFA MEA National Report - Suggested Outline

I. Introduction

A. Historical, Social/Cultural (linguistic, religious), Economic, Political and Geographic (map) Country Background

B. General Overview of Level of Development
   i. Poverty, human development index, Millennium Development Goals (MDGs)
   ii. Health, economic, and social indicators

C. The Role of Education in the Context of National Development
   i. Highlighting linkages between education and the MDGs and national development priorities and strategies

D. Data Collection, Sources, Quality Assurance

II. Introduction to the National Educational System

A. Trends in Educational Development (see supplementary guidelines in Part I, Section 8.3)
   i. Historical origins of present structure of education system
   ii. Expansion of government-financed education to various categories of learners
   iv. Use of information and communication technologies in education
   v. Unreached groups (general examples that may be applicable to your country)
      a. Religious, linguistic, racial, and ethnic minorities/tribal groups
      b. Castes, socio-economic classes, and other socially stratified groups
      c. Women and girls (or boys)
      d. Persons discriminated against on the basis of sexual orientation
      e. Persons with disabilities or special needs
      f. Residents of remote, rural, or border areas
      g. Undocumented people, non-citizens, non-registered residents
      h. Migrants, refugees, displaced persons (conflict or natural disaster)
      i. Children affected and infected by HIV/AIDS
      j. Children affected by conflict
      k. Street children
      l. Working children
      m. Orphans
      n. The very poor
      o. Victims of domestic abuse

B. Educational Policy, Laws, and Legislation
   Is there compulsory education? Is it rights-based? Is it free and how is “free” defined? Is there a mechanism for public awareness and implementation?
   i. National EFA Programme/Action Plan
   ii. National constitution
   iii. National policies, laws and legislation
   iv. International treaties

C. Education Structure
   (Include public and private education)
i. Formal: Pre-primary, primary, lower secondary, secondary, tertiary; non-formal; informal (use diagram to illustrate the structure)

ii. Responsible agencies

D. Education Financing

i. Structure of financing of education by central government, state/provincial government and local government/community

ii. Decentralization: mechanism of financing, fund flow from center to state, local

iii. Education budget as percentage of GDP or GNP

iv. Education budget as percentage of national budget (also, if applicable, percentage of district or provincial level budget in decentralized governments or states)

v. Percentage from government, private sector, donors

vi. Financing for disadvantaged groups (grants, scholarships, incentives, special programmes)

vii. Standard school income sources (government subsidies, fees, community, NGOs, international donors, etc.) and cost breakdown (absolute and percentage)

viii. Breakdown of education spending (i.e., staff costs, infrastructure, resources, development costs, operational costs, etc.)

E. Assessment of EFA Co-ordination

(If not explicitly called EFA, then refer to national education plan concerning the six goals)

i. Existence of a functioning National EFA Forum with mandate and authority

ii. Presence of an EFA National Co-ordinator with mandate and authority

iii. Publication of an EFA National Action Plan

iv. Integration of the EFA National Action Plan in national education development strategy and national development planning framework and process

v. Budget allocation for implementation of EFA National Action Plan

vi. External (international) and internal (domestic) funding support for the EFA programme

vii. Strategy in place for the monitoring and evaluation of the EFA programme

III. Analysis of the Six EFA Goals (separate chapter/section for each goal)

A. National Action Plan/Education Reform Programme

i. Statement of EFA goal

ii. Description of EFA goal and specific national targets

iii. Strategies to achieve the goal

iv. Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan

B. Implementation of EFA Goals

i. General policies and programmes

ii. Policies and programmes mentioning specific target groups (disadvantaged groups)

iii. Legislation and legal framework

iv. Responsible agencies and coordination of implementation

v. Budgeting and financing: resource mobilization and allocation

vi. Quality assurance monitoring and evaluation

C. Progress in Achieving EFA Goals (using disaggregated indicators to show patterns of change)

i. Performance indicators: to measure the gap between the target and the attained level of performance

ii. Time and cross-sectional analysis (using disaggregated indicators)
iii. **Quality and equity outcomes**

**D. Implementation Gaps and Disparities or Variations (using disaggregated indicators to show disparities or variations)**

i. Identifying gaps and locating the reached and unreached
ii. Analysis of the differential impact of policy implementation
iii. Identifying disparities in social and gender equality
iv. Identifying disparities in quality of education across social groups and geographic areas
v. Identifying implementation capacity gaps

**E. Successes and Remaining Challenges in the Implementation of EFA Goals (assessing impact of policy and practices)**

i. Successes and challenges in achieving social and gender **equality**
   a. Success stories and good practices to be re-enforced
   b. Areas and groups where success has been least, and explanations of why and how this has happened

ii. Successes and challenges in achieving **quality** education
   a. Success stories and good practices to be re-enforced
   b. Areas and groups where success has been least, and explanations of why and how this has happened

**F. Recommendations for Adjustments in terms of**

i. Target settings with specific references to priority target groups
ii. Strategies for attaining the unattained and reaching the unreached
iii. Schedule of milestones to be attained over the remaining period

**Summarize for all goals:**

**IV. Challenges to Providing Education**

*General examples that may be applicable to your country:*

A. Policy and budget
B. Economic factors
C. Social and cultural factors
D. Legal factors
E. Geographic factors
F. Language
G. School factors (facilities, human resources, teaching resources)
H. Risk factors (HIV/AIDS, drugs, prostitution, etc.)
I. Political unrest and conflict
J. Natural disasters
K. Child labour

**V. Linkages between the Goals in Lifelong Perspective (flow of education)**

**VI. EFA Strategies and Flagship Issues**

(i.e., relating the country situation to global issues)

*EFA Strategies*

1. **Mobilization of strong national and international political commitment for EFA, development of national action plans and enhancement of national investment in basic education**
2. **Promotion of EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies**
3. Ensuring of the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development
4. Development of responsive, participatory and accountable systems of educational governance and management
5. Meeting the needs of education systems affected by conflict, natural calamities and instability
6. Implementation of value-added education programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict
7. Implementation of integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices
8. Implementation of education programmes and actions to combat HIV/AIDS and other pandemics such as malaria and avian influenza, and assessment of the impact of the pandemic on the education system
9. Creation of safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning, with clearly defined levels of skills and achievement for all
10. Enhancement of the status, motivation, morale and professionalism of teachers
11. Harnessing new information and communication technologies\(^6\) to help achieve EFA goals
12. Systematic monitoring of progress and reaching the unreached towards EFA goals and strategies at the national, regional and international levels
13. Establishment and expansion of partnerships towards skills development in education to prepare young people for the labour market, and to promote decent and productive work for youth

The drafting committee may wish to highlight in the report where EFA strategies resulted in change and made an impact.

**EFA Flagship Issues**

The drafting committee may wish to report on EFA flagship issues not otherwise covered directly within the goals and strategies of EFA. These include:

1. Education in situations of emergency and crisis
2. Focusing Resources on Effective School Health (FRESH)
3. United Nations Girls Education Initiative (UNGEI)
4. The Initiative on the Impact of HIV/AIDS on Education
5. The Right to Education for Persons with Disabilities: Towards Inclusion
6. Education for Rural People (ERP)
7. Early Childhood Regional Capacity-Building Initiative
8. Literacy in the Framework of the United Nations Literacy Decade
9. Teachers and the quality of education

**VII. Managing International Support and Co-ordination of EFA Partners (evaluation of the performance of donors and EFA convening partners)**

**VIII. Overall Conclusions and Policy Recommendations**

**IX. References**

**X. Statistical Annex(es)**

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\(^6\) The term information and communication technologies (ICT) refers to forms of technology that are used to transmit, store, create, share or exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as electronic mail and videoconferencing.
8.3 Supplementary Guidelines for EFA MEA Report Writers: Some Questions to Consider When Writing about “Trends in Educational Development”

As indicated in the EFA MEA National Report - Suggested Outline (Part I, Section 8.2), one of the suggested topics for inclusion in a MEA report is a description of “trends in educational development,” including a summary of the historical origins of the present education system (see Section II, Sub-heading A). Inclusion of this background on the history of educational development will better enable education policy analysts to identify successes and challenges in achieving equity and quality in education over the long term.

In order to assist the report writers in identifying pertinent historical and contextual content to include in this section, the UIS-AIMS Unit, UNESCO Bangkok, has generated the following list of questions covering education in the pre-modern and modern contexts. Rather than answering each of the questions separately, we recommend that the chief report writers use the questions as a guide to develop a narrative about the history of education in their respective countries. Please note that not all of the questions will be relevant to every country.

II. Introduction to the National Education Policy
   A. Trends in Educational Development
      i. Historical origins of present structure of education system

         Education in the Pre-Modern Context:

         1. What was the structure of the education system (or systems) in the pre-modern context? What were the levels of study?
         2. What was the content of the curriculum?
         3. What was the guiding philosophy (or philosophies) of education in the pre-modern context?
         4. What was the language (or languages) of instruction?
         5. What kinds of texts were used in the education system?
         6. Who were the teachers, and how were they trained?
         7. Where were educational institutions located?
         8. Which populations had access to the traditional education system?
         9. Which groups did not have access to an education due to location, gender, ethnicity, religious affiliation, disability, or class/caste?
        10. Were there fees or other costs associated with acquiring an education (i.e., loss of family labour)?
        11. How were the costs of education covered (i.e., by family, religious institution, etc.)?
        12. What were the perceived benefits of acquiring an education?
        13. What roles in society (i.e., community leader, religious leader, curing practitioner, entertainer) required an education?
        14. Which occupations required an education?
        15. If known, what approximate percentage of the population would have acquired some education in the pre-modern context?
        16. What were the other venues for acquiring knowledge and life skills (i.e., apprenticeships)?

         Education in the Colonial Context:

         1. What was the structure of the education system (or systems) in the colonial context? What were the levels of study?
         2. What was the content of the curriculum? How did this differ from content in the pre-modern period?
         3. What was the guiding philosophy (or philosophies) of education in the colonial context? How did this differ from the philosophy of education in the pre-modern period?
4. What was the language (or languages) of instruction?
5. What kinds of texts were used in the colonial education system?
6. Who were the teachers, and how were they trained?
7. Where were educational institutions located?
8. Which populations had access to the colonial education system?
9. Which groups did not have access to an education due to location, gender, ethnicity, religious affiliation, disability, or class/caste?
10. Were there fees or other costs associated with acquiring an education (i.e., loss of family labour)?
11. How were the costs of education covered (i.e., by family, religious institution, etc.)?
12. What were the perceived benefits of acquiring an education? Which occupations required an education?
13. If known, what approximate percentage of the population would have acquired an education in the colonial context?
14. What were the other venues for acquiring knowledge and life skills (i.e., apprenticeships)?

Education in the Modern Context:

1. When was the modern state-sponsored education system established?
2. What was the model (or models) for the modern state education system?
3. What was the structure of the education system? What were the levels of study?
4. What is the guiding philosophy of education in the modern context?
5. What is the content of the curriculum? Is it uniform throughout the country, or does the curriculum reflect regional cultural and linguistic differences?
6. Is the curriculum relevant to the lives of local communities?
7. What is the language (languages) of instruction?
8. Who are the teachers, and how are they trained?
9. Where are educational institutions located?
10. Which populations have access to the formal education system?
11. Which groups do not have access to an education due to location, gender, ethnicity, religious affiliation, disability, or class/caste?
12. Are there fees or other costs (i.e., loss of family labour) associated with acquiring an education?
13. How are the costs of education covered (i.e., by family, religious institutions, government, etc.)?
14. What are the perceived benefits of acquiring a formal education?
15. What kinds of occupations in the modern era require schooling?
16. Did the state education system completely replace traditional, pre-modern systems? If not, where are traditional educational institutions still operating?
17. Which aspects of traditional education systems have been incorporated into the modern system?
18. If traditional and modern education systems co-exist, which sectors of the population do they serve respectively?

Briefly describe major educational reforms undertaken by the government and how these reforms affected the questions above (2 - 16).
Part II
Technical Guidelines
1 Early Childhood Care and Education

Measuring progress toward EFA Goal 1: Expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children

Dakar Framework for Action Extended Text on ECCE:

All young children must be nurtured in safe and caring environments that allow them to become healthy, alert, and secure and be able to learn. The past decade has provided more evidence that good quality early childhood care and education, both in families and in more structured programmes, have a positive impact on the survival, growth, development and learning potential of children. Such programmes should be comprehensive, focusing on all of the child's needs and encompassing health, nutrition and hygiene as well as cognitive and psychosocial development. They should be provided in the child's mother tongue and help to identify and enrich the care and education of children with special needs. Partnerships between governments, NGOs, communities and families can help ensure the provision of good care and education for children, especially for those most disadvantaged, through activities centred on the child, focused on the family, based within the community and supported by national, multi-sectoral policies and adequate resources.

Governments, across relevant ministries, have the primary responsibility of formulating early childhood care and education policies within the context of national EFA plans, mobilizing political and popular support, and promoting flexible, adaptable programmes for young children that are appropriate to their age and not mere downward extensions of formal school systems. The education of parents and other caregivers in better child care, building on traditional practices, and the systematic use of early childhood indicators are important elements in achieving this goal.

Early childhood care and education (ECCE) is fundamental to EFA and lifelong learning. It provides the foundation on which a fruitful educational experience is built. Before school begins, practices in the home have tremendous impact on future school performance. Inputs such as proper nutrition, full immunization, Vitamin A supplementation and access to iodized salt have a direct impact on later school performance, as do early learning and stimulation experiences prior to entering Grade 1. While traditional indicators for ECCE focused only on formal pre-schools, for the EFA MDA the goal was expanded to reflect the multi-faceted inter-sectoral nature of early childhood development, and the importance of non-educational factors in the educational success of children.

ECCE is an important part of a child’s mental, physical and social development. In addition, children with experience in ECCE, especially those from marginalized and disadvantaged groups, are more likely to enroll in primary school and are less likely to drop out or repeat grades. Moreover, ECCE experience eases the transition from home into primary school. For vulnerable or minority groups, ECCE provides an opportunity for education in the mother tongue and for addressing children with special needs.
Thus ECCE improves the efficiency of primary school education and reduces wastage from grade repetition and dropouts. In addition, ECCE programmes reduce the number of underage children in Grade 1, reducing the size of Grade 1 classes and improving the net enrolment ratio (NER) at the primary level.

A holistic approach to ECCE integrates education, health and nutrition in order to ensure the psycho-social and physical development of young children. Generally, early childhood includes the pre-natal period to the early years of primary schooling or age 0 to 8; however, all countries define the ECCE age group differently. ECCE programmes may be provided through the formal school system by the government, non-formally through NGOs and communities, or informally by families.

**Guiding Questions**

The purpose of these questions is to clarify and interpret EFA Goal 1 and its extended text in order to guide assessment of progress towards achieving this goal. In addition, the questions provide a basis for deeper reflection on the issues related to the attainment of this goal, and revive the broader discussion from Dakar which served to define the goal for reporting purposes. The EFA MEA Report is not supposed to directly and immediately answer all these guiding questions. Rather, they serve as a guide to ensure clarity and consensus on the interpretation of the goal statement in the national context.

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Guiding Questions</th>
</tr>
</thead>
</table>
| Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children | - What does “expanding” mean? To cater to more children? To improve or increase facilities? To provide different types of ECCE?  
- What is the current ECCE definition in the country?  
- How can ECCE in the country be expanded?  
- Which actors are responsible for expanding ECCE?  
- How can the “expansion” of ECCE be monitored and measured?  
- What does “improving” mean?  
- How can ECCE in the country be improved?  
- Who is responsible for improving ECCE?  
- How is the improvement of ECCE monitored and measured?  
- What does “comprehensive” mean?  
- For whom should ECCE be available?  
- What types of ECCE are currently available in the country?  
- What is the definition of early childhood in the country?  
- What does care entail?  
- What is the definition of education for this age group?  
- How is ECCE organized and delivered in the country?  
- Who are the most vulnerable young children in the country?  
- Who are the disadvantaged children?  
- How is “special” attention determined?  
- What kind of difficulties do these children face in accessing ECCE?  
- How can these difficulties be overcome?  
- What has been the progress in especially enabling vulnerable and disadvantaged children to access and benefit from ECCE?  
- How is such progress monitored and reported on? |
**Data Sets Required**

While the original 18 EFA core indicators include two indicators related to ECCE, the indicators only measure the education and not the care aspect. For the MDA, the indicators for Goal 1 were expanded to include indicators for health and nutrition, as well as additional qualitative and quantitative indicators to measure quality and child development.

The GMR 2007, which covered the theme ECCE, introduced some additional indicators for assessing Goal 1. Countries are encouraged to include these additional indicators in their MEA reports where data are available.

In addition, many of the indicators selected for MEA rely on data collected in MICS\(^7\). Thus, for countries where MICS is carried out, the data should be easily accessible. However, for those countries where MICS is not carried out, alternative data sources are suggested whenever relevant.

Data sets on enrolment, teachers and centres, as well as relevant population, will be useful to include in MEA reports. Achievement and progress toward EFA Goal 1 of ECCE expansion can be measured by comparing these data across different time periods with relevant disaggregation. The following data set can also be used to calculate the relevant indicators in order to highlight the situation and identify gaps in the different aspects of access, participation, quality and proper resource allocation.

<table>
<thead>
<tr>
<th>Core Data Set</th>
<th>Data Sources</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
</tr>
</thead>
</table>
| Population data | Census, NSO population projections | • Sex  
• Age-group (especially age 0-2 and 3-5)  
• Geographic region  
• Urban/rural  
• Other child social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education |
| ECCE enrolment | Annual pre-school census, household surveys | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other child social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile |

\(^7\) Multiple Indicator Cluster Surveys (MICS) are household surveys developed to obtain specific data, or via MICS questionnaire modules carried out by other surveys.
### 1.1 Policy and System Indicators

This type of indicator was not included in the National EFA Reports for Dakar. These indicators, which require description and explanation, allow for countries to provide more qualitative information in the reporting process. While yes/no answers are possible in many cases, it is far more informative to provide a brief narrative to better explain the answer in the context of national systems and practices. Case studies and summaries of relevant research studies or assessments can further support and substantiate the information provided for these indicators.

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Existence of national, multi-sectoral early childhood policy</td>
<td></td>
</tr>
<tr>
<td>1.1.2 Adopted national standards for monitoring developmental readiness in early childhood and learning programmes</td>
<td></td>
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<tr>
<td>1.1.3 Presence of early screening programmes with referral system</td>
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</tr>
<tr>
<td>1.1.4 Health links in ECCE established, with visits by health professionals, diagnostics or referral</td>
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</tr>
<tr>
<td>1.1.5 Careers of ECCE care providers professionalized, including pre-service and in-service training, pay parity with primary schools, university and higher education degree programmes</td>
<td></td>
</tr>
<tr>
<td>1.1.6 National ECCE or education policy includes provision of ECCE for vulnerable and disadvantaged children</td>
<td></td>
</tr>
</tbody>
</table>
1.1.1 Existence of national, multi-sectoral early childhood policy

Definition and purpose
A national early childhood policy, which incorporates the holistic developmental aspects of the young child (health/nutrition, education/stimulation and social welfare/protection), is an essential element for ensuring that all young children have the right to full development. This indicator allows countries to report on how national ECCE policies are structured, whether they divide children according to age (age 0-3 in one policy and age 4+ in another) or by sector (health issues in one policy and protection rights in another). By reporting on this indicator, countries can determine whether the rights of the child are being addressed, whether legislation and technical guidelines match national policy, and whether more work needs to be done at the policy level and in inter-sectoral co-ordination.

Interpretation
The lack of integrated ECCE policies can result in contradictory approaches, policy gaps and conflicting priorities among the various policies and agencies themselves. Co-ordination of monitoring and follow-up to policies among the relevant ministries and agencies can be difficult. Joint advocacy and mobilization efforts for young children are also more difficult when there are several policies in place.

Means of verification
Review of existing policies of the central government and relevant ministries and agencies.

1.1.2 Adopted national standards for monitoring developmental readiness in early childhood and learning programmes

Definition and purpose
While standards exist for monitoring the physical growth of children, countries have been much slower regarding developmental standards to assess psycho-social, cognitive and emotional development. This indicator refers to the presence of national standards for the “developmental readiness” of children under age 6. Such national standards, should they exist, can become the basis for school readiness programmes, national ECCE curricula or parenting education programmes. More detailed information on the age groups and developmental domains for the standards are useful to include.

Interpretation
Developmental standards have been around for some years, but most are based on children in Europe or the United States. Recently, an increasing number of countries are preparing their own standards and indicators, based on experiences in other countries. Ideally, once prepared, these standards will be validated amongst the general population. If developmental standards are used for monitoring at the national level, such information would allow decision makers to compare different parts of the country in terms of children’s profiles, and it would allow for monitoring changes in cohort profiles over time. If there is a good early childhood programme in place in a region, then the child status profile should go up over time. But if the profile does not go up (if it remains at the same level or even goes down on some dimensions), then resources should be allocated to better identify the gaps and create appropriate programming strategies.

Means of verification
Existence of standards with supporting documentation.
1.1.3 Presence of early screening programmes with referral system

Definition and purpose
Before entering (or upon enrolment in) Grade 1, children are given an assessment to detect physical or mental abnormalities with an opportunity for referral and corrective measures to be taken. Reporting on this indicator should mention whether such efforts to provide early screening are localized in a few areas, are part of a pilot process, or are implemented nationally for all children.

Interpretation
A greater number of children with access to early screening can help to better organize ECCE services that effectively respond to the conditions and needs of young children. The presence of a referral system is an integral part of a screening system. Without a referral system screening, children risk being ranked or excluded from appropriate ECCE services based on an initial assessment that may not be accurate. Children who may not learn well, or who run the risk of dropping out due to undetected physical or mental impairments, may be denied their right to education.

Means of verification
National reports, special surveys, reports/assessments from pilot projects.

1.1.4 Health links in ECCE established, with visits by health professionals, diagnostics or referral

Definition and purpose
Clearly defined roles among government sectors and the existence of a co-ordinated structure in the provision of ECCE are essential for ensuring the best results for children, by supporting holistic child development and the most efficient use of resources. An indicator of effective co-ordination by government bodies at the local level is the extent of visits by health professionals to ECCE programmes, and the extent to which children in ECCE programmes are referred by these health professionals to further assessment or diagnosis.

Interpretation
A system that lacks efficient co-ordination between the various sectors at ministry and service provider level bears the risk of an inefficient use of resources, scattered and isolated services, and unequal opportunities for children. This may lead to a situation where children’s optimal development and rights are not fully realized.

Means of verification
School records; health records, policy documents, action plans, memorandums of understanding between government bodies.
1.1.5 **Careers of ECCE care providers professionalized, including pre-service and in-service training, pay parity with primary schools, university and higher education degree programmes**

**Definition and purpose**
The lack of career growth and opportunities, as well as lower pay and status, is a key reason why it is difficult to attract new staff and strong candidates into the ECCE service field. This indicator can refer to a number of different aspects of ECCE career professionalization. For example, countries can report on pay parity with primary teachers, on opportunities for pursuing bachelor or post-graduate degrees in ECCE, or on career ladders within government for ECCE professionalization. Differences between national and sub-national opportunities for education and training, rural versus urban disparities in terms of the use of ECCE paraprofessionals in ECCE centres and programmes, and opportunities in the private sector can also be mentioned when reporting on this indicator.

**Interpretation**
The higher the status of ECCE personnel within the education system, the easier it is to ensure that ECCE programmes are of the highest possible quality that can be sustained.

**Means of verification**
Decisions and guidelines from the Ministry of Education on pay and training opportunities for ECCE personnel. Review of the ECCE training system including public and private university opportunities to study ECCE courses.

1.1.6 **National ECCE or education policy includes provision of ECCE for vulnerable and disadvantaged children**

**Definition and purpose**
Inclusive policies that identify special measures for disadvantaged children are essential elements in ensuring the rights to full development to all young children. In addition, an inclusive policy identifies ways in which the ECCE programmes and learning environments support inclusive approaches and diversity in their practices. Disadvantages may be related to age, sex, mother’s education, ethnicity, language, wealth quintile, and disabilities. This indicator allows countries to report on how national ECCE policies acknowledge and prioritize ECCE provision for disadvantaged and vulnerable children. By reporting on this indicator, countries can examine whether the rights of the child, and the rights of the disadvantaged children in particular, are being addressed, on whether existing legislation and technical guidelines match national policy, and whether more work needs to be done at the policy level.

**Interpretation**
The greater the number of children who can access ECCE experiences that promote inclusiveness and diversity, the better it is for the society as a whole. The lack of recognition of disadvantages that substantially decrease the opportunities of disadvantaged children to access ECCE services can result in unequal opportunities in the fulfillment of the rights for children, and polarization of inequalities in the society as a whole. The use of resources may also be optimized if the young children most in need of support in terms of care and education are identified and given priority.

**Means of verification**
Review of government policies and research reports and findings.
## 1.2 Core EFA MEA Indicators

<table>
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• Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual pre-school census  
• Household surveys |
| 1.2.2 Percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE programme | • Sex  
• Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual pre-school census  
• Household surveys |
| 1.2.3 Enrolment in private ECCE centres as a percentage of total enrolment in ECCE programmes | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual pre-school census  
• Household surveys |
| 1.2.4 Percentage of children under age 5 suffering from stunting | • Sex  
• Age group  
• Geographic region  
• Urban/rural | • Household surveys |
| 1.2.5 Percentage of households consuming iodized salt | • Geographic region  
• Urban/rural  
• Wealth quintile | • Household surveys |
| 1.2.6 Percentage of trained teachers in ECCE programmes | • Sex  
• Age group  
• Qualification | • Annual pre-school census  
• Household surveys |
1.2.1 *Gross Enrolment Ratio (GER) in ECCE programmes*

**Definition and purpose**
This refers to the total number of children enrolled in ECCE programmes, regardless of age, expressed as a percentage of the population in the relevant official age group, otherwise the age group 3 to 5. This indicator measures the general level of participation of young children in ECCE programmes. It also indicates a country's capacity to prepare young children for primary education. It should be noted that this indicator refers to both formal public, private, and faith-based pre-schools and non-formal community-based centres.

**Method of calculation**
Divide the number of children enrolled in ECCE programmes, regardless of age, by the population in the relevant official age group (otherwise the age group 3 to 5) in a given school year, and multiply by 100. See Annex 3.

**Possible data sources**
Data on enrolment should cover both public and private institutions and programmes. Data for public programmes should be available from the annual pre-school census. Household surveys or other private records may provide additional data for programmes run by the community, NGOs and private pre-schools. In some cases, countries may have compiled the data from both public and private programmes. Population data can be sourced from censuses and NSO projections.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
It is important to analyze the disparities in participation in ECCE. The GER in ECCE can provide information regarding access to ECCE and existing disparities across sub-groups and geographical areas.

Where disaggregated data are available, the GER can be calculated and analyzed by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and vulnerable groups so as to provide a better understanding of inequalities and to identify the unreached.
Interpretation
A high GER in ECCE programmes indicates both a high level of participation and adequate capacity for this type of programme within the country. A GER approaching or surpassing 100 per cent indicates that a country is, in principle, able to accommodate all children of the official age group that should take part in ECCE programmes. It may be noted that ECCE programmes can also differ widely in their approaches to early childhood education, with some approaches focusing on experiential education while others emphasize skills development, academic development or the visual arts.

Limitations and constraints
Data on enrolment should cover both public and private institutions and programmes. Enrolment data for ECCE programmes can be affected by differences in reporting practices, namely by the extent to which child care programmes with little or no pedagogical component are included in the statistics. The distinction between ECCE and organized, custodial child care can be difficult to define in an internationally consistent way, especially with regard to very young children, for whom the natural pace of development limits the pedagogical possibilities. Since gross enrolment does not take the age factor into account, children below age 3 and above age 5 (or according to the official national age group) will also be included. Therefore, gross enrolment can exceed 100 per cent. Only countries that require official registration of any ECCE provision are likely to have official data for this indicator. Countries that have data for public or state-supervised pre-school education programmes will only need to supplement these data with information on enrolment in other types of ECCE programmes, possibly through case studies and/or sample surveys.

1.2.2 Percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE programme

Definition and purpose
This refers to the number of new entrants to primary Grade 1 who have attended some form of organized ECCE programme equivalent to at least 200 hours, expressed as a percentage of the total number of new entrants to primary Grade 1. This indicator helps to assess the proportion of new entrants to Grade 1 who presumably have received some preparation for primary schooling through ECCE programmes. It should be noted that this indicator refers to both formal pre-schools and non-formal community-based centres.

Method of calculation
Divide the number of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme by the total number of new entrants to primary Grade 1 in a given school year, and multiply by 100. See Annex 3.

Possible data sources
Data can be extracted from school registration records. For regular monitoring of EFA progress, school census instruments may also be designed to collect this information. Perhaps more extensive data can be gathered through a sample survey of schools or through household surveys.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator will be especially useful in highlighting disparities in transition from ECCE to primary education across different regions and among different population groups. Where disaggregated data are available, the indicator can be calculated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, vulnerable groups, and public/private institutions.
Interpretation
A high percentage of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme indicates that a large proportion of these children have participated in organized learning activities prior to entering primary school.

Progress in schooling is often associated with cognitive abilities acquired at young ages. It is commonly recognized that prior participation in ECCE programmes can play an important role in a child's future education since it shapes attitudes toward learning and developing basic social skills. But the effect of ECCE activities on children’s cognitive development may vary according to the programme attended.

Limitations and constraints
The percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE programme cannot exceed 100 per cent. Obtaining data for this indicator can be a problem in some countries. This indicator may give an exaggerated picture of access from ECCE to primary education, since those children who have access to ECCE programmes are also more likely to have access to primary schools.

1.2.3 Enrolment in private ECCE centres as percentage of total enrolment in ECCE programmes

Definition and purpose
This is the percentage of all children enrolled in ECCE who are in private ECCE centres. This indicator helps to assess the involvement of the private sector in providing ECCE services.

Method of calculation
Divide the total enrolment in private ECCE centres by the total enrolment in ECCE programmes in a given school year, and multiply by 100.

Possible data sources
Data can be collected and compiled through the annual pre-school census, pre-school registration system and various other institutional data collections. Other possible sources could be through household surveys asking relevant questions.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Where data is available, this indicator can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

Interpretation
A high percentage of enrolment in private institutions and centres indicates the private sector has a significant role and involvement in providing ECCE services. A low GER in ECCE and a high percentage of children enrolled in private ECCE centres indicates there is a need for the government to review its policy and allocate more resources to expand its ECCE programmes.

Limitations and constraints
Like most data on ECCE, it is difficult to collect complete data since many institutions either fall under different ministries or in the private sector. In some countries, the private sector has a significant share in ECCE, but it is difficult to get data from these institutions.
1.2.4 Percentage of children under age 5 suffering from stunting

Definition and purpose
Stunting is a measurement of whether a child has achieved his/her potential for height growth. Deficits in height growth are usually an indication of multi-faceted deprivations. The process that leads to stunting is thought to occur pre-natally and post-natally, primarily during the first two to three years of life. The cause of stunting probably varies in different settings depending on which nutrient (or nutrients) may be limited and the frequency of infection. Protein, as well as energy, zinc and iron, has been implicated, as has prolonged infection. Where large proportions of the population are stunted, the causes are primarily environmental and indicate one or more of the following: poor maternal health and nutrition, poor access to quality food, and poor quality care, including feeding and/or unclean environment or poor health. In addition, stunted children are more likely to die or become ill and are less responsive to play and learning. Stunting is associated with poor mental development in both pre-school and school-aged children.

Method of calculation
Divide the number of children age 0-59 months that suffer from stunting by the total number of children age 0-59 months, and multiply by 100.

Height measurements of children are needed and an estimation of the child’s age. The child’s height is then plotted against international standards and an assessment of deviation from the median is calculated.

Possible data sources
Stunting is most often measured through household surveys that take anthropometric measurements of children under age 5 (height and weight). Such surveys are often national and occur on a periodic basis, e.g., every three to five years.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Preferably data should be disaggregated by sex, age group (i.e., 6-11, 12-23, 24-35, 36-47, 48-59 months) and if available (adequate sample size) by province/district.

Interpretation
Children more than -2 standard deviations from the median are deemed to be moderately stunted and those more than -3 standard deviations from the median are severely stunted. Prevalence (% of children < -2 Z-scores) of <20 per cent stunted is considered low, 20-29 per cent is considered medium, 30-39 per cent is considered high and >40 per cent is very high.

Limitations and constraints
Representative stunting data need to be collected through well-implemented surveys; height data are sometimes not collected as only weight is collected. Data collectors should be well-trained in anthropometry and appropriate equipment is needed to correctly measure height. It is not possible to know the exact causes of stunting and the mental development associated with stunting may be the result of nutritional deficiencies or poverty, which are also associated with stunting.

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8 The WHO released international child growth standards in 2006. These WHO standards should be used, rather than the previous NCHS standards. See www.who.int/childgrowth/en/.
1.2.5 Percentage of households consuming iodized salt

Definition and purpose
Iodine deficiency is the single most common cause of preventable mental retardation and brain damage in the world. It also decreases child survival, causes goiters, and impairs growth and development. Children with iodine deficiency can grow up stunted, apathetic, mentally retarded, and incapable of normal movements, speech, or hearing. Thus prevention of iodine deficiency is of major importance for optimal child development. The iodization of all salt for human and animal consumption is the most effective and efficient strategy for the elimination of iodine deficiency. All countries with an iodine deficiency problem should be implementing salt iodization programmes. The percentage of households consuming adequately iodized salt is the main indicator of the success of this programme.

Method of calculation
Divide the number of households consuming iodized salt by the total number of households, and multiply by 100.

Salt used by households needs to be tested either with a rapid test kit or preferably a more quantitative measure (titration or a WYD checker machine). It is possible to test all household samples with a rapid test kit and then only test a sub-sample more quantitatively in a central location. The international cut-off for “adequately iodized” is 15ppm but some countries have a different national standard. The salt tested should be the “salt most commonly used for cooking and eating.”

Possible data sources
The data would usually be collected through a national data collection exercise that samples a representative sample of households. Most MICS and DHS routinely collect this data and it can easily be added to other national surveys. It is also possible to collect such data through a school-based survey with children bringing samples of salt from home to be tested in school.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
The consumption of iodized salt tends to vary from community to community (but not within communities, as one village will often get its salt from one source). Disaggregation is therefore most useful at the sub-national level, the lower the better, in order to identify areas of low coverage, and hence communities un-protected by iodized salt. Urban/rural disaggregation is also useful, as well as disaggregation by wealth quintiles; there is no evidence of gender differences.

Interpretation
The universal salt iodization target is for >90 per cent of households in a given community to be regularly consuming iodized salt. Ideally, therefore, every district in a country would have a coverage of >90 per cent, although at present many countries are simply focusing on achieving coverage >90 per cent nationally. It is possible for small pockets of communities (e.g., remote communities, those living near salt deposits, those who do not purchase commercial salt) to not consume iodized salt – hence the value of sub-national coverage data to ensure there are no communities that are unprotected.

Limitations and constraints
If salt is only measured with a rapid test kit, it is not possible to know if it is adequately iodized or not.
1.2.6 Percentage of trained teachers in ECCE programmes

Definition and purpose
This indicator is about the percentage of ECCE teachers who are trained to teach pre-schoolers. Having trained and qualified teachers in ECCE programmes is crucial, particularly for the organized forms of ECCE. It is directly relevant to the quality of ECCE programmes, which constitute an important foundation for young children in preparing them for formal primary schooling.

Method of calculation
Divide the number of trained teachers by the total number of teachers in ECCE programmes in a given school-year, and multiply by 100.

Possible data sources
Data can usually be gathered from pre-school records, annual pre-school censuses and other institutional data collection systems. Additional data can also be collected through special pre-school surveys.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Data can be disaggregated by sex, age group, qualification, years of experience, socio-economic status, geographic region, urban/rural, and in particular abilities to teach in local languages and to teach disabled children. It can also be useful to disaggregate the data by ECCE institutions so as to identify weaknesses for defining strategies and measures to upgrade the quality of ECCE teachers.

Interpretation
This indicator cannot exceed 100 per cent. A high percentage indicates the availability of more qualified teachers, hence a better quality of ECCE services and programmes.

Limitations and constraints
Like most data on ECCE, it is difficult to collect data since many institutions that fall under different ministries are involved. In some countries, the private sector significantly has a big share in ECCE and it is sometimes difficult to get data from these institutions. In such cases, collecting data from a sample of private ECCE centres may help to gain at least some understanding.

1.2.7 Public expenditure on ECCE programmes as a percentage of total public expenditure on education

Definition and purpose
This is the percentage of total public expenditure on education that has been devoted to ECCE. It reflects the degree of government emphasis and priority on investment in ECCE.

Method of calculation
Divide public current expenditure on ECCE in a given year by total public current expenditure on education in the same year, and multiply by 100.

Possible data sources
Data on public expenditure can be compiled and collated from government and ministerial budget reports. However, the data may have to be compiled from more than one source.
Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Data would most likely be available at the national level only, hence cannot be disaggregated. However, in some countries, data may be available at the provincial level as well.

Interpretation
A high percentage of public expenditure on ECCE programmes as a proportion of the total education budget indicates a higher government priority for this area. A lower share indicates ECCE is not on top of the government’s priorities vis-à-vis the other education sub-sectors.

Limitations and constraints
The actual figure for the indicator can be distorted due to the difficulty in compiling the data from all relevant sources. To make the indicator comprehensive, data must be compiled from as many relevant sources as possible.

1.3 Additional EFA MEA Indicators

These additional indicators, while important in assessing progress towards EFA goals, may not be readily available in most countries. However, countries that are able to include these indicators in their national reports are in a far better position to get a more complete picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators to the maximum extent possible.

<table>
<thead>
<tr>
<th>Additional Indicators</th>
<th>Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 1.3.1 Net Enrolment Ratio (NER) in ECCE programmes including pre-primary education | • Sex  
• Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual pre-school census  
• Household surveys |
| 1.3.2 Pupil/Teacher Ratio (PTR) (child-caregiver ratio) | • Age group  
• Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based | • Annual pre-school census  
• Household surveys |
| 1.3.3 Public current expenditure on ECCE per child as a percentage of GNP per capita | • National level indicator | • Government budget reports |
| 1.3.4 Under-5 mortality rate | • Sex  
• Geographic region  
• Urban/rural  
• Other social and | • National census  
• Household surveys |
| 1.3.5 | Percentage of infants with low birth weight | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Routine health system reporting (though this only covers deliveries in facilities)  
• National health surveys that either ask the mother (recall) or check the health record (assuming birth weight has been taken and recorded) |
| 1.3.6 | Vitamin A supplementation coverage rate | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Routine health system reports  
• National surveys e.g. DHS that ask mothers if their child received a vitamin A supplement within the last six months |
| 1.3.7 | Percentage of 1-year-old children immunized against DPT3, polio, measles, and hepatitis; and receiving other vaccines | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Routine health system reports  
• National surveys e.g. DHS that review the child’s immunization record  
• EPI coverage surveys |
| 1.3.8 | Percentage of population or households with sustainable access to safe drinking water | • Geographic region  
• Urban/rural | • MICS  
• DHS  
• National census  
• Household surveys |
| 1.3.9 | Percentage of population with sustainable access to basic sanitation | • Geographic region  
• Urban/rural | • MICS  
• DHS  
• National census  
• Household surveys |
| 1.3.10 | Percentage of young children whose parents participate in parenting education programmes | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Household surveys |
| 1.3.11 | Exclusive breastfeeding rate | Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education | MICS, DHS, Household surveys, Survey of street children, Survey of children in institutions, etc. |
| 1.3.12 | Percentage of children under 5 with anemia | Sex, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education | MICS, DHS, Household surveys, Survey of street children, Survey of children in institutions, etc. |
| 1.3.13 | Birth registration rate | Sex, Geographic region, Urban/rural | MICS, DHS, Household survey, Survey of street children, Survey of children in institutions, etc. |
| 1.3.14 | Rate of support at home for early learning | Sex, Age, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education | MICS, Household survey |

### 1.3.1 Net Enrolment Ratio (NER) in ECCE programmes including pre-primary education

**Definition and purpose**
This indicator is the percentage of children of the official age group for ECCE who are enrolled in ECCE programmes. For countries where there is no official ECCE age group, the age group 3 to 5 can be used. It should be noted that this indicator covers both formal public, private, and faith-based pre-schools, and non-formal community-based centres.
### Method of calculation

Divide the number of children enrolled in ECCE programmes who are of the official pre-primary school age group (otherwise the age group 3 to 5) by the total number of children of the same official age group in a given year, and multiply by 100.

### Interpretation

A high NER in ECCE denotes a high degree of participation in ECCE programmes of children in the official ECCE age group. The NER’s maximum value should not exceed 100 per cent. An NER in ECCE that increases over time reflects increasing access to and participation in ECCE. The difference between the GER and the NER measures the incidence of under-age and over-age enrolment. If the NER in ECCE is below 100 per cent, the percentage difference between the NER and 100 per cent provides a measure of the proportion of children in the official ECCE age group who are not enrolled in ECCE programmes. For example, if the NER for ECCE is 80 per cent, then 20 per cent of young children in the official ECCE age group are not participating in ECCE programmes. Care must however be taken to include all types of ECCE programmes in the calculation of this indicator, namely public, private, faith-based, community-based and home-based.

Another complementary indicator is the Age-Specific Enrolment Rate (ASER), which shows the level of participation in ECCE programmes of young children at each specific official ECCE age. Data on enrolment by single years of age are required for calculating this indicator. See Indicator 2.3.1 in Part II, Section 2.

### 1.3.2 Pupil/Teacher Ratio (PTR) (child-caregiver ratio)

#### Definition and purpose

Most countries establish norms for the number of young children who can be reasonably and effectively attended to by one ECCE teacher/caregiver. Usually these norms differ according to the age of the child. The purpose of this indicator is to assess the degree of conformity to norms, which on the one hand demonstrates the availability of ECCE personnel and on the other identifies the disparities and the need for these individuals. Optimally, all adults who attend directly to children should be counted when calculating this indicator because many systems rely heavily on uncertified adults who are nevertheless capable of providing care and education that helps children to develop. Issues of training and certification of ECCE teachers are covered by Indicator 1.2.6.

#### Method of calculation

Divide the total number of young children enrolled in ECCE programmes by the number of teachers/caregivers who directly attend to them in a given year. The PTR in ECCE should be calculated by geographic location (region/district, urban/rural), public/private and other disaggregations. It can also be calculated for each ECCE centre, programme or class to examine conformity to norms.

#### Interpretation

The ratio of young children to teachers/caregivers in ECCE programmes should be low enough to permit frequent interactions and personal attention when needed. Fewer children per teacher/caregiver is usually preferred because it allows each young child to receive more individual attention, which in turn is assumed to promote better learning and development. A very large number of young children per teacher/caregiver tends to restrict activities by requiring much...
more attention to group control and management instead of promoting learning through exploration and attention to individual needs. A home-based programme would generally have a lower children-caregiver ratio as compared to centre-based programmes.

1.3.3  **Public current expenditure on ECCE per child as a percentage of GNP per capita**

**Definition and purpose**
This indicator refers to public current expenditure on ECCE programmes per child expressed as a percentage of GNP per capita in a given financial year. It helps to assess the level of public investment in human capital development in the early years of life. It also measures the relative emphasis given by the country to ECCE as compared to other levels of education.

**Method of calculation**
Divide public current expenditure on ECCE by the total number of young children enrolled in ECCE programmes in a given year, and then by the GNP per capita for the same year, and multiply by 100. See Annex 3.

**Interpretation**
A high percentage for this indicator denotes high per child public expenditure on ECCE programmes, hence a high degree of public attention and investment in ECCE. It represents a measure of the effort to spend a larger proportion of national income on providing ECCE.

1.3.4  **Under-5 mortality rate**

**Definition and purpose**
The under-5 mortality rate is the probability (expressed as a rate per 1,000 live births) of a child born in a specified year dying before reaching age 5 if subject to current age-specific mortality rates.

**Method of calculation**
Multiply the total number of deaths of children aged between 0-59 months by 1,000, and divide by the total number of live births in a given year.

**Interpretation**
A high under-5 mortality rate implies that a significant number of children are not receiving adequate care or are not living in appropriate environments. Thus one can expect that they are also not achieving optimal child development.

1.3.5  **Percentage of infants with low birth weight**

**Definition and purpose**
This is the percentage of young children born with a birth weight less than 2,500g. Children with low birth weight suffer increased morbidity and mortality and can have associated cognitive defects. Low birth weight is often a reflection of poor maternal health and nutrition, which in turn implies constraints in maternal care and nurturing.
Method of calculation
Divide the number of children born with a birth weight less than 2,500g by the total number of children born in a given year, and multiply by 100.

There is a challenge in collecting data on this indicator because it is not possible to collect data directly through health surveys by sampling newborns and weighing them. Additionally, in many countries, births do not happen in health facilities and birth weight is not recorded. Therefore, these data, if available, usually come through national surveys that ask the mother to estimate the size of the baby (small, normal, big) or to collect birth weight, if recorded, from the child health record. Alternatively, they can be collected from health facility records, but these only cover births at facilities.

Interpretation
A low birth weight rate of more than 10 per cent (i.e., more than 10 per cent of babies have a birth weight less than 2,500g) is considered a public health problem.

1.3.6 Vitamin A supplementation coverage rate

Definition and purpose
This is the percentage of children aged 6-59 months who have received at least one high-dose vitamin A supplement in the previous six months. Vitamin A supplementation (VAS) is an important indicator of access to basic health services, such as immunization. Children who are vitamin A deficient have increased risk of morbidity and mortality. In severe cases, eyesight is affected.

Method of calculation
Divide the number of children aged 6-59 months receiving at least one high-dose vitamin A supplement in the previous six months, by the total number of children aged 6-59 months, and multiply by 100.

Data for calculating this indicator can be collected through routine health system reporting on the degree of successful VAS. The quality of such records can vary considerably within and between countries. Alternatively, data can be collected through national surveys that ask mothers if their children have received a vitamin A capsule within the last six months. DHS and MICS routinely ask this question.

Interpretation
It is estimated that more than 80 per cent of children need to receive at least two rounds of VAS in order to achieve the benefits of mortality reduction. Low or fluctuating coverage is evidence of poor access to preventive health services.

1.3.7 Percentage of 1-year old children immunized against DPT3, polio, measles and hepatitis, and receiving other vaccines

Definition and purpose
This indicator refers to the percentage of children aged 12-23 months who have received a number of vaccines before their first birthday. Immunization protects children from vaccine-preventable diseases and is considered a priority preventive health service.
**Method of calculation**

Divide the number of children aged 12-23 months who have received a number of vaccines before their first birthday, by the total number of children aged 12-23 months, and multiply by 100.

These data can be collected through routine health system reporting, and/or national surveys such as DHS, MICS and EPI coverage surveys.

**Interpretation**

Without adequate protection against these diseases, young children are at risk of illnesses that are not only life threatening, but which also impact on their capacity to participate in school, and to learn to their full potential. Low rates of immunization for specific populations may also correlate with other indicators of low educational performance.

