Guidelines for the Asia and Pacific Education for All Mid-Decade Assessment :

Identifying and Reaching the Unreached

UNESCO

Education for All
Asia and the Pacific

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Acronyms

AIMS	Assessment, Information Systems, Monitoring and Statistics Unit
AIR	Apparent Intake Rate
ASER	Age-Specific Enrolment Rate
DHS	Demographic and Health Survey
DPT	Diphtheria, Pertussis, Tetanus (vaccine)
DR	Dropout Rate
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA	Education for All
EPI	Expanded Programme on Immunization
GDI	Country Gender Development Index
GDP	Gross Domestic Product
GEM	Gender Empowerment Measure
GER	Gross Enrolment Rate
GNP	Gross National Product
GPI	Gender Parity Index
GR	Graduation Rate
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
LAMP	Literacy Assessment and Monitoring Programme
LCP	Literacy Country Action Plan
LIFE	Literacy Initiative for Empowerment
LSMS	Living Standards Measurement Survey
MDA	Mid-Decade Assessment
MICS	Multiple Indicators Cluster Surveys
NA	Needs Assessment
NER	Net Enrolment Rate
NGO	Non-governmental Organization
NIR	Net Intake Rate
OECD	Organization for Economic Co-operation and Development

PCR	Pupil-class Ratio
PISA	Programme for International Student Assessment
PR	Promotion Rate
PRSP	Poverty Reduction Strategy Paper
PTR	Pupil-Teacher Ratio
RI	Representation Index
RR	Repetition Rate
SLE	School Life Expectancy
TIMSS	Trends in International Mathematics and Science Study
UIS	UNESCO Institute for Statistics
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Funds
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UPE	Universal Primary Education
WHO	World Health Organization

VI   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

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1. Introduction

Guidelines for the Asia and Pacific Mid-Decade Assessment: Identifying and Reaching the Unreached was endorsed in principle during the Regional Thematic Working Group on EFA meeting in Bangkok on 27 July 2006. The Guidelines are the outcome of a series of events, meetings and support teams working jointly over the past year. It is the result of a partnership, with UNESCO, UNICEF and UIS working very closely at the regional level.

Just as the 2000 EFA Assessment examined the progress achieved since the 1990 Jomtien Declaration, the Mid-Decade Assessment will assess the progress and achievements of the six EFA Goals since the 2000 World Education Forum in Dakar, with focus on quality and equality in access to education and on reaching the "unreached."

In 2005, events and meetings brought together national EFA coordinators, education planners and statisticians, linguists, child development specialists, special-needs education specialists and special interest NGOs, to discuss the direction forward for national and regional assessments. Through a series of sub-regional consultation (in Samoa, in Turkmenistan and in Bangkok) and successive drafts by virtual Technical Support Groups, UNESCO, UNICEF and UIS [1] have jointly compiled these guidelines for the preparation of EFA MDA Country Reports for Asia and Pacific focusing on each of the six EFA goals that have to be achieved by 2015.

The EFA MDA will be carried out by participating countries at the sub-regional and global level to (i) assess progress in achievements of the EFA goals since they were set at the 2000 Dakar World Education Forum, (ii) identify obstacles to achieving the EFA goals, and (iii) identify the excluded or "unreached" target population. The Assessment is called "Mid-Decade" as it intends to review progress made in the period from 2000 to 2005 (most likely the latest year of available data) and refers to the decade post EFA Decade. In terms of Millennium Development Goals (MDG), the EFA MDA will allow for detailed reporting on the targets for Goals 2 and 3 and targeted planning to reach the 2015 MDG Targets.

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[1] UNESCO Regional Office, Bangkok; UNICEF Regional Offices in Bangkok, Kathmandu and Geneva and UIS AIMS in Bangkok

With the over-arching theme of disparities - identifying "un-reached" populations and areas of greatest inequity - the EFA MDA is emphasizing the need for greater disaggregation. While the Dakar EFA Reports included male/female breakdowns, and occasional references to urban-rural, the EFA MDA is expecting country reports to break data down further on the EFA MDA Core Indicators by geographic sub regions (provinces/regions/districts), by ethnicity, by private/public and by age and if possible by socio-economic status, disability and religion/caste. We realize, however, that not all countries have the same levels of disaggregated data, nor do EMIS systems report on identical goals across countries, and that therefore some flexibility is required and adaptation may be required.

The indicators contained in the EFA MDA Technical Guidelines have been divided into three types for each of the six EFA goals: Process/System; Core EFA MDA; and Additional Indicators. Process/System Indicators are new and are designed to allow countries to provide more substantive, qualitative responses in their reports on topics such partnerships, capacities and policies. The Core EFA MDA Indicators, which total approximately 45, require quantitative data sets at as many levels of disaggregation as possible. All countries are expected to report on these Core Indicators. Lastly, the Additional Indicators are for those countries which have refined EMIS data sets available, or have conducted MICS, DHS or other surveys recently, and are therefore not mandatory for all countries.

Wherever possible, indicators have been defined in lines with existing definitions with the EFA Global Monitoring Report, with MICS and DHS and with the original 18 EFA Indicators. The use of DevInfo as the platform for reporting and aggregating data is further example of partnership within the UN system as a whole. Participating countries will establish an EFA Working Group that will carry out the assessment with the assistance of the lead coordinating agencies - UNESCO and UNICEF - as well as the World Bank, the Asian Development Bank, UNDP, UNFPA, ILO, bilaterals and NGOs supporting the education sector. Moreover, all relevant stakeholders, especially those from marginalized or minority groups, from private sector and universities and from civil society should be represented in the national EFA Working Group.

The Mid-Decade Assessment will be used to 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 regions and among different target groups within a country, the assessment will also provide a comprehensive analysis of progress towards reaching the MDG 2015 targets of providing equitable access to quality education for all. The results from the Mid-Decade Assessment will 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 the EFA Mid-Term Policy Review countries will undertake in 2008.

Purpose

The Guidelines will provide a framework for the analysis of relevant indicators for the six EFA Goals through the use of disaggregated data to identify disparities. In addition to the EFA core indicators, countries should use additional available indicators, both quantitative and qualitative, to provide a more comprehensive analysis for each goal.

To better analyze the situation of groups marginalized and excluded from access to education, countries should collect and analyze data for these groups at the sub-national level. For preparation of the EFA Mid-Decade Assessment, countries should direct their activities towards reaching the excluded groups that do not have access to education or are not included in data analysis.

The target population will generally include 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 to be analyzed for the Mid-Decade Assessment will focus on several general categories, which may vary from country to country:

- **Gender**: male-female
- **Regional**: geographical and administrative units (provinces, districts, sub-national regions), urban/rural, less developed/more developed geographical units
- **Social**: caste system, occupation, socio-economic status, legal status (birth registration, citizenship)
- **Ethnic**: ethnicity, religious affiliations, language minorities
- **Vulnerable**: orphans, working children, children affected by HIV/AIDS, children affected by conflict (IDPs), very poor children, migrants
- **Disabilities**
- **Education Source** including private/public/faith based; formal/non-formal/community based.

Data collected for the six EFA goals should be disaggregated according to disadvantaged groups for each country. For instance, in addition to analyzing the gross enrolment rate (GER) for a country as an aggregate number, it should be broken down by sex, region, location, and other applicable characteristics that might reflect the disparities in education attainment. In South Asia, for example, the issues may be related to caste systems, whereas in East Asia, disparity may be closely linked to ethnicity.

Approach

The EFA MDA takes a rights-based approach to education, referring to relevant standards contained in international human rights law to assist duty-bearers (usually the National Government) in meeting their obligations and rights-holders to claim their rights. 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.

Several EFA issues are considered cross-cutting and should be considered as such when undertaking national assessment.

Gender is an issue which runs across all the EFA Goals, hence, the EFA MDA Guidelines seeks to mainstream Gender Indicators throughout the six EFA Goals, ensuring that a gender lens is brought to bear on all aspects of Education for All. In the same way, quality of education cannot be considered in isolation as it relates to all of the EFA goals. These 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 in the belief that progress in the MDA process will put countries in a very good position to report on the EFA, MDGs and other development goals in the future.

Data Sources

Since the objective of the EFA Mid-Decade Assessment is to analyze and address the situation of the excluded, it is also necessary to improve data collection beyond the standard use of the annual school survey. Thus, the additional use of household surveys, labor force surveys, population censuses, and other large-scale surveys such as the Multiple Indicators Cluster Surveys (MICS), Living Standards Measurement Survey (LSMS), and the Demographic and Health Survey (DHS) is necessary to acquire data on excluded portions of the population.

National assessment teams should consider using alternative data sources whenever possible to supplement the data currently existing in governmental information systems. This could include statistics from United Nations surveys, INGO and NGO studies and academic research. Both quantitative and qualitative data on education is critical for an overall all assessment of Education for All.

Data Set	Data Source	Related EFA Goal
Demographic data	Census – and projections made on this	1, 2, 3, 4, 5, 6,
Enrolment, Retention, Completion for ECD, Primary, Secondary, Higher Ed and Vocational	EMIS, Relevant Studies and Surveys	1, 2, 3, 5, 6
Education Personnel: Teachers, Administration	MOE Personnel Data	1, 2, 3, 4, 5, 6,
Teacher training statistics	MOE Personnel Data; Teacher Training data sets	1, 2, 3, 5, 6
Budget Breakdown for Education	MOF Annual Budget Tables, MOE Department of Finance Budget	1, 2, 3, 4, 5, 6
Nutrition status, Salt Iodization, HIV Incidence	MICS and DHS; Health MIS; Health & Nutrition Surveys	1, 3
Employment for Youth	Ministry of Labour; Labour Force Surveys	3

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 could be used to analyze disparities between different target groups:

- Range (maximum-minimum)
- Mean and median
- Ratio methods
- Gender Parity Index (GPI)
- Representation Index (RI)
- Gini Coefficient

Analysis Framework

The proposed analysis framework for the Mid-Decade Assessment is one which considers the full cycle of education planning and implementation. The analysis should consider, from the perspective of each goal, the issues of governance, policy development and agency coordination (intra and inter), resource mobilization and allocation, implementation through courses, programmes and facilities, and outcomes in terms of quality and equity. Finally, the analysis should consider impact assessment.

In considering each of these stages of the cycle, the assessment should reflect on the differential impact on all relevant sub-populations. These could include:

- Women and girls
- People with disabilities
- Ethnic and Linguistic minorities
- Socio-Economic strata, classes and castes
- Working children or child labourers
- Rural populations
- The extreme poor
- Migrants and displaced persons
- People without legal status
- Other vulnerable groups such as internally displaced persons, etc.

Types of Indicators

Discussion on the assessment of each goal contains a proposed set of three types of indicators: policy and systems indicators, core EFA MDA indicators and additional indicators. Although often nationally-specific, it is hoped that each assessment report will consider policy and systems indicators in a review of the institutional settings in place, to support the achievement of that particular EFA goal. The proposed core EFA MDA indicators are assigned to provide, to the extent possible, a standard reporting format across Asia and the Pacific. The additional indicators were recommended by national delegations and EFA partners as valuable in the assessment of each goal. National assessment taskforces are encouraged to consider application of these indicators throughout the assessment, based on relevancy to national goals and targets.

Content and Organization

The Guidelines is organized by EFA Goal. The recommended core EFA MDA indicators have been defined and explained in the context of the Mid-Decade Assessment and additional indicators have been recommended. Both quantitative and qualitative indicators have been suggested for each EFA Goal in order to construct a comprehensive picture of the progress towards that goal; however, the countries should decide on the appropriate indicators to be used for the national assessment, based on specific national goals and targets and the availability and relevance of data.

Although not all countries will have the necessary disaggregated data for each EFA Goal, national assessment teams should utilize disaggregated data whenever possible from a variety of sources to allow for a more comprehensive analysis.

Each chapter is organized in the following manner:

- **A statement of the EFA Goal** and extended narrative description of the goal and its elements.

- A series of **guiding questions** that will help clarify the goal and its explicit and implicit significance and implications for assessment at national and sub-national levels. In each chapter of these guidelines, the elements contained in each of the six goals have been broken down for individual analysis and interpretation. Individual consideration of the elements of each goal should assist in providing a clearer picture of what needs to be achieved in order to "attain" the goal. If each element of the goal is achieved, does this

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mean that the goal has been attained? And what does it mean if not all elements of the goal are attained? These are issues that should be considered when assessing how to achieve the EFA goals. The purpose of these questions is to provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which these Goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a guide in influencing national debate in building up to the preparation of the national report.

- An indication of **the core data sets required**, which identifies the minimum data needs that has to be available and how these data can be disaggregated. It also includes the possible sources of these data.

- A set of **system/process indicators** to assess, on more qualitative terms, the policy context, process and conditions in which each particular goal and implemented programme exists

- A set of endorsed core **EFA MDA indicators** for the purpose of sub-regional and regional comparison. Each country is strongly encouraged to consider all these indicators whenever possible and applicable to the national context. Each core indicator is further elaborated with an explanation of Definition and Purpose, Method of Calculation and Data Required, Possible Data Sources, Disaggregation, Interpretation, and Limitations and Constraints

- A set of **additional indicators** for consideration in undertaking the national assessment. These will 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 goal

Annexes to the Guidelines contain references to technical manuals, resources and papers. Also included are proposed tools for data collection and mathematical calculations for indicators referenced within this document.

SECTION 1

2. General Guidelines

Background

The Dakar Framework for Action adopted by the World Education Forum held in Dakar, Senegal in 2000, foresaw the need for regular monitoring and reporting of progress and gaps in the achievement of Education for All as a basis for continuous review of national policy and international support towards quality, education for all.

These General Guidelines have been prepared and endorsed by the Regional Thematic Working Group in Bangkok, Thailand to assist Governments in planning their own national assessment of Education for All. The procedures outlined here may need to be adapted to fit the particular situation of each country. However, Governments are strongly encouraged to set up as soon as possible a national assessment group with a technical sub-group (see section D).

Purpose

The EFA Mid-Decade Assessment is a major, global endeavor that aims to enable the participating countries (i) to construct a comprehensive picture of their progress towards their own EFA Goals since 2000, (ii) to identify priorities and promising strategies for overcoming obstacles and accelerating progress, and (iii) to revise their national plans of action accordingly. The results should be useful for policy makers, planners and managers both within and outside government. The assessment process will also provide an opportunity to refocus attention on the goals and targets of EFA and reinvigorate efforts to provide lifelong learning opportunities of good quality for all.

Scope: What Needs to be Reviewed?

Education for All (EFA) refers to the provision of quality lifelong learning opportunities stipulated in the "expanded vision" proclaimed in the Dakar Framework for Action adopted during the 2000 World Education Forum. Consequently, the Mid-Decade Assessment should examine public and private programmes, activities and services, both in school and out-of-school that aim to provide for the **basic learning needs** of children, youth and adults through quality educational opportunities.

It should seek to cover the six EFA goals set forth in the Dakar Framework for Action (see text box), giving particular attention to gaps in progress towards the achievement of EFA and to any disparities in the provision of education. It should also examine (i) the principal steps taken in the country since the World Education Forum in line with the Dakar Framework for Action; (ii) the implementation of EFA strategies and plans; (iii) the mobilization and use of financial and other resources for EFA; and (iv) the results obtained.

The goals set out in Dakar are designed to enable individuals to realize their right to learn and to fulfill their responsibility to contribute to the development of†their society. They are global in nature, drawn from the†outcomes of regional EFA conferences and the international development targets to which countries are already committed. 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, should set their own goals, intermediate targets and timelines within existing or new national educational plans.

> The six EFA goals in their entirety:
> 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.

National EFA Assessments

Who should participate? In accord 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 usually 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 should 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 partners 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 cooperation agencies that support EFA activities to participate in the Assessment.

Who should manage the Assessment? Drawing from experience in carrying out the Mid-Decade Review of EFA (1995-96) and EFA 2000 Assessment, it is strongly recommended that each country re-constitute or re-establish, if necessary, an **EFA Assessment Group** (committee, task force, team) led by the **National EFA Coordinator** (a senior level person released to work full-time,

with staff support), to be responsible for (i) organizing the group's work, (ii) liaising with the EFA Forum, and (iii) preparing the country's EFA assessment report. The assessment group's members should be selected on a pragmatic basis, with representatives of several government departments 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.) It is recommended that governments with an existing national EFA coordinating body assign it the important task of steering and advising the Assessment.

How should the Assessment be carried out? In planning the Assessment process, five considerations need to be taken into account: (i) how to make best use of existing information and to obtain any additional information needed (from ad hoc surveys, 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 Education for All.

Various actors may be constructively involved in the Assessment through committee work, interviews, commissioned reports and studies, position papers, questionnaires, etc. 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 could 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 (point iii above) and further technical support as necessary.

The Regional Assessment Process

All countries are invited to participate in the EFA Mid-Decade Assessment and take charge of their own national EFA assessment in line with the following calendar:

> ### Calendar of Mid-Decade Assessment Activities in the Asia and the Pacific Region
>
> **2006**
> - First Quarter: prepare and distribute guidelines and generic national report template; global strategy meeting and launch of national assessment
> - Second Quarter: advisory and technical assistance missions and national workshops
> - Third Quarter: sub-regional peer review of draft policy reports and data compilation and analysis workshop
> - Fourth Quarter: draft national data and policy analysis reports
>
> **2007**
> - First Quarter: penultimate draft national reports (technical working document)
> - Second Quarter: final national reports approved and released by governments
> - Third Quarter: sub-regional peer review of draft sub-regional synthesis reports
> - Fourth Quarter: regional synthesis report
>
> **2008**
> - Mid-term regional policy review

Reporting

Reporting the results of the national Assessment can be useful in building public awareness and in shaping public policy. A "reporting strategy" should be seen as an important part of the Assessment. Several versions of the Assessment report may be envisaged, e.g. a full technical report with detailed data analyses for planners and senior administrators; a narrative report stressing policy implications for the Cabinet, the Council of Ministers, the Parliament, the National Education Council, etc.; and a summary version or 'People's Report', using non-technical language for the press, local school committees, and the interested public.

In addition, Governments are requested to report their principal findings to the Regional Thematic Working Group on EFA, which will analyze all the country reports with a view to establishing a regional picture of progress toward Education for All and drawing conclusions for consideration by the international community.

Please note that Members States should continue to use existing channels for reporting education statistics to UNESCO. The Mid-Decade EFA Assessment will utilize 'raw' data[2] used by Member States for their own internal analysis as this data are not ISCED standardized and UIS quality-controlled and therefore may not be appropriate for comparison across countries with different education structures.

First steps for countries undertaking an Assessment

- Reconvene the EFA Assessment Group
- Appoint a Technical Sub-Group
- Communicate the National EFA Coordinator's name, title, postal and e-mail address, telephone and fax numbers to the EFA Regional Coordination Team (address below):

    The Regional EFA Coordination Team
    AIMS Unit, UNESCO Bangkok
    Mom Luang Pin Malakul Centenary Building
    920 Sukhumvit Road, Bangkok 10110
    Thailand

    E-mail: efa@unescobkk.org
            aims@unescobkk.org

Further communications concerning the Assessment will be addressed to the designated National EFA Coordinators.

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[2] Caveat: Please note that the "raw data" utilized by the countries for their own internal analysis are not ISCED standardized and UIS quality-controlled and therefore may not be appropriate for comparison across countries with different education structures. For comparative purposes, you may refer to the data set published by UIS (www.uis.unesco.org). ISCED: International Standard Classification of Education.

▇Proposed Report/Review Outline

Summary

The National EFA Mid-Decade Assessment aims to identify problems, issues, policies and strategies of education reform†to ensure that education will reach the unreached groups and the goals of EFA fully addressed by 2015. The theme of the assessment is therefore "reaching the unreached", focusing on quality and equality in access and participation in achieving each of the six goals of EFA.

This assessment will be followed by a mid-term 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 life long 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 Mid-Decade Assessment.

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, and assurances of accountability. It also approaches gender as a cross-cutting issue, evaluating the gender equity and equality issues across all the EFA Goals.

The outline should be considered only as a starting point for consideration and discussions by national assessment teams. It is neither prescriptive nor mandatory. As this process is inherently national, countries should adopt a flexible approach to adopt 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.

When planning the final national product, the national drafting committee may wish to envision the principal audience to be policy makers and/or senior high officials who are in a position to take actions on the findings of the assessment.

I. INTRODUCTION

The report may begin by outlining some or all of the following:
- The role of education in the context of national development, highlighting linkages between education and the Millennium Development Goals and national development priorities and strategies

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- Trends in educational development (pre- and post-Dakar)
- An overview of the procedure and partners[3] involved in planning and implementing the assessment
- Identify and list, through situational analysis, of the groups unreached or excluded by the education system, including religious, linguistic, racial and ethnic minority groups; Castes, socioeconomic classes and other social stratifications; girls or boys; persons with disabilities and special needs; residents of remote areas/border regions; undocumented people, non-citizens, non-registered residents; migrants, refugees, displaced persons and their children; children affected by HIV/AIDS, the extremely poor, and other groups as relevant to the national context. The report may also identify and summarize strategies implemented to reach these disadvantaged groups.
- The data gaps indicating what critical data are not available, and at what level, for the assessment of EFA, with recommendations on how those data gaps can be filled.

II. EFA GOALS [4,5]

The drafting committee of the report may wish to present a narrative summary of the process undertaken to develop the EFA National Action Plans (NAP), if any, and the ways in which the national EFA goals relate (or differ) to the Dakar Framework for Action. The drafting committee may wish to assess the relevance and position of the EFA National Action Plan in the context of national development strategies and Education sector planning.

For each goal, the following sub-sections are recommended:

(a) National Action Plan/Education Sector Development Programme – what are the targets?

In reference to the EFA National Action Plan, National Education Development plans, Millennium Development Goals and/or other relevant policy or planning documents, the drafting committee may wish to outline the following information:

- Statement of the NAP goal
- Description of the EFA goal and specific national targets
- Strategies to achieve the goal

(b) Implementation towards the goal: what is being done to achieve the targets?

The drafting committee may wish to consider steps taken to facilitate or impede the implementation of the goal, including legislation (linkages to and assessment of a legislative framework), policies, governance and coordination mechanisms, resource mobilization (budget and financing plan), capacity-building programmes, quality assurance/monitoring mechanisms.

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[3] It is recommended that countries make serious effort to diversify participation and membership of the national EFA assessment teams to include representatives from government departments outside of the Ministry of Education, [0]teachers unions, Civil Society organizations, Universities and research institutions and local NGOs. This broadened participation will maximize the resources available to the process (human, financial, information) and create opportunity to engage in discussions of issues critical to reaching the un-reached. The United Nations Country team may be approached for coordinated support to the assessment. UNESCO and UNICEF Field Offices are prepared to offer support and facilitation to this process.

[4] Goal 5 and 6 might be treated as a cross-cutting theme, but could be clearly discussed in each chapter.

[5] National Assessment teams may wish to use a set of core EFA indicators in assessing the goals of EFA, supplemented as necessary to better assess the national goals, targets and priorities set locally. For indicators and disaggregation variables, refer to the technical guidelines prepared in support of this assessment.

In order to track target-group directed goals, the report may identify bottlenecks in implementation, especially in the following areas:

- Governance, policies, agenciesí coordination
- Resource mobilization and allocation
- Courses, programmes, facilities
- Quality and equity outcomes
- Policy implementation gaps and disparities
- Implementation capacity gaps
- Disparities in transition rates and quality

In the area of budget and financing, the drafting committee may wish to assess the distribution and allocation of education financing within the context of the goal and compared across goals. The report may highlight financial data on teacher salaries, books and curriculum development, the role of the private sector in education provision, and household expenditure for education. [A1]

The report may further map resource distribution and correlate with the distribution to specific sub-populations, including teacher training, concentration of schools, etc. to understand the effect of policy decision making on fund disbursements and its use and demand at all levels of the system.

The drafting committee may wish to undertake small case studies on issues such as resource (funds, and in-kind) leakage within the education system.

(c) Partnerships, Inter-Ministerial relationships and donor support in planning and implementation

The report may provide a narrative overview of the procedure and partners involved in planning and implementing ECCE initiatives, including other Ministries, civil society organizations (CSO), unions, non-governmental organisations (NGOs), the United Nations, etc.

(d) Progress toward the goal[6] – what has been achieved?

The report may outline the performance indicators used, target groups, sources of data – school data, household surveys, achievement/assessment tests, classroom studies, etc.; attainment and remaining gaps, disparity analyses, case studies, disparities in transition to the next level – i.e., pre-school to primary, primary to secondary.

(e) Successes in achieving the goal

What has worked and why? The drafting committee may choose to identify best practices in policies, programmes and activities. The report may further identify where performance is relatively high, medium or low and their deviation from the national average levels of performance.

(f) Remaining challenges

What has not worked and why? In general and for each target group, the drafting committee of the report may wish to locate/identify obstacles to progress - administrative, financial, information (data gaps, for example), policies, capacities, etc., and suggest solutions to overcome them, locating and measuring performance gaps[7] and social disparities.[8]

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[6] Whenever possible, the use of sub-national data with multiple disaggregations should be used to identify disparities in the education system (see technical guidelines for further elaboration). Assessment teams are encouraged to use multiple sources of data to contribute to a more complete assessment of EFA to date. These could include census or household surveys (MICS or DHS survey), statistical or qualitative reports from implementing partners (NGOs, etc) and UN data sources.

[7] Performance gaps - the size of the remaining gap between the target and the attained levels of performance.

[8] Social disparities - the size of the remaining performance gap for the respective target groups (disaggregated by sex, SES, castes, residential areas, disabilities, minorities, etc. in various conditional contexts) as well as their deviation from the national average.

Figure 1 - Proposed analysis of differential impact on traditionally disadvantaged groups

Analysis of Differential Impact : Sub-national Quantity and Quality

Who are neglected? What **knowledge**, **skills**? How to increase **access**? Cost-effective delivery? How to decrease **disparties**? Contextual indicators analysis, eg. contextual **gender analysis**.	Early childhood	Formal Basic education	NFE out-of-school youth & adults
Woman and girls	?	?	?
People with disabilities	?	?	?
Ethnic minorities	?	?	?
Linguistic minorities	?	?	?
SES, Classes, Castes	?	?	?
Rural inhabitants	?	?	?
Migrants and displaced persons	?	?	?
People without legal status (birth registration, citizenship)	?	?	?
Working Children or child labourers	?	?	?
Etc. list relevant neglected groups	?	?	?

Given the theme of the assessment, the report should analyze disparities by measuring and locating:

- Performance gaps - the size of the remaining gap between the target and the attained levels of performance
- Social disparities - the size of the remaining performance gap for the respective target groups (disaggregated by gender, SES, castes, residential areas, disabilities, minorities, etc. in various conditional contexts) as well as their deviation from the national average.

Furthermore, the report may consider areas of success and bottlenecks – on geographical and social space where performance is relatively high, medium or low and where there is deviation from the national average of levels of performance.

The drafting committee may locate capacity gaps on geographical maps where the implementation agencies and resource allocation are strong or weak as well as their deviation from the national average in terms of resource allocation (trained teachers, education budget/expenditure) per local implementation agencies (e.g. Education district office).

> (g) Re-formulating the goal, targets, and timeline for achieving them As required

The drafting committee may propose reformulated goals and targets, as well as develop benchmarks and a targeted timeframe for their achievement, and propose systematic and periodic monitoring programmes to track progress. What kind of policy changes would need to be made to achieve the 2015 goals?

Reporting on all the EFA goals of Early Childhood Care and Education, Universal Primary Education/ Universal Basic Education, Life Skills and Lifelong Learning, Literacy, Gender and Quality can use the same sub-sections as above. Each EFA Goal then can include the following sub-sections:

> National Action Plan/Education Reform Program – what are the targets?
> Implementation towards the NAP goal: what is being done to achieve the targets?
> Partnerships, Inter-Ministerial relationships and donor support in planning and implementation

> Progress toward the goal: what has been achieved?
> Successes in achieving the goal
> Remaining challenges
> Re-formulating the goal, targets, and timeline for achieving them

The section on the Literacy Goal should take note of the United Nations Literacy Decade (2003-2012) and specifically consider policy change in literacy for all; development of flexible programmes in literacy for all; capacity building for literacy workers; research to understand problems related to literacy for all and their solutions; community participation; and monitoring and evaluation of progress. An assessment of all the goals should also take into account gender and quality issues.

> LINKAGES AMONG THE GOALS

III. EFA STRATEGIES AND FLAGSHIP ISSUES

The drafting committee may wish to review, as deemed necessary, the achievements, remaining obstacles, and proposed solutions in implementing the following strategies and focusing on the following "flagship" areas of special concern:

> EFA Strategies
> 1. Mobilization of strong national and international political commitment for Education for All, 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 of the needs of education systems affected by conflict, natural calamities and instability
> 6. Implementation of value-added educational 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 of new information and communication technologies[9] 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

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[9] 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.

16   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   17

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 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*

IV. MANAGING INTERNATIONAL SUPPORT

The drafting committee may wish to assess the involvement of international partners in national EFA initiatives and propose systems for more effective coordination and collaboration in further support.

V. CONCLUSIONS

VI. REFERENCES

VII. STATISTICAL ANNEX(ES)

National EFA Structures, Policy and Programme:

Measuring Progress toward the achievement of Education for All (EFA) through a review of national efforts to establish EFA structures, policy 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

All signatories to the Dakar Convention on EFA committed to the **attainment** of the six EFA goals. The purpose of this section (repeated for each goal) is to assist in the analysis of how each goal is attained. It is intended to raise issues and questions for discussion. It does not purport to be a comprehensive analysis of every potential issue to be considered. The National Assessment Taskforces should use this as a guide in further analysis of national goals and targets.

Based on the Dakar Framework for Action statement, the key over-arching questions to be considered are:

Dakar Framework for Action Statement	Guiding Questions
Meeting in Dakar, Senegal, in April 2000,	– Did the country participate in the Word Education Forum? – Does the current administration recognize the commitment?
we, the participants in the World Education Forum,	– Who represented the country at the World Education Forum? – Did representatives of non-governmental organizations working in the country participate in the Forum? – Are these representatives involved in the Mid-Decade Assessment?
commit ourselves to the achievement	– Are officials within the Ministry of Education and National Government aware of the full scope of commitments made in signing the Dakar Framework for Action? – 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?
for every citizen and for every society.	– 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?

Dakar Framework for Action Extended Text:

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.

Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators that require some explanation and detail. 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 approaches. Case studies and summaries of relevant studies or assessments can augment and support the information provided for these 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

Core EFA MDA Indicators

Core EFA MDA Indicators	Data Source
Existence of a functioning National EFA Forum – Identify all sub-committees, terms of reference and function	
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 the EFA programme	

3. Early Childhood Care and Education

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

Early Childhood Care and Education (ECCE) is fundamental to lifelong learning and provides the foundation on which an education is based. 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 does early learning and stimulation experiences prior to entering grade 1. While traditional indicators for ECCE focused only on formal pre-schools, in the EFA MDA, the Goal is expanded to reflect the inter-sectoral nature of early childhood and the importance of non-educational factors in the development and educational success of children.

