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TECHNICAL
COOPERATION
GROUP



Production and dissemination of education indicators

Questionnaires for stakeholders

TCG6/WD/4

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Draft Questionnaires for Countries

Dear Participant

The following questions address different strategic, policy and managerial issues related to the production and dissemination of education indicators in your country. Your responses are very important for determining your country's priorities in these areas. It is very important that your responses take into account your education sector's current access to national and international funding for education data; access to human resources in data collection, statistics, publication of statistics, and your current policy priorities. There are no right or wrong answers, since we seek responses that reflect these current conditions.

1. Vision and a strategy for the use of education data

A **vision** is a public declaration made by the institutions collecting and disseminating education data in which they describe what they hope to achieve if they successfully fulfill their organizational purpose or mission. A **strategy** specifies the institutional mandate of the institution, the main policy objectives for education data, the main substantive areas to be covered by the data, and the institutional and operational mechanisms that will be used to collect, compile, process, and disseminate educational data.

Vision and Strategy	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The Ministry of Education (MOE) has a clear written and disseminated vision and strategy for the production and dissemination of education data	There is no written vision nor a clear strategy guiding the production and dissemination of data in education. The MOE and statistical institutions just follow previous patterns.	There is a vision and a strategy for public education data at the national institution for statistics, but not at the MOE	There is a vision and strategy for public education data at the MOE, but not at the national institution for statistics	There is a vision and a strategy for public education data at the MOE and at the national institution for statistics, but they need substantive revisions and updating	There is a clear, written, and disseminated vision and strategy for public education data at the MOE and at the national institution for statistics

2. The MOE has clear goals and objectives for the production and dissemination of education data

Goals and Objectives	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The Ministry of Education (MOE) has a clear set of education goals and objectives.	Neither the MOE nor the national institution for statistics have stated any goals and objectives for the production and dissemination of data in education.	Goals and objectives that can provide weak guidance for the production and dissemination of education data come from the national institution for statistics	The MOE has broad goals and objectives that can provide some guidance to the production and dissemination of education data.	The MOE has clear goals and objectives that guide the production and dissemination of education data, but they need substantive revision and updating	The MOE has clear goals and objectives that guide the production and dissemination of education data

3. The MOE measures and reports learning outcomes

Learning Outcomes	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The Ministry of Education (MOE) measures and reports student learning outcomes.	The MOE does not measure learning outcomes.	The MOE measures learning outcomes in selected grades of a sample of primary and secondary school students every few years but it does not publicize results.	The MOE measures learning outcomes in selected grades of a sample of primary and secondary school students every year and it publicizes the results	The MOE measures learning outcomes in selected grades of all primary and secondary school students every year and it publicizes the results	The MOE periodically measures learning outcomes in all grades of primary and secondary school and it publicizes the results

4. The MOE measures and reports minimum proficiency levels in reading and math

Minimum Proficiency Levels	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The Ministry of Education (MOE) measures and reports the percent of students achieving a minimum level of proficiency in reading and math.	The MOE does not measure proficiency levels.	The MOE is in the process of defining minimum standards for proficiency in reading and math, and plans to measure student levels in the near future	The MOE measures proficiency levels in selected grades of a sample of primary and secondary school students every few years but it does not publicize results.	The MOE measures proficiency levels in selected grades of all primary and secondary school students every few years and it publicizes the results	The MOE periodically measures proficiency levels in selected grades of all primary and secondary school students and it publicizes the results

5. Education data meet the needs of users in Government

Meeting user needs in Government	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The MOE and the national institution produce and disseminate education data that meet the needs of all users	The MOE and the national institution produce and disseminate education data that only meet the needs of the central government	The MOE and the national institution produce and disseminate education data that only meet the needs of the central government and of MOE leadership	The MOE and the national institution produce and disseminate education data that meet the needs of the central and provincial governments	The MOE and the national institution produce and disseminate education data that meet the needs of the central, provincial and municipal governments	The MOE and the national institution produce and disseminate education data that only meet the needs of all levels of government and of schools

6. Education data meet the needs of users in Civil Society

Meeting user needs in Society	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The MOE and the national institution produce and disseminate education data that meet the needs of civil society	The MOE and the national institution does not produce nor disseminate education data to meet the needs of civil society	The MOE and the national institution produce and disseminate only national aggregated education data for informing civil society	The MOE and the national institution produce and disseminate provincial education data for informing civil society	The MOE and the national institution produce and disseminate provincial and municipal education data for informing civil society	The MOE and the national institution produce and disseminate provincial, municipal, and school-level education data for informing civil society

7. Education data are presented in ways that can be easily understood by policy makers, NGOs, and parents

Clear presentation of data	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
Education data are presented in formats that are easily understood by policy makers, NGOs, and parents	Education data are presented in formats that can only be understood by statisticians	Education data are presented in formats that are understood by technically trained policy makers	Education data are presented only in formats that are only understood by policy makers, and NGOs specialized in education	Education data are presented in formats that are easily understood by policy makers and NGOs specialized in education	Education data are presented in formats that are easily understood by policy makers, civil society, and parents