**1.3.8 Percentage of population or households with sustainable access to safe drinking water**

**Definition and purpose**

This indicator refers to the percentage of the population who are using improved drinking water sources (including household water connection, public standpipe, borehole, protected dug well, protected spring, and rainwater collection). Improved water sources do not include unprotected dug wells, unprotected springs, ponds, rivers or streams, tanker trucks, vendor water or bottled water.

**Method of calculation**

Divide the number of persons who have access to and regularly use improved water sources, by the total population in a given year, and multiply by 100. This indicator is to be calculated separately for urban and rural populations and by geographic regions and localities.

**Interpretation**

This indicator monitors access to improved water sources based on the assumption that such improved sources are likely to provide safe water. Unsafe water is the direct cause of many diseases in developing countries that affect child development.

**1.3.9 Percentage of population with sustainable access to basic sanitation**

**Definition and purpose**

This indicator refers to the percentage of the population who have access to improved sanitation facilities that hygienically separate human excreta from human, animal and insect contact. Facilities such as sewers or septic tanks, pour-flush latrines and simple pit or ventilated improved pit latrines are assumed to be adequate, provided that they are not public. To be effective, facilities must be correctly constructed and properly maintained. Improved sanitation does not include open pit latrines, buckets, hanging latrines, or open defecation. Good sanitation is important for urban and rural populations, but the risks are greater in urban areas where it is more difficult to avoid contact with waste.
Method of calculation
Divide the number of people with access to improved excreta disposal facilities by the total population in a given year, and multiply by 100. This indicator is to be calculated separately for urban and rural populations and by geographic regions and localities.

Interpretation
The lack of adequate sanitation facilities at home is a key reason for the higher incidence of diarrhea and related diseases. Such illnesses have a direct impact on school performance, initially through poor attendance which may eventually result in repetition or dropping out. There are also concerns in the early years that poor sanitation results in slow growth and poor nutrition, which in turn has an impact on cognitive and social development. In addition, there is concern that efforts to introduce sanitation and hygiene education activities in schools for behaviour change are seriously undermined when there are no sanitation facilities in the community or at home.

1.3.10 Percentage of young children whose parents participate in parenting education programmes

Definition and purpose
This indicator refers to the percentage of young children aged 0-5 whose parents participate in parenting education (ECCE education) programmes. Parents who have received proper guidance in child-rearing and development are believed to provide better care to young children and attention to their education. In each country, a decision will need to be made about what parameters to apply when defining which parental education programmes should be included in this count (for example, the minimum number of hours or frequency of meetings or certification according to some predetermined system). Within the categories of parental education programmes, it may make sense to include programmes that allow the educator and the parents to meet frequently and programmes that extend over a period of a determined number of sessions of a certain length of time in minutes or hours.

The reader should note that this indicator is expressed in terms of the percentage of young children whose parents are enrolled in a parenting education programme, rather than in terms of the number or percentage of parents who have enrolled in such programmes.

Method of calculation
Divide the number of young children aged 0-5 whose parents participate in parenting education programmes by the total number of young children of the same age group in a given year, and multiply by 100.

Interpretation
Investing in parenting education is thought to have a clear impact on the home practices of parents, resulting in healthier and brighter children. Investment in parenting education supports efforts to improve home-based care for young children and to expand early learning, and complements centre-based ECCE in a mutually reinforcing manner.

1.3.11 Exclusive breastfeeding rate

Definition and purpose
Exclusive breastfeeding occurs when a young child receives only breast milk and no other food or liquid (including water). Breastfeeding should continue for six months after child-birth.
Exclusive breastfeeding protects children from infection and provides optimal nutrition. Exclusive breastfeeding also strengthens the mother-child bond. Exclusive breastfeeding has been associated with improved growth and cognitive development, as well as reduced mortality and morbidity.

**Method of calculation**
Divide the number of infants aged 0-6 months who are exclusively breastfed (usually exclusively breastfed in the 24 hours prior to data collection) by the total number of infants aged 0-6 months in a given year. The relevant data can be collected through national surveys.

**Interpretation**
Low rates of exclusive breastfeeding imply increased risk to the child of illness and death. It also implies poor cultural and health system support to breastfeeding, and a potential influence on child care practices by the private sector. Maternal workload, including working away from home, also reduces exclusive breastfeeding rates and negatively affects child care in general.

### 1.3.12 Percentage of children under 5 with anemia

**Definition and purpose**
This indicator refers to the percentage of children aged 0-59 months with hemoglobin less than 11g/dl. Anemia is associated with reduced cognitive development and implies poor maternal nutrition and/or poor child health and nutrition. It is usually most prevalent in children aged 6-24 months. Cognitive deficits as a result of anemia in early life cannot be corrected in later life.

**Method of calculation**
Divide the number of children aged 0-59 months with anemia by the total number of children aged 0-59 months, and multiply by 100.

A blood test (usually through finger prick) is used to measure the amount of hemoglobin in blood. Hemoglobin is actually a proxy indicator for iron deficiency and is widely used. This blood test can be done in the field using a Hemocue machine and specialized curvettes for collecting the blood. The corresponding data for calculating this indicator are usually collected through health system reporting and/or household surveys.

**Interpretation**
The cut-off norm for anemia is 11g/dl for children aged under 5. An anemia rate greater than 5 per cent is considered a public health problem; above 40 per cent, it signals a severe public health problem.

### 1.3.13 Birth registration rate

**Definition and purpose**
This is the percentage of children aged 0-59 months whose births are reported registered. This indicator assesses the extent of registration of childbirth. Birth registration refers to the permanent and official recording of a child's existence by the state.

In general, birth registration is the first step towards recognizing a child’s inalienable rights as a human being. Without proof of birth, children are especially vulnerable to exploitation and abuse and as adults may be denied the rights of a citizen. In some countries, children without a birth
certificate cannot receive vaccinations or enroll in school; as adults, they cannot get married, open a bank account, acquire a passport, or vote.

**Method of calculation**
Divide the number of children aged 0-59 months whose births are reported registered, by the total number of children aged 0-59 months surveyed.

**Interpretation**
Every government requires accurate data on births. Countries that have ratified the United Nations Convention on the Rights of the Child and other international human rights agreements are committed to registering children at birth. National birth registration systems provide the vital data countries need for policy development, planning and allocating resources, and for monitoring the state of children in the country.

1.3.14  Rate of support at home for early learning

**Definition and purpose**
This is the percentage of children aged 0-59 months living in households in which at least one adult has engaged in a number of activities to promote the child’s learning and school readiness in the past three days. Adult support for learning in the early years of a child’s life is critical to the child’s development later in life, and in particular to the child’s readiness for timely initiation to schooling and eventual school success (in terms of staying in school and achieving learning outcomes). Support for early learning might include a number of activities that parents and other adult caregivers engage in with the child, including reading books, singing songs, and playing with the child.

**Method of calculation**
Divide the number of children aged 0-59 months living in households in which an adult has engaged in four or more activities to promote learning and school readiness in the past three days, by the total number of children aged 0-59 months surveyed, and multiply by 100.

**Interpretation**
The more children are engaged in early stimulation and learning activities with adults in their daily lives, the more likely those children are to be ready for schooling, and consequently to be able to learn and also to stay in school.
2 Achieving Universal Primary/Basic Education

Measuring progress toward EFA Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

Dakar Framework for Action Extended Text on Primary Education:

All children must have the opportunity to fulfill their right to quality education in schools or alternative programmes at whatever level of education is considered “basic”. All states must fulfill their obligation to offer free and compulsory primary education in accordance with the United Nations Convention on the Rights of the Child and other international commitments. The international agreement on the 2015 target date for achieving Universal Primary Education (UPE) in all countries will require commitment and political will from all levels of government. For the millions of children living in poverty, who suffer multiple disadvantages, there must be an unequivocal commitment that education be free of tuition and other fees, and that everything possible be done to reduce or eliminate costs such as those for learning materials, uniforms, school meals and transport. Wider social policies, interventions and incentives should be used to mitigate indirect opportunity costs of attending school. No one should be denied the opportunity to complete a good quality primary education because it is unaffordable. Child labour must not stand in the way of education. The inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve UPE by 2015.

While commitment to attaining universal enrolment is essential, improving and sustaining the quality of basic education is equally important in ensuring effective learning outcomes. In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly - providing relevant content in an accessible and appealing format. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners. The EFA 2000 Assessment suggests a wide range of ways in which schools can respond to the needs of their pupils, including affirmative action programmes for girls that seek to remove the obstacles to their enrolment, bilingual education for the children of ethnic minorities, and a range of imaginative and diverse approaches to address and actively engage children who are not enrolled in school.

Universal primary education (UPE) aims not only to expand access to primary education for all children, but also to improve the education system’s quality and internal efficiency so that all pupils actually complete the primary education cycle. It entails ensuring that adequate resources and infrastructure are available and used effectively. The goal is to make primary education of good quality accessible to ALL children.
This EFA goal also gives particular attention to girls and children in difficult circumstances and those belonging to ethnic minorities, who constitute a significant proportion of the unreached groups. To undertake a comprehensive assessment to cover these groups, a special effort must be made to collect data regarding the unreached, under-reached and/or marginalized groups from all available sources beyond the traditional school censuses. Information should be collected from all forms of organized provision of primary education, whether public or privately funded or managed. Data may also be extracted from various surveys, research reports and studies. When a country considers that “basic education” includes the first (lower) cycle of secondary education as well, data on these school years should also be included in the assessment.

**Guiding Questions**

The purpose of these questions is to clarify and interpret EFA Goal 2 and its extended text in order to guide the assessment of progress towards achieving this goal. In addition, the questions provide a basis for deeper reflection on the issues related to the attainment of this goal, and revive the broader discussion from Dakar which served to define the goal for reporting purposes. The EFA MEA Report is not supposed to directly and immediately answer all these guiding questions. Rather, they serve as a guide to ensure clarity and consensus for the interpretation of the goal statement in the national context.

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<tr>
<th>Goal Statement</th>
<th>Guiding Questions</th>
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<td>- Who are defined as children in the country? Based on:</td>
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<td></td>
<td>▪ Legislation?</td>
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<td>▪ Human rights instruments?</td>
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<td>▪ Common law definition?</td>
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<td>- Who are “all” the children in the country? Do they include:</td>
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<tr>
<td></td>
<td>▪ Citizens of the country by right?</td>
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<tr>
<td></td>
<td>▪ Non-citizens of the country but currently living in the country – for example; refugees, expatriates, children of immigrant workers?</td>
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<td>- How can all of the children be located and documented? By means of:</td>
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<td></td>
<td>▪ Birth registration</td>
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<td>▪ Hospital records</td>
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<td>▪ School records</td>
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<td></td>
<td>▪ Local community records</td>
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<td></td>
<td>- What reasons prohibit girls from attending school in the country?</td>
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<td></td>
<td>- How can these girls be located?</td>
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<td></td>
<td>- Who are these “children in difficult circumstances” in the country?</td>
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<tr>
<td></td>
<td>- How can these children in difficult circumstances be located?</td>
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<tr>
<td></td>
<td>- What types of records are kept of children in difficult circumstances?</td>
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<td></td>
<td>- Who are the ethnic minorities in the country?</td>
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<td></td>
<td>- How could children belonging to ethnic minorities be located?</td>
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<tr>
<td></td>
<td>- What records are kept of the children belonging to ethnic minorities?</td>
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<tr>
<td></td>
<td>- What types of education or specialized classes, if any, are available to children belonging to ethnic minorities?</td>
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<tr>
<td></td>
<td>- What is understood by “access” in the country? Does it refer to:</td>
</tr>
<tr>
<td></td>
<td>▪ Legislative access, as in the right to attend school</td>
</tr>
</tbody>
</table>
- Physical access to education
  - What is the legislation in the country pertaining to access to education?
  - What are the education policies of the country relating to access to education?
  - What are the local rules and regulations within areas of the country in respect to access to education?
  - What international conventions in respect to children and education is the country a signatory to?
  - How is primary education provided in the country? By:
    - State schools?
    - Specialized schools?
    - Private schools?
    - Long distance learning/correspondence?
    - Home schooling?
    - Faith-based schools?
    - Community schools?
  - If children wish to access primary education – what options do they have?

and complete
- What are the requirements in the country for a child to be accepted as having “completed” primary education?
- What is the expected outcome for a child upon completion of primary education? How is this measured and recorded?
- Are there national standard tests that are administered to determine if a child has achieved the learning objectives and requirements for primary education?
- Is the practice accepted in the country of considering a child who has reached Grade 5 as having completed primary education?

free and compulsory
- Is there legislation making primary education free and compulsory?
- If so, what does the legislation say – for whom is education free and compulsory?
- Are there any rules, regulations, or by-laws at the local level stipulating that primary education is free and compulsory?
- What does “compulsory” mean – Is it compulsory to register for education? Is it compulsory to attend an education programme? Is it compulsory for a child to receive education? Is it compulsory to complete the education that the child has registered for?
- What are the expenses a child or his/her family needs to pay in order to fully participate in primary education? Are the following included?
  - School fees
  - Food costs
  - Uniform costs
  - Books and stationery supplies costs (i.e. paper/ pencils)
  - Other fees
  - Examination costs
  - Transport costs
- How are these expenses recorded and accounted for? Where can information about these expenses be obtained?
- If there are any expenses, then access to education is not completely free. How can the country offset these costs?
- Is there systematic monitoring of attendance within primary education?
- Are there enforcement procedures in relation to the compulsory requirement?
- If there are enforcement procedures – are these enforced? By whom?

primary education
- What is the country’s definition of “primary education”?
- Is this a legal definition?
- What grades are covered by primary education?
What is the age range of children that should attend primary education? Are there any limits on the ages of children who can attend primary school?

What is the definition of good quality primary education in the country?

How is the quality of primary education measured?

What types of primary education are there in the country?

How many primary education facilities are there?

- Where are they?
- What size are they?
- What are the physical facilities like? Running water, toilets, school lunches, etc.
- What educational supplies and teaching equipment does the facility have?
- What type of academic programme is followed?
- What languages are spoken? What languages are taught?
- What is the pupil/teacher ratio?
- What is the gender makeup of the teachers in each facility?
- What are the qualifications of the teachers?
- Percentage of teachers having the required academic qualifications?
- Percentage of teachers who are certified to teach according to national standards?
- What are the repetition rates of children by grade?
- What are the continuous teacher training requirements?

In undertaking the assessment, countries may wish to examine several other factors that affect access to schooling, the teaching and learning process and its outcomes, as well as the efficiency of the primary education system. For example, such factors may include the physical condition of schools and classrooms; the availability of drinking water, functioning toilets and electricity; the availability and condition of textbooks and other learning materials; attendance patterns of pupils and teachers; policies and practices affecting the inclusion or exclusion of children with disabilities or learning difficulties; the provision of professional support and supervision of teachers; school community interactions (e.g., active parent-teacher associations, use of school buildings and grounds for community activities and adult literacy programmes), and others.

In assessing progress towards this EFA goal, countries may wish to examine all relevant indicators for their country and gather data relevant to the national goals and targets to assess progress toward these goals as well. This section proposes a list of indicators to draw upon in the assessment of Goal 2. Please note that some of the suggested indicators may relate to other goals and will be referred to in other sections.

**Data Sets Required**

Data sets on primary school enrolment, new entrants, repeaters and teachers, as well as on the relevant population, are essential to monitor the EFA goal of UPE. Progress toward this goal can be measured by comparing these data across different periods of time. The following data sets can be used to calculate the relevant indicators to highlight the situation and to identify gaps in the different aspects of access, participation, quality and proper resource allocation in primary education.

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9 See Annex 6 for an outline of questions to assess the inclusion of persons with disabilities.
<table>
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<tr>
<th>Core Data Set</th>
<th>Data Sources</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
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</thead>
</table>
| Population data | Census, NSO population projections | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other child social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education |
| Enrolment, repeaters, new entrants, graduates in primary and secondary education | Annual school census, household surveys | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other child social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education  
• Public, private, faith-based, community-based |
| Education personnel: Teaching and non-teaching staff | Ministry of Education personnel database and records, annual school census | • Sex  
• Qualification  
• Years of experience  
• Geographic region  
• Urban/rural  
• Trained to teach:  
  o In local language(s)  
  o Disabled persons  
• Public, private, faith-based, community-based |
| Availability and conditions of school facilities and buildings | Annual school census, various assessments and supporting documentation | • Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based |
| Amount and types of financing in primary education | Government budget reports | • Administrative levels |

### 2.1 Policy and System Indicators

This type of indicator was not included in the National EFA Reports for Dakar. These indicators, which require description and explanation, allow for countries to provide more qualitative information in the reporting process. While yes/no answers are possible in many cases, it is far more informative to provide a brief narrative to better explain the answer in the context of
national systems and practices. Case studies and summaries of relevant research studies or assessments can further support and substantiate the information provided for these indicators.

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<th>Policy/System Indicators</th>
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<td>2.1.1 Legislative, policy and institutional reform in conformity with the country’s commitment to achieve the EFA Dakar goal of the universalization of primary education in accordance with the Convention on the Rights of the Child10</td>
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<tr>
<td>2.1.2 Presence of national policies and plans for the universalization of “free and compulsory” primary education. Describe how these are being implemented</td>
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<tr>
<td>2.1.3 Information available on the number, characteristics, and geographic location of children in difficult circumstances and children belonging to ethnic minorities</td>
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<tr>
<td>2.1.4 Incentives and/or special support programmes put in place to promote access to and completion of primary education for children in difficult circumstances and ethnic minority children</td>
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<td>2.1.5 Presence of legislation and regulations governing teachers’ codes of conduct, working conditions, etc.</td>
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<td>2.1.6 Existence of an operational Education Management Information System (EMIS) that collects and produces reliable disaggregated information and indicators that are accessible to the public</td>
</tr>
<tr>
<td>2.1.7 Existence of school/community mapping and a child-seeking strategy for “unreached” school-age children</td>
</tr>
</tbody>
</table>

2.1.1 **Legislative, policy and institutional reform in conformity with the country’s commitment to achieve the EFA Dakar goal of the universalization of primary education in accordance with the Convention on the Rights of the Child**

**Definition and purpose**

All countries committed to achieve the EFA Dakar goal of the universalization of primary education, as well as the standards and obligations of the Convention on the Rights of the Child (CRC), must review, and reform as deemed appropriate, their national policies, legislation and institutional setup for the universalization of primary education. Such reform would incorporate appropriate changes and actions that aim at accelerating equitable access to and completion of primary education of good quality for all children irrespective of gender, ethnicity, religion, economic conditions, disabilities, and other factors.

This indicator takes stock of the reforms and/or changes that have been introduced, since the EFA World Education Forum in Dakar in the year 2000, into the country’s policies, legislation and institutional setup to implement the country’s commitment to the EFA Goal 2 on the universalization of primary education and the fundamental human rights underlying this national and international commitment11.

**Interpretation**

Countries that have introduced further reforms to their legislation, policies and institutions in accordance with their commitment to EFA Goal 2 and to the CRC are seen to have taken appropriate initial actions to implement their commitment. Countries that have not yet introduced such policy and institutional reforms are encouraged to do so soon, in order to pave the way for achieving their commitment to the universalization of primary education in time.

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10 Adopted and opened for signature, ratification and accession by the United Nations General Assembly resolution 44/25 of 20 November 1989 with entry into force 2 September 1990, in accordance with Article 49.

11 See http://www.unicef.org/crc/.
Means of verification
Review of legislation, policy and institutional settings in regard to the country’s commitment to EFA and to the articles and protocols of the CRC.

2.1.2 Presence of national policies and plans for the universalization of “free and compulsory” primary education. Describe how these are being implemented.

Definition and purpose
A key to the universalization of primary education is the implementation of “free and compulsory” primary education. This indicator reviews the state of progress among the countries in defining policies, legislation and government regulations for ensuring free and compulsory primary education as a way to overcome the main obstacles to UPE such as poverty and family constraints. For countries that have already begun implementing such policies and regulations, it will be especially useful to review how these are being implemented, and the experiences, problems, issues, good practices and new insights which can inform and improve further actions to universalize primary education in all countries.

Interpretation
Information on progress among countries in defining policies and regulations to universalize “free and compulsory” primary education can guide further efforts to ensure that such prerequisites of appropriate policy and administrative frameworks are in place in all countries. A review of experiences in the actual implementation of “free and compulsory” primary education in different country and local contexts can generate a wealth of insights and good practices that can help other countries to implement this strategy more efficiently and effectively.

Means of verification
Review of policy and legislative documents, and government regulations. Analysis of research studies and local education office reports. Special commissioned studies as deemed appropriate.

2.1.3 Information available on the number, characteristics, and geographic location of children in difficult circumstances and children belonging to ethnic minorities

Definition and purpose
In order to “reach the unreached”, one needs to know who they are, where they are, and what their difficulties are with regard to schooling, so as to be able to design more effective strategies and measures to enable them to participate fully in primary education. In addition to data on girls (who are specially covered under EFA Goal 5), the availability of information on the number, location and characteristics of children in difficult circumstances and children belonging to ethnic minorities can help to better target and implement effective UPE strategies and measures, and to monitor progress.

Interpretation
If such information is not available in the country, or is patchy and/or unreliable, special efforts are necessary in order to strengthen the gathering of information about these unreached populations, both through existing data channels such as population censuses and household surveys, and specifically requiring local administrations to report on children in difficult circumstances, ethnic and linguistic minorities, and other disadvantaged/vulnerable children.
Means of verification
Verification of the records and databases of government ministries and the NSO, and of the records and reports of local administrations.

2.1.4 Incentives and/or special support programmes put in place to promote access to and completion of primary education for children in difficult circumstances and ethnic minority children

Definition and purpose
Many countries implement special incentives and/or support programmes in order to enable children in difficult circumstances and ethnic minority children to attend primary schools and to ensure that they successfully complete their primary education. Information from different countries on the special incentives and support that have been applied to children in difficult circumstances, and how effective such incentives and support have been, can be very useful for other countries and localities having similar situations.

Interpretation
Countries that have implemented such special incentives and support programmes are those that have taken policies and regulations to the implementation level. Among and within the countries, there can be a large variety of such incentives and special support programmes that attempt to address the specific difficulties of specific groups of children. More detailed information on the range of such measures taken, as well as their effectiveness in different circumstances, can be very helpful.

Means of verification
Analysis of reports of the Ministry of Education and local education offices. Review of research papers and case studies. Special commissioned studies as deemed appropriate.

2.1.5 Presence of legislation and regulations governing teachers’ codes of conduct, working conditions, etc.

Definition and purpose
Teachers constitute a key element in the universalization of primary education. The existence of legislation and government regulations that define teachers’ codes of conduct and ensure proper working conditions for teachers and their career development will be essential in stabilizing the teaching force, reducing attrition and introducing systematic professionalization as a key factor to improve the quality of primary education.

Interpretation
The presence of legislation and regulations governing teachers can be interpreted as another concrete step taken by the country in paving the conditions for proper human resource inputs into the universalization of primary education. A comparative review of such national legislation and regulations can highlight essential common elements, as well as particular dispositions for special situations, for reference by all countries.

Means of verification
Review of legislation, policy documents and government regulations.
2.1.6 Existence of an operational Education Management Information System (EMIS) that collects and produces reliable disaggregated information and indicators that are accessible to the public

**Definition and purpose**
A fully operational EMIS is required in the country to closely monitor progress in EFA, especially the universalization of primary education as a key goal. Information on the functioning of the EMIS and the availability of reliable and relevant statistics and indicators will give the general public the opportunity to hold the government accountable and to mobilize all forces for education.

**Interpretation**
This indicator will demonstrate how the government fulfills its central role in monitoring and coordinating all actions for EFA, by establishing a fully operational EMIS to regularly keep track of progress in EFA, especially UPE, and to disseminate reliable disaggregated information to the general public so as to inform them of achievements and shortfalls, and to mobilize their further support.

**Means of verification**
Review of government decisions and institutional setup. Analysis of the EMIS’s production schedules and content, as well as strategies for the distribution of education statistics and indicators through relevant publications and Web sites.

2.1.7 Existence of school/community mapping and a child-seeking strategy for “unreached” school-age children

**Definition and purpose**
In order to universalize access to primary education, it is useful to know where schools are and what their capacity is, and then match such capacity with the number of “unreached” or “unenrolled” school-age children in the local community (or catchment area). This indicator helps us to enquire about whether school mapping has been conducted in the country, and whether strategies and/or measures have been implemented to systematically seek out unreached children and bring them to school. For example, in some countries there are government regulations requiring the local education office to regularly identify and report on the number and whereabouts of children who are not enrolled in school, sometimes as part of the Compulsory Education Act.

**Interpretation**
Countries, provinces and districts that have school mapping and child-seeking strategies, especially if such strategies provide adequate information on the characteristics and needs of the unreached, can be more efficient in adopting effective measures to bring them to school and to help them to achieve the required learning outcomes.

**Means of verification**
Review of documents on central and local government regulations. Verification of the existence of school maps.
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2.2.1 **Gross Intake Rate (GIR) in primary education**

**Definition and purpose**
This refers to the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age. The GIR reflects the general level of first-time access to primary education. This indicator provides only a rough measure of access to the first grade since it also takes into account the number of over-aged and under-aged new entrants to Grade 1. It indicates at the same time the capacity of the education system to provide access to Grade 1 education for the official school entrance age population. This indicator is used as a substitute for Net Intake Rate (NIR) in the absence of data on new entrants by single years of age.

**Method of calculation**
Divide the number of new entrants in the first grade of primary education in school-year t, irrespective of age, by the population of the official school entrance age in school-year t, and multiply the result by 100.

\[
\text{GIR}_{Pri,t} = \frac{\text{Number of new entrants in the first grade of primary education in school-year } t}{\text{Population of the official primary school-entrance age in school-year } t} \times 100
\]

The above formula assumes that data on new entrants are available. If data on new entrants are not available, the new entrants to Grade 1 can be estimated by subtracting the number of Grade 1 repeaters from the total enrolment in Grade 1.

\[
\text{GIR}_{Pri,t} = \frac{\text{Number of pupils in Grade 1 in school-year } t - \text{Number of repeaters in Grade 1 in school-year } t}{\text{Population of the official primary school-entrance age in school-year } t} \times 100
\]

Some countries allow for automatic promotion to Grade 1, which means there are no repeaters at the pre-primary level. In this case, the number of new entrants is the same as the total enrolment. Hence, the first formula (above) to estimate the GIR can be used. Note that for this case, the number of new entrants to Grade 1 is equal to the total enrolment in Grade 1.

**Possible data sources**
Data on new entrants to Grade 1 can be collated from school registers, school surveys or censuses. Data for the primary school entrance age population can be derived from population censuses or estimates.
Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)

The GIR can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

**Interpretation**

A high GIR indicates in general a high degree of access to primary education. As this calculation includes all new entrants to the first grade, including over-aged and under-aged children entering primary school for the first time, the GIR can be more than 100 per cent.

This indicator is also useful in matching the school intake capacity and the demand for entry into the first grade. The difference between the GIR and the NIR (see Indicator 2.2.2 below) shows the extent of over-aged and under-aged intake into primary education. Continued or increasing deviation may imply that appropriate policy adjustments and changes to primary school intake capacities are needed to accommodate the changes in demand for access to primary education.

**Limitations and constraints**

To the extent possible, all new entrants to both public and private schools should be included so as not to underestimate or distort the intake rate. Care should also be taken not to include repeaters in Grade 1 in the calculation, since this will lead to an inflated GIR. Data on population (or population estimates) used in deriving this indicator should refer strictly to the official school entrance age.

### 2.2.2 Net Intake Rate (NIR) in primary education

**Definition and purpose**

The NIR is the ratio of new entrants in the first grade of primary education who are of the official primary school entrance age, to the total population of the same age, expressed as a percentage. It gives a more precise measurement of first-time access to primary education of the eligible, primary school-entrance age population than does the GIR. It is a key parameter used for projecting school enrolment, taking into account future developments as the new entrants either progress to higher grades, repeat the same grade, or drop out of school.

**Method of calculation**

Divide the number of new entrants in Grade 1 in school-year $t$ who are of the official school entrance age, by the population of official school entrance age in school-year $t$, and multiply the result by 100.

$$\text{NIR}_{\text{Pri},t} = \frac{\text{Number of children of official primary school-entrance age who enter the first grade of primary education in school-year } t}{\text{Population of the official primary school-entrance age in school-year } t} \times 100$$

**Possible data sources**

Data on new entrants by age can be collated from school registers, school surveys or censuses while data or estimates for the primary school entrance age can be sourced from population censuses.
Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
The NIR is to be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic
groups, disabilities, and other vulnerable population groups.

Interpretation
The NIR cannot exceed 100 per cent. A high NIR indicates a high degree of timely access to
primary education for the official primary school entrance age children, and a high proportion of
pupils of the same age in the first primary grade. It is a measure of how close the countries are to
universalizing intake into primary education.

Limitations and constraints
Data on both new entrants and population used in deriving this indicator should refer strictly to
the official school entrance age. Care should be taken not to include repeaters in Grade 1 in the
calculation; this leads to double counting of under-aged pupils who repeat the first grade when
they reach the official entrance age.

Complementary indicators are the Percentages of Late and Early Starters. Although not core
indicators, they are useful when the number of early and late starters is significant, particularly
when education development in the country has stagnated. These indicators can measure the
percentage of new entrants in Grade 1 outside of the official primary school-entrance age. See
Annex 3.

The Percentage of Unadmitted Children of the Official School Admission Age is also a
complementary indicator to the NIR and can be calculated by subtracting the NIR from 100.

2.2.3 Gross Enrolment Ratio (GER)

Definition and purpose
The GER is the total enrolment for a particular education level (primary or secondary), regardless
of age, expressed as a percentage of the eligible official school age population for that particular
education level in a given school-year. It is widely used to show the general level of participation
in, and the capacity of the primary education system. It is used in place of the Net Enrolment
Ratio (NER) when data on enrolment by single years of age are not available. It can also be used
together with the NER to measure the extent of over-aged and under-aged enrolment.

GER by level
The GER can be generated by level (primary, secondary) as the proportion of total pupils in a
particular level, expressed as a percentage of the population of the corresponding official school
age.

Method of calculation
Primary level
The GER for primary education is defined as the total number of pupils enrolled at the primary
level in school-year t, divided by the total population of official primary school ages in school-
year t, expressed as a percentage. Different countries may have different numbers of grades
and/or age groups for primary education.

\[
\text{GER}_{\text{Pri},t} = \frac{\text{Total enrolment in primary education in school-year } t}{\text{Population of the official primary school age group in school-year } t} \times 100
\]
Secondary level
The GER for secondary education is defined as the total number of students enrolled at the secondary level in school-year $t$, divided by the total population of official secondary school ages in school-year $t$, expressed as a percentage.

$$\text{GER}_{\text{Sec},t} = \frac{\text{Total enrolment in secondary education in school-year } t}{\text{Population of the official secondary school age group in school-year } t} \times 100$$

This indicator can also be calculated separately in the same way for lower and upper secondary education, if required.

Possible data sources
Data on enrolment can be derived from school registers, school surveys or censuses. Population censuses or estimates are a good source for data on the official school-age population for each level of education.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
The GER can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

Interpretation
The GER is the most commonly used indicator to measure the coverage of primary and secondary education, in relation to the population eligible for participation in the system. It is useful for those who are interested in the overall participation of the school-age population at a particular education level. It can be used for comparing different districts, provinces, regions, urban and rural provinces, and boys and girls.

The GER can be over 100 per cent, where the number of under-aged and/or over-aged children in schools is high relative to children of the official age for any particular level. A high GER indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100 per cent indicates a country has, in principle, the capacity to accommodate all of its primary school-age population. It does not, however, indicate the proportion of that population who are actually enrolled. A GER of 100 per cent is therefore a necessary but not sufficient condition for UPE. Nonetheless, when a country’s GER for primary education exceeds 90 per cent, this can be interpreted to indicate that the aggregate number of places for pupils is approaching the number required for full enrolment of the official age-group population. However, in order to achieve UPE, the number of under-aged and over-aged pupils would need to decrease so as to free up school places for pupils in the official primary school age group who are not enrolled in school. A similar analysis can be applied to the GER for the secondary level.

Limitations and constraints
The GER in primary education should be based on the total enrolment in all types of primary schools and equivalent education institutions, including public, private and all other institutions that provide organized educational programmes at the primary level. The GER can sometimes exceed 100 per cent due to the inclusion of over-aged and under-aged pupils and repeaters. In this case, a rigorous interpretation of the GER needs additional information about the extent of
repetition, early and late entrants, and other factors. The same applies to the GER for secondary education.

2.2.4 *Net Enrolment Ratio (NER)*

**Definition and purpose**
This indicator refers to the enrolment at a particular level of education of the official school-age population expressed as a percentage of the corresponding official population. The NER gives a more precise measurement of the extent of participation in primary education of children belonging to the official primary school age.

**NER by level**
This indicator can also be calculated by level of education, e.g., primary or secondary.

**Method of calculation**

**Primary level**
The NER for primary education is defined as the number of pupils enrolled at the primary level in school-year t that are in the official primary school-age group, divided by the total population of that official primary school-age group in school-year t, and expressed as a percentage. Different countries may have a different number of grades and/or age groups for primary education.

\[
\text{NER}_{\text{Pri, t}} = \frac{\text{Enrolment of official primary school age group in primary education in school-year } t}{\text{Population of the official primary school age group in school-year } t} \times 100
\]

**Secondary level**
The NER in secondary education is calculated by dividing the total number of students of the official secondary school-age group who are enrolled at the secondary level in school-year t, by the total population of that official secondary school age in school-year t, and expressing the result as a percentage.

\[
\text{NER}_{\text{Sec, t}} = \frac{\text{Enrolment of official secondary school age group in secondary education in school-year } t}{\text{Population of the official secondary school age group in school-year } t} \times 100
\]

This indicator can also be calculated separately in the same way for lower and upper secondary education, if required.

**Possible data sources**
Data on enrolment can be derived from school registers, school surveys or censuses. Population censuses or estimates are a good source for data on the official school-age population.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
The NER can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, caste and other vulnerable groups.

**Interpretation**
A high NER in primary education denotes a high degree of participation in primary education of the official primary school-age group population. The NER’s maximum value is 100 per cent. An
NER in primary education that increases over time reflects improving participation in primary education. The difference between the GER and the NER measures the incidence of under-age and over-age enrolment. If the NER in primary education is below 100 per cent, the percentage difference between the NER and 100 per cent provides a measure of the proportion of primary school-age children who are not enrolled at the primary level; i.e., if the NER for the primary level is 80 per cent, then 20 per cent of the primary school-age population are not in school. However, since some primary school-age children could be enrolled at other levels of education, this percentage difference should in no way be considered as indicating the exact percentage of children not enrolled. A similar analysis can be applied to the NER for the secondary level.

A more precise complementary indicator is the Age-Specific Enrolment Rate (ASER), which shows the level of participation in education of the population at each particular age. This rate is a more accurate indication of the participation of school-age children in primary education than the GER and NER. See Indicator 2.3.1 below. In some countries, however, the NER cannot be calculated as data on enrolment by age are not available. In such cases, a special effort ought to be made to systematically collect enrolment data by single years of age so as to derive this more precise and informative indicator.

**Limitations and constraints**

The NER at the primary level should be based on the total enrolment in all types of primary schools and equivalent educational institutions, including public, private and all other institutions that provide organized educational programmes at the primary level. The same applies to the NER for secondary education.

Although theoretically the NER cannot exceed 100 per cent, in practice, it can go up to over 100 per cent due to inconsistencies in the enrolment and/or population data. When the NER exceeds 100 per cent during calculation, the following factors may have caused the irregularity:

- Underestimation of population data;
- When the reference date for entry to primary education does not coincide with the birth dates of all of the cohort eligible to enroll at this level of education;
- When a large proportion of children start primary school earlier than the prescribed age and consequently finish earlier as well; and
- When there is an increase in the entrance age to primary education while its duration remains unchanged.

**2.2.5 Repetition Rate (RR) by grade in primary education**

**Definition and purpose**

The Repetition Rate (RR) is the proportion of pupils who repeat a grade. Pupils who repeat a grade tend to occupy school places which otherwise could be used to accommodate other eligible children. A high repetition rate therefore implies a low internal efficiency in education, when a part of the resource inputs are being used by repeaters.

**Method of calculation**

The RR at Grade g in school-year t is obtained by dividing the number of repeaters in Grade g in school-year t+1, by the enrolment in Grade g in school-year t.
Draft dated 27.04.09

\[ \text{RR}_{g,t} = \frac{\text{Number of pupils repeating Grade } g, \text{ in school-year } t+1}{\text{Number of pupils enrolled in Grade } g, \text{ in school-year } t} \times 100 \]

For example, if you would like to find out the RR of Grade 3 in the school-year 2004, the formula would be:

\[ \text{RR}_{3,2004} = \frac{\text{Number of pupils repeating Grade 3, in school-year 2005}}{\text{Number of pupils enrolled in Grade 3, in school-year 2004}} \times 100 \]

**Possible data sources**

Data on repeaters and enrolment are usually collected during the annual school census or survey. Household surveys or other administrative records may provide the necessary data for programmes run by the community or NGOs and private schools. In some cases, countries may compile data from both public and private schools.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**

The RR by grade in primary education can be disaggregated by grade, sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, other vulnerable groups, and public/private institutions.

**Interpretation**

The RR should ideally approach zero per cent. High repetition rates indicate problems in the internal efficiency of the education system and possibly poor quality of instruction or school environment. When compared across grades, the patterns can indicate specific grades with relatively higher repetition rates for further in-depth enquiries and solutions. In some countries, low repetition rates may merely reflect national policies or practices of automatic promotion. The maximum repetition rate and number of grade repetitions allowed may in some cases be determined by the education authorities in order to cope with limited capacity at certain grade levels and to increase the flow of pupils through the education cycle. Consequently, care should be taken in interpreting this indicator, especially when making comparisons between education systems.

**Limitations and constraints**

Like other student flow rates, the RR is derived by analyzing data on enrolment and repeaters by grade for two consecutive years. Such data must be consistent in terms of coverage over time and across grades. Special attention should be paid to avoid some common errors that may bias these flow rates, such as over-reporting of enrolments and/or repeaters (particularly in Grade 1), incorrect distinction between new entrants and repeaters, and transfers of pupils between schools and grades.

### 2.2.6 Survival rate to Grade 5

**Definition and purpose**

Survival rate to Grade 5 is the estimated proportion of a cohort of pupils who may reach Grade 5 expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. This indicator is used to show the extent to which the school system can retain pupils in school until Grade 5 when they would have acquired the basic literacy and numeracy skills. By
subtracting the rate from 100%, it also indicates the proportion of pupils who may drop out before reaching Grade 5. This indicator is therefore also used to measure the impact of dropouts and the internal efficiency of primary education.

**Method of calculation**
Divide the total number of pupils belonging to a pupil cohort who reached Grade 5 of primary education by the number of pupils in the original pupil cohort, i.e., those pupils who enrolled together in the first grade of primary education, and multiply by 100.

Usually this indicator is derived using a reconstructed student cohort flow model. It requires the following data:

- Number of pupils enrolled by grade for two consecutive years;
- Number of repeaters by grade in the second school year;
- Number of graduates (successful completers) in the first school year; and
- Number of net transfer pupils (optional).

A detailed explanation of the reconstructed student cohort flow model can be found in Annex 4. UNESCO has developed an Excel Macro program for the student cohort flow model to obtain the survival rate along with other education indicators related to internal efficiency. *To request a copy of this program, e-mail the UIS-AIMS Unit at bkk.aims@unesco.org.*

**Possible data sources**
Data can be derived from school registers, school surveys or censuses, and from MICS surveys.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
Survival rates can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, other vulnerable groups, and public/private institutions. They can also be disaggregated according to survival with and without repetition.

**Interpretation**
A survival rate approaching 100 per cent indicates a high level of retention and low dropout incidences, hence high internal efficiency. The survival rate may vary from grade to grade, giving indications of grades with relatively more or fewer dropouts. The distinction between survival rate with and without repetition is necessary to compare the extent of wastage due to dropout and repetition.

The survival rate to Grade 5 of primary education is of particular interest since completion of at least four years of schooling is commonly considered a pre-requisite for sustainable literacy.

**Limitations and constraints**
Since the calculation of this indicator is based on pupil flow rates, the reliability of the survival rate to Grade 5 depends on the consistency of the data on enrolment and repeaters in terms of coverage over time and across grades. Since this indicator is usually estimated using cohort analysis models based on a number of assumptions, care should be taken in using the results for comparison.
2.2.7 Primary cohort completion rate

Definition and purpose
The primary cohort completion rate is the estimated proportion of a cohort of pupils who complete the last grade of primary education as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. This indicator is used to show the proportion of pupils from the given cohort who completed a primary education cycle, and hence the degree of success (or failure) of this education cycle and this cohort of pupils. By subtracting the rate from 100 per cent, it also indicates the proportion of pupils from the cohort who drop out and are therefore not able to complete the primary education cycle. This indicator is also used to measure the impact of dropouts and the internal efficiency of primary education.

Method of calculation
Divide the total number of pupils belonging to a pupil cohort who completed primary education by the number of pupils in the original pupil cohort, i.e., those pupils who enrolled together in the first grade of primary education, and multiply by 100.

Usually this indicator is derived using a reconstructed student cohort flow model. It requires the following data:

- Number of pupils enrolled by grade for two consecutive years;
- Number of repeaters by grade in the second school year;
- Number of graduates (successful completers) in the first school year; and
- Number of net transfer pupils (optional).

A detailed explanation of the reconstructed student cohort flow model can be found in Annex 4. UNESCO has developed an Excel Macro program for the student cohort flow model to obtain the primary cohort completion rate along with other education indicators related to internal efficiency. To request a copy of this program, e-mail the UIS-AIMS Unit at bkk.aims@unesco.org.

Possible data sources
Data can be derived from school registers, school surveys or censuses, and from household surveys.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
The primary cohort completion rate can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, other vulnerable groups, and public/private institutions. It can also be disaggregated between completers with and without repetition.

Interpretation
A primary cohort completion rate approaching 100 per cent indicates a high degree of success in completing primary education as a result of high retention and low dropout incidences, hence a high internal efficiency. It would be of particular interest to know how many of these completers were able to move up to the next education level.

Limitations and constraints
Since the calculation of this indicator is based on pupil flow rates, the reliability of the result greatly depends on the consistency of the data on enrolment and repeaters in terms of coverage over time and across grades. Since this indicator is usually estimated using cohort analysis
models based on a number of assumptions, care should be taken in using the results for comparison.

2.2.8 Transition Rate (TR) from primary to secondary education

**Definition and purpose**
The Transition Rate (TR) is the proportion of pupils (or students) who progress from the final grade of one level to the first grade of the next level, expressed as a percentage of enrolment in the final grade of the preceding school year. It indicates the degree of access to the next higher level, thereby measuring upward mobility in the educational hierarchy. When viewed from the lower cycle or level of education, it is considered as an output indicator. When viewed from the higher educational cycle or level, it is considered an indicator of access.

**Method of calculation**
Divide the number of new entrants in the first grade of the specified higher cycle or level of education in school-year t, by the number of pupils enrolled in the final grade of the preceding cycle or level of education in the previous school year (school-year t-1), and multiply by 100.

\[
TR_{Pri\ to\ Sec.,\ t} = \frac{\text{New entrants to the first grade of the next higher level in school-year } t}{\text{Number of pupils in the last grade of the previous level in school-year } t-1} \times 100
\]

When data on new entrants to the next higher grade are not available, one can subtract the number of repeaters from the total enrolment of the first grade of the next higher level in school year t to get the number of new entrants into the first grade of the next higher level. Divide the result by the total number of pupils enrolled in the last grade of the first level in the previous year (school-year t-1).

\[
TR_{Pri\ to\ Sec.,\ t} = \frac{E - R}{\text{Number of pupils in the last grade of the previous level in school year } t-1} \times 100
\]

\[
E = \text{Enrolment of the first grade of the next higher level in school-year } t
\]

\[
R = \text{Repeaters of the first grade of the next higher level in school-year } t
\]

**Possible data sources**
Data can be derived from school registers, school surveys or censuses.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
The TR can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, other vulnerable groups, and public/private institutions.

**Interpretation**
High transition rates indicate high access or transition from one level of education to the next. They also reflect the intake capacity of the next higher level of education. Inversely, low transition rates indicate problems in bridging the two cycles or levels of education, due to either deficiencies in the examination system or inadequate admission capacity in the higher cycle or level of education, or both.
Limitations and constraints
This indicator should be based on reliable data on new entrants (or on enrolment and repeaters), especially in the first grade of the higher cycle or level of education. It can be distorted by an incorrect distinction between new entrants and repeaters, especially in the first grade of the specified higher level of education. Students who interrupted their studies for one or more years after having completed the lower level of education, transferees and migrant students can also affect the quality of this indicator.

2.2.9 Percentage of trained teachers in primary education

See details in Indicator 6.2.3 in Part II, Section 6.

2.2.10 Pupil/Teacher Ratio (PTR) in primary education

See details in Indicator 6.2.5 in Part II, Section 6.

2.2.11 Public expenditure on primary education as a percentage of total public expenditure on education

Definition and purpose
This indicator shows the percentage of total public expenditure on education that has been spent on primary education. It indicates the level of government investment in primary education and reflects the emphasis given to UPE.

Method of calculation
Divide public current expenditure on primary education in a year t by the total public expenditure on education in year t, and multiply by 100.

\[
\text{Percentage of public expenditure on primary education in year } t = \frac{\text{Public expenditure on primary education in year } t}{\text{Total public expenditure on education in year } t} \times 100
\]

Possible data sources
Data can be extracted and compiled from government and ministerial budget reports and accounts. Compiling data from more than a single source may be required.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Data would most likely be available at the national level only. However, for some countries, data may be available at the provincial level as well.

Interpretation
A high percentage of total public expenditure on education spent on primary education indicates a high degree of government emphasis and priority given to UPE, which reflects the country’s commitment to EFA.

Limitations and constraints
It may be difficult to compile complete expenditure data from all relevant sources. The expenditure figures may therefore be incomplete and underestimate actual expenditure on
education, especially when the private sector and NGOs are involved in providing primary education, not to mention investments in children’s education by families and households.

2.3 Additional EFA MEA Indicators

These additional indicators, while important in assessing progress towards the EFA goals, may not be readily available in most countries. However, countries that are able to include these indicators in their national reports are in a far better position to get a more complete picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators to the maximum extent possible.