Guiding Questions

The purpose of these questions is to provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which the EFA goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a guide in influencing national debate in building up to the preparation of the national report.

Goal Statement	Guiding Questions
Expanding	– What does "expanding" mean? – To capture more children? To improve 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 early childhood care and education? – How can the "expansion" of ECCE be recorded and measured?
improving	– What does "improving" mean? ñ How is this measured? – What is the current ECCE definition in the country? – How can ECCE in the country be improved? – Who is responsible for improving ECCE? – How is the improvement of ECCE recorded and measured?
comprehensive	– What does "comprehensive" mean? – For whom should ECCE be available? – What types of ECCE are available?
early childhood care and education,	– What is the definition of early childhood in the country? – What does care entail? – What is the definition of education for this age group?
especially for the most vulnerable and	– How is "special" attention determined and monitored? – Who are the most vulnerable? – Do these children have access to ECCE? – How can these children have access to ECCE? – If these children are participating in ECCE – how is this recorded?
disadvantaged children	– Who are the disadvantaged children? – Do these children have access to ECCE? – How can these children have access to ECCE? – If these children are participating in ECCE – how is this recorded?

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 programs, have a positive impact on the survival, growth, development and learning potential of children. Such programs should be comprehensive, focusing on all of the child's needs and encompassing health, nutrition and hygiene as well as cognitive and psycho-social development. They should be provided in the childís 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 centered on the child, focused on the family, based within the community and supported by national, multisectoral policies and adequate resources.

Governments, through 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 programs 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 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 mother tongue or for addressing children with special needs.

Thus, ECCE improves the efficiency of primary school education and reduces wastage from grade repetition and drop-outs. In addition, ECCE programs reduce the number of under-age children in Grade 1, reducing the size of Grade 1 classes and improving the net enrolment rate (NER) in the primary level.

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

Data Sets Required

While the EFA 18 Core Indicators include two indicators related to ECCE, the indicators only measure the education and not the care aspect. For the Mid-Decade Assessment, indicators for health and nutrition, as well as additional qualitative and quantitative indicators to measure quality and child development should be included.

As ECCE served as the theme for the Global Monitoring Report 2007, assessing the progress made on this goal is in a way privileged. The Global Monitoring Report 2007 introduced some additional indicators for assessing this goal, and in selecting the indicators for the Mid-Decade Assessment, efforts have been made to ensure overlapping of many of the indicators with the ones suggested for the Global Monitoring Report. However, the selection of indicators for the Mid-Decade Assessment reflects the overall purpose of providing further disaggregated data to enable more accurate analysis. The indicators also reflect the purpose of the assessment to monitor progress made towards all the goals, not just one particular goal. This has lead to a selection of indicators that hopes to represent core issues related to early childhood care and education, and some indicators chosen for ECCE in the 2007 Global Monitoring Report have thus been left outside this assessment. Nevertheless, countries that have data on these additional indicators included in the GMR are encouraged to include these data in their Mid-Decade Assessment reports.

In addition, many of the indicators selected for the Mid-Decade Assessment rely on data collected in MICS[10]. 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.

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[10] Multiple Indicator Cluster Surveys (MICS), household surveys developed to obtain specific data, or via MICS questionnaire modules carried by other surveys.

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Core Data Set	Data Sources	Disaggregation
Demographic data	Census, national data sets	• Sex
ECCE Enrolment	Annual pre-school census, household surveys	• Age & under 5 yrs • Geographical region (2 below national)
ECCE Teachers and caregivers	MOE Personnel Data, Annual pre-school census	• Urban/Rural • Public, private, faith based
ECCE Facilities and Buildings	Annual pre-school census, donor assessments and supporting documentation from loans for pre-school construction	• Pre-school, community based • Facilities: toilet, water • Teachers : (permanent, contract, level of training etc)

Health and Nutrition Status (esp. malnutrition status and availability of iodized salt)	MICS, DHS, Health/Nutrition surveys, household surveys, national health/nutrition reports	• Other child social and economic disaggregation
		  o Ethnicity, caste
		  o Language
		  o Disabilities

ECCE financing	Government budget reports	o Economic Quintile o Mother's education

Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators that require some explanation and detail. 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 approaches. Case studies and summaries of relevant studies or assessments can augment and support the information provided for these indicators.

1.1	Policy/System Indicators
1.1.1	Existence of national, multisectoral Early Childhood policy
1.1.2	National standards for monitoring developmental readiness in early childhood and learning programs adopted
1.1.3	Presence of early screening programs with referral system
1.1.4	Health links in ECCE established, with visits by health professionals, diagnostics or referral
1.1.5	Careers for ECCE care providers professionalized, including pre-service and in-service training, pay parity with primary schools, University and higher education degree programs
1.1.6	National ECCE or education policy includes provision of ECCE for vulnerable and disadvantaged children

1.1.1 Existence of national, multisectoral Early Childhood policy

Definition & Purpose

A National EC policy, which incorporates the holistic aspects of the young child (health/nutrition, education/stimulation and social welfare/protection), is an essential element in ensuring the rights to full development are ensured to all young children. This indicator allows countries to report on how national ECCE policy(ies) are structured, whether they divide the child by age (0-3 years in one policy

and 4 and above in another) or by sector (health issues in one policy and protection rights in another policy). By reporting on this indicator, countries can reflect as to whether the rights of the child are being addressed, on whether legislation and technical guidelines match national policy and whether more work needs to be done at the policy level.

Interpretation

Lack of integrated EC policies can result in contradictory approaches, policy gaps and conflicting priorities among the various policies themselves. The monitoring and follow up to policies, if divided between Ministries, is also more difficult. Joint advocacy and mobilization efforts for the young child are also more difficult when there are several policies in place.

Means of Verification

Review of existing policies

1.1.2 National standards for monitoring developmental readiness in early childhood and learning programs adopted

Definition & Purpose

While standards do exist for monitoring physical growth of children, countries have been much slower to develop developmental standards to review social, cognitive and emotional domains of the child. This indicator refers to the presence of national standards for 'developmental readiness' for children under the age of 6 years. Such national standards, should they exist, can become the basis for school readiness programs, for national ECCE curricula or for parenting education programs. Information on age groups and the 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 USA. 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 identifying gaps and creating appropriate programming strategies.

Means of Verification

Existence of standards with supporting documentation

1.1.3 Presence of early screening programs with referral system

Definition & Purpose

Before entering (or upon enrolment into) Grade 1, children are given an assessment to detect physical or mental abnormalities with 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

The greater number of children with access to early screening, the better off society will be as a whole. The presence of a referral system is in integral part of a screening system. Without a referral system

screening risks children to be ranked or excluded of 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, are being 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 & Purpose
Clearly defined roles among government sectors and an existing coordination structure in provision for ECCE are essential for ensuring best results for children, by supporting holistic child development and the most efficient use of resources. Indicative of effective coordination by government bodies at the local level is also the extent of visits by health professionals to ECCE programs, and extent to which children in ECCE programs are referred by these health professionals to further assessment or diagnosis.

Interpretation
A system that lacks efficient coordination between the various sectors at ministry or service provider level bears a risk of inefficient use of resources, scattered and isolated services and limited opportunities for children. This may lead to a situation where childrení 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 for ECCE care providers professionalized, including pre-service and in-service training, pay parity with primary schools, University and higher education degree programs*

Definition & Purpose
This indicator requires reflection on a number of different aspects of career professionilization. For example, countries can report on pay parity with primary teachers, on opportunities for Bachelor or post-graduate degrees in ECCE, on career ladders within government for ECCE professionilization. Differences between National and sub-national opportunities for education and training, rural vs. urban in terms of use of ECCE paraprofessionals in centers and opportunities with private sector can also be referred to when reporting on this indicator. Lack of career growth and opportunity, 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 field.

Interpretation
The lower the status of ECCE within the field of education, the more difficult it is to ensure that ECCE programs are or highest possibly quality which can be sustained.

Means of Verification
Guidelines from the MOE on pay, on training opportunities. Review of university (private/public) opportunities to study ECCE courses.

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

Definition & 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 programs and learning environments support inclusive approaches and diversity in their practices. Disadvantages may be related to e.g. age, sex, mother's education, ethnicity, language, income quintile, and disabilities. This indicator allows countries to report on how national ECCE policies acknowledge and prioritize ECCE provision for various groups of children. By reporting on this indicator, countries can reflect as to whether the rights of the child, and the rights of the disadvantaged children in particular, are being addressed, on whether legislation and technical guidelines match national policy and whether more work needs to be done at the policy level.

Interpretation
The greater number of children with access to early childhood care and education experiences which promote inclusiveness and diversity, the better for society as a whole. Lack of recognition of disadvantages that substantially decrease the opportunities of children to access ECCE services can result in unequal opportunities and fulfillment of rights for children and polarization of inequalities in the society as a whole. The use of resources may not be optimal if the young children most in need of support in terms of care and education are not identified and given priority.

Means of Verification
Review of policies.

Core EFA MDA Indicators

1.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source

1.2.1	Gross Enrolment Rate (GER) in Early Childhood Care and Education (ECCE) Programs	• Sex
		• Geographical region
		• Urban/Rural
		• Pre-school/community based
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		  o Income quintile
			• Annual school census
			• Household surveys

1.2.2	Per cent of New Entrants to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme	• Sex
		• Geographical region
		• Urban/Rural
		• Public, private
		• Pre-school/community based
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		  o Income quintile
			• Annual school census
			• Household surveys

28   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

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1.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source
1.2.3	Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programs	• Sex • Geographical region • Urban/Rural	• Annual school census • Household surveys
1.2.4	Per cent of Under-Fives Suffering from Stunting	• Sex • Geographical region • Urban/Rural	• Household surveys
1.2.5	Per cent of Household Consuming Iodized Salt	• Geographical region • Urban/Rural	• Household surveys
1.2.6	Percentage of Trained Teachers in ECCE Programs	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
1.2.7	Public Expenditure on ECCE Programs as Percentage of Total Public Expenditure on Education	National level indicator	• Government Budget reports

1.2.1 Gross Enrolment Rate (GER) in Early Childhood Care and Education Programs

Definition and Purpose

Total number of children enrolled in early childhood care and education programs, 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 programs. 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 centers.

Method of Calculation and Data Required

Divide the number of children enrolled in ECCE programs, 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.

Possible Data Sources

The data on enrolment should cover both public and private institutions and programs. Data for public programs should be available from the school survey. Household surveys or other private records may provide the necessary data for programs run by the community or NGOs and private schools. In some cases, countries may have compiled the data from both public and private programs.

Disaggregation

Where data is available, GER in ECCE can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, vulnerable groups.

Interpretation

A high gross enrolment rate in ECCE programs indicates adequate capacity for this type of programme within the country. A gross enrolment rate approaching or surpassing 100 per cent indicates that a country is, in principle, able to accommodate all children in the official age-group that should take

part in ECCE programs. Countries may also differ widely in their approaches to early childhood education, with some approaches focusing on experiential education while others emphasize skills development, academic development, the visual arts, etc.

For the Mid-Decade Assessment, it is important to analyze the disparities in participation in ECCE. GER in ECCE can provide information regarding access to ECCE and existing disparities across sub-groups and geographical areas.

Limitations and Constraints

The data on enrolment should cover both public and private institutions and programs. Enrolment data for ECCE programs can be affected by differences in reporting practices, namely by the extent to which child-care programs 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 3 years and above 5 years (or whatever the official age-group may be) 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 educational programs only will need to supplement these data with information on enrolment in other types of ECCE programs, possibly through case studies and/or sample surveys.

1.2.2 Percentage of New Entrants (NE) to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme

Definition and Purpose

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 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 programs. It should be noted that this indicator refers to both formal pre-schools and non-formal community based centers

Method of Calculation and Data Required

Divide the number of new entrants to Grade 1 of primary education who have attended some form of organized early childhood development programme by the total number of new entrants to primary Grade 1 in a given school-year, and multiply by 100.

Possible Data Source

Useful data may exist in school registration records. School census instruments may also be geared to collecting this information. Otherwise, data can be gathered through a sample survey of schools or through household surveys (UNESCO 1998).

Disaggregation

Where data is available, the indicator can be disaggregated 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 programs 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. However, this indicator may give an exaggerated picture of access to ECCE, since those children who have access to ECCE programs are also more likely to have access to primary schools.

The indicator may also be useful in highlighting disparities in access to ECCE across different regions and among different populations.

Limitations and Constraints

The percentage of new entrants to primary Grade 1 who have attended some form of organized early childhood care and education programme cannot exceed 100 per cent. Obtaining data for this indicator will be a problem in many countries.

1.2.3 Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programmes

Definition and Purpose

The total number of enrolment in private institutions and centers expressed as a percentage of total number of enrolment in ECCE programmes. This indicator helps to assess the proportion of private sector involvement in ECCE programmes.

Method of Calculation and Data Required

Divide the total number enrolment in private institutions and centers by the total number of enrolment in ECCE programs in a given school-year, and multiply by 100.

Possible Data Source

Data can be collected and compiled through school registration system and other various institutional data collections. Other possible sources would be through household surveys asking relevant questions.

Disaggregation

Where data is available, the 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 centers indicates a significant role and involvement of the private sector. A low GER and high enrolment in the private sector indicates there is a need for the government to allocate more resources and give more attention to expand its ECCE programs.

Limitations and Constraints

Like most data on ECCE, it is difficult to collect data since many institutions, which fall under different ministries, are involved. In some countries, the private sector significantly has a big share in ECCE and it is difficult to get data from these institutions.

1.2.4 Percentage of Under-Fives 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 have 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, 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 and Data Required

Divide the number of children aged 0-59 months that suffer from stunting by the total number of children aged 0-59, 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[11] 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 5 (height and weight). Such surveys are often national and occur on a periodic basis e.g. every 3-5 years.

Disaggregation

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 then -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% stunted is considered low, 20-29% is considered medium, 30-39% is considered high and >40% is very high.

Limitations and Constraints

Representative stunting data needs to be collected through well-implemented surveys; height data is 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 is also associated with stunting.

1.2.5 Per cent of Household 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

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[11] New international child growth standards have just been released by WHO. These new WHO standards should be used, rather than the old NCHS standards.

32   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   33

development. Children with IDD can grow up stunted, apathetic, mentally retarded, and incapable of normal movements, speech, or hearing. As such prevention of iodine deficiency is of major importance for optimal child development. Iodization of all salt for human and animal consumption is the most effective and efficient strategy for elimination of iodine deficiency. All countries with an iodine deficiency problem should be implementing salt iodization programs. Percentage of households consuming adequately iodized salt is the main indicator of the success of this programme.

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

Household salt 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 having 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
Coverage 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 to 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 and disaggregation by wealth quintiles; there is no evidence of gender differences.

Interpretation
The universal salt iodization target is for >90% of households in a given community to be regularly consuming iodized salt. Ideally therefore every district in a country would have coverage >90% although at present many countries are simply focusing on achieving coverage >90% 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 etc. to not consume iodized salt – hence the value of sub-national coverage data to ensure there are not communities that are un-protected.

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
The number of teachers who are trained to teach pre-schoolers, expressed as a percentage of the total number of teachers at ECCE programs. Having trained teachers on ECCE programs is crucial, particularly for the organized forms of ECCE. It is directly relevant to the quality of programs, which is an important foundation for the young children preparing them for formal primary school education.

Method of Calculation and Data Required
Divide the number trained teachers by the total number of teachers in ECCE programs in a given school-year, and multiply by 100.

Possible Data Sources
Data can usually be gathered from the annual school census and other institutional data collection systems. Additional data can also be collected through special school surveys.

Disaggregation
Data can be disaggregated by region or urban, rural. It is also useful to look at private and pubic sectors disaggregation.

Interpretation
A high percentage indicates the availability of better quality of ECCE services and programs in the country.

Limitations and Constraints
Like most data on ECCE, it is difficult to collect data since many institutions, which fall under different ministries, are involved. In some countries, the private sector significantly has a big share in ECCE and it is difficult to get data from these institutions.

1.2.7 Public Expenditure on ECCE Programmes as a Percentage of Total Public Expenditure on Education

Definition and Purpose
Public expenditure on ECCE programs expressed as a percentage of total public expenditure on education. It reflects the government's emphasis on investment in ECCE.

Method of Calculation and Data Required
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 the government and ministerial budget reports. Since data may not be available from one single source, it may require compiling from various sources.

Disaggregation
Data would most likely be available at the national level only hence cannot be disaggregated. However, in some countries, it may be available at the provincial level as well.

Interpretation
A high percentage of public expenditure on ECCE programs as a proportion of the total education budget indicates a higher priority the government has for this area. A lower share indicates ECCE is not on top of the government's priorities vis-à-vis the other 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 various sources.

Additional EFA MDA Indicators

These Additional Indicators, while important in assessing the 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 Report are in a far better position get a clearer picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators in their report to the maximum extent possible.

1.3	Additional Indicators	Disaggregation	Data Source

1.3.1	Net Enrolment Rate in ECCE Programs, including Pre-primary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Pre-school/community based
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		  o Income quintile
			• Annual school census
			• Household surveys

1.3.2	Pupil-Teacher Rate (child-caregiver / child ratio)	• Age group • Pre-school/community based	
1.3.3	Public current expenditure on ECCE per child as percentage of GNP per capita	National level indicator	
1.3.4	Under-five mortality	• Sex • Geographical region • Urban/Rural	• National census or DHS
1.3.5	Proportion of infants with low birth weight	• Sex • Geographical region • Urban/Rural	• 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 • Geographical region • Urban/Rural	• Routine health system reports • National surveys e.g. DHS that ask mothers of child received a vitamin A supplement within the last 6 months.

1.3	Additional Indicators	Disaggregation	Data Source
1.3.7	Proportion of 1-year old children immunized against DPT3, Polio, Measles, Hepatitis, and other vaccine	• Sex • Geographical region • Urban/Rural	• Routine health system reports • National surveys e.g. DHS that review the child's immunization record • EPI coverage surveys
1.3.8	Proportion of population using improved drinking water sources	• Urban/Rural	MICS, DHS, censuses
1.3.9	Proportion of population using adequate sanitation facilities	• Urban/Rural	MICS, DHS, censuses

1.3.10	Proportion of young children whose parents participate in ECCE education programme	• Sex
		• Geographical region
		• Age
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		  o Income quintile
			Household surveys

1.3.11	Proportion of children 0-6 months exclusively breastfeeding	• Sex • Geographical region • Urban/Rural	MICS, DHS
1.3.12	Proportion of under 5 children with anemia	• Sex • Geographical region • Urban/Rural	MICS, DHS
1.3.13	Birth registration rate	• Sex • Geographical region • Urban/Rural	MICS, DHS, household survey, survey of street children, survey of children in institutions.

1.3.14	Support for early learning	• Sex
		• Geographical region
		• Age
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		• Income quintile
			MICS, household survey

1.3.1 *Net Enrolment Rate in ECCE Programmes, including Pre-primary Education*

Definition and Purpose

Total number of children enrolled in registered early childhood care and education programs in the official age group concerned, expressed as a percentage of the population in the official age group, otherwise the age-group 3 to 5. It should be noted that this indicator refers to both formal public, private and faith-based pre-schools, and non-formal community based centers.

Method of Calculation

Divide the number of children enrolled in ECCE programs at the appropriate age by the total population in the relevant official age-group (otherwise the age-group 3 to 5) in a given year, and multiply by 100.

Interpretation

A high NER in ECCE denotes a high degree of participation in ECCE programmes of the official ECCE age-group. The NER's maximum value is 100 per cent. A NER in ECCE that increases over time reflects improving participation in the ECCE programmes. 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 not enrolled in ECCE programmes. However, care needs to be taken to include all types of ECCE programs in the calculation for this indicator, i.e. public, private, faith-based, community and home based.

A more precise complementary indicator is the *age-specific enrolment ratio* (ASER), which shows the level of participation in ECCE programmes of the population at each particular age. This ratio is theoretically more accurate than the gross enrolment ratio. In many countries, data on enrolment by age is not available and NER is not as commonly used as the gross enrolment ratio.

The net enrolment ratio is also used to estimate the number of children not enrolled, by subtracting NER from 100, i.e. if NER for ECCE is 80 per cent, then 20 per cent of the population in the official ECCE age group are not in ECCE programmes.

1.3.2 *Pupil-Teacher Rate (child-caregiver/child ratio)*

Definition and Purpose

Most countries establish norms for the number of children it is thought can be reasonably attended to by teachers and caregivers. Usually these norms differ according to age group. 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. Certification and training issues will be covered by another indicator.

Method of Calculation

Number of children in a group per caregiver/teacher, calculated by type of programme, i.e. home-based programs separately from centre-based programs.

Interpretation

Ratio of children to adults should be low enough to permit frequent interaction and personal attention when needed. It is assumed that fewer children per teacher/caregiver is usually preferred because it allows the adult to pay more individual attention to the child, which, in turn, is assumed to promote better learning and development. A very large number of children per teacher 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 caregiver-child ratio compared to the ratio in the centre-based programs.

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

Definition and Purpose

Public current expenditure on ECCE programs per child, expressed as a percentage of GNP per capita in a given financial year. This indicator helps in assessing a country's investment in its human capital development in the early years of life. It also measures the relative emphasis placed by the country on ECCE. ECCE programme is here defined as above.

Method of Calculation

Divide per child public current expenditure on ECCE programs in a given year by the GNP per capita for the same year, and multiply by 100.

Interpretation

A high percentage figure for this indicator denotes a high public expenditure on ECCE programs. It represents a measure of the effort on providing education at that level relative to total measured national economic activities.

1.3.4 *Under-five mortality*

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 the age of five if subject to current age-specific mortality rates.

Method of Calculation

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

Interpretation

High rates of U5MR would imply that significant proportions of children are not receiving adequate care or living in appropriate environments. As such it can be expected that they are also not achieving optimal child development.

1.3.5 *Proportion of infants with low birth weight*

Definition and Purpose

Percentage of children born with a birth weight less than 2,500g. Low birth weight children suffer increased morbidity and mortality and have associated cognitive defects. Low birth weight is often a reflection of poor maternal health and nutrition which implies constraints to maternal care and nurturing.

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

38 *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates. 39

Method of Calculation

Divide the number of children born with a birth weight less than 2,500 g with the total number of children born in a given year, and multiply by 100.

Interpretation

A low birth weight rate of >10% (i.e. >10% of babies have a birth weight of <2,500g) is considered a public health problem.

1.3.6 *Vitamin A supplementation coverage rate*

Definition and Purpose

Proportion of children 6-59 months that have received at least on high-dose vitamin A supplement in the previous 6 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 on high-dose vitamin A supplement in the previous 6 months by the total number of children aged 6-59 months, and multiply by 100.

Through routine health system reports on coverage achieved. Quality of such records varies considerably within and between countries. Alternatively through national surveys which ask mothers if their child has received a vitamin A capsule within the last 6 months. DHS and MICS routinely ask this question.

Interpretation

It is estimated that a community of children need to achieve coverage of >80% of two rounds in order to achieve benefits of mortality reduction. Low or fluctuating coverage are evidence of poor access to preventative health services.

1.3.7 *Proportion of 1-year old children immunized against DPT3, Polio, Measles, Hepatitis, and other vaccines*

Definition and Purpose

Proportion of children aged 12-23 months receiving a number of vaccines before their first birthday. Immunization protects children from vaccine-preventable diseases and is considered a priority preventative health service.

Method of Calculation

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

This data can be collected through routine health system reports, national surveys such as DHS or 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, or 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 *Proportion of population with sustainable access to safe drinking water*

Definition and Purpose

Percentage of the population using improved drinking water sources (including household water connection, public standpipe, borehole, protected dug well, protected spring, rainwater collection and bottled water - if a secondary source is also improved). Improved water sources do not include unprotected dug well, unprotected spring, pond, river or stream, tanker-truck, vendor water, bottled water.[12]

Method of Calculation

Divide the number of people who use piped water, public tap, borehole or pump, protected well, protected spring or rainwater by the total population, and multiply by 100.. Calculate separately for urban and rural populations.

Interpretation

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

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

Definition and Purpose

Proportion of the population with access to improved sanitation refers to the percentage of the population with access to facilities that hygienically separate human excreta from human, animal and insect contact. Facilities such as sewers or septic tanks, poor-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 latrine, bucket, hanging latrine, 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, and multiply by 100. Calculate separately for urban and rural populations.

Interpretation

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

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[12] Global Monitoring Report 2007 outline included an indicator on % of population with access to treated water. If a country has reported on this indicator in the 2007 GMR, it is recommended that the country reports on the same indicator here in addition to the indicator on sustainable access to basic sanitation.

40   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   41

1.3.10 *Proportion of young children whose parents participate in parenting education programmes*

Definition and Purpose
The number of young children whose parents participate in parenting education (ECCE education) programs, expressed as a percentage of the relevant population group. In each country, a decision will need to be made about what parameters to apply when defining which parental education programs should be included in this count (for example, the number of hours or frequency of meetings or certification according to some predetermined system). Within the category of parental education programs it may make sense to include programs that allow the educator and the caregiver(s) to meet frequently and that extend over a period of a determined number of sessions of a certain length time in minutes or hours.

The reader should note that the indicator is expressed in terms of the number of children whose parents or caregivers are enrolled in a programme rather than in terms of the number of parents or caregivers enrolled in a programme.

Method of Calculation
Divide the number of children whose parents participate in parenting education programs by the total number of children, and multiply by 100.

Interpretation
Investing on parenting education is thought to have a clear impact on home practices of parents, resulting in healthier and brighter children. Investment in parenting education supports efforts to expand early learning and ECCE coverage in a mutually reinforcing manner.

1.3.11 *Exclusive breastfeeding rate*

Definition and Purpose
Exclusive breastfeeding occurs when a child receives only breast milk and no other food or liquid (including water). It is recommended to continue for six months. 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 reduce mortality and morbidity.

Method of Calculation
Divide the number of infants aged 0-6 months that are exclusively breastfed (usually exclusively breastfed in the 24 hours prior to data collection) by the total number of infants aged 0-6 months. Data 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 of breastfeeding and potential influence of child care practices by the private sector. Maternal workload, including working away from home, also reduces exclusive breastfeeding rates and implies constraints to child care in general.

1.3.12 *Proportion of under 5 children with anemia*

Definition and Purpose
Proportion 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 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 indictor for iron deficiency but is widely used. The blood test can be done in the field using a Hemocue machine and specialized curvettes for collecting the blood. It is usually collected through household surveys.

Interpretation
Cut off for anemia is 11g/dl for children under 5 years. An anemia rate greater than 5% is considered a public health problem; above 40% a severe public health problem.

1.3.13 *Birth registration rate*

Definition and Purpose
Proportion of children aged 0-59 months whose births are reported registered. This indicator assesses the extent of registration of children. Birth registration refers to the permanent and official recording of a child's existence by some administrative levels of the state which is normally coordinated by a particular branch of the government.

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, and acquire a passport or vote.

Method of Calculation
Number of children aged 0-59 months whose births are reported registered divided by 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 vital data countries need for planning and policy development, for monitoring the situation of children and allocating resources.

1.3.14 *Support for early learning*

Definition and Purpose
Proportion of children aged 0-59 months living in households in which an adult has engaged in a number of activities to promote learning and school readiness in the past 3 days. Adult support for learning in the early years of a child's life is critical to child's development later in life, and in particular to the child's readiness for timely initiation of school and school success in terms of staying in school and learning outcomes. Support for 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 3 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 school, and consequentially to be able to learn and also to stay in school.

Early Childhood Care and Education Indicators

Policy and Systems Indicators

1.1	Policy/System Indicators
1.1.1	Existence of national, multisectoral Early Childhood policy
1.1.2	National standards for monitoring developmental readiness in early childhood and learning programs adopted
1.1.3	Presence of early screening programs with referral system
1.1.4	Health links in ECCE established, with visits by health professionals, diagnostics or referral
1.1.5	Careers for ECCE care providers professionalized, including pre-service and in-service training, pay parity with primary schools, University and higher education degree programs
1.1.6	National ECCE or education policy includes provision of ECCE for vulnerable and disadvantaged children

Core EFA MDA Indicators

1.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source
1.2.1	Gross Enrolment Rate (GER) in Early Childhood Care and Education (ECCE) Programs	• Sex • Geographical region • Urban/Rural • Pre-school/community based • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Mother's education o Income quintile	• Annual school census • Household surveys
1.2.2	Per cent of New Entrants to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme	• Sex • Geographical region • Urban/Rural • Public, private • Pre-school/community based • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Mother's education o Income quintile	• Annual school census • Household surveys
1.2.3	Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programs	• Sex • Geographical region • Urban/Rural	• Annual school census • Household surveys
1.2.4	Per cent of Under-Fives Suffering from Stunting	• Sex • Geographical region • Urban/Rural	• Household surveys

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1.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source
1.2.5	Per cent of Household Consuming Iodized Salt	• Geographical region • Urban/Rural	• Household surveys
1.2.6	Percentage of Trained Teachers in ECCE Programs	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
1.2.7	Public Expenditure on ECCE Programs as Percentage of Total Public Expenditure on Education	National level indicator	• Government Budget reports

Additional EFA MDA Indicators

1.3	Additional Indicators	Disaggregation	Data Source

1.3.1	Net Enrolment Rate in ECCE Programs, including Pre-primary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Pre-school/community based
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Motherís education
		  o Income quintile
			• Annual school census
			• Household surveys

1.3.2	Pupil-Teacher Rate (child-caregiver / child ratio)	• Age group • Pre-school/community based	
1.3.3	Public current expenditure on ECCE per child as percentage of GNP per capita	National level indicator	
1.3.4	Under-five mortality	• Sex • Geographical region • Urban/Rural	• National census or DHS
1.3.5	Proportion of infants with low birth weight	• Sex • Geographical region • Urban/Rural	• 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	Additional Indicators	Disaggregation	Data Source
1.3.6	Vitamin A supplementation coverage rate	• Sex • Geographical region • Urban/Rural	• Routine health system reports • National surveys e.g. DHS that ask mothers of child received a vitamin A supplement within the last 6 months.
1.3.7	Proportion of 1-year old children immunized against DPT3, Polio, Measles, Hepatitis, and other vaccine	• Sex • Geographical region • Urban/Rural	• Routine health system reports • National surveys e.g. DHS that review the child's immunization record • EPI coverage surveys
1.3.8	Proportion of population using improved drinking water sources	• Urban/Rural	MICS, DHS, censuses
1.3.9	Proportion of population using adequate sanitation facilities	• Urban/Rural	MICS, DHS, censuses

1.3.10	Proportion of young children whose parents participate in ECCE education programme	• Sex
		• Geographical region
		• Age
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		  o Income quintile
			Household surveys

1.3.11	Proportion of children 0-6 months exclusively breastfeeding	• Sex • Geographical region • Urban/Rural	MICS, DHS
1.3.12	Proportion of under 5 children with anemia	• Sex • Geographical region • Urban/Rural	MICS, DHS
1.3.13	Birth registration rate	• Sex • Geographical region • Urban/Rural	MICS, DHS, household survey, survey of street children, survey of children in institutions.

1.3.14	Support for early learning	• Sex
		• Geographical region
		• Age
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
		  o Mother's education
		• Income quintile
			MICS, household survey

4. 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 a complete free and compulsory education of good quality

Universal primary education aims not only to expand access to primary education for all children, but also the improvement of the education system's internal efficiency so that all pupils actually complete the primary cycle. It entails ensuring that adequate resources and infrastructure are available and used effectively. Education systems should be accessible to ALL children and should provide quality education.

The goal also brings 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, data for the un-, under-reached and/ or marginalized groups should be collected along with other information from all available sources beyond the traditional school censuses. Data should be collected from all forms of organized provision of primary education, whether public or privately funded or managed.

To have a comprehensive assessment of progress towards this target, data and other information are needed on all forms of organized provision of primary education, whether publicly or privately funded or managed. When a country considers that "basic education" includes the first (lower) cycle of secondary education as well, data on should also be included in the assessment.

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Guiding Questions

The purpose of these questions is to provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which the EFA goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a guide in influencing national debate in building up to the preparation of the national report.

Goal Statement	Guiding Questions
Ensuring that	

all children	– Who are defined as children in the country? Based on:
	  • Legislation?
	  • Human Rights Instruments?
	  • Common law definition?
	– Who are "all" the children in the country?
	  • Citizens of the country by right
	  • Non-citizens of the country but currently living in the country – for example; refugees, expatriates, children of immigrant workers
	– How can all of the children be located and documented?
	  • Birth registration
	  • Hospital records
	  • School records
	  • Local community records

particularly girls	– What reasons would prohibit girls from attending school in the country? – How could these girls be located?
children in difficult circumstances	– What is the definition of "difficult circumstances"? – What type of difficult circumstances could there be in the country? – How could the children in difficult circumstances be located? – What types of records could be kept of children in difficult circumstances?
belonging to ethnic minorities	– Who are the ethnic minorities in the country? – What records are kept of the children belonging to ethnic minorities? – How could children belonging to ethnic minorities be located? – What types of education or specialized classes, if any, are available for children belonging to ethnic minorities require?

access to	– What is "access"?
	  • Legislative access as in the right to attend school
	  • 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 education made available in the country?
	  • State run schools
	  • Specialised schools
	  • Private schools
	  • Long distance learning/ correspondence
	  • Home schooling

Goal Statement	Guiding Questions
	• Faith-based schools • Community schools – If children wish to obtain education – what options do they have?

completely free	– What does completely free mean?
	– Are there any costs (legal or illegal) that a child needs to pay in order to receive education?
	  • Food costs
	  • Uniform costs
	  • Supply costs (i.e. paper/ pencils)
	  • Other fees
	  • Examination costs
	  • Transport costs
	– How are these costs recorded? Where can the information about these costs be obtained?
	– If there are any costs, then access to education is not completely free. How can the country offset these costs?

compulsory	– Is there legislation making education compulsory? – If so, what does the legislation say – for whom is education compulsory? – Are there any rules, regulations, by-laws at the local level governing whether education is 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? – Is there monitoring of attendance at the education facility? – 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 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 receive primary education?

good quality	– What is definition of good quality primary education in the country?
	– How is good quality of primary education measured?
	– What types of primary education are there?
	– What is the expected outcome for a child upon completion of primary education? How is this measured and recorded?
	– What is the survival rate to Grade 5?
	– What is the coefficient of efficiency (ideal number of pupil years needed to complete the primary cycle, expressed as a percentage of the actual number of pupil-years)
	– What is the percentage of pupils having reached at least Grade 4 of primary schooling who master a set of nationally defined basic learning competencies?
	– Primary education facilities run by the State?
	– How many primary education facilities are there?
	  • Where are they?
	  • What size are they?

Goal Statement	Guiding Questions
	• 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 make up of the teachers in each facility? • What are the qualifications of the teachers? • Percentage of the 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?
by 2015	

Dakar Framework for Action Extended Text on UPE:

All children must have the opportunity to fulfil their right to quality education in schools or alternative programmes at whatever level of education is considered ùbasicû. 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.

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, factors such as 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).

In addition to the EFA 18 core indicators, countries should also gather all data relevant to national goals and targets in order to measure the progress toward these goals. The following represent a proposed list of indicators to draw upon in the assessment of Goal 2. In assessing progress towards this EFA Goal, countries may wish to examine several relevant indicators specific to the particular country. *(Please note that some of the suggested indicators listed below are related to other goals and will also appear in other sections.)*

Data Sets Required

Core Data Set	Data Sources	Disaggregation

Demographic data	Census – and projections made on this	• Sex
		• Age
		• Geographical region (2 below national)
		• Urban/Rural
		• Public, private, faith based
		• Teachers : (permanent, contract, etc)
		• Other student social and economic disaggregation
		  o Ethnicity
		  o Language
		  o Disabilities
		  o Economic Quintile

Enrolment, Retention, Completion for ECD, Primary, Secondary, Higher Ed and Vocational	EMIS	
Education Personnel: Teachers, Administration	MOE Personnel Data	
School Facilities and Buildings	EMIS, Donor assessments and supporting documentation from loans for school construction	

Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators that require some explanation and detail. 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 approaches. Case studies and summaries of relevant studies or assessments can augment and support the information provided for these indicators.

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2.1	**Policy/System Indicators**
2.1.1	Legislative, policy and institutional reform in conformance with the Convention of the Rights of the Child[13]
2.1.2	Existence of an EFA Section within the Ministry of Education
2.1.3	Sector planning and sector reform processes in place, with mechanisms for coordination with and between donors established
2.1.4	EMIS produces reliable disaggregated information that is accessible to the public
2.1.5	Presence of national policies on "free and compulsory" education. Are these enforced?
2.1.6	Incentives and/or special support programmes in place for poor and disadvantaged children Presence of legislation governing teachers' codes of conduct, conditions, etc.

2.1.1 Are the legislative, policy and institutional reform in conformance with the Convention of the Rights of the Child?

Definition & Purpose

The Convention of the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. These basic standards–also called human rights–set minimum entitlements and freedoms that should be respected by governments. They are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being everywhere. With these rights comes the obligation on both governments and individuals not to infringe on the parallel rights of others. These standards are both interdependent and indivisible; we cannot ensure some rights without–or at the expense of–other rights.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

This indicator is critical in assessing the institutional commitment to the goals of EFA and the fundamental human rights underlying this national and international commitment.

(http://www.unicef.org/crc/)

Means of Verification

Review of legislation, policy and institutional settings against the articles and protocols of the convention.

2.1.2 EMIS produces reliable disaggregated information that is accessible to the public?

Definition & Purpose

The availability of reliable and relevant information on the performance of an education system allows the general public opportunity to hold government accountable for the provision of free and compulsory education.

Means of Verification

Review of production schedules, contents and distribution strategies of annual education yearbooks and relevant publications.

2.1.3 Are there are national policies on "free and compulsory" education? Are these enforced?

Definition & Purpose

This indicator identifies potential legislative barriers which may prevent access and participation to education by all children. Furthermore, the indicator identifies the national government as duty-bearer for the provision of education.

Means of Verification

Review of legislation, policy and institutional settings

2.1.4 Are incentives and/or special support programmes are in place for poor and disadvantaged children?

Definition & Purpose

Information derived from this indicator will highlight special initiatives undertaken at the national/ sub-national level to support disadvantaged groups to participate fully in the education system. It is useful as it provides focus on special initiatives required to achieve EFA.

Means of Verification

Review of EFA National Action Plan and/or Education Sector Development plans, goals and targets.

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[13] 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.

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Core EFA MDA Indicators

2.2	Additional Indicators	Disaggregation	Data Source

2.2.1	Gross Intake Rate (GIR) in Primary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.2	Net Intake Rate (NIR) in Primary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.3	Gross Enrolment Rate (GER) in:
	• primary education
	• secondary education
		• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.4	Net enrolment ratio (NER) in:
	• primary education
	• secondary education
		• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.5	Repetition Rates (RR) by Grade in Primary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

2.2.6	Survival Rate to Grade 5	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

2.2	Additional Indicators	Disaggregation	Data Source

2.2.7	Transition Rate to Secondary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.8	Percentage of Trained Teachers at Primary Education	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
2.2.9	Pupil-Teacher Ratio at Primary Education	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
2.2.10	Public Expenditure on Primary Education as Per cent of Total Public Expenditure on Education	National level indicator	• Government Budget reports

2.2.1 *Gross Intake Rate (GIR) in Primary Education*

Definition and Purpose

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 Gross Intake Rate (GIR) reflects the general level of 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 also indicates 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 and Data Required

Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100.

$$GIR_{Pri,\ t} = \frac{\text{Number of new entrants to Grade 1 (all ages) in school-year t}}{\text{Population of the official primary school-entrance age in school-year t}} \times 100$$

The above formula assumes that data on new entrants is available. If data on new entrants is 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. This is shown below:

$$GIR_{Pri,\ t} = \frac{\text{Number of pupils in Grade 1 in school-year t – Number of repeaters in Grade 1 in school-year t}}{\text{Population of the official primary school-entrance age in school-year t}} \times 100$$

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

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

This indicator is also useful in matching the school capacity and the demand for entry into the first grade. The difference between the GIR and the NIR shows the deviation from the official-age intake. Continued or increasing deviation may imply that the policy of official school-entrance age may need to be changed to accommodate the real demographic structure of demand for education.

Limitations and Constraints
The number of new entrants should refer to both public and private schools. Data on population (or population estimates) 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, since this will lead to an inflated GIR.

2.2.2 *Net Intake Rate (NIR) in Primary Education*

Definition and Purpose
The net intake rate 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 access to primary education of the eligible, primary school-entrance age population than does the apparent intake ratio. It is a key parameter used for projecting school enrolment as it measures the extent of access of the school-entrance age population.

Method of Calculation and Data Required
Divide the number of new entrants in Grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100.

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

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
The Net Intake Rate is to be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, vulnerable groups.

Interpretation
A high NIR indicates a high degree of 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 countries are to universalizing primary education.

Note also the difference between the apparent intake rate and the net intake rate. The numerator for the apparent intake rate is the total number of new entrants regardless of age. The numerator for the net intake rate is the total number of new entrants for a specific primary school-entrance age. The denominator for both rates is the total population of the official primary school-entrance age. The net intake rate is always less than or equal to the apparent intake rate.

Limitations and Constraints
Data on both new entrants and population used in deriving this indicator should refer strictly to the official school-entrance age. In principle the value of this indicator should not exceed 100 per cent. 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.

2.2.3 *Gross Enrolment Rate (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 of 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 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.

Gross Enrolment Rate by Level
The gross enrolment rate 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 school-age.

Method of Calculation and Data Required

Primary Level
The gross enrolment ratio for primary education is defined as the total number of pupils in the primary level, divided by the total population of official primary school ages, expressed as a percentage. Different countries may have different grades or age groups in the primary level.

$$GER_{Pri,\,t} = \frac{\text{Total enrolment at the primary education level in school-year } t}{\text{Population of the official primary school age group in school-year } t} \times 100$$

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Secondary Level

The gross enrolment ratio for secondary education is defined as the total number of enrolment in the secondary level, divided by the total population of official secondary school ages, expressed as a percentage.

$$GER_{Pri,\ t} = \frac{\text{Total enrolment at the secondary education level in school-year t}}{\text{Population of the official secondary school age group in school-year t}} \times 100$$

Possible Data Sources

Data on new entrants by age 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 both primary and secondary levels.

Disaggregation

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 coverage. It shows the overall coverage of an education system 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 in a particular education level. It can be used for comparing different districts, provinces, regions, urban and rural provinces, boys and girls, etc.

The gross enrolment ratio can be over 100 per cent, where the number of over-aged children in schools is high relative to children of the official age for the level. A high GER indicates a high degree of participation, whether the students belong to the official age-group or not. A GER value approaching or exceeding 100 per cent indicates a country is, in principle, able to accommodate all of its primary school-age population. It does not, however, indicate the proportion of that population actually enrolled. A GER of 100 per cent is therefore a necessary but not sufficient condition for universal primary education. When a country's GER for primary education exceeds 90 per cent, it indicates that the aggregate number of places for students is approaching the number required for full enrolment of the official age-group population. However, in order to achieve universal primary education, the number of under-aged and over-aged pupils would need to decline to free places for students in the official primary school age-group.

Limitations and Constraints

The GER at the primary level of 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. 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 GER needs additional information on the extent of repetition, early and late entrants, etc.

2.2.4 *Net Enrolment Rate (NER)*

Definition and Purpose

The enrolment in a particular education level of the official school age-group expressed as a percentage of the corresponding 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.

Net Enrolment Rate by Level

This rate can also be generated by level, e.g. primary or secondary.

Method of Calculation and Data Required

Primary Level

The net enrolment ratio for primary education is defined as the number of students in primary level who are at the official primary school age-group, divided by the total population of official primary school ages, expressed as a percentage. Different countries may have different grades or age groups in primary level.

$$NER_{Pri,\ t} = \frac{\begin{array}{c}\text{Enrolment of official primary school age group in}\\ \text{the primary education level in school-year t}\end{array}}{\text{Population of the official primary school age group in school-year t}} \times 100$$

Secondary Level

The net enrolment ratio for the secondary level is calculated by dividing the total number of pupils who are at the official secondary school age-group by the total population of official secondary school ages.

$$NER_{Sec,\ t} = \frac{\begin{array}{c}\text{Enrolment of official secondary school age group in}\\ \text{the secondary education level in school-year t}\end{array}}{\text{Population of the official secondary school age group in school-year t}} \times 100$$

Possible Data Sources

Data on new entrants by age 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 both primary and secondary levels.

Disaggregation

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. The NER's maximum value is 100 per cent. An NER in primary education that increases over time reflects improving participation at the primary level of 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 not enrolled at the primary level. 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 more precise complementary indicator is the *age-specific enrolment ratio* (ASER), which shows the level of participation in education of the population at each particular age. Similar analysis can be applied to the NER for the secondary level. This ratio is theoretically more accurate than the gross enrolment ratio. In many countries, data on enrolment by age is not available and NER is not as commonly used as the gross enrolment ratio.

The net enrolment ratio is also used to estimate the number of children not enrolled, by subtracting NER from 100, i.e. if NER for primary level is 80 per cent, then 20 per cent of the primary school age population are not in school.

Limitations and Constraints

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 organised educational programmes at the primary level. Same as applies for the NER for the secondary level.

Although the NER cannot exceed 100 per cent, values up to 105 per cent have been obtained due to inconsistencies in the enrolment and/or population data. When the NER exceeds 100 per cent during calculation, the following factors may cause the irregularity:

- When the reference date for entry to primary education does not coincide with the birth dates of all of the cohort eligible to enrol at this level of education;
- When a large proportion of children starts primary school earlier than the prescribed age and consequently finishes 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 Rates (RR) by Grade in Primary Education

Definition and Purpose

The repetition rate is the proportion of pupils who repeat a grade. It measures the rate at which pupils repeat grades. A high repetition rate implies high wastage ratio. It blocks access to schooling for other children since the school space is occupied by repeaters.

Method of Calculation

The repetition rate of grade g, year t is obtained by dividing repeaters of grade g, year t+1, by enrolment in grade g, year t. The general formula will be as follows:

$$RR_{g,t} = \frac{\text{Number of pupils repeating grade g, in school-year t+1}}{\text{Number of pupils enrolled in grade g, in school-year t}} \times 100$$

As a particular example, if you would like to find out the repetition rate of grade 3 in school year of 2004, the formula would be:

$$RR_{3,2004} = \frac{\text{Number of pupils repeating grade 3, in school-year 2005}}{\text{Number of pupils enrolled in grade 3, in school-year 2004}} \times 100$$

Possible Data Sources

The data on repeaters and enrolment could be derived from annual school census or survey. Household surveys or other private 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

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

Interpretation

Repetition rates should ideally approach zero per cent. High Repetition Rates indicate problems in the internal efficiency of the education system and possibly a poor level of instruction. When compared across grades, the patterns can indicate specific grades with relatively higher repetition rates. In some cases, low repetition rates merely reflect policies or practices of automatic promotion. The maximum repetition rate and the 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 repetition rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years. It should be ensured that such data are 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 grades and schools.

2.2.6 Survival Rate to Grade 5

Definition and Purpose

Survival Rate to Grade 5 is the proportion of a cohort of pupils who reached 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, with or without repetition, and indicates the dropout rate. It is also used to measure the impact of repetition and dropout on internal efficiency.

Method of Calculation

Divide the total number of pupils belonging to a pupil cohort who reached each successive grade 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 reconstructed student cohort flow model. It requires the following data.

- Number of students 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
- Number of net transfer students (optional)

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

Possible Data Sources

Data can be derived from school registers, school surveys or censuses.

Disaggregation

Survival Rates can be disaggregated by sex, by geographical location (region, urban/rural) and by type of institution (private/public). It can also be disaggregated between survival with and without repetition.

Interpretation

A Survival Rate approaching 100 per cent indicates a high level of retention and low dropout incidence. Survival Rate may vary from grade to grade, giving indications of grades with relatively more or less 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 a sustainable level of literacy. The distinction between survival rate with and without repetition is necessary to determine the extent of wastage due to dropout and to repetition. Since this indicator is usually estimated using cohort analysis models that are based on a number of assumptions, care should be taken in making comparisons across countries.

Survival rate to grade 5 of primary education is of particular interest since this is commonly considered as 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 Transition Rate (TR) to Secondary Education

Definition and Purpose

Transition rate is the proportion of students that progress from the final grade of one level to the first grade of the next level, expressed as a percentage of those enrolled in the final grade of the preceding school year. It indicates the degree of access to the next higher level, measuring the upward mobility in the educational hierarchy. Viewed from the lower cycle or level of education, it is considered as an output indicator. 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 by the number of students enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

$$\text{TR}_{\text{Pri to Sec, } t} = \frac{\text{New entrants to the first grade of the next higher level at school year } t}{\text{Number of pupils in the last grade of the previous level at school year } t\text{-}1} \times 100$$

When data on new entrants to the next higher grade is not available, subtract the number of repeaters from the first grade of the next higher level 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 in the last grade of the first level in the previous year.

$$\text{TR}_{\text{Pri to Sec, } t} = \frac{E - R}{\text{Number of pupils in the last grade of the previous level at school year } t\text{-}1} \times 100$$

E = Enrolment of the first grade of the next higher level at year t
R = Repeaters of the first grade of the next higher level at year t

Possible Data Sources

Data can be derived from school registers, school surveys or censuses.

Disaggregation

Transition rate can be disaggregated by sex, level of education and geographical location (region, rural/urban).

Interpretation

High transition rates indicate high access or transition from one level of education to the next. It also reflects the intake capacity of the next level of education. Inversely, low transition rates indicate problems in bridging between 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 of 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 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.

2.2.8 Percentage of Trained Teachers at Primary Education

See details on the EFA Goal 6 (Quality) section

2.2.9 Pupil-Teacher Ratio at Primary Education

See details on EFA Goal 6 (Quality) section

2.2.10 Public Expenditure on Primary Education as a Per cent of Total Public Expenditure on Education

Definition and Purpose

Public expenditure on primary education expressed as a percentage total public expenditure on education. It indicates government emphasis given to investments in primary education.

Method of Calculation and Data Required

Divide public current expenditure on primary education in a given year by total public expenditure on education, and multiply by 100.

$$\% \text{ of Public expenditure}_{\text{pri, } t} = \frac{\text{Public expenditure on ECCE programmes at year } t}{\text{Total public expenditure on education at year } t} \times 100$$

Possible Data Sources

Data can be compiled and collated from the government and ministerial budget reports. Since data may not be available from one single source, compilation of data from various sources may be required.

Disaggregation

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 public expenditure on primary education programme as a proportion of the total education budget indicates the degree of government interest and priority for this area.

Limitations and Constraints

Due to the difficulty in compiling the data from all relevant sources, information can be distorted hence data must be compiled from various sources.

Additional EFA MDA Indicators

These Additional Indicators, while important in assessing the 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 Report are in a far better position get a clearer picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators in their report to the maximum extent possible.

2.3	Additional EFA MDA Indicators	Disaggregation	Data Source
2.3.1	Age-Specific Enrolment Ratio (ASER)	• Sex • Geographic region • Urban/Rural • Level of Education	

2.3.2	Promotion Rate	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			Data on repeaters and enrolment can be derived from annual school census or survey. Household surveys can also be used for annual number of dropouts.

2.3.3	Dropout Rate	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		    Disabilities
			Data on repeaters and enrolment can be derived from annual school census or survey. Household surveys can also be used for annual number of dropouts.

2.3	Additional EFA MDA Indicators	Disaggregation	Data Source

2.3.4	Survival Rate by Grade	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities	

2.3.5	Percentage of Repeaters	• Sex • Geographical region • Urban/Rural • Level of Education	School Registers School Surveys and Censuses
2.3.6	Per Cent of Schools Offering Complete Primary Education	• Geographical region • Urban/Rural • Public/Private	School Registers School Surveys and Censuses
2.3.7	Per Cent of Schools Offering Mother-Tongue Instruction	• Geographical region • Urban/Rural • Public/Private	School Registers School Surveys and Censuses
2.3.8	Percentage Distribution of Primary Students by the Travel Duration from their Home to School	• Geographical region • Urban/Rural	School Registers School Surveys and Censuses Household surveys
2.3.9	Existence of a School/ Community Mapping or Child-Seeking Strategy		

2.3.1 Age-Specific Enrolment Ratio (ASER)

Definition and Purpose

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

Method of Calculation

Divide the number of pupils (or students) of a specific age who enrolled in educational institutions at all levels of education by the population of the same age and multiply the result by 100.

$$\text{ASER}_{i,t} = \frac{\text{Number of pupil of age } i \text{ (irrespective of the level of education) at school year } t}{\text{Population of the corresponding age } i} \times 100$$

Interpretation

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

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

Limitations and Constraints

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

2.3.2 Promotion Rate (PR)

Definition and Purpose

Promotion Rate is the proportion of pupils who have successfully completed a grade and proceeded to the next grade the following year.

Method of Calculation

The promotion rate of grade g, year t is obtained by dividing promotes of grade g+1, year y+1, by enrolment in grade g, year y. The general formula will be as follows:

$$PR_{g,t} = \frac{\text{Number of promotes at grade g+1, in school-year t+1}}{\text{Number of pupils enrolled in grade i, in school-year t}} \times 100$$

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

$$PR_{3,\,2004} = \frac{\text{Number of promotes at grade 4, in school-year 2005}}{\text{Number of pupils enrolled in grade 3, in school-year 2004}} \times 100$$

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

$$PR_{g,t} = \frac{\begin{array}{c}\text{Total enrolment in Grade g+1 in school-year t+1)} - \\ \text{(Number of repeaters in Grade g+1 in school-year t+1)}\end{array}}{\text{Number of pupils enrolled in grade i, in school-year t}} \times 100$$

For example:

As above example, the promotion rate of grade 3 in school year of 2004 would be:

$$RR_{3,\,2004} = \frac{\begin{array}{c}\text{Total enrolment in Grade 4 in school-year 2005)} - \\ \text{(Number of repeaters in Grade 4in school-year 2005)}\end{array}}{\text{Number of pupils enrolled in grade 3, in school-year 2004}} \times 100$$

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

- Number of students 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
- Number of net transfer students (optional)

A detailed explanation of the reconstructed student model can be found on the Annex. UNESCO has developed an Excel Macro program for the student cohort flow model to produce survival rates along with other education indicators related to internal efficiency. To request for a copy of this program, e-mail aims@unescobkk.org.

Interpretation

The Promotion Rate shows the relative size of the group who successfully moved to the next grade within an education programme. High Promotion Rates indicate better internal efficiency of the education system. When compared across grades, the patterns can indicate performance of grades within the education system. 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 Promotion Rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years. It should be ensured that such data are 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 grades and schools.

2.3.3 Dropout Rate (DR)

Definition and Purpose

Dropout Rate is the proportion of pupils who leave the system without completing a given grade in a given school year. This rate shows the extent to which pupils abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

Method of Calculation

In theory, promotion, plus repetition and dropout rates should total 100 per cent. Usually, the dropout rate of grade g, year t is obtained by subtracting promotion rate and repetition rate from 100

$$DR_{g,t} = 100 - (\text{Promotion rate} + \text{Repetition rate}) \text{ of grade g in school year t}$$

This indicator is usually derived by using a reconstructed student cohort flow model. It requires the following data.

- Number of students 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
- Number of net transfer students (optional)

A detailed explanation of the student cohort model can be found on the Annex. UNESCO has developed an Excel Macro program for the student cohort flow model to produce survival rate along with other education indicators related to internal efficiency. To request for a copy of this program, e-mail aims@unescobkk.org.

Interpretation

Dropout rates should ideally approach zero per cent. Like repetition rate, high dropout rates indicate problems in the internal efficiency of the education system. The pattern of dropout rates across grades indicates which grade many students start leaving school before completing the school year.

Limitations and Constraints

Like other student-flow rates, the dropout rate is usually derived by analyzing data on enrolment and repeaters by grade for two consecutive years. It should be ensured that such data are 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 grades and schools. Some countries do not collect data on dropouts hence the dropout rate is calculated as a residual of the promotion and repetition rates.

2.3.4 *Survival Rate by Grade*

This is defined as the proportion of a cohort of pupils 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 (as EFA MDA core indicators), 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. Survival Rate may vary from grade to grade, giving indications of grades with relatively more or less drop-outs. 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 term 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 who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment in the specified grade. It measures the extent and patterns of repetition by grade, to gauge the internal efficiency of the education system.

Method of Calculation

Divide the number of pupils/students repeating a given grade in a given school-year by the number of pupils or students enrolled in the same grade in the same school-year, and multiply by 100.

$$\text{\% of repeaters}_{i,t} = \frac{\text{Number of pupils repeating grade i in school-year t}}{\text{Number of pupils enrolled in grade i, in school-year t.}} \times 100$$

Interpretation

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

Limitations and Constraints

The definition of repeaters above should be unambiguously applied to include even pupils or students 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 educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially in comparisons between education systems.

2.3.6 *Per cent of schools offering complete primary education*

Definition and Purpose

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 the full primary education service in a country.

Method of Calculation

Divide the number of schools offering complete primary education in a given school year by the total number of primary schools in the same school year, and multiply by 100.

$$\text{\% of schools with complete primary education at school year t} = \frac{\text{Number of schools offering complete primary education in a given school-year t}}{\text{Total number of primary schools in the same school-year t}} \times 100$$

Interpretation

A high percentage of schools offering complete primary education indicate the availability of full service and easy access to primary education in a country. However, to maximize utilization of scare resources, it may not be always necessary for all primary schools to offer complete primary education.

Limitations and Constraints

Data for private and community schools may not be available.

2.3.7 *Per cent of primary schools offering mother-tongue instruction*

Definition and Purpose

This indicator covers the number of primary schools offering mother-tongue instruction at the primary level, 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 minorities.

Method of Calculation

Divide the number of primary schools offering mother-tongue instruction at primary level in a given school-year by the total number of primary schools in the same school-year, and multiply by 100.

$$\text{\% of schools offering mother-tongue instruction at primary level at school year t} = \frac{\text{Number of primary schools offering mother-tongue instruction in a given school-year t}}{\text{Total number of primary schools in the same school-year t}} \times 100$$

Interpretation

A high percentage of schools offering mother tongue education reflect easy access to primary education for children, especially those who speak a language different than the national or official

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language. However, to maximize the utilization of scare resources, 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 students by the travel duration from their home to school

Definition and Purpose
This indicator refers to the number of primary students and the travel duration from their home to school, expressed as a percentage of the total number of primary students. This indicator indirectly measures the difficulty of access for children.

Method of Calculation
Divide the number of children within the specific travel duration from home to school (for example, duration of travel less than 30 minutes) regardless of any means of travel, by the total number of children and multiply by 100.

**% of primary students by the distance from their home to school
(in the following example – distance less than 1 km)
in school-year t**

$$= \frac{\text{Number of primary students who take less than 30 mins to travel from their home to schools in school year } t}{\text{Total number of primary students in school year } t} \times 100$$

Distance between home and school could be sub-categorized (see below) to see the percentage distribution of children according to these categories.

Interpretation
This indicator indirectly measures how difficult it is for children of primary-school age to get to schools. A higher percentage at longer travel durations may explain partially why there are many out-of school children.

Distance to school	Number of primary students			% distribution		
	Boys	Girls	Total	Boys	Girls	Total
Less than 30 mins						
Between 30 min to 1 hour						
More than 1 hour						
Not known						
TOTAL					100	100

Limitations and Constraints
Data for this indicator may not be easily available. Questions related to the distance of the school from a childís home may not be included in the school census or household questionnaires. Individual results may also greatly vary depending on how the child commutes to school.

2.3.9 Existence of a school / community mapping or child-seeking strategy

See Quality Chapter Goal 6 for details

Goal 2: Universal Primary Education EFA MDA Indicators

Policy and System Indicators

2.1	Policy/System Indicators
2.1.1	Legislative, policy and institutional reform in conformance with the Convention of the Rights of the Child[13]
2.1.2	Existence of an EFA Section within the Ministry of Education
2.1.3	Sector planning and sector reform processes in place, with mechanisms for coordination with and between donors established
2.1.4	EMIS produces reliable disaggregated information that is accessible to the public
2.1.5	Presence of national policies on "free and compulsory" education. Are these enforced?
2.1.6	Incentives and/or special support programmes in place for poor and disadvantaged children Presence of legislation governing teachers' codes of conduct, conditions, etc.

Core EFA MDA Indicators

2.2	Additional Indicators	Disaggregation	Data Source
2.2.1	Gross Intake Rate (GIR) in Primary Education	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.2	Net Intake Rate (NIR) in Primary Education	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.3	Gross Enrolment Rate (GER) in: • primary education • secondary education	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys

[13] 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.

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2.2	Additional Indicators	Disaggregation	Data Source

2.2.4	Net enrolment ratio (NER) in:
	• **primary education**
	• **secondary education**
		• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.5	Repetition Rates (RR) by Grade in Primary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

2.2.6	Survival Rate to Grade 5	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

2.2.7	Transition Rate to Secondary Education	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

2.2.8	Percentage of Trained Teachers at Primary Education	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
2.2.9	Pupil-Teacher Ratio at Primary Education	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
2.2.10	Public Expenditure on Primary Education as Per cent of Total Public Expenditure on Education	National level indicator	• Government Budget reports

Additional EFA MDA Indicators

2.3	Additional EFA MDA Indicators	Disaggregation	Data Source
2.3.1	Age-Specific Enrolment Ratio (ASER)	• Sex • Geographic region • Urban/Rural • Level of Education	

2.3.2	Promotion Rate	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			Data on repeaters and enrolment can be derived from annual school census or survey. Household surveys can also be used for annual number of dropouts.

2.3.3	Dropout Rate	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		   Disabilities
			Data on repeaters and enrolment can be derived from annual school census or survey. Household surveys can also be used for annual number of dropouts.