<table>
<thead>
<tr>
<th>Additional EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 2.3.1 Age-Specific Enrolment Rate (ASER) | • Sex  
• Geographic region  
• Urban/rural  
• Level of education | • Annual school census  
• National population census (specific age estimates derived from Sprague Multipliers\(^\text{12}\)) |
| 2.3.2 Promotion Rate (PR) | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual school census  
• Household surveys |
| 2.3.3 Dropout Rate (DR) | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual school census  
• Household surveys |
| 2.3.4 Survival rate by grade | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and | • Annual school census |

\(^{12}\) Sprague Multipliers software commonly used in demographics is available upon request. Contact the UIS-AIMS Unit at bkk.aims@unesco.org.
| 2.3.5 | **Percentage of repeaters** | • Grade  
• Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual school census  
• School registers  
• School surveys |

| 2.3.6 | **Percentage of schools offering complete primary education** | • Geographic region  
• Urban/rural  
• Public/private | • Annual school census  
• School registers  
• School surveys |

| 2.3.7 | **Percentage of primary schools offering instruction in the mother tongue** | • Geographic region  
• Urban/rural  
• Public/private | • Annual school census  
• School registers  
• School surveys |

| 2.3.8 | **Percentage distribution of primary school students by duration of travel between home and school** | • Sex  
• Age  
• Grade  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual school census  
• School registers  
• School surveys  
• Household surveys |

### 2.3.1 *Age-Specific Enrolment Rate (ASER)*

**Definition and purpose**

This indicator measures the percentage of the population of a specific age who are enrolled in school, irrespective of level and grade. It shows the extent of the participation of a specific age cohort in education.

**Method of calculation**

Divide the number of pupils (or students) of a specific age \( i \) who are enrolled in educational institutions (at any level or grade) in school-year \( t \) by the population of the same age year \( t \), and multiply by 100.
ASER \_i,t = \frac{\text{Number of pupils of age } i \text{ (at any level and grade) in school-year } t}{\text{Population of the corresponding age } i \text{ in year } t} \times 100

**Interpretation**

The ASER is a more precise indicator of participation in education, as it shows the level of participation of the population at each specific age. A high ASER denotes a high degree of educational participation of the population of that particular age.

The theoretical maximum value is 100 per cent. Increasing trends can be considered as reflecting an improving participation of the population of the specific age. If the ASER is below 100 per cent, then the difference from 100 per cent provides a measure of the proportion of the age-specific population who are not enrolled.

This indicator, however, does not give an indication of the grade or the level of education in which the pupils are enrolled. Reliable data on the number of pupils by single years of age may also not be readily available.

**2.3.2 Promotion Rate (PR)**

**Definition and purpose**

The PR is the proportion of pupils (or students) who have successfully completed a grade and proceeded to the next grade in the following school year.

**Method of calculation**

The PR of Grade g in school-year t is obtained by dividing the number of pupils (or students) promoted in Grade g+1 in school-year t+1, by the enrolment in Grade g in school year t, and multiplying by 100.

\[
PR\_g,t = \frac{\text{Number of promotees in Grade } g+1 \text{ in school-year } t+1}{\text{Number of pupils enrolled in Grade } g \text{ in school-year } t} \times 100
\]

As a particular example, if you would like to find out the promotion rate for Grade 3 in the school year 2004, the formula would be:

\[
PR\_3,2004 = \frac{\text{Number of promotees in Grade 4 in school-year 2005}}{\text{Number of pupils enrolled in Grade 3 in school-year 2004}} \times 100
\]

The above formula assumes that data on promotees are available. If not, these data can be estimated by subtracting the number of repeaters from the total enrolment. This is shown below:

\[
PR\_g,t = \frac{(\text{Total enrolment in Grade } g+1 \text{ in school-year } t+1) - (\text{Number of repeaters in Grade } g+1 \text{ in school-year } t+1)}{\text{Number of pupils enrolled in Grade } g \text{ in school-year } t} \times 100
\]

For example, the promotion rate for Grade 3 in school year 2004 would be:
(Total enrolment in Grade 4 in school-year 2005) – (Number of repeaters in Grade 4 in school-year 2005)
PR\textsubscript{3, 2004} = \frac{\text{Number of pupils enrolled in Grade 3 in school-year 2004}}{\text{Number of pupils enrolled in Grade 3 in school-year 2004}} \times 100

Usually this indicator is calculated using the reconstructed student cohort flow model. It requires the following data:

- Number of pupils enrolled by grade for two consecutive years;
- Number of repeaters by grade in the second school year;
- Number of graduates (successful completers) in the first school year; and
- Number of net transfer pupils (optional).

A detailed explanation of the reconstructed student cohort flow model can be found in Annex 4. UNESCO has developed an Excel Macro program for the student cohort flow model to obtain promotion rates along with other education indicators related to internal efficiency. To request a copy of this program, e-mail the UIS-AIMS Unit at bkk.aims@unesco.org.

**Interpretation**

The PR shows the relative size of a group of pupils who successfully moved to the next higher grade within an education programme. High PRs indicate a better internal efficiency of the education system. When compared across grades, the patterns can indicate the relative performance of each grade. However, some countries practice automatic promotion, meaning that all pupils are promoted, regardless of their scholastic achievement. Consequently, care should be taken in interpreting this indicator, especially when making comparisons between education systems.

**Limitations and constraints**

Like other student flow rates, the PR is derived by analyzing data on enrolment and repeaters by grade for two consecutive years. Such data should be consistent in terms of coverage over time and across grades. One should try to avoid some common errors that may bias these flow rates, such as over-reporting of enrolment and/or repeaters (particularly in Grade 1), incorrect distinction between new entrants and repeaters, and not taking into consideration transfers of pupils between schools and grades.

### 2.3.3 Dropout Rate (DR)

**Definition and purpose**

The DR is the proportion of pupils (or students) who left school without completing a given grade in a given school year. This rate shows the extent to which pupils abandon schooling. High dropout rates imply high input/output ratios and hence lead to low internal efficiency in primary education.

**Method of calculation**

In theory, promotion, plus repetition and dropout rates, should total 100 per cent. Usually, the DR at Grade g in school-year t is obtained by subtracting the PR and RR from 100.

\[
DR\textsubscript{g, t} = 100 - (\text{Promotion Rate} + \text{Repetition Rate in Grade g in school-year t})
\]
This indicator is usually derived by using the reconstructed student cohort flow model. It requires the following data:

- Number of pupils enrolled by grade for two consecutive years;
- Number of repeaters by grade in the second school year;
- Number of graduates (successful completers) in the first school year; and
- Number of net transfer pupils (optional)

A detailed explanation of the reconstructed student cohort flow model can be found in Annex 4. UNESCO has developed an Excel Macro program for the student cohort flow model to obtain DRs along with other education indicators related to internal efficiency. To request a copy of this program, e-mail the UIS-AIMS Unit at bkk.aims@unesco.org.

**Interpretation**

DRs should ideally approach zero per cent. Like RR, high DRs indicate problems in the internal efficiency of the education system. The pattern of DRs, when compared across grades, indicates each grade in which there is a higher proportion of students leaving school before completing the school year.

**Limitations and constraints**

Like other student flow rates, the DR is usually derived by analyzing data on enrolment and repeaters by grade for two consecutive years. Such data should be consistent in terms of coverage over time and across grades. One should try to avoid some common errors that may bias these flow-rates, such as over-reporting of enrolment and/or repeaters (particularly in Grade 1), incorrect distinction between new entrants and repeaters, and not taking into consideration transfers of pupils between grades and schools. For countries that collect data on the number of dropouts by grade, the dropout rate can be calculated directly by dividing the number of dropouts in Grade $g$ by the enrolment in Grade $g$.

### 2.3.4 Survival rate by grade

**Definition and purpose**

This indicator is defined as the proportion of a cohort of pupils (or students) who reach each successive grade expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. This indicator is used to show the extent to which the school system can retain pupils, with or without repetition, and it measures the magnitude of dropouts. It is also used to measure the impact of repetition and dropout on internal efficiency.

In addition to the survival rate to Grade 5 (EFA MEA core indicator; see Indicator 2.2.6 in Part II, Section 2), it would be desirable to calculate the survival rate by grade to analyze its pattern.

**Interpretation**

A survival rate approaching 100 per cent indicates a high level of retention and low incidence of dropout. The survival rate may vary from grade to grade, giving indications of grades with relatively more or fewer dropouts. The distinction between survival rate with and without repetition is necessary to compare the extent of wastage due to dropout and repetition.
Limitations and constraints
Since the calculation of this indicator is based on pupil flow rates, the reliability of the survival rate depends on the consistency of data on enrolment and repeaters in terms of coverage over time and across grades. Given that this indicator is usually estimated using cohort analysis models that are based on a number of assumptions, care should be taken in using the results for comparisons.

2.3.5 Percentage of repeaters

Definition and purpose
This indicator measures the total number of pupils (or students) who are enrolled in the same grade as in the previous year, expressed as a percentage of the total enrolment in the specified grade in the current school year. It presents an alternative indicator to repetition rate (see Indicator 2.2.5) in measuring the extent and patterns of repetition by grade in order to gauge the internal efficiency of the education system. It is calculated and used when there are no reliable data on the number of pupils and repeaters by grade for two consecutive years that are needed to apply the reconstructed student cohort flow method.

Method of calculation
Divide the number of pupils repeating Grade g in school-year t by the number of pupils enrolled in the same Grade g in the same school-year t, and multiply by 100.

\[
\text{Percentage of repeaters } g,t = \frac{\text{Number of pupils repeating Grade g in school-year t}}{\text{Number of pupils enrolled in Grade g in school-year t}} \times 100
\]

Interpretation
Ideally the percentage of repeaters should be zero, indicating an absence of grade repetition. A higher percentage of repeaters indicates serious problems of grade repetition, hence a low internal efficiency for the education system.

Limitations and constraints
The definition of repeaters above should be unambiguously applied to include pupils repeating more than once in the same grade and those who repeat the same grade while transferring from one school to another. The level and maximum number of grade repetitions allowed can in some cases be determined by the education authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils. Care should be taken in interpreting this indicator, especially in comparisons between education systems.

2.3.6 Percentage of schools offering complete primary education

Definition and purpose
This indicator refers to the number of schools offering complete primary education (with classes for every grade) expressed as a percentage of the total number of primary schools. This indicator measures the availability and access to full primary education services in a country, hence reducing the likelihood of children dropping out after attending incomplete primary schools with only the earlier grades. Complete schools are in most cases better equipped, with greater and better qualified staff, and provide a more conducive learning environment than incomplete schools.
Method of calculation
Divide the number of schools offering complete primary education in school-year \( t \) by the total number of primary schools in the same school-year \( t \), and multiply by 100.

\[
\text{Percentage of schools with complete primary education } = \frac{\text{Number of schools offering complete primary education in school-year } t}{\text{Total number of primary schools in school-year } t} \times 100
\]

Interpretation
A high percentage of schools offering complete primary education indicates the availability of complete services and easy access to primary education in a country. However, to respond to the conditions and needs of young children who cannot travel far to attend school, and also to maximize the use of human, financial and material resources for education, it may be appropriate to operate some incomplete or satellite schools which are nearer to the homes of younger children.

Limitations and constraints
Data for private and community schools may not be available.

2.3.7 Percentage of primary schools offering instruction in the mother tongue

Definition and purpose
Instruction in the mother tongue can help to encourage and increase the participation of ethnic minority children in primary education, and improve their learning, especially in the early grades, including their learning of the national or official language. This indicator refers to the number of primary schools that offer instruction in the mother tongue of the pupils, expressed as a percentage of the total number of primary schools. It measures the availability and access to mother tongue instruction at the primary level, especially for children from ethnic and linguistic minorities.

Method of calculation
Divide the number of primary schools offering instruction in the mother tongue in school-year \( t \) by the total number of primary schools in the same school-year \( t \), and multiply by 100.

\[
\text{Percentage of schools offering mother tongue instruction } = \frac{\text{Number of primary schools offering mother tongue instruction in school-year } t}{\text{Total number of primary schools in school-year } t} \times 100
\]

Interpretation
A high percentage of schools offering mother tongue education reflects the conscientious effort of the government and/or local community in facilitating access to primary education for children whose mother tongue is different from the national or official language. However, to maximize the use of scarce resources for education, it may not be necessary for all primary schools to offer mother tongue instruction.
Limitations and constraints
Data for private and community schools may not be available.

2.3.8 Percentage distribution of primary school students by duration of travel between home and school

Definition and purpose
This indicator refers to the number and percentage distribution of primary school students by the duration of travel between their homes and school. This indicator indirectly measures the difficulty children have in physically getting to school.

Method of calculation
Set up statistical tables showing the number and percentage distribution of children by different durations of travel from home to school (for example: less than 30 minutes; 30 minutes to 1 hour; more than 1 hour, etc.) regardless of the means of travel.

This indicator can be disaggregated by sex and age of children, grade enrolled in school, geographic location (region/district, urban/rural), and their socio-economic-cultural characteristics. It can also be calculated for each school in order to analyze its location in relation to the pupil population, which can be useful for school networking.

Interpretation
This indicator indirectly measures how difficult it is for children of primary-school age to get to school. A higher percentage requiring more time to travel may explain partially why there are so many out-of-school children.

<table>
<thead>
<tr>
<th>Distance to school</th>
<th>Number of primary students</th>
<th>% distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Less than 30 mins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between 30 mins to 1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not known</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Limitations and constraints
Data for this indicator may either be derived from pupil registration records at school, or need to be collected, especially from rural and remote schools.
3 Life Skills and Lifelong Learning

Measuring progress toward EFA Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Dakar Framework for Action Extended Text on Life Skills and Lifelong Learning:

*All young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills which will enable them to develop their capacities to work, to participate fully in their society, to take control of their own lives, and to continue learning. No country can be expected to develop into a modern and open economy without having a certain proportion of its workforce completing secondary education. In most countries this requires an expansion of the secondary system.*

*Young people, especially adolescent girls, face risks and threats that limit learning opportunities and challenge education systems. These include exploitative labour, the lack of employment, conflict and violence, drug abuse, school-age pregnancy and HIV/AIDS. Youth-friendly programmes must be made available which provide the information, skills, counseling and services needed to protect them from these risks.*

*All young people should be given the opportunity for ongoing education. For those who drop out of school or complete school without acquiring the literacy, numeracy and life skills they need, there must be a range of options for continuing their learning. Such opportunities should be both meaningful and relevant to their environment and needs, help them become active agents in shaping their future and develop useful work-related skills.*

The focus of Goal 3 is the content of education and training in terms of knowledge and skills needed for coping and managing one’s everyday life at different phases of the life cycle. Hence, the lifelong learning perspective with an emphasis on enabling young people and adults to continue learning throughout life so as to improve their knowledge, skills and competencies within personal, civic, social or employment related perspectives. As such, this notion extends to all areas and phases of life and is particularly crucial in framing efforts among young people and adults to continuously extend and acquire new skills in a rapidly changing world. Certain knowledge and skills are needed for coping with the challenges in various environments at different phases of life, from early childhood, through youth and adulthood. Therefore, a well-designed life skills curriculum would be based on a learning agenda for different stages of life, just as there are learning objectives per grade stated in the curriculum design.

The 1990 Jomtien Declaration defined life skills as “essential learning tools and basic learning content required by human beings to be able to survive, to develop their full capacities....and to improve the quality of their lives.” A decade later, the 2000 Dakar Framework for Action revisited the definition, expanding the life skills approach to include the acquisition of knowledge, values, attitudes and skills through the Four Pillars of Learning: learning to know,
learning to do, learning to live together, and learning to be (UNESCO, 1996). In an effort to provide greater specificity on the skills covered within Education for All, UIS-AIMS conducted case studies and, with APPEAL, a survey of actual practices in Asia. Three main types of life skills have been identified, namely: **basic skills** (literacy, numeracy, etc); **psycho-social skills** (reflective, personal and interpersonal skills including critical thinking, problem solving, decision-making, communication, teamwork, etc); and **practical/functional skills** (mental and manual skills relating to specific vocations or for a specific behaviour such as health, risk prevention, etc).

In recognition of the variety of meanings accorded to the term “life skills,” this manual hopes to contribute additional insights related to the monitoring of an expansive vision of the learning and skill needs of young people and adults. While countries will understandably focus their efforts on meeting this goal in areas that are most relevant to their contexts, education reformers may take this opportunity for further enquiries and reflection on: (a) what skills are needed at different stages of the life cycle during childhood, youth, adulthood and old age for the groups living under different circumstances; (b) how these needs can be reflected in the national EFA plans; and (c) how best to implement actions to respond to these needs during the EFA period and beyond.

Recognizing the need to assess the progress of EFA in all three life skill areas defined above, additional indicators are proposed in this section with particular attention paid to indicators concerning the development of psycho-social and practical/functional skills among young people and adults. Those focusing on basic literacy skills will be specially covered in the next section under EFA Goal 4 (Section 4). It may be noted that the indicators suggested under EFA Goals 3 and 4 complement each other.

For ease of understanding and cross-referencing in this manual, the definitions of young people and adults follow international practice. Thus, young people are persons aged 15 to 24, and adults are aged 15 and above.

**Guiding Questions**

The purpose of these questions is to clarify and interpret EFA Goal 3 and its extended text in order to guide assessment of progress towards achieving this goal. In addition, the questions provide a basis for deeper reflection on the issues related to the attainment of this goal, and revive the broader discussion from Dakar which served to define this goal for reporting purposes. The EFA MEA Report is not supposed to directly and immediately answer all these guiding questions. Rather, they serve as a guide to ensure clarity and consensus on the interpretation of the goal statement in the national context.

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13 Following the Report of the Inter-Agency Working Group on Life Skills in EFA, UNESCO, Paris, 29-31 March 2004, UIS commissioned AIMS to conduct *A Methodological Study on Life Skills Training Programmes in Southeast Asia*. This resulted in UIS-AIMS collaborating with APPEAL of UNESCO Bangkok to undertake surveys and consultative meetings throughout the Asia-Pacific region to identify the current interpretation and practices with regard to education and training programmes associated with the concept of life skills.
<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Guiding Questions</th>
</tr>
</thead>
</table>
| **Ensuring that the learning needs** | – What are the identified learning needs among young people and adults in the country?  
– How are the learning needs identified with regard to the three main types of life skills below?  
  ▪ Basic skills (reading, writing, simple arithmetic)  
  ▪ Psycho-social skills (critical thinking, problem solving, decision-making, communication, etc.)  
  ▪ Practical/functional skills (income-generation, technical/vocational, health, family planning, civics etc.)  
  ▪ Others? List all that apply  
– What is the definition of “young people” in the country?  
– Who are the young people in the country? Do they include the following:  
  ▪ Citizens of the country by right  
  ▪ Non-citizens of the country but currently living in the country – for example; refugees, immigrant workers, illegal immigrants  
– What are the identified learning needs specific to these young people?  
– What is the definition of “adult” in the country?  
– Who are the adults in the country? Do they include the following:  
  ▪ Citizens of the country by right  
  ▪ Non-citizens of the country but currently living in the country – for example; refugees, immigrant workers, illegal immigrants  
– What are the identified learning needs specific to these adults?  
– How can one assess whether a specific learning need has been met? Provision of learning opportunities? Final acquisition of knowledge and skills? Impact on daily life and personal well-being?  
– What measures and actions have been taken in the country to meet the learning needs of young people and adults?  
– What is “equitable access”?  
– What policies, legislation, procedures and systems are in place in the country to enable equitable access of young people and adults to appropriate learning and life skills programmes?  
– How is the access provided? Physically with classroom facilities and teachers? Through ICT? By providing learning materials? Through other learning channels and modes?  
– Are the costs equitable?  
– How is this equitable access monitored?  
– What is “appropriate” understood to mean?  
– Who determines whether it is “appropriate?” And how?  
– Are there appropriate learning programmes for young people and adults in the country? List these programmes.  
– How are these programmes organized: By whom? For whom? Where, when and how?  
– How are these programmes monitored?  
– What is understood by “life skills” in the country?  
– What type(s) of life skills have been incorporated into the curriculum and teaching/learning in formal and/or non-formal education?  
– Are there appropriate life skills programmes for young people and adults in the country? List these programmes. |
The provision of appropriate learning and life skills programmes can be assessed according to four broad areas: (i) inputs (financial and material resources; teachers/facilitators; teaching/learning materials); (ii) processes (access and participation; teaching/learning methods and processes); (iii) outputs and outcomes (persons who successfully complete the programme; social/emotional skills and behaviour acquired); and (iv) impact (quality of life, peace, welfare, health, civic participation). While greater attention has been placed, until recently, on indicator development and use in relation to inputs and processes, it is suggested that efforts be made to include measurable outcomes and impact of life skills programmes. As such, it is hoped that this assessment exercise will provide the opportunity for the countries to reflect on and further clarify the manner in which life skills can be taught and learned, as mirrored within both formal and non-formal educational settings.

Due to the nature of this goal and the relatively limited attention paid until recently to defining relevant indicators and corresponding monitoring tools, many of the indicators proposed here can be qualitative in nature and are therefore well suited to case studies for illustration of progress to date.

**Data Sets Required**

To assess progress towards the EFA goal of life skills and lifelong learning, data are needed in the first place on the size and characteristics of the target youth and adult population. Besides basic literacy skills and psycho-social skills, which are generically needed by all persons, information on other specific learning and life skill needs among young people and adults can either be collected directly through sample surveys and interviews, or indirectly by analyzing their educational attainment and occupation in connection with their immediate local socio-economic-cultural environments in order to identify the kind of specific life skills they might need to possess. Interviews with youth and adult target groups, as well as community leaders, advocacy organizations and employers can also help to gather ideas on life skills required.

Separately, it will be necessary to examine to what extent the three main types of life skills are incorporated into the curriculum and teaching/learning processes in both formal and NFE, and what kind of lifelong learning/continuing education programmes are available for young people and adults, together with information on their life skills content. Data on enrolment in such learning programmes, when disaggregated by sex, age, educational attainment, occupation and other socio-economic characteristics, will show the level and pattern of participation. Programmes that attract higher participation may reflect closer relevance to learning needs, and better accessibility and quality, which in turn reflect their “appropriateness” as required in the goal statement. A number of countries have begun developing a NFEMIS (Non-Formal Education Management Information System) to monitor the activities of continuing education centres and programmes. Related data can also be gathered from district education offices, NGOs and local communities. Progress in this goal can then be measured by comparing these data and indicators across different time periods with relevant disaggregations, so as to highlight the changes and to identify the gaps in the different aspects of access, participation, quality, output and proper resource allocation and utilization.
<table>
<thead>
<tr>
<th>Core Data Set</th>
<th>Data Sources</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population data</td>
<td>Census, NSO population projections</td>
<td>• Sex • Age group • Geographic region • Urban/rural • Educational attainment or years of schooling • Other social and economic disaggregation  o Ethnicity, caste o Language o Disabilities o Wealth quintile o Occupation o Mother’s education</td>
</tr>
<tr>
<td>Number of lifelong learning/continuing education centres and programmes for young people and adults</td>
<td>NFEMIS, Ministry of Education Department for Youth and Adult programmes, district NFE data, community records</td>
<td>• Geographic region • Urban/rural • Type of programme • Type of organizer/sponsor • Type of life skills imparted</td>
</tr>
<tr>
<td>Enrolment in lifelong learning/continuing education programmes for young people and adults</td>
<td>NFEMIS, Ministry of Education Department for Youth and Adult programmes, district NFE data, community records</td>
<td>• Sex • Age group • Geographic region • Urban/rural • Type of programme • Type of life skills imparted • Other social and economic disaggregation  o Ethnicity, caste o Language o Disabilities o Wealth quintile o Occupation o Mother’s education</td>
</tr>
<tr>
<td>Teachers/facilitators working in lifelong learning/continuing education programmes for young people and adults</td>
<td>NFEMIS, Ministry of Education Department for Youth and Adult programmes, district NFE data, community records</td>
<td>• Sex • Age group • Qualification • Years of experience • Geographic region • Urban/rural • Type of programme • Type of life skills imparted • Trained to teach life skills • Trained to teach:  o In local language(s) o Disabled persons</td>
</tr>
</tbody>
</table>
3.1 Policy and System Indicators

This type of indicator was not included in the National EFA Reports for Dakar. These indicators, which require description and explanation, allow for countries to provide more qualitative information in the reporting process. While yes/no answers are possible in many cases, it is far more informative to provide a brief narrative to better explain the answer in the context of national systems and practices. Case studies and summaries of relevant research studies or assessments can further support and substantiate the information provided for these indicators.

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<th>Policy/System Indicators</th>
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3.1.1 Presence of policies, legislation and/or plan to develop lifelong learning that responds to the learning needs of young people and adults in the country

Definition and purpose
Defining policies, plans and/or adopting legislation to develop lifelong learning constitute the first steps towards systematizing continuing education for young people and adults. They provide the political commitment and the administrative justification for mobilizing resource inputs and institutionalization. They can also be instrumental in raising public awareness of, support to and active participation in the learning programmes. To what extent such policies, plans and legislation adopt a rights-based approach in promoting equitable access and benefits is an important aspect that should be verified.
Interpretation
The existence of lifelong learning policies, plans and legislation reflects widespread awareness of the importance of continuing education, and political commitment to develop it. This in turn will generate provincial and local community support, and the involvement of NGOs, civil society, the private sector and donors. The relevance and quality of such learning programmes (in the words of the EFA Goal Statement: “appropriate learning programmes”), will be key factors determining the level of participation and completion by local young people and adults.

Means of verification
Central government and/or Ministry of Education policy and plan documents. Existing laws and decrees. Information on ongoing and planned lifelong learning/continuing education programmes.

3.1.2 The existence of a national, multi-sectoral technical and vocational education and training policy

Definition and purpose
A growth in the number of young people completing primary education and seeking to develop practical skills for employment has led to a renewed interest in TVET, and a corresponding need for national frameworks to guide this sector. The existence of a national, multi-sectoral TVET policy and related policies will highlight government commitment to TVET and can specify how TVET will be made accessible to all young people, including the most disadvantaged. In order to ensure the relevance of the TVET curricula, it is important that content is based on a firm understanding of the skills shortages within a country as well as the future market trends.

Interpretation
A national multi-sectoral TVET policy can lead to increased awareness of the possibilities and potential benefits of TVET programmes. If higher numbers of young people access accredited training programmes, it can in turn lead to increased numbers of younger skilled employees – and at a meta level, increased economic growth within a country. In actively seeking out and supporting the participation of disadvantaged young people in TVET programmes, there will be greater equity within the education system.

Means of verification

3.1.3 Existence of mechanisms to identify the learning needs of young people and adults, and to systematically undertake research on curriculum development as well as on the design of appropriate learning programmes and materials for them

Definition and purpose
Demands for knowledge, skills, attitudes and behaviour among young people and adults can vary from place to place and shift over time together with changing socio-economic-cultural contexts. What mechanisms are in place to systematically identify and interpret new and emerging learning needs, and to translate them into either adjustments to currently existing curricula, or new curricula and learning approaches and programmes? Such mechanisms may be part of the existing educational research network, in which case an assessment of how effectively they contribute to these functions will be useful.
Interpretation
Confirmation of the existence of such mechanisms can in the first place be interpreted as initial actions taken to implement lifelong learning policies, plans and legislation. Additional information on the kind of mechanisms and how they function would enable better understanding of their strengths and shortcomings, and what other further developments will be needed. A country that has not yet established such mechanisms can draw on the examples and experiences of other countries that already have such mechanisms.

Means of verification
Central Ministry of Education policies, decisions and plan documents. Reports produced by the existing educational research network.

3.1.4 The existence of national standards and benchmarks on life skills, and the incorporation of life skills content into the curriculum and teaching/learning processes in both formal and non-formal education, including technical and vocational education and training (TVET)

Definition and purpose
The introduction and incorporation of life skills content into the curriculum and teaching/learning processes in formal primary and secondary schools, TVET centres, colleges, universities, and in non-formal continuing education for young people and adults is crucial for making progress toward achieving EFA Goal 3. The existence of explicit national education standards and benchmarks for the three main types of life skills would be evidence demonstrating additional advances in this direction.

Interpretation
This indicator verifies the stage at which a country is building consensus on what are the essential life skills and the mechanisms to systematically impart life skills through the education and training system, including continuing education for young people and adults. It can indicate that countries are at different stages of research on life skills, and in the planning and implementation of actions to incorporate life skills into the curriculum and to implement them during actual teaching/learning processes. Knowledge of progress and experiences from other countries may energize additional efforts to achieve EFA Goal 3.

Means of verification
Government and/or Ministry of Education decisions, policy and plan documents, in-country research papers and articles on life skills, reports from educational research institutions, curriculum development department/agency, and departments in charge of formal and NFE.

3.1.5 Lifelong learning/continuing education programmes with embedded life skills content organized to respond to the learning needs of young people and adults

Definition and purpose
This indicator qualitatively enquires about the existence of organized lifelong learning/continuing education programmes for young people and adults, and the extent to which these programmes respond to learning needs and impart life skills. More detailed quantitative indicators on the number of lifelong learning/continuing education programmes, facilitators and other variables are included in this section and Section 4.
Interpretation
The fact that lifelong learning/continuing education programmes, in either formal or non-formal educational settings, have been organized for young people and adults is in itself evidence of progress towards EFA Goal 3. Knowing whether such programmes conscientiously incorporate life skills related to the three main types defined above would indicate additional achievements in responding to identified learning needs. Information on how these programmes are planned, designed and operated to take into account the learning needs of young people and adults can help to further gauge how “appropriate” such programmes are.

Means of verification
Plans and reports of central Ministry of Education and local education departments. Research reports and articles.

3.1.6 Curriculum development and teacher training sub-systems established to support the development of life skills-focused training programmes in lifelong learning/continuing education

Definition and purpose
Essential prerequisites for the systematic development of appropriate learning and life skills programmes for young people and adults in the country are the establishment of support mechanisms for the systematic development of appropriate curricula, teaching/learning methods and materials, and organized pre-service and in-service training of teachers/facilitators for continuing education. Such curriculum development and teacher training programmes mainstream a range of skills to support improved health, increased learning achievement and strengthened social competencies into the regular subjects at all levels of education.

The degree of dynamism and drive with which these mechanisms function, and their productivity in terms of new teaching/learning materials and trained teachers/facilitators, will determine the achievement of EFA Goals 3 and 4 and lifelong learning for all in the country.

Interpretation
Information on the stage at which systematic curriculum development and life skills-focused teacher training for lifelong learning/continuing education is taking shape in the country indicates progress in organizing material and human resources support to achieving EFA Goals 3 and 4. Countries that have not yet started establishing such mechanisms may need to do so very soon, with technical assistance from UNESCO if needed.

Means of verification
Ministry of Education documents on policies, plans and organization.

3.1.7 The existence of skills based approaches and tools within pre-service teacher training programmes

Definition and purpose
To what extent are the explicit teaching of social, emotional and behavioural skills and associated practical skills for health and well being emphasized in initial teacher training programmes and how are these covered within pre-service curricula?
Schools have a clear role to play in addressing concerns about young people’s health, in particular issues relating to adolescent reproductive health and alcohol and substance misuse. In order for young people to progressively develop a range of skills which will support improved health, increased learning achievement and strengthened social competencies, it is important that entire primary and secondary school settings engage with these. For maximum effectiveness, education settings will support skills development across the curriculum and will encourage children to apply these skills in a number of subject areas.

**Interpretation**
If teachers are provided with adequate training and understanding on the explicit teaching of psycho-social skills and practical health promoting skills, young people’s resilience will be increased. Young people will have the competencies needed to make positive decisions regarding their health, as well as the well being of others, and will feel more engaged in their own learning. In the longer term, the use of skills based approaches within classrooms will contribute to a decrease in substance abuse among young people as well as a reduction in HIV/AIDS prevalence rates.

**Means of verification**
Availability of pre-service teacher training curricula.

### 3.1.8 Student participation in school affairs elaborated within national education policy frameworks

**Definition and purpose**
One of the key outcomes of successful skills development in schools is children who are able to take ownership of their learning and behaviour. Skills are developed through practice, not through rote memorization of textbooks. Achievement of this outcome will depend on how the school as a whole promotes student participation. Effective participation in decision-making involves creating opportunities for children and young people to exercise their influence over what happens to them and around them. Students can participate in school decision-making at different levels, facilitated by a wide range of processes, both formal and informal. This means involving children and young people not only by asking for their opinions and advice (consultation), but also, with school support, as leaders, advisers and decision-makers. Student government, councils and committees are such means of actively learning important skills, such as speaking and listening, teamwork, conflict resolution through dialogue, debate and negotiating consensus, emotional literacy, problem-solving, moral reasoning, self-esteem and self-confidence.

**Interpretation**
The existence of formal opportunities for young people to participate in school decision-making will increase the attainment of psycho-social life skills and, to the extent that this leads to more relevant, fulfilling learning opportunities, will strengthen a desire for lifelong learning. In addition, the involvement of students in school affairs will lead to strengthened student engagement (and connection) with public and community life.

**Means of verification**
Education policy, school charter/policies.
3.1.9  National educational standards explicitly include psycho-social, emotional and behavioural skills as part of learning objectives of the respective levels of education

Definition and purpose
National education standards for individuals from higher primary to secondary levels include key learning statements on social, emotional and behavioural skills. Social, emotional and behavioural skills underlie almost every aspect of school, home and community life including effective learning and the development of harmonious communities. In addition, these skills are fundamental to school improvement. It is increasingly recognized that age-appropriate personal and interpersonal skills need to be explicitly identified within national learning outcomes, and a corresponding emphasis accorded to the teaching of these skills across the entire curriculum.

Interpretation
Where educational standards explicitly identify life skills, students are able to progressively develop communication and interpersonal skills, decision-making skills as well as skills relating to self management/coping. The impact of having these skills includes increased academic achievement, improved behaviour in schools and better mental health.

Means of verification
Policy statements on the national education objectives and the learning objectives of the national curriculum for the respective levels of education (pre-primary, primary and secondary).

3.1.10 Availability of counseling services for secondary school students

Definition and purpose
This indicator refers to the existence of counseling services in secondary schools and/or counseling services based in the community that are available for youth. Where young people have a need to obtain social and emotional support from a professional counselor, secondary schools should either have a suitably experienced staff member on hand for this purpose or be able to refer students to local practitioners. This indicator is focused on supporting the personal and social development of young people as a means of greater academic achievement and increased health and well-being. Countries may also have counselors who provide vocational or career guidance. However, as young people, especially adolescent girls, face risks and threats that limit learning opportunities, they need qualified advice and help in dealing with complex problems, including exploitative labour, human trafficking, poverty, unemployment, conflict and violence, drug abuse, school-age pregnancy and HIV/AIDS. Youth-friendly programmes must be made available which provide the information, skills, counseling and services needed to protect them from these risks.

Interpretation
Where counseling services are available, young people will be healthier through being able to avoid health risks.

Means of verification
3.1.11 Regular nationwide information system established to monitor progress in the development of lifelong learning/continuing education

**Definition and purpose**
Development of lifelong learning/continuing education must be closely monitored so as to review progress and to identify gaps and priorities for further action. The existence of an organized management information system that regularly collects and analyzes data on such programmes across the country’s territory, and disseminates information and indicators to aid in management and planning, would indicate a national commitment to EFA and in particular to Goals 3 and 4. Many countries are currently developing such information systems under the name of NFEMIS or similar titles.

**Interpretation**
Information on the state of development and operation of NFEMIS can be very useful in assessing how lifelong learning/continuing education is being organized into a self-contained and recognized education sub-system in the country in order to progress towards EFA Goals 3 and 4. Countries that have not yet started establishing their own NFEMIS may need to do so very soon, with technical assistance from UNESCO if needed.

**Means of verification**
Ministry of Education documents on policies, plans and organization.

### 3.2 Core EFA MEA Indicators

The recommended core indicators are based on widely available data, such as data on educational attainment which are collected regularly in population censuses and household surveys across the world. Literacy indicators are covered in Goal 4. Whereas educational attainment covers the formal sector, the continuing education programmes cover the non-formal sector. Other relevant indicators, based on less common data collection, may be found under the additional indicators.

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Suggested Disaggregation for Analysis of Disparities (see Part 1 – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 3.2.1 Number and percentage distribution of the adult population by educational attainment | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Occupation  
  o Mother’s education | • Population censuses  
• Household surveys  
• Demographic projections |
| 3.2.2 Number and percentage distribution of young people aged 15-24 years by educational attainment | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as | • Population censuses  
• Household surveys  
• Demographic projections |
| 3.2.3 | Youth Literacy Rate (age 15 to 24) | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Population censuses  
• Household surveys  
• Literacy surveys |
| 3.2.4 | Gross Enrolment Ratio (GER) for technical and vocational education and training | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Annual school census  
• School registers  
• School surveys |
| 3.2.5 | Number and percentage distribution of lifelong learning/continuing education centres and programmes for young people and adults | • Geographic region  
• Urban/rural  
• Type of programme  
• Target population  
• Type of organizer/sponsor  
• Type of life skills imparted | • Ministry of Education statistics  
• Department/ National Council of Adult Education  
• Department of NFE Accreditation and Equivalency  
• District NFE data  
• Community records |
| 3.2.6 | Number and percentage distribution of young people and adults enrolled in lifelong learning/continuing education programmes | • Sex  
• Age group  
• Educational attainment  
• Geographic region  
• Urban/rural  
• Type of programme  
• Target population  
• Type of organizer/sponsor  
• Type of life skills imparted  
• Other social and economic disaggregation  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Occupation  
  - Mother’s education | • Ministry of Education statistics  
• District NFE data  
• Community records  
• Child Labour Force Survey |
| 3.2.7 | Number and percentage | • Sex | • Ministry of Education |
3.2.1  **Number and percentage distribution of the adult population by educational attainment**

**Definition and purpose**
Data on the adult population aged 15+ distributed by their educational attainment shows on the one hand the size of the population who have succeeded in reaching (or completing) different levels of education, and thus indicates the strength and quality of the human resources in the country. On the other hand, the data on the number of those who have had no schooling or not completed primary education gives us an idea of the need to provide basic education and literacy to these target groups. Even persons who have already completed primary, secondary or higher education may have additional learning needs to further upgrade their knowledge and skills. One should therefore take into account the size, location, characteristics and learning needs of these population groups in designing appropriate learning and life skill programmes.

**Method of calculation and presentation**
Set up statistical tables showing the number and percentage distribution of adults aged 15+ by educational attainment and by sex, age group, geographic location (region/district, urban/rural), occupation, and other relevant disaggregations given in the summary table above.

**Possible data sources**
Data on the population by educational attainment are collected mainly during population censuses and demographic surveys. Certain labour force surveys also collect data on the educational attainment of the labour force.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
Where data are available, the indicator can be disaggregated by sex, age group, geographic region, urban/rural, occupation, social and ethnic groups, linguistic groups, disabilities, and other vulnerable population groups.

**Interpretation**
The size and percentage distribution of the adult population by educational attainment show their levels of education (i.e., pre-primary, primary, lower secondary, upper secondary, etc.) and hence the presumed levels of knowledge and skills of human resources. The size, location and characteristics of the adult population who have had no schooling and those who have not completed primary education will identify them as a priority target group for literacy and continuing education programmes that provide them above all with basic education and literacy skills (see Section 4).
People who have completed primary or general secondary education may aspire to reach successively higher levels of qualification, a need satisfied by the provision of non-formal equivalency and distance learning programmes in some countries. For adults in different socio-economic-cultural environments, there is a wide range of life skills that can help them to better perform in their daily life and in their occupation, and to adapt and contribute to their community and society.

Limitations and constraints
Data on the educational attainment of the adult population do not indicate the actual knowledge, skills, attitudes and behaviour they have acquired through education and those they may need to acquire in the future. Additional sample surveys and interviews of persons with different educational attainment and in different socio-economic-cultural environments would help to identify more detailed learning needs for designing appropriate learning and life skills programmes. Interviews of employers can also help to gather information on the kind of life skills and work skills they would like their employees to possess.

3.2.2 Number and percentage distribution of young people aged 15-24 years by educational attainment

Definition and purpose
Data on young people aged 15-24 distributed by educational attainment show on the one hand their levels of education (i.e., pre-primary, primary, lower secondary, upper secondary, etc.) and their presumed levels of knowledge and skill. On the other hand, the data on the number of those who have had no schooling or not completed primary education give us an idea of the need to provide complete primary education and literacy to these target groups before they enter the economically active labour force. Even persons who have already completed primary, secondary or higher education may have additional learning needs to further upgrade their knowledge and skills in preparation for future gainful employment. One should therefore take into account the size, location, characteristics and learning needs of these young people in designing appropriate learning and life skill programmes.

Method of calculation and presentation
Set up statistical tables showing the number and percentage distribution of young people aged 15-24 by educational attainment and by sex, age group, geographic location (region/district, urban/rural), occupation, and other relevant disaggregations given in the summary table above.

Possible data sources
Data on young people aged 15-24 by educational attainment are collected mainly during population censuses and demographic surveys, as well as various household surveys.

Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
Where data are available, the indicator can be disaggregated by sex, age group, geographic region, urban/rural, occupation, social and ethnic groups, linguistic groups, disabilities, and other vulnerable population groups.
Interpretation
The size and percentage distribution of young people aged 15-24 by educational attainment shows their levels of education (i.e., pre-primary, primary, lower secondary, upper secondary, etc.) and hence the presumed levels of knowledge and skill of human resources of the younger generation. The size, location and characteristics of the young people in this age category who have had no schooling and who have not completed primary education will identify a priority target group for literacy and continuing education programmes that provide them above all with basic education and literacy skills (see Section 4).

Young people who have completed primary or general secondary education may aspire to reach successively higher levels of qualification, a need satisfied by the provision of non-formal equivalency and distance learning programmes in some countries. For young people in different socio-economic-cultural environments, there is a wide range of life skills that can help them to better perform in their daily life and in their occupation now or in the future, as well as to adapt and contribute to their community and society.

Limitations and constraints
Data on the educational attainment of young people aged 15-24 do not indicate the knowledge, skills, attitudes and behaviour they have acquired through education, and those they may need to acquire in the future. Additional sample surveys and interviews of persons with different educational attainment and in different socio-economic-cultural environments would help to identify more detailed learning needs for designing appropriate learning and life skills programmes. Interviews of employers can also help to gather information on the kind of life skills and work skills they would like their employees to possess.

3.2.3 Youth Literacy Rate
See details under Indicator 4.2.2, Part II, Section 4.

3.2.4 Gross Enrolment Ratio (GER) for technical and vocational education and training

Definition and purpose
The GER for TVET is the total enrolment in TVET courses in accordance with ISCED levels 3B and 3C, regardless of age, expressed as a percentage of the population in the upper secondary school age group (typically aged 16-18) in a given school-year.

In seeking to equip young people and adults with the skills for engaging in livelihoods, TVET has a vital role in the EFA process. With increased numbers of young people moving through primary schools into secondary education systems, the need for expanded TVET opportunities must be considered.

Method of calculation
The GER for TVET is defined as the total number of students enrolled in TVET courses, in accordance with ISCED levels 3B and 3C in school-year t, divided by the total population of the theoretical age group in school-year t, expressed as a percentage.

\[
\text{GER}_{\text{TVET},t} = \frac{\text{Total enrolment in TVET (ISCED levels 3B and 3C) in school-year } t}{\text{Population of the upper secondary school age-group in school-year } t} \times 100
\]
Possible data sources
Data on enrolment can be derived from school registers, school surveys or census. Population censuses or estimates are a good source for data on the theoretical age population.

Disaggregation
The GER for TVET can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

Interpretation
A high and growing GER for TVET will indicate that young people are increasingly participating in this form of education.

Limitations and constraints
High numbers enrolled in TVET do not provide a definitive indication of the extent to which the curricula is relevant to the national and international job markets (although high enrolments will indicate the perceived utility of such courses). Further, the number of young people graduating from these courses and gaining employment is not addressed by this indicator.

3.2.5 Number and percentage distribution of lifelong learning/continuing education centres and programmes for young people and adults

Definition and purpose
Young people and adults who have already left the formal education system, especially those who are economically active, need additional learning opportunities that are adapted to their time schedules and learning needs. New types of organized lifelong learning/continuing education centres and programmes have emerged in most countries to respond to such requirements and needs. It is important to know how many such centres and programmes exist and the characteristics of their activities, in order to examine the supply of such learning opportunities and how they match demand in terms of learning needs.

Method of calculation and presentation
Set up statistical tables showing the number and percentage distribution of organized lifelong learning/continuing education centres by type of programme(s) offered and geographic location (region/district, urban/rural), and in addition for programmes according to their target population, life skill contents and learning methods, type of organizers/sponsors and other relevant disaggregations given in the summary table above.

Possible data sources
Normally the kind of data needed for this indicator are collected by the statistical units and administrative departments of the Ministry of Education. NGOs involved in supporting or operating such programmes, and local communities can also provide data related to continuing education centres and activities in their own area. Reports of education researchers can constitute yet another source of information. Such organizations as the National Council of Adult Education, associations/federations of private schools and training institutes, and national boards/councils responsible for accreditation and equivalency keep records of members providing education programmes and courses.
Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
The number and percentage distribution of lifelong learning/continuing education centres and programmes should be disaggregated by geographic location (region/district, urban/rural), and by type of programme, target population, life skill contents and learning methods, programme location and duration, and type of organizers/sponsors.

Interpretation
A first analysis of the geographical distribution of lifelong learning/continuing education centres and programmes across the country’s territory may reveal specific patterns of gaps and disparities in the concentration of specific types of centres and programmes in specific geographic areas. Such findings will have to be matched with data on the size of young and adult populations in each geographic area, their educational attainment and occupation, and perhaps also the local socio-economic-cultural environment so as to determine if the existing programmes are appropriately located and designed, and their capacities and quality are adequate to respond to the learning needs of the target population. Any finding of mismatch will form the basis for future streamlining and/or further developments both at policy and operational levels.

Limitations and constraints
The lack of adequate factual data, or the availability of data only for certain geographic areas or for specific types of programmes, may hinder a comprehensive analysis and understanding of the strengths and weaknesses of lifelong learning/continuing education centres and programmes in the country. Difficulties in assessing the learning needs of young people and adults may also constrain efforts to define and design appropriate learning and life skill programmes.

3.2.6 Number and percentage distribution of young people and adults enrolled in lifelong learning/continuing education programmes

Definition and purpose
The number and characteristics of young people and adults who are, or have been, enrolled in various available lifelong learning/continuing education programmes across the country will on the one hand indicate the size, level and patterns of participation in relation to the planned objectives and capacity of the programmes. On the other hand, such analysis can reflect a programme’s relevance and quality in response to the learning needs, and hence its “appropriateness.”

Method of calculation and presentation
Set up statistical tables showing the number and percentage distribution of young people and adults enrolled in organized lifelong learning/continuing education programmes according to sex, age groups, geographic location (region/district, urban/rural), type of programmes, type of life skills imparted, and other relevant disaggregation of the learners as given in the summary table above.

Possible data sources
Normally the type of data needed for this indicator are collected by the statistical units and administrative departments of the Ministry of Education. NGOs involved in supporting or operating such programmes, and local communities can also provide data related to continuing education centres and activities in their own area. Reports of education researchers can constitute yet another source of information. The most difficult enrolment data to obtain are the non-accredited courses and apprentice work-study programmes offered by NGOs and private organizations and companies.
Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
The number and percentage distribution of young people and adults enrolled in organized lifelong learning/continuing education programmes should be disaggregated by sex, age group, geographic location(region/district, urban/rural), educational attainment, occupation, and also by type of programme, target population, life skill contents and learning methods, programme location and duration, type of organizers/sponsors, and other relevant disaggregation as given in the summary table above.