2.3.4	Survival Rate by Grade	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities	

2.3.5	Percentage of Repeaters	• Sex • Geographical region • Urban/Rural • Level of Education	School Registers School Surveys and Censuses
2.3.6	Per Cent of Schools Offering Complete Primary Education	• Geographical region • Urban/Rural • Public/Private	School Registers School Surveys and Censuses
2.3.7	Per Cent of Schools Offering Mother-Tongue Instruction	• Geographical region • Urban/Rural • Public/Private	School Registers School Surveys and Censuses
2.3.8	Percentage Distribution of Primary Students by the Travel Duration from their Home to School	• Geographical region • Urban/Rural	School Registers School Surveys and Censuses Household surveys
2.3.9	Existence of a School/ Community Mapping or Child-Seeking Strategy		

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2.3	Additional EFA MDA Indicators	Disaggregation	Data Source

2.3.4	Survival Rate by Grade	• Sex
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities	

2.3.5	Percentage of Repeaters	• Sex • Geographical region • Urban/Rural • Level of Education	School Registers School Surveys and Censuses
2.3.6	Per Cent of Schools Offering Complete Primary Education	• Geographical region • Urban/Rural • Public/Private	School Registers School Surveys and Censuses
2.3.7	Per Cent of Schools Offering Mother-Tongue Instruction	• Geographical region • Urban/Rural • Public/Private	School Registers School Surveys and Censuses
2.3.8	Percentage Distribution of Primary Students by the Travel Duration from their Home to School	• Geographical region • Urban/Rural	School Registers School Surveys and Censuses Household surveys
2.3.9	Existence of a School/ Community Mapping or Child-Seeking Strategy		

Universal Primary Education

A note on Internal Efficiency: Pupil 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' (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 wayû.

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 is 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 drop-out. 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 drop-out. Once obtained, these rates may be analyzed first by grade to study the patterns of repetition and drop-out. Then, as they are used in a reconstructed pupil-cohort flow to derive other indicators of internal efficiency[2].

An alternative is to conduct a longitudinal analysis, involving tracing a group of pupils throughout their movement in the school system. However, this is not feasible on a national scale, hence, the reconstructed method is often used. To apply this method we need enrolment data on pupils by grade for at least two consecutive years and repeaters by grade for the latter year.

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 efficiency to an educational 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 yearís 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 yearís worth of education, but consuming two yearís worth of expenditure. If it takes 6 years to qualify for a certain diploma, a pupil who has dropped out of school after only three years has used three yearís 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
- he/she 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:
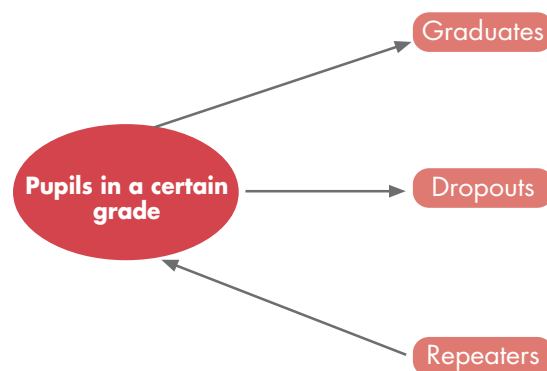
Promotion, repetition and dropout rates are the three paths of student flow from grade to grade and they characterize the efficiency of the education system in producing graduates. These rates are, therefore, used for evaluation, monitoring and projection of the efficiency of student flow in an education system.

5. 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

Introduction

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 with others, and learning to be. In an effort to provide greater specificity on the skills covered within Education for All, three typologies have been identified, namely: ***basic skills*** (literacy, numeracy etc), ***psycho-social skills*** (reflective, personal and interpersonal skills including problem solving, agency, communication, team work etc) and ***practical/functional skills*** (manual skills relating to specific vocations or for a specific behaviour such as health). In recognition of the variety of meanings accorded to the term life skills, this guidance note hopes to provide an expansive vision of the learning and skill needs of young people and adults. Whilst countries will understandably focus their efforts on meeting this goal in areas that are most relevant to their contexts, it is hoped that the Mid Decade Assessment will provide an opportunity for reflection on what skills are needed by young people and adults and how these are reflected within the national EFA plans.

The concept of ***lifelong learning*** underpins this Goal, with an emphasis on continuous learning for improved 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 crucial in framing young people and adults' needs to extend and acquire new skills in a rapidly changing world.

Recognising a need to assess progress of educational systems in all three areas, additional indicators are being proposed for the Mid Decade Assessment with particular attention paid to indicators

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concerning the development of psycho-social and practical/functional skills among young people and adults. For the purposes of this document, the definition of young people is taken to include those aged 10 to 24 and thereby of adults from over age 25.

Guiding Questions

The purpose of these questions is to provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which these Goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a Guide in influencing national debate in building up to the preparation of the national report.

Goal Statement	Guiding Questions
Ensuring that	
the learning needs	– What are the learning needs in the country? – How are the learning needs assessed? • Psycho-social skills (decision-making, critical thinking, communication, etc.) • Practical/Functional skills (income-generating, technical/vocational, health, family planning, civics etc.) • Basic Skills (reading/literacy, writing, arithmetic) • Others? List all that apply
of all young people	– What is the definition of 'young people'? – Who are all of the young people in the country • 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 learning needs of these specific groups?
and (all) adults	– What is the definition of 'adult'? – Who are all of the adults in the country? • Citizens of the country by right • Non-citizens of the country but currently living in the country – for example; refugees, immigrant workers, illegal immigrants
are met through	
equitable access	– What is 'equitable access'? – Is the ability to obtain equitable access to appropriate learning and life skills programmes provided through legislation or guidelines and procedures? – Are any costs equitable? – How is the access provided? Physically with facilities and teachers, through ICT, by providing learning materials. – How is this equitable access monitored?
Appropriate	– Who sets the 'appropriate' standards? – What is 'appropriate' understood to mean?
learning programmes and	– What are appropriate learning programmes? – How are these programmes provided? – How are these programmes monitored?
life skills programmes	– What are appropriate life skills programmes? – What is the national understanding of life skills? – How are these programmes provided? – How are these programmes monitored?

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

All young people and adults must be given the opportunity to gain the knowledge and develop the values, attitudes and skills that 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 a certain proportion of its work force having completed 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 to 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 assessment of life skills can be guided through consideration to 4 broad areas: inputs (resources, teachers); processes (teaching/learning methods); outcomes (social/emotional skills, behaviour) and impact (peace, welfare, health, livelihood, civic participation). Whilst greater attention has been placed until recently on indicator development and use in relation to inputs and processes, efforts are currently underway to identify measurable outcomes and impact of life skills programmes. As such, it is hoped that this Mid Decade Assessment will provide the opportunity for countries across Asia to further clarify the manner in which taught skills, as well as those mirrored within educational settings (both formal and nonformal), support the overall well-being of young people and adult learners.

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

Core Data Sets Required

Core Data Set	Data Sources	Disaggregation

Enrolment (primary, secondary, higher, TVET, NFE)	• EMIS/Annual School Census
	• MoL
	• NFE Bureau
	• NGO Coordinating Committees
		• Sex
		• Age
		• Year of schooling
		• Geographical region
		• Urban/Rural
		• Public/private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Disabilities
		  o Income quintile
		• Labour Sector

Demographics	• Literacy Surveys • Census	
Labour Force	• Household Surveys	
Health	• Country Reports to UNGASS • MoH	

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Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators which require some explanation and detail. While Yes/No answers are possible in many cases, it is far richer to provide brief narrative to better explain the answer in the context of national systems and approaches.

3.1	Policy/System Indicators
3.1.1	A coordinated, multi-sectoral Technical, Vocational Education and Training (TVET) policy is responsive to national and global market trends and opportunities
3.1.2	Pre-Service Teacher Training Programmes promote a skills based approach across the curriculum
3.1.3	Strategies for student participation in school affairs are elaborated within national education policy frameworks

3.1.1 A national, multi-sectoral Technical and Vocational Education and Training Policy

Definition & 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 across Asia, and a corresponding need for national frameworks to guide this sector. Related policies will highlight government commitments to TVET and will specify the manner by which this is made accessible to all young people-including those most disadvantaged. In order to ensure the relevance of the TVET curricula, it is important that this be based on a firm understanding of the skills shortages within a country as well as the future market trends.

Interpretation
A multi sectoral policy will result in a greater number of young people aware of the possibilities and potential benefits of TVET programmes. Higher numbers of young people will access accredited training programmes which in turn will 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 disadvantaged young peopleís participation in TVET programmes, there will be greater equity within the education system.

Means of Verification
Ministry of Education, Ministry of Labour policies
National TVET Working Group, National Framework of Qualifications

3.1.2 Skills based approaches are promoted within Pre Service Teacher Training Programmes

Definition & 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 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 peopleís 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
Pre Service teacher Training Curricula

3.1.3 Student participation in school affairs

Definition & Purpose
Does the education system provide a range of formal and informal mechanisms for students to participate in the organization of their educational institution?

One of the key outcomes of successful skills development within schools, is children who are able to take ownership of their learning and behaviour. Achievement of this outcome will depend on how the school as a whole promotes pupil participation. Effective participation in decision-making involves creating opportunities for children and young people to increase their influence over what happens to them and around them. Students can participate in school decision-making at different levels and 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 councils are one such means of actively learning important skills, such as speaking and listening skills, teamwork, emotional literacy, problem-solving, moral reasoning skills, 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 psychosocial life skills and to the extent that this leads to more relevant, fulfilling learning opportunities, will strengthen a desire for lifelong learning. Lastly, 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

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Core EFA MDA Indicators

3.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source
3.2.1	**Youth Literacy Rate (15-24 years)**	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Household surveys
3.2.2	**Gross Enrolment Rate in Technical, and Vocational Education and Training (TVET)**	• Sex • Geographical region • Private/public • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• MoE • Ministry of Labour • Ministry of Youth and Sports
3.2.3	**Designated curriculum time in education systems to develop children and young people's knowledge, skills and attitudes for health.**	• Educational level (ISCED)	• Curriculum Development Centre (MoE)
3.2.4	**Transition rates between primary and secondary systems and secondary to higher education systems.**	• Sex • Level of education • Geographical region • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• EMIS

3.2.1 *Youth Literacy Rate*

Definition and Purpose

The literacy rate of 15–24 year-olds or the youth literacy rate is the percentage of the population aged 15–24 years-old who can both read and write with understanding a short simple statement on everyday life.

This indicator indicates the effectives of the primary and secondary education system over the previous 10 years or so. It is often seen as a proxy measure of social progress and economic achievement since it shows the effectiveness of the primary and secondary education system. Inadequate levels of reading constitutes a serious obstacle for the successful participation of young people and adults in society.

Method of Calculation and Data Required

This is calculated by dividing the number of people aged 15–24 who are literate by the total population in the same age group, and multiply the total by 100.

$$LIT^t_{15\text{-}24} = \frac{L^t_{15\text{-}24}}{P^t_{15\text{-}24}}$$

Where:

$LIT^t_{15\text{-}24}$ = Literacy Rate of persons aged 15-24 years in year t

$L^t_{15\text{-}24}$ = Literate Population aged 15-24 years in year t

$P^t_{15\text{-}24}$ = Population aged 15-24 years in year t.

Possible Data Sources

Youth literacy data may be derived from population censuses, household surveys and literacy surveys. Data for the total population is derived from national censuses or sample surveys.

Disaggregation

Like adult literacy data, where data is available, the indicator can be disaggregated by sex, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and vulnerable groups.

Interpretation

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

Comparing the youth literacy rates with adult literacy rates shows the progress and achievements in literacy of the younger generation compared to total adult population. This indicator is particularly important in proactively identifying illiterate young people who should be targeted for relevant learning opportunities.

Limitations and Constraints

The diverse ways in which literacy skills are assessed creates difficulty in international comparisons. Comparability over time, even for the same survey, may also be a problem as definitions of literacy used in surveys are often not standardized. Further, countries may define the youth age range differently from the 15-24 year old international standard. Lastly, data may only be available for selected years or geographical regions which will further complicate national reporting.

3.2.2 *Gross Enrolment Rate in Technical and Vocational Education and Training*

Definition & Purpose

The GER is a percentage of the number of enrolments in TVET at ages 16-22, in relation to the population by theoretical age according to ISCED level.

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.

86   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

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Method of Calculation and Data Required

$$= \frac{\text{Number of enrolments in TVET at particular age}}{\text{Total population of theoretical age}} \times 100\%$$

Possible Data Sources
Ministry of Education

Disaggregation
The extent to which young men and women are equally able to access TVET is important to note, as are the opportunities available for this form of learning to young people from disadvantaged communities.

Interpretation
A high, and growing, TVET GER will indicate that young people are increasingly availing of this form of post-secondary 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.

3.2.3 Curriculum in primary/secondary education systems to develop young people's knowledge, attitudes and skills for health

Definition & Purpose
The percentage of time within primary/secondary curriculum during which health promoting knowledge and skills are taught.

As young people are faced with significant challenges to their health, it is important that education systems support the development of health promoting skills and behaviours. Research has demonstrated the considerable impact of dedicated teaching time for practical and psycho-social skills relating to health. In order to develop these skills, sufficient time must be allocated within and across the curriculum to learn related skills.

Method of Calculation and Data Required
This will be calculated by the number of hours dedicated in the curriculum to children and adolescent health issues, over the number of curriculum hours per week (expressed as a percentage).

$$= \frac{\text{\#hour/month taught health related issues per level}}{\text{Total \#hour/month taught curriculum per level}}$$

It is hoped that this indicator will be reported against with a description of the current curricular arrangements for the explicit teaching of skills for young people's health. Relevant areas which would be included within health curricula include young people's reproductive health, HIV/AIDS education, substance abuse prevention as well as the broader psychosocial skills which support the behaviour change sought (ie peer negotiation, refusal skills)

Possible Data Sources
Curriculum Development Centres from within the Ministry of Education.

Interpretation
Including accurate, relevant health information as well as the explicit teaching of functional and life skills (both crucial for behaviour development and change) in primary and secondary curricula will improve the health (understood broadly to include physical, social and mental well-being) of young people. A skills based health education curriculum will instill positive health behaviours in children/ young people in turn preventing future health risks and premature death.

Limitations and Constraints
The manner by which health curricula is taught is primordial for the effective development of health promoting behaviours, and 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 is difficult to assume the direct impact of a certain number of hours on health behaviours.

3.2.4 Transition rates between primary and secondary systems and secondary and higher education systems

Definition & Purpose
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 (or students) enrolled in the final grade of the lower level of education in the previous year. For example, the transition rate 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.

This indicator conveys information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the equitability of an education system, in providing a measurement of which groups of students are excluded from secondary and post secondary learning opportunities.

Method of Calculation and Data Required
Divide the number of new entrants in the first grade of the specified higher cycle/level ofeducation (enrolment minus repeaters) by the number of pupils who were enrolled in the final grade of the preceding cycle/level of education in the previous school year, and multiply by 100.

Possible Data Sources
School register, school survey or census.

Interpretation
High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging between two cycles or levels of education resulting in fewer individuals with the skills needed for income growth as well as social development.

Limitations and Constraints
This indicator can be distorted by 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, together with the migrant students could also affect the quality of this indicator.

Additional EFA MDA Indicators

3.2	Additional Indicators	Disaggregation	Data Source

3.3.1	Youth Unemployment Rate	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

3.3.2	Availability and utilization of school and community based counseling services for young people	• Sex • Geographical region • Rural/Urban	• Ministry of Health
3.3.3	National education standards/ benchmarks include social, emotional, behavioural skills		• Curriculum Development Centre
3.3.4	Number of incidences of reported violence in schools	• Educational level • Nature of violence, i.e. bullying, theft, physical assaults	• School Safety Survey • Police records • Ministry of Justice • MoE

3.3.5	Participation rate of young people and adults in accredited, NFE programmes	• Sex
		• Age
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Department Adult Education
			• Non Governmental Organisations
			• NFE-MIS

3.3.6	Incidence of substance abuse among young people	• Sex • Age • Grographical region	• Ministry of Health

3.3.7	Knowledge of HIV prevention practice among young people and adults	• Sex
		• Age (10-14; 15-24 and over 25)
		• Geographical region
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• BSS
			• Demographic Health Surveys
			• MICS

3.3.8	Estimated HIV prevalence rate	• Age (15-24; 25-49) • Sex • Geographical region	• UNGASS Country Report

3.3.1 Youth Unemployment Rate

Definition & Purpose
The percentage of individuals aged 15 to 24 in the labour force who are unemployed. *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).*The labour force* consists of those who are employed plus those who are 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 own household.

This indicator monitors the degree to which the youth labour force is utilized in the economy and therefore serves as a measure of the success of strategies to create jobs for youth. As one such strategy, life skills and learning programmes are therefore included in this indicator.

Method of Calculation and Data Required
The number of people aged 15–24 who are unemployed is divided by the number of people in the labour force of the same age group.

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 International Labour Organization resolutions and recommendations, such as the International Conference of Labour Statisticians resolution on international standards for unemployment and youth unemployment.

Interpretation
A high youth unemployment rate may indicate that the relevant skills are not being taught in either the formal or non-formal post secondary education systems, a result of which is that young people are unable to find employment.

Another measure which may offer a more comprehensive picture of the entire cohort of young people, is the 'youth inactivity rate' which focuses on the proportion of a specific age cohort (ie 15 to 24) who are neither in full-time education nor in full-time work. In other words, this indicator is the sum of non-students who are unemployed and non-students who are not in the labour market, expressed as a proportion of the age group. The assumption is that young people in this situation are more vulnerable, or more 'at risk' in the statistical sense, than others in the same age group of encountering prolonged difficulties in finding and sustaining stable employment. The advantage of this measure is that it can be derived from official statistics based on the labour force concept. By focusing on non full-time students, the measure overcomes the problems associated with the education labour force overlap. The OECD's leading publication on education and employment indicators for young people *Education at a Glance* reports on the 'Percentage of the youth population in education and not in education, by age group and work status' for the 15 to 19, 20 to 24 and 25 to 29 age groups.

90   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   91

3.3.2 Availability of counseling services for secondary school students

Definition & Purpose

The (in) existence of counseling services in secondary schools and/or youth friendly, community based counseling services. Where young people have a need to obtain social and emotional support from a professional counselor, it is important that secondary schools either have a suitably experienced staff member on hand for this purpose or be able to refer students to local practices. While countries may have counselors aiming to provide vocational or career guidance, 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 wellbeing.

Method of Calculation and Data Required

Analysis of education and health policy/legislation to determine the allocation of financial and human resources for school and community based counseling services.

Interpretation

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

3.3.3 National educational standards explicitly include social and emotional skills

Definition & Purpose

National education standards for individual levels from higher primary to secondary system include key learning statements on social and emotional 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 across the entire curriculum.

Method of Calculation and Data Required

Analysis of existing curricular targets will provide the data needed for this indicator.

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.

3.3.4 Number of incidences of reported violence in schools

Definition & Purpose

The number of incidences of reported violence over the past academic year in primary and secondary schools. Violence in schools, including the chronic harassment of students by their peers (termed bullying), has clear results on the mental health, academic achievements 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, that there are fewer incidences of violence.

Method of Calculation and Data Required

The number of acts of violence conducted within schools (involving students and teachers) can be collected both from the Ministry of Education as well as from Judicial/Police Institutions.

Interpretation

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

3.3.5 Participation rate of young people and adults in accredited, NFE programmes

Definition & Purpose

The proportion of young people and adults who are currently enrolled in NFE programmes. "Non Formal Education is defined as any organized and sustained educational activities that does not generally constitute a continuous ladder of full time education. Non Formal Educataion may therefore take place both within and outside educational institutions, and caters to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life skills, work skills." (ISCED 97, glossary pg 41)

Method of Calculation and Data Required

The number of young people and adults currently enrolled in accredited NFE programmes, divided by the total number of young people and adults, expressed as a percentage. Information may be gathered from NFE-MIS which are being established in countries.

Interpretation

A high participation rate of young people and adults in NFE programmes will indicate a national context where lifelong learning is both available and valued. As a result of NFE programmes, greater numbers of young people and adults would be literate/numerate and would have developed life skills.

3.3.6 Incidence of substance abuse among young people

Definition & Purpose

The percentage of young people who report not 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, tobacco as well as the notable rise in amphetamine use) amongst young people across Asia. Alcohol and illicit drug use are associated with sexually transmitted diseases, including HIV infection; teen pregnancy; school failure can also result in substantial disruptions in family, work, and personal life.

Method of Calculation and Data Required

This is often calculated through surveys asking young people if they have used any drugs or alcohol over the month prior to the survey.

Interpretation

A high prevalence of substance abuse amongst young people will indicate a high risk of ill health (in particular in relation to HIV/AIDS) and early mortality. A low (and decreasing) rate of substance abuse among young people will indicate the successful implementation of skills based health education (albeit recognizing that there are multiple factors impacting and resulting in the use/non use of drugs).

3.3.7 *Knowledge of HIV prevention practice among young people and adults*

Definition & Purpose

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 UNGASS Declaration of Commitment, this indicator is targeted to reach 95% by 2010.

Method of Calculation and Data Required

This indicator can be calculated according to the following:

$$= \frac{\text{Number of respondents (of set age group) who give correct answers to } \textit{all} \text{ five questions (see below) regarding HIV transmission}}{\text{Number of respondents (of set age group) who give answers (i.e. including "don't know") to all five questions}}$$

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 IEC 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.

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

Definition & Purpose

Estimated HIV prevalence rate amongst young people and adults is 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 and Data Required

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 year. In countries with a generalized epidemic, national estimates of HIV prevalence are based on data generated by surveillance 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.

Life Skills and Lifelong Learning Indicators

Policy and Systems Indicators

3.1	Policy/System Indicators
3.1.1	A coordinated, multi-sectoral Technical, Vocational Education and Training (TVET) policy is responsive to national and global market trends and opportunities
3.1.2	Pre-Service Teacher Training Programmes promote a skills based approach across the curriculum
3.1.3	Strategies for student participation in school affairs are elaborated within national education policy frameworks

Core EFA MDA Indicators

3.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source
3.2.1	Youth Literacy Rate (15-24 years)	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as ○ Ethnicity, caste ○ Language ○ Disabilities	• Household surveys
3.2.2	Gross Enrolment Rate in Technical, and Vocational Education and Training (TVET)	• Sex • Geographical region • Private/public • Other social and economic disaggregation such as ○ Ethnicity, caste ○ Language ○ Disabilities	• MoE • Ministry of Labour • Ministry of Youth and Sports
3.2.3	Designated curriculum time in education systems to develop children and young people's knowledge, skills and attitudes for health.	• Educational level (ISCED)	• Curriculum Development Centre (MoE)
3.2.4	Transition rates between primary and secondary systems and secondary to higher education systems.	• Sex • Level of education • Geographical region • Other social and economic disaggregation such as ○ Ethnicity, caste ○ Language ○ Disabilities	• EMIS

94   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   95

Additional EFA MDA Indicators

3.3	Additional Indicators	Disaggregation	Data Source

3.3.1	Youth Unemployment Rate	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Household surveys

3.3.2	Availability and utilization of school and community based counseling services for young people	• Sex • Geographical region • Rural/Urban	• Ministry of Health
3.3.3	National education standards/ benchmarks include social, emotional, behavioural skills		• Curriculum Development Centre
3.3.4	Number of incidences of reported violence in schools	• Educational level • Nature of violence, i.e. bullying, theft, physical assaults	• School Safety Survey • Police records • Ministry of Justice • MoE

3.3.5	Participation rate of young people and adults in accredited, NFE programmes	• Sex
		• Age
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Department Adult Education
			• Non Governmental Organisations
			• NFE-MIS

3.3.6	Incidence of substance abuse among young people	• Sex • Age • Grographical region	• Ministry of Health

3.3.7	Knowledge of HIV prevention practice among young people and adults	• Sex
		• Age (10-14; 15-24 and over 25)
		• Geographical region
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• BSS
			• Demographic Health Surveys
			• MICS

3.3.8	Estimated HIV prevalence rate	• Age (15-24; 25-49) • Sex • Geographical region	• UNGASS Country Report

6. Literacy

Measuring Progress towards 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

Literacy is a key determinant for long-term human development and a significant factor to the social and economic improvement of individuals and a country. Generally, the term ëliteracyí embraces also 'numeracy' or the ability to make simple arithmetic calculations.

To have complete picture of progress in achieving EFA, it is essential to assess the diverse policy actions and measures undertaken to develop literacy and other non-formal basic learning programmes intended to meet the learning needs of the various categories of adult learners, i.e. the population 15 years of age and above. These could range from a basic literacy courses and skills development programmes with a literacy component. Particular attention should be given to how well such programmes address the specific learning needs of women, ethnic and cultural minorities, socially disadvantaged groups and other learners with special learning needs.

To what extent have public authorities and their partners been successful in expanding basic literacy, post-literacy and continuing education opportunities for the adult population? Are these programmes successful in creating 'literate environments' and are adequate resources and infrastructures available to achieve these objectives? Countries are invited to make a comprehensive analysis of such learning opportunities provided by government departments, local authorities, NGOs, community organizations, the print media, as well as initiatives by the private sector. Obtaining information on basic 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 provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which the EFA goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a guide in influencing national debate in building up to the preparation of the national report.

Goal Statement	Guiding Questions
Achieving a	
50% improvement in	– What was the adult literacy rate in 2000? What is the current adult literacy rate? How is this assessed? Is assessment standardized and comparable? – To obtain a 50 per cent improvement what will the adult literacy rate need to be in 2015?
levels of adult literacy	– What is the definition of adult literacy? – Who are legally defined as adults in the country? – What is the youth literacy rate (15-24 year olds) – What is the adult literacy rate (age 15 years and above)? – How is literacy measured? – Is it possible to be declared literate in more than one language?
by 2015,	
especially for women, and	– What is the literacy gender parity index (the ratio of female to male literacy rates)?
equitable access	– What is "equitable access"? – Is the ability to obtain equitable access to basic and continuing education provided through legislation or guidelines and procedures? – Are any costs equitable? – How is the access provided? Physically with facilities and teachers, through ICT, by providing learning materials? – How is this equitable access monitored? – How can individual grievances be addressed?
to basic education and	– What is basic education? – How is this basic education provided? – How is this basic education monitored?
continuing education	– What is continuing education? – How is this continuing education provided? – How is this continuing education monitored?

for all adults	– What is the definition of "adult"?
	– Who are all of the adults in the country
	  • 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

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.

The language issue in literacy acquisition is also of paramount importance. Therefore, information about literacy acquisition in languages other than the official national language(s) will give valuable insights regarding the literacy achievement levels of significant segments of the population in many countries.

Government spending for literacy and non-formal education, family contributions, and community support are proxy measures of actual interest and commitment, and also an indication of the relevance of the literacy training offered to the demands and concerns of the target populations. Information on these aspects is important to complete the assessment of progress in promoting adult literacy.

The following indicators are suggested to undertake a situation analysis of literacy in a country. Many countries might have conducted literacy assessment surveys or household surveys which might provide more information on literacy than the indicators below.[1] Countries are free to choose any literacy indicators which are relevant in their country context.

Data Sets Required

Core Data Set	Data Sources	Disaggregation

Demographic data	Census – and projections made on this	• Sex
		• Age
		• Geographical region (2 below national)
		• Urban/Rural
		• Public, private, community based
		• Teachers
		• Other student social and economic disaggregation
		  o Ethnicity
		  o Language
		  o Disabilities
		  o Economic Quintile

Literate population	Census and household surveys, literacy assessment surveys	
Enrolment, Completion, literacy assessment results	NFEMIS, district and community record	
Facilitators, Administration	NFEMIS, district and community record	
Community centers and programmes	NFEMIS, district and community record	

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[1] The literacy rate for this analysis is simply the complement of the illiteracy rate.

Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators that require some explanation and detail. 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 approaches. Case studies and summaries of relevant studies or assessments can augment and support the information provided for these indicators.

4.1	Policy/System Indicators
4.1.1	Existence of a nationally recognized definition of "literate" and "numerate" persons. What is the definition?
4.1.2	Presence of non-formal literacy courses in local languages and existence of instructional materials
4.1.3	Existence of laws, decrees stipulating literacy as a basic human right

4.1.1 Existence of a nationally recognized definition of "literate" and "numerate" persons. What is the definition?

Definition & Purpose

A national definition of a "literate" and "numerate" person is important to set the standard in measuring literacy. Literacy and numeracy are widely recognized as the basic skills for both human and national economic development. Countries are working on the reduction of illiterate and non-numerate population in their nations. While many different types of literacy programmes are provided and various household surveys and literacy and numeracy assessment tests are conducted, it is important that a nationally standard definition is established so that all literacy interventions, including data collection and analysis are conducted based on the national definition.

Means of Verification

Existence of legislation defining the official literacy policy and a national definition of literacy and numeracy

4.1.2 Presence of non-formal literacy courses taught in local languages and existence of instructional materials

Definition & Purpose

Language of instruction is a critical issue to consider for pedagogical reasons. Using local or mother-tongue languages in initial education instruction serves as a bridge to programmes/content in national languages. The existence of courses in local languages using local language instructional material can be used as a proxy indicator for the quality of the programme.

Means of Verification

Review of national policy and plans, curriculum, and teaching/learning materials

4.1.3 Existence of laws, decrees stipulating literacy as a basic human right

Definition & Purpose

This indicator identifies potential legislative barriers which may prevent access and participation to formal and/or non-formal literacy programmes. Furthermore, the indicator identifies the national government as duty-bearer for the provision of education.

Means of Verification

Review of legislation, policy and institutional settings

Core EFA MDA Indicators

4.2	Core EFA MDA Indicators	Disaggregation	Data Source
4.2.1	Adult Literacy Rate (15 years and above)	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Population censuses • Household surveys • Literacy surveys
4.2.2	Youth Literacy Rate (age 15-24 year olds)	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Population censuses • Household surveys • Literacy surveys
4.2.3	Gender Parity Index for Adult Literacy	• Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Population censuses • Household surveys • Literacy surveys
4.2.4	Public Expenditure on Literacy and Non-formal Education as a Percentage of Total Public Expenditure on Education	National level indicator	• Government Budget reports

4.2.1 Adult Literacy Rate (15 years and above)

Definition and Purpose

Adult literacy rate is defined as the percentage of the population aged 15 years and over 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 allowing them to apply such skills in daily life and to continue learning and communicating using the written word. This indicator complements the first two as it provides longer-term indication of the success of the formal and non-formal education system.

Calculation Method and Data Required
Divide the number of literate adults aged 15 years and above by the corresponding age-group population, and multiply by 100.

Adult Literacy Rate (15 years and above) $= \dfrac{\text{Literate population aged 15 years and over in year t}}{\text{Population aged 15 years and over in year t}} \times 100$

Possible Data Sources
Literacy data may be derived from population censuses, household surveys and literacy surveys. Data for the total population is derived from national censuses or sample surveys. However, not all censuses or surveys include specific questions for assessing literacy. In some countries where literacy questions are not included, a person's educational attainment (years of schooling completed) is used as proxy to assess literacy status. A common 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 are not necessarily standardized.

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.

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

Interpretation
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. The literacy rate, however, cannot exceed 100 per cent.