Interpretation
A high level of participation of young people and adults in lifelong learning/continuing education programmes indicates a national context where lifelong learning is both available and valued. As a result of such programmes, greater numbers of young people and adults are expected to be literate and have acquired relevant life skills.

A first review of the number and percentage distribution of learners participating in lifelong learning/continuing education programmes across the country and according to their characteristics may reveal patterns of strong or weak participation of specific categories of learners in specific types of programmes and/or in specific geographic locations (region/district, urban/rural). When comparing the data against their educational attainment, occupation and perceived learning needs, one can gauge the degree of their participation, which indirectly reflects whether the available programme is of adequate quality and responds to their needs. Matching the size of participation against the planned capacity of the programme would help programme planners and managers to adjust programme objectives, contents, methods, organization and resource inputs so as to improve its “appropriateness” and increase participation. For policymakers, all this analysis can assist in making decisions to further improve policies and plans for lifelong learning/continuing education in the future.

Limitations and constraints
The lack of adequate factual data on enrolment in lifelong learning/continuing education programmes, or the availability of data only for certain geographic areas or specific types of programmes, may hinder a comprehensive analysis and understanding of the strength and weaknesses of such programmes in the country. Difficulties in assessing the learning needs of young people and adults can also constrain efforts to define and design appropriate learning and life skill programmes.

3.2.7 Number and percentage distribution of teachers/facilitators in lifelong learning/continuing education programmes for young people and adults

Definition and purpose
The quantity and quality of human resource input, especially in terms of trained teachers/facilitators, constitutes a main factor determining the success in implementing lifelong learning/continuing education programmes. It is therefore important to know the number of trained teachers/facilitators and to analyze their characteristics and geographic distribution, as well as how they match available programme demands and capacities. Such analysis can lead to better understanding of the gaps and needs in terms of teachers/facilitators, in order to define more effective policies, plans and measures to further strengthen teacher/facilitator recruitment and training and deployment so as to improve the quantity and quality of human resources input into lifelong learning/continuing education programmes.
Method of calculation and presentation
Set up statistical tables showing the number and percentage distribution of teachers/facilitators of lifelong learning/continuing education programmes by type of programme and by sex, age group, geographic location (region/district, urban/rural), qualification, years of experience, type of training received, and specialization, especially those who have been trained to teach in specific local languages or to teach disabled persons.

Possible data sources
Normally the kinds of data needed for this indicator are collected by the statistical units and administrative departments of the Ministry of Education. NGOs involved in supporting or operating such programmes, and local communities may also be able to provide data related to teachers/facilitators of lifelong learning/continuing education in their own areas. Reports of education researchers can constitute yet another source of information on the status of the teaching force in lifelong learning/continuing education.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
The number and percentage distribution of teachers/facilitators of lifelong learning/continuing education programmes should be disaggregated by the type of programme and by sex, age group, geographic location (region/district, urban/rural), qualification, years of experience, type of training received, and specialization, especially those who have been trained to teach in specific local languages or to teach disabled persons.

Interpretation
A first review of the number and percentage distribution of teachers/facilitators of lifelong learning/continuing education programmes across the country and according to their characteristics may reveal patterns of disparities in their training and deployment in specific types of programmes and/or in specific geographic regions. When comparing the data against existing types of programmes, size of enrolment, and identified learning needs, one may find mismatches and gaps that will help in formulating policies, plans and actions to adjust the training and deployment of teachers/facilitators, including facilitators to teach in specific local languages and/or to teach disabled persons.

3.3 Additional EFA MEA Indicators
These additional indicators, while important in assessing progress towards the EFA goals, may not be readily available in most countries. However, countries that are able to include these indicators in their national reports are in a far better position to get a more complete picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators to the maximum extent possible.

<table>
<thead>
<tr>
<th>Additional Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 3.3.1 Transition rates from primary to secondary education and from secondary to higher education | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste | • Annual school census  
• Household surveys |
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Data Collection Methods</th>
<th>Data Aggregation Factors</th>
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</table>
| 3.3.2   | Unemployment rate | - Sex  
- Age groups: youth and adults  
- Geographic region  
- Urban/rural  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | - Population censuses  
- Labour force surveys |
| 3.3.3   | Number of incidents of reported violence in schools | - Education level  
- Geographic region  
- Urban/rural  
- Nature of violence, i.e., bullying, theft, physical assaults | - School safety survey  
- Police records  
- Ministry of Justice  
- Ministry of Education |
| 3.3.4   | Incidence of substance abuse among young people | - Sex  
- Age group  
- Geographic region  
- Urban/rural | - Ministry of Health |
| 3.3.5   | Curriculum time in formal and non-formal education includes life skills on health and HIV prevention | - Sex  
- Age group  
- Geographic region  
- Urban/rural  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile | - Curriculum Department recommended syllabus/timetable  
- School survey  
- Activity reports of organizations engaged in health education |
| 3.3.6   | Knowledge of HIV prevention practice among young people and adults | - Sex  
- Age group (10-14; 15-24 and over 25)  
- Geographical region  
- Urban/rural  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | - Behavioural Surveillance Survey  
- DHS  
- MICS |
| 3.3.7   | Proportion of young people and adults living with HIV/AIDS | - Sex  
- Age group (15-24 and 25-49)  
- Geographical region  
- Urban/rural  
- Other social and economic | - UN General Assembly Special Session Country Report |
### Definition and purpose
The Transition Rate (TR) is the number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of the lower level of education in the previous year. For example, the TR from primary to secondary education is the percentage of children in the last grade of primary school who attend the first grade of secondary school the following year (see Indicator 2.2.8).

Besides conveying information on the degree of access or transition from one level of formal education to a higher one, this indicator also provides ideas on the size and characteristics of pupils who did not access the next higher level of formal education. These pupils may become the target population of non-formal lifelong learning/continuing education programmes for young people and adults.

### Method of calculation
Divide the number of new entrants in the first grade of the specified higher level of education (or enrolment minus repeaters) in school-year t, by the number of pupils enrolled in the final grade of the preceding level of education in the previous school year (school-year t-1), and multiply by 100.

Data required to calculate this indicator can be gathered from school registers, annual school censuses, and/or household surveys of the MICS type.

### Interpretation
For the purpose of assessing learning needs under EFA Goal 3, low transition rates can indicate that many young people and adults did not have the opportunity to pursue higher levels of formal education after having completed a specific level. They constitute the target population for lifelong learning/continuing education programmes that respond to their needs for obtaining the higher level of knowledge and skills that they missed. This indicator can be used together with Indicators 3.2.1 and 3.2.2 on educational attainment to gauge unmet learning needs.

This indicator can be distorted by an incorrect distinction between new entrants and repeaters, especially in the first grade of the specified higher level of education. Pupils who interrupted their studies for one or more years after having completed the lower level of education, together with migrant pupils, can also affect the precision of this indicator.

### Unemployment rate

#### Definition and purpose
According to the ILO, the unemployment rate is the percentage of the labour force who are unemployed. The labour force consists of those who are employed plus those who are

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<td>Ethnicity, caste</td>
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<td>Mother’s education</td>
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unemployed during the relevant reference period. It is the economically active portion of the population. **Employment** refers to being engaged in an economic activity during a specified reference period or being temporarily absent from such an activity, while **economic activity** refers to the production of goods and services for pay or profit or for use by one’s own household. **Unemployed people** are all those who are not employed during a specified reference period but are available for work and have taken concrete steps to seek paid employment or self-employment. In situations where the conventional means of seeking work are of limited relevance, where the labour market is largely unorganized or of limited scope, where labour absorption is temporarily inadequate or where the labour force is largely self-employed, a relaxed definition of unemployment can be applied, based on only the first two criteria (without work and currently available for work).

This indicator monitors the degree to which the labour force is not utilized in economic activities. These persons may be a priority target group for appropriate lifelong learning/continuing education programmes that aim to upgrade their knowledge and skills for resuming gainful employment.

**Method of calculation**

Divide the number of persons who are unemployed by the total number of persons in the labour force in a given year. Country data are available from labour force surveys, administrative records, official national estimates and population censuses. Labour force surveys generally provide the most comprehensive and comparable source of information. Concepts and definitions adopted for data collection in labour force surveys also generally conform to ILO resolutions and recommendations, such as the International Conference of Labour Statisticians resolution on international standards for unemployment and youth unemployment.

**Interpretation**

It may be assumed that persons who are unemployed are more vulnerable or more “at risk.” A high unemployment rate may partly reflect their lack of relevant life skills and work skills that are required by the economy, and indicates that there is a need to teach such skills through both formal and NFE especially to the unemployed. We should note that even employed persons need a regular upgrading of their knowledge and skills through appropriate lifelong learning/continuing education programmes.

### 3.3.3 Number of incidents of reported violence in schools

**Definition and purpose**

This indicator refers to the number of incidents of reported violence over the past academic year in primary and secondary schools. In line with the UN Study on Violence Against Children, violence in schools refers to all forms of violence, including punishment (both physical and emotional), bullying and sexual harassment. Although these types of violence should ideally be disaggregated in the report, this may be beyond the capacity of the data available. What we should note is that this is school-based violence (i.e., in school or during travel to and from school). It does not refer to violence affecting school-age children in their homes or communities.

Violence in schools, including the chronic harassment of students by their peers (bullying), has clear results on the mental health, academic achievement and overall socialization of children and young people. In affecting young people’s perceptions of safety, school violence works against the establishment of child friendly or health promoting schools. Research has demonstrated that where pupils are taught how to improve their communication skills, to accept differences in
others and to find non-violent means of resolving disagreements, there are fewer incidents of violence.

**Method of calculation**
The number of acts of violence taking place in schools (involving students and teachers) can be collected both from the Ministry of Education as well as from judicial or police institutional surveys.

If national data exist, the method of calculation will be the total number of incidents divided by the total number of students, but we do not promote this formula. Rather, small-scale sample surveys or pilot research into school-based violence can give indicative figures from which projections can be made. In addition, reference to the UN’s Study on Violence Against Children Country Report and the rate of incidence reported there should be made.¹⁴

**Interpretation**
This indicator provides us with a better understanding of the outcomes and impact of psychosocial skills being taught in secondary schools. Where there is a high number of incidents of reported violence in schools there is a need for greater attention within the education system to the explicit teaching of the corresponding life skills to children and young people.

Fear of violence, including abuse either by teachers or fellow students, can be a strong determinant of attendance and may even lead to dropping out. Fears of violence affect the capacity of students to concentrate on studies and create a learning environment full of fear and distrust. Countries with a high incidence of violence in schools may tend to have a high incidence of violence in other places, including homes and communities, although the indicator only refers to violence in schools.

### 3.3.4 Incidence of substance abuse among young people

**Definition and purpose**
This indicator is defined as the percentage of young people who are reported to be using alcohol or illicit drugs. Education systems are struggling to identify their roles and responsibilities in relation to the increase of substance abuse (including alcohol and tobacco, as well as the notable rise in amphetamine use) amongst young people. Alcohol and illicit drug use are associated with sexually transmitted diseases, including HIV infection, teen pregnancy and school failure, and can also result in serious disruptions in family, work and personal life.

**Method of calculation**
Data are often gathered through surveys asking young people if they have used any drugs or alcohol over the month prior to the survey.

**Interpretation**
A high incidence of substance abuse amongst young people will indicate a high risk of ill health (in particular, in relation to HIV/AIDS) and early mortality, hence the need to introduce life skills education against substance abuse in school and in continuing education programmes. A low (and decreasing) rate of substance abuse among young people will indicate the successful

¹⁴ For further information on how to research violence in schools, see http://seap.savethechildren.se/en/South_East_Asia/Publications/Abuse/ and www.violencestudy.org.
implementation of skills-based health education (albeit recognizing that there are multiple factors impacting and resulting in the use of drugs).

### 3.3.5 Curriculum time in formal and non-formal education includes life skills on health and HIV prevention

**Definition and purpose**
This indicator refers to the percentage of curriculum time within formal and NFE during which health-promoting knowledge and skills including HIV prevention are taught. Research has demonstrated the considerable impact of dedicated curriculum time for teaching practical and psycho-social skills relating to health. Relevant areas to be included within such health curricula include young people's reproductive health, HIV/AIDS education, and substance abuse prevention, as well as broader psycho-social skills that support the behaviour change sought (i.e., peer negotiation, refusal skills).

**Method of calculation**
This will be calculated by the number of hours dedicated in the curriculum to health issues, as a percentage of the total number of curriculum hours per week.

This indicator should be reported with a description of the current curricular arrangements for the explicit teaching of life skills for young people’s health.

Data can be requested from the Curriculum Development Centre of the Ministry of Education.

**Interpretation**
Including accurate and relevant health information as well as the explicit teaching of functional and life skills (both crucial for behaviour development and change) in formal and NFE can contribute to improving knowledge, skills and behaviour regarding health (understood broadly to include physical, social and mental well-being) among young people. A skills-based health education curriculum will instill positive health behaviours in young people, which will in turn prevent future health risks and premature death including HIV/AIDS.

The manner by which health curricula are taught is crucial for the effective development of health-promoting behaviours. Participatory teaching and learning methods are an essential part of skills-based health education. In not providing an indication of the manner by which teachers facilitate classes in these subjects, it will be difficult to assess the direct impact of a certain number of hours of education on health behaviours.

### 3.3.6 Knowledge of HIV prevention practice among young people and adults

**Definition and purpose**
This indicator refers to the percentage of all respondents who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions. The purpose of this indicator is to assess progress towards universal knowledge of the essential facts about HIV transmission. As stated in the UN General Assembly Special Session on HIV/AIDS Declaration of Commitment, this indicator is targeted to reach 95 per cent by 2010.

**Method of calculation**
This indicator can be calculated as follows:
Number of respondents (of set age group) who give correct answers to all five questions (see below) regarding HIV transmission

= 

Number of respondents (of set age group) who give answers (i.e. including “don’t know”) to all five questions

In all indicators of AIDS-related knowledge, the denominator should be the entire population of respondents, rather than just those who have heard of AIDS. This is because those who have not heard of AIDS (and who therefore cannot have any "correct" knowledge about it) definitely represent failures of information, education and communication campaigns. In most countries, these people constitute only a very small proportion of the population.

Questions:
1. Can the risk of HIV transmission be reduced by having sex with one faithful, uninfected partner?
2. Can the risk of HIV transmission be reduced by using condoms?
3. Can a healthy-looking person have HIV?
4. Can a person get HIV from mosquito bites?
5. Can a person get HIV by sharing a meal with someone who is infected?

The indicator is measured using population based surveys such as Demographic and Health Survey, Multiple Indicator Cluster Survey, and Behavioural Surveillance Survey (UNICEF).

**Interpretation**
A low percentage of respondents correctly answering the five questions associated with HIV transmission indicates a vulnerability of the respondents to HIV infection, and also that more effort needs to be put into the successful implementation of information, education and communication campaigns to increase awareness and improve practices in HIV prevention.

3.3.7 *Proportion of young people and adults living with HIV/AIDS*

**Definition and purpose**
This indicator refers to the estimated HIV prevalence rate among young people and adults, being the percentage of the population aged 15 to 49 living with HIV/AIDS (which includes all people with HIV infection, whether or not they have developed symptoms of AIDS alive at the end of the year).

**Method of calculation**
To calculate the adult HIV prevalence rate, the estimated number of persons aged 15-49 living with HIV/AIDS at the end of the year is divided by the population aged 15-49 of that same year.

In countries with a generalized epidemic, national estimates of HIV prevalence are based on data generated by UNICEF’s Sentinel Surveillance of Health and Nutrition systems that focus on pregnant women who attend a selected number of sentinel antenatal clinics. In countries with a low level or concentrated epidemic, national estimates of HIV prevalence are primarily based on surveillance data collected from populations at high risk (commercial sex workers, men who have sex with men, injecting drug users) and estimates of the size of populations at high and low risk.
Interpretation
A high estimated HIV prevalence rate among young people and adults indicates that more efforts need to be put towards information, education and communication campaigns on HIV/AIDS.
4 Literacy

Measuring progress toward EFA Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Dakar Framework for Action Extended Text on Literacy:

All adults have a right to basic education, beginning with literacy, which allows them to engage actively in, and to transform, the world in which they live. There are still some 880 million people who cannot read or write in the world; two-thirds are women. The fragile levels of literacy acquired by many new literates compound the problem. Yet the education of adults remains isolated, often at the periphery of national education systems and budgets.

Adult and continuing education must be greatly expanded and diversified, and integrated into the mainstream of national education and poverty reduction strategies. The vital role literacy plays in lifelong learning, sustainable livelihoods, good health, active citizenship and the improved quality of life for individuals, communities and societies must be more widely recognized. Literacy and continuing education are essential for women's empowerment and gender equality. Closer linkages among formal, non-formal and informal approaches to learning must be fostered to respond to the diverse needs and circumstances of adults.

Sufficient resources, well-targeted literacy programmes, better trained teachers and the innovative use of technologies are essential in promoting these activities. The scaling up of practical, participatory learning methodologies developed by non-government organizations, which link literacy with empowerment and local development, is especially important. The success of adult education efforts in the next decade will be essentially demonstrated by substantial reduction in disparities between male-female and urban-rural literacy rates.

Literacy is a key determinant for long-term human development and a significant factor for the social, economic and cultural improvement of individuals and society. Generally, the term “literacy” embraces the abilities to read and write with understanding, and “numeracy” the ability to make simple arithmetic calculations.

To have a complete picture of progress in achieving EFA, it is essential to assess the diverse policy actions and measures undertaken to develop literacy and continuing education programmes intended to meet the basic learning needs of various categories of learners within the adult population aged 15 and above. In this section, attention is focused on continuing education programmes that have a basic education and literacy component. Particular attention should be given to how well such programmes address the specific basic learning needs of women, ethnic and linguistic minorities, socially disadvantaged groups and other learners with special learning needs.
To what extent have public authorities, civil society and local communities been successful in expanding basic literacy, post-literacy and basic continuing education opportunities for the adult population? Are these programmes successful in creating a “literate environment”? Are adequate resources and infrastructures available to achieve these objectives? Countries are invited to make a comprehensive analysis of such adult literacy and basic continuing education opportunities provided by government departments, local authorities, NGOs, community organizations, and the media, as well as initiatives by the private sector. Obtaining information on continuing education activities for adults is often a challenge, but can be facilitated by including adult educators in the assessment process.

**Guiding Questions**

The purpose of these questions is to clarify and interpret the EFA Goal 4 and its extended text in order to guide the assessment of progress towards achieving this goal. In addition, the questions provide a basis for deeper reflection on the issues related to the attainment of this goal, and revive the broader discussion from Dakar which served to define this goal for reporting purposes. The EFA MEA Report is not supposed to directly and immediately answer all of these guiding questions. Rather, they serve as a guide to ensure clarity and consensus on the interpretation of the goal statement in the national context.

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Guiding Questions</th>
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</table>
| Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education | – What was the adult literacy rate in the year 2000? What is the current adult literacy rate?
– How is literacy measured in the country? To what extent are the assessments standardized and comparable?
– To achieve a 50 per cent improvement, what should the national adult literacy rate be in 2015?
– What is the definition of adult literacy in the country?
– Can the international definition of “adult literacy rate (age 15+)” be applied in the country? If “no,” why?
– What is understood by “youth literacy rate (age 15-24)”?
– Is it possible to be declared literate in more than one language? If “yes,” which languages?
– Have there been new policies, legislation and/or measures since 2000 to advance literacy among women?
– How has literacy among women changed, especially in terms of the literacy gender parity index (the ratio of female to male literacy rates)?
– What is “equitable access”?
– What policies, legislation, procedures and systems are in place in the country to enable equitable access of young people and adults to basic and continuing education programmes?
– How is the access provided? Physically with classroom facilities and teachers? Through information and communication technology (ICT)? By providing learning materials? Through other learning channels and modes?
– Are the costs equitable?
– How is this equitable access monitored?
– What is commonly understood by basic and continuing education?
– How is basic and continuing education provided in the country? By whom? For whom? How? |
For all adults

- How is basic and continuing education monitored in the country?
- Who are legally defined as adults in the country?
- Do adults in the country include:
  - Citizens of the country by right?
  - Non-citizens of the country but currently living in the country – for example; refugees, expatriates, immigrant workers, illegal immigrants?

This goal, the guiding questions and subsequent indicators are closely related to those regarding life skills and lifelong learning for young people and adults under Goal 3. In particular, the indicators have been selected and used to complement each other. Under this goal, more attention has been given to adult literacy and basic continuing education that directly or indirectly impart literacy. It may be understood that continuing education programmes in general, which can take place in both formal and non-formal educational settings, constitute a main vehicle or channel for providing literacy and lifelong learning capabilities for all – young and old.

Continuing education programmes can be organized to impart a wide variety of knowledge and skills. To be responsive to learning needs, many continuing education programmes focus on specific life skills or work skills, or a mixture of both. Literacy, or the ability to read and write with understanding, is widely recognized as a basic life skill. It can become either the main or the secondary learning objective and the content of continuing education programmes that impart life skills or work skills to adults. These days, literacy is often an embedded learning objective if not also a requirement in many other continuing education programmes that give priority to providing specific life skills and work skills.

The language issue in literacy acquisition is of paramount importance. Information about literacy status and acquisition in languages other than the official national language(s) will give valuable insights regarding language use in the family, community and country, and the size and location of population groups with different linguistic capabilities. Collecting data on literacy achievements in different languages may on the one hand significantly raise the overall national literacy rate, and on the other hand throw light on the linguistic diversity in the country in order to define appropriate language policies.

Government spending on literacy and continuing education, together with family contributions and community support, are proxy measures of actual interest and commitment, and also an indication of the relevance of such programmes to the needs and concerns of the target populations. Information on these aspects is important to complete the assessment of progress in promoting adult literacy.

In addition to using the indicators suggested in this section, all countries are encouraged to conduct literacy assessment surveys or household surveys that can provide more detailed and scientific information for a thorough analysis of the literacy situation in the country (see Section 4.4 for the rationale and description of some special literacy assessments and surveys).

**Data Sets Required**

To assess the EFA goal on literacy, data on the number of literates, literacy programmes and facilitators, as well as on the relevant age groups, particularly aged 15+, and 15 to 24, will be essential. Progress in achieving this goal can be measured by comparing these data across different time periods with relevant disaggregation. The following data sets can be used to
calculate the relevant indicators to highlight the situation and to identify the gaps in the different aspects on access, participation, quality and proper resource allocation.

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<td>• Age group especially 15+</td>
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<td>• Geographic region</td>
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<td>o Mother’s education</td>
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<td>Literate and/or illiterate adult population</td>
<td>Censuses and household surveys, literacy assessment surveys</td>
<td>• Sex</td>
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<td>Number of adult literacy classes and basic continuing education centres and programmes</td>
<td>NFEMIS, district and community records</td>
<td>• Geographic region</td>
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<td>Number of participants and completers in adult literacy and basic continuing education programmes</td>
<td>NFEMIS, district and community record</td>
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<td>Teachers/facilitators working in adult literacy and basic continuing education</td>
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<td>• Trained to teach literacy:</td>
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<td>o In local language(s)</td>
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<td></td>
<td></td>
<td>o Disabled persons</td>
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</table>
4.1 **Policy and System Indicators**

This type of indicator was not included in the National EFA Reports for Dakar. These indicators, which require description and explanation, allow for countries to provide more qualitative information in the reporting process. While yes/no answers are possible in many cases, it is far more informative to provide a brief narrative to better explain the answer in the context of national systems and practices. Case studies and summaries of relevant research studies or assessments can further support and substantiate the information provided for these indicators.

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
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<tr>
<td>4.1.1 Existence of a nationally recognized definition of “literate” and “numerate” persons. What is the definition? How is it applied in measuring literacy attainment?</td>
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<tr>
<td>4.1.2 Existence of policies, laws, and decrees stipulating literacy as a basic human right</td>
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**4.1.1 Existence of a nationally recognized definition of “literate” and “numerate” persons. What is the definition? How is it applied in measuring literacy attainment?**

**Definition and purpose**

A national definition of a “literate” and “numerate” person is important to promote action and to set the standards in providing and measuring literacy. Literacy and numeracy are widely recognized basic skills for both human and national economic development. Most if not all countries are working on providing literacy and numeracy to their illiterate populations. While many different types of literacy and continuing education programmes are provided, and various household surveys and literacy and numeracy assessment tests are conducted, a nationally standard definition is of key importance for ensuring that all literacy interventions, including data collection, measurement and analysis, are conducted in a consistent and rigorous manner.

**Interpretation**

The existence of a national definition of “literate” and “numerate” reflects a country’s commitment to EFA Goal 4. Countries that have not reached consensus on a standardized definition of “literate” and “numerate” are encouraged to do so, in order to promote consistency in literacy interventions and also to ensure that literacy assessments are standardized and internationally comparable. Standardized definitions are a pre-requisite for the measurement of literacy rate and literacy learning assessment and the ability to define and relate to national literacy targets. Governments need to specify whether the definition of “literate” includes the ability to read and write in languages (especially national minority languages) other than the official national language.

**Means of verification**

Official documents containing a national definition and standards of literacy and numeracy; and its operationalization as specific questionnaire items on ability to read, write and do numerical calculations in the data collection and measurement instruments utilized by the NSO or its equivalent for census and household surveys.
4.1.2 Existence of policies, laws, and decrees stipulating literacy as a basic human right

Definition and purpose
This indicator identifies whether there are official policies, laws or decrees that promote access and participation of adults in literacy and basic continuing education programmes. This indicator furthermore identifies the national government as the duty bearer and co-ordinator for ensuring the equitable provision of literacy and basic continuing education.

Interpretation
Countries that have introduced official policies, laws and decrees in accordance with their commitment to EFA Goal 4, and thus, literacy as a basic human right, are seen to have taken appropriate initial actions to implement their commitment. Moreover, these written statements should be manifested concretely in terms of supporting procedures, systems, measures, implementation and enforcement agencies and programmes in place to ensure that all young people and adults can exercise this right and access and participate in basic and continuing education programmes to attain literacy. Governments need to specify whether there are specific policies, laws or decrees relating to the right of the linguistic minorities to literacy programmes in their own mother tongue, as well as those that target disadvantaged and vulnerable groups.

Means of verification
Review of policy documents, legislation, and institutional settings and language of curricula, teaching and learning materials of the literacy programmes targeted for special language groups.

4.1.3 Existence of systematic national monitoring and evaluation system for monitoring and evaluating literacy and basic continuing education programmes for out-of-school youths and adults

Definition and purpose
In addition to policies and legislation, an existence of a national system for systematic and regular monitoring and evaluation of this sub-sector is an indicator of the Government’s intention to pay attention to the provision and progress of literacy and basic continuing education programmes for youth and adults and the characteristics of these programmes, such as: Who organizes such programmes? How do these programmes function? For which target population group(s)? What are their main learning objectives, contents and teaching/learning methods? Location? Duration? Capacity and actual participation? Outputs and outcomes? Equally useful will be additional information on how these programmes function, including their achievements, problems and issues, so as to enable appropriate policy and legislative adjustments, as well as forward planning of the development of literacy and continuing education in the country.

Interpretation
Governments’ ability to make informed decisions and to formulate evidence-based policies depend on the existence of a monitoring and evaluation system to collect information on literacy and basic continuing education programmes and review their distribution and characteristics. An analysis of this information may reveal patterns of gaps and disparities in the delivery of such programmes. Countries can also look at the learning needs of the illiterate population and see if there is a mismatch between the existing programmes and their capacity to adequately meet these learning needs. Countries can use this information for developing and fine-tuning literacy policies, legislation and their operation. Therefore, the presence or absence as well as the efficiency and the functionality of the national monitoring and evaluation system is a strong indicator of the level of development of literacy-related policies and systems.
Means of verification
The content, quality and frequency of monitoring and evaluation reports issued by the Ministry of Education, NGOs and local communities regarding the implementation, progress, achievement and challenges of literacy and continuing education programmes for out-of-school youth and adults.

4.1.4 Presence of literacy and basic continuing education programmes for adults conducted in local languages; and existence of literacy and post-literacy learning materials in local languages

Definition and purpose
Language of instruction is a critical issue to consider for pedagogical reasons. Using local languages or the mother tongue in initial education instruction can be far more effective for imparting literacy and introducing programme content in national languages. The existence of literacy and basic continuing education programmes conducted in local languages using appropriate instructional material can be used as a proxy indicator for both programme quality and equitable access.

Interpretation
The existence and promotion of literacy and basic continuing education programmes in local languages can have a positive impact on the literacy acquisition of those whose mother tongue is not the national official language. The familiarity and relevance of local language to the daily lives of such population groups means that the availability of local language instruction can lead to increased enrolment and participation in literacy and basic education programmes, fewer dropouts, more successful literacy acquisition and an appreciation of the local culture. Learners who become strongly literate in their mother tongue are also more able to acquire literacy in additional languages. However, it is important that supporting learning materials, such as curriculum, be available in local languages and be relevant to the local context.

Literacy skills are developed in the long-term through exposure to a continuous literate environment, thus, it is important for post-literate to have easy access to reading materials in local languages.

Means of verification
Review of national policy and plans, curriculum, and teaching/learning materials, and specific local experiences in organizing and operating literacy and basic continuing education programmes for adults.
# 4.2 Core EFA MEA Indicators

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 4.2.1 Adult literacy rate (age 15+) | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Population censuses  
• Household surveys  
• Literacy surveys |
| 4.2.2 Youth literacy rate (age 15 to 24) | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Population censuses  
• Household surveys  
• Literacy surveys |
| 4.2.3 Gender Parity Index for Adult Literacy | • Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Population censuses  
• Household surveys  
• Literacy surveys |
| 4.2.4 Public expenditure on adult literacy and continuing education as a percentage of total public expenditure on education | • National-level indicator | • Government budget reports |

## 4.2.1 Adult literacy rate (age 15+)

### Definition and purpose
The adult literacy rate is defined as the percentage of the population aged 15+ who can both read and write with understanding a short simple statement related to everyday life. It reflects the accumulated achievement of the primary education system and adult literacy programmes in imparting basic literacy skills to the population, enabling them to apply such skills in daily life and to continue learning and communicating using the written word. This indicator provides a long-term indication of the combined literacy achievement of both the formal and NFE systems.
Method of calculation
Divide the number of literate adults aged 15+ in year \( t \) by the corresponding age group population in year \( t \), and multiply by 100.

\[
\text{Adult literacy rate (age 15+),} = \frac{\text{Literate population aged 15+ in year } t}{\text{Population aged 15+ in year } t} \times 100
\]

Similarly, the illiteracy rate can be derived by dividing the number of illiterates by the corresponding age-group population.

Possible data sources
Literacy data can be derived from population censuses, household surveys and literacy surveys. Data for the total population are collected during national censuses or estimated through demographic projections. Not all censuses or surveys, however, include specific questions for assessing literacy. In some countries where literacy questions are not included, a person’s educational attainment or years of schooling completed is used as a proxy to assess literacy status. A frequent practice is to consider those with no schooling as illiterate and those who have attended school up to at least Grade 5 as literate. Many household surveys, including the MICS, DHS, and LSMS, collect literacy data that provide complementary data for countries without a recent census. However, definitions and methods of collecting data on literacy are not always standardized, and thus the results may affect the consistency of data.

Most of the available data on literacy are based on reported literacy rather than on tested literacy and in some cases are derived from other proxy information such as school attendance or educational attainment.

Disaggregation
National level summary statistics do not capture the detailed reality and diversity in a country. Thus it is particularly important to explore literacy statistics by geographic regions and population sub-groups with a special focus on the illiterates and disadvantaged groups who need to be targeted to ensure progress towards meeting the EFA goals. However, the context can be different among countries, hence the need to identify specific population sub-groups by country for further statistical analysis, such as language minorities, ethnic minorities, religious groups, or people with disabilities, in addition to the common sub-groups categorized by age, sex or geographic region.

Interpretation
The literacy rate cannot exceed 100 per cent. A high adult literacy rate suggests an effective primary education system and/or adult literacy programmes that have enabled a large proportion of the population to acquire the ability of using the written word and making simple arithmetic calculations in daily life.

A 50 per cent improvement in the level of adult literacy can be understood to mean further reducing illiteracy by half, for example, by reducing the adult illiteracy rate from 20 to 10 per cent.

Literacy rates are often presented and analyzed in conjunction with the absolute numbers of illiterates, because improvements in literacy rates may sometimes be accompanied by actual increases in the illiterate population due to a changing demographic structure. To “reach the unreached,” we must try to identify who and where the remaining adult illiterates in the country
are, so as to design and plan literacy programmes that effectively respond to their conditions and needs. For certain illiterates, reasons for failing to achieve the literacy standard may include a low quality of schooling, difficulties in attending school, or dropping out before reaching Grade 5.

The ultimate goal is not only to ensure that all people including young adults become literate, but also that they have the opportunity to reach higher levels of proficiency in literacy to further improve the quality of their lives. The literacy rate discussed and calculated for this analysis, however, is not intended to measure the quality and adequacy of the level of literacy needed for individuals to function in a society, which may change from place to place and over time.

Limitations and constraints
The measurement of literacy can vary from simply asking “Are you literate or not?” or “Can you read and write with understanding?” to actually testing individual persons in order to assess their literacy skills. In some cases, literacy is measured crudely in population censuses either through self-declaration or declaration by the head of the household and/or through the assumption that people with a defined number of years of schooling are literate. Such variations in the way literacy data are collected can create difficulties when comparing between countries and over time.

It is important to align measurements of literacy with the standard international definition given above and, where possible, to administer literacy tests on a sample basis to verify and improve the quality of literacy statistics. The latest UN Principles and Recommendations for Population and Housing Censuses¹⁵ advise countries against simply adopting a proxy measurement based on school attendance or educational attainment. It is recommended that specific literacy questions and tests be systematically administered as part of national censuses and household surveys, or as part of a post-census sample enumeration.

The language used to measure literacy should also be considered. For multi-lingual countries, literacy should be considered in the multi-lingual context by asking individual persons to specify the language or languages they can read and write. The definition of literacy also needs to be further elaborated beyond the traditional dichotomy of “yes” or “no” to present degrees of functionality in the ability to use literacy and numeracy.

4.2.2  Youth literacy rate (age 15 to 24)

Definition and purpose
The literacy rate of young persons aged 15 to 24 or the youth literacy rate is the percentage of the population aged 15 to 24 who can both read and write with understanding a short simple statement on everyday life.

Inadequate levels of reading and writing skills constitute a serious obstacle for the successful participation of young people and adults in society. This indicator indicates the effectiveness of the primary education system over the previous 10 years or so in imparting literacy among young people. It is often seen as a proxy measure of potentials for future social progress and economic achievement.

Method of calculation
Divide the number of young persons aged 15–24 who are literate in year t by the total population in the same age group in year t, and multiply by 100.

\[
\text{Youth literacy rate (age 15 to 24)}_{t} = \frac{\text{Literate population aged 15-24 in year } t}{\text{Population aged 15-24 in year } t} \times 100
\]

Possible data sources
As mentioned above, data on youth literacy can be derived from population censuses, household surveys and literacy surveys. Data for the total population are collected during national censuses or estimated through demographic projections.

Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
Like adult literacy data, where data are available the indicator can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable population groups.

Interpretation
A high youth literacy rate suggests an effective primary education system that has enabled a large proportion of young people to acquire the ability of using written words and making simple arithmetic calculations in daily life.

Comparing youth literacy rates with adult literacy rates shows the progress and achievements in literacy among the younger generation as compared to the adult population. The results of the comparison will also be useful for the government in deciding which age group should be given priority in literacy and continuing education programmes.

Limitations and constraints
As mentioned in the section above on the adult literacy rate, data may only be available for selected years and for selected geographic regions and groups, depending on the censuses and surveys.

Different definitions of literacy and ways to collect literacy data in different countries may make data difficult to compare. Some countries define a different age group for youth literacy, but to the extent that literacy and population data exist for youths aged 15 to 24, the youth literacy rate according to international standards can still be derived.

4.2.3 Gender Parity Index for Adult Literacy
See details under Indicator 5.2.1 in Part II, Section 5.

4.2.4 Public expenditure on adult literacy and continuing education as a percentage of total public expenditure on education

Definition and purpose
This indicator shows the degree of government commitment and emphasis given to investments in adult literacy and continuing education.
**Method of calculation**
Divide public expenditure on adult literacy and continuing education in year t by total public expenditure on education in year t, and multiply by 100.

\[
\text{Percentage of public expenditure on adult literacy and basic continuing education in year } t = \frac{\text{Public expenditure on adult literacy and basic continuing education in year } t}{\text{Total public current expenditure on education in year } t} \times 100
\]

**Possible data sources**
Data can be compiled and collated from government and ministerial budget reports. Data may not be available from any one single source.

**Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)**
Data will most likely be available only at the national level. However, in some countries, data may be available at the provincial level as well.

**Interpretation**
A high percentage of public expenditure on adult literacy and continuing education programmes within the total education budget indicates a high degree of government commitment and priority given to these areas.

**Limitations and constraints**
Due to the difficulties in compiling data from all relevant sources, information can be incomplete and under-estimate public expenditure on adult literacy and continuing education. Thus a special effort must be made to compile data from all possible sources.

### 4.3 Additional EFA MEA indicators

The provision of adult literacy and basic continuing education programmes plays an important role in achieving EFA Goal 4 on literacy. Literacy programmes can be conducted in both formal and non-formal settings. Many continuing education programmes, though focused on imparting a particular knowledge or skill, have embedded literacy and basic education objectives and requirements. Thus their organization, content, duration, and method of teaching/learning including classroom setting and quality of facilitators are all factors contributing to the effectiveness of adult literacy and basic continuing education programmes. Careful assessment of these factors at disaggregated levels will be crucial for assessing progress towards the EFA goal on literacy.

While useful indicators may vary from context to context, the following are some suggested additional indicators and data sets. For effective analysis and assessment of EFA Goal 4, it is critical that these indicators are analyzed and interpreted in an integrated but complementary manner together with those under Goal 3 on life skills and lifelong learning for young people and adults. These additional indicators, while important in assessing progress towards the EFA goals, may not be readily available in most countries. However, countries that are able to include these indicators in their national reports are in a far better position to get a more complete picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators to the maximum extent possible.
| 4.3.1 | Number and percentage distribution of adult literacy and basic continuing education programmes | • Geographic region  
• Urban/rural  
• Type of programme  
• Types of sponsors/organizers  
• Target group(s) | NFEMIS  
District NFE data  
Community records |
| 4.3.2 | Number and percentage distribution of facilitators of adult literacy and basic continuing education programmes | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Type of programme  
• Qualified/trained to facilitate literacy and basic continuing education programmes  
• Specialization  
• Trained to teach:  
  o In local language(s)  
  o Disabled persons | NFEMIS  
District NFE data  
Community records |
| 4.3.3 | Number and percentage distribution of learners participating in adult literacy and basic continuing education programmes | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Type of programme  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | NFEMIS  
District NFE data  
Community records |
| 4.3.4 | Completion rate in adult literacy and basic continuing education programmes | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Type of programme  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | NFEMIS  
District NFE data  
Community records |
| 4.3.5 | Number and percentage of persons who passed the basic literacy test | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities | NFEMIS  
District NFE data  
Community records |
### 4.3.1 Number and percentage distribution of adult literacy and basic continuing education programmes

#### Definition and purpose
Aside from formal school education, non-formal adult literacy and basic continuing education programmes play a key role in improving the overall national literacy status. It is therefore important to collect information on such programmes and to review their distribution in terms of the type of programme, content, methods, duration, resource input, capacity, geographic region and target population served, number of participants, output and outcomes, and other factors.

The findings of this review, when matched with the size and location of the target illiterate population, and with their demographic characteristics and learning needs (see Section 3), will help to identify the “unreached” as well as unsatisfied learning needs, which in turn will enable effective planning and management of adult literacy and basic continuing education programmes in the country.

#### Method of calculation and presentation
Set up statistical tables showing the number and percentage distribution of adult literacy and basic continuing education programmes by type of programme, geographic location (region/district, urban/rural), target population, and other relevant disaggregations given in this section and in the summary table above.

#### Interpretation
A first stage analysis of the number and percentage distribution of adult literacy and basic continuing education programmes across the country’s territory may reveal patterns of disparities in the concentration of specific types of programmes in specific regions. When comparing the data against the existing illiterate population and their learning needs, one will be able to determine if the existing programmes are appropriately located and their capacity adequate to meet the learning needs of the target population. Any mismatch will form the basis for future streamlining and/or further developments both at policy and operational levels.

### 4.3.2 Number and percentage distribution of facilitators of adult literacy and basic continuing education programmes

#### Definition and purpose
The quantity and quality of human resource input especially in terms of trained facilitators constitutes a main factor in determining the successful implementation of adult literacy and basic continuing education programmes. It is therefore important to document the number of literacy programme facilitators and to analyze their characteristics and distribution according to the disaggregations in the summary table above in relation to region, type of programme and the learning needs of the target population. Such analysis can lead to a better understanding of the

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<th>4.3.6</th>
<th>Ratio of private (non-governmental) to public expenditure on adult literacy and basic continuing education programmes</th>
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<td>Geographic region</td>
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<th>4.3.1</th>
<th>Wealth quintile</th>
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<td>Mother’s education</td>
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### Table 4.3.1

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<tr>
<th>Wealth quintile</th>
<th>Mother’s education</th>
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<tr>
<th>4.3.2</th>
<th>NFEMIS</th>
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<tr>
<td></td>
<td>District NFE data</td>
</tr>
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<td></td>
<td>Community records</td>
</tr>
</tbody>
</table>
gaps, and to more effective policies, plans and measures to further strengthen human resources input into adult literacy and basic continuing education programmes.

**Method of calculation and presentation**
Set up statistical tables showing the number and percentage distribution of facilitators of adult literacy and basic continuing education programmes by sex, age group, type of programme, region, type of training received, specialization, and those who have been trained to teach disabled persons or in specific local languages.

**Interpretation**
A first review of the number and percentage distribution of facilitators of adult literacy and basic continuing education programmes across the country and according to their characteristics may reveal patterns of disparities in their deployment in specific types of programmes and/or in specific regions. When comparing the data against the existing illiterate population and their learning needs, one can identify mismatches and gaps that will inform policies, plan and actions to be taken to adjust the training and deployment of personnel for adult literacy and basic continuing education programmes, including facilitators to teach disabled persons or in specific local languages.

4.3.3 **Number and percentage distribution of learners participating in adult literacy and continuing education programmes**

**Definition and purpose**
The number and characteristics of learners participating in different types of adult literacy and basic continuing education programmes will on the one hand indicate the degree of participation in relation to the planned capacity of the programme, and on the other reflect its relevance and quality. Together with data on inputs (facilitators, teaching/learning materials, facilities, etc.) into the programmes, this indicator will also provide an indication of the rate of use of such resources, and the needs for the future.

The data should be disaggregated by sex, age group, region, type of programme attended, and other social and economic disaggregations such as ethnicity, caste, language and disabilities.

**Method of calculation and presentation**
Set up statistical tables showing the number and percentage distribution of learners participating in adult literacy and basic continuing education programmes by sex, age group, geographic region, type of programme, ethnicity, caste, language, disabilities, and other factors.

**Interpretation**
A first review of the number and percentage distribution of learners participating in adult literacy and basic continuing education programmes across the country and according to their characteristics may reveal patterns of strong or weak participation of specific categories of learners in specific types of programmes and/or in specific regions. When comparing the data against the existing illiterate population and their learning needs, one can gauge the degree of their participation that indirectly reflects whether the available programme is of adequate quality and responds to their needs. Matching the degree of participation against the planned capacity of the programme will help programme planners and managers to adjust programme organization and resource inputs so as to improve resource utilization. For policymakers, all this analysis will help them to make decisions to further improve the adult literacy and basic continuing education system in the country.
4.3.4 Completion rate in adult literacy and basic continuing education programmes

Definition and purpose
The proportion of learners who successfully participated in and completed an adult literacy and basic continuing education programme is a key indicator of the efficiency and performance of the programme. It indicates to what extent the resource inputs and processes achieve the expected results of maximum output in terms of completers who have attained the learning objectives, including literacy. Comparing this indicator across programmes may help programme managers to look into ways to further improve programme relevance, quality and performance. Analyzed at the aggregated macro level, this indicator may reveal disparities and gaps that necessitate appropriate policy formulation and planning.

The data should be disaggregated by sex, age group, geographic region, type of programme attended, and other social and economic disaggregation such as ethnicity, caste, language, disabilities and other factors.

Method of calculation and presentation
Divide the number of completers by the number of learners who participated in the adult literacy and basic continuing education programme, and multiply by 100.

\[
\text{Completion rate} = \frac{\text{Number of completers of an adult literacy and continuing education programme}}{\text{Number of learners who participated in the programme}} \times 100
\]

Interpretation
Completion rates should not exceed 100 per cent. A high completion rate indicates high productivity of the programme, whereas low completion rates signal the need to take a closer look at programme inputs and quality plus other factors that may affect programme delivery and the learning process and outcomes. By analyzing this indicator against the total number of learners who enrolled in the programmes, one can gauge the efficiency of adult literacy and basic continuing education programmes and their contribution to reducing illiteracy. Comparison of this indicator among programmes and the characteristics of completers can provide useful information on what kind of programme and which learner groups are more successful, thereby leading to insights and actions to improve the efficiency and productivity of adult literacy and basic continuing education programmes.

4.3.5 Number and percentage of persons who passed the basic literacy test

Definition and purpose
Having passed a standard basic literacy test is the ultimate confirmation of a successful acquisition of literacy. Whether they have attended organized adult literacy and basic continuing education programmes or learned to read and write through other means, all illiterate adults can be given the chance to pass a standard basic literacy test in order to determine if they have
acquired adequate literacy skills. This indicator will help to continuously monitor progress in the reduction of illiteracy in a more rigorous and organized manner.

In addition, while adult literacy programmes might not necessarily be standardized in content, methods and achievement requirements, administering a nationally standard assessment of learners’ basic literacy competency after the programme will help policymakers and programme managers to understand whether the programmes have been effective, and whether the learners have acquired the minimum literacy skills required in daily life.

**Method of calculation**
Divide the number of persons who passed the standard basic literacy test by the total number of persons who participated in the test, and multiply by 100. It will be useful to disaggregate this indicator by region and gender, and if possible also by ethnic group and other socio-economic factors.

**Interpretation**
This indicator should not exceed 100 per cent. Comparisons of this indicator among regions and population sub-groups will show which region and sub-group has a higher number of people who acquired basic literacy skills, indicating more effective and productive literacy efforts. This indicator can also be used to compare the performance among adult literacy and basic continuing education programmes.

It must be noted that unless the basic literacy skills and tests are consistently standardized over time, it may be difficult to use this indicator to measure changes. Increasing pass rates may simply reflect lowered standards. Conversely, countries which raised their standards may see their literacy rates slip.

4.3.6 **Ratio of private (non-governmental) to public expenditure on adult literacy and basic continuing education programmes**

**Definition and purpose**
Private expenditure on adult literacy and basic continuing education programmes (recurrent and capital) allows for the assessment of the role of non-governmental education providers (NGOs, civil society, private bodies and local communities) and reflects the commitment of the non-governmental sector to invest in human capital development. When expressed as a ratio to the corresponding public expenditure, this indicator gives us an idea of the relative weights of government and non-governmental education providers in promoting and supporting adult literacy and basic continuing education.