Literacy rates are often presented and analyzed in conjunction with the absolute numbers of illiterates since improvements in literacy rates may sometimes be accompanied by increases in the illiterate population due to changing demographic structure. Reasons for failing to achieve the literacy standard may include low quality of schooling, difficulties in attending school or dropping out before reaching Grade 5.

It should be noted that the ultimate goal is not only to ensure that all people including young adults become literate, but also that they have opportunity to reach higher levels of proficiency in literacy to improve the quality of their life. 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 (http://unstats.un.org).

Limitations and Constraints
The measurement of literacy can vary from simply asking "Are you literate or not?" to testing to assess literacy skills. In some cases, literacy is measured crudely in population censuses, either through individual self-declaration, or by the head of the household and/or through the assumption that people with X years of schooling are literate and those below are illiterate. This creates difficulty in comparison of literacy data over time, even for the same survey.

The latest UN Principles and Recommendations for Population and Housing Censuses advise countries against adopting a proxy measurement based on educational attainment. It recommends that literacy questions be administered as part of national censuses and household surveys, or as part of a post-census sample enumeration. Shortcomings in the definition of literacy, measurement problems and infrequency of censuses and literacy surveys weaken this indicator as a means of monitoring education outcomes related to the goal of achieving universal primary education (UNESCO 1998).

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 (UNESCO 1998).

The language used to measure literacy should also be considered. For multilingual countries, literacy should be considered in multilingual contexts. Simply asking individuals if they can read and write might generate a positive reply in reference to their mother tongue, but 'no' in reference to the national/official language(s). The definition of literacy also needs to be further elaborated beyond the traditional dichotomy to present degrees of functionality.

4.2.2 *Youth Literacy Rate (age 15-24 year olds)*

Definition and Purpose
The literacy rate of 15–24 year-olds or the youth literacy rate is the percentage of the 15–24 years-old population who can both read and write with understanding a short simple statement on everyday life.

This indicator indicates the effectives of the primary education system over the previous 10 years or so. It is often seen as a proxy measure of social progress and economic achievement since it shows the effectiveness of the primary education system.

Method of Calculation
The usual method of computation is to divide the number of people ages 15–24 who are literate by the total population in the same age group, and multiply by 100.

Youth Literacy Rate (age 15-24 year olds) $= \dfrac{\text{Literate population aged 15-24 years old in year t}}{\text{Population aged 15-24 years old in year t}} \times 100$

Possible Data Sources
As mentioned above, youth literacy data may also be derived from population censuses, household surveys and literacy surveys. Data for the total population is derived from national censuses or sample surveys.

Disaggregation
Like adult literacy data, where data is available, the indicator can be disaggregated by gender, region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and vulnerable groups.

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

104   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   105

Comparing the youth literacy rates with adult literacy rates shows the progress and achievements in literacy of the younger generation compared to total adult population. It will also be useful reference for the government in deciding which age group should literacy programmes target.

Limitations and Constraints

As mentioned in the adult literacy section, data may only available for selected years and for selected geographical regions and interested groups depending on the year of censuses and surveys.

Different definitions of literacy in countries and proxy data also makes data incomparable. Some countries define a different age group for youth literacy instead of the 15 to 24 years old international standard.

4.2.3 Gender Parity Index for Adult Literacy

Definition and Purpose

The Literacy Gender Parity Index is the ratio of the female literacy rate to the male literacy rate for the 15 years and above age group.

The indicator measures progress towards gender equity in literacy and learning opportunities for women in relation to those for men. It also measures a presumed outcome of attending school and a key indicator of 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.

Method of Calculation

The indicator is derived by dividing the literacy rate of women ages 15 years and over by the literacy rate of men ages 15 years and above.

$$\text{Gender Parity Index for Adult Literacy} = \frac{\text{Adult female literacy rate}}{\text{Adult male literacy rate}} \times 100$$

Possible Data Source

As mentioned above, gender parity index for adult literacy may also be derived from population censuses, household surveys and literacy surveys. Data for the total population is derived from national censuses or sample surveys.

Disaggregation

Where data is available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups.

Interpretation

When the literacy gender parity index shows a value equal to 1, female literacy and male literacy rates are equal. 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 have basic literacy skills. Note that the value of the gender parity index 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 gender parity indices by age groups.

Limitations and Constraints

As mentioned in the adult literacy section, data may only be available for certain years and for selected geographical regions and interested groups, depending on the year of censuses and surveys. Different definitions on literacy in countries and proxy data also make data incomparable.

4.2.4 Public Expenditure on Literacy and Non-Formal Education as a Percentage of Total Public Expenditure on Education

Definition and Purpose

Public expenditure on literacy and non-formal education programmes expressed as a percentage of total public expenditure on education. It indicates government emphasis given to investments in literacy and non-formal education.

Method of Calculation and Data Required

Divide public expenditure on literacy and non-formal education in a given year by total public expenditure on education, and multiply by 100.

$$\text{\% of Public expenditure Lit, t} = \frac{\text{Public expenditure on Literacy and NFE programmes at year } t}{\text{Total public current expenditure on education at year } t} \times 100$$

Possible Data Sources

Data can be compiled and collated from government and ministerial budget reports. Since data may not be available from one single source, it may require compilation from various sources.

Disaggregation

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 literacy and non-formal education programmes vis-à-vis the total education budget indicates the degree of government interest and priority to this area.

Limitations and Constraints

Due to the difficulty in compiling data from all relevant sources, information can be distorted hence data must be compiled from various sources.

Additional EFA MDA Indicators

These Additional Indicators, while important in assessing the 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 Report are in a far better position get a clearer picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators in their report to the maximum extent possible.

4.3	Additional EFA MDA Indicators	Disaggregation	Data Source

4.3.1	Number of literacy related programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.2	Number of literacy programmes faciliators	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.3	Percentage distribution of facilitators who attended training programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.4	Per cent of facilitators who are teaching in the local language (learners' language)	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.5	Number of learners participating in literacy programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

4.3	Additional EFA MDA Indicators	Disaggregation	Data Source

4.3.6	Number of completers out of the total learners in literacy programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.7	Number of learners participating in literacy programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.8	Per cent of people who passed the basic literacy test after taking part in the programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		Disabilities
			District NFE data
			Community record
			NFEMIS

To achieve EFA Goal 4 on literacy, provision of literacy programmes play an important role. Literacy programmes are both conducted in formal and non-formal settings. Thus, quality, content, length, modality of literacy courses, classroom setting, and quality of facilitators are often not standardized and vary greatly from programme to programme. Therefore, careful assessment of literacy interventions at sub-group levels is crucial for assessing the progress towards the EFA goal on literacy.

While useful indicators may vary from context to context, the following are some of the suggested examples of relevant datasets and/or indicators. For effective analysis and assessment of EFA Goal 4, it is most critical that the indicators below are analyzed and interpreted vis-?-vis each other.

4.3.1 *Number of Literacy Related Programmes*

Definition and purpose

Aside from the formal education system, literacy and literacy-related programmes play a key role in improving national literacy status. Therefore, it is important to assess the number of programmes provided through public and private funding towards this end.

Data on literacy related programmes should be divided by the length of course and by sub-group levels such as type of setting (formal and non-formal), language, region (urban and rural, and provincial level), gender, ethnic groups and castes, and other socio-economic desegregations.

Method of calculation

Add up the number of literacy programmes. Calculation should be done at sub-group levels as well.

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Interpretation

By analyzing this data against illiterate population, one is able to determine if programmes are appropriately placed to meet the needs of the country. By comparing the figures across sub-groups, the data will show which areas have a higher concentration of literacy programmes.

4.3.2 *Number of Literacy Programme Facilitators*

Definition and purpose

The successful implementation of literacy programmes will greatly depend on the facilitators; therefore, it is important to capture the number of literacy programme facilitators as an expression of input of human resources.

The data should be divided by type of setting (formal and non-formal), language, region (urban and rural, or province/community level), gender, ethnic groups and castes, and other socio-economic desegregations.

Method of calculation

Add up the number of literacy programme facilitators. Calculation should be done at sub-group levels as well.

Interpretation

By analyzing this data against the illiterate population, one is able to determine if literacy facilitators are appropriately placed to meet the needs of the country. By comparing the figures across subgroups, the data will show disparities in the distribution of human resources.

4.3.3 *Percentage distribution of facilitators who attended trainings programme*

Definition and purpose

The number of literacy programme facilitators having attending courses or programmes designed to provide further pre- or in-service training required by national standards for teaching literacy programmes, expressed as a percentage of the total number of facilitators.

Courses or programmes providing sustained further training and study enable professional persons to improve their qualifications (http://www.ibe.unesco.org). In-service training is provided to reinforce overall professional development, thus data derived from this indicator provides an indication of the overall quality of the teaching/facilitation staff, and the ability of the teacher training system to provide courses to reach minimum standards and/or upgrade skills of its workforce.

The data should be segregated by type and duration of trainings, and type of setting (formal and non-formal), language, region (urban and rural, and province level), gender, ethnic groups and castes, and other socio-economic disaggregation.

Method of calculation

Divide the number of facilitators having attended pre- or in-service training programmes by the total number of facilitators, and multiply by 100. Calculation should be done at sub-group levels as well.

Interpretation

This indicator should not exceed 100 per cent. A higher percentage shows more facilitators are trained. Facilitators with proper training will presumably offer more effective teaching. Analysis amongst sub-groups will highlight the distribution of qualified human resources in the education system. This indicator will also show whether there is sufficient training available for literacy programme facilitators.

4.3.4 *Percent of facilitators who are teaching in the local language (learners' language)*

Definition and purpose

To learn the basic literacy skills effectively, it is crucial that learners have opportunity to study in their mother tongue and/or language with which they are most familiar. Therefore, the proportion of facilitators who are teaching in local languages is an important indicator for studying effectiveness and responsiveness of the programmes.

The data should be segregated by type of setting (formal and non-formal), language groups, region (urban and rural, and province level), gender, ethnic groups and castes, and other socio-economic disaggregation.

Method of calculation

Divide the number of teachers/facilitators who are teaching in local languages by the total number of facilitators, and multiply by 100. Calculation can be done at sub-group levels as well.

Interpretation

This indicator should not exceed 100 per cent. A higher percentage shows a bigger proportion of facilitators are teaching in local languages. A higher per cent of facilitators teaching local language implies that literacy programmes will be more effective. Comparison of the data among sub-groups will show which sub-group has facilitators who speak the local language, and which does not.

4.3.5 *Number of learners participating in literacy programmes*

Definition and purpose

The total number of learners participating in literacy programmes will indicate the reach of the programme. Together with data on inputs (facilitators, textbooks, classrooms, etc.) into literacy programmes, this figure will also provide indication of the resource needs of the system.

The data should be segregated by type of setting (formal and non-formal), language, region (urban and rural, and province level), gender, ethnic groups and castes, and other socio-economic disaggregation.

Method of calculation

Add the number of learners. Calculation can be done at sub-group levels as well.

Interpretation

A higher number shows more people have access to literacy programmes. Comparison of the data among sub-groups will show which sub-group has more learners and which has fewer learners. By analyzing this data against the illiterate population, one is able to see the proportion of the illiterate or semi-illiterate population who have access to literacy programmes.

4.3.6 *Number of completers for the literacy programmes*

Definition and purpose

This indicator expresses the efficiency of literacy programmes. In some cases, learners who started the course might not complete it. Unless they complete the course, it would be difficult to expect that they gained the basic skills of literacy. Therefore, an assessment of the total number of learners participating in literacy programmes who actually complete the courses could is important.

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The data should be segregated by type of setting (formal and non-formal), language, region (urban and rural, and province level), gender, ethnic groups and caste, and other socio-economic disaggregation.

Method of calculation

Add the number of completers in the literacy programmes by type and duration. Calculation should be done at sub-group levels as well.

Interpretation

By analyzing this data against the illiterate population, it could indicate the magnitude of the contribution of literacy programmes in the reduction of the illiterate population. Comparison of the data among sub-groups will show which sub-group have more learners complete the course, indicating a more effective programme.

4.3.7 *Per cent of people who passed the basic literacy test after taking part in literacy programmes*

Definition and purpose

The number of learners who have received passing scores on basic literacy tests after taking part in literacy programmes, expressed as a percentage of the total number of learners in that programme. This indicator seeks to measure learning achievement in respect to the minimum basic standard of learners.

While all literacy programmes might not necessary be standardized, the assessment of learners' literacy competency after the interventions will help countries understand whether the programmes have been effective, and whether learners acquired literacy skills required in daily life.

The data should be segregated by type of setting (formal and non-formal), language, region (urban and rural, and province level), gender, ethnic groups and castes, and other socio-economic disaggregation.

Method of calculation

Divide the number of learners who passed the basic literacy test by the total number of learners participating in that test, and multiply by 100. Calculation should be done at sub-group levels as well.

Interpretation

This indicator should not exceed 100 per cent. The proportion of people who passed the basic literacy test after taking part in literacy programmes will indicate the efficiency and output of these programmes and its impact in reducing the illiterate population.

A higher percentage shows more learners passed the test, indicating the programmes are more efficient in reducing the illiterate population. Comparison among sub-groups will show which sub-group has a higher number of people who acquired basic literacy skills, indicating a more effective programme vis-à-vis other sub-groups.

Unless the basic skills are nationally standardized over the period, it may be difficult to use this indicator to measure change over time because countries appearing to have increased past rates may have simply lowered their standard. Conversely, countries which raise their standard appear as though their literacy rates have slipped.

4.3.8 *Total private (non-governmental) expenditure on literacy programmes*

Definition and purpose

Total private expenditure on literacy programmes (recurrent and capital) allows for the assessment of the role of non-governmental education providers (donors and/or NGOs) and reflects the commitment of the non-governmental sector to invest in human capital development.

In addition to the public expenditure on literacy, budget allocation from donors and NGO's provides comprehensive amount of money spent on literacy interventions. The information should be segregated by type of setting (formal and non-formal), language, region (urban and rural, and province level), gender, ethnic minority groups and castes, and other socio-economic desegregation.

Method of calculation

Add private sector and non-governmental expenditure on literacy programmes. Calculation should be done at sub-group levels as well.

Interpretation

It is useful to look at time-series data for this indicator to assess changes in non-governmental involvement in the provision of human capital development. By adding the figure from governmental expenditures on literacy programmes, the figure will show how much are spent on literacy related programmes in total. Comparison among sub-groups will show which sub-group has more investment on literacy programmes and which subgroup does not.

Importance of qualitative assessment

Due to the complexity of the non-formal education system, especially literacy programmes, regular quantitative data collection may not sufficiently capture the true essence of the programme in terms of inputs, process, outcomes and impact. Therefore, it may be more effective to undertake a qualitative study of Goal 4 through case studies, field visits and/or interviews.

For example:

1) Literacy programmes are not often as standardized as in the formal education system. For the programmes to be useful it is important that the content and context of the lessons are appropriate to learners. If lessons are not relevant to daily life, learners will have limited opportunity to apply their studies throughout their life. This information may not be available through standardized indicators, but the information is no less important.

2) Teaching conditions: Facilitators or volunteers should be paid to partly ensure quality. Even though they are paid, the amount might not be as much as regular school teachers thus facilitators may have other jobs as well. Having two jobs can affect teaching quality even if facilitators are already trained.

3) Resources, Facilities and Teaching and Learning Materials: Unlike in formal education systems, a proper study space may not be available in non-formal settings. As 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, distance learning, etc.)?

Availabilities of teaching guidebooks and teaching learning materials are also important. Are there any teaching guidebooks and teaching learning materials available? How many facilitators have

easy access to these materials? Are the materials considered the context of the communities? All of these issues will affect the quality of teaching and learning.

Although some of these problems and conditions can be observed in formal education system, non-formal education system may vary more. Therefore, it is important to conduct qualitative analysis through case studies or sampling.

Proposal to Improve Literacy Data Collection and Potential Tools

As explained in the "Data collection and source" and "Limitation and comment" in this chapter, literacy data needs to be improved further to make it scientifically more reliable in many countries. This enables countries to compare literacy statistics through time series data in a reliable manner in order to serve as effective information for policy and government intervention decisions. There are several ways of improving literacy data through household surveys (reported literacy measurement), literacy assessment and literacy needsí assessment.

The followings are the proposals for these tools.

Literacy Assessment through Household Based Literacy Module

Although independent literacy assessment surveys are conducted in some countries, they cannot be carried out frequently because of the cost implications. UNESCO Bangkok's Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit – the Office of the UIS Asia-Pacific Regional Advisor - is developing a literacy household module to be inserted into various household surveys. This will provide further useful information about households by asking information on the literacy environment and personal behavior on reading and writing in daily life in addition to educational background as part of the regular household surveys. This exercise will not require much additional cost but a country can benefit from a rich set of information on literacy and literate environments from this module for policy making and planning of literacy programmes.

The module contains the following components:

Education background : Education background, how many years of formal and non-formal schooling, is widely recognized as one of the reliable indicators to estimate 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 within a literate environment including with easy access to reading materials. The methods of obtaining these reading materials will allow to estimate how easily a person can access them. It is also useful to ask how often a person *attempts* access to library or a newsstand. The measurement of actual use of literacy skills in daily life (both home and work) is also a very practical method of estimating literacy level. Frequency of reading various types of materials (newspapers, magazines, books, letters, personal messages, manuals, charts, etc.) as well as writing letters, notes, reports, forms, etc. will assist greatly to analyze national literacy status.

Language: In multilingual countries, mother tongue, school language and/or the country official language are often different. Therefore, it is important to collect information on respondents' mother tongue, in which language they studied reading and writing, and any other languages spoken.

Depending on the type of survey applied, the country could pick up a sample per household by adapting TYPE A, or collect data individually by adapting TYPE B. (See ANNEX 2 for example)

Countries could adjust in their context, revise the format and add to their any existing/planned household surveys.

Literacy Assessment and Monitoring Programme (LAMP)

Conventional literacy assessment is often conducted without scientific quality assurance. Therefore, the assessment results depend both on the test items and test takers which makes data very unreliable. In such a way, it is difficult to capture the real literacy status in the nation. More scientific methodology for the literacy assessment is required so that reliable data could serve to inform national policy-making and decisions related to strategy on literacy and government interventions.

The UNESCO Institute for Statistics has initiated Literacy Assessment and Monitoring Programme (LAMP) to address these issues. 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 LAMP pilot survey and Thailand and Bangladesh as well as countries in other regions are planning to participate in LAMP.

Needs Assessment on Literacy

In addition to improved literacy statistics in the nation, it is also important to understand the inputs required to achieve the aimed national / EFA goal in an efficient way. Result of needs assessment on literacy will serve as the baseline data, identifying a gap between people's actual literacy skills and the national target on literacy. This will assist in effective and efficient planning of literacy programmes. At the same time, this will also serve a monitoring tool for the progress of literacy interventions. (See ANNEX 3 for more details on needs assessment on literacy)

Literacy Indicators

Policy and Systems Indicators

4.1	Policy/System Indicators
4.1.1	Existence of a nationally recognized definition of "literate" and "numerate" persons. What is the definition?
4.1.2	Presence of non-formal literacy courses in local languages and existence of instructional materials
4.1.3	Existence of laws, decrees stipulating literacy as a basic human right

Core EFA MDA Indicators

4.2	Core EFA MDA Indicators	Disaggregation	Data Source
4.2.1	Adult Literacy Rate (15 years and above)	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Population censuses • Household surveys • Literacy surveys
4.2.2	Youth Literacy Rate (age 15-24 year olds)	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Population censuses • Household surveys • Literacy surveys
4.2.3	Gender Parity Index for Adult Literacy	• Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Population censuses • Household surveys • Literacy surveys
4.2.4	Public Expenditure on Literacy and Non-formal Education as a Percentage of Total Public Expenditure on Education	National level indicator	• Government Budget reports

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Additional EFA MDA Indicators

4.3	Additional EFA MDA Indicators	Disaggregation	Data Source

4.3.1	Number of literacy related programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.2	Number of literacy programmes faciliators	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.3	Percentage distribution of facilitators who attended training programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.4	Per cent of facilitators who are teaching in the local language (learners' language)	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.5	Number of learners participating in literacy programmes\	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.6	Number of completers out of the total learners in literacy programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3	Additional EFA MDA Indicators	Disaggregation	Data Source

4.3.7	Number of learners participating in literacy programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

4.3.8	Per cent of people who passed the basic literacy test after taking part in the programmes	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			District NFE data
			Community record
			NFEMIS

SECTION 5

Literacy Annex 1 – Household Survey Module: Literacy

Below is an example of a literacy module that can be included as part of a household survey. TYPE A is the survey form used when only one representative of a family replies.† TYPE B is used when more than one representative from a family answers the survey module on literacy.

TYPE A

LITERACY MODULE	
Fill in one form for each eligible person. Fill in the cluster and household number, and the name and line number of the person in the space below. Fill in your name, number and the date.	
LIT1. CLUSTER NUMBER:	LIT2. HOUSEHOLD NUMBER: __ __ __ __ __ __
LIT3. PERSON'S NAME:	LIT4. PERSONiS LINE NUMBER: __ __ __
LIT5. INTERVIEWER NAME AND NUMBER: _____	LIT6. DAY/MONTH/YEAR OF INTERVIEW: __ __ / __ __ / __ __ __ __
LIT7. RESULT OF INTERVIEW	NOT AT HOME .... 1 REFUSED .... 2 PARTLY COMPLETED .... 3 INCAPACITATED .... 4 Other (specify) 5

Repeat greeting if not already read to this person:

WE ARE FROM **(country-specific affiliation)**. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT THIS. THE INTERVIEW WILL TAKE ABOUT **(number)** MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. ALSO, YOU ARE NOT OBLIGED TO ANSWER ANY QUESTION YOU DON'T WANT TO, AND YOU MAY WITHDRAW FROM THE INTERVIEW AT ANY TIME. MAY I START NOW?

Household Questions (by head of household only)

ACCESS TO READING MATERIALS		LA
LA1. HOW MANY BOOKS DOES YOUR FAMILY HAVE AT HOME?	NONE .... 1 BETWEEN 1 AND 10 .... 2 BETWEEN 11 AND 100 .... 3 MORE THAN 100 4	
LA2. HOW DOES YOUR FAMILY OBTAIN READING MATERIALS SUCH AS NEWEPAPERS, MAGAZINES AND BOOKS?	NEVER OBTAINING ANY .... 1 BUYING THEM .... 2 BORROWING FROM A LIBRALY, SCHOOL OR .... 3 COMMUNITY CENTRE BORROWING FROM FRIENDS OR RELATIVES .... 4 OTEHRS (PLEASE SPECIFY) _____ 5	

LA3. ARE THERE FOLLOWING FACILITIES IN YOUR COMMUNITY?		YES	NO	DON'T KNOW
	A PUBLIC LIBRARY 1		2	3
	BOOKSTORES 1		2	3
	NEWSSTANDS 1		2	3
	COMMUNITY CENTRES 1		2	3

Questions for Individual household members (Age 5 and above)

LANGUAGE BACKGROUND		LL
LL1. WHAT IS THE LANGUAGE *(name)* FIRST LEARNED IN CHILDHOOD AND STILL UNDERSTAND ? (INTERVIEWER: IF THE RESPONDENT NO LONGER UNDERSTANDS THE FIRST LANGUAGE LEARNED, INDICATE THE SECOND LANGUAGE LEARNED)	LANGUAGE 1 .... 1 LANGUAGE 2 .... 2 LANGUAGE 3 .... 3 OTHER_____(SPECIFY) 4	
LL2. IN WHAT LANGUAGE DID *(name)* FIRST LEARN TO READ?	NEVER LEARN TO READ .... 1 LANGUAGE 1 .... 2 LANGUAGE 2 .... 3 LANGUAGE 3 .... 4 OTHER_____(SPECIFY) 5	
LL3. WHAT IS THE LANGUAGE *(name)* CAN SPEAK WELL ENOUGH TO CONDUCT A COVERSATION? *(PLEASE TCIK ALL THAT APPLY.)*	NEVER LEARN TO READ .... 1 LANGUAGE 1 .... 2 LANGUAGE 2 .... 3 LANGUAGE 3 .... 4 OTHER_____(SPECIFY) .... 5 PLEASE TICK ALL THAT APPLY.	

EDUCATION BACKGROUND		LE
LE1. WHAT IS THE HIGHEST LEVEL OF FORMAL SCHOOLING *(name)* HAS EVER ATTENDED?	NO SCHOOLING.. 1 ↳ IF NO SCHOOLING, GO TO LE3 PRE-PRIMARY .... 2 PRIMARY .... 3 LOWER SECONDARY .... 4 UPPER SECONDARY .... 5 POST SECONDARY, NON-TERTIARY .... 6 TERTIARY 7	
LE2. WHAT IS THE HIGHEST GRADE *(name)* COMPLETED IN THAT OF FORMAL SCHOOLING SHE/HE HAS EVER ATTENDED?		
LE3. HAS *(name)* EVER PARTICIPATED IN A LITERACY PROGRAMME OR ANY PROGRAMME THAT INVOLVES LEARNING TO READ OR WRITE (EXCLUDING FORMAL SCHOOL)?	YES .... 1 NO .... 2 ↳ GO TO LC1	
LE4. *If Yes:* HAS *(name)* EVER COMPLETED SUCH A PROGRAMME?	YES .... 1 NO 2	

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USE OF LITERACY SKILLS | LC

LC1. Can *(name)* read personal letters, fluently, with some difficulty or not at all in the following languages? (interviewer ask languages identified in quesgtions LL)

	FLUENTLY	WITH SOME DIFFICULTY	NOT AT ALL
Language 1	1	2	3
Language 2	1	2	3
Language 3	1	2	3
Others _____ (specify) ...	1	2	3

LC2. Can *(name)* read newspapers, fluently, with some difficulty or not at all in the following languages? (interviewer ask languages identified in quesgtions LL)

	FLUENTLY	WITH SOME DIFFICULTY	NOT AT ALL
Language 1	1	2	3
Language 2	1	2	3
Language 3	1	2	3
Others _____ (specify) ...	1	2	3

LC3. Can *(name)* write a personal letter or short note such as a message for the family, fluently, with some difficulty or not at all in the following languages? (interviewer ask languages identified in quesgtions LL)

	FLUENTLY	WITH SOME DIFFICULTY	NOT AT ALL
Language 1	1	2	3
Language 2	1	2	3
Language 3	1	2	3
Others _____ (specify) ...	1	2	3

LC4. In the past 12 months, how often has *(name)* read the following items?

	NEVER	RARELY	ONCE OR TWICE A MONTH	ONCE OR MORE PER WEEK
Road signs or Names of store	1	2	3	4
Posters, Pamphlets, Announcements, or Notice boards	1	2	3	4
Personal messages, Letters or E-mails	1	2	3	4
Newspapers or Magazines	1	2	3	4
Fiction or Non-Fiction Books	1	2	3	4
Manuals or Reference Books	1	2	3	4
Bills, invoices or Budget Tables	1	2	3	4
Charts, Diagrams, or Maps	1	2	3	4

LC5. In the past 12 months, how often has *(name)* done the following things?

	NEVER	RARELY	ONCE OR TWICE A MONTH	ONCE OR MORE PER WEEK
Written personal letters .... or messages (e-mails)	1	2	3	4
Written an offical letter to an authority or an organization	1	2	3	4
Filled in forms him/herself	1	2	3	4
Written Reports or Articles	1	2	3	4
Produced Bills, Invoices or Budget Tables	1	2	3	4
Produced Charts, Diagrams, ... or Maps	1	2	3	4

LC6. In the past 12 months, how often has *(name)* visited the following places?

	NEVER	RARELY	ONCE OR TWICE A MONTH	ONCE OR MORE PER WEEK
A Public Library	1	2	3	4
Bookstores	1	2	3	4
Newsstands	1	2	3	4
Community centres	1	2	3	4

TYPE B

For household members age 5 and above

LIT1. Line No.

LIT1A. *(Name)*

LIT1B. Is this person answering for himself/herself?

LL1. What is the language *(name)* first learned in childhood and still understand? (interviewer: if the respondent no longer understands the first language learned, indicate the second language learned)
1 Language 1
2 Language 2
3 Language 3
4 Other___(specify)

LL2. In what language did *(name)* first learn to read?
1 Language 1
2 Language 2
3 Language 3
4 Never learnt to read
5 Other___(specify)

LL3. What is the language *(name)* can speak well enough to conduct a coversation
1 Language 1
2 Language 2
3 Language 3
4 Other___(specify)
Please tick all that apply

LE1. What is the highest level of formal schooling *(name)* have ever attended?
1 No Schooling
2 Pre-primary
3 Primary
4 Lower secondary
5 Upper secondary
6 Post secondary, non-tertiary
7 Tertiary

LE2. What is the highest grade *(name)* completed in that of formal schooling he/she has ever attendeded?

LIT 5. Has *(name)* ever participated in a literacy programme or any programme that involves learning to read or write excl.formal schooling?
1 yes
2 no—>to LC

LIT 6. *If Yes:* Has *(name)* ever completed such a programme?
1 yes
2 no

LINE	YES	NO	LANGUAGE	LANGUAGE	LANGUAGE	FORMAL SCHOOLING	COMPLETED GRADE	YES	NO	YES	NO
01	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
02	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
03	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
04	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
05	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
06	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
07	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
08	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
09	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
10	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
11	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2
12	1	2	1 2 3 4___	1 2 3 4 5	1 2 3 4___	1 2 3 4 5 6 7		1	2	1	2

For household members age 5 and above

LIT1. Line No.	LC3. CAN (name) WRITE A PERSONAL LETTER OT SHORT NOTE SUCH AS MESSAGTE FOR FAMILIY FLUENTLY, WITH SOME DIFFICULTY OR NOT AT ALL IN THE FOLLOWING LANGUAGES? 1 FLUENTLY 2 WITH SOME DIFFICULTY 3 NOT AT ALL												LC4. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) READ ROAD SIGNS OR NAMES OF STORES? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC4. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) READ POSTERS, PAMPHLETS, ANNOUNCEMENTS OR NOTICE BOARDS? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC4. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) READ PERSONAL MESSAGES, LETTERS OR E-MAILS? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC4. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) READ NEWPAPERS OR MAGAZINES? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK			
	LANGUAGE 1			LANGUAGE 2			LANGUAGE 3			LANGUAGE 4 (SPECIFY)																			
LINE	FLUENT	SOME DIFF.	NOT AT ALL	FLUENT	SOME DIFF.	NOT AT ALL	FLUENT	SOME DIFF.	NOT AT ALL	FLUENT	SOME DIFF.	NOT AT ALL	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK
01	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
02	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
03	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
04	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
05	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
06	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
07	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
08	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
09	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

For household members age 5 and above

LIT1. Line No.	LC5. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) PRODUCED BILLS, INVOICES OR BUDGET TABLES? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC5. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) PRODUCED CHARTS, DIAGRAMS OR MAPS? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC6. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) VISITED THE PUBLIC LIBRARY? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC6. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) VISITED BOOKSTORES? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC6. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) VISITED NEWSSTANDS? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK				LC6. IN THE PAST 12 MONTHS, HOW OFTEN HAS (name) VISITED COMMUNITY TELECENTRES? 1 NEVER 2 RARELY 3 ONCE OR TWICE A MONTH 4 ONCE OR MORE PER WEEK			
LINE	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK	NEVER	RARELY	1-2 /MON	1+ /WK
01	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
02	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
03	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
04	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
05	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
06	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
07	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
08	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
09	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Literacy ANNEX 2 – Guidelines for Literacy Needs Assessment

Proposed guideline for Literacy Needs Assessment[2]

1. Introduction

The success of Literacy Programmes heavily depends on the quality of the implementation strategy and plan, and the relevance of this plan to country-specific needs, priorities and national capacities, as well as existing policy and programmes. The implementation strategy and plan will be determined by countries building on current education policy and plans and should be embedded in and respond to national development frameworks.