In addition to the public expenditure on literacy, budget allocations from donors and NGOs provide additional funding to be spent on literacy interventions.

**Method of calculation**
Add up all available data on private sector and non-governmental expenditure on adult literacy and basic continuing education programmes, divide by the corresponding public expenditure, and multiply by 100. To the extent that data are available for provinces, it will be useful to calculate this indicator for decentralized levels to analyze disparities and gaps so as to build better synergy between governmental and non-governmental efforts.
**Interpretation**

This indicator can exceed 100 per cent, when private expenditure surpasses public expenditure, thereby demonstrating a higher level of commitment and support to adult literacy and continuing education from the private sector and NGOs. It is also useful to look at time-series data for this indicator to assess changes in NGO involvement in the provision of human capital development. By adding up both public and private expenditures, the figure will show how much is spent on adult literacy and basic continuing education programmes altogether.

### 4.4 Importance of Qualitative Assessment

Due to the diversity and complexity of adult literacy and continuing education programmes, regular quantitative data collection may not sufficiently capture the true essence of these programmes in terms of inputs, process, outcomes and impact. Therefore, there is a need to conduct additional qualitative research on progress in Goal 4 through case studies, field visits and/or interviews.

Such additional qualitative research can look in depth into the following:

1. **The relevance and effectiveness of literacy programmes:** Not being as organized or standardized as the formal education system, the effectiveness of literacy programmes has to be assessed through a number of criteria and norms including their relevance to the daily lives of illiterate learners, teaching/learning design, content and learning materials, the quality of teachers/facilitators, and whether the context of the lessons is appropriate to learners, especially in ensuring that they will have regular opportunities to apply their literacy skills throughout their lives. Research studies that aim at highlighting successful experiences and identifying salient factors that affect the effectiveness of literacy programmes will be very useful.

2. **The working conditions of literacy teachers/facilitators:** A key determining factor relates to the quality and effectiveness of the literacy teachers/facilitators, which depend on the one hand on their qualification, experience and motivation, and on the other on their working conditions. Research is needed into how these factors interact and how best to organize the literacy teaching force, including good practices in the recruitment, training, deployment, and support to literacy facilitators and/or volunteer teachers.

3. **Literacy resources, facilities and teaching/learning materials:** Unlike in formal education systems, a proper study space may not be available in non-formal settings. The infrastructure is an important aspect of quality education/learning. These considerations must be taken into account: Where and what learning settings are used for literacy programmes? How many programmes are using formal schools, community learning centres, private houses or distance learning?

   The availability of teaching guidebooks and teaching/learning materials is also important. Are there any such materials available? How many facilitators have easy access to these materials? Are the materials selected appropriate for local communities and population groups? All of these issues will affect the quality of teaching and learning.
**Potential Tools to Improve Literacy Data Collection**

The “possible data sources” and “limitations and constraints” outlined in this section suggest that literacy data in many countries need to be further improved in order to become more scientific and more reliable. Countries can then compare literacy statistics through time series data in a meaningful manner in order to design better policies and make better decisions. There are several tools that can be used to improve literacy data obtained through household surveys (reported literacy measurement), literacy assessment and literacy needs assessment.

**Survey of Household Literacy Environment and Behaviour**

Censuses and household surveys tell us how many people responded “yes” or “no” to the question “Can you read and write?” However, they do little more, and cognitive tests are needed to provide us with scaled measurements of reading comprehension and writing skills. One of the familiar lessons of past literacy campaigns is the high rate of relapse or recidivism amongst adult neo-literates who soon forget what they have learned and lose the skills they have acquired. This situation is especially common where the immediate environment of the newly literate provides very little opportunity to speak, read and write the recently acquired “official” language at home, at school, at work or in daily social contacts.

To take stock of reading and writing materials in the household as well as individual members’ use of the materials, the UIS-AIMS Unit – the Office of the UIS Asia-Pacific Regional Advisor – has developed a literacy module that can be inserted easily and inexpensively into standard household surveys. This module provides further useful information about households by eliciting information on the literacy environment and personal behaviour in regard to reading and writing in daily life in addition to education background as part of the regular household surveys. This exercise will not require much additional cost, but a country can benefit from a rich store of information about literacy and literate environments from this module for the purpose of policymaking and planning literacy programmes.

The module contains the following components:

**Education background**: The number of years of formal and non-formal schooling is widely recognized as one of the reliable indicators for estimating literacy status.

**Literate environment and use of literacy skills**: Literacy skills are developed in the long term through exposure to a continuous literate environment. It is thus important to monitor whether a person lives in a literate environment with easy access to reading materials. The methods of obtaining these reading materials enable us to estimate how easily a person can access them. It is also useful to ask how often a person attempts to access sites in his/her literate environment such as a library or a newsstand. The measurement of actual use of literacy skills in daily life (both at home and at work) is also a very practical method of estimating literacy level. The frequency of reading various types of materials (newspapers, magazines, books, letters, personal messages, manuals, charts, etc.), as well as writing letters, notes and reports, and completing forms, will assist greatly in analyzing national literacy status.

**Language**: In multi-lingual countries, the mother tongue, the school language and/or the country’s official language are often different. Therefore, it is important to collect information on a respondent’s mother tongue, in which language he/she studied reading and writing, and any other languages spoken.
Depending on the type of survey applied, the country could make changes to the module or revise the format, depending on the nature of the household survey. In 2008, UNESCO Bangkok published a guidebook for using the module in household surveys. Please visit the UIS-AIMS Web site for information about this publication and also for an example of a household survey literacy module.

**Literacy Assessment and Monitoring Programme (LAMP)**

The UIS has established the LAMP in partnership with other international agencies and technical experts. Building on the Adult Literacy and Life Skills (ALL) Survey, an international comparative study of adult literacy skills, the LAMP measures five levels of literacy and numeracy skills through a combination of household survey methods and education assessments conducted during a five- to 10-year cycle. Moreover, the LAMP goes a step further by also measuring five component skills that underpin fluent reading. A major challenge lies in ensuring that these measures reflect local socio-cultural and linguistic circumstances, thereby contributing to national capacity building. Thus the LAMP works closely with participating countries to design appropriate instruments and to ensure that each assessment is tailored to the specific needs and requests of national policymakers.

Through LAMP, the literacy status in countries can be determined in a scientifically supported manner. Currently Mongolia, El Salvador, Kenya, Morocco, Palestine, Niger, Egypt, Jordan and Peru are participating in LAMP pilot surveys. Bangladesh and Thailand, as well as countries in other regions, are planning to participate in the programme.

**Needs Assessment of Literacy**

In addition to improved literacy statistics at the national level, it is also important to estimate and assess the inputs required to achieve the intended national literacy goals and targets cost-effectively and efficiently. A needs assessment in regard to literacy should measure the gaps between people’s current levels of literacy skills as the baseline and the level of literacy skills to be attained as the national target for literacy. To formulate a realistic strategy for filling in the gap, one should undertake a feasibility analysis of the capacity for increasing literate skills. This analysis will assist in the effective and efficient planning of literacy programmes. At the same time, it will also serve as a tool for monitoring the progress of literacy interventions. For further guidelines on literacy needs assessment, visit the UIS-AIMS Web site.
5 Gender Parity and Equality

Measuring progress toward EFA Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality

Dakar Framework for Action Extended Text on Gender:

Gender-based discrimination remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, Education for All cannot be achieved. Girls are a majority among out-of-school children and youth, although in an increasing number of countries boys are at a disadvantage. Even though the education of girls and women has a powerful trans-generational effect and is a key determinant of social development and women's empowerment, limited progress has been made in increasing girls' participation in basic education.

International agreement has already been reached to eliminate gender disparities in primary and secondary education by 2005. This requires that gender issues be mainstreamed throughout the education system, supported by adequate resources and strong political commitment. Merely ensuring access to education for girls is not enough; unsafe school environments and biases in teacher behaviour and training, teaching and learning processes, and curricula and textbooks often lead to lower completion and achievement rates for girls. By creating safe and gender-sensitive learning environments, it should be possible to remove a major hurdle to girls' participation in education. Increasing levels of women's literacy is another crucial factor in promoting girls' education. Comprehensive efforts therefore need to be made at all levels and in all areas to eliminate gender discrimination and to promote mutual respect between girls and boys, women and men. To make this possible, changes in attitudes, values and behaviour are required.

The significance and implications for assessment of this gender goal only become clear when there is a clear understanding of what is meant by “gender” and “gender equality.” Gender refers to “the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men” (UNESCO, 2006). It is clearly distinguished from sex, which describes the biological differences between men and women. “Gender equality” means that “women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.” It is therefore the equal valuing by society of the similarities and differences in the roles they play (UNESCO, 2006).

Gender is an issue that runs across all of the EFA goals, and there is a risk that by featuring it in a single goal it becomes isolated from others. To prevent this risk, this manual seeks to mainstream
gender indicators throughout the six goals, ensuring that a gender lens is brought to bear on all aspects of EFA. Systematically collecting and analyzing gender disaggregated statistical data in order to measure gender parity under each goal is a precondition in all the assessments.

However, gender parity is not enough; the ultimate goal is to measure the progress towards achieving true gender equality in terms of access (gender equality to education), quality of process (gender equality in education), and achievement and outcome (gender equality through education) in both primary and secondary education and beyond. The analysis and interpretation of the gender indicators suggested in this section thus will be the critical part of assessing and measuring progress toward this goal. As a result, a wide range of indicators have been included, both quantitative and qualitative. Please see the brief description of Gender Lens in Annex 5.

**Guiding Questions**

The purpose of these questions is to clarify and interpret EFA Goal 5 and its extended text in order to guide assessment of progress towards achieving this goal. In addition, the questions provide a basis for deeper reflection on the issues related to the attainment of this goal, and revive the broader discussion from Dakar which served to define the goal for reporting purposes. The EFA MEA Report is not supposed to directly and immediately answer all these guiding questions. Rather, they serve as a guide to ensure clarity and consensus on the interpretation of the goal statement in the national context. In this section, the “goal statement” has not been broken down into many short phrases for interpretation, but focuses on the two key targets under this goal.

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Guiding Questions</th>
</tr>
</thead>
</table>
| Eliminating gender disparities in primary education by 2005, and secondary education | − Are there any specifically targeted policies or strategies to eliminate gender disparities in education?  
− Are sex disaggregated data regularly collected at all levels and in all aspects of education?  
− Are sex disaggregated data also complemented by other disparity indicators (e.g., urban/rural, ethnicities, disabilities, language)?  
− Where do you find gender disparities in basic education? Are they in terms of enrolment, dropouts, repetition, survival, and/or transition from primary to secondary education?  
− Are gender disparities found in favour of boys or of girls? What disparities are in favour of boys and which are in favour of girls?  
− What differences and/or trends can be observed in the disparities between the sexes?  
− Are there gender disparities in the teaching profession? If so, where are the disparities found? Are they in terms of the number of teachers, principals/management level staff, training opportunities, and/or in the percentage of teachers having the required academic qualifications?  
− Is there a policy or legislation to eliminate gender disparities in the teaching profession? How are these implemented and monitored?  
− How are the efforts to eliminate gender disparity in education being monitored? Is there a specific unit/department, person responsible for monitoring the elimination of gender disparities in the Ministry of Education or in the education system as a whole? |

16 For details on the Gender Lens, see Annex 5.
− Were the EFA gender parity targets achieved by 2005? For both primary and secondary education or only for one level? How were these achieved (success factors)? If gender parity was not achieved, what have been the major obstacles?

− How is gender equality in education understood within the Ministry of Education and government?
− What limitations/restrictions (legally, by regulations or in practice) are there on girls obtaining full and equal access to basic education?
− What limitations/restrictions are there on boys obtaining full and equal access to basic education?
− Is there a policy or legislation on ensuring/promoting gender equality in education, or mainstreaming gender in general?
− Is there a specific unit/department or person responsible for enforcing and/or monitoring the progress towards gender equality in education in the Ministry of Education or in the government? What are the mechanisms/strategies for monitoring progress?
− Has there been any gender scan carried out on the curriculum, textbooks, and supplementary teaching/learning materials? Do teaching/learning materials portray girls and boys with equal prominence, potential and respect? Is any gender bias found in the curricula/textbooks, in terms of content, illustrations, and role models?
− Do curricula, textbooks and the classroom environment promote equality for boys and girls regardless of their age, class, caste, religious or ethnic/language background?
− Is gender training systematically provided to all teaching professionals during pre-/in-service training? And to Ministry of Education staff?
− Do teachers encourage girls and boys to participate, speak out and contribute to learning equally? Do teachers value the views of both boys and girls equally?
− Do both boys and girls feel confident in making subject choices?
− Do both boys and girls equally participate in all subject areas such as mathematics and sciences, in literacy and history? If not, what are the constraints?
− Do each boy and each girl have the essential textbooks, school materials, etc?
− Are there well-maintained and separated latrines for girls and boys?
− Is the school close enough or the road to the school safe enough to walk for all school-age boys and girls?
− Are community leaders and parents equally supportive of boys and girls attending school? Do they value female and male teachers equally?
− How is girls’ achievement in basic education monitored and measured? What processes can be put in place to ensure girls’ achievement in basic education?
− What is the expected outcome for a girl upon completion of basic education? How is this measured and recorded? What is the expected outcome for a boy upon completion of basic education?

To measure progress towards achieving Goal 5, it is necessary to look at both gender parity, as indicated by the Gender Parity Index (GPI) in education, and at gender equality. Gender equality includes ensuring equality in access to education, learning processes, learning outcomes, and job opportunities.
**Data Sets Required**

Besides disaggregating most if not all EFA MEA indicators by gender, quantitative and qualitative indicators beyond the EFA core indicators should be included where possible and disaggregated by sex and other relevant categories, in order to provide a more complete picture of the gender situation.

<table>
<thead>
<tr>
<th>Core Data Set</th>
<th>Data Sources</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
</tr>
</thead>
</table>
| Population data | Census, NSO population projections | - Sex  
- Age group  
- Geographic region  
- Urban/rural  
- Other social and economic disaggregation  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education |
| Enrolment, repeaters, new entrants, graduates in primary and secondary education, and in technical and vocational education and training (TVET) | Annual school census, household surveys | - Sex  
- Age group  
- Geographic region  
- Urban/rural  
- Other social and economic disaggregation  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education  
- Public, private, faith-based, community-based |
| Education personnel: teaching and non-teaching staff | Ministry of Education personnel database and records, annual school census | - Sex  
- Qualification  
- Years of experience  
- Geographic region  
- Urban/rural  
- Trained to teach:  
  - In local language(s)  
  - Disabled persons  
- Public, private, faith-based, community-based |
| Availability and conditions of school facilities and buildings for girls and boys | Annual school census, various assessments and supporting documentation | - Geographic region  
- Urban/rural  
- Public, private, faith-based, community-based |
5.1 Policy and System Indicators
This type of indicator was not included in the National EFA Reports for Dakar. These indicators, which require description and explanation, allow for countries to provide more qualitative information in the reporting process. While yes/no answers are possible in many cases, it is far more informative to provide a brief narrative to better explain the answer in the context of national systems and practices. Case studies and summaries of relevant research studies or assessments can further support and substantiate the information provided for these indicators.

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
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<tbody>
<tr>
<td>5.1.1 Legislative, policy and institutional reform in conformity with the Convention on the Elimination of All Forms of Discrimination against Women¹⁷</td>
</tr>
<tr>
<td>5.1.2 Government decision(s)/decree(s)/regulation(s) issued to mainstream gender within the education and training system, and specific budgets allocated to gender programming within relevant Ministries</td>
</tr>
<tr>
<td>5.1.3 Existence of policies and incentives to encourage the participation of girls in school (stipends, scholarships, etc.)</td>
</tr>
<tr>
<td>5.1.4 Government policies and regulations adopted to ensure equal status, remuneration, conditions of employment, professional development, recruitment and deployment, etc. between male and female teachers</td>
</tr>
<tr>
<td>5.1.5 Gender review of the education sector plan and EFA plan, including review of the targets of access and participation, repetition and dropouts, teacher training, recruitment and deployment, curriculum, textbooks, education facilities, etc.</td>
</tr>
</tbody>
</table>

5.1.1 Legislative, policy and institutional reform in conformity with the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Definition and purpose
The CEDAW has clearly spelled out how gender discrimination is manifested in society and how this can be overcome and eliminated. This indicator requires countries to review their existing education legislation, policies and reforms in light of provisions within the CEDAW. The results of this review assist us in identifying those specific aspects of legislation or policy that are either exemplary in terms of their promotion of gender equality, or need to be revised or adjusted because they are either gender discriminatory or allow for exploitation based on gender.

Interpretation
Education policy or legislation may inadvertently result in gender stereotypes being reinforced or discriminatory practices being maintained. Without addressing the underlying policies and frameworks, little can be done in the long term to address gender discrimination. Concrete examples must be included so that general comments or sweeping statements can be supported by specific references to both positive and negative examples of conformity with the provisions of the CEDAW.

Means of verification
Reference to actual policies and legislation is essential. It is also important that opportunities be provided for stakeholder inputs, comments and review (possibly through a presentation of the draft country responses to a stakeholder team).

¹⁷ The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.
5.1.2 Government decision(s)/decree(s)/regulation(s) issued to mainstream gender within the education and training system, and specific budgets allocated to gender programming within relevant Ministries

Definition and purpose
Government commitment to gender mainstreaming in education can be gauged through the kind of decisions/decrees/regulations that have been issued to this effect, and their implementation throughout the education and training system. Of the total education budget (and/or of social welfare, community development, etc.), what proportion is specifically allocated to gender programming? Please note that this should be ministry-specific in addition to the central budget for promoting gender equality in general.

Interpretation
The absence of any government decisions/decrees/regulations on gender mainstreaming may demonstrate a lack of awareness and commitment, which calls for immediate communication and action to generate them across the education system. If such decisions/decrees/regulations exist, they can be reviewed in terms of the relevance and applicability of their content. Relating the budget allocated for gender programming to existing disparities can reveal whether more should be done, or whether such allocations may no longer be needed. When analyzing disaggregated data according to sub-populations, one may discover inequalities that have not been previously identified or addressed, and for which special budgetary allocations should be made.

Means of verification
Review of government documents on gender policies, legislation and decisions/decrees/regulations. Ministry of Finance records, as well as budget breakdowns within the specific finance departments of the relevant ministries, can be examined as well.

5.1.3 Existence of policies and incentives to encourage the participation of girls in school (stipends, scholarships, etc.)

Definition and purpose
Are there specific policies and measures in place which provide girls (or boys in countries suffering from significant under-enrolment of boys) with incentives or special support for them to attend school? These may be national in scope, or targeted at specific population groups or geographic areas. Such policies and provisions allow for positive discrimination to redress gender disparities.

Interpretation
In countries with chronic education disparities between the genders, without special provisions in terms of incentives, waivers or other supports, there is little or no chance for achieving gender parity and equality. Examples of specific government policies and incentives that specifically support girls (or boys) who face difficulties in attending school indicate government commitment to reducing gender-based inequalities in education.

Means of verification
Reference to actual policies and legislation is essential. It is also important to provide opportunities for stakeholder review, comments and inputs (possibly through a presentation of the draft country responses to a stakeholder team). Discussion with key NGOs and development
agencies to learn about special pilot projects and initiatives can also enrich the assessment and make it more participatory and comprehensive.

5.1.4  **Government policies and regulations adopted to ensure equal status, remuneration, conditions of employment, professional development, recruitment and deployment, etc., between male and female teachers**

**Definition and purpose**
Moving towards gender equality in the teaching force is an important part of gender mainstreaming within the education system. This relates to teachers’ status, remuneration and benefits, conditions of employment, professional development, recruitment, deployment and career development. The adoption of clear and proactive government policies and regulations to ensure gender equality in the teaching force will constitute a concrete step forward.

**Interpretation**
Gender inequalities still exist between male and female teachers in many countries. The kind of policies and regulations that have been, or are being, introduced by the government to redress such inequalities indicate the degree of awareness and commitment, and at the same time mirror the current state of gender inequalities in the teaching force.

**Means of verification**
Review of Ministry of Education policies and regulations. It is also important that opportunities be given for stakeholder review, comments and inputs (possibly through a presentation of the draft country responses to a stakeholder team). Discussion with teachers, key NGOs and community leaders can help us to learn about special situations and cases at the grassroots level.

5.1.5  **Gender review of the education sector plan and EFA plan, including review of the targets of access and participation, repetition and dropouts, teacher training, recruitment and deployment, curriculum, textbooks, education facilities, etc.**

**Definition and purpose**
For countries with education sector plans and/or an EFA plan, have these plans been reviewed from a gender perspective? If the answer is “yes,” what has the review highlighted in terms of both the positive aspects and those areas in need of improvement? For countries that have not yet conducted a recent gender review of their sector plans and EFA plan, have there at least been recent gender reviews of curricula, textbooks, procedures, policies and human resources? What were the key findings?

**Interpretation**
Sector plans and EFA plans in and of themselves may not have included any special action to address gender discrimination or disparity. Independent reviews of the underlying gender issues and the aspects of the sector and EFA plans that reinforce or redress these issues are an important step in ensuring that such plans include appropriate components to redress gender imbalances and inequalities.

**Means of verification**
Documentation and reports from the gender review process and recommendations.
### 5.2 Core EFA MEA Indicators

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| **5.2.1** Gender Parity Index for: adult literacy                     | • Geographic region  
  - Urban/rural  
  - Other social and economic disaggregation such as  
    - Ethnicity, caste  
    - Language  
    - Disabilities  
    - Wealth quintile  
    - Mother’s education | • Annual school census  
  • Population censuses  
  • Household and specialized surveys |
| **5.2.2** Gender Parity Index for: GER in ECCE          | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.3** Gender Parity Index for: GIR in primary education | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.4** Gender Parity Index for: NIR in primary education | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.5** Gender Parity Index for: GER in primary education  
  • GER in secondary education | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.6** Gender Parity Index for:  
  • NER in primary education  
  • NER in secondary education | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.7** Gender Parity Index for: Survival Rate to Grade 5 | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.8** Gender Parity Index for: Transition Rate from primary to secondary education | • See Indicator 5.2.1 | • See Indicator 5.2.1 |
| **5.2.9** Percentage of female enrolment in:  
  - ECCE  
  - Primary education  
  - Secondary education  
  - Technical and vocational education and training  
  - Literacy and continuing education  
  - Higher education | • Geographic region  
  • Urban/rural  
  • Public/private  
  • Other social and economic disaggregation such as  
    - Ethnicity, caste  
    - Language  
    - Disabilities  
    - Wealth quintile  
    - Mother’s education | • Annual school census  
  • Various institutional data collections |
5.2.10 Percentage of female teachers in:
- ECCE
- Primary education
- Secondary education
- Technical and vocational education and training
- Literacy and continuing education
- Higher education

- Geographic region
- Urban/rural
- Public/private
- Age group
- Qualifications
- Other social and economic disaggregation such as:
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Mother’s education
- Annual school census
- Various institutional data collections

5.2.1 Gender Parity Index (GPI) for adult literacy

Definition and purpose
The GPI for adult literacy is used to assess gender differences in literacy rates among the female and male adult populations. It is calculated as the result of the literacy rate (see Indicator 4.2.1) for females divided by the literacy rate for males.

This indicator measures progress towards gender equity in literacy. It also measures one presumed outcome of attending school and is a key indicator of the empowerment of women in society. Literacy is a fundamental skill to empower women to take control of their lives, to engage directly with authority and to gain access to the wider world of learning. When compared over time, this indicator measures progress towards gender parity in literacy, and is especially revealing if disaggregated amongst sub-populations (i.e., ethnicity, caste, and socio-economic-cultural characteristics).

Method of calculation
Divide the literacy rate for female adults by the same rate for male adults in a given year.

\[
\text{GPI for adult literacy} = \frac{\text{Adult literacy rate (female)}}{\text{Adult literacy rate (male)}}
\]

Possible data sources
Data required for calculating the GPI for adult literacy are usually collected through population censuses, household surveys and literacy surveys. Similar data may also be collected on a sample basis during household surveys in between population censuses in order to update the literacy rates.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups. Where national aggregate data are not available, sample data from household surveys may also be used to illustrate the situation in specific localities or for specific population groups.

Interpretation
When the literacy GPI shows a value equal to 1, the female literacy rate is equal to the male literacy rate. A value less than 1 indicates that proportionately fewer women than men have basic literacy skills, and conversely, a value exceeding 1 indicates that proportionately fewer men than
women have basic literacy skills. We can assume that there is no significant gender disparity if the GPI value ranges between 0.97 and 1.03. Note that the value of the GPI may be affected by differences in the life expectancy between men and women, especially for the older age groups in countries where women on average live longer than men. In such cases, one should derive literacy GPIs by age group. Greater disparity can be expected amongst older populations, whereas for consecutively younger population cohorts, the gender gaps may have significantly narrowed over time through universal primary education.

Limitations and constraints
As mentioned in the section on literacy, data may only be available for certain years and for selected regions and groups, depending on the year of censuses and surveys. Different definitions of literacy in different countries and the use of proxy data also make data difficult to compare. Disaggregated data on literacy and adult population by gender must be available to be able to calculate the GPI for different population groups and regions.

5.2.2 GPI for GER in ECCE

Definition and purpose
The GPI for GER in ECCE is used to assess gender differences in participation in organized early learning. It is calculated as the result of the GER in ECCE (see Indicator 1.2.1) for girls divided by the corresponding GER for boys. The indicator measures progress towards gender parity in ensuring that all young children participate in organized ECCE programmes.

Method of calculation
Divide the GER in ECCE for girls by the GER for boys.

\[
\text{GPI for GER in ECCE} = \frac{\text{GER in ECCE (Female)}}{\text{GER in ECCE (Male)}}
\]

Possible data source
As stated for Indicator 1.2.1 in Part II, Section 1, the basic data required for calculating the GER in ECCE are usually collected from the pre-schools as part of the EMIS. Having such data separately by gender allows for the calculation of the GPI for ECCE. If the data collected do not include private and community-based ECCE centres and programmes, this should be mentioned.

Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups. It is especially interesting to compare the GPI for GER in ECCE between public, private and community-based ECCE centres and programmes.

Interpretation
A value of less than 1 indicates a difference in favour of males by indicating that boys have a higher GER in ECCE than girls; a value above 1 indicates a difference in favour of females; a value close to 1 indicates gender parity. However, we can assume that there is no disparity if the GPI value ranges between 0.97 and 1.03. In some countries, one may find girls tend to be enrolled in government-run or community-based centres, while boys are found in more expensive private centres.
Limitations and constraints
Disaggregated data on enrolment in ECCE and the corresponding ECCE-aged population by gender must be available to calculate this GPI for different population groups and regions.

5.2.3 GPI for Gross Intake Rate (GIR) in primary education

Definition and purpose
The GPI for the GIR in primary education is used to assess gender differences in GIRs between boys and girls. It is calculated as the result of the GIR (see Indicator 2.2.1) for girls divided by the same indicator for boys. This indicator measures progress towards gender parity in access to the first grade of primary education.

Method of calculation
Divide the GIR in primary education for girls by the same indicator for boys in a given year.

\[
\text{GPI for GIR in primary education} = \frac{\text{GIR in primary education (Female)}}{\text{GIR in primary education (Male)}}
\]

Possible data sources
As explained in Indicator 2.2.1 in Part II, Section 2, the basic data required for calculating the GIR are usually collected through annual school surveys by the national EMIS. Nationally representative surveys, such as MICS or DHS, can also provide similar data. Sub-national surveys allow for details to be gathered for specific sub-national populations.

Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
Where data are available, this indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

Interpretation
A value of less than 1 indicates a difference in favour of males in terms of general access to Grade 1 of primary education; a value above 1 indicates a difference in favour of females; a value close to 1 indicates gender parity. We can assume that there is no disparity if the GPI value ranges between 0.97 and 1.03.

Limitations and constraints
Disaggregated data on new entrants to Grade 1 of primary education and on the school-entrance age population by gender must be available to calculate and analyze the GPI for GIR in primary education for different population groups and regions.

5.2.4 GPI for Net Intake Rate (NIR) in primary education

Definition and purpose
The GPI for NIR in primary education is used to assess the gender differences between boys and girls who entered Grade 1 of primary education at the appropriate age for intake. It is calculated as the result of the female NIR in primary education (see Indicator 2.2.2) divided by the corresponding NIR for boys. This indicator measures in a more precise manner the gender disparities in access to Grade 1 of primary education.
**Method of calculation**
Divide the NIR in primary education for girls by the same indicator for boys in a given year.

\[
\text{GPI for NIR in primary education} = \frac{\text{NIR in primary education (Female)}}{\text{NIR in primary education (Male)}}
\]

**Possible data sources**
As explained in Section 2.2.2, the basic data required for calculating the above-mentioned indicator are usually collected through annual school surveys by the national EMIS. Nationally representative surveys, such as MICS or DHS, can also provide similar data. Sub-national surveys allow for details to be gathered for specific sub-national populations.

**Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)**
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

**Interpretation**
A value of less than 1 indicates a difference in favour of males in terms of access to Grade 1 of primary education at the official school-entrance age; a value above 1 indicates a difference in favour of females; a value close to 1 indicates gender parity. We can assume that there is no disparity if the GPI value ranges between 0.97 and 1.03. The GPI for NIR gives a more precise comparison between girls and boys in regard to entering school at the right age.

**Limitations and constraints**
Disaggregated data on the number of new entrants of the official school-entrance age and the corresponding population by gender must be available to calculate this GPI for different population groups and regions.

5.2.5 **GPI for:**
- **GER in primary education**
- **GER in secondary education**

**Definition and purpose**
The GPI for GER in primary or secondary education is commonly used to assess gender differences in gross enrolment at the primary or secondary level of education (see also Indicator 2.2.3). It measures progress towards gender parity in the rate of participation of girls and boys in the respective levels.

**Method of calculation**
Divide the GER in primary or secondary education for girls by the corresponding indicator for boys in a given year.

\[
\text{GPI for GER in primary education} = \frac{\text{GER in primary education (Female)}}{\text{GER in primary education (Male)}}
\]

\[
\text{GPI for GER in secondary education} = \frac{\text{GER in secondary education (Female)}}{\text{GER in secondary education (Male)}}
\]
**Possible data sources**
As explained in Indicator 2.2.3 in Part II, Section 2, the basic data required for calculating the GER are usually collected through annual school surveys by the national EMIS. Nationally representative surveys, such as MICS or DHS, can also provide similar data. Sub-national surveys allow for details to be gathered for specific sub-national populations.

**Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)**
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

**Interpretation**
A value of less than 1 indicates a difference in favour of boys in terms of gross enrolment in primary or secondary education; a value above 1 indicates a difference in favour of females; a value close to 1 indicates gender parity. We can assume that there is no disparity if the GPI value ranges between 0.97 and 1.03. It should be noted that while the value of 0.99 shows almost no disparity, and can be considered good, it is not necessarily an indicator of a healthy education system. A GPI for GER in primary education can be 0.99 with actual enrolment ratios of only 50 per cent for both boys and girls. Any difference between the GPI for NER and GER may be the result of either boys or girls being enrolled late, or a preference given to keeping boys or girls in school longer, even after repeating grades.

**Limitations and constraints**
Data on enrolment in primary or secondary education and the corresponding school-age population by gender must be available in order to calculate the GPIs. Further disaggregated data by gender for different population groups and regions, if available, will enable comparisons of GPIs across these dimensions.

5.2.6 **GPI for**
- **NER in primary education**
- **NER in secondary education**

**Definition and purpose**
The GPI for NER in primary or secondary education is used to assess gender differences in net enrolment in primary and secondary schools (see also Indicator 2.2.4). The indicator measures in a more precise manner progress towards gender parity in the rate of participation of girls and boys who are of the official school age for primary and secondary education.

**Method of calculation**
Divide the NER in primary or secondary education for girls by the corresponding indicator for boys in a given year.

\[
\text{GPI for NER in primary education} = \frac{\text{NER in primary education (Female)}}{\text{NER in primary education (Male)}}
\]

\[
\text{GPI for NER in secondary education} = \frac{\text{NER in secondary education (Female)}}{\text{NER in secondary education (Male)}}
\]
Countries need to clearly define whether the data used for secondary education refer only to lower or upper secondary, or to all levels of secondary education, together with indications of the number of grades.

**Possible data sources**
As explained in Indicator 2.2.4 in Part II, Section 2, the basic data required for calculating NER are usually collected through annual school surveys by the national EMIS. Nationally representative surveys, such as MICS or DHS, can also provide similar data. Sub-national surveys allow for details to be gathered for specific sub-national populations.

**Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)**
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

**Interpretation**
A value of less than 1 indicates a difference in favour of boys of the official school age in net enrolment in primary or secondary schools; a value above 1 indicates a difference in favour of females; a value close to 1 indicates gender parity. We can assume that there is no disparity if the GPI value ranges between 0.97 and 1.03. It should be noted that while the value of 0.99 shows almost no disparity, and can be considered good, it is not necessarily an indicator of a healthy education system. A GPI for NER in primary education can be 0.99 with actual enrolment ratios of only 50 per cent for both boys and girls. Any difference between the GPI for NER and GER may be a result of either boys or girls being enrolled late, or a preference given to keeping boys or girls in school longer, even after repeating grades.

**Limitations and constraints**
Disaggregated data on the enrolment in primary or secondary education of children and young persons of the official primary or secondary school age, and the corresponding school-age population by gender must be available to calculate these two GPIs, and for different population groups and regions.

5.2.7 **GPI for survival rate to Grade 5**

**Definition and purpose**
The GPI for the survival rate to Grade 5 is used to assess gender differences in the respective probability of girls and boys reaching Grade 5 of primary education, at which stage the child is likely to complete primary education successfully and acquire basic literacy skills (see also Indicator 2.2.6). It is calculated as the result of the survival rate for girls divided by the corresponding survival rate for boys. The GPI for survival rate to Grade 5 can help to assess gender disparity in the probabilities of completing primary education.

**Method of calculation**
Divide the survival rate to Grade 5 for girls by the corresponding rate for boys in a given year.

\[
\text{GPI for Survival Rate to Grade 5} = \frac{\text{Survival Rate to Grade 5 (Female)}}{\text{Survival Rate to Grade 5 (Male)}}
\]
Possible data sources
As explained in Indicator 2.2.6 in Part II, Section 2, the basic data required for calculating the survival rate are usually collected through annual school surveys by the national EMIS. Nationally representative surveys, such as MICS or DHS, can also provide similar data. Sub-national surveys allow for details to be gathered for specific sub-national populations.

Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

Interpretation
A value of less than 1 indicates a difference in favour of boys in terms of the probabilities of reaching Grade 5 and of successful school completion; a value above 1 indicates a difference in favour of girls; a value close to 1 indicates gender parity. We can assume that there is no disparity if the GPI value ranges between 0.97 and 1.03. This indicator may be used to examine gender disparities among different population sub-groups and geographic regions, and even among schools.

Limitations and constraints
Disaggregated data on enrolment and repeaters by grade for two consecutive years by gender must be available to be able to calculate these two GPIs for different population groups and regions.

5.2.8 GPI for Transition Rate (TR) from primary to secondary education

Definition and purpose
The GPI for TR from primary to secondary education is calculated as the result of the TR for girls divided by the TR for boys (see Indicator 2.2.8). The indicator measures the progress towards gender parity in completing primary education and entering secondary education, and should not be confused with parity in secondary enrolment rates in general.

Method of calculation
Divide the TR for girls by the corresponding rate for boys in a given year.

\[
\text{GPI for Transition Rate to secondary education} = \frac{\text{Transition Rate to secondary education (Female)}}{\text{Transition Rate to secondary education (Male)}}
\]

Possible data sources
As explained in Indicator 2.2.8 in Part II, Section 2, the basic data required for calculating the TR are usually collected through annual surveys of primary and secondary schools conducted by the national EMIS. Nationally representative surveys, such as MICS or DHS, can also provide similar data. Sub-national surveys allow for details to be gathered for specific sub-national populations.

Disaggregation for analysis of disparities (see Part I - Section 6.4 and Annex 2)
Where data are available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.
Interpretation
A value of less than 1 indicates a difference in favour of boys in terms of TR from primary to secondary education; a value above 1 indicates a difference in favour of females; a value close to 1 indicates gender parity. However, we can assume that there is no disparity if GPI value ranges between 0.97 and 1.03. Considering that many children drop out in the last year of primary education without taking the final school leaving examination, the GPI for TR allows for deeper analysis, insights and potential policy actions.

Limitations and constraints
Disaggregated data on enrolment in the last grade of primary education and new entrants to the first grade of secondary education by gender must be available to be able to calculate these two GPIs for different population groups and regions.

5.2.9 Percentage of female enrolment in different levels and types of education

Definition and purpose
This indicator refers to the number of girls enrolled expressed as a percentage of total enrolment in each level and type of education such as ECCE, primary, secondary, technical and vocational education, literacy and continuing education, and higher education. This indicator helps to assess and compare the share of female pupils/students in each level and type of education, and by other disaggregations.

Method of calculation
Divide the total number of girls enrolled in each level or type of education in school-year \( t \), by the corresponding total enrolment at that specific level or type in school-year \( t \), and multiply by 100. Here are examples according to the core indicators on female participation:

\[
\text{Percentage female enrolment}_{\text{pri},t} = \frac{\text{Number of females enrolled in primary education in school-year } t}{\text{Total enrolment in primary education in school-year } t} \times 100
\]

\[
\text{Percentage female enrolment}_{\text{sec},t} = \frac{\text{Number of females enrolled in secondary education in school-year } t}{\text{Total enrolment in secondary education in school-year } t} \times 100
\]

\[
\text{Percentage female enrolment}_{\text{VocTec},t} = \frac{\text{Number of females enrolled in Voc/Tec education in school-year } t}{\text{Total enrolment in Voc/Tec education in school-year } t} \times 100
\]

Possible data sources
Countries usually collect enrolment data through the annual school census. It is important that the data are disaggregated by gender to be able to calculate the percentage of female enrolment.
Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Where data are available, the indicator can be disaggregated by region, urban/rural, public/private schools, and by the socio-economic-cultural characteristics of the corresponding population groups.

Interpretation
This is a simple and easy-to-calculate indicator showing the degree of female participation in different levels and types of education. However, it does not take into account the structure of the corresponding population in the country or in specific local areas. One may need to keep this in mind when analyzing and interpreting the data.

Limitations and constraints
Coverage of the data, especially at the secondary level, may not be complete, as data covering private schools may be either partial or not available.

5.2.10 Percentage of female teachers in different levels and types of education

Definition and purpose
This indicator refers to the number of female teachers expressed as a percentage of the total number of teachers for each particular level or type of education such as primary, secondary, and technical and vocational education. This indicator helps to assess the share of female teachers in each level and type of education. Teachers are defined here as persons whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution.

Method of calculation
Divide the number of female teachers in school-year $t$ by the total number of teachers in school-year $t$, and multiply by 100. These examples use the core indicators for female teachers to assess the above-mentioned goal:

\[
\text{Percentage of female teachers in primary education in school-year } t = \frac{\text{Number of female teachers in primary education in school-year } t}{\text{Total number of teachers in primary education in school-year } t} \times 100
\]

\[
\text{Percentage of female teachers in secondary education in school-year } t = \frac{\text{Number of female teachers in secondary education in school-year } t}{\text{Total number of teachers in secondary education in school-year } t} \times 100
\]

\[
\text{Percentage of female teachers in Voc/Tec education in school-year } t = \frac{\text{Number of female teachers in Voc/Tec education in school-year } t}{\text{Total number of teachers in Voc/Tec education in school-year } t} \times 100
\]
Possible data sources
Data on teachers can be either extracted from records or databases of education personnel, or through the annual school census drawing summary data from school records. From such records, information on the teachers’ gender, age, location, qualification, teacher training received, years of service, and other factors can enable the compilation of disaggregated data on teachers for cross-analyzing the percentage of female teachers.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator can be calculated by level and type of education, by location (region, urban/rural), by type of institutions (public and private), by teacher age groups and by teacher qualifications.

Interpretation
This indicator shows the gender composition of the teaching force. It also helps in assessing the need for opportunities and/or incentives to encourage more women or men to participate in teaching activities at a given level or type of education.

When the percentage of female teachers approaches 50 per cent, it indicates gender parity in the composition of the teaching force. A value greater than 50 per cent indicates more opportunities for women to participate in teaching activities at a specific level, grade or type of education. If possible, these data should be analyzed in relation to general labour market trends for women in the country, if such data are available.

Limitations and constraints
This indicator should be based on reliable data on teaching staff by gender (if possible also by full and/or part-time employment) at each level of education. When calculating, one should exercise care to ensure that the number of female teachers and the total number of teachers correspond to the same level or type of institution, full or part-time. Such calculation should include all staff involved in teaching. It may be noted that this indicator measures the level of gender representation in the teaching profession, rather than their effectiveness and quality of teaching.

5.3 Additional EFA MEA Indicators
These additional indicators, while important in assessing progress towards the EFA goals, are not necessarily readily available in most countries. However, countries that are able to include these indicators in their national reports are in a far better position get a more complete picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators to the maximum extent possible.
### 5.3.2 Percentage of female staff holding senior positions within the Ministry of Education

- Level of post held
- Databases of education personnel at the Ministry of Education

### 5.3.3 Gender Parity Index of teachers who have participated in pre-service teacher training programmes

- Geographic region
- Urban/rural
- Level and type of education
- Public/private
- School records
- Annual school census
- EMIS
- Databases of education personnel

### 5.3.4 Gender Parity Index of teachers who have participated in in-service teacher training programmes

- Geographic region
- Urban/rural
- Level and type of education
- Public/private
- School records
- Annual school census
- EMIS
- Databases of education personnel

### 5.3.5 Gender Development Index (GDI)

- Geographic region
- Urban/rural
- UNDP Human Development Report

### 5.3.6 Percentage of schools with separate toilet facilities for girls and boys

- Geographic region
- Urban/rural
- Public/private
- Annual school census
- EMIS

### 5.3.7 Percentage of working children

- Sex
- Full-time or part-time
- Geographic region
- Urban/rural
- Other social and economic disaggregation such as:
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Mother’s education
- Labour force survey

#### 5.3.1 Percentage of female school principals/administrators

**Definition and purpose**
While gender ratios in the teaching profession, especially in primary grades, may reveal a large number of female teachers, there is often a glass ceiling when it comes to the number of women in school management positions. Female school principals and school managers provide another level of role model for young girls, and often result in more gender sensitive school-based processes and operating procedures. Female school principals also bring changes to gender roles in society, as head teachers are often active in community committees and decision-making processes, and in governance at the local level.

**Method of calculation**
Divide the number of female school principals/administrators in school-year t by the total number of school principals/administrators of both sexes in school–year t, and multiply by 100.

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18 Definition of senior positions will vary between countries.
Percentage of female principals/administrators,

\[
\text{Number of female principals/administrators in school-year } t = \frac{\text{Number of female principals/administrators in school-year } t}{\text{Total number of principals/administrators in school-year } t} \times 100
\]

**Interpretation**
A rate below 50 per cent means there are fewer female principals/administrators than male principals/administrators. The lower the percentage, the greater the gender disparity in favour of males. The reverse holds true for numbers greater than 50 per cent. By comparing this indicator across regions and levels and types of schools, one can observe the differences and patterns, and come up with appropriate measures to reduce such disparities based on specific regional characteristics. When analyzed over time, this indicator can show the changes, if any, of an increasing or decreasing trend for women to become school principals/administrators.

5.3.2 Percentage of female staff holding senior positions within the Ministry of Education

**Definition and purpose**
Senior management positions within Ministries of Education are often the domain of men, with few women occupying such positions. This indicator verifies whether and how women are breaking through this glass ceiling and becoming engaged in higher levels of policy debate and administration at the national level.

**Method of calculation**
Divide the number of female staff holding senior positions within the Ministry of Education in year \( t \) by the total number of staff holding senior positions within the Ministry of Education of both sexes in year \( t \), and multiply by 100.

\[
\text{Percentage of female senior staff } t = \frac{\text{Number of female senior staff in year } t}{\text{Total number of senior staff in year } t} \times 100
\]

**Interpretation**
A percentage below 50 per cent means there are fewer female than male senior staff. The lower the number, the greater the gender disparity in favour of males. When analyzed over time, this indicator can show the changes, if any, of an increasing or decreasing trend for women to assume senior positions within the Ministry of Education.

It will be especially interesting to analyze this indicator with the indicators on the percentage of female principals/administrators and percentage of female teachers, in order to get a better understanding of the overall trends and dynamics in women’s roles within the education system, and the remaining gaps.

5.3.3 Gender Parity Index (GPI) of teachers who have participated in pre-service teacher training programmes

**Definition and purpose**
Pre-service training of teachers prior to their assuming teaching responsibilities has been proven to increase considerably their effectiveness in handling teaching/learning processes and classroom management. This indicator examines the extent to which male and female teachers who are
currently in their teaching posts have been given prior opportunity for pre-service teacher training, and the disparities if any.

**Method of calculation**
Divide the percentage of female teachers who have received pre-service teacher training, by the corresponding percentage for male teachers in a given year.

\[
\text{GPI of teachers with pre-service training} = \frac{\text{Percentage of female teachers having received pre-service training}}{\text{Percentage of male teachers having received pre-service training}}
\]

**Interpretation**
It is not relevant to compare the absolute numbers of female and male teachers who have received pre-service training, as the total numbers of male and female teachers are not equal. By using the percentages of female and male teachers to calculate the GPI, this indicator takes into account the respective sizes of the female and male teaching forces, in comparing their prior teacher training. A value less than 1 indicates a difference in favour of male teachers in terms of participation in pre-service teacher training; a value above 1 indicates a difference in favour of female teachers; a value close to 1 indicates gender parity (between 0.97 and 1.03). This indicator can be disaggregated by location (region/district, urban/rural), and by level and type of education to analyze the gender differences and gaps.

### 5.3.4 Gender Parity Index (GPI) of teachers who have participated in in-service teacher training programmes

**Definition and purpose**
Opportunity for in-service training, whether for upgrading certification or to refresh pedagogical skills should be open equally to men and women. This indicator examines the extent to which male and female teachers who are currently in their teaching posts have had the opportunity for in-service teacher training, and the disparities if any.

**Method of calculation**
Divide the percentage of female teachers who have received in-service teacher training, by the corresponding percentage for male teachers in a given year.

\[
\text{GPI of teachers with in-service training} = \frac{\text{Percentage of female teachers having received in-service training}}{\text{Percentage of male teachers having received in-service training}}
\]

**Interpretation**
By using the percentages of female and male teachers to calculate the GPI, this indicator takes into account the respective sizes of the female and male teaching forces, in comparing their participation in in-service teacher training. A value less than 1 indicates a difference in favour of male teachers in terms of participation in in-service teacher training; a value above 1 indicates a difference in favour of female teachers; a value close to 1 indicates gender parity (between 0.97 and 1.03). This indicator can be disaggregated by location (region/district, urban/rural), and by level and type of education to analyze the gender differences and gaps.
5.3.5 **Gender Development Index (GDI)**

**Definition and purpose**
This is a composite index measuring average achievement in the three basic dimensions captured in the human development index (HDI) – a long and healthy life, knowledge as measured by adult literacy rate and the combined primary, secondary and tertiary GER, and a decent standard of living – adjusted to account for inequalities between men and women.

**Method of calculation**
The calculation of the GDI involves three steps.

First, female and male indices in each dimension are calculated according to this general formula:

\[
\text{Dimension index} = \frac{\text{actual value} - \text{minimum value}}{\text{maximum value} - \text{minimum value}}
\]

Second, the female and male indices in each dimension are combined in a way that penalizes differences in achievement between men and women. The resulting index, referred to as the “equally distributed index,” is calculated according to this general formula:

\[
\text{Equally distributed index} = \left\{ [\text{female population share} \times (\text{female index}^{1-\epsilon})] + [\text{male population share} \times (\text{male index}^{1-\epsilon})] \right\}^{1/(1-\epsilon)}
\]

\(\epsilon\) measures the aversion to inequality. In the GDI \(\epsilon = 2\). Thus the general equation becomes:

\[
\text{Equally distributed index} = \left\{ [\text{female population share} \times (\text{female index}^{-1})] + [\text{male population share} \times (\text{male index}^{-1})] \right\}^{-1}
\]

which gives the harmonic mean of the female and male indices.

Third, the GDI is calculated by combining the three equally distributed indices in an unweighted average.

**Interpretation**
The greater the gender disparity in basic human development, the lower is a country’s GDI relative to its HDI. The GDI is simply the HDI discounted, or adjusted downwards, for gender equality.

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19 The value of GDI for most countries can be found in the UNDP Human Development Reports. Definitions and calculations are also provided in the reports. See www.hdr.undp.org.

5.3.6 Percentage of schools with separate toilet facilities for girls and boys

Definition and purpose
The lack of separate toilet facilities for girls has been a key cause for girls dropping out of schools and repeating class, especially in post-primary schools. By revealing the number and percentage of schools with and without separate toilet facilities, this indicator highlights the need and guides investment in such facilities.

Method of calculation
Divide the number of schools with separate toilets for boys and girls in school-year t by the total number of schools in school-year t, and multiply by 100.

\[
\text{Percentage of schools with separate toilets} = \frac{\text{Number of schools with separate toilets in school-year t}}{\text{Total number of schools in school-year t}} \times 100
\]

Interpretation
The lower the percentage, the greater the need for investment in school rehabilitation budgets to ensure that separate toilet facilities, with water, are available for girls and boys.

5.3.7 Percentage of working children

Definition and purpose
A main objective of both EFA and UPE is to ensure that all school-age children attend school. It is commonly believed that working children either cannot attend school or, even if they manage to do so, they do not learn well and may repeat grades and drop out of school. Evidence also shows that many children are engaged in varying degrees in housework and/or work outside their homes. The purpose of this indicator is to identify the percentage of children who work either full-time or part-time, and to compare this by gender and other disaggregations in order to review the situation, as well as to find appropriate solutions.

Method of calculation
Divide the number of working children of official school age in year t by the total school-age population in year t, and multiply by 100.

\[
\text{Percentage of working children} = \frac{\text{Number of working children of official school age in year t}}{\text{Total school-age population in year t}} \times 100
\]

This indicator is to be derived separately for boys and girls, by full-time or part-time work, and by location (region/district, urban/rural), and socio-economic-cultural characteristics of the children.

Interpretation
The higher the percentage of working children, the lower the priority accorded by the caretakers and community to education of the children. Analyzed by disaggregation, especially for boys and girls and by full-time or part-time work, it can indicate disparities and patterns. When related to the corresponding enrolment rates and survival rates to Grade 5, a better understanding can be
obtained regarding the interactions between schooling and work among children, in order to develop policies and measures to alleviate the problem.
6 Quality Education

Measuring progress toward EFA Goal 6: Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

Dakar Framework for Action Extended Text on Quality Education:

Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes. Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in some countries have shown that a sizeable percentage of children is acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed.

Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programmes require:

1. healthy, well-nourished and motivated students;
2. well-trained teachers and active learning techniques;
3. adequate facilities and learning materials;
4. a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners;
5. an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe;
6. a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values;
7. participatory governance and management; and
8. respect for and engagement with local communities and cultures.

Along with the quantitative dimension, EFA is concerned also with the quality of education. Between individuals and between countries, there are many different notions of quality education, reflecting differences in priorities, standards, objectives and purposes of education. Even the extended text mentions very different aspects of what is meant by the concept of quality education. Thus, any systematic assessment should be based on very explicit definitions,
standards, measurements and methods of analysis. This section provides guidelines on the systematic assessment of the quality of education.

In general terms, assessment of the quality of education is above all focused on the extent to which quality standards have been met with regard to the respective goals and objectives of EFA. Such quality standards refer commonly to: (a) the quality of inputs into education including teachers and pupils, curricula and teaching/learning materials, school environment and physical facilities, financial resources; (b) the quality of processes encompassing teaching/learning methods, management, teacher-pupil-parent interactions, community support; and (c) the quality of outputs and outcomes in terms of successful completion of a level or type of education, having acquired specific knowledge, skills, values and behaviour, accessing or creating jobs, being able to function in society and the local community, and continue to learn, to do, to live together and to be (UNESCO, 1996). A number of indicators suggested under the previous EFA goals measure, either directly or indirectly, these quality aspects.

Viewed from the lifelong perspective of learners, the quality of education is reflected in the content of what has been acquired through education programmes, in terms of useful knowledge, skills, attitudes and values applicable to their participation in various spheres of life - academic, social, economic, cultural and political. Learning achievement tests both at the national and international levels have been designed to measure the extent to which each person has acquired such knowledge, skills, attitudes and values. As stated in the extended text above, the ultimate test of the quality of education lies with the outcomes, namely how well the person manages various spheres of his/her own life and contributes to the well-being of others and society. The assessment of education quality can be organized according to these considerations.

With regard to formal education, the government, commonly through its Ministry of Education, to a varying extent defines and regulates national curricula, learning objectives, minimum standards, quality assurance/control (e.g., the school inspectorate) and assessment methods (e.g., national examinations). The extent to which the responsibility for these tasks is directly assumed by the central government varies amongst different political systems. Some governments assume a monopoly role as the sole guarantor, regulator and provider of education, while other governments (e.g., federal systems) assume a role as a regulator, relegating the provision of education services to lower level governments and non-government entities. Between these two types, there are other combinations of responsibilities.

However, governments adhering to the EFA have committed themselves to ensure the attainment of the goals and the targets, including the provision of quality education for all throughout the country. To pursue the attainment of this EFA goal, these governments require as a prerequisite the definition and measurement of minimum quality standards and, through objective assessment and monitoring of learning needs and achievements, ensure their enforcement throughout the country. The extent to which quality assurance processes and mechanisms are established and regularly conducted throughout the country enables the government to monitor the implementation of quality standards and assess learning outcomes in various parts of the country.

Moreover, in addition to the EFA extended text, there are other international legal instruments and conventions that provide guidelines on standards, such as the UN Declaration of Human Rights and other international norm-setting instruments pertaining to the rights of children and people with disabilities as well as linguistic and ethnic minorities. Hence, whether or not the government has signed and the national legislature has ratified these conventions are also important indicators of some aspects of quality education.
Various indicators of quality of education are suggested below. The analysis of sub-national disparities engenders understanding and problem-solving, as it involves the measurement of the range of disparities, as well as the identification and location of target areas and groups. The indicators highlight those quantitative and qualitative dimensions of education that have been prioritized to enhance the process of learning. Differences between and within countries reveal, on the one hand, an insufficient number of schools with essential safety and environmental health safeguards, as well as untrained and often under-paid or unpaid teachers and, on the other, schooling that produces outcomes ranked high according to internationally administered tests of learning achievements.

It is also important to acknowledge the false divide that often exists between quality and access, and the role that low quality has in turning children and their families away from schooling, and the incredible drawing power that quality schools have in the community. Increasingly, the Child Friendly School (CFS) framework has been used to more clearly identify yet other key dimensions of quality, which include: inclusiveness; effectiveness; health, safety and protection; gender friendliness; and the involvement of community, parents and students.

**Guiding Questions**

The purpose of these questions is to clarify and interpret EFA Goal 6 and its extended text in order to guide assessment of progress towards achieving this goal. In addition, the questions provide a basis for deeper reflection on the issues related to the attainment of this goal, and revive the broader discussion from Dakar which served to define the goal for reporting purposes. The EFA MEA Report is not supposed to directly and immediately answer all these guiding questions. Rather, they serve as a guide to ensure clarity and consensus on the interpretation of the goal statement in the national context.

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improving all aspects</strong></td>
<td>– What is the current status of the quality of education in the country with regard to:</td>
</tr>
<tr>
<td></td>
<td>- ECCE</td>
</tr>
<tr>
<td></td>
<td>- Primary</td>
</tr>
<tr>
<td></td>
<td>- Secondary</td>
</tr>
<tr>
<td></td>
<td>- Continuing education</td>
</tr>
<tr>
<td></td>
<td>- Technical and vocational education and training</td>
</tr>
<tr>
<td></td>
<td>- Higher education</td>
</tr>
<tr>
<td></td>
<td>– From the perspectives of input-process-output-outcomes and the CFS frameworks, which dimensions are in most need of quality improvement?</td>
</tr>
<tr>
<td></td>
<td>– How can the quality of education be improved?</td>
</tr>
<tr>
<td></td>
<td>– How can these improvements be monitored and measured?</td>
</tr>
<tr>
<td><strong>of the quality of education, and ensuring excellence of all</strong></td>
<td>– What is the definition of “good quality education” in the country?</td>
</tr>
<tr>
<td></td>
<td>– How is good quality education measured?</td>
</tr>
<tr>
<td></td>
<td>– How does the definition of “good quality education” apply to different levels and types of education in the country?</td>
</tr>
<tr>
<td></td>
<td>– What is the expected outcome for individuals upon completion of their chosen form of education? How is this measured and recorded?</td>
</tr>
<tr>
<td></td>
<td>– What can be the definition of “excellence of all”?</td>
</tr>
<tr>
<td></td>
<td>– How can “excellence of all” be monitored and measured?</td>
</tr>
</tbody>
</table>
so that recognized and measurable learning outcomes

-- What are the “recognized and measureable learning outcomes” in the country for each of the following levels and types of education?
- ECCE
- Primary
- Secondary
- Continuing education
- Technical and vocational education and training
- Higher education

are achieved by all, especially in literacy (skills), numeracy (skills), and essential life skills

-- How are these assessed?

---

### Data Sets Required

Collecting the following core data sets will be useful to assess the EFA goal of quality. These data sets can serve as proxy quantitative measures as well as basic data to calculate other relevant indicators to measure the goal.

<table>
<thead>
<tr>
<th>Core Data Set</th>
<th>Data Sources</th>
<th>Disaggregation for Analysis of Disparities (see Part 1 – Section 6.4 and Annex 2)</th>
</tr>
</thead>
</table>
| Number of trained teachers        | Personnel records at district and school levels, personnel database of Ministry of Education, annual school census | • Sex  
• Qualification  
• Years of experience  
• Geographic region  
• Urban/rural  
• Level and type of education  
• Type of training received  
• Trained to teach:  
  o In local language(s)  
  o Disabled persons  
• Public, private, faith-based, community-based |
| Number of completers in primary education | Annual school census, household surveys                                      | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education  
• Public, private, faith-based, community-based |
| Number of repeaters in primary education | Annual school census, household surveys | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Level and grade in school  
• Other social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education  
• Public, private, faith-based, community-based |
| Enrolment in different levels and types of education | Annual school census, household surveys | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Type, level and grade in education  
• Other social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education  
• Public, private, faith-based, community-based |
| National examination, learning achievement test scores | National Examination Board, PISA, TIMMS & other international learning achievement assessments | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education  
• Public, private, faith-based, community-based |

### 6.1 Policy and System Indicators

This type of indicator was not included in the National EFA Reports for Dakar. These indicators, which require description and explanation, allow for countries to provide more qualitative information in the reporting process. While yes/no answers are possible in many cases, it is far more informative to provide a brief narrative to better explain the answer in the context of national systems and practices. Case studies and summaries of relevant research studies or assessments can further support and substantiate the information provided for these indicators. In
particular, reference to the Violence Against Children country reports, or data from small-scale surveys and assessments, or the results of specially arranged focus group discussions with students can be used to provide more contextual and informative responses to the indicators below.

<table>
<thead>
<tr>
<th><strong>Policy/System Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.1</strong> Revision of the country’s education goals, objectives and quality standards conducted in line with EFA</td>
</tr>
<tr>
<td><strong>6.1.2</strong> Presence of standard tests for measuring learning achievement linked to national curriculum</td>
</tr>
<tr>
<td><strong>6.1.3</strong> Does the country participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or other multi-country initiatives – and what were the results or trends in terms of student performance?</td>
</tr>
<tr>
<td><strong>6.1.4</strong> Presence of a system to give schools information on school and student performance on national exams</td>
</tr>
<tr>
<td><strong>6.1.5</strong> Presence of a national CFS policy or framework, or examples where holistic approaches to improving school quality across the five dimensions have been implemented</td>
</tr>
<tr>
<td><strong>6.1.6</strong> School self-assessment tools and processes initiated and linked to school planning, with active student, parent and community participation</td>
</tr>
<tr>
<td><strong>6.1.7</strong> Presence of a high-level commission or public office for national standards and quality assessment, using standardized quality assessment criteria, with authority to publish its results</td>
</tr>
<tr>
<td><strong>6.1.8</strong> What specific provision has been issued to set and enforce quality standards for school environments? Are they child-friendly?</td>
</tr>
<tr>
<td><strong>6.1.9</strong> What policies are in place regarding corporal punishment and what is the current practice in classrooms? What is the situation in terms of violence in schools?</td>
</tr>
</tbody>
</table>

**6.1.1 Revision of the country’s education goals, objectives and quality standards conducted in line with EFA**

**Definition and purpose**
Revising national education goals, objectives and quality standards so that they conform to EFA goals and requirements constitutes an important first step in implementing the country’s commitment to EFA. Such actions will provide the basis and pave the way for the systematic assessment of progress toward all the EFA goals and in particular Goal 6 on the quality of education.

**Interpretation**
Countries that have conducted such revision will be better placed to organize relevant and reliable assessments of education quality referring to the objectives and standards. Countries that have not yet carried out this action may report on whether there is a plan to do so and, if there is, provide details about the plan.

**Means of verification**
Review Ministry of Education documents and discuss with key officials about their plans for achieving this EFA goal.

**6.1.2 Presence of standard tests for measuring learning achievement linked to national curriculum**

**Definition and purpose**
This indicator refers to the use of defined curriculum outcomes as a basis for developing standard tests to assess learning achievement and progress. This does not mean school-leaving
examinations, but systematic scientific testing to determine student progress and to identify areas of strength and weakness. It will be important to differentiate between national/central tests and systems that promote decentralized development and use of testing.

**Interpretation**
Education systems that rely solely on school-leaving examinations to assess learning achievement often fail to make use of standard tests for formative purposes. This indicator helps to gauge the degree of awareness about standard tests and of actions taken to develop such tests.

**Means of verification**
Discussion amongst relevant Ministry of Education officials and review of documented plans and available test materials.

**6.1.3 Does the country participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or some other multi-country initiatives – and what was the result in terms of student performance?**

**Definition and purpose**
Participation in international learning achievement tests provides a rich set of national (and sub-national) data that can be interpreted in the context of the national education system, but also used as a means of comparison with other participating countries. Each learning test focuses on a different aspect of education, including literacy, mathematics and science, thus providing an indication of the performance and quality of the education system through assessment of the output from that system. If the country has participated in tests designed to provide comparable data across countries, what were the scores for children in different grades and subjects, disaggregated as much as possible?

**Interpretation**
In order to fully monitor the outcomes of an education system, learning achievement tests provide an excellent opportunity to see the impact of schooling on children’s learning achievement. There are a number of international and regional multi-country initiatives to assess achievement, which a number of countries in Asia participate in.

**Means of verification**
Reports from various learning achievement initiatives.

**6.1.4 Presence of a system to give schools information on student performance on national exams**

**Definition and purpose**
National examination systems are often designed to provide a screening and gate-keeping function between primary and secondary and higher education. Much is lost, however, if there is no system for providing schools, parents and students with their exam results, showing areas of competency and areas for further improvement. Schools themselves, if made aware of their overall scores and status of students in comparison to other nearby schools or the national average, will be able to take action to make improvements. This indicator requires a description of the system, if it exists, for providing feedback to schools and students in a timely and constructive manner.
Interpretation
A distinction needs to be made between providing results to schools and to students. Aggregated mean scores for schools allow schools to compare themselves to national averages and neighbouring schools, something not possible if schools receive only individual student scores. If there is great delay in sending out the results, the process may also have less impact on raising standards and on making improvements to instruction, and may be used solely for gate-keeping purposes.

Means of verification
Discussion within ministries and reference documents describing national assessment processes.

6.1.5 Presence of a national CFS policy or framework, or examples where holistic approaches to improving school quality across the five dimensions have been implemented

Definition and purpose
As described in the introduction to this section, the Child Friendly School (CFS) framework has identified five key dimensions of quality: inclusiveness; effectiveness; health, safety and protection; gender friendliness; and involvement of community, parents and students. To address the quality of schooling holistically, national policies on CFS have been developed in some countries, while other countries are using pilot projects or innovative approaches to introduce CFS principles into their programmes. This indicator allows for countries to describe the status of CFS efforts or other holistic approaches to improving education quality nationally.

Interpretation
There are a number of means for countries to address the quality of education systems holistically, but the CFS framework has proven to be an effective approach for many countries throughout Asia. Emphasis for the indicator should be on innovative approaches to addressing the broader vision of quality, and whether these exist as national policy or legislation, or as small pilots or principles applied in project implementation.

Means of verification
Project documents, reference to national policies or legislation, in-house discussion at the Ministry of Education.

6.1.6 School self-assessment tools and processes initiated and linked to school planning, with active student, parent and community participation

Definition and purpose
Involvement in and active participation by local stakeholders in assessing the status of schools, and using this information for planning purposes, is a key element of the CFS framework. Active participation is seen as essential for ensuring the quality of schools and their overall child friendliness. Increasingly, countries are involving students in identifying those aspects of schools that need to be improved, while parents and community leaders are playing more active roles in planning for and supporting school development plans. This indicator allows countries to report on how these processes have been institutionalized and promoted nationally.
**Interpretation**
Countries need to distinguish whether the efforts as described in response to the indicator are pilot in nature or of national scope. Descriptions of the processes and, if available, responses or case study descriptions from stakeholders can also be insightful, along with stakeholder impressions. It is also important to distinguish between community members, parents and students, and to describe their levels of participation and involvement clearly.

**Means of verification**
Project documents, relevant legislation, case studies or assessments of the process.

6.1.7 **Presence of a high-level commission or public office for national standards and quality assessment, using standardized quality assessment criteria, with authority to publish its results.**

**Definition and purpose**
The presence of a high-level commission or public office for national standards and quality assessment officially recognizes the importance of evaluation, particularly quality assessment by an external and neutral body. Such an office is intended to provide objective assessment. It also gives all agencies responsible for education provision, from the national to the local level, the incentives for self-evaluation so that the quality of education will be continuously enhanced. Furthermore, the use of standardized quality assessment criteria is evidence of a non-arbitrary systematic method of assessment, while publication of the results of the nationwide assessment informs education stakeholders, policymakers, curriculum designers, managers, employers, the public, parents and learners.

In many countries, within the Ministry of Education itself, there is a department of schools inspectorate, whose mission is to inspect, supervise, evaluate, submit reports and provide professional help to schools to meet quality standards in line with the requirements of national education policies and objectives. The inspectorate may:

- inspect schools by auditing the quality of teaching and learning;
- observe teaching and learning;
- identify the needs in education that require attention;
- provide professional guidance and advice to school administrators, teachers, departments and other relevant authorities in regard to teaching and learning; and
- prepare reports on developments in education for the Ministry of Education.

With regard to the non-formal sector, for those seeking recognized certificates, licenses and diplomas, there are national boards/councils for the accreditation of vocational education and training courses, distance and open learning education and training courses, and trades associations. These boards administer qualification tests to issue accreditation for licenses to practice various trades.

**Interpretation**
From the reports published by the public office of national education standards and quality assurance, the various boards and councils for accreditation, and trades associations, the standards, benchmarks and quality criteria become apparent as well as the state of education quality for different types of schools in various regions of the country. The use of standardized quality assessment criteria is evidence of the non-arbitrary systematic method of assessment,
while the publication of the results of the nationwide assessment informs education stakeholders, policymakers, curriculum designers, managers, employers, the public, parents and learners.

The school inspectorate submits reports within the Ministry of Education for internal administrative purposes. As these are internal audits conducted by ministry staff, they may have an impact on internal resource allocation, depending on their relation to the various levels and types of decision-making in the Ministry. However, it has less impact on public discourse concerning the standards and quality of education available to the public.

**Means of verification**

Provision for education stated in the national constitution and the National Education Act may contain matter related to education standards and quality assurance mandating the establishment of such an authoritative commission or a high-level agency as the Office for National Education Standards and Quality Assessment. Hence, the constitution, legislation and the Government Gazette can be consulted for information about the mandate, terms of reference and other details of such a body. The presence or absence of such a public commission or office is itself an indicator of the importance of education quality accorded by the government.

The Department of Schools Inspectorate may provide information on its functions and recent reports on the state of the schools in the country.

**6.1.8 What specific provision has been issued to set and enforce quality standards for school environments? Are they child friendly?**

**Definition and purpose**

Has the government officially published and given directives on quality standards for school environments? This includes quality standards regarding not only classroom size and space per student, but also playgrounds, libraries, toilet facilities, water, first aid, and spaces for teachers. In addition to being defined as such, can these schools really be considered “child friendly”? Furthermore, how confident is the government in regard to the enforcement and maintenance of these standards by schools? Which schools tend to meet the standards and which don’t?

**Interpretation**

It is important to distinguish between proposed standards, which are more like advice for reference, and official standards that schools are expected to maintain and for which they are held accountable. One must obtain some idea of how these standards were prepared and when (are they outdated?). A candid description as to whether standards are actually met, with estimates of the number of schools failing to do so, would be insightful. Do donors constructing new schools meet these standards, especially those related to water?

**Means of verification**

Policies, school legislation or official documentation, interviews of and discussion amongst relevant staff in ministries.
6.1.9 What policies are in place regarding corporal punishment and what is the current practice in classrooms? What is the situation in terms of violence in schools?

**Definition and purpose**
Does the education system have specific policies and provisions to abolish corporal punishment in the classroom? What specifically do the provisions say? Is the policy enforced? Are there examples of teachers being reprimanded or removed for use of corporal punishment? Based on recent surveys or reports, what is the prevalence of corporal punishment in schools? What is the situation of violence in schools in general, and what are the most common forms that violence in schools takes?

**Interpretation**
For corporal punishment, there is often a big gap between policy and practice, and this should be clearly reported. Are there specific reports or surveys, which may not be national in scope, but which can shed some light on the issue? Are there gender differences in reported violence in schools?

**Means of verification**
If possible, reference should be made to the Country Report on Violence Against Children. Reference should be made to actual policies and legislation in place on corporal punishment.

### 6.2 Core EFA MEA Indicators

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part 1 - Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 6.2.1 Survival Rate to Grade 5 | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  • Ethnicity, caste  
  • Language  
  • Disabilities  
  • Wealth quintile  
  • Mother’s education | • Annual school census  
• Household surveys |
| 6.2.2 Primary Cohort Completion Rate | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  • Ethnicity, caste  
  • Language  
  • Disabilities  
  • Wealth quintile  
  • Mother’s education  
• For the completers: either with or without those who repeated grades | • Annual school census  
• School registers  
• Household surveys |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Data Sources</th>
</tr>
</thead>
</table>
| 6.2.3   | Percentage of primary school teachers having the required academic qualifications | - Sex  
- Age group  
- Geographic region  
- Urban/rural  
- Public/private  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
- Annual school census  
- Ministry of Education personnel database |
| 6.2.4   | Percentage of school teachers who are certified to teach according to national standards for:  
- ECCE  
- Primary education  
- Secondary education  
- Literacy and continuing education | - Sex  
- Age group  
- Qualification  
- Geographic region  
- Urban/rural  
- Public/private  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
- Annual school census  
- Ministry of Education personnel database |
| 6.2.5   | Pupil/Teacher Ratio (PTR) for:  
- Primary education  
- Secondary education | - Geographic region  
- Urban/rural  
- Public/private  
- Annual school census  
- Household surveys |
| 6.2.6   | Pupil/Class Ratio (PCR) for:  
- Primary education  
- Secondary education | - Geographic region  
- Urban/rural  
- Public/private  
- Annual school census |
| 6.2.7   | Pupil/Textbook Ratio (PBR) for:  
- Primary education  
- Secondary education | - Geographic region  
- Urban/rural  
- Public/private  
- Subject  
- Annual school census |
| 6.2.8   | Public expenditure on education as a percentage of total government expenditure | - National level indicator  
- Government budget reports |
| 6.2.9   | Public expenditure on education as a percentage of Gross National Product (GNP) | - National level indicator  
- Government budget reports |
| 6.2.10  | Public expenditure on primary/secondary education per pupil as a percentage of GNP per capita | - Level of education  
- Government budget reports  
- Annual school census  
- Population census |
| 6.2.11  | Percentage of schools with improved water sources | - Geographic region  
- Urban/rural  
- Public/private  
- Annual school census  
- Project surveys and reports |
6.2.1 **Survival Rate to Grade 5**
See details under Indicator 2.2.6, Part II, Section 2.

6.2.2 **Primary Cohort Completion Rate**
See details under Indicator 2.2.7, Part II, Section 2.

6.2.3 **Percentage of primary school teachers having the required academic qualifications**

**Definition and purpose**
This indicator refers to the number of primary school teachers with at least the minimum academic qualifications required by the public authorities for teaching in primary education, expressed as a percentage of the total number of primary school teachers. This indicator measures the proportion of primary school teachers who meet the basic requirement in terms of academic qualifications as specified by the country's authorities. It indicates the general quality of a country's human capital involved in teaching in primary education. Teachers are persons who, in their professional capacity, guide and direct pupils’ learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum programme.

**Method of calculation**
Divide the number of primary school teachers having the minimum required academic qualifications in school-year t by the total number of primary school teachers in school-year t, and multiply by 100.

\[
\text{Percentage of primary teachers having the required academic qualifications} = \frac{\text{Total number of primary teachers with required academic qualifications in school-year } t}{\text{Total number of primary teachers in school-year } t} \times 100
\]

**Possible data sources**
Information on teacher qualifications can usually be extracted from the personnel database of the Ministry of Education. Such information may also be available in records kept by the district education offices and/or schools, especially for teachers of private schools and community schools. Annual school censuses can be used to collect these data.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
This indicator can be calculated by sex, age group, geographic location (region/district, urban/rural), level and type of education, and type of institution (public and private). This indicator can also be calculated and used for comparing individual schools.
Interpretation
A high percentage of teachers having the required academic qualifications shows the availability of academically qualified teachers and the general quality of the teaching force. Teacher academic qualifications, together with pre-service or in-service teacher training, correlate strongly and consistently with pupils’ scholastic performance, which of course is also affected by other factors, such as the experience and status of teachers, teaching methods, teaching materials and the quality of classroom conditions. It should be noted that some teachers without the required academic qualifications may acquire equivalent competence in the subject matter through professional experience and self-instruction.

Limitations and constraints
National standards regarding the minimum academic qualifications required of primary school teachers should be strictly applied in identifying the number of academically qualified teachers. The percentage of teachers having the required academic qualifications cannot exceed 100 per cent. This indicator should be calculated separately for public, private and other primary schools. One should be sure to take into account all teaching staff.

6.2.4 Percentage of school teachers who are certified to teach according to national standards for
- ECCE
- Primary education
- Secondary education
- Literacy and continuing education

Definition and purpose
This indicator refers to the number of school teachers who are certified to have received the minimum organized teacher training (pre-service or in-service) required for teaching at a certain level or type of education, expressed as a percentage of the corresponding total number of school teachers. This indicator measures the proportion of school teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It also reveals a country's commitment to invest in the development of its human capital involved in teaching activities.

Method of calculation
Divide the number of school teachers who are certified to have received the minimum required teacher training in school-year t by the corresponding total number of school teachers in school-year t, and multiply by 100.

Percentage of early childhood educators/care-givers certified to teach according to national standards,

\[
\text{Percentage of early childhood educators/care-givers certified to teach according to national standards} = \frac{\text{Total number of early childhood educators/care-givers certified to teach according to national standards in school-year } t}{\text{Total number of early childhood educators/care-givers in school-year } t} \times 100
\]
Percentage of primary school teachers certified to teach according to national standards,

\[
\frac{\text{Total number of primary teachers certified to teach according to national standards in school-year } t}{\text{Total number of primary teachers in school-year } t} \times 100
\]

Percentage of secondary school teachers certified to teach according to national standards,

\[
\frac{\text{Total number of secondary teachers certified to teach according to national standards in school-year } t}{\text{Total number of secondary teachers in school-year } t} \times 100
\]

Percentage of literacy and continuing education facilitators/instructors certified to teach according to national standards,

\[
\frac{\text{Total number of literacy and continuing education facilitators/instructors certified to teach according to national standards in school-year } t}{\text{Total number of literacy and continuing education facilitators/instructors in school-year } t} \times 100
\]

Possible data sources
Information on teacher training can usually be extracted from the personnel database of the Ministry of Education. Such information may also be available in records kept by the district education offices and/or schools, especially for teachers of private schools, community schools and continuing education programmes. The annual school censuses, together with surveys of continuing education programmes, can be used to collect these data.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator can be calculated by sex, age group, geographic location (region, urban/rural), type of institution (public and private), and teacher qualifications. This indicator can also be calculated and used for comparing individual schools.

Interpretation
A high percentage of teachers certified to teach in different levels and types of education implies that a majority of the teaching force is trained and has the necessary pedagogical skills to teach and use the available instructional materials in an effective manner. This indicator does not take into account differences in teachers’ experiences and status, teaching methods, teaching materials and variations in classroom conditions - factors that also affect the quality of teaching/learning. It should be noted that some teachers without this certification may have acquired equivalent pedagogical skills through professional experience.

Limitations and constraints
Data should refer to teachers certified as having received adequate pre-service or in-service teacher training, or both. The percentage of certified teachers cannot exceed 100 per cent. This indicator should be calculated separately for public, private and all other schools and organized continuing education programmes.
6.2.5 **Pupil/Teacher Ratio (PTR) for:**
- **Primary education**
- **Secondary education**

**Definition and purpose**
The PTR is one of the most common indicators used in educational planning. A low number of pupils per teacher indicates that pupils will have a better chance of contact with teachers and thus a better teaching/learning process of higher quality. This ratio is also used to measure the level of human resource input (teachers) in relation to the number of pupils. Many planners use this ratio for projecting the number of teachers required.

**Method of calculation**
Divide the total number of pupils enrolled in a specific education level by the number of teachers at the same level in a given year $t$.

**PTR for primary education**

$$\text{PTR}_{\text{Pri},t} = \frac{\text{Total number of pupils in primary education in school-year } t}{\text{Total number of teachers in primary education in school-year } t}$$

**PTR for secondary education**

$$\text{PTR}_{\text{Sec},t} = \frac{\text{Total number of students in secondary education in school-year } t}{\text{Total number of teachers in secondary education in school-year } t}$$

**Possible data sources**
Data on both enrolment and teachers should cover both public and private institutions and programmes. Data for public programmes should be available from the annual school censuses and surveys. Household surveys or other district and school records may provide the necessary data for programmes run by the community or NGOs and private schools. In some cases, countries may have compiled the data from both public and private programmes.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
The PTR can be disaggregated by region, urban/rural, and by institution (such as public, private, NGO-supported, community-supported). This indicator can also be calculated and used for comparing individual schools.

**Interpretation**
The PTR should normally be compared to established national norms on the number of pupils per teacher for each level or type of education. A high PTR suggests that each teacher has to deal with a large number of pupils and subsequently each pupil receives less attention from the teacher. It is generally assumed that a low PTR signifies smaller classes, which enable the teacher to pay more attention to individual pupils and thus contribute to better scholastic performance and learning achievement. This indicator does not take into account differences in teachers’ academic qualifications, pedagogical training, professional experience and status, teaching methods, teaching materials and variations in classroom conditions – all factors that could also affect the quality of teaching/learning and pupil performance.
Limitations and constraints
This indicator should be calculated separately for public, private and all other schools. In calculating and interpreting this indicator, one should take into account the existence of part-time teaching, school shifts, multi-grade classes and other practices that may affect the precision and meaningfulness of PTRs. For instance, the number of part-time teachers should be converted to a number of “equivalent full-time teachers”. Care should be exercised to include all staff involved in teaching.

6.2.6 Pupil/Class Ratio (PCR) for:
- Primary education
- Secondary education

Definition and purpose
The average number of pupils per class is an important indicator that gives a rough indication of class size. It is used to assess the efficiency of resource utilization and, indirectly, to assess the quality of the teaching/learning process.

Method of calculation
Divide the total number of pupils enrolled in a specific level or type of education by the number of classes\(^{21}\) at the same level in a given year \(t\).

**PCR for primary education**

\[
\text{PCR}_{\text{Pri},t} = \frac{\text{Total number of pupils in primary education in school-year } t}{\text{Total number of classes in primary education in school-year } t}
\]

**PCR for secondary education**

\[
\text{PCR}_{\text{Sec},t} = \frac{\text{Total number of students in secondary education in school-year } t}{\text{Total number of classes in secondary education in school-year } t}
\]

Possible data sources
Like data for the PTR, data for the PCR can be gathered from the annual school census. However, annual school censuses may not include data from private and other institutions. Additional data collected from those institutions would be required.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
The PCR can be disaggregated by geographic location (regions/localities, urban/rural), level of education, and type of institution (such as public, private, NGO-supported, community-supported). This indicator can also be calculated and used for comparing individual schools.

---

\(^{21}\) A class is a group of pupils receiving instruction together. Hence, a section can be equal to a class. One classroom can be used for a number of sections.
**Interpretation**
The PCR should normally be compared to established national norms on the number of pupils per class for each level or type of education. A high PCR suggests that each class has to accommodate a large number of pupils and that causes:

- An extra burden to the teacher’s ability to handle the class;
- Physical and mental uneasiness on the part of pupils in crowded classes; and
- Negative effects on the quality of teaching and learning.

**Limitations and constraints**
This indicator should be calculated separately for public, private and all other schools. One should not confuse it with the number of classrooms in a school, as a single classroom can accommodate more than one class attending in shifts.

**6.2.7 Pupil/Textbook Ratio (PBR) for:**

- **Primary education**
- **Secondary education**

**Definition and purpose**
The average number of textbooks per pupil is an important indicator which gives a rough indication of the allocation of resource materials to learners. It is used to assess both the availability of teaching/learning resource materials, and the efficiency of resource utilization.

**Method of calculation**
Divide the total number of textbooks allocated to a specific education level in school-year t by the total number of pupils enrolled at the same level in school-year t.

**PBR for primary education**

\[
PBR_{Pr,t} = \frac{\text{Total number of textbooks distributed to primary education pupils in school-year } t}{\text{Total number of pupils in primary education in school-year } t}
\]

**PBR for secondary education**

\[
PBR_{Sec,t} = \frac{\text{Total number of textbooks distributed to secondary education students in school-year } t}{\text{Total number of students in secondary education in school-year } t}
\]

**Possible data sources**
Like data for the PTR, data can be gathered from the annual school census. However, annual school censuses may not include data from private and other institutions. Additional data collected from those institutions would be required.

**Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)**
The PBR can be disaggregated by geographic region, urban/rural, level and type of education, institution (such as public, private, NGO-supported, community-supported), and subject. This indicator can also be calculated and used for comparing individual schools.
Interpretation
The PBR should normally be compared to established national norms on the number of books per pupil for each level or type of education. PBRs below the norms may suggest that a special effort is needed either to produce more resource materials and/or to make sure that the materials are made available to the pupils.

Limitations and constraints
This indicator should be calculated separately for public, private and all other schools and educational programmes. Although it is used as a proxy indicator for quality, it cannot provide information on how the materials have been used in the teaching/learning processes in and outside of schools. At the secondary level, this indicator should be calculated separately for general education and technical/vocational education.

6.2.8 Public expenditure on education as a percentage of total government expenditure

Definition and purpose
The total public expenditure on education (recurrent plus capital) expressed as a percentage of total government expenditure in a given financial year allows for an assessment of the government's policy emphasis on education relative to the perceived value of other public investments, and reflects the commitment of a government to invest in human capital development.

Method of calculation
Divide the total public expenditure on education incurred by all government agencies/departments from central to local levels in financial year t by the total government expenditure for the same financial year t, and multiply by 100.

Public expenditure on education as a percentage of total government expenditure, 

\[
\text{Public expenditure on education as a percentage of total government expenditure} = \frac{\text{Total public expenditure on education in financial year } t}{\text{Total government expenditure in financial year } t} \times 100
\]

Possible data sources
Data can be derived from annual financial reports prepared by the Ministry of Finance, national accounting reports from the Government Statistical Office, and financial reports from the various government departments engaged in education activities from central to local levels, especially the Ministry of Education.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
Data for this indicator will most likely be available at the national level only. However, in some countries, this indicator can be disaggregated by level of administration, location, and purpose of expenditure (emoluments, teaching material, etc.).

Interpretation
A higher percentage of government expenditure on education shows a high government policy priority for education relative to the perceived value of other public investments, including defence and security, health care, social security for unemployment and the elderly, and other social or economic sectors.
Limitations and constraints
Total public expenditure on education should include those costs incurred by all ministries and levels of public administration concerned. The fact that the fiscal year and educational year budget periods may be different should also be taken into consideration. In some instances, data on total public expenditure on education may refer only to the Ministry of Education, excluding other ministries that spend a part of their budget on education activities.

6.2.9 Public expenditure on education as a percentage of Gross National Product (GNP)

Definition and purpose
This indicator refers to total public expenditure on education (current and capital) expressed as a percentage of the Gross National Product (GNP) in a given financial year. It shows the share of the value of the total national production of goods and services in a given year that has been devoted to education. UNESCO recommends that countries allot at least six per cent of the GNP to public spending on education.

Method of calculation
Divide public current expenditure on education in financial year $t$ by the GNP for the same financial year $t$, and multiply by 100.

Public expenditure on education as a percentage of GNP,$t$

\[
\text{Public expenditure on education as a percentage of GNP } t = \frac{\text{Total public expenditure on education in financial year } t}{\text{Gross National Product in financial year } t} \times 100
\]

Possible data sources
The data required can be collected and collated from the annual financial reports by the central or federal governments, and state or provincial or regional administrations. Data on GNP are normally available from national accounting reports prepared by the government agencies concerned.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator is normally calculated at the national level only.

Interpretation
In principle, a high percentage of GNP devoted to public expenditure on education denotes a high level of attention given to investment in education by the government.

Limitations and constraints
Total public expenditure on education should include those costs incurred by all ministries and levels of administration concerned. Total public expenditure on education refers to all expenditure on education by the central or federal government, state governments, and provincial or regional administrations, as well as expenditure by municipal and other local authorities. The central government includes ministerial departments, agencies and autonomous institutions that have education responsibilities. The statistics on expenditure should cover transactions made by all departments or services with education responsibility at all decision-making levels.
In some instances, the data on total public expenditure on education may refer only to the Ministry of Education, excluding other ministries that spend a part of their budget on education activities.

6.2.10 Public current expenditure per pupil as a percentage of GNP per capita (primary and secondary)

Definition and purpose
This refers to public current expenditure per pupil at each level of education, expressed as a percentage of GNP per capita in a given financial year. This indicator measures the share of per capita income that has been spent on each pupil. It helps in assessing a country’s level of investment in human capital development. When calculated by level of education, it also indicates the relative costs and emphasis placed by the country on a particular level of education.

Method of calculation
Divide per pupil public current expenditure for each level of education in a given year by the GNP per capita for the same year, and multiply by 100.

\[
A = \frac{\text{Public current expenditure on primary education in financial year } t}{\text{Total enrolment in primary education in school-year } t}
\]

\[
B = \frac{\text{Public current expenditure on secondary education in financial year } t}{\text{Total enrolment in secondary education in school-year } t}
\]

\[
C = \frac{\text{Gross National Product in financial year } t}{\text{Total national population in year } t}
\]

Public current expenditure per pupil as percentage of GNP per capita \( \text{pri}_{t} \) = \( \frac{A}{C} \times 100 \)

Public current expenditure per pupil as percentage of GNP per capita \( \text{sec}_{t} \) = \( \frac{B}{C} \times 100 \)

Possible data sources
Data can be collected and collated from annual financial reports prepared by the Ministry of Finance, national accounting reports prepared by the agencies in government concerned, and financial reports from various government departments engaged in education activities, especially the Ministry of Education. Data on enrolment and the population can be derived from school registers, school surveys or censuses, and population censuses.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator can be disaggregated by level of education.
Interpretation
A high percentage for this indicator shows a high share of per capita income being spent on each pupil at a specified level of education (either primary or secondary). It represents a measure of the financial cost per pupil in relation to average per capita income.

Limitations and constraints
Public expenditure per pupil as percentage of GNP per capita can exceed 100 per cent. This indicator should be based on consistent data on public expenditure that covers all subsidies to both public and private education institutions. The use of this indicator must take into account the degree of coverage represented by the education expenditure figure and the ability of the GNP estimate to represent the level of national economic capacity accurately.

This indicator may be distorted by an inaccurate estimation of GNP, current population or enrolment by level of education. The fact that fiscal year and education year budget periods may be different should also be taken into consideration.

6.2.11 Percentage of schools with improved water sources

Definition and purpose
“Improved” water sources as defined by the WHO Joint Monitoring Programme for Water Supply and Sanitation22 in line with MDG reporting, include the following: piped, public taps and standpipes, tube wells and boreholes, protected dug wells, protected springs, and rainwater collection. Without access to water, sanitation facilities in schools cannot properly function for students, which affects the quality of teaching/learning if not also retention in school. Data collected by the national EMIS may follow national definitions and categories of water sources. Where these are different from those of the WHO, or if improved sources are not distinguished from unimproved, these matters should be mentioned when reporting on this indicator.

Method of calculation
Divide the number of schools with improved water sources by the total number of schools in a given year t, and multiply by 100.

\[
\text{Percentage of schools with improved water sources} = \left( \frac{\text{Number of schools (primary and/or secondary) with improved water sources in school-year } t}{\text{Total number of schools (primary and/or secondary) in school-year } t} \right) \times 100
\]

Possible data sources
Data can be collected from schools either during annual school censuses or through special surveys of a sample of schools in different regions. Data may also be extracted from records on school facilities.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator can be disaggregated by location, private/public sector, and primary/secondary school.

22 See www.wssinfo.org.
Interpretation
Without access to improved water sources, it is unlikely that sanitation facilities and toilets at school can function properly, if at all. This can seriously affect the quality of the teaching/learning processes at school, and lead to pupils dropping out early.

Limitations and constraints
The mere presence of improved water sources and sanitation facilities must not be equated with actual use. This indicator does not necessarily say anything about the use of water and sanitation facilities, or whether they are locked up and/or restricted only to teachers and staff, or whether they are so badly maintained, dirty and unhygienic that they are not used. Lack of awareness or cultural experience using toilets can be overcome over time, especially with quality sanitation and hygiene education classroom activities and support.

6.2.12 Percentage of schools with improved sanitation facilities

Definition and purpose
To ensure the provision of improved sanitation facilities, schools must rely on a wide range of technologies and networks. In line with MDG reporting, “improved” sanitation facilities are defined as the following: flush/pour flush to piped sewer, septic tank or pit latrine; ventilation improved latrine; pit latrine with slab and composting toilet. The national EMIS may follow national definitions and categories of improved sanitation facilities. Where these are different from those cited above, or if improved facilities are not distinguished from unimproved, these should be mentioned when reporting on the indicator.

Method of calculation
Divide the number of schools with improved sanitation facilities by the total number of schools in a given year t, and multiply by 100.

\[
\text{Percentage of schools with improved sanitation} = \frac{\text{Number of schools (primary and/or secondary) with improved sanitation facilities in school-year } t}{\text{Total number of schools (primary and/or secondary) in school-year } t} \times 100
\]

Possible data sources
Data can be collected from schools either during annual school censuses or through special surveys of a sample of schools in different regions. Data may also be extracted from records on school facilities.

Disaggregation for analysis of disparities (see Part I – Section 6.4 and Annex 2)
This indicator can be disaggregated by location, private/public sector, and primary/secondary school.

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23 See www.wssinfo.org.
**Interpretation**
The lack of access to improved sanitation facilities and toilets at school can seriously affect the quality of the teaching/learning processes at school, and lead to pupils dropping out early.

**Limitations and constraints**
The mere presence of improved sanitation facilities must not be equated with actual use. This indicator does not necessarily say anything about the use of sanitation facilities, or whether they are locked up and/or restricted only to teachers and staff, or whether they are so badly maintained, dirty and unhygienic that they are not used. Lack of awareness or cultural experience using toilets can be overcome over time, especially with quality sanitation and hygiene education classroom activities and support.

### 6.3 Additional EFA MEA Indicators

These additional indicators, while important in assessing progress towards the EFA goals, may not be readily available in most countries. However, countries that are able to include these indicators in their national reports are in a far better position to get a more complete picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators to the maximum extent possible.

<table>
<thead>
<tr>
<th>Additional Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 6.3.1 Percentage of pupils who have mastered nationally defined basic learning competencies | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • School records  
• Standard test results  
• Annual school census |
| 6.3.2 School life expectancy | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual school census or household surveys |
| 6.3.3 Instructional hours | • Geographic region  
• Urban/rural  
• Level and type of education  
• Public/private | • School records  
• Annual school census  
• EMIS |
<p>| 6.3.4 Percentage distribution of | • Sex | • School records |</p>
<table>
<thead>
<tr>
<th>6.3.1 Percentage of pupils who have mastered nationally defined basic learning competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition and purpose</strong></td>
</tr>
<tr>
<td>This refers to the number of pupils who have mastered a defined level of basic learning competencies (e.g., literacy and numeracy) by Grade 5 (or by a specific grade according to national education standards), expressed as a percentage of the total number of pupils in</td>
</tr>
</tbody>
</table>
Grade 5 (or the specific grade). This indicator seeks to measure learning achievement in respect to the minimum basic knowledge and analytical skills expected of pupils having reached Grade 5 (or the specific grade).

**Method of calculation**
Divide the number of pupils in Grade 5 (or the specific grade) who master a defined level of basic learning competencies by the total sample or total number of pupils in Grade 5 (or the corresponding specific grade), and multiply by 100.

Data required include the number of pupils who have passed the competency examinations administered to pupils in Grade 5 (or the specific grade) or from other recognized assessments of their learning competencies; and the total sample or total number of pupils in Grade 5 (or the specific grade).