The rationale of conducting the Needs Assessment (NA) is that a proper analysis and understanding of the nature of and reasons for a country's literacy related needs is essential for designing a relevant Literacy Country Action Plan (LCP), which will define the strategy and action towards to the goals of Literacy Programmes in the country: to contribute to a 50 per cent reduction in adult illiteracy rates (EFA Dakar Goal 4) and, ultimately, towards poverty reduction and empowerment.

2. What is the Objective of the Needs Assessment on Literacy?

The objectives of the NA on literacy in the country are: (1) to analyze the present literacy situation (2) to identify priority literacy needs and challenges, (3) to determine the causes for and scale of the gaps to be tackled in the priority areas, and (4) to provide baseline data as well as information on areas of action, based on which the Literacy Country Action Plan should be prepared.

In addition to providing orientation to the LCP, the NA will also yield information that can be used for later monitoring and evaluation purposes. The situation analysis being part of the needs assessment will provide important baseline data against which future progress can be measured.

3. What is the Literacy Country Action Plan (LCP)

The Literacy Country Action Plan (LCP) will provide the stakeholders with the common vision, guiding principles, strategy and a detailed plan describing the steps to be taken in each country for Literacy Programme implementation. The LCP will contain baseline information on the current status as well as strategy and actions to address the challenges and gaps in the coming 10 years in order to achieve EFA Goal 4. The Action Plan would also contain a more concrete and detailed two-year plan giving specific activities to be carried out, including a clear timeframe, expected results, performance indicators and a budget.

It is important that the actions outlined in the Action Plan depend on the priority areas the countries identify as part of the NA exercise. It is also important that the Action Plan is based on and embedded in existing national development and education sector plans.

4. How to Plan for the Needs Assessment

Countries will have to carefully plan for the NA. Preliminary work has to be undertaken before a detailed NA can be carried out. This may involve (1) formation of a group to conduct the NA, (2) update and improvement of the country profile, (3) identification of literacy-related policies, plans, and existing research and studies on literacy.

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[2] These guidelines were extracted from the iProposed Guidelines for LIFE Needs Assessment prepared by Dr. Govinda, UNLD International resource person, for Literacy Initiatives for Empowerment (LIFE) planning meeting held in March 2006)

During the planning phase, the roles and responsibilities of various actors involved in the NA will have to be determined. Other aspects of the NA will also have to be defined prior to its actual implementation. These include the focus, methodology, timeframe, and resources available for the NA. Below, each of these issues are discussed in further detail.

5. Steps of Needs Assessment

(1) Situation Analysis (Literature Review)

The transition and present status of literacy situation, the targets (who and where) and thematic areas of priority should be studied and analyzed through a situation analysis. This will be done mainly through a literature review and thematic areas should include the following:

- Advocacy
- Policy
- Programmes
- Human and financial capacity
- Research
- Community participation
- Partnership
- Monitoring and evaluation
- Other areas deemed necessary by the country

The situation analysis will yield mapping of targets, comprehensive picture of policy and programmes, baseline statistical data, and lead to the identification of priority areas and challenges for the gap analysis.

(2) Gap Analysis in Identified Priority Areas (Interviews, Field Work, etc.)

Once the priority areas are identified as the result of the situation analysis, the NA team will conduct a gap analysis in these areas to prepare a set of concrete recommendations with measurable progress indicators to inform the LCP. The gap analysis should yield present status, strengths and challenges, results to be achieved, gaps to be filled, financial implications, required human resources, risks and assumptions in respective priority areas.

The gap analysis would also look at the causes and scale of the priority areas identified in the situation analysis.

(3) Development of Needs Assessment Report

The outcomes of the needs assessment exercise will be compiled in the NA report. The report will show the present status of literacy level, policies, programmes, financial and human capacities, providers and learners, and indicate the direction in which the country would move towards goals of EFA. The report could include the indicative components as proposed in Annex 1.

(4) Linking Needs Assessment and Literacy Action Plan

The purpose of the NA is to determine the contents of the Literacy Action Plan in each country and the type of support inputs that need to be mobilized. Keeping this in view, with respect to basic Literacy Programmes as well as continuing education programmes, the NA exercise would also identify the type of external support required in terms of both financial and capacity building needs. Specifically, the needs may be delineated with respect to the following five dimensions:

- Policy design and planning
- Programme design support

- Programme implementation support
- Capacity Building of literacy/NFE personnel
- Monitoring and evaluation support

In some countries, sub-country Action Plan rather than whole country Action Plan may be more relevant given that the plan is to address the huge geographical coverage and diversity of target learners.

6. Which Data Sources and Data Collection Tools Should be Used?

It is suggested that a series of sources are consulted for the compilation of the NA study. The proposed NA study should also involve the review of other literacy related research as well as literacy related policy documents and plans, such as education sector plans or reviews, PRSPs, etc. It is important that the literacy priorities and challenges identified in these documents be taken into account as the Literacy NA and ensuing Literacy Action Plan should complement the activities already planned or implemented in the country.

The review of existing studies and documents should also clarify whether a particular aspect needs to be probed further through field survey during the NA study. For example, a country has – for other purposes – completed a review or needs assessment on its basic literacy situation, and the NA study may simply incorporate the findings of the completed survey instead of conducting a new Needs Analysis. It might also be that existing literacy strategies can form the basis for the envisioned National Action Plan. Whether sufficient literacy related information already exists needs to be discussed within your country.

Once the outline for the NA study within the country is drawn, data sources and data collection tools need to be identified. Methodologies and tools will have to be designed at the country level as the issues the NA will focus on will vary from country to country.

In the end, the information gathered should be sufficient to allow your Country NA Team to understand the current situation of a specific literacy related issue or domain (situation analysis) as well as to determine the unmet needs of a defined population and/or the challenges in a defined domain (gap analysis). The gap analysis will also explore the scope of these needs.

As an example, the situation and gap analysis may indicate that country X seems to face two main literacy related challenges: a) low outputs of literacy programs, and b) the sustainability of literacy skills. It is decided that these two topics will form the priority areas of intervention and therefore need to be analysed further as part of the NA. The NA consists an in-depth analysis of both topics. For topic a) the NA might address such questions as target groups, numbers of participation, teacher/learner rations, participation rates, completion rates, etc. for determined courses. For topic b) the in-depth analysis might address the following: use of literacy in daily life, existence of post-literacy courses, existence of a literate environment, etc.

The NA would seek to determine the extent of the two problems and determine its causes. In terms of the challenge of low outputs of programmes, the NA would have to analyse whether this is associated with insufficient qualification of literacy facilitators, the insufficient relevance of the content of the courses to learner's needs, inconvenient timing, lack of learning materials or some other reason. Similarly for topic b) the NA would need to explore whether the difficulty in sustaining acquired literacy skills is due to the lack of provision of post-literacy programmes, the lack of a policy supporting the local book production in local languages and supporting the dissemination of reading materials, etc.

Needs assessment will also wish to consider the availability of data and the capacity of the statistical system for monitoring literacy situation in the country. Early attention should be given to monitoring

and evaluation during the needs assessment and when the Literacy Programme is initiated. This aspect of the needs assessment is likely to involve assessing the quality of existing data to judge whether it is sufficient to allow the design and targeting of effective Literacy Programmes and to identify the most important target groups and potential priority groups on a socio-demographic or geographic basis. Such problems need to be identified early in the development phase of Literacy Programmes.

7. Who will Conduct the Needs Assessment?

While the exact details of this question needs to be determined at the country level, it is strongly suggested that the NA is done through a participatory process involving and with the help of a multistakeholder team. This is important because literacy activities are usually conducted not only by Government departments but also by a variety of other actors such as international, national and local NGOs, civil society, private bodies, research institutes and academia, etc. Involvement of these different actors in the NA would help ensure that the NA study will result in a complete picture of literacy related issues and needs.

The proposed multistakeholder team is likely to consist of the Literacy Programme country team that is also responsible for the implementation of the National Action Plan. However, the country team may also nominate a special national NA team that will be responsible for conducting the Study.

It is also important to involve the potential beneficiaries from the Literacy Programme, the learners, in directly in assessing the needs. The NA exercise could offer a practical way of involving the community at the grassroots level in assessing the needs and the process itself to collect relevant and locally-oriented information.

8. What is the Time Frame for Conducting the Needs Assessment?

The time frame will depend on the type and detail of the Needs Assessment exercise the country would like to undertake. It is suggested, however, that the NA is completed within a period of three- to four- months. The deadline should be clearly set by the county to keep planning and implementation on track. The table below contains a list of proposed activities (and a corresponding timeframe)

The exact time frame for each activity and for the needs assessment as a whole will have to be determined at the country level.

Type of activity	Proposed Duration
I. Situation analysis	
1. Formulation of a national needs assessment team	1 week
2. Identification and review of existing information and data sources	1 weeks
3. Literature review of a country's literacy situation, targets, and major challenges	2 weeks
4. Determination of priority areas, targets, scope and methods of gap analysis	1 week
II. Gap analysis	
5. Collection of additional (primary) information on the priority areas	1 week
6. Field work/study in identifying gaps in the priority areas	5 weeks
7. Development of NA report with recommendations and analysis on present situation, strengths and challenges, results to be achieved, gaps to be filled, financial implications, required human resources, risks and assumptions in respective priority areas.	3 weeks
III. Designing and implementing the LIFE Action Plan	
8. Development of LIFE Action Plan based on the analysis and recommendation yielded by the NA	
9. Authorization of the LIFE Action Plan as an integral part of EFA plans	
IV. Implementation of LIFE Action Plan	

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7. Gender Parity and Equality

Measuring Progress towards 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

Introduction

The significance and implications for assessment of this so-called "Gender Goal" only becomes clear when there is a clear understanding on 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" (source: UNESCO Gender Toolkit). 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 the differences and their roles they play (source: UNESCO Gender Toolkit).

Gender is an issue which runs across all the EFA goals, and there is a risk that by featuring it in a single goal it can be isolated from others. To prevent this risk, the *Guidelines for the Asia and Pacific Education for All Mid-Decade Assessment* seeks to mainstream Gender Indicators throughout the six goals, ensuring that a gender lens[16] is brought to bear on all aspects of Education For All. Providing and ensuring gender disaggregated statistical data and measuring gender parity under each goal is a precondition in all the assessment. However, gender parity is not enough, and 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 levels. The analysis and

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[16] A reference on what is a "gender lens" is provided at the end of this section (and in the ANNEX)

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interpretation of the indicators thus will be the critical part of assessing and measuring progress of this Goal. As a result, a wide range of indicators have been included, both quantitative and qualitative (descriptive). Please see the brief description of 'What is a Gender Lens' at the end of this section, with the detailed Gender Lens available in the Annex..

Guiding Questions

The purpose of these questions is to provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which the EFA goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a guide in influencing national debate in building up to the preparation of the national report. (The "Goal Statement" has not be broken down into many short phrases, but has been divided into the two key targets under this Goal.

Goal Statement	Guiding Questions
Eliminating gender disparities in primary education secondary education by 2005, and	– Is sex disaggregated data regularly collected at all levels and in all aspects of education? – Is sex disaggregated data also complemented by other disparity indicators (e.g. urban/rural, ethnicities, disabilities, language, etc.)? – Are there any specifically targeted policies or strategies to eliminate gender disparities in education? – Where do you find gender disparities in basic education? Are they in terms of enrollment, drop-out, repetition, survival, transition from primary to secondary education?, In all or in some? – Are gender disparities found in favour of boys or of girls? What disparities are in favour of boys and what 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? In the number of teachers, principals/management level, in the training opportunities? In the percentage of the 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? – 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 government? – Were gender parity target achieved by 2005? For both primary and secondary education or only for the either? How was it achieved (success factors)? If gender parity was not achieved, what have been the major obstacles?
achieving gender equality in education by 2015, focus on ensuring girls' full and equal access to ensuring girls' achievement in basic education of good quality	– How is gender equality understood in the ministry of education/government? – Is there a policy or legislation on ensuring/promoting gender equality in education, or mainstreaming gender in general? – Are there a specific unit/departments 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? – Percentage of teachers who are certified to teach according to national standards?

Goal Statement	Guiding Questions
	– Is gender training provided to all teaching professionals? (during pre/ in-service training), to ministry of education staff? Does the principal treat male and female teachers the same? – 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? – 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 curriculum/textbooks, in terms of content, illustrations, and role models? – Do curriculum, textbooks and the classroom environment promote equality for boys and girls regardless of their age, class, caste, religious or ethnic/ language background? – 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? – 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? – Does 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? – Do community leaders and parents equally supportive of boys and girls attending school? Do they value female and male teachers equally?

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 girlsí 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

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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, change in attitudes, values and behaviour are required.

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 educational indicators, and at gender equality. Gender equality includes ensuring equality in access to education, learning processes, learning outcomes, and job opportunities.

Data Sets Required

Both quantitative and qualitative indicators beyond the EFA 18 core indicators should be included where possible and disaggregated by sex and other relevant categories, in order to provide a complete picture of the gender situation.

Core Data Sets Required	Disaggregation	Data Sources

Primary and Secondary Enrolment	• Sex
	• Geographical region
	• Urban/Rural
	• Public/private
	• Other social and economic disaggregation such as
	  • Ethnicity, caste
	  • Language
	  • Disabilities
		• Annual school census
		• EMIS

Teachers/Administrators	• Sex • Geographical region • Urban/Rural • Public, private • Level of training (certificate, degree, etc.)	• Annual school census • EMIS • Education Staffing data base
Facilities	• Geographical region • Urban/Rural • Public, private	• Surveys • EMIS

Demographics/Population	• By year under 5 years old
	• Geographical region
	• Sex
	• Urban/Rural
	• Other social and economic disaggregation such as
	  • Ethnicity, caste
	  • Language
		• Census
		• National data sets

Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators which require some explanation and detail. While Yes/No answers are possible in many cases, it is far richer to provide brief narrative to better explain the answer in the context of national systems and approaches. Case studies and summaries of relevant studies or assessments can augment and support the information provided for these indicators.

5.1	Policy/System Indicators
5.1.1	**What legislative, policy and institutional reform exist that are in conformance with the Convention on the Elimination of All Forms of Discrimination against Women[17]**
5.1.2	**Percentage of budget dedicated to gender programming within relevant Ministries**
5.1.3	**Existence of policies to encourage girl participation in school (stipends, scholarships, etc)** General policies could be: those regarding teachersí status, recruitment, and professional development. More specific policies on gender mainstreaming in education (not only on girls)
5.1.4	**Gender review of education sector plan and EFA plan (as a whole, but also review of the curriculum, textbooks, education facilities, etc**

5.1.1 *Legislative, policy and institutional reform in conformance with the Convention on the Elimination of All Forms of Discrimination against Women*

Definition & Purpose
CEDAW has clearly spelled out how gender discrimination is manifested in society and how these can be overcome and eliminated. This indicator allows countries to review their existing education legislation, policies and reforms in light of provisions within CEDAW. Responses to this question allows the report to identify those specific aspects of legislation or policy that are either exemplary in terms of their promotion of gender equality, or that need to be revised or addressed 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 underlying policies and frameworks, little can be done in the long term to address gender discrimination. It is important that concrete examples are included and that general comments or sweeping statements be supported with specific references, for both positive and negative examples of conformity with provisions within CEDAW.

Means of Verification
Referring to actual policies and legislation is essential. It is also important that opportunities for stakeholder inputs and comments and review (possibly through a presentation of the draft response to a stakeholder team).

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[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.

134   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   135

5.1.2 *Percentage of budget dedicated to gender programming within relevant Ministries Definition & Purpose*

Definition & Purpose

Of the total education budget (and/or social welfare, and/or community development) what proportion is specifically allocated to gender programming? This should be ministry specific and not for the government budget as a whole.

Interpretation

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. As we disaggregate data to sub-populations, we may discover inequalities which have not been previously identified or addressed, and for which special budgetary allocations should be made.

Means of Verification

Review of Ministry of Finance records, as well as budget breakdowns within the specific finance departments of the ministries being reviewed.

5.1.3 *Existence of policies to encourage girl participation in school (stipends, scholarships, etc)*

Definition & Purpose

Are there specific policies in place which provide girls (or in countries suffering from significantly lower indicators for boys) with incentives or special support. These may be national in scope, or targeted for specific groups or areas. Such policies and provisions allow for positive discrimination which allows disparities to be redressed.

Interpretation

In countries with chronic education disparities between the genders, without special provisions in terms of incentives, waivers or other supports, there is little to no chance for equality. Examples of governments investing in girls (or boys) who have significantly lower rates for education are an indicator of commitment to reducing gender based inequalities in education systems.

Means of Verification

Referring to actual policies and legislation is essential. It is also important that opportunities for stakeholder inputs and comments and review (possibly through a presentation of the draft response to a stakeholder team). Discussion with key NGO and bi-lateral development agencies to learn of special pilot projects and initiatives is also important to consider.

5.1.4 *Gender review of education sector plan including review of the curriculum, textbooks, education facilities, etc*

Definition & Purpose

For countries with education sector plans, has there been a gender review? If there has, what has the review highlighted, both the positive aspects and those areas in need of improvement. For those countries that have not conducted a recent gender review of the sector plans, have there at least been recent gender reviews of curriculum, textbooks, procedures, policies and human resources? What were the key findings?

Interpretation

Sector plans in and of themselves do not necessitate any action to address gender discrimination or

disparity. Independent reviews of the underlying gender issues ad the aspects of the sector plan that reinforce or redress these is an important step in ensuring that sector planning does redress gender imbalances and inequalities.

Means of Verification

Documentation and reports from the gender review process and recommendations

Core EFA MDA Indicators

5.2	Indicators	Disaggregation	Data Source

5.2.1	**Gender Parity Index for:**
	• **Literacy**
		• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Population censuses
			• Household and specialized surveys

5.2.1	**Gender Parity Index for:** • **GER in ECCE**	• Ibid	• Ibid
5.2.2	**Gender Parity Index for:** • **GIR in Primary Education**	• Ibid	• Ibid
5.2.3	**Gender Parity Index for:** • **NIR in Primary Education**	• Ibid	• Ibid
5.2.4	**Gender Parity Index for:** • **GER in Primary Education**	• Ibid	• Ibid
5.2.5	**Gender Parity Index for:** • **GER in Secondary Education**	• Ibid	• Ibid
5.2.6	**Gender Parity Index for:** • **NER in Primary Education**	• Ibid	• Ibid
5.2.7	**Gender Parity Index for:** • **NER in Secondary Education**	• Ibid	• Ibid
5.2.8	**Gender Parity Index for:** • **Survival rate to Grade 5**	• Ibid	• Ibid
5.2.9	**Gender Parity Index for:** • **Transition rate to Secondary Education**	• Ibid	• Ibid
5.2.10	**Percent of Female Enrolment in** • **Primary education** • **Secondary education** • **Vocational and technical education**	• Geographical region • Urban/Rural • Public/private	• Annual school census • Various institutional data collections
5.2.11	**Percent of Female Teachers in** • **Primary education** • **Secondary education** • **Vocational and technical education**	• Geographical region • Urban/Rural • Public/private	• Annual school census • Various institutional data collections
5.2.12	**Percent of repetition of girls and boys in primary and secondary levels**	• Ibid	• ibid

5.2.1 *GPI for Adult Literacy*

Definition and Purpose

The Literacy GPI is used to assess gender differences in literacy rates among adult populations. It is calculated as the ratio of literacy for females divided by the literacy rate for males. It would be wrong to mention as GPI for the ratio of absolute numbers, ands it must be presented as a raito. The indicator measures progress towards gender parity literacy and is especially revealing if disaggregated amongst sub-populations (i.e, ethnicity, caste, socio-economic)., .

Method of Calculation and Date Required

$$\text{Gender Parity Index for Adult Literacy} = \frac{\text{Adult female literacy rate}}{\text{Adult male literacy rate}} \times 100$$

Possible Data Source

Countries usually collect the basic data for literacy through the census process, but this often relies on self-reported literacy estimates. Special household surveys can also shed light on literacy rates, though these are often sub-national in nature

Disaggregation

Where data is available, the indicator can be disaggregated by region, urban/rural, social and ethnic groups, linguistic groups, disabilities, and other vulnerable groups. Where national data is not available, it is best to report only on sub-national figures.

Interpretation

A value of less than one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. Great disparoity is often expected amongst older populations, gaps that should have been significantly narrowed over time through UPE

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

5.2.2 *GPI for GER in ECCE*

Definition and Purpose

The GPI for ECCE GER is used to assess gender differences in access to organized early learning. It is calculated as the ratio of ECCE enrolment for girls divided by the rateboys.. The indicator measures progress towards gender parity in ensuring that all children have access to quality organized learning and care.

Method of Calculation and Date Required

$$\text{Gender Parity Index for GER in ECCE} = \frac{\text{GER in ECCE (Female)}}{\text{GER in ECCE (Male)}} \times 100$$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator as part of the EMIS. Having

such data by gender allows for the calculation of GPI for ECCE. If the data collected does not include community based and/or home-based child care centres, this should be mentioned.

Disaggregation

Where data is 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 ECCE GPI between private and public/community based centres.

Interpretation

A value of less than one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. In many countries, one will find girls enrolled in government run or community based centers while boys are found in more expensive private centers.

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

5.2.3 *GPI for Gross Intake Rate (GIR) in Primary Education*

Definition and Purpose

The GPI for Primary GIR is used to assess gender differences in intake rates between boys and girls. It is calculated as the ratio of the primary intake rate for girls divided by the indicator boys. It would be wrong to mention as GPI for the ratio of absolute numbers such as number of teachers, number of enrolment. The indicator measures progress towards gender parity in intake

Method of Calculation and Date Required

$$\text{Gender Parity Index for GIR in Primary Education} = \frac{\text{GIR in Primary Education (Female)}}{\text{GIR in Primary Education (Male)}} \times 100$$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS. Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03.

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

138   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates.   139

5.2.4 *GPI for Net Intake Rate (NIR) in Primary Education*

Definition and Purpose

The GPI for Primary NIR is used to assess gender differences by appropriate age of intake. It is calculated as the ratio of the female primary NIR divided by NIR males. .

Method of Calculation and Date Required

Gender Parity Index
for NIR in Primary Education $= \dfrac{\text{NIR in Primary Education (Female)}}{\text{NIR in Primary Education (Male)}} \times 100$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS. Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. The use of Net gives deeper insight into age differences in boy and girl intake with obvious advantages and disadvantages this can provide to one sex or the other.

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

5.2.5 *GPI for GER in Primary Education*

Definition and Purpose

The GPI for Primary GER commonly used to assess gender differences in gross enrolment. It is calculated as the ratio of primary GER for girls divided by GER for boys. The indicator measures progress towards gender parity in interested areas such as literacy, access and participation in UPE for women in relation to those for men.

Method of Calculation and Date Required

Gender Parity Index
for GER in Primary Education $= \dfrac{\text{GER in Primary Education (Female)}}{\text{GER in Primary Education (Male)}} \times 100$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS. Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. It should be noted that while the value of .99 shows almost no disparity, and can be considered good, it is not necessarily an indicator of a healthy education system. A GPI for Primary GER can be .99 with actual enrolment just 50 percent for both both and girls. Any difference between GPI for NER and GER may be the result of either boys or girls being enrolled late, or if there is preference given to keeping boys or girls in school longer, even after repeating grades.

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

5.2.6 *GPI for GER in Secondary Education*

Definition and Purpose

The GPI for Secondary GER is used to assess gender differences in secondary enrolment. It is calculated as the ratio of secondary GER for females divided by the rate for males. It would be wrong to mention as GPI for the ratio of absolute numbers. The indicator measures progress towards gender parity in secondary, and is closely linked to the MDG.

Method of Calculation and Date Required

Gender Parity Index
for GER in Secondary Education $= \dfrac{\text{GER in Secondary Education (Female)}}{\text{GER in Secondary Education (Male)}} \times 100$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS. Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. In general, we find that gender disparities found at the primary level are heightened at the secondary level and comparisons between the two, especially sub-nationally, are worth deeper analysis.

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

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Working draft for reference only. See www.unescobkk.org/efamda for updates.

Working draft for reference only. See www.unescobkk.org/efamda for updates.

141

5.2.7 GPI for NER in Primary Education

Definition and Purpose

The GPI for Primary NER is used to assess gender differences in primary net enrolment. It is calculated as the ratio female primary NER divided by the indicator value for males. The indicator measures progress towards gender parity in enrolment at the primary level.

Method of Calculation and Date Required

Gender Parity Index for NER in Primary Education $= \dfrac{\text{NER in Primary Education (Female)}}{\text{NER in Primary Education (Male)}} \times 100$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS. Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. It should be noted that while the value of .99 shows almost no disparity, and can be considered good, it is not necessarily an indicator of a healthy education system. A GPI for Primary GER can be .99 with actual enrolment just 50 percent for both both and girls. Any difference between GPI for NER and GER may be the result of either boys or girls being enrolled late, or if there is preference given to keeping boys or girls in school longer, even after repeating grades.

Limitations and Constraints

Disaggregated data by gender must be available to be able to calculate the GPI.

5.2.8 GPI for NER in Secondary Education

Definition and Purpose

The GPI for Secondary NER isused to assess gender differences at post-primary. It is calculated as the ratio of secondary enrolment for females divided by the indicator for males. It is important that countries clearly define the parameters of secondary data being used, and whether this is for only lower secondary or all levels of secondary, with the number of Grades clearly stated.

Method of Calculation and Date Required

Gender Parity Index for NER in Secondary Education $= \dfrac{\text{NER in Secondary Education (Female)}}{\text{NER in Secondary Education (Male)}} \times 100$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS.

Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. Any difference between GPI for Secondary NER and GER may be the result of either boys or girls being enrolled late, or more likely, that there is preference given to keeping boys or girls in school longer, even after repeating grades.

Limitations and Constraints

Disaggregated data by sex must be available to be able to calculate the GPI.

5.2.9 GPI for Survival rate to Grade 5

Definition and Purpose

The GPI for Grade 5 survival rates is used to assess gender differences in primary completion. It is calculated as the ratio of primary survival for females divided by the survivak rate for males. Survival GPI provides a far clearer picture of gender disparity in completion than does the gender comparison of the drop-our rate.

Method of Calculation and Date Required

Gender Parity Index for Survival rate to Grade 5 $= \dfrac{\text{Survival rate to Grade 5 (Female)}}{\text{Survival rate to Grade 5 (Male)}} \times 100$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicator through the national EMIS. Nationally representative surveys, such as MICS or DHS can also provide comparative figures to the EMIS. Sub-national surveys allow for details to be gathers for specific sub-national populations

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed that there is no disparity if GPI value ranges between 0.97 and 1.03. There are very likely to be a wide range of rates between different sub-populations and indicative survey data can be referred to if the existing EMIS is not able to produce such data.

Limitations and Constraints

Disaggregated data by sex must be available to be able to calculate the GPI.

142 *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

Working draft for reference only. See www.unescobkk.org/efamda for updates. **143**

5.2.10 *GPI for Transition rate to Secondary Education*

Definition and Purpose

The GPI for Secondary Transition Rates is calculated as the ratio of transition rates for girls divided by the transition rates for males. It would be wrong to mention as GPI for the ratio in terms of absolute numbers. The indicator measures progress towards gender parity in completing primary and entering secondary, and should not be confused with parity in secondary enrolment rates in general.

Method of Calculation and Date Required

$$\text{Gender Parity Index for Transition rate to Secondary Education} = \frac{\text{Transition rate to Secondary Education (Female)}}{\text{Transition rate to Secondary Education (Male)}} \times 100$$

Possible Data Source

Countries usually collect the basic data for the above-mentioned indicators. Having such data by gender allows for the calculation of GPI for these indicators. See more details in the "possible data source" of each indicator section.

Disaggregation

Where data is 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 one indicates a difference in favor of males; a value above one indicates a difference in favor of females; a value close to one indicates gender parity. However it can be assumed 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 without taking the final school leaving examination, the GPI Transition Rate allows deeper insight for analysis and potential policy action.

Limitations and Constraints

Disaggregated data by sex must be available to be able to calculate the GPI.

5.2.11 *Percent of Female Enrolment*

Definition and Purpose

Number of female enrolment expressed as a percentage of total enrolment in one particular education level such as primary, secondary, vocational and technical. This indicator helps to assess the proportion of female participation in such education level.

Method of Calculation and Data Required

Divide the total number of female enrolment by the total enrolment in a given school-year, and multiply by 100. Following is the list of core indicators on female participation to assess the above-mentioned goal.

$$\%\text{ Female Enrolment}_{pri, t} = \frac{\text{Number of female enrolment in primary education in school-year t}}{\text{Total number of enrolment in primary education in school-year t}} \times 100$$

$$\%\text{ Female Enrolment}_{Sec, t} = \frac{\text{Number of female enrolment in secondary education in school-year t}}{\text{Total number of enrolment in secondary education in school-year t}} \times 100$$

$$\%\text{ Female Enrolment}_{VocTec, t} = \frac{\text{Number of female enrolment in Voc/Tec education in school-year t}}{\text{Total number of enrolment in Voc/Tec education in school-year t}} \times 100$$

Possible Data Sources

Countries usually collect the enrolment data through annual school census. It is important that the data are disaggregated by gender to be able to calculate the percentage of female enrolment.

Disaggregation

Where data is available, the indicator can be disaggregated by region, urban-rural, and public-private.

Interpretation

This indicator shows the degree of female participation in these education levels. However, one may need to look at population structure of those particular age-groups to interpret correctly.

Limitations and Constraints

Coverage of the data, especially in secondary level may not be complete since some data cover only public institutions or partial geographical distributions.

5.2.12 *Percent of Female Teachers*

Definition and Purpose

Number of female teachers expressed as a percentage of total number of teachers in one particular education level such as primary, secondary, vocational and technical. This indicator helps to assess the proportion of female participation in such education level. Teachers are defined 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 and Data Required

Divide the number of female teachers by the total number of teachers in a given school-year, and multiply by 100. Following is the list of core indicators on female participation to assess the above-mentioned goal.

$$\text{Per cent Female Teachers}_{pri, t} = \frac{\text{Number of female teachers in primary education in school-year t}}{\text{Total number of teachers in primary education in school-year t}} \times 100$$

$$\text{Per cent Female Teachers}_{Sec, t} = \frac{\text{Number of female teachers in secondary education in school-year t}}{\text{Total number of teachers in secondary education in school-year t}} \times 100$$

$$\text{Per cent Female Teachers}_{VocTec, t} = \frac{\text{Number of female teachers in Voc/Tec education in school-year t}}{\text{Total number of teachers in Voc/Tec education in school-year t}} \times 100$$

Possible Data Sources

Countries usually collect teacher data through the annual school census. Disaggregating the data by sex would allow for the calculation of the percentage of female teachers. Data on teachers, especially for the public sector, can also be gathered from the departments in the Ministries responsible for keeping teacher records and paying salaries.