The instruments used to measure basic learning competencies (e.g., literacy and numeracy) may include standardized examinations, sample tests, or teacher assessment of pupils’ mastery of such competencies based on accepted methods and norms.

**Interpretation**
This indicator aims to gather information on the basic learning competencies of pupils (as measured against national standards) towards the end of the first stage of basic education. A high percentage suggests that basic learning competencies are mastered by most pupils in Grade 5 (or the specific grade according to national education standards). Pupils showing high learning achievement in Grade 5 (or the specific grade) are also likely to perform effectively at higher levels of learning. This indicator of mastery of basic learning competencies should be examined in relation to enrolment and completion rates at the primary school level in order to assess the overall effectiveness of primary schooling in respect to promoting learning by individuals and to larger societal development objectives.

The percentage of pupils mastering a defined level of basic learning competencies cannot exceed 100 per cent. A calculation that exceeds 100 per cent may be due to errors in either the enrolment data or the learning achievement data, both of which should refer to the pupils in the same grade – with appropriate adjustments if a sampling technique is used.

It may be difficult to use this indicator to measure change over time because countries may modify the standards for basic learning competencies. Thus, it might happen that countries appearing to have increased the percentage of pupils who have mastered nationally defined basic learning competencies may have actually lowered their standards. Conversely, countries which raise their standards may appear as though they have slipped.

### 6.3.2 School life expectancy

**Definition and purpose**
School life expectancy is defined as the total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment rate for that age. This indicator shows the overall level of development of an education system in terms of the number of years of education that a child can expect to achieve.
Method of calculation
For a child of a certain age \( a \), the school life expectancy is calculated as the sum of the age specific enrolment ratios for the reference age range \( a \) to \( n \), divided by 100.

\[
\text{SLE}_a^t = \sum_{i=a}^{n} \frac{E_i^t}{P_i^t} \times 100
\]

Where:
\( \text{SLE}_a^t \) = School life expectancy at an age \( a \) in year \( t \)

\( E_i^t \) = Enrolment of the population of age \( i \) (for \( i = a, a+1, \ldots, n \)) in school-year \( t \); \( n \) denotes the theoretical upper age limit of schooling.

\( P_i^t \) = Population of age \( i \) in school-year \( t \)

Interpretation
A relatively higher school life expectancy indicates a greater probability for children to spend more years in education and higher overall retention within the education system. It must be noted that the expected number of years does not necessarily coincide with the expected number of grades of education completed, because of possible grade repetition.

6.3.3 Instructional hours
Definition and purpose
This refers to the number of instructional hours in a school year, which is meant to represent the intended time teachers spend actually instructing in the classroom. Instructional hours are distinct from the working hours of teachers, which include time spent on tasks outside of the classroom, for example, preparing for lessons and correcting class work or homework.

Instructional hours are commonly considered a key determinant of the quality of learning. Education systems where the pupils spend too little time together run the risk of not ensuring adequate teacher-pupil contact or the full mastery of the basic competencies and prescribed outcomes. This indicator measures the total number of instructional hours mandated by national policy, and actual conformity with such standards in schools. If there is a discrepancy between policy and practice, this should be highlighted. If there are different numbers of hours prescribed for single-shift and multi-shift schools, this difference should also be clearly explained.

Method of calculation
Review the policies and curriculum design in order to determine the total number of instructional hours expected. Special enquiries or surveys may be carried out with a sample of schools and classes to assess actual instructional hours and to compare with the national standards to verify compliance.

Data required may include information on the average instructional hours per day and total number of school opening days. Multiplying average instructional hours per day with total number of school opening days will result in the instructional hours per school year.
Interpretation
Changing the number of instructional hours not only has an impact on teacher workloads but can also affect student performance. Instructional hours cannot be considered alone, because they are linked to other aspects of education such as class size.

6.3.4 Percentage distribution of teachers who attended in-service training programmes by type and duration

Definition and purpose
This refers to the number of teachers who attended in-service training programmes, expressed as a percentage of the total number of school teachers at the specified level (primary, secondary, etc.). Because the type of training programme and duration varies among programmes, one should report on this indicator by type of programme and duration according to the specific country. When possible, the indicator should also be discussed according to different education sub-sectors, such as primary or secondary education.

Courses or programmes providing sustained further training or study enable professional persons to improve their qualifications. In-service training is provided to reinforce overall professional development. Thus this indicator provides a picture of the overall quality of the teaching staff and the ability of the teacher training system to offer courses to reach minimum quality standards and/or upgrade the skills of its workforce.

Method of calculation
Set up statistical tables showing the number and percentage distribution of teachers by the type and duration of in-service teacher training they received, as follows:

<table>
<thead>
<tr>
<th>Type of Teacher-Training</th>
<th>Number of primary teachers</th>
<th>% distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never attended any programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Data on the in-service training of teachers may be gathered from schools and/or teacher training centres. Disaggregating teacher data by gender allows for the calculation of the percentage of female teachers who have received in-service training. This indicator can be calculated by location (region, urban/rural), and by type of institution (public/private).

Interpretation
A high percentage of teachers having completed various types and durations of in-service training programmes shows the availability of teachers with different levels of expertise and specialization. Teachers' academic qualifications, together with pre-service or in-service teacher training, correlate strongly and consistently with pupils’ scholastic performance, which is also affected by other factors such as the experience and status of teachers, teaching methods, teaching materials and the quality of classroom conditions. Teachers without the required academic
qualifications may acquire equivalent competence in the subject matter through in-service training programmes along with professional experience and self-instruction.

6.3.5 Percentage of primary teachers who are trained in multi-grade teaching

Definition and purpose
This refers to the number of teachers who have received the minimum organized teacher training (pre-service or in-service) required by national standards for teaching in multi-grade settings, expressed as a percentage of the total number of teachers. Multi-grade schools and classes exist in sparsely populated and/or remote areas where the low number of school-age children of different ages does not justify one class per grade. But teaching multi-grade classes requires special competencies and training; hence this indicator helps to gauge if there are sufficient numbers of teachers with such competencies to match the number of schools and classes requiring such teachers.

Method of calculation
Divide the number of school teachers who have received training to teach in multi-grade environments by the total number of school teachers in a given year, and multiply by 100.

Interpretation
Besides giving information on the percentage and number of teachers trained to teach in multi-grade environments, the results must be interpreted with reference to the existing number of multi-grade schools and classes, and to future demand in order to assess if there is an adequate supply of relevant teachers and, if not, to plan for the training of more such teachers.

6.3.6 Percentage of primary schools with libraries or reading centres

Definition and purpose
Access to reading materials at school is a key element of quality in schools. Whether existing in well-organized libraries, or kept in more informal reading centres, children’s literature and non-textbook reading materials allow children to improve their reading skills and love of learning. It is up to countries to determine exactly what constitutes a “library” and how “reading centres” are defined, but the presence of collected sets of reading materials can make a difference in the quality of a school.

Method of calculation
Divide the number of primary schools with libraries or reading centres by the total number of primary schools in a given year, and multiply by 100.

\[
\text{Percentage of primary schools with libraries or reading centres,}\ t = \frac{\text{Number of primary schools with libraries/reading centres in school-year } t}{\text{Total number of primary schools in school-year } t} \times 100
\]

This indicator requires data on the number of primary schools with and without libraries and/or reading centres, which may either be available from regular school reporting, or must be collected through a special survey. Sample surveys of schools or sub-national studies may also obtain this information.
**Interpretation**

Schools that have a library or reading centre can offer supplementary reading opportunities to pupils, and hence are considered to offer better quality education. There is, however, a distinction between the existence of a library and its accessibility and use by pupils. This is something that data may not easily show. It is unfortunately quite common for books to be locked up and protected by not giving children access to them. Similarly, teachers are often not trained in teaching the use of self-reading or silent reading in situations where library materials become the basis for in-class reading.

### 6.3.7 **Percentage of primary school age children who have intestinal worm infection**

**Definition and purpose**

According to WHO, approximately two billion people globally are infected with schistosomiasis and soil-transmitted helminth (STH) infections. As schistosomes are confined primarily to Africa, the Asia EFA MEA indicator is concerned with the prevalence of STH in school-age children. Children who are infected with intestinal worms are often at risk for poor nutritional status and, with higher worm loads, complain of lethargy, low energy and an inability to concentrate. The prevalence of intestinal worms has a direct impact on their capacity to learn.

**Method of calculation**

Divide the number of primary school-age children with STH by the total number of school-age children in a given year $t$, and multiply by 100.

$$\text{Percentage of primary school-age children who have intestinal worm infection } t = \frac{\text{Primary school-age children with STH in year } t}{\text{Total number of school-age children in year } t} \times 100$$

As national surveys of the incidence of helminth are extremely rare, most countries will need to report on sample survey data, and extrapolate from these to project estimated prevalence rates. This is also an acceptable means of calculation.

**Interpretation**

The higher the prevalence of STH infections, the greater the risk to learning and retention amongst students enrolled. Related diseases and lethargy among infected children may also directly cause dropping out and poor attendance. By acknowledging the relation between worm infection and quality, education systems can do more to monitor the health of their students and to ensure that adequate diagnosis and treatment are available through the Ministry of Health and others.

### 6.3.8 **Number of incidents of violence reported in schools**

See details under Indicator 3.3.3 in Part II, Section 3.
6.3.9 Average score on TIMMS, PISA, LAMP or National Secondary School Leaving Certificate Examination or its equivalent

Definition and purpose
The main purpose of this indicator on learning achievement at the end of the respective education cycle, for example, the primary and the secondary school cycles, is to analyze the disparities in distribution of the outcomes of education across the country and various strata of the society. It serves to describe the distribution of the levels of quality of education on the national geographical map, across social-economic strata and amongst ethno-linguistic communities.

Method of calculation
The average score is calculated for each learning subject (most commonly on internationally standardized and comparable assessments of reading comprehension, functional literacy, mathematics and science) disaggregated by the comparative categories for the analysis of disparities or variation, initially on a bivariate basis. One can also use the measures of disparities as described in the Part 1, Section 6.4 and Annex 2 in this manual. The ratio of the average score of females to males respectively can be analyzed likewise.

On a more advanced level, for those familiar with special nominal and ordinal statistical analysis techniques (e.g., the MCA within the General Linear Model (GLM in SPSS)), the deviation from the mean can be calculated in a multivariate model, controlling for correlation between the comparative categorical variables. The independent effects (beta coefficients) and the total effects ($R^2$) can also be calculated. For an explanation and illustration, see Robinson, J.P. Multiple Classification Analysis (MCA): Purpose and an Example. University of Maryland. The use of a statistical analysis software package is mandatory for this kind of analysis.

The analysis will yield information on the highs and the lows of the scores numerically and graphically for the respective groups being compared. The contrasts and the strength of correlations will appear in the form of means, adjusted means, deviations and coefficients. By using both the graphical and numerical results, the characteristics of the high and the low achievers can be identified and located on the national geographical map, across social-economic strata and amongst ethno-linguistic communities.

Interpretation
The assessment seeks to answer questions related to the impact of the distribution of quantity and quality on various target groups. Who are the high achievers and low achievers respectively? Is the variation in learning achievement very wide or narrow? To address the variation in learning achievement, the analysis will inform us of the results for various groups: women and children, people with disabilities, ethnic minorities, linguistic minorities, socioeconomic classes and castes, rural inhabitants, migrants, and displaced persons. In many countries, there are people without legal status, birth certification and citizenship, especially along the borders. Did they participate in the assessment? Perhaps not, if they are not in the final year of the secondary school cycle.

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26 See MCA in Statistical Package for Social Sciences; MicrOsiris Statistical and Data Management Software System (http://www.microsiris.com/).
References


ANNEX 1 – The EFA MEA Indicators

**EFA Policy and Structure Indicators**

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of national development plans (including the EFA National Action Plan) demonstrating integration of human rights and gender equality principles</td>
</tr>
<tr>
<td>Presence of institutionalized mechanisms for sustained engagement of children and young people in policy development</td>
</tr>
<tr>
<td>Presence of regular monitoring and evaluation of the education system (particularly against current plans), with special attention given to marginalized groups, including women, ethnic and linguistic minorities, castes, people with disabilities, the rural and extreme poor, migrants and non-citizens</td>
</tr>
</tbody>
</table>

**Core EFA Coordination Indicators**

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existence of a functioning National EFA Forum with a dedicated secretariat or staff</td>
</tr>
<tr>
<td>− Identify all sub-committees or thematic/technical working groups, existence of terms of reference and functions</td>
</tr>
<tr>
<td>Presence of an EFA National Coordinator</td>
</tr>
<tr>
<td>− Identify his/her position within the Ministry of Education</td>
</tr>
<tr>
<td>Publication of an EFA National Action Plan</td>
</tr>
<tr>
<td>− Year of publication/ministerial endorsement</td>
</tr>
<tr>
<td>Integration of EFA National Action Plan in National Education Development Strategy and national development planning framework and process</td>
</tr>
<tr>
<td>Budget allocation for implementation of EFA National Action Plan</td>
</tr>
<tr>
<td>External funding support for EFA programmes</td>
</tr>
<tr>
<td>Strategy in place for the monitoring and evaluation of EFA programmes</td>
</tr>
</tbody>
</table>
### Goal 1: Early Childhood Care and Education

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
<th>Suggested Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.1</strong> Existence of national, multi-sectoral early childhood policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1.2</strong> Adopted national standards for monitoring developmental readiness in early childhood and learning programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1.3</strong> Presence of early screening programmes with referral system</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1.4</strong> Health links in ECCE established, with visits by health professionals, diagnostics or referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1.5</strong> Careers of ECCE care providers professionalized, including pre-service and in-service training, pay parity with primary schools, university and higher education degree programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1.6</strong> National ECCE or education policy includes provision of ECCE for vulnerable and disadvantaged children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Suggested Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| **1.2.1** Gross Enrolment Ratio (GER) in ECCE programmes | • Sex  
• Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based  
• Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Annual pre-school census  
• Household surveys |
| **1.2.2** Percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE programme | • Sex  
• Geographic region  
• Urban/rural  
• Public, private, faith-based, community-based  
• Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Annual pre-school census  
• Household surveys |
| **1.2.3** Enrolment in private ECCE centres as a percentage of total enrolment in ECCE programmes | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Annual pre-school census  
• Household surveys |
| **1.2.4** Percentage of children under age 5 suffering from stunting | • Sex  
• Age group  
• Geographic region  
• Urban/rural | • Household surveys |
<p>| <strong>1.2.5</strong> Percentage of households | • Geographic region | • Household surveys |</p>
<table>
<thead>
<tr>
<th>Additional Indicators</th>
<th>Disaggregation for analysis of disparities (see Part 1 – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 1.3.1 Net Enrolment Ratio (NER) in ECCE programmes including pre-primary education | Sex  
Geographic region  
Urban/rural  
Public, private, faith-based, community-based  
Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | Annual pre-school census  
Household surveys |
| 1.3.2 Pupil/Teacher Ratio (PTR) (child-caregiver ratio) | Age group  
Geographic region  
Urban/rural  
Public, private, faith-based, community-based | Annual pre-school census  
Household surveys |
| 1.3.3 Public current expenditure on ECCE per child as a percentage of GNP per capita | National level indicator | Government budget reports |
| 1.3.4 Under-5 mortality rate | Sex  
Geographic region  
Urban/rural  
Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | National census  
Household surveys |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.5</td>
<td>Percentage of infants with low birth weight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sex, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education</td>
<td>Routine health system reporting (though this only covers deliveries in facilities), National health surveys that either ask the mother (recall) or check the health record (assuming birth weight has been taken and recorded)</td>
</tr>
<tr>
<td>1.3.6</td>
<td>Vitamin A supplementation coverage rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sex, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education</td>
<td>Routine health system reports, National surveys e.g. DHS that ask mothers if their child received a vitamin A supplement within the last six months</td>
</tr>
<tr>
<td>1.3.7</td>
<td>Percentage of 1-year-old children immunized against DPT3, polio, measles, and hepatitis; and receiving other vaccines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sex, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education</td>
<td>Routine health system reports, National surveys e.g. DHS that review the child’s immunization record, EPI coverage surveys</td>
</tr>
<tr>
<td>1.3.8</td>
<td>Percentage of population or households with sustainable access to safe drinking water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geographic region, Urban/rural</td>
<td>MICS, DHS, National census, Household surveys</td>
</tr>
<tr>
<td>1.3.9</td>
<td>Percentage of population with sustainable access to basic sanitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geographic region, Urban/rural</td>
<td>MICS, DHS, National census, Household surveys</td>
</tr>
<tr>
<td>1.3.10</td>
<td>Percentage of young children whose parents participate in parenting education programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sex, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language</td>
<td>Household surveys</td>
</tr>
<tr>
<td>1.3.11</td>
<td>Exclusive breastfeeding rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sex, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language</td>
<td>MICS, DHS, Household surveys, Survey of street children, Survey of children in institutions, etc.</td>
</tr>
</tbody>
</table>
| 1.3.12 | **Percentage of children under 5 with anemia** | - Sex  
- Geographical region  
- Urban/rural  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | - MICS  
- DHS  
- Household surveys  
- Survey of street children  
- Survey of children in institutions, etc. |
| 1.3.13 | **Birth registration rate** | - Sex  
- Geographic region  
- Urban/rural | - MICS  
- DHS  
- Household surveys  
- Survey of street children  
- Survey of children in institutions, etc. |
| 1.3.14 | **Rate of support at home for early learning** | - Sex  
- Age  
- Geographic region  
- Urban/rural  
- Other social and economic disaggregation such as  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | - MICS  
- Household surveys |
### Goal 2. Achieving Universal Primary / Basic Education

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Legislative, policy and institutional reform in conformity with the country’s commitment to achieve the EFA Dakar goal of the universalization of primary education in accordance with the Convention on the Rights of the Child</td>
<td>2.2.1 Gross Intake Rate (GIR) in primary education</td>
<td>• Sex • Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Wealth quintile o Mother’s education</td>
<td>• Annual school census • Household surveys</td>
</tr>
<tr>
<td>2.1.2 Presence of national policies and plans for the universalization of “free and compulsory” primary education. Describe how these are being implemented</td>
<td>2.2.2 Net Intake Rate (NIR) in primary education</td>
<td>• Sex • Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Wealth quintile o Mother’s education</td>
<td>• Annual school census • Household surveys</td>
</tr>
<tr>
<td>2.1.3 Information available on the number, characteristics, and geographic location of children in difficult circumstances and children belonging to ethnic minorities</td>
<td>2.2.3 Gross Enrolment Ratio (GER) in:</td>
<td>• Sex • Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Wealth quintile o Mother’s education</td>
<td>• Annual school census • Household surveys</td>
</tr>
<tr>
<td></td>
<td>• primary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• secondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.4 Incentives and/or special support programmes put in place to promote access to and completion of primary education for children in difficult circumstances and ethnic minority children</td>
<td>2.2.4 Net Enrolment Ratio (NER) in:</td>
<td>• Sex • Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language</td>
<td>• Annual school census • Household surveys</td>
</tr>
<tr>
<td></td>
<td>• primary education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• secondary education</td>
<td></td>
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</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Information Categories</td>
<td>Data Sources</td>
</tr>
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<td>--------------</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Repetition Rate (RR) by grade in primary education</td>
<td>• Sex &lt;br&gt; • Geographic region &lt;br&gt; • Urban/rural &lt;br&gt; • Public/private &lt;br&gt; • Other social and economic disaggregation such as &lt;br&gt;   - Ethnicity, caste &lt;br&gt;   - Language &lt;br&gt;   - Disabilities &lt;br&gt;   - Wealth quintile &lt;br&gt;   - Mother’s education</td>
<td>• Annual school census</td>
</tr>
<tr>
<td>2.2.6</td>
<td>Survival Rate to Grade 5</td>
<td>• Sex &lt;br&gt; • Geographic region &lt;br&gt; • Urban/rural &lt;br&gt; • Public/private &lt;br&gt; • Other social and economic disaggregation such as &lt;br&gt;   - Ethnicity, caste &lt;br&gt;   - Language &lt;br&gt;   - Disabilities &lt;br&gt;   - Wealth quintile &lt;br&gt;   - Mother’s education &lt;br&gt; • For the survivors: either with or without grade repetition</td>
<td>• Annual school census</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Primary Cohort Completion Rate</td>
<td>• Sex &lt;br&gt; • Geographic region &lt;br&gt; • Urban/rural &lt;br&gt; • Public/private &lt;br&gt; • Other social and economic disaggregation such as &lt;br&gt;   - Ethnicity, caste &lt;br&gt;   - Language &lt;br&gt;   - Disabilities &lt;br&gt;   - Wealth quintile &lt;br&gt;   - Mother’s education &lt;br&gt; • For the completers: either with or without grade repetition</td>
<td>• Annual school census &lt;br&gt; • School registers &lt;br&gt; • Household surveys</td>
</tr>
<tr>
<td>2.2.8</td>
<td>Transition Rate (TR) from primary to secondary education</td>
<td>• Sex &lt;br&gt; • Geographic region &lt;br&gt; • Urban/rural &lt;br&gt; • Public/private &lt;br&gt; • Other social and economic disaggregation such as &lt;br&gt;   - Ethnicity, caste &lt;br&gt;   - Language &lt;br&gt;   - Disabilities &lt;br&gt;   - Wealth quintile &lt;br&gt;   - Mother’s education</td>
<td>• Annual school census &lt;br&gt; • Household surveys</td>
</tr>
<tr>
<td>2.2.9</td>
<td>Percentage of trained teachers in primary education</td>
<td>• Sex &lt;br&gt; • Age group &lt;br&gt; • Qualification &lt;br&gt; • Years of experience &lt;br&gt; • Geographic region &lt;br&gt; • Urban/rural &lt;br&gt; • Other social and economic</td>
<td>• Annual school census</td>
</tr>
<tr>
<td>Additional EFA MEA Indicators</td>
<td>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</td>
<td>Data Source</td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>2.3.1 Age-Specific Enrolment Rate (ASER)</td>
<td><strong>Sex</strong>&lt;br&gt;<strong>Geographic region</strong>&lt;br&gt;<strong>Urban/rural</strong>&lt;br&gt;<strong>Level of education</strong>&lt;br&gt;<strong>Other social and economic disaggregation such as</strong>&lt;br&gt; - Ethnicity, caste&lt;br&gt; - Language&lt;br&gt; - Disabilities&lt;br&gt; - Wealth quintile&lt;br&gt; - Mother’s education</td>
<td><strong>Annual school census</strong>&lt;br&gt;<strong>National population census</strong>&lt;br&gt;(specific age estimates derived from Sprague Multipliers)</td>
<td></td>
</tr>
<tr>
<td>2.3.2 Promotion Rate (PR)</td>
<td><strong>Sex</strong>&lt;br&gt;<strong>Geographic region</strong>&lt;br&gt;<strong>Urban/rural</strong>&lt;br&gt;<strong>Public/private</strong>&lt;br&gt;<strong>Other social and economic disaggregation such as</strong>&lt;br&gt; - Ethnicity, caste&lt;br&gt; - Language&lt;br&gt; - Disabilities&lt;br&gt; - Wealth quintile&lt;br&gt; - Mother’s education</td>
<td><strong>Annual school census</strong>&lt;br&gt;<strong>Household surveys</strong></td>
<td></td>
</tr>
<tr>
<td>2.3.3 Dropout Rate (DR)</td>
<td><strong>Sex</strong>&lt;br&gt;<strong>Geographic region</strong>&lt;br&gt;<strong>Urban/rural</strong>&lt;br&gt;<strong>Public/private</strong>&lt;br&gt;<strong>Other social and economic disaggregation such as</strong>&lt;br&gt; - Ethnicity, caste&lt;br&gt; - Language&lt;br&gt; - Disabilities&lt;br&gt; - Wealth quintile&lt;br&gt; - Mother’s education</td>
<td><strong>Annual school census</strong>&lt;br&gt;<strong>Household surveys</strong></td>
<td></td>
</tr>
<tr>
<td>2.3.4 Survival rate by grade</td>
<td><strong>Sex</strong>&lt;br&gt;<strong>Geographic region</strong>&lt;br&gt;<strong>Urban/rural</strong>&lt;br&gt;<strong>Public/private</strong>&lt;br&gt;<strong>Other social and economic disaggregation such as</strong>&lt;br&gt; - Ethnicity, caste&lt;br&gt; - Language&lt;br&gt; - Disabilities&lt;br&gt; - Wealth quintile&lt;br&gt; - Mother’s education</td>
<td><strong>Annual school census</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 2.3.5 | Percentage of repeaters | Grade | Sex | Geographic region | Urban/rural | Public/private | Other social and economic disaggregation such as:  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Annual school census  
  • School registers  
  • School surveys |
| 2.3.6 | Percentage of schools offering complete primary education | Geographic region | Urban/rural | Public/private | • Annual school census  
  • School registers  
  • School surveys |
| 2.3.7 | Percentage of primary schools offering instruction in the mother tongue | Geographic region | Urban/rural | Public/private | • Annual school census  
  • School registers  
  • School surveys |
| 2.3.8 | Percentage distribution of primary school students by duration of travel between home and school | Sex | Age | Grade | Geographic region | Urban/rural | Other social and economic disaggregation such as:  
  - Ethnicity, caste  
  - Language  
  - Disabilities  
  - Wealth quintile  
  - Mother’s education | • Annual school census  
  • School registers  
  • School surveys  
  • Household surveys |
### Goal 3. Life Skills and Lifelong Learning

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
<th>3.1.1 Presence of policies, legislation and/or plan to develop lifelong learning that responds to the learning needs of young people and adults in the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.2 The existence of a national, multi-sectoral technical and vocational education and training policy</td>
<td></td>
</tr>
<tr>
<td>3.1.3 Existence of mechanisms to identify the learning needs of young people and adults, and to systematically undertake research on curriculum development as well as on the design of appropriate learning programmes and materials for them</td>
<td></td>
</tr>
<tr>
<td>3.1.4 The existence of national standards and benchmarks on life skills, and the incorporation of life skills content into the curriculum and teaching/learning processes in both formal and non-formal education, including technical and vocational education and training (TVET)</td>
<td></td>
</tr>
<tr>
<td>3.1.5 Lifelong learning/continuing education programmes with embedded life skills content organized to respond to the learning needs of young people and adults</td>
<td></td>
</tr>
<tr>
<td>3.1.6 Curriculum development and teacher training sub-systems established to support the development of life skills-focused training programmes in lifelong learning/continuing education</td>
<td></td>
</tr>
<tr>
<td>3.1.7 The existence of skills based approaches and tools within pre-service teacher training programmes</td>
<td></td>
</tr>
<tr>
<td>3.1.8 Student participation in school affairs elaborated within national education policy frameworks</td>
<td></td>
</tr>
<tr>
<td>3.1.9 National educational standards explicitly include psycho-social, emotional and behavioural skills as part of learning objectives of the respective levels of education</td>
<td></td>
</tr>
<tr>
<td>3.1.10 Availability of counseling services for secondary school students</td>
<td></td>
</tr>
<tr>
<td>3.1.11 Regular nationwide information system established to monitor progress in the development of lifelong learning/continuing education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Suggested Disaggregation for Analysis of Disparities (see Part 1 – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| 3.2.1                   | Number and percentage distribution of the adult population by educational attainment     | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Occupation  
  o Mother’s education  | • Population censuses  
• Household surveys  
• Demographic projections |
| 3.2.2                   | Number and percentage distribution of young people aged 15-24 years by educational attainment | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Occupation  
  o Mother’s education  | • Population censuses  
• Household surveys  
• Demographic projections |
| 3.2.3                   | Youth Literacy Rate (age 15 to 24)                                                       | • Sex  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  | • Population censuses  
• Household surveys  
• Literacy surveys |
## 3.2.4 Gross Enrolment Ratio (GER) for technical and vocational education and training

- Sex
- Geographic region
- Urban/rural
- Other social and economic disaggregation such as
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Mother’s education

- Annual school census
- School registers
- School surveys

## 3.2.5 Number and percentage distribution of lifelong learning/continuing education centres and programmes for young people and adults

- Geographic region
- Urban/rural
- Type of programme
- Target population
- Type of organizer/sponsor
- Type of life skills imparted

- Ministry of Education statistics
- Department/ National Council of Adult Education
- Department of NFE Accreditation and Equivalency
- District NFE data
- Community records

## 3.2.6 Number and percentage distribution of young people and adults enrolled in lifelong learning/continuing education programmes

- Sex
- Age group
- Educational attainment
- Geographic region
- Urban/rural
- Type of programme
- Target population
- Type of organizer/sponsor
- Type of life skills imparted
- Other social and economic disaggregation
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Occupation
  - Mother’s education

- Ministry of Education statistics
- District NFE data
- Community records
- Child Labour Force Survey

## 3.2.7 Number and percentage distribution of teachers/facilitators in lifelong learning/continuing education programmes for young people and adults

- Sex
- Age group
- Qualification
- Years of experience
- Geographic region
- Urban/rural
- Type of programme
- Type of life skills imparted
- Trained to teach life skills
- Trained to teach:
  - In local language(s)
  - Disabled persons

- Ministry of Education Statistics
- District NFE data
- Community records
- Labour force surveys
- Living standard survey

### Additional Indicators

#### Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)

<table>
<thead>
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<th>Additional Indicators</th>
<th>Disaggregation for Analysis of Disparities</th>
<th>Data Source</th>
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<tbody>
<tr>
<td>3.3.1 Transition rates from primary to secondary education and from secondary to higher education</td>
<td>Sex, Geographic region, Urban/rural, Public/private, Other social and economic</td>
<td>Annual school census, Household surveys</td>
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<td>Section</td>
<td>Topic</td>
<td>Data Source</td>
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<tr>
<td>3.3.2</td>
<td>Unemployment rate</td>
<td>Sex, Age groups: youth and adults, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education</td>
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<tr>
<td>3.3.3</td>
<td>Number of incidents of reported violence in schools</td>
<td>Education level, Geographic region, Urban/rural, Nature of violence, i.e., bullying, theft, physical assaults</td>
</tr>
<tr>
<td>3.3.4</td>
<td>Incidence of substance abuse among young people</td>
<td>Sex, Age group, Geographic region, Urban/rural</td>
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<td>3.3.5</td>
<td>Curriculum time in formal and non-formal education includes life skills on health and HIV prevention</td>
<td>Sex, Age group, Geographic region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile</td>
</tr>
<tr>
<td>3.3.6</td>
<td>Knowledge of HIV prevention practice among young people and adults</td>
<td>Sex, Age group (10-14; 15-24 and over 25), Geographical region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities, Wealth quintile, Mother’s education</td>
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<tr>
<td>3.3.7</td>
<td>Proportion of young people and adults living with HIV/AIDS</td>
<td>Sex, Age group (15-24 and 25-49), Geographical region, Urban/rural, Other social and economic disaggregation such as Ethnicity, caste, Language, Disabilities</td>
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<tr>
<td></td>
<td>o Wealth quintile</td>
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<td></td>
<td>o Mother’s education</td>
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Draft dated 27.04.09
### Goal 4. Literacy

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<tr>
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<tbody>
<tr>
<td>4.1.1 Existence of a nationally recognized definition of “literate” and “numerate” persons. What is the definition? How is it applied in measuring literacy attainment?</td>
<td></td>
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<tr>
<td>4.1.2 Existence of policies, laws, and decrees stipulating literacy as a basic human right</td>
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<td></td>
</tr>
<tr>
<td>4.1.3 Existence of systematic national monitoring and evaluation system for monitoring and evaluating literacy and basic continuing education programmes for out-of-school youths and adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.4 Presence of literacy and basic continuing education programmes for adults conducted in local languages; and existence of literacy and post-literacy learning materials in local languages</td>
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</table>

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
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<tbody>
<tr>
<td>4.2.1 Adult literacy rate (age 15+)</td>
<td>• Sex • Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Wealth quintile o Mother’s education</td>
<td>Population censuses • Household surveys • Literacy surveys</td>
</tr>
<tr>
<td>4.2.2 Youth literacy rate (age 15 to 24)</td>
<td>• Sex • Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Wealth quintile o Mother’s education</td>
<td>Population censuses • Household surveys • Literacy surveys</td>
</tr>
<tr>
<td>4.2.3 Gender Parity Index for Adult Literacy</td>
<td>• Geographic region • Urban/rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Wealth quintile o Mother’s education</td>
<td>Population censuses • Household surveys • Literacy surveys</td>
</tr>
<tr>
<td>4.2.4 Public expenditure on adult literacy and continuing education as a percentage of total public expenditure on education</td>
<td>• National-level indicator</td>
<td>Government budget reports</td>
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</table>

<table>
<thead>
<tr>
<th>Additional EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1 Number and percentage distribution of adult literacy and basic continuing education programmes</td>
<td>• Geographic region • Urban/rural • Type of programme • Types of sponsors/organizers • Target group(s)</td>
<td>NFEMIS • District NFE data • Community records</td>
</tr>
<tr>
<td>4.3.2 Number and percentage</td>
<td>• Sex</td>
<td>NFEMIS</td>
</tr>
</tbody>
</table>
### Distribution of Facilitators of Adult Literacy and Basic Continuing Education Programmes

- Age group
- Geographic region
- Urban/rural
- Type of programme
- Qualified/trained to facilitate literacy and basic continuing education programmes
- Specialization
- Trained to teach:
  - In local language(s)
  - Disabled persons

### Number and Percentage Distribution of Learners Participating in Adult Literacy and Basic Continuing Education Programmes

- Sex
- Age group
- Geographic region
- Urban/rural
- Type of programme
- Other social and economic disaggregation such as
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Mother’s education

### Completion Rate in Adult Literacy and Basic Continuing Education Programmes

- Sex
- Age group
- Geographic region
- Urban/rural
- Type of programme
- Other social and economic disaggregation such as
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Mother’s education

### Number and Percentage of Persons Who Passed the Basic Literacy Test

- Sex
- Geographic region
- Urban/rural
- Other social and economic disaggregation such as
  - Ethnicity, caste
  - Language
  - Disabilities
  - Wealth quintile
  - Mother’s education

### Ratio of Private (Non-Governmental) to Public Expenditure on Adult Literacy and Basic Continuing Education Programmes

- Geographic region
- Urban/rural
## Goal 5. Gender Parity and Equality

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1.1</strong> Legislative, policy and institutional reform in conformity with the Convention on the Elimination of All Forms of Discrimination against Women</td>
</tr>
<tr>
<td><strong>5.1.2</strong> Government decision(s)/decree(s)/regulation(s) issued to mainstream gender within the education and training system, and specific budgets allocated to gender programming within relevant Ministries</td>
</tr>
<tr>
<td><strong>5.1.3</strong> Existence of policies and incentives to encourage the participation of girls in school (stipends, scholarships, etc.)</td>
</tr>
<tr>
<td><strong>5.1.4</strong> Government policies and regulations adopted to ensure equal status, remuneration, conditions of employment, professional development, recruitment and deployment, etc. between male and female teachers</td>
</tr>
<tr>
<td><strong>5.1.5</strong> Gender review of the education sector plan and EFA plan, including review of the targets of access and participation, repetition and dropouts, teacher training, recruitment and deployment, curriculum, textbooks, education facilities, etc.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| 5.2.1 | Gender Parity Index for: adult literacy                  | • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation such as  
    o Ethnicity, caste  
    o Language  
    o Disabilities  
    o Wealth quintile  
    o Mother’s education | • Annual school census  
  • Population censuses  
  • Household and specialized surveys |
| 5.2.2 | Gender Parity Index for: GER in ECCE                    | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.3 | Gender Parity Index for: GIR in primary education       | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.4 | Gender Parity Index for: NIR in primary education       | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.5 | Gender Parity Index for: GER in primary and secondary education | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.6 | Gender Parity Index for: NER in primary and secondary education | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.7 | Gender Parity Index for: Survival Rate to Grade 5       | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.8 | Gender Parity Index for: Transition Rate from primary to secondary education | • See Indicator 5.2.1                                                                                                                                | See Indicator 5.2.1                                                       |
| 5.2.9 | Percentage of female enrolment in: ECCE, Primary education, Secondary education, Technical and vocational education and training, Literacy and continuing education, Higher education | • Geographic region  
  • Urban/rural  
  • Public/private  
  • Other social and economic disaggregation such as  
    o Ethnicity, caste  
    o Language  
    o Disabilities  
    o Wealth quintile  
    o Mother’s education | • Annual school census  
  • Various institutional data collections |
| 5.2.10 | Percentage of female teachers in: ECCE, Primary education, Secondary education, Technical and vocational education and training, Literacy and continuing education, Higher education | • Geographic region  
  • Urban/rural  
  • Public/private  
  • Age group  
  • Qualifications  
  • Other social and economic disaggregation such as  
    o Ethnicity, caste  
    o Language  
    o Disabilities | • Annual school census  
  • Various institutional data collections |
<table>
<thead>
<tr>
<th>Additional Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I – Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| **5.3.1** Percentage of female school principals/administrators | • Geographic region  
• Urban/rural  
• Public/private | • School records  
• Annual school census  
• EMIS  
• Databases of education personnel |
| **5.3.2** Percentage of female staff holding senior positions within the Ministry of Education | • Level of post held | • Databases of education personnel at the Ministry of Education |
| **5.3.3** Gender Parity Index of teachers who have participated in pre-service teacher training programmes | • Geographic region  
• Urban/rural  
• Level and type of education  
• Public/private | • School records  
• Annual school census  
• EMIS  
• Databases of education personnel |
| **5.3.4** Gender Parity Index of teachers who have participated in in-service teacher training programmes | • Geographic region  
• Urban/rural  
• Level and type of education  
• Public/private | • School records  
• Annual school census  
• EMIS  
• Databases of education personnel |
| **5.3.5** Gender Development Index (GDI) | • Geographic region  
• Urban/rural | • UNDP Human Development Report |
| **5.3.6** Percentage of schools with separate toilet facilities for girls and boys | • Geographic region  
• Urban/rural  
• Public/private | • Annual school census  
• EMIS |
| **5.3.7** Percentage of working children | • Sex  
• Full-time or part-time  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Labour force survey |
### Goal 6. Quality Education

<table>
<thead>
<tr>
<th>Policy/System Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.1</strong></td>
<td>Revision of the country’s education goals, objectives and quality standards conducted in line with EFA</td>
</tr>
<tr>
<td><strong>6.1.2</strong></td>
<td>Presence of standard tests for measuring learning achievement linked to national curriculum</td>
</tr>
<tr>
<td><strong>6.1.3</strong></td>
<td>Does the country participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or other multi-country initiatives – and what were the results or trends in terms of student performance?</td>
</tr>
<tr>
<td><strong>6.1.4</strong></td>
<td>Presence of a system to give schools information on school and student performance on national exams</td>
</tr>
<tr>
<td><strong>6.1.5</strong></td>
<td>Presence of a national CFS policy or framework, or examples where holistic approaches to improving school quality across the five dimensions have been implemented</td>
</tr>
<tr>
<td><strong>6.1.6</strong></td>
<td>School self-assessment tools and processes initiated and linked to school planning, with active student, parent and community participation</td>
</tr>
<tr>
<td><strong>6.1.7</strong></td>
<td>Presence of a high-level commission or public office for national standards and quality assessment, using standardized quality assessment criteria, with authority to publish its results</td>
</tr>
<tr>
<td><strong>6.1.8</strong></td>
<td>What specific provision has been issued to set and enforce quality standards for school environments? Are they child-friendly?</td>
</tr>
<tr>
<td><strong>6.1.9</strong></td>
<td>What policies are in place regarding corporal punishment and what is the current practice in classrooms? What is the situation in terms of violence in schools?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
<th>Data Source</th>
</tr>
</thead>
</table>
| **6.2.1** Survival Rate to Grade 5 | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education | • Annual school census  
• Household surveys |
| **6.2.2** Primary Cohort Completion Rate | • Sex  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language  
  o Disabilities  
  o Wealth quintile  
  o Mother’s education  
• For the completers: either with or without those who repeated grades | • Annual school census  
• School registers  
• Household surveys |
| **6.2.3** Percentage of primary school teachers having the required academic qualifications | • Sex  
• Age group  
• Geographic region  
• Urban/rural  
• Public/private  
• Other social and economic disaggregation such as  
  o Ethnicity, caste  
  o Language | • Annual school census  
• Ministry of Education personnel database |
<table>
<thead>
<tr>
<th>Core EFA MEA Indicators</th>
<th>Disaggregation for Analysis of Disparities (see Part I - Section 6.4 and Annex 2)</th>
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<tr>
<td></td>
<td>o Disabilities</td>
<td>Annual school census</td>
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<tr>
<td></td>
<td>o Wealth quintile</td>
<td>Ministry of Education personnel database</td>
</tr>
<tr>
<td>6.2.4 Percentage of school teachers who are certified to teach according to national standards for:</td>
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<tr>
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<td>- ECCE</td>
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<td>- Primary education</td>
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<td>- Secondary education</td>
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<td></td>
<td>- Literacy and continuing education</td>
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<td>6.2.5 Pupil/Teacher Ratio (PTR) for:</td>
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<td></td>
<td>- Primary education</td>
<td>Geographic region</td>
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<td></td>
<td>- Secondary education</td>
<td>Urban/rural</td>
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<td>6.2.6 Pupil/Class Ratio (PCR) for:</td>
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<td>- Primary education</td>
<td>Geographic region</td>
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<td>- Secondary education</td>
<td>Urban/rural</td>
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<td>6.2.7 Pupil/Textbook Ratio (PBR) for:</td>
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<td>- Primary education</td>
<td>Geographic region</td>
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<td></td>
<td>- Secondary education</td>
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<td>- Subject</td>
<td>Public/private</td>
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<td>6.2.8 Public expenditure on education as a percentage of total government expenditure</td>
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<tr>
<td>6.2.9 Public expenditure on education as a percentage of Gross National Product (GNP)</td>
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<td>National level indicator</td>
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<td>6.2.10 Public expenditure on primary/secondary education per pupil as a percentage of GNP per capita</td>
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<td>Level of education</td>
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<td>6.2.11 Percentage of schools with improved water sources</td>
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<td>Geographic region</td>
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<td>- Urban/rural</td>
<td>Urban/rural</td>
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<td></td>
<td>- Public/private</td>
<td>Public/private</td>
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<td></td>
<td>- Level of education</td>
<td>Annual school census</td>
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<td>Project surveys and reports</td>
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<td>6.2.12 Percentage of schools with improved sanitation facilities</td>
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<td>Geographic region</td>
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<tr>
<td></td>
<td>- Urban/rural</td>
<td>Urban/rural</td>
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<td>- Public/private</td>
<td>Public/private</td>
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<td>- Level of education</td>
<td>Annual school census</td>
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<td>Project surveys and reports</td>
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<tr>
<td>6.3.1 Percentage of pupils who have mastered nationally</td>
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<td></td>
<td>- Sex</td>
<td>School records</td>
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<td>- Geographic region</td>
<td>Standard test results</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Factors Considered</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.3.1</td>
<td>defined basic learning competencies</td>
<td>• Urban/rural&lt;br&gt;• Public/private&lt;br&gt;• Other social and economic disaggregation such as&lt;br&gt;  o Ethnicity, caste&lt;br&gt;  o Language&lt;br&gt;  o Disabilities&lt;br&gt;  o Wealth quintile&lt;br&gt;  o Mother’s education</td>
</tr>
<tr>
<td>6.3.2</td>
<td>School life expectancy</td>
<td>• Sex&lt;br&gt;• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Public/private&lt;br&gt;• Other social and economic disaggregation such as&lt;br&gt;  o Ethnicity, caste&lt;br&gt;  o Language&lt;br&gt;  o Disabilities&lt;br&gt;  o Wealth quintile&lt;br&gt;  o Mother’s education</td>
</tr>
<tr>
<td>6.3.3</td>
<td>Instructional hours</td>
<td>• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Level and type of education&lt;br&gt;• Public/private</td>
</tr>
<tr>
<td>6.3.4</td>
<td>Percentage distribution of teachers who attended in-service training programmes by type and duration</td>
<td>• Sex&lt;br&gt;• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Level and type of education&lt;br&gt;• Public/private</td>
</tr>
<tr>
<td>6.3.5</td>
<td>Percentage of primary teachers who are trained in multi-grade teaching</td>
<td>• Sex&lt;br&gt;• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Level and type of education&lt;br&gt;• Public/private</td>
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<tr>
<td>6.3.6</td>
<td>Percentage of primary schools with libraries or reading centres</td>
<td>• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Public/private</td>
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<tr>
<td>6.3.7</td>
<td>Percentage of primary school age children who have intestinal worm infection</td>
<td>• Sex&lt;br&gt;• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Other social and economic disaggregation such as&lt;br&gt;  o Ethnicity, caste&lt;br&gt;  o Language&lt;br&gt;  o Disabilities&lt;br&gt;  o Wealth quintile&lt;br&gt;  o Mother’s education</td>
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<tr>
<td>6.3.8</td>
<td>Number of incidents of violence reported in schools</td>
<td>• Education level&lt;br&gt;• Geographic region&lt;br&gt;• Urban/rural&lt;br&gt;• Public/private&lt;br&gt;• Nature of violence i.e., bullying, theft, physical assaults</td>
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<td>6.3.9</td>
<td>Average score on TIMMS,</td>
<td>• Sex</td>
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<tr>
<td>PISA, LAMP or National Secondary School Leaving Certificate Examination or its equivalent</td>
<td>Age group</td>
<td>Geographic region</td>
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<td></td>
<td>PISA: OECD</td>
<td>LAMP: UIS</td>
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</table>
ANNEX 2 – Methods for Measuring Disparities in Education

“Reaching the unreached and the underserved” under EFA requires a clear knowledge of the disparities that exist among geographic regions and population groups in terms of educational opportunities, resources, access, quality, and outcomes. Based on the degree and type of disparities revealed through scientific quantitative measures, more in-depth enquiries can be made to identify the deprived or disadvantaged populations and regions, so as to take appropriate action to respond to their specific educational needs and difficulties.

Measuring disparities in education requires as a first pre-condition that disaggregated data be available for a maximum number of geographic regions and population groups, and to the lowest level of disaggregation possible. When applying the disparity measures to indicators for the six EFA goals that have been calculated for each region and population group, one can not only gauge the degree of disparities among them regarding the different dimensions and facets of EFA, but also identify the target disadvantaged populations and regions.

The measurement of disparities within the six EFA goals and for the various indicators can be analyzed with basic charts and graphs comparing different sub-populations. In addition, the following measurements can be used to analyze disparities between different target groups:

- Absolute and relative percentage difference
- Ratio (sex, urban-rural, majority-minority)
- Range (maximum-minimum)
- Mean and median
- Percentile and quartile
- Gender Parity Index (GPI)
- Representation Index (RI)

Recent studies used four measures to compare Educational Equity and Public Policy in 16 countries. It may be noted that specific methodological characteristics of each EFA indicator and disparity measure may depict gaps and disparities in education in a different manner. Hence they should be interpreted with care.