Disaggregation

This indicator can be calculated by level of education, by geographical location (region, rural-urban), by type of institutions (public and private), by teacher's age-groups and by teacher's 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 women to participate in teaching activities at a given level of education.

The number of female teachers approaching 50 per cent 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 programme of education. If possible, this data should be analysed in relation to general labour market trends for females in the country, if this data is available.

Limitations and Constraints

This indicator should be based on reliable data on teaching staff by gender (full and/or part-time teachers) at each level of education. When calculating, care should be exercised to ensure that the number of female teachers and the total number of teachers correspond to the same type of institution, full or part-time. Such calculation should include all staff involved in teaching. This indicator measures the level of gender representation in the teaching profession rather than the effectiveness and quality of teaching.

Additional EFA MDA Indicators

These Additional Indicators, while important in assessing the 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 Report are in a far better position get a clearer picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators in their report to the maximum extent possible.

5.3	Additional Indicators	Disaggregation	Data Source
5.3.1	Percentage of female school principles/administrators	• Geographical region • Urban/Rural • Public/private	
5.3.2	Percentage of female staff holding senior positions[18] within the Ministry of Education		

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[18] Definition of senior positions will vary from country to country

5.3	Additional Indicators	Disaggregation	Data Source
5.3.3	Percentage of female teachers vs. the percentage of male teachers who have participated in in-service teacher training programmes	• Geographical region • Urban/Rural • Public/private	
5.3.4	Gender Development Index (GDI)		
5.3.5	Gender Empowerment Measure (GEM)		
5.3.6	Percentage of schools with separate toilet facilities for girls and boys	• Geographical region • Urban/Rural • Public/private	
5.3.7	Ratio of girls to boys in enrolment in: o ECCE o Primary Education o Secondary Education o Literacy and Non-Formal Education	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	
5.3.8	Percentage of working Girls/Children	• Sex (if not only girls) • Geographical region • Urban/Rural • Ethnicity, caste	But of course, for this indicator, there may not be data readily available. And either consult ILO further for feasibility OR, to complement with a case study.

5.3.1 *Percentage of female school principles/administrators*

Definition and Purpose

While gender ratios in the teaching profession, especially in primary grades, may reveal large number of female teachers, we often find a glass ceiling when it comes to the number of women in school management positions. Female school principles and school managers provide another level of role models for young girls and often result in more gender sensitive school based processes and operating procedures. Female school principles also bring changes to gender roles in society as headmasters are often active in community committees and decision making processes and governance at the local level.

Method of Calculation

$$\text{Per cent Female Principles, }_t = \frac{\text{Number of female Principles in school-year t}}{\text{Total number of Principles in school-year t}} \times 100$$

Interpretation

A percent below 50% entails fewer female principles, with the lower the number the greater the disparity. The same applies for numbers greater than 50%, with increasingly higher numbers denoting an imbalance in the number of male Principles.

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 present. Such indicators denote whether women have broken through the ceiling of technical education staff and are engaged in policy debate and administration at the national level.

Method of Calculation

$$\text{Per cent Female Senior Staff, t} = \frac{\text{Number of female senior staff in school-year t}}{\text{Total number of senior staff in school-year t}} \times 100$$

Interpretation

A percent below 50% entails fewer female senior staff, with the lower the number the greater the disparity. Comparing this data with the indicators on the percentage of female headmasters and teachers is worth analyzing.

5.3.3 *Percentage of female teachers vs. the percentage of male teachers who have participated in in-service teacher training programmes*

Definition and Purpose

Opportunity for in-service training, be it for up-grading certification or to refresh pedagogical skills, should be open equally for men and women. Unfortunately, in-service training opportunities are often decided by senior managers who are male, and who tend to reserve places for men in such training.

Method of Calculation

$$\text{Per cent Female in-service training} = \frac{\text{Percent of female teachers receiving in-service training}}{\text{Percent of male teachers receiving in-service training}} \times 100$$

Interpretation

It is not relevant to compare actual numbers receiving training as the total number of male and female teachers is not equal. Rather, it is the percent of females compared to the percent of males that is relevant.

5.3.4 *Gender Development Index (GDI) These are from the UNDP Human Development Reports. Definitions, Calculations are provided in their reports.*

Definition and Purpose

A composite index measuring average achievement in the three basic dimensions captured in the human development index – a long and healthy life, knowledge and a decent standard of living – adjusted to account for inequalities between men and women.

Method of Calculation

While the HDI measures average achievement, the GDI adjusts the average achievement to reflect the inequalities between men and women in the following dimensions:

- A long and healthy life, as measured by life expectancy at birth.
- Knowledge, as measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrollment ratio.
- A decent standard of living, as measured by estimated earned income (PPP US$).

The calculation of the GDI involves three steps.

First, female and male indices in each dimension are calculated according to this general formula:

$$\text{Dimension index} = \frac{\text{actual value} - \text{minimum value}}{\text{maximum value} - \text{minimum value}} \times 100$$

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:

Equally distributed index = $\{[\text{female population share (female index}^{1-\varepsilon})] + [\text{male population share (male index}^{1-\varepsilon})]\}^{1/1-\varepsilon}$

ε measures the aversion to inequality. In the GDI $\varepsilon = 2$. Thus the general equation becomes:

Equally distributed index = $\{[\text{female population share (female index}^{-1})] + [\text{male population share (male index}^{-1})]\}^{-1}$

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. (For more details, *see Technical note 1* in *HDR2005*)

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.

5.3.5 *Gender Empowerment Measure (GEM) (Same as above)*

Definition and Purpose

A composite index measuring gender inequality in three basic dimensions of empowerment – economic participation and decision-making, political participation and decision-making and power over economic resources.

Method of Calculation

Focusing on women's opportunities rather than their capabilities, the GEM captures gender inequality in three key areas:

- Political participation and decision-making power, as measured by women's and men's percentage shares of parliamentary seats.

148   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

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- Economic participation and decision-making power, as measured by two indicators – women's and men's percentage shares of positions as legislators, senior officials and managers and women's and men's percentage shares of professional and technical positions.
- Power over economic resources, as measured by women's and men's estimated earned income (PPP US$).

For each of these three dimensions, an equally distributed equivalence percentage (EDEP) is calculated, as a population-weighted average, according to the following general formula:

EDEP = {[female population share (female index$^{1-\varepsilon}$)] + [male population share (male index$^{1-\varepsilon}$)]} $^{-1}$

For political and economic participation and decision-making, the EDEP is then indexed by dividing it by 50. The rationale for this indexation: in an ideal society, with equal empowerment of the genderes, the GEM variables would equal 50% - that is, women's share would equal men's share for each variable.

Where a male or female index value is zero, the EDEP according to the above formula is not defined. However, the limit of EDEP, when the index tends towards zero, is zero. Accordingly, in these cases the value of the EDEP is set to zero.

Finally, the GEM is calculated as a simple average of the three indexed EDEPs. (For more details, see *Technical note 1* in *HDR2005*)

Interpretation
While the GDI focuses on expansion of capabilities, to take advantage of the opportunities of life.

5.3.6 *Percentage of schools with separate toilet facilities for girls and boys*

Definition and Purpose
Lack of separate toilet facilities for girls is a key element in girls drop-out and repetition, especially in post-primary schools. This indicator highlights the need for investment in school toilet facilities, and when disaggregated, can be compared to completion rates for boys and girls.

Method of Calculation

Percent of schools
With separate toilets, $_t$ = $\dfrac{\text{Number of schools with separate toilets in school-year t}}{\text{Total number of schools in school-year t}}$ x 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.

Reference

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. (e.g. A gender lens for training programs 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 & program 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. (e.g. 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.

SECTION 6

Gender Indicators

Policy/System Indicators

5.1	Policy/System Indicators
5.1.1	What legislative, policy and institutional reform exist that are in conformance with the Convention on the Elimination of All Forms of Discrimination against Women[17]
5.1.2	Percentage of budget dedicated to gender programming within relevant Ministries
5.1.3	Existence of policies to encourage girl participation in school (stipends, scholarships, etc) General policies could be: those regarding teachersí status, recruitment, and professional development. More specific policies on gender mainstreaming in education (not only on girls)
5.1.4	Gender review of education sector plan and EFA plan (as a whole, but also review of the curriculum, textbooks, education facilities, etc

Core EFA MDA Indicators

5.2	Indicators	Disaggregation	Data Source
5.2.1	Gender Parity Index for: • Literacy	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Population censuses • Household and specialized surveys
5.2.1	Gender Parity Index for: • GER in ECCE	• Ibid	• Ibid
5.2.2	Gender Parity Index for: • GIR in Primary Education	• Ibid	• Ibid
5.2.3	Gender Parity Index for: • NIR in Primary Education	• Ibid	• Ibid
5.2.4	Gender Parity Index for: • GER in Primary Education	• Ibid	• Ibid
5.2.5	Gender Parity Index for: • GER in Secondary Education	• Ibid	• Ibid
5.2.6	Gender Parity Index for: • NER in Primary Education	• Ibid	• Ibid
5.2.7	Gender Parity Index for: • NER in Secondary Education	• Ibid	• Ibid
5.2.8	Gender Parity Index for: • Survival rate to Grade 5	• Ibid	• Ibid

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5.2	Indicators	Disaggregation	Data Source
5.2.9	Gender Parity Index for: • Transition rate to Secondary Education	• Ibid	• Ibid
5.2.10	Percent of Female Enrolment in • Primary education • Secondary education • Vocational and technical education	• Geographical region • Urban/Rural • Public/private	• Annual school census • Various institutional data collections
5.2.11	Percent of Female Teachers in • Primary education • Secondary education • Vocational and technical education	• Geographical region • Urban/Rural • Public/private	• Annual school census • Various institutional data collections
5.2.12	Percent of repetition of girls and boys in primary and secondary levels	• Ibid	• ibid

5.3	Additional Indicators	Disaggregation	Data Source

5.3.7	Ratio of girls to boys in enrolment in:
	o ECCE
	o Primary Education
	o Secondary Education
	o Literacy and Non-Formal Education
		• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities	

5.3.8	Percentage of working Girls/Children	• Sex (if not only girls) • Geographical region • Urban/Rural • Ethnicity, caste	But of course, for this indicator, there may not be data readily available. And either consult ILO further for feasibility OR, to complement with a case study.

Additional EFA MDA Indicators

5.3	Additional Indicators	Disaggregation	Data Source
5.3.1	Percentage of female school principles/administrators	• Geographical region • Urban/Rural • Public/private	
5.3.2	Percentage of female staff holding senior positions[18] within the Ministry of Education		
5.3.3	Percentage of female teachers vs. the percentage of male teachers who have participated in in-service teacher training programmes	• Geographical region • Urban/Rural • Public/private	
5.3.4	Gender Development Index (GDI)		
5.3.5	Gender Empowerment Measure (GEM)		
5.3.6	Percentage of schools with separate toilet facilities for girls and boys	• Geographical region • Urban/Rural • Public/private	

8. Quality Education

Measuring Progress towards 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

Varied definitions of *quality education* reflect differences in the education standards that have been attained as well as objectives and purposes of education that are prioritized. Thus, they 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 without essential safety and environmental health safeguards as well as untrained and, often, unpaid teachers and, on the other hand, schooling that produces outcomes ranked high within internationally administered tests of learning accomplishments.

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 the key dimensions of quality, which include inclusiveness, effectiveness, safe/protective/healthy, gender friendliness and involvement of community, parents and students.

The government obligation to define and ensure minimum quality standards throughout the country requires an assessment of the existing conditions, a definition of standards that should be in place everywhere, and the process whereby these standards will be implemented and monitored. The human rights perspective enriches this subject-matter by broadening the usual focus on quantitative data to encompass **all** rights of **all** key actors in education.

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Guiding Questions

The purpose of these questions is to provide a basis for deeper reflection on the issues surrounding the Goal and to revive the broader discussion from Dakar around which the EFA goals were reported. It is not intended for the EFA MDA Report to answer these questions. Rather, they are seen as a guide in influencing national debate in building up to the preparation of the national report.

Goal Statement	Guiding Questions
Improving all aspects	– What is the current status of the quality of education in the country • ECCE • Primary • Secondary • Continuous Education • Life Skills • Basic Education – From the perspective of the CFS Framework, which dimensions are in most need of quality improvement? – How can the quality of education be improved? – How can these improvements be monitored and measured?
quality of education, and	– What is definition of good quality education in the country? – How is good quality education measured? – What types of education are there? – What is the expected outcome for an individual upon completion of their chosen form of education? – How is this measured and recorded? – For education facilities run by the State: • How many education facilities are there? • What types of education do they provide? • 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 make up of the teachers in each facility? • What are the qualifications of the teachers? • Percentage of the teachers having the required academic qualifications? • Percentage of teachers who are certified to teach according to national standards? • What are the repetition rates by grade or programme? • Are there teacher training programmes for continuous education?
ensuring excellence of all	– What is the definition of excellence? – How can excellence be monitored and measured?
so that recognized and measurable learning outcomes	– What are the recognized and measure learning outcomes for each type of education? • ECCE • Primary • Secondary • Continuous Education • Life Skills • Basic Education

Goal Statement	Guiding Questions
are achieved by all,	– How is this assessed?
especially in literacy (skills),	– What is the definition of literacy? – What is the youth literacy rate (15-24 year olds)? – What is the adult literacy rate (age 15 years and above)? – How is literacy measured?
numeracy (skills), and	– What is the definition of numeracy skills? – How are numeracy skills measured and monitored?
essential life skills	– What are defined as essential life skills? – How are life skills measured and monitored? – Which Departments/Units and Subject Areas have a key role to play in providing 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.

Data Sets Required

Both quantitative and qualitative indicators beyond the EFA 18 core indicators should be included where possible and disaggregated by gender and other relevant categories, in order to provide a complete picture of the gender situation.

Policy and Systems Indicators

These types of indicators were not included in the National EFA Reports for Dakar. They allow for countries to provide more qualitative information in the reporting process, with indicators that require some explanation and detail. 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 approaches. Case studies and summaries of relevant studies or assessments can augment and support the information provided for these indicators. In particular, reference to the Violence Against Children country reports, from small scale surveys and assessments, or from specially arranged focus group discussions with students can be used to provide more contextual and indicative responses to the indicators below.

6.1	Policy/System Indicators
6.1.1	Presence of standard tests for measuring learning achievement linked to national curriculum
6.1.2	Does the government participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or some other multi-country initiative initiative ñ and what were the results or trends in terms of student performance?
6.1.3	Presence of a system to give schools feedback on school and student performance on national exams.
6.1.4	Presence of a National CFS Policy or Framework – or examples where holistic approaches to improving school quality across the 5 dimensions have been implemented.
6.1.5	School Self Assessment tools and processes have been initiated, linked to school planning, with active student, parent and community participation
6.1.6	What provision of quality standards for school environments exist – are they enforced and are they child friendly?
6.1.7	What policies are in place regarding corporeal punishment and what is the current practice in classrooms? What is the situation in terms of violence in schools?

6.1.1 Presence of standard tests for measuring learning achievement linked to national curriculum

Definition and Purpose

This term refers to the use of defined curriculum outcomes as a basis for developing standard tests to assess achievement and progress. This does not mean school leaving examinations, but systematic testing to determine student progress and identify areas of strength and weakness. It is important to differentiate between national/central tests and systems which promote decentralized development and use of testing.

Interpretation

Education systems that rely solely on end of cycle examinations to assess achievement often fail to use standard tests for formative purposes. It is almost impossible to take remedial action, or to ensure minimum standards are being maintained is assessment only comes at the end of the cycle.

Means of Verifications

Discussion within the Ministry to review response.

6.1.2 Does the government participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or some other multi-country initiative – and what was the result n terms of student performance?

Definition and Purpose

Participation in international learning achievement tests provides a rich set of national (and sub-national) data which can be interpreted in the context of the national educational 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, math 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 impact of schooling on children. There are a number of international and regional multi-country initiatives to assess achievement which a number of countries in Asia have joined. Please describe which multi-country initiatives the country has joined, and the impacts. For initiatives such as TIMMS and PISA, which provide comparable scores, provide actual test results and findings.

Means of Verification

Reports from various learning achievement initiatives

6.1.3 What is the system is in place to give schools feedback on student performance on national exams?

Definition and Purpose

The national examination systems are often designed to provide a gate keeping function between primary and secondary and then to 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 those 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, are able to take action to make improvements. This indicators requires description of the system, if it exists, for providing feedback to schools and students in a timely and constructive manner.

Interpretation

Distinction needs to be made between providing results to schools and to children. Aggregated mean scores for schools allow schools to compare themselves to national averages and neighboring 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 or making improvement to instruction, and may be used solely for gate keeping purposes.

Means of Verifications

Discussion within Ministries and reference documents describing National assessment processes

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6.1.4 *Presence of a National CFS Policy or Framework – or examples where holistic approaches to improving school quality across the 5 dimensions have been implemented*

Definition and Purpose

As described in the introduction to the Goal, the Child Friendly School (CFS) framework has identified 5 key dimensions of quality: inclusiveness; effectiveness; safe/protective/healthy; gender friendliness; and involvement of community, parents and students. To address 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 educational 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 an effective approach to this 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 more as small pilots or as principles applied in project implementation.

Means of Verifications

Project documents, reference to national policies or legislations, in house discussion at MOE

6.1.5 *School Self Assessment tools and processes have been initiated, 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 then using this information for planning purposes, is a key element in CFS. Active participation is seen as essential for ensuring quality of schools and their overall child friendliness. Increasingly, countries are involving students in identifying those aspect of school 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 a described in response to the indicator are pilot in nature or of national scope. Descriptions of the process, and if available, responses or case study descriptions from stakeholders and their impression can also be insightful. It is also important to distinguish between community, parents and students, and to describe their levels of participation and involvement distinctly.

Means of Verifications

Project documents, relevant legislation, case studies or assessments of the process.

6.1.6 *What provision of quality standards for school environments exist – are they enforced and are they child friendly?*

Definition and Purpose

Has the Ministry officially determined quality standards for school environments? This includes not only classroom size and space per students, but also regarding playgrounds, libraries, toilet facilities, water, first aid and teacher spaces. In addition to being defined, can they be considered 'child friendly'? Furthermore, how well does the government feel they are being enforced and maintained by schools? Which schools tend to meet the standards and which don't?

Interpretation

It is important to distinguish what are proposed standards, which are more like advice for reference, as compared to official standards to which schools are held accountable and expected to maintain. Description of the standards, and some notion of how they were prepared and when (are they outdated)? Candid description as to whether these standards are actually met – with estimates of the number of schools which would not meet these standards would be insightful. Do donor constructing new schools meet the standards, especially those related to water?

Means of Verifications

Policies, school legislation or official documentation, discussion and interview amongst relevant staff in Ministries

6.1.7 *What policies are in place regarding corporeal 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 which abolish corporeal punishment in the classroom? What specifically does the policy say? Is the policy enforced – and are there examples of teachers being reprimanded or removed for use of corporeal punishment? Based on recent surveys or reports, what is the prevalence of corporeal 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 corporeal punishment, there is often a big gap between policy and practice, and this should be clearly reported on. 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 Verifications

If possible, reference should be made to the Country Report of Violence Against Children. Reference should be made to actual policies and legislation in place on corporeal punishment.

Core EFA MDA Indicators

6.2	Core EFA MDA Indicators	Disaggregation	Data Source

6.2.1	**Survival Rate to Grade 5**	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  • Ethnicity, caste
		  • Language
		  • Disabilities
			• Annual school census
			• Household surveys

6.2	Core EFA MDA Indicators	Disaggregation	Data Source

6.2.2	Percentage of Primary School Teachers having the Required Academic Qualifications	• Sex
		• Geographical region
		• Urban/Rural
		• Public, private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

6.2.3	Percentage of School Teachers who are Certified to Teach According to National Standards for:
	• Early Childhood Care and Education
	• Primary Education
	• Secondary Education
	• Non-Formal Education
		• Sex
		• Geographical region
		• Urban/Rural
		• Public, private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

6.2.4	Pupil-Teacher Ratio (PTR) for: • Primary Education • Secondary Education	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.5	Pupil-Class ratio (PCR) for: • Primary Education • Secondary Education	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.6	Pupil-Textbook ratio (PBR) for: • Primary Education • Secondary Education	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.7	Public Expenditure on Education as Per cent of Total Government Expenditure	National level indicator	• Government Budget reports
6.2.8	Public Expenditure on Education as Per cent of Gross National Product (GNP)	National level indicator	• Government Budget reports
6.2.9	Public Expenditure on Primary/Secondary Education per Pupil as Per cent of GNP per Capita	National level indicator	• Government Budget reports
6.2.10	Percentage of schools with improved drinking water sources	• Geographical region • Urban/Rural • Public/private	• Annual School census. • Project surveys and reports
6.2.11	Percentage of schools with adequate sanitation facilities.	• Geographical region • Urban/Rural • Public/private	• Annual School census. • Project surveys and reports

6.2.1 *Survival Rate to Grade 5*

See details in EFA Goal 2 (UPE) section

6.2.2 *Percentage of Primary School Teachers Having the Required Academic Qualifications*

Definition and Purpose

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.

Calculation Method and Data Required

Divide the number of primary school teachers having the minimum required academic qualifications by the total number of primary school teachers, and multiply by 100.

$$\% \text{ Primary teacher having the required academic qualifications}_t = \frac{\text{Total number of primary teachers with required academic qualification in year } t}{\text{Total number of primary teachers year } t} \times 100$$

Possible Data Sources

Countries usually collect data on teachers through annual school censuses. Disaggregating teacher data by gender allows for the calculation of the percentage of female teachers. Data on teachers, especially for the public sector, can also be gathered from the departments in the Ministries that are responsible for keeping teacher's records and paying salaries.

Disaggregation

This indicator can be calculated by geographical location (region, rural/urban), by type of institutions (public and private), and by teacher's age-groups.

Interpretation

A high percentage of teachers having the required academic qualifications denotes the availability of academically qualified teachers and the general quality of the teaching force. Teachers' 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 a primary school teacher 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. Care should be exercised to take into account all teaching staff.

164   *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

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6.2.3 *Percentage of School Teachers who are Certified to Teach According to National Standards*

Early childhood, Primary, Secondary and Non-Formal

Definition and Purpose

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 of education, expressed as a percentage of the total number of school teachers at that level. 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.

Calculation Method and Data Required

Divide the number of school teachers who are certified to have received the minimum required teacher-training by the total number of school teachers at that level, and multiply by 100.

Per cent of early childhood educators- care-givers who are certified to teach according to national standards ₜ

$$= \frac{\text{Total number of early childhood educators- care-givers who are certified to teach according to national standards in year } t}{\text{Total number of early childhood educators- care-givers in year } t} \times 100$$

Per cent of primary school teachers who are certified to teach according to national standards ₜ

$$= \frac{\text{Total number of primary teachers who are certified to teach according to national standards in year } t}{\text{Total number of primary teachers in year } t} \times 100$$

Per cent of secondary school teachers who are certified to teach according to national standards ₜ

$$= \frac{\text{Total number of secondary teachers who are certified to teach according to national standards in year } t}{\text{Total number of secondary teachers in year } t} \times 100$$

Per cent of non-formal facilitators/instructors who are certified to teach according to national standards ₜ

$$= \frac{\text{Total number of non-formal facilitators/instructors who are certified to teach according to national standards in year } t}{\text{Total number of non-formal facilitators/instructors in year } t} \times 100$$

Possible Data Sources

Countries usually collect data on teachers through annual school censuses. Disaggregating teacher data by gender allows for the calculation of the percentage of female teachers. Data on teachers, especially for the public sector, can also be gathered from the departments in the Ministries that are responsible for keeping teacher's records and paying salaries.

Disaggregation

This indicator can be calculated by geographical location (region, rural/urban), by type of institutions (public and private), by teacher's age-groups, and by teacher's qualifications.

Interpretation

A high percentage of teachers certified to teach in primary schools imply 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 (UNESCO 1998).

6.2.4 *Pupil-Teacher Ratio (PTR)*

Definition and Purpose

Pupil-teacher ratio (PTR) is one of the most common indicators used in educational planning. A low number of pupils per teacher indicate pupils will have a better chance of contact with the teachers and hence a better teaching-learning process. This ratio is also used to measure the level of human resource input (teachers). Many planners also 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 teacher at the same level.

Pupil-teacher ratio (PTR) for primary education

$$PTR_{Pri,\,t} = \frac{\text{Total number of pupils in primary education in school-year } t}{\text{Total number of teachers in primary education in school-year } t} \times 100$$

Pupil-teacher ratio (PTR) for secondary education

$$PTR_{Sec,\,t} = \frac{\text{Total number of pupils in secondary education in school-year } t}{\text{Total number of teachers in secondary education in school-year } t} \times 100$$

Possible Data Sources

The data on both enrolment and teachers should cover both public and private institutions and programs. Data for public programs should be available from the school survey. Household surveys or other private records may provide the necessary data for programs run by the community or NGOs and private schools. In some cases, countries may have compiled the data from both public and private programs.

166 *Working draft for reference only. See www.unescobkk.org/efamda for updates.*

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Disaggregation

Pupils-teacher ratio could be disaggregated by region, urban/rural, and by institution (such as public, private, NGO-supported, community-supported).

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 pupil-teacher ratio suggests that each teacher has to deal with a large number of pupils and that, conversely, pupils receive less attention from the teacher. It is generally assumed that a low pupil-teacher ratio signifies smaller classes, which enable the teacher to pay more attention to individual pupils and thus contribute to the better scholastic performance of the pupils. 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 pupil-teacher ratios. For instance, the number of part-time teachers should be converted to a number of ëequivalent full-time teachersí. Care should be exercised to include all staff involved in teaching.

6.2.5 *Pupils-Class Ratio (PCR)*

Definition and Purpose

The average number of pupils per class is an important indicator which gives a rough indication of class size. It is used to assess the efficiency of resource utilization. It is also used, indirectly, to assess the teaching/learning process.

Method of Calculation

Divide the total number of pupils enrolled in a specific education level by the number of Classes* at the same level.

Pupil-Class Ratio (PCR) for Primary Education

$$PCR_{Pri,\ t} = \frac{\text{Total number of pupils in primary education in school-year t}}{\text{Total number of Classes in primary education in school-year t}} \times 100$$

Pupil-Class Ratio (PTR) for Secondary Education

$$PCR_{Sec,\ t} = \frac{\text{Total number of pupils in secondary education in school-year t}}{\text{Total number of Classes in secondary education in school-year t}} \times 100$$

Possible Data Sources

Like data for pupil-teacher ratio, data can be gathered from the annual school census. However, annual school censuses doe not include data from private and other institutions. Additional data collections from those institutions would be required.

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* A group of pupils in one instructional class. Hence, a section is equal to a class. One classroom can be used for a number of sections.

Disaggregation

Pupils-Class Ratio could be disaggregated by region, urban/rural, and by institution (such as public, private, NGO-supported, community-supported).

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 pupil-class ratio suggests that each Class has to deal with a large number of pupils and that,

- Cause degrading teacher ability to handle the class
- Physical and mental uneasiness of pupils in crowded classes
- Both affect the quality of teaching-learning.

Limitations and Constraints

This indicator should be calculated separately for public, private and all other schools. It should not confuse it with number of classrooms in the schools. The number of classes would be some times more than number of classrooms.

6.2.6 *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 allocation of resources/materials to learners. It is used to assess the efficiency of resource utilization.

Method of Calculation

Divide the total number of textbooks allocated to the specific education level by the total of pupils enrolled at the same level.

Pupil-Book Ratio (PBR) for Primary Education

$$PBR_{Pri,\ t} = \frac{\text{Total number of textbooks allocated to primary education in school-year t}}{\text{Total number of pupils in primary education in school-year t}} \times 100$$

Pupil-Class Ratio (PTR) for Secondary Education

$$PCR_{Sec,\ t} = \frac{\text{Total number of textbooks allocated to secondary education in school-year t}}{\text{Total number of pupils in secondary education in school-year t}} \times 100$$

Possible Data Sources

Like data for pupil-teacher ratio, data can be gathered from the annual school census. However, annual school censuses doe not include data from private and other institutions. Additional data collections from those institutions would be required.

Disaggregation

Pupils-Textbook Ratio could be disaggregated by region, urban/rural, by institution, and by subject (such as public, private, NGO-supported, community-supported).

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. A high pupil-book ratio suggests that each student is equipped with more materials and resources to support the learning process.

Limitations and Constraints

This indicator should be calculated separately for public, private and all other schools. Although it is used as a proxy indicator for quality, it cannot provide information on the teaching-learning process. At the secondary level, this indicator should be calculated separately for general education and technical-vocational education.

6.2.7 *Public Expenditure on Education as Percentage of Total Government Expenditure*

Definition and Purpose

Total public expenditure on education (recurrent and capital) expressed as a percentage of total government expenditure in a given financial year.

- Allows to assess the government's policy emphasis on education relative to the perceived value of other public investments.
- Reflects also the commitment of a government to invest in human capital development.

Method of Calculation and Data Required

Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.

Public Expenditure on Education as Per Cent of Total Government Expenditure $_t$

$$= \frac{\text{Total public expenditure on education in a financial year t}}{\text{Total government expenditure in a financial year t}}$$

Possible Data Sources

Data can be derived from annual financial reports prepared by the Ministry of Finance, national accounts reports from the Government Statistical Office, and financial reports from the various government departments engaged in education activities, especially the Ministry of Education.

Disaggregation

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, by geographical location, and by 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 elderly, and other social or economic sectors.

Limitations and Constraints

Total public expenditure on education should include those incurred by all concerned ministries and levels of administration. Public expenditure on education as a percentage of government expenditure

can never be 100 per cent since the latter includes expenditure on many economic and social sectors, besides education. 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 refers only to the Ministry of Education, excluding other ministries that spend a part of their budget on educational activities.

6.2.8 *Public Expenditure on Education as a Percentage of Gross National Product (GNP)*

Definition and Purpose

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.

Calculation Method and Data Required:

Divide public current expenditure on primary education in a given year by the GNP for the same year, and multiply by 100.

Public Expenditure on Education as a Per cent of GNP $_t$

$$= \frac{\text{Total public expenditure on education in a financial year t}}{\text{Gross National Product in financial year t.}}$$

Possible Data Sources

Data 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 Accounts reports prepared by concerned agencies in the government.

Disaggregation

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; and vice versa.

Limitations and Constraints

Total public expenditure on education should include those incurred by all concerned ministries and levels of administration. Total public expenditure on education refers to all expenditure on education by the central or federal government, state governments, provincial or regional administrations and expenditure by municipal and other local authorities. Central government includes ministerial departments, agencies and autonomous institutions which 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, data on total public expenditure on education refers only to the Ministry of Education, excluding other ministries that spend a part of their budget on educational activities.

6.2.9 *Public Current Expenditure per Pupil as Percentage of GNP per Capita (Primary and Secondary)*

Definition and Purpose

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 or student. 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.

Calculation Method and Data Required

Divide per pupil public current expenditure on each level of education in a given year by the GNP per capita for the same year and multiply by 100.

$$A = \frac{\text{Public current expenditure per pupil of primary education level as percentage of GNP per capita in financial year t}}{\text{Total enrolment in education level h in school-year t}}$$

$$B = \frac{\text{Public current expenditure per pupil of secondary education level as percentage of GNP per capita in financial year t}}{\text{Total enrolment in education level h in school-year t}}$$

$$C = \frac{\text{Gross National Product in financial year t}}{\text{Total national population in year t}}$$

Public Current Expenditure per Pupil (student) as Per cent of GNP per Capita (For Primary level) at year $_t$

$$= \frac{A}{C}$$

Public Current Expenditure per Pupil (student) as Per cent of GNP per Capita (For Secondary level) at year $_t$

$$= \frac{B}{C}$$

Possible Data Sources

Data can be collected and collated from annual financial reports prepared by the Ministry of Finance, National Accounts reports prepared by concerned agencies in government, and financial reports from various government departments engaged in educational 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

This indicator can be disaggregated by level of education.

Interpretation

A high percentage for this indicator denotes a high share of per capita income being spent on each pupil (student) in a specified level of education (either **primary** or **secondary**). It represents a measure of the financial cost per pupil (student) 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 educational institutions. The use of this indicator must take into account the degree of coverage represented by the educational expenditure figure and the ability of the GNP estimate to represent the level of national economic capacity accurately.

This indicator may be distorted by inaccurate estimation of GNP, current population or enrolment by level of education. The fact that fiscal year and educational year budget periods may be different should also be taken into consideration.

6.2.10 *Percentage of schools with improved water sources*

Definition and Purpose

To ensure the provision of drinking water for school children, schools must rely on a wide range of technologies and networks. While data on this indicator is dependent upon current fields and definitions within EMIS, in line with MDG Reporting, 'improved' water sources include the following: piped, public taps and standpipe, tube wells and boreholes, protected dug wells, protected springs and rainwater collection (www.wssinfo.org). Without access to water, it is extremely unlikely that sanitation facilities can possibly function for students. It is expected that donor assisted projects for school construction and renovation are required by government to ensure provision of water to target schools as mandatory. In using EMIS Data Sets, one had no choice but to accept the categories and definitions in existence, and where these are different than those here, or if 'improved' sources are not distinguished from unimproved, this should be mentioned in the response.

Calculation Method and Data Required

$$\frac{\text{Number of Schools (primary and/or secondary) with Improved water sources}}{\text{Total number of schools (primary and/or secondary)}} \times 100$$

Possible Data Sources

Data can be collected from EMIS data sets and from School Facilities date sets if they are not kept together. In addition, donor funded school construction and rehabilitation projects usually have excellent surveys and projections for school facilities, even if for only targeted areas, but which can be used for reference and interpretation in the report.

Disaggregation

This indicator can be disaggregated by geographic area, by private/public sector, by primary/ secondary.

Interpretation

Without access to water, it is extremely unlikely that sanitation facilities and toilets can function properly, if at all. There are some professionals who would say that without the provision of water and toilets, school buildings are simply learning sheds..

Limitations and Constraints

This indicator does not necessarily indicate use of facilities or whether they are locked and restricted to teachers and staff, or whether they are so dirty and unhygienic that they are not used. Lack of awareness or cultural experience using toilets can be overcome over time, especially with quality sanitaon and hygiene education classroom activities and support. Ewe cannot assume, however, that the mere presence of facilities can by any means be equated with actual use.

6.2.11 *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. While data on this indicator is dependent upon current fields and definitions within EMIS, in line with MDG Reporting, 'improved' water sources 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 (www.wssinfo.org). In line with MDG Reporting, improved sanitation facilities have been defined as In using existing EMIS Data Sets however, one has no choice but to accept the categories and definitions in existence, and where these are different than those here, or if 'improved' sources are not distinguished from unimproved, this should be mentioned in the response.

Calculation Method and Data Required

$$\frac{\text{Number of Schools (primary and/or secondary)}}{\text{Total number of schools (primary and/or secondary)}} \times 100$$

Possible Data Sources
Data can be collected from EMIS data sets and from School Facilities date sets if they are not kept together. IN addition, donor funded school construction and rehabilitation projects usually have excellent surveys and projections for school facilities, even if for only targeted areas, but which can be used for reference and interpretation in the report.

Disaggregation
This indicator can be disaggregated by geographic area, by private/public sector, by primary/ secondary. If possible, disaggregation by male vs. female access can provide very provocative insights.

Interpretation
It is important that the data presented for this indicator is properly and clearly defined. In some countries, 'adequate' is a standard which requires toilets to have water and to be in regular use, while in other countries, there is no distinction between adequate and exists, so that broken or out of use facilities are included in the calculations. This should be made clear in the report.

Limitations and Constraints
Doesn't necessarily indicate use of facilities or whether they are locked and restricted to teachers and staff, or whether they are so 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. Ewe cannot assume, however, that the mere presence of facilities can by any means be equated with actual use.

Additional EFA MDA Indicators

These Additional Indicators, while important in assessing the 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 Report are in a far better position get a clearer picture and analysis of their progress and gaps in achieving the EFA goals. It is therefore recommended that countries include these indicators in their report to the maximum extent possible.

6.3	Additional EFA Indicators
6.3.1	Percent of pupils who have mastered nationally defined basic learning competencies
6.3.2	School Life Expectancy
6.3.3	Instructional Hours
6.3.4	Percentage distribution of teachers who attended the in-service training programmes by type and duration
6.3.5	Percent of teachers who are trained to teach multi-grade teaching
6.3.6	Pass rates for National examination scores
6.3.7	Percent of schools with libraries or reading centers
6.3.8	Percent of primary school going children who have intestinal worm infestation
6.3.9	Rate of incidence of violence reported in schools

6.3.1 *Percent of pupils who have mastered nationally defined basic learning competencies*

Definition and Purpose
The number of pupils who have mastered a defined level of basic learning competencies by grade 6, expressed as a percentage of the total sample or of the total number of pupils in grade 6. This indicator seeks to measure learning achievement in respect to the minimum basic knowledge and analytical skill expected of pupils having reached a grade.

Calculation Method and Data Required
Divide the number of pupils by grade who have been achieved mastery of basic learning competencies by the total number of pupils by grade, and multiply by 100.

Interpretation
It may be difficult to use this indicator to measure change over time because countries modify basic learning competencies. Thus, countries appearing to have increased the percent of pupils who have mastered nationally defined basic learning competencies may have simply lowered their standard. Conversely, countries which raise their standard 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 ratio for that age. This indicator shows

the overall level of development of an educational system in terms of the number of years of education that a child can expect to achieve.

Calculation Method and Data Required

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.

Formula:

$$SLE_a^t = \sum_{i=a}^{n} \frac{E_i^t}{P_i^t} *100$$

Where:

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,..., 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

Relatively higher school life expectancy indicates 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 grade repetition.

6.3.3 Instructional Hours

Definition and Purpose

Instructional hours are a key determinant in learning. Education systems where students spend too little time in classrooms run the risk of not ensuring full mastery of all competencies and prescribed outcomes. This indicator intends to measure the total number of instructional hours mandated by national policy. If there is 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 be clearly cited.

Calculation Method and Data Required

Review of policies to de3termine total number of classroom hours expected. If any surveys exist that assess instructional hours, this should be referred to as a secondary source.

Interpretation

Changing the number of instructional hours not only has an impact on teacher workload but also can affect student performance. Instructional hours cannot be considered alone, because it is linked to other aspects of education such as class size. (UIS 2006)

6.3.4 Percentage distribution of teachers who attended the in-service training programmes by type and duration

Definition and Purpose

The number of teachers having attending courses or programmes designed to provide further training expressed as a percentage of the total number of teachers.

Courses or programmes providing sustained further training/study enable professional persons to

improve their qualifications (http://www.ibe.unesco.org). In-service training is provided to reinforce overall professional development, thus data derived from this indicator provides indication of the overall quality of the teaching staff and the ability of the teacher training system to provide courses to reach minimum standards and/or upgrade skills of its workfoce.

Calculation Method and Data Required

Divide the number of school teachers having attended the in-service training programmes by type and duration by the total number of school teachers, and multiply by 100.

Interpretation

It is difficult to use this indicator to measure change over time because countries appearing to have increased their proportion of trained teachers may have simply lowered their standard. Conversely, countries which raise their standard – perhaps to promote the professional profile of teachers – appear as though they have slipped (UIS 2006).

6.3.5 Percent of teachers who are trained to teach multi-grade teaching

Definition and Purpose

A teacher who has 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. (www.uis.unesco.org)

Calculation Method and Data Required

Divide the number of school teachers having received training to teach in multi-grade environments by the total number of school teachers, and multiply by 100.

Interpretation

It is difficult to use this indicator to measure change over time because countries appearing to have increased their proportion of trained teachers may have simply lowered their standard. Conversely, countries which raise their standard – perhaps to promote the professional profile of teachers – appear as though they have slipped (UIS 2006).

6.3.6 Pass rates for National examination scores

Definition and Purpose

The number of pupils by grade who have received passing scores on the national examinations, expressed as a percentage of the total number of pupils in that grade. This indicator seeks to measure learning achievement in respect to the minimum basic of pupils having reached a grade.

Calculation Method and Data Required

Divide the number of pupils by grade who have received passing scores on the national examinations by the total number pupils participating in the national examinations, and multiply by 100.

Interpretation

It may be difficult to use this indicator to measure change over time because countries appearing to have increased pass rates may have simply lowered their standard. Conversely, countries which raise their standard appear as though they have slipped.

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6.3.7 *Percent of schools with libraries or reading centers*

Definition

Access to reading materials for fun reading or to expand knowledge is a key element in ensuring quality in schools. Whether existing in well organized libraries, or kept in more informal reading centers, access to children's literature and non-textbook reading materials allows 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 centers' are defined, but the presence of collected sets of reading materials can make a difference in the quality of a school.

Calculation Method and Data Required

$$\frac{\text{Number of primary schools with libraries/reading center}}{\text{Total number of primary schools}} \times 100$$

This requires that data on the number of schools with libraries and/or reading centers is available, which may only be available in survey form or from sub-national studies.

Interpretation

There is a distinction between the existence of a library and it use and ready access by students. This is something that the data will have a hard time to show. It is unfortunately quite common for books to be protected by not allowing children access to them. Similarly, teachers are often not trained in the use of self reading or silent reading classes, where library materials become the bass for in class reading.

6.3.8 *Percent of primary school age going children who have intestinal worm infestation*

Definition

According to WHO, approximately 2 billion people globally are infected with schistosomiasis and soil-transmitted helminth (STH) infections. As Schistosomes is confined primarily to Africa, the Asia EFA MDA is looking at the prevalence of Soil Transmitted Helminth (STH) in school age children. Children who are infected with intestinal worms are often at risk of poor nutritional status, and with higher worm loads, complain of lethargy, low energy and an inability to concentrate. Prevalence of intestinal worms has a direct impact on the quality of learners and their capacity to learn.

Calculation Method and Data Required

$$\frac{\text{Primary School age children with helminth}}{\text{Total number of school age children}} \times 100$$

As national surveys of incidence of helminth are extremely rare, most countries will need to report on survey data, extrapolating from this to projected estimated prevalence rates. This is also an acceptable means of calculation.

Interpretation

The higher the prevalence of STH infections, the lower the quality of learners and the greater risks to learning and retention amongst students enrolled. Related diseases and lethargy among infected diseases may also be directly related to drop out and poor attendance. By acknowledging the relation between worm infestation and quality, education systems can do more to monitor the health of their students and to ensure that adequate diagnosis and treatment is available through the Ministry of Health and others.

6.3.9 *Rate of incidence of violence reported in schools*

Definition

In line with the UN Violence Against Children study, incidence of violence in schools refers to all forms of violence, including punishment (both physical and emotional), bullying and sexual harassment. While it is excellent if these types of violence can be disaggregated in the report, this may be beyond the capacity of the data available. What is important to note is that this is place-based incidence (i.e., in school or in travel to and from school). It does not refer to violence affecting schools age children in their homes or communities.

Calculation Method and Data Required

If national data exists, the method if calculation would be total number of incidence divided by total number of student, 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 Violence Study Country report and the rate of incidence reported there should be made. For further information on how to research violence in schools, please look at these links (http://www.scswedenseap.org/new/resource%20handbook.pdf   and www.violencestudy.org)

Interpretation

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

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Quality Education Indicators

Policy/System Indicators

6.1	Policy/System Indicators
6.1.1	Presence of standard tests for measuring learning achievement linked to national curriculum
6.1.2	Does the government participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or some other multi-country initiative initiative ñ and what were the results or trends in terms of student performance?
6.1.3	Presence of a system to give schools feedback on school and student performance on national exams.
6.1.4	Presence of a National CFS Policy or Framework – or examples where holistic approaches to improving school quality across the 5 dimensions have been implemented.
6.1.5	School Self Assessment tools and processes have been initiated, linked to school planning, with active student, parent and community participation
6.1.6	What provision of quality standards for school environments exist – are they enforced and are they child friendly?
6.1.7	What policies are in place regarding corporeal punishment and what is the current practice in classrooms? What is the situation in terms of violence in schools?

Core EFA MDA Indicators

6.2	Core EFA MDA Indicators	Disaggregation	Data Source
6.2.1	Survival Rate to Grade 5	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as • Ethnicity, caste • Language • Disabilities	• Annual school census • Household surveys
6.2.2	Percentage of Primary School Teachers having the Required Academic Qualifications	• Sex • Geographical region • Urban/Rural • Public, private • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census

6.2	Core EFA MDA Indicators	Disaggregation	Data Source

6.2.3	**Percentage of School Teachers who are Certified to Teach According to National Standards for:**
	• **Early Childhood Care and Education**
	• **Primary Education**
	• **Secondary Education**
	• **Non-Formal Education**
		• Sex
		• Geographical region
		• Urban/Rural
		• Public, private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

6.2.4	**Pupil-Teacher Ratio (PTR) for:** • **Primary Education** • **Secondary Education**	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.5	**Pupil-Class ratio (PCR) for:** • **Primary Education** • **Secondary Education**	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.6	**Pupil-Textbook ratio (PBR) for:** • **Primary Education** • **Secondary Education**	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.7	**Public Expenditure on Education as Per cent of Total Government Expenditure**	National level indicator	• Government Budget reports
6.2.8	**Public Expenditure on Education as Per cent of Gross National Product (GNP)**	National level indicator	• Government Budget reports
6.2.9	**Public Expenditure on Primary/Secondary Education per Pupil as Per cent of GNP per Capita**	National level indicator	• Government Budget reports
6.2.10	**Percentage of schools with improved drinking water sources**	• Geographical region • Urban/Rural • Public/private	• Annual School census. • Project surveys and reports
6.2.11	**Percentage of schools with adequate sanitation facilities.**	• Geographical region • Urban/Rural • Public/private	• Annual School census. • Project surveys and reports

Additional EFA MDA Indicators

6.3	Additional EFA Indicators
6.3.1	**Percent of pupils who have mastered nationally defined basic learning competencies**
6.3.2	**School Life Expectancy**
6.3.3	**Instructional Hours**
6.3.4	**Percentage distribution of teachers who attended the in-service training programmes by type and duration**
6.3.5	**Percent of teachers who are trained to teach multi-grade teaching**
6.3.6	**Pass rates for National examination scores**
6.3.7	**Percent of schools with libraries or reading centers**
6.3.8	**Percent of primary school going children who have intestinal worm infestation**
6.3.9	**Rate of incidence of violence reported in schools**

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■**A**nnex 1

The Core EFA MDA Indicators

Core EFA MDA Indicators

GOAL 1 : *Early Childhood Care and Education*

1.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source
1.2.1	**Gross Enrolment Rate (GER) in Early Childhood Care and Education (ECCE) Programs**	• Sex • Geographical region • Urban/Rural • Pre-school/community based • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Mother's education o Income quintile	• Annual school census • Household surveys
1.2.2	**Per cent of New Entrants to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme**	• Sex • Geographical region • Urban/Rural • Public, private • Pre-school/community based • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities o Mother's education o Income quintile	• Annual school census • Household surveys
1.2.3	**Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programs**	• Sex • Geographical region • Urban/Rural	• Annual school census • Household surveys
1.2.4	**Per cent of Under-Fives Suffering from Stunting**	• Sex • Geographical region • Urban/Rural	• Household surveys
1.2.5	**Per cent of Household Consuming Iodized Salt**	• Geographical region • Urban/Rural	• Household surveys
1.2.6	**Percentage of Trained Teachers in ECCE Programs**	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
1.2.7	**Public Expenditure on ECCE Programs as Percentage of Total Public Expenditure on Education**	National level indicator	• Government Budget reports

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GOAL 2 : *Universal Primary Education*

2.2	Additional Indicators	Disaggregation	Data Source
2.2.1	Gross Intake Rate (GIR) in Primary Education	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.2	Net Intake Rate (NIR) in Primary Education	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.3	Gross Enrolment Rate (GER) in: • **primary education** • **secondary education**	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.4	Net enrolment ratio (NER) in: • **primary education** • **secondary education**	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.5	Repetition Rates (RR) by Grade in Primary Education	• Sex • Geographical region • Urban/Rural • Public/private • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census
2.2.6	Survival Rate to Grade 5	• Sex • Geographical region • Urban/Rural • Public/private • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census

2.2	Additional Indicators	Disaggregation	Data Source
2.2.7	Transition Rate to Secondary Education	• Sex • Geographical region • Urban/Rural • Public/private • Other social and economic disaggregation such as o Ethnicity, caste o Language o Disabilities	• Annual school census • Household surveys
2.2.8	Percentage of Trained Teachers at Primary Education	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
2.2.9	Pupil-Teacher Ratio at Primary Education	• Geographical region • Urban/Rural • Public, private	• Annual school census • Household surveys
2.2.10	Public Expenditure on Primary Education as Per cent of Total Public Expenditure on Education	National level indicator	• Government Budget reports

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GOAL 3 : *Life Skills and Lifelong Learning*

3.2	Core EFA MDA Indicators	Suggested disaggregation (If data are available)	Data Source

3.2.1	**Youth Literacy Rate (15-24 years)**	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Household surveys

3.2.2	**Gross Enrolment Rate in Technical, and Vocational Education and Training (TVET)**	• Sex
		• Geographical region
		• Private/public
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• MoE
			• Ministry of Labour
			• Ministry of Youth and Sports

3.2.3	**Designated curriculum time in education systems to develop children and young people's knowledge, skills and attitudes for health.**	• Educational level (ISCED)	• Curriculum Development Centre (MoE)

3.2.4	**Transition rates between primary and secondary systems and secondary to higher education systems.**	• Sex
		• Level of education
		• Geographical region
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• EMIS

GOAL 4 : *Literacy*

4.2	Core EFA MDA Indicators	Disaggregation	Data Source

4.2.1	**Adult Literacy Rate (15 years and above)**	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Population censuses
			• Household surveys
			• Literacy surveys

4.2.2	**Youth Literacy Rate (age 15-24 year olds)**	• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Population censuses
			• Household surveys
			• Literacy surveys

4.2.3	**Gender Parity Index for Adult Literacy**	• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Population censuses
			• Household surveys
			• Literacy surveys

4.2.4	**Public Expenditure on Literacy and Non-formal Education as a Percentage of Total Public Expenditure on Education**	National level indicator	• Government Budget reports

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GOAL 5 : *Gender*

5.2	Indicators	Disaggregation	Data Source

5.2.1	Gender Parity Index for:
	• Literacy
		• Sex
		• Geographical region
		• Urban/Rural
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census
			• Population censuses
			• Household and specialized surveys

5.2.1	Gender Parity Index for: • GER in ECCE	• Ibid	• Ibid
5.2.2	Gender Parity Index for: • GIR in Primary Education	• Ibid	• Ibid
5.2.3	Gender Parity Index for: • NIR in Primary Education	• Ibid	• Ibid
5.2.4	Gender Parity Index for: • GER in Primary Education	• Ibid	• Ibid
5.2.5	Gender Parity Index for: • GER in Secondary Education	• Ibid	• Ibid
5.2.6	Gender Parity Index for: • NER in Primary Education	• Ibid	• Ibid
5.2.7	Gender Parity Index for: • NER in Secondary Education	• Ibid	• Ibid
5.2.8	Gender Parity Index for: • Survival rate to Grade 5	• Ibid	• Ibid
5.2.9	Gender Parity Index for: • Transition rate to Secondary Education	• Ibid	• Ibid
5.2.10	Percent of Female Enrolment in • Primary education • Secondary education • Vocational and technical education	• Geographical region • Urban/Rural • Public/private	• Annual school census • Various institutional data collections
5.2.11	Percent of Female Teachers in • Primary education • Secondary education • Vocational and technical education	• Geographical region • Urban/Rural • Public/private	• Annual school census • Various institutional data collections
5.2.12	Percent of repetition of girls and boys in primary and secondary levels	• Ibid	• ibid

GOAL 6 : *Quality Education*

6.2	Core EFA MDA Indicators	Disaggregation	Data Source
6.2.1	Survival Rate to Grade 5	• Sex • Geographical region • Urban/Rural • Other social and economic disaggregation such as • Ethnicity, caste • Language • Disabilities	• Annual school census • Household surveys

6.2.2	Percentage of Primary School Teachers having the Required Academic Qualifications	• Sex
		• Geographical region
		• Urban/Rural
		• Public, private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

6.2.3	Percentage of School Teachers who are Certified to Teach According to National Standards for:
	• Early Childhood Care and Education
	• Primary Education
	• Secondary Education
	• Non-Formal Education
		• Sex
		• Geographical region
		• Urban/Rural
		• Public, private
		• Other social and economic disaggregation such as
		  o Ethnicity, caste
		  o Language
		  o Disabilities
			• Annual school census

6.2.4	Pupil-Teacher Ratio (PTR) for: • Primary Education • Secondary Education	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.5	Pupil-Class ratio (PCR) for: • Primary Education • Secondary Education	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.6	Pupil-Textbook ratio (PBR) for: • Primary Education • Secondary Education	• Geographical region • Urban/Rural • Public/private	• Annual school census
6.2.7	Public Expenditure on Education as Per cent of Total Government Expenditure	National level indicator	• Government Budget reports
6.2.8	Public Expenditure on Education as Per cent of Gross National Product (GNP)	National level indicator	• Government Budget reports

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6.2	Core EFA MDA Indicators	Disaggregation	Data Source
6.2.9	**Public Expenditure on Primary/Secondary Education per Pupil as Per cent of GNP per Capita**	National level indicator	• Government Budget reports
6.2.10	**Percentage of schools with improved drinking water sources**	• Geographical region • Urban/Rural • Public/private	• Annual School census. • Project surveys and reports
6.2.11	**Percentage of schools with adequate sanitation facilities.**	• Geographical region • Urban/Rural • Public/private	• Annual School census. • Project surveys and reports

Annex 2

Mathematical Calculations for the EFA MDA Indicators

Gross Enrolment Ratio (GER) in Early Childhood Care and Education Programmes

Method of Calculation and Data Required

Divide the number of children enrolled in early childhood care and education 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.

$$GER_{EC}^{t} = \frac{E_{EC}^{t}}{P_{EC}^{t}} \times 100 \quad \text{or} \quad GER_{EC}^{t} = \frac{E_{EC}^{t}}{P_{3\text{-}5}^{t}} \times 100$$

Where,

GER_{EC}^{t} = Gross enrolment ratio in early childhood development programmes in school-year t

E_{EC}^{t} = Number of children enrolled in early childhood development 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

Method of Calculation and Data Required

Divide the number of new entrants to grade 1 of primary education who have attended some form of organized early childhood development programme by the total number of new entrants to primary grade 1 in a given school-year, and multiply by 100.

$$\%NE_{I,EC}^{t} = \frac{NE_{I,EC}^{t}}{NE_{I}^{t}} \times 100$$

Where,

$\%NE_{I,EC}^{t}$ = Percentage of new entrants to grade 1 of primary education in school-year t who have attended some form of organized early childhood care and education programme;

$NE_{I,EC}^{t}$ = Number of new entrants to grade 1 of primary education in school-year t who have attended some form of organized early childhood care and education programme;

NE_{I}^{t} = Total number of new entrants to primary grade 1 in school-year t.

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Public current expenditure on ECCE
as (a) per cent of GNP, and (b) per child as percentage of GNP per capita

Method of Calculation and Data Required:

(a) Divide public current expenditure on ECCE in a given year by the GNP for the same year, and multiply by 100.

$$\%PCXE_{GNP} = \frac{PCXE}{GNP} \times 100$$

(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.

$$\%PCXE_{GNPc} = \frac{PCXE}{E} / \frac{GNP}{P} \times 100$$

Where:

$\%PCXE_{GNP}$ = Public current expenditure on ECCE as a percentage of GNP

$\%PCXE_{GNPc}$ = Public current expenditure per child of ECCE as percentage of GNP per capita in financial year t

GNP = Gross National Product
E = Total enrolment in ECCE in school-year t
P = Total national population

Indicators for EFA Goal 2: UPE

Apparent Intake Rate

Method of Calculation and Data Required

$$AIR = \frac{\text{New entrants to Grade 1 (all ages)}}{\text{Population of the official primary school - entrance age}} \times 100$$

The above formula assumes that data on new entrants is available. If data on new entrants is 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. This is shown below:

Net Intake Rate

Method of Calculation and Data Required

$$NIR = \frac{\text{Grade 1 pupils, of the official primary school - entrance age}}{\text{Population of the official primary school - entrance age}} \times 100$$

Gross Enrolment Ratio by Level

Primary Level

The gross enrolment ratio for primary education is defined as the number of pupils in primary level, divided by the total population of official primary school ages, expressed as a percentage. Different countries may have different grades or age groups in the primary level.

$$GER_P = \frac{\text{Total enrolment in primary education}}{\text{Official school age population for primary level}} \times 100$$

p = Primary

Secondary Level

The gross enrolment ratio for secondary education is defined as the number of enrolment in secondary level, divided by the total population of official secondary school ages, expressed as a percentage.

$$GER_s = \frac{\text{Total enrolment in secondary education}}{\text{School age population for secondary level}} \times 100$$

s = Secondary

Net Enrolment Ratio by Level

Primary Level

The net enrolment ratio for primary education is defined as the number of students in primary level who are at the official primary school age-group, divided by the total population of official primary school ages, expressed as a percentage. Different countries may have different grades or age groups in primary level.

$$NER_P = \frac{\text{Enrolment of offical primary school age-group in primary education}}{\text{Official school age population for primary level}} \times 100$$

p = Primary

For Secondary:

The net enrolment ratio for the secondary level is calculated by dividing the total number of pupils who are at the official secondary school age-group by the total population of official secondary school ages.

$$NER_s = \frac{\text{Enrolment of offical secondary school age-group in secondary education}}{\text{Official school age population for secondary level}} \times 100$$

s = Secondary

Repetition Rate

Method of Calculation

The repetition rate of grade g, year y is obtained by dividing repeaters of grade g, year y+1, by enrolment in grade g, year y.

$$RR_g^y = \frac{R_g^{y+1}}{E_g^y} \times 100$$

Where: RR = Repetition rate   g, y = as defined above

Transition Rate

Method of Calculation

Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of students enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

$$TR = \frac{\text{New entrants to the first grade of the next higher level (year y)}}{\text{Pupils in the last grade of the previous level year (y-1)}} \times 100$$

When data on new entrants to the next higher grade is not available, subtract the number of repeaters from the first grade of the next higher level 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 in the last grade of the first level in the previous year.

$$TR = \frac{E - R}{\text{Pupils in the last grade of the previous level year (y-1)}} \times 100$$

E = Enrolment of the first grade of the next higher level at year y
R = Repeaters of the first grade of the next higher level at year y

Age-Specific Enrolment Ratios

Method of Calculation and Date Required

The indicator is calculated by dividing the number of students in a specific age enrolled in educational institutions at all levels by the population of the same age, and expressed as a percentage.

$$ASER_y = \frac{\text{Enrolment of the population of specific age "y"}}{\text{Population of this specific age "y"}} \times 100$$

Percent of Unadmitted Children from the Official School Admission Age

Method of Calculation and Data Required

$$\% \text{ unadmitted} = \frac{\text{Population of the official school admission age - admission age}}{\text{New entrants of the official school admission age}} \times 100$$

Note: The percentage of unadmitted children can be estimated by subtracting the net intake rate from 100.

Percent of Late and Early Starters

Method of Calculation and Data Required

$$\% \text{ of late starters} = \frac{\text{New entrants with ages over the official school admission age}}{\text{Population of the official school admission age}} \times 100$$

Early starters

Method of Calculation

$$\% \text{ of early starters} = \frac{\text{New entrants with ages under the official school admission age}}{\text{Population of the official school admission age}} \times 100$$

Promotion Rate

Method of Calculation and Data Required

$$PR_g^y = \frac{P_{g+1}^{y+1}}{E_g^y} \times 100$$

Where: PR = Promotion rate
P = Promotees
g = Grade
y = Year
R = Repeaters

Dropout Rate

Method of Calculation

Since most of the school administrative data collection systems do not collect data on dropouts it is calculated as a residual of the promotion and repetition rates.

$$PR + RR + DR = 100 \Rightarrow DR = 100 - PR - RR$$

Where: PR = Promotion rate
RR = Repetition rate
DR = Dropout rate

Indicators for EFA Goal 4: Literacy

Adult Literacy Rate

Calculation Method and Data Required

Divide the number of literate adults aged 15 years and above by the corresponding age-group population, and multiply by 100.

$$\text{Adult Literacy Rate 15 years and above} = \frac{\text{Adult Literate Population aged 15 yrs and above}}{\text{Adult Population aged 15 yrs and above}} \times 100$$

Indicators for EFA Goal 5: Gender

Gender Parity Index
for GIR, NIR, GER, NER, Repetition, Survival, Transition, Completion rates

Definition and Purpose

The Gender Parity Index is used to assess gender differences. The GPI is calculated as the ratio of the selected indicator value for girls divided by the indicator value for boys. A value of less than one indicates a difference in favor of boys; a value above one indicates a difference in favor of girls; a value close to one indicates gender parity. For gender parity to GPI should be in the range of 0.97 and 1.03.

Calculation Method and Data Required

$$GPI = \frac{\text{Value of Indicator for Girls (Female)}}{\text{Value of Indicator for Boys (Male)}}$$

Percent of Female /or Male) Teachers

Method of Calculation

Divide the total number of female teachers at a given level of education by the total number of teachers (male and female) at the same level in a given school-year, and multiply by 100.

Formula:

$$\%FT_h^t = \frac{FT_h^t}{T_h^t} \times 100$$

Where:

$\%FT_h^t$ = Percentage female teachers in educational level h in year t

FT_h^t = Number of female teachers in educational level h in year t

T_h^t = Total number of teachers (male and female) in educational level h in year t.