1. Range ratio

The range ratio is the simplest way to illustrate disparities. It is calculated by dividing the highest value of an EFA indicator by the lowest value among the geographic regions, population groups or even among schools or classes within a country. When there is no disparity - that is, when the highest value equals the lowest value - the range ratio will be 1. Range ratios that are greater than 1 indicate the existence of disparity, and the higher the range ratio, the greater the degree of disparity. One should nonetheless keep in mind that range ratios do not take into account how the EFA indicator values are distributed in between the highest and the lowest values, and that the possible occurrence of exceptionally abnormal extreme values can distort the disparity picture.

2. Coefficient of variation

The coefficient of variation measures variability of an indicator around its mean value. It is calculated by taking the standard deviation and dividing it by the mean. Perfect equity would

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result in a coefficient of variation of 0.00, whereas higher values would signify greater disparities or inequities.

3. **McLoone Index/Adjusted McLoone Index**

The McLoone Index can be used to examine the distribution of expenditure per pupil and is calculated by taking the sum of expenditure per pupil for each region below the median, and dividing this by the sum that would exist if each region below the median had expenditure per pupil equal to the median. The McLoone Index can have values ranging from 0 to 1, with the value 1 indicating perfect equality.

Taking expenditure per pupil, the McLoone Index increases as expenditure per pupil in regions below the 50th percentile approaches the median expenditure; it decreases as expenditure per pupil in these regions falls further from the median.

In the case of pupil/teacher ratios, the regions of interest are those above the median. The adjusted McLoone Index can be used, which takes the sum of pupil/teacher ratios for each region above the median and dividing it by the sum that would exist if each region above the median had pupil/teacher ratios equal to the mean. An index value of 1 indicates perfect equality while higher values suggest greater divergence from equality.

4. **Gini coefficient of education inequality**

The Gini coefficient is most commonly used as a measure of inequality of income distribution or inequality of wealth distribution. In the present context, we are measuring inequality of distribution of the number of years of school education attained by individuals.

This method first constructs the education Lorenz curve, with the cumulative percentage of income (e.g., the schooling years) on the vertical axis, and the cumulative percentage of the population on the horizontal axis. The diagonal forty-five-degree line is the egalitarian line, for it represents a perfect equality of income (e.g., schooling). The Gini coefficient is defined as the ratio of the area between the Lorenz curve of distribution and the egalitarian line, to the entire area under the egalitarian line (see Figure A).

\[
\text{GINI} = \frac{\text{Area of A (between the egalitarian line and Lorenz)}}{\text{Area of OWQ (the entire triangle below the egalitarian line)}}
\]

---

The Gini coefficient ranges between 0, where there is perfect equality, and 1 where there is perfect inequality. Thus, a low Gini coefficient indicates more equal distribution of values of an EFA indicator among regions or population groups, whereas a high Gini coefficient indicates more unequal distribution. These can also be visually observed from the Lorenz curve chart, where a derived Lorenz curve that is close to the diagonal egalitarian line denotes higher equality than one that is far from the egalitarian line.

For an explanation on how to calculate the Gini coefficient, you may wish to consult the lecture notes provided by the Department of Economics, School of Oriental and African Studies, University of London.³⁰

For an illustration of how to calculate the Gini coefficient using a calculation template (MS Excel software) and data on school education attainment of individuals (e.g., population census and household surveys, such as living standards survey, labour force survey), see the UIS-AIMS website at www.unescobkk.org/aims.

³⁰ See http://mercury.soas.ac.uk/users/sm97/teaching_intro_qm_notes_gini_coefficient.htm.
ANNEX 3 – Mathematical Calculations for EFA MEA Indicators

Gross Enrolment Ratio (GER) in Early Childhood Care and Education Programmes (Indicator 1.2.1)

**Method of calculation**
Divide the number of children enrolled in ECCE programmes, regardless of age, by the population in the relevant official age group (otherwise the age group 3 to 5) in a given school-year, and multiply by 100.

\[
\text{GER}_{EC}^t = \frac{E_{EC}^t}{P_{EC}^t} \times 100 \quad \text{or} \quad \text{GER}_{EC}^t = \frac{E_{EC}^t}{P_{3-5}^t} \times 100
\]

Where:

- \( \text{GER}_{EC}^t \) = Gross enrolment ratio in ECCE programmes in school-year \( t \)
- \( E_{EC}^t \) = Number of children enrolled in ECCE programmes in school-year \( t \)
- \( P_{EC}^t \) = Population in relevant official age-group concerned with ECCE in school-year \( t \)

Percentage of New Entrants to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme (Indicator 1.2.2)

**Method of calculation**
Divide the number of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme by the total number of new entrants to primary Grade 1 in a given school year, and multiply by 100.

\[
\%\text{NE}_{LEC}^t = \frac{\text{NE}_{LEC}^t}{\text{NE}^t} \times 100
\]

Where:

- \( \%\text{NE}_{LEC}^t \) = Percentage of new entrants to Grade 1 of primary education in school-year \( t \) who have attended some form of organized ECCE programme
- \( \text{NE}_{LEC}^t \) = Number of new entrants to Grade 1 of primary education in school-year \( t \) who have attended some form of organized ECCE programme
- \( \text{NE}^t \) = Total number of new entrants to primary Grade 1 in school-year \( t \).

Public current expenditure on ECCE as (a) a percentage of GNP, and (b) per child as a percentage of GNP per capita (Indicator 1.3.3)

**Method of calculation**
(a) Divide public current expenditure on ECCE in a given year by the GNP for the same year, and multiply by 100.
\[ \%PCXE_{\text{GNP}} = \frac{PCXE}{GNP} \times 100 \]

(b) Divide per pupil public current expenditure on ECCE in a given year by the GNP per capita for the same year and multiply by 100.

\[ \%PCXE_{\text{GNP}} = \frac{PCXE}{E} \times \frac{GNP}{P} \times 100 \]

Where:

\%PCXE_{\text{GNP}} = Public current expenditure on ECCE as a percentage of GNP

\%PCXE_{\text{GNP}} = Public current expenditure per child of ECCE as percentage of GNP per capita in financial year \( t \)

PCXE = Public current expenditure on ECCE in financial year \( t \)

GNP = Gross National Product

E = Total enrolment in ECCE in school-year \( t \)

P = Total national population in year \( t \)

**Percentage of Late and Early Starters (referred to in Indicator 2.2.2)**

**Method of calculation**

Divide the number of new overage/underage entrants by the number of new entrants in a given school-year, and multiply by 100.

\[
\text{Percentage of late starters} = \frac{\text{New entrants to the first grade of primary education with ages over the official school admission age in school-year } t}{\text{Number of new entrants to the first grade of primary education (all ages) in school-year } t} \times 100
\]

\[
\text{Percentage of early starters} = \frac{\text{New entrants to the first grade of primary education with ages under the official school admission age in school-year } t}{\text{Number of new entrants to the first grade of primary education (all ages) in school-year } t} \times 100
\]
ANNEX 4 – Technical Note on Internal Efficiency and Student Flow Model

The assessment of internal efficiency and wastage in education uses techniques similar to those from cohort analysis in demography. A cohort is defined as a group of persons who jointly experience a series of specific events over a period of time. Accordingly, we may define a “school cohort” as a “group of pupils (or students) who join the first grade of a given cycle in the same school year, and subsequently experience the events of promotion, repetition, dropout or successful completion of the final grade, each in his/her own way”.

There are three ways to analyze educational internal efficiency by means of the cohort student flow method, depending on the type of data collected. These methods are as follows: true cohort, apparent cohort, and reconstructed cohort.

The ideal way to obtain a precise assessment of wastage is through the use of the true cohort method, which involves either longitudinal study in monitoring the progress of a selected cohort of pupils through the educational cycle, or through retrospective study of school records in order to retrace the flows of pupils through the grades in past years. This method, however, is more costly and time-consuming and requires a good and reliable school-records system based on some sort of individualized pupil/student information. For this reason, this method is not yet generalized.

In the absence of individualized pupil/student information, internal efficiency in education can be assessed based on data for repeaters by grade together with enrolment by grade for at least two consecutive years using either the apparent or reconstructed cohort method.

The apparent cohort method is applied when there are no data on repeaters. Then enrolment in Grade 1 in a particular year is compared with enrolment in successive grades during successive years and it is assumed that the decrease from each grade to the next corresponds to wastage. This method, the most commonly used so far, produces very approximate estimates of dropout. It, however, assumes that pupils are either promoted or else drop out of the school system. Repetition as a factor of paramount importance is overlooked. This method is nevertheless appropriate for countries applying automatic promotion.

A more pertinent and commonly used method is the reconstructed cohort method, which places less demand on the availability of detailed data over time. To apply this method, data on enrolment by grade for two consecutive years and on repeaters by grade from the first to second year will be sufficient to enable the estimation of three main flow rates: promotion, repetition and dropout. Once obtained, these rates may be analyzed first by grade to study the patterns of repetition and dropout. Then they are used in a reconstructed pupil-cohort flow to derive other indicators of internal efficiency.

The term “efficiency” is borrowed from economists. It is defined as the optimal relationship between inputs and outputs. An efficient activity is one in which an optimum output is obtained for a given minimum input. Educational planners have adapted the term to an education system.

The concept of the pupil year is a convenient, non-monetary way of measuring inputs. One pupil year stands for all the resources spent to keep one pupil in school for one year. It represents, therefore, one year’s worth of education and accompanying expenditure. Two pupil years, for example, represent the resources needed to keep one pupil in school for two years. If a pupil repeats a grade, he is getting only one year’s worth of education, but consuming two year’s worth of expenditure. If it takes six years to qualify for a certain diploma, a pupil who has dropped out of school after only three years has used three year’s worth of expenditure but failed to obtain the qualifying diploma. In the analysis of efficiency, repeaters and dropouts represent wastage.
Therefore, as pupils flow through the educational cycle, inputs are defined and measured in terms of pupil years. By dividing total expenditure on education by total pupil years, an estimate of unit cost (cost per pupil) can be obtained. Inversely, by multiplying pupil years by unit cost (cost per pupil), the total cost can be estimated.

**Pupil flow through the education system**

It is possible to trace the flow of pupils through the educational cycle at the primary level, and apply the same analysis for secondary grades. The principle of analysis is the same for all levels. The objectives set for each level are compared with the results of the cohort analysis to see whether or not objectives have been met.

Three key rates are used to analyze the flow of pupils through the system: promotion, repetition and dropout rates.

**Calculation of flow rates**

What has happened to pupils enrolled in a particular grade the previous year? Three possible and mutually exclusive events might have occurred:

- a pupil may have been promoted to the next higher grade
- a pupil may have repeated the same grade he/she was attending the previous year
- a pupil may have abandoned schooling (left school for some reason)

Successful pupils might have gone through the cycle and graduated from the final year of the cycle. This is illustrated below:

Promotion, repetition and dropout rates are the three paths of student flow from grade to grade and they characterize the efficiency of the education system in producing graduates. These rates are therefore used for evaluation, monitoring and projection of the efficiency of student flow in an education system.
ANNEX 5 – Gender Lens

What is a Gender Lens?

Think of a gender lens as putting on spectacles. Out of one lens of the spectacles, you see the participation, needs and realities of women. Out of the other lens, you see the participation, needs and realities of men. Your sight or vision is the combination of what each eye sees.

Gender is about relationships between men and women. Gender equality is about equal valuing of women and men - of their similarities and their differences. We need equal, respectful partnerships between men and women to have happy, healthy families and communities in the same way that we need both eyes to see best.

A gender lens can be many things. A form of gender lens that is gaining popularity is a tool that governments and NGOs can use in their regular operations. (Thus a gender lens for training programmes would be used every time you develop training. A gender lens for planning could be used for developing each annual work plan. A gender lens for research and surveying can be routinely used in data collection.)

This operational gender lens often has these characteristics:

- It is a list of questions, a checklist or a list of criteria.
- It is routinely used (see above examples).
- It is created in a participatory manner by those who will use it.
- It is recorded in words or in pictures where literacy is low.
- At least two copies are always kept in the same place in your organization’s files so people can find the gender lens to use it.
- The key people who do planning and programme development are given copies of the gender lens and orientation in why and how to use it. (e.g., senior management staff and planners, pertinent stakeholders).
- A gender lens usually contains less than 10 points.
- Each point focuses on the distinct realities of men and women.
- Where appropriate, the distinct realities of girls and boys are included.
- Many gender lenses include: planning, implementing, monitoring and evaluating. Other gender lenses focus strictly on one of these functions. (For example, a gender lens can be used for monitoring the gender sensitivity of communication tools like posters, brochures, street theatre, etc. Another gender lens can be created to guide project evaluators, etc.)

**It is useful to add artwork to the Gender Lens, make copies on coloured paper, then laminate it. The lamination gives it durability. The colour makes it attractive and easy to find in offices that are usually piled with white paper.
Gender Lens for education projects

- Are men and women fully involved in the needs assessment and design, implementation, monitoring and evaluation?
- Will the needs assessment explore the distinct needs of women and men (girls and boys)?
- Are the risks, high-risk behaviours and vulnerabilities of men and women (boys and girls) in the target group being appropriately addressed?
- Does the project include women and men (girls and boys) who are disadvantaged?
- Does the project have gender-disaggregated baseline data, gender objectives, expected gender equality results and related indicators?
- If the project involves training:
  - Will the “life experience” of the female and male learners be valued in the training?
  - Will the content and methods be appropriate for male and female learners?
  - Will female and male learners be able to use the knowledge/skills gained in the local labour market, in their communities or in their homes?
  - Will there be a gender balance of both trainers and learners?
- Will men and women be equal participants, decision-makers and beneficiaries?
- Does the monitoring checklist include clear gender mainstreaming requirements and gender-disaggregation of information?
- Does the project implementer have a gender-responsive organizational culture and a track record of empowering men and women (boys and girls)? If not, will the project implementation team be given gender training and be assisted to develop project-specific gender guidelines prior to the start of the project?
- Examples of project implementers: NGOs, education research groups, community learning centres, parent-teacher organizations, teacher training colleges, school management teams, curriculum development teams.

** This Gender Lens was created by the GENIA Network of Asian Ministry of Education Gender Focal Points - 2003

31 Seek a gender balance in participants. Where a gender balance is not possible, seek a critical mass of both women and men. A “critical mass” is a large enough number to influence decision-making.
32 Examples of high-risk behaviours are behaviours that put children at risk of being infected with HIV/AIDS, being pulled into drug use or prostitution, being vulnerable to violence or child labour.
33 An organization with a gender-sensitive culture equally values the knowledge and skills of women and men and facilitates them being partners in decision-making. It employs, promotes and builds capacity of both. Men and women receive equal pay for equal work.
Gender Lens – Measuring the child-friendliness of schools

- Are community leaders and parents equally supportive of boys and girls attending this school?
- Do community leaders and parents value female and male teachers equally?
- Does the principal treat male and female teachers the same?
- Is the school close enough for all school-age boys and girls to walk safely to it?
- Do girls and boys feel safe from bullying, discrimination and sexual harassment in this school?
- Does each boy and each girl have essential schoolbooks and materials?
- Do teachers encourage girls and boys to speak and contribute equally? Do teachers value the views of boys and girls equally?
- If the school has more than one teacher, are there female teachers who can be role models for girls and male teachers who can be role models for boys?
- Does the curriculum reflect the lives of boys and girls?
- Does the class go into the community? Or, are community women and men with special knowledge or skills brought into the class as resources?
- Do boys and girls feel confident in making subject choices that may not be traditionally male or female subjects?
- Do girls participate and achieve equally with boys in maths and sciences, in literature and history?
- Does the curriculum promote peace and equality for boys and girls regardless of their race, class, caste, religious or ethnic background?
- Do teacher and learner materials portray girls and boys of varying socio-economic backgrounds with equal prominence, potential and respect?
- Do extracurricular activities equally attract participation of boys and girls?
- Do teachers have relevant training and support to girls and boys on reproductive health?
- Are there activities organized by teachers or children that will create a gender-friendly culture of peace in the school? (sports, culture events, etc.)
- Will girls who get pregnant and boys or girls who are affected by HIV/AIDS be supported by the system?
- Are there well-maintained latrines for girls and boys?

**Each question opens the door for exploring “why” there are gender differences.**
Gender Lens to create curriculum and textbooks free of gender bias

- Is the steering committee composed of equal numbers\(^{34}\) of women and men who are gender-sensitive?
- Will the needs assessment equally involve boys and girls so both their needs and interests are identified?
- Are the subject experts in each sub-committee properly trained in gender sensitization?
- Do the topics and outline of the curriculum and learner materials fulfill the needs of boys and girls?
- Do the topics and outline of the teacher materials meet the needs of female and male teachers?
- Are gender issues taken into consideration in the workshops in which experts agree on the content of the curriculum and materials?
- Are the writers and artists gender-sensitive? Is there a gender balance of authors and artists, if available?
- Are the text, language and pictures free of gender bias?
  - Is language gender inclusive?
  - Do the exercises and stories feature girls and boys equally and reflect their life experience?
  - Will boys and girls equally relate to the exercise questions?
  - Do the roles, responsibilities and activities of girls and boys equally reflect empowerment and decision-making?
  - Are the domestic, volunteer and community roles of boys and girls given equal space and value?
  - Are girls and boys depicted in photos and graphics with equal frequency and with equal status?
- Will equal numbers of boy and girl students be involved in the pilot testing of the curriculum and textbooks?
- Will the members of the final review committee be gender-sensitive?
- Will men and women both be trained as lead trainers in the use of the new curriculum/materials?
- Will all female and male teachers of this specific subject be trained to teach the new curriculum in a gender-responsive way?
- Will the new textbooks be available to all boys and girls?

\*\* This Gender Lens was created in a GENIA workshop of Pakistan government and non-government stakeholders in education – 2002.\*\*

\(^{34}\) If “equal numbers” do not exist, it is important to have a critical mass of women and men. A “critical mass” is a number large enough to influence decision-making.
Measuring the gender-responsiveness of Ministry of Education departments

- Are there an equal number of women and men at all levels?
- Are there equal facilities for men and women in the department?
- Are gender issues regularly on the agenda of meetings?
- Is there information and technical knowledge on gender equality and gender mainstreaming available to female and male employees?
- Is there sensitization and training in gender available for all male and female staff?
- Are women and men working together as Chief Gender Equality Officers and Gender Focal Points?
- Are there equal opportunities for promotion, and for training, of women and men?
- Is there gender-responsive policy?
- Is there full participation and decision-making by men and women in the planning and design processes?
- Are there gender benchmarks, indicators and monitoring tools?
- Are there gender-disaggregated data and a gender-disaggregated database?
- Do we have a mechanism to recognize, and give profile to, the gender progress the department makes and the people who make it happen?
Gender Lens to measure the gender responsiveness of Community Learning Centres (CLCs)

Participation:
- How many male and female learners are there in the CLC?
- What is the age group broken down by gender?
- Are the facilitators/teachers men or women?
- What do men teach? And what do the women teach?

Content:
- What courses are offered?
- What learning materials are used?
- What content do women want? And men?
- What expectations do women/men, girls/boys have of the services the CLC offers? Do they want something else, more of certain things?

Management:
- Who is in the CLC committee? Men/women...what is their status? What kind of decisions do they make? How do they consult the learners?
- How are they selected/elected?
- Who supervises the CLC and who does she/he interact with during her/his visits?

** This Gender Lens is based on inputs from the participants in a workshop in Minh Binh Province in Viet Nam in January 2004.**
Classroom Observation Tools – Guidelines for how to conduct classroom observations from a gender perspective

Use: To fill in on a visit to a school and in a classroom observation, then analyze in order to identify gender bias in the school and classroom environment and in the teaching/learning process.

Guidelines for classroom visits:

1. Divide into pairs so that no more than two people are in a classroom at a time. The presence of visitors changes students’ and teachers’ classroom behaviour; attempt to change it as little as possible by limiting the number of observers to two. Divide up tasks with your partner so that you can fill in all the charts within one class period.

2. Tell the teacher you are here to learn from her/him and her/his students as part of the workshop you are attending, so you will be writing down many things while you are there. Have your pencil/pen and worksheet ready so you can begin as soon as you sit down.
   • Take off your “teacher or supervisor hat” and put on your “researcher hat.” Your role is to watch carefully, and not judge what the teacher is doing.
   • Use what you know as an educator to help you think about what you are seeing but do not participate in the class in any way. Do not give suggestions to the teacher or participate in the class, even if you are asked.
   • Watch. Record. Take notes.

Guidelines for collecting school-level data:

1. All observers can look around the school as they are walking to and from their classrooms to take note of:
   a. images of males and females on the school walls (posters) and
   b. how spaces are used by girls and boys (e.g., football field, location and use of separate toilets).

2. One or two pairs can collect the enrollment information and data on teachers from the school director.

3. In addition to what is asked for on your observation sheet, ask “child-seeking” questions:
   a. If the school has a record of how many girls and boys have dropped out of school in the last three years, get this information.
   b. Does the school know how many children in the community are not in school and may never have enrolled (e.g., disabled children whose parents are keeping at home, children who are working and not enrolled)?
   c. Do the non-formal schools know how many students have dropped out? Re-enrolled? How many people in the community are not literate and how many are enrolled in literacy classes?

The goal is Education for ALL. This will help you understand if your schools have the necessary information to make sure that all children are enrolled in school.

35 These tables, lists of questions, and teacher/student interview questionnaires were designed by UNESCO Consultant Shirley Miske and adapted for use in consultation with Gender Focal Points in Lao PDR, Thailand, and Viet Nam in 2003.
GENDER AND EDUCATION CLASSROOM OBSERVATION TOOL

Primary School

Task Sheet #1 - Primary School Information

Ask the school manager/director or collect from school records:

1. How many students in each class and leaders in the school are females/males?

Table 1. Number of Students in the School

<table>
<thead>
<tr>
<th>Students in the School</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Class monitor/leader</th>
<th>Deputy monitor?</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>Girl or boy?</td>
<td>Girl or boy?</td>
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<tr>
<td># Students in Grade</td>
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<td># Students in Grade</td>
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<td># Students in Grade</td>
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<td># Students in Grade</td>
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<td># Students in Grade</td>
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</tr>
</tbody>
</table>

2. How many teachers in the school are females/males? Do they have similar qualifications and training?

Table 2. Number of Teachers in the School

<table>
<thead>
<tr>
<th></th>
<th>Female Teachers – Training?</th>
<th>Male Teachers – Training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
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<td>Grade 2</td>
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<td>Grade 3</td>
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<td>Grade 4</td>
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</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. a. Is the school head male or female? _________
   b. Is the deputy head male or female? _________

4. a. Do girls and boys study identical subjects? Yes No
   b. If not, what do girls study that boys do not? ___________________
   c. If not, what do boys study that girls do not? ___________________

Task Sheet #2 – Primary

1. Draw a map of the classroom. Label the front, back, door, windows, chalk board.

2. Where do the girls and boys sit?
   a. Mark “+” for girls and “o” for boys; X for the teacher. Are student seating patterns segregated according to gender?
   b. Students who sit near the teacher are often called on more frequently or receive more of the teacher’s attention. Where do girls and boys sit in the classroom in relation to
the teacher? Count the number of girls and boys who sit closest to the teacher (i.e., all students in the front row or the ten students who sit nearest to the teacher).

3. When the teacher walks around the classroom, does she or he walk near and stop to talk to the girls and boys equally?
   a. Draw a broken line to show where the teacher walks. Draw an arrow pointing to the child every time she stops to talk to a girl or a boy.
   b. After class, count how many times the teacher talks to girls and boys.

Do the pictures on the wall show equal numbers of males and females?
Look at the pictures or charts on the wall. How many pictures of females? How many pictures of males?

Table 3. Wall Posters

<table>
<thead>
<tr>
<th>Wall Posters (Total #: )</th>
<th># Females</th>
<th># Males</th>
</tr>
</thead>
</table>

Do girls and boys have equal access to materials? Count the number of books you see girls and boys using during the lesson(s) you observe. Does every child have a pen or pencil? An exercise book?

Table 4. Access to Materials

<table>
<thead>
<tr>
<th># Girls Present</th>
<th># Textbooks</th>
<th># Pencils or pens</th>
<th># Exercise books</th>
</tr>
</thead>
<tbody>
<tr>
<td># Boys Present</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task Sheet #3 - Primary

Classroom Observation

1. How many times does the teacher call on or address a girl or a boy during the lesson? Place a tic in the box. Count the tics.

2. How many times do girls or boys go to the chalkboard during the lesson?
Table 5. How Often Girls and Boys Participate in Class

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher calls on student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student goes to the board</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task Sheet #4 - Primary

Examine the textbooks.

1. Do the textbooks represent girls and boys equally and fairly?
   a. Are there equal numbers of girls and boys in the pictures? (Count the total number of girls and boys.)
   b. Are the girls and boys doing similar tasks? What are the boys doing in the pictures? What are the girls doing?

Table 6. Pictures in Textbooks

<table>
<thead>
<tr>
<th>Textbook</th>
<th># Pictures girls</th>
<th># Pictures boys</th>
<th># Times girls mentioned</th>
<th># Times boys mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td># pages:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What are girls and boys doing in the pictures?

Table 7. Activities in Thai Textbook

<table>
<thead>
<tr>
<th>What are girls doing?</th>
<th>What are boys doing?</th>
</tr>
</thead>
</table>

Are these activities all stereotyped according to gender (e.g., mothers always hold babies, boys always play soccer)?

School yard

1. Observe students on the playground at break time.
   a. What are the girls doing? What are the boys doing?
   b. Do girls and boys use the same amount of space on the playground?

2. Are there separate toilets for girls and boys? Do they all work properly?
Task Sheet #5 - Primary Interviews

Interview the teacher. Ask:

1. How many of the boys do you expect will go on to secondary school?
2. How many of the girls do you expect will go on to secondary school?
3. Think of the top two girls in the class. What work do you think they will do after they finish their education? Why?
4. Think of the top two boys in the class. What work do you think they will do after they finish their education? Why?
5. How are class leaders chosen?
6. Who is the class leader (monitor) in this class? (girl or boy)
7. What are her/his duties?
8. Who is the assistant class leader (monitor) in your class? (girl or boy)
9. What are her/his duties?
10. How are the school leaders (leader/assistant leader) chosen?
11. What are her/his duties?

(If information is available:)

Table 8. Student Achievement – The top 20 students in the class in Grade ____

<table>
<thead>
<tr>
<th># Girls</th>
<th>Mathematics</th>
<th>Language</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Interviews – Primary

Ask 5 Girls:
1. How much education do you hope to receive?
   Lower Secondary   Upper Secondary   University   Other
2. What kind of work do you want to do when you finish school?
3. What kind of work should girls/women do? Why?
   What kind of work should boys/men do? Why?

Ask 5 Boys:
1. How much education do you hope to receive?
   Lower Secondary   Upper Secondary   University   Other
2. What kind of work do you want to do when you finish school?
3. What kind of work should girls/women do? Why?
   What kind of work should boys/men do? Why?
ANNEX 6 – Questions to Assess the Inclusion of Persons with Disabilities

INVENTORY OF QUESTIONS TO ASSESS THE INCLUSION OF PERSONS WITH DISABILITIES, INCLUDING INFANTS AND CHILDREN, IN EDUCATION FOR ALL

Policy and system indicators relevant to all goals of the Dakar Framework

<table>
<thead>
<tr>
<th></th>
<th>Policy and system indicators relevant to all goals of the Dakar Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Does the Constitution specifically protect the rights of persons with disabilities?</td>
</tr>
<tr>
<td>A.1</td>
<td>Has national legislation been passed to specifically protect the rights of persons with disabilities?</td>
</tr>
<tr>
<td>A.2</td>
<td>Has anti-discrimination legislation been passed to protect the rights of persons with disabilities?</td>
</tr>
<tr>
<td>A.4</td>
<td>Has your government made a commitment to implement the UNESCAP Biwako Millennium Framework For Action Towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific (2003-2012)?</td>
</tr>
<tr>
<td>A.5</td>
<td>Does your government intend to ratify the United Nations Convention on the Rights of Persons with Disabilities?</td>
</tr>
<tr>
<td>A.6</td>
<td>Does your government have a systematic consultation process in place to consult with organizations of persons with disabilities in the development of all policy, legislation and programmes which affect children and adults with disabilities, and their families?</td>
</tr>
<tr>
<td>A.7</td>
<td>Has your government established a national Coordinating Committee or Council on Disability, which includes all sectors of government and all relevant NGOs, organizations of persons with disabilities and other civil society agencies?</td>
</tr>
<tr>
<td>A.8</td>
<td>Does your government have a policy to encourage research at tertiary institutions to develop further effective methodologies for teaching children and youth with diverse abilities?</td>
</tr>
</tbody>
</table>

Goal 1. Early Childhood Care and Education

<table>
<thead>
<tr>
<th></th>
<th>Policy/System Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Existence of national multi-sectoral early childhood policy with special reference to the inclusion of children with disabilities and their families</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Existence of comprehensive birth registration process with special measures to ensure registration of children with disabilities</td>
</tr>
<tr>
<td>1.1.3</td>
<td>Existence of early screening and identification programme, with referral system, for infants and children with disabilities, from birth</td>
</tr>
<tr>
<td>1.1.4</td>
<td>Existence of comprehensive, coordinated system of early intervention programmes for children with disabilities and their families, with service provision by Ministry of Education, Health, NGO sector, in urban and rural areas</td>
</tr>
<tr>
<td>1.1.5</td>
<td>Existence of policy to ensure children with disabilities have access to and attend regular local or community pre-schools</td>
</tr>
<tr>
<td>1.1.6</td>
<td>Existence of training and awareness programmes in identification of disability for health and community workers</td>
</tr>
<tr>
<td>1.1.7</td>
<td>Existence of training courses and career path for early intervention service providers</td>
</tr>
<tr>
<td>1.1.8</td>
<td>Existence of training courses which include disability as part of the regular curriculum for regular pre-school teachers</td>
</tr>
<tr>
<td>1.1.9</td>
<td>Existence of follow-up health services to track the progress of young children with disabilities from identification to school entry</td>
</tr>
<tr>
<td>1.1.10</td>
<td>Existence of health and community-based support services to the families of young children with disabilities, to facilitate entry into appropriate early intervention, pre-school and school services, with assistance provided in the transition from one service to the next</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Additional EFA MEA Indicators</th>
<th>Suggested disaggregation</th>
<th>Data source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>GER of children with disabilities in ECCE programmes</td>
<td>Age (0-4) and (5-8) years, Sex</td>
<td>School registers</td>
</tr>
<tr>
<td>Indicator</td>
<td>Description</td>
<td>Data Collection Sources</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>1.2.2</td>
<td>Percentage of children with disabilities in primary Grade 1 who have attended early intervention or pre-school programmes</td>
<td>School registers</td>
<td></td>
</tr>
<tr>
<td>1.2.3</td>
<td>Home-based early intervention programmes as a percentage of all home-based and centre-based early intervention programmes</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
<tr>
<td>1.2.4</td>
<td>Public expenditure on early intervention programmes as a percentage of total public expenditure on ECCE</td>
<td>Budget reports</td>
<td></td>
</tr>
<tr>
<td>1.2.5</td>
<td>Percentage of trained teachers/caregivers in early intervention programmes</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
<tr>
<td>1.2.6</td>
<td>Percentage of children with disabilities in early intervention programmes whose parents participate in the programme</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
<tr>
<td>1.2.7</td>
<td>Percentage of early intervention programmes available as part of community-based services</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
<tr>
<td>1.2.8</td>
<td>Percentage of pre-school teachers who have received training in identification and intervention strategies for working with young disabled children as part of their regular pre-school training</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
<tr>
<td>1.2.9</td>
<td>Percentage of pre-school teachers who receive support from specialist teachers trained in the area of childhood disabilities</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
<tr>
<td>1.2.10</td>
<td>Percentage of early intervention services provided by government compared with provision by NGO and private providers</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2: Universal Primary Education**

2.1 **Policy/System Indicators**

<table>
<thead>
<tr>
<th>Sub-indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Has legislation been passed mandating education for all children?</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Does education legislation explicitly include children with disabilities?</td>
</tr>
<tr>
<td>2.1.3</td>
<td>Has any specific legislation been passed mandating education for children/persons with disabilities? When was it passed? Is it actively enforced?</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Are children with disabilities explicitly included in all national policy and plans for education,</td>
</tr>
</tbody>
</table>
including national plans on EFA for the Dakar Framework for Action?

<table>
<thead>
<tr>
<th>2.1.5</th>
<th>Does national policy support an inclusive education system, which enables children with disabilities to attend their local primary school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.6</td>
<td>Does national policy support an education system in which children with disabilities are educated in special (separate) schools and in regular inclusive schools?</td>
</tr>
<tr>
<td>2.1.7</td>
<td>Is there any multi-sectoral collaboration in the provision of education to children with disabilities? Please give details</td>
</tr>
<tr>
<td>2.1.8</td>
<td>Does national policy allow for the provision of education to children with disabilities by NGO and private agencies?</td>
</tr>
<tr>
<td>2.1.9</td>
<td>Is all education for children with disabilities, including provision by non-government agencies, coordinated by the Ministry of Education?</td>
</tr>
<tr>
<td>2.1.10</td>
<td>Is educational policy and planning formulated in consultation with families and organizations of persons with disabilities?</td>
</tr>
<tr>
<td>2.1.11</td>
<td>Are five-year national targets set and monitored for the enrolment of children with disabilities in early intervention programmes, pre-school, primary, secondary and post-school education, with a goal of achieving 75 per cent of children with disabilities in primary school by 2012?</td>
</tr>
<tr>
<td>2.1.12</td>
<td>Is there a policy to ensure that all school buildings are accessible to children with disabilities? Is this policy implemented and enforced?</td>
</tr>
</tbody>
</table>

**Administration and implementation practices**

| 2.1.13 | Is training and awareness raising conducted with public officials, including educational and school administrators, and teachers, to prepare the school system for inclusive education, with the clear understanding that all children have the right to attend school and that it is the responsibility of the education system and the school to accept all children and accommodate differences in learners? |
| 2.1.14 | Is action taken to raise public awareness and to inform families of children with disabilities, schools and local communities, of the right of children and youth with disabilities to participate in education at all levels, in urban and rural areas, and with particular emphasis on the inclusion of girls with disabilities where there is a gender imbalance in school attendance? |
| 2.1.15 | What action is taken to find out-of-school children with disabilities and to ensure their enrolment in school? |
| 2.1.16 | What procedures do you have in place to facilitate the movement of children with disabilities from special schools to regular inclusive schools? |
| 2.1.17 | Do you have guidelines to determine which children with disabilities will be included in regular schools, or are all children accepted? |

**Budgetary policy**

| 2.1.18 | Is there a defined budgetary allocation for the education of children with disabilities in regular schools? |
| 2.1.19 | Is the money allocated as part of the regular education budget? |
| 2.1.20 | Is there a separate budgetary allocation for special separate schools? |
| 2.1.21 | Is the budget for special schools allocated as part of the regular education budget? |
| 2.1.22 | Does the budget provide for specific forms of support to children with disabilities, e.g., support teachers, specialist teachers, specialist teaching devices and materials? |
| 2.1.23 | Does the regular education budget include provisions for the availability of appropriate and accessible teaching materials, equipment and devices? |

**Disability statistics, database and definitions**

**Disability definition**

| 2.1.24 | What is the official definition of disability used in your country? |
| 2.1.25 | Is there an “official” definition or is the term defined differently in different Ministries, e.g. Ministry of Education, Bureau of Statistics, Ministry of Health, etc? |
| 2.1.26 | Is the WHO International Classification of Functioning, Disability and Health (ICF) used in your country for census, household survey or other disability data collection activities? |
| 2.1.27 | What categories of disability do you include in your definition of disability? |
| 2.1.28 | Are the same categories used in the education system and in schools? Please provide information on your category system for children with disabilities |

**Disability statistics**

| 2.1.29 | Does your government have a system to collect data and statistics on persons with disabilities of all ages? |
### 2.1.30 Are disability data disaggregated by disability category, age, gender, urban/rural, socio-economic status, employment, social security, etc?

### 2.1.31 Are data collected on children with disabilities from birth?

### 2.1.32 Are steps taken to ensure that the birth registration process reliably includes all children with disabilities?

### 2.1.33 Does the Ministry of Education collect data and statistics on children with disabilities in the education system?

### 2.1.34 What categories of disability are used for data collection of children with disabilities in the education system?

### 2.1.35 What institutions, governmental organizations or NGOs, collect data on children with disabilities in the community and in the school system?

### 2.1.36 Does the government, including the Ministry of Education and other relevant ministries, as well as relevant non-government agencies, collect comprehensive data on children with disabilities from birth, for use in planning appropriate early intervention, primary, secondary, vocational training and tertiary education opportunities for children and youth with disabilities?

### 2.1.37 Does the government have data on the total number of children with disabilities of school age, both those in school and out of school?

### 2.1.38 Do school entry registration forms identify children with disabilities? What categories are used in these registration forms?

#### National education and EFA monitoring procedures and process

### 2.1.39 Are children with disabilities identified as a separate group in the national education and EFA monitoring process?

### 2.1.40 What method is used to measure increase or decrease in enrolments of children with disabilities in the education system and in schools?

### 2.1.41 On what basis do you formulate policies to improve access and performance of children with disabilities in the education system?

#### Teacher education and training

### 2.1.42 Do your regular teacher training courses provide training for all teacher trainees who will teach in the regular school system, which includes the skills, attitudes, knowledge and expertise needed to teach children with diverse abilities in the regular classroom? What entry qualifications are required?

### 2.1.43 Do you have separate training courses for teachers who will teach in special schools? What entry qualifications are required?

### 2.1.44 Do you provide comprehensive in-service training for all teachers, which include methodology and techniques for teaching children with diverse abilities?

### 2.1.45 Do you use a system of school-to-school in-service training to prepare new schools for teaching children with a diverse range of disabilities?

### 2.1.46 Do you encourage suitable candidates with disabilities to enter teacher training?

### 2.1.47 Do you provide teacher training to prepare specialist, support and resource teachers to provide support and assistance to regular class teachers who have children with diverse abilities in their classes?

### 2.1.48 Does regular teacher training include skills and knowledge in the following areas: development of flexible curriculum, teaching and assessment strategies; child-centred and individualized teaching strategies?

### 2.1.49 Do you employ any untrained teachers?

### 2.1.50 Do you have a systematic plan to ensure that within a certain time frame all teachers will receive in-service training which prepares them to teach children with a diverse range of abilities?

### 2.1.51 Is the budget for teacher training, including the training of any specialist teachers, part of the regular education budget?

### 2.1.52 Does the Ministry of Education determine the curriculum in teacher training courses at colleges and universities where teacher training takes place to ensure that curriculum includes training in the skills and expertise needed to teach children with diverse abilities in inclusive regular schools and classes?
### 2.2 Additional MEA Indicators

<table>
<thead>
<tr>
<th></th>
<th>Additional MEA Indicators</th>
<th>Suggested disaggregation</th>
<th>Data source</th>
</tr>
</thead>
</table>
| 2.2.1 | New entrants with disabilities as a proportion of new entrants in primary education     | • Sex  
  • Disability category  
  • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation | Annual school census |
| 2.2.2 | GER of children with disabilities in:  
  • primary education  
  • secondary education | • Sex  
  • Disability category  
  • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation | Annual school census |
| 2.2.3 | NER of children with disabilities in:  
  • primary education  
  • secondary education | • Sex  
  • Disability category  
  • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation | Annual school census |
| 2.2.4 | Repetition rate of children with disabilities by grade in primary education | • Sex  
  • Disability category  
  • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation | Annual school census |
| 2.2.5 | Survival rate of children with disabilities to Grade 5 | • Sex  
  • Disability category  
  • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation | Annual school census |
| 2.2.6 | Transition rate to secondary education for children with disabilities | • Sex  
  • Disability category  
  • Geographic region  
  • Urban/rural  
  • Other social and economic disaggregation | Annual school census |
| 2.2.7 | Percentage of trained teachers in primary education who have received some training on teaching children with diverse abilities | • Sex  
  • Geographic region  
  • Urban/rural  
  • Public/private  
  • Regular school/special school  
  • Other social and economic disaggregation | Special surveys, reports and inclusion of items on disabilities in standard surveys |
| 2.2.8 | Designated expenditure on the education of children with disabilities in primary education as a percentage of total public expenditure in primary education | | Budget reports |
## 2.2.9 Dropout rate for children with disabilities

- Sex
- Disability category
- Geographic region
- Urban/rural
- Other social and economic disaggregation

**Source:** Annual school census

## 2.2.10 Percentage of inclusive education schools which enroll children with disabilities as a percentage of all primary schools

- Geographic region
- Urban/rural
- Public/private

**Source:** Annual school census

## 2.2.11 Existence of a child-seeking strategy which includes or focuses specifically on finding children with disabilities

- Sex
- Disability category
- Geographic region
- Urban/rural
- Other social and economic disaggregation

**Source:** Special surveys, reports and inclusion of items on disabilities in standard surveys

## 2.2.12 Percentage of children with disabilities who receive education in public schools compared with private and NGO sector

- Geographic region
- Urban/rural
- Public/private

**Source:** Special surveys, reports and inclusion of items on disabilities in standard surveys

## 2.2.13 Percentage of schools which are fully accessible for children with disabilities

- Geographic region
- Urban/rural
- Public/private

**Source:** Special surveys, reports and inclusion of items on disabilities in standard surveys

## 2.2.14 Number of primary schools where teachers use:

- flexible curriculum
- flexible teaching and assessment strategies
- child-centred and individualized teaching strategies

- Geographic region
- Urban/rural
- Public/private

**Source:** Special surveys, reports and inclusion of items on disabilities in standard surveys

## 2.2.15 Number of primary schools where regular teachers receive some form of support to help them teach children with diverse abilities. Support may take the form of:

- special education centre
- resource centre
- specialist support teacher
- peer support

- Geographic region
- Urban/rural
- Public/private

**Source:** Special surveys, reports and inclusion of items on disabilities in standard surveys

## 2.2.16 Number of primary schools which are equipped to provide appropriate and accessible teaching materials, equipment and devices for children with disabilities

- Geographic region
- Urban/rural
- Public/private

**Source:** Special surveys, reports and inclusion of items on disabilities in standard surveys

### Goal 3. Life Skills and Lifelong Learning

#### 3.1 Policy/System Indicators

3.1.1 A coordinated multi-sectoral TVET policy which specifically includes the needs of youth and adults with disabilities

3.1.2 A transition programme to assist children and youth with disabilities in their transitions from pre-school to school, primary school to secondary school, secondary school to vocational training programmes, employment or to tertiary education

3.1.3 A programme of pre-vocational training which specifically includes the needs of children and youth with disabilities, starting in late primary school and continuing in secondary school

3.1.4 Teachers trained in teaching methodology which focuses on competency based teaching and outcomes-based learning

3.1.5 NFE system does not act as substitute education system for school-aged children with disabilities who have the right to attend formal school
### Additional EFA MEA Indicators

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Suggested Disaggregation</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Literacy rate for youth with disabilities (age 15-24)</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Disability category</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Geographic region</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Urban/rural</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other social and economic disaggregation</td>
<td></td>
</tr>
<tr>
<td>3.2.2</td>
<td>Enrolment rate of youth with disabilities in TVET</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Disability category</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Geographic region</td>
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<td>• Other social and economic disaggregation</td>
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<tr>
<td>3.3.3</td>
<td>Transition rate between primary, secondary systems and secondary to higher education systems for children with disabilities</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Other social and economic disaggregation</td>
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<tr>
<td>3.3.4</td>
<td>Youth unemployment rate for youth and adults with disabilities</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Other social and economic disaggregation</td>
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<tr>
<td>3.3.5</td>
<td>Participation rate of young people and adults with disabilities in accredited NFE programmes</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Other social and economic disaggregation</td>
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<tr>
<td>3.3.6</td>
<td>Knowledge of HIV prevention practice among young people and adults with disabilities</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Other social and economic disaggregation</td>
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</tr>
<tr>
<td>3.3.7</td>
<td>Percentage of trainers involved in vocational training programmes who have been trained to work with persons with disabilities</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Geographic region</td>
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<td>• Other social and economic disaggregation</td>
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<tr>
<td>3.3.8</td>
<td>Participation of staff providing training and providing employment services for young people, including people with disabilities, who have received appropriate training to increase their competency to work with people with disabilities</td>
<td>• Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Geographic region</td>
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<td>• Other social and economic disaggregation</td>
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<tr>
<td>3.3.9</td>
<td>Support services available to help persons with disabilities participate in mainstream vocational</td>
<td>• Geographic region</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>• Urban/rural</td>
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</tbody>
</table>
### Goal 4: Literacy

#### 4.1 Policy/System Indicators

<table>
<thead>
<tr>
<th>4.1.1</th>
<th>Persons with disabilities included in legislation/policy on the right to literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.2</td>
<td>Special policy promoting the inclusion of persons with disabilities in non-formal literacy programmes and courses, with appropriately trained teachers and accessible materials</td>
</tr>
<tr>
<td>4.1.3</td>
<td>Teacher training policy to ensure that teachers in the school system are competent to teach literacy skills to children with disabilities in accessible formats, e.g., braille for visually impaired, sign language for hearing impaired, simple language for children with intellectual impairment</td>
</tr>
<tr>
<td>4.1.4</td>
<td>Literacy policy monitoring system requires that data be collected on the literacy rates of children, youth and adults with disabilities</td>
</tr>
</tbody>
</table>

#### 4.2 Additional EFA MEA Indicators

<table>
<thead>
<tr>
<th>4.2.1</th>
<th>Adult literacy rate of persons with disabilities (age 15+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.2</td>
<td>Youth literacy rate for persons with disabilities (age 15 to 24)</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Gender Parity Index for adult literacy with reference to persons with disabilities</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Number of teachers trained in appropriate methodology to teach children with disabilities in primary school</td>
</tr>
<tr>
<td>4.2.5</td>
<td>Number of teachers trained to teach persons with disabilities in NFE literacy programmes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested disaggregation</th>
<th>Data source</th>
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</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
</tr>
<tr>
<td>Disability category</td>
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<td>Other social and economic disaggregation</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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<td>Public/private</td>
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<td>Other social and economic disaggregation</td>
<td>Special surveys, reports and inclusion of items on disabilities in standard surveys</td>
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</tbody>
</table>
| 4.2.6 | Number of persons with disabilities participating in literacy programmes | • Sex  
• Disability category  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation | Special surveys, reports and inclusion of items on disabilities in standard surveys |
| 4.2.7 | Number of completers with disabilities out of the total learners with disabilities in literacy programmes | • Sex  
• Disability category  
• Geographic region  
• Urban/rural  
• Other social and economic disaggregation | Special surveys, reports and inclusion of items on disabilities in standard surveys |
| 4.2.8 | Existence of a strategy to find and encourage persons with disabilities to attend literacy programmes | | Special surveys, reports and inclusion of items on disabilities in standard surveys |
| 4.2.9 | Existence of a mechanism for consultation with organizations of persons with disabilities in order to find and encourage persons with disabilities to participate in literacy programmes | | Special surveys, reports and inclusion of items on disabilities in standard surveys |
| 4.2.10 | Data collected on literacy rate of young people and adults with disabilities | | Special surveys, reports and inclusion of items on disabilities in standard surveys |