8. There Are Formal Channels for Demanding Education Data in the Central Government

Formal Channels for Demand for Data	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
MOE leadership, and leaders in the Planning, Finance Ministries have formal channels for requesting education data to MOE or statistical institution staff	There are no formal channels for requesting education data. All requests are informal and require political pressure.	Only MOE has formal channels for requesting education data. Other ministries rely on published statistical reports.	All central government ministries have formal channels for requesting education data to MOE or statistical institution staff, but compliance with the requests is infrequent.	All central government ministries have formal channels for requesting education data to MOE or statistical institution staff, but compliance with the	All central government ministries have formal channels for requesting education data to MOE or statistical institution staff, and they always comply

to assist in their decisions				requests takes a long time.	with the requests.
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9. Central Government Leaders Routinely Quote Education Data to Justify Decisions

Requests for Data in the Central Government	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
Central Government leaders routinely quote education data to justify their decisions	Central Government leaders routinely quote education data to justify their decisions	Only MOE leaders routinely quote education data to justify their decisions.	Only MOE and Ministry of Finance leaders routinely quote education data to justify their decisions	Only leaders in key ministries (MOE, Planning, Finance) routinely quote education data to justify their decisions.	All Central Government leaders routinely quote education data to justify their decisions

10. Central Government Leaders Publicly Demand Better Education Data

Demand for Data in the Central Gov't	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
Central Government leaders publicly demand better education data to assist in their decisions	Central Government leaders never demand better education data	Central Government leaders never demand better education data publicly, but do so informally and sporadically	Central Government leaders often make demands for better education data in cabinet meetings	Central Government leaders often make public demands for better education data	Central Government leaders make formal demands for better education data publicly

11. Civil Society Leaders Publicly Demand Better Education Data

Demand for Data in Civil Society	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
Civil Society leaders publicly demand better education data	Civil Society leaders never demand better education data	Civil Society leaders never demand better education data publicly, but do so informally and sporadically	Civil Society leaders often make public demands for better education data	Civil Society leaders often make strong public demands for better education data	Civil Society leaders make strong and urgent public demands for better education data

12. The Institutional and Legal Frameworks Foster Accountability

Institutional and Legal Framework	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The institutions responsible for collecting and disseminating education data are clearly identified and can be held accountable	No institutions are clearly responsible and cannot be held accountable and there is no legal/policy framework for education data	There is limited agreement on institutional responsibilities but no legal/policy framework	There is wide agreement on responsibilities but there is no legal /policy framework, and/or actual accountability for data may exist but may be weak	Law or policy framework exists, but institutional responsibilities need clarification or updating, accountability for producing data is enforced to some degree	Law or framework exists, and they assign clear roles and responsibilities that that can be used for accountability, and accountability is enforced

13. Who decides on what kind of education data to collect and publish?

Who decides on what kind of education data should be collected by the MOE?	Mark all that apply
What data to collect is outlined in the Education Law	
No one. Past administrations started data collection and MOE/Statistics just continues doing it	
The MOE leadership	
The MOE in collaboration with the Planning Ministry	
UNESCO, International agreements, and/or external donors	
International development banks	
Others—Explain	

14. Who should decide on what kind of data to collect and publish?

Who should decide on what kind of education data should be published?	Mark all that apply
What data should be published is outlined in the Education Laws	
The Office of the President	
The national statistical institution	
The Planning Ministry	
The MOE leadership	
The MOE in collaboration with UNESCO and/or external donors	
Outlined in loan agreements with international development banks	
Others—Explain	

15. There is sufficient funding for the collection, production and dissemination of education data

Funding for Education Data	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
The Ministry of Education (MOE) and the national institution for statistics have allocated sufficient funding for the collection production, and dissemination of education data	Neither the MOE nor the national institution for statistics have any funding allocated for the collection production, and dissemination of education data	Only the national institution for statistics has funding allocated for the collection production, and dissemination of education data	MOE and the national institution for statistics share the allocated funding for the collection, production, and dissemination of education data, but the funds are insufficient	MOE, the national institution for statistics, and external donors, share the allocated funding for the collection, production, and dissemination of education data, and funding is sufficient	MOE funds the collection, production, and dissemination of education data, and funding is sufficient

16. Who decides on the total amount of funds allocated to the collection and publication of education data?

Who decides on the total amount of funds allocated to the collection and publication of education data?	Mark all that apply
The Office of the President	
The national statistical institution	
The Ministry of Finance	
The MOE in collaboration with external donors and international development banks	
The MOE	
The MOE in collaboration with Provincial/ Local Governments and schools	
Provincial/Local Governments and schools	

17. Who decides on the line-by-line budget allocation of the funds allocated to the collection and publication of education data?

Who decides on the line-by-line budget allocation of the funds allocated to the collection and publication of education data?	Mark all that apply
The Office of the President	
The national statistical institution	
The Ministry of Finance	
The MOE in collaboration with external donors and international development banks	
The MOE	
The MOE in collaboration with Provincial/Local Governments	

18. Ranking of Education Indicators

Given your **existing capacity** for producing education indicators, rank these UIS indicators using the following scale: **1 if you have enough capacity and the raw data; 2 if you have enough capacity but not raw data, and 3 if you have raw data but not enough capacity.** A formal definition for each indicator in the list is shown in Annex A.

Indicator	Rank
Adult literacy rate	
Number of adult illiterates	
Gross intake ratio in the first grade of primary	
Net intake rate in the first grade of primary	
School-life expectancy	
Transition rate	
Gross enrolment rate	
Net enrolment rate	
Age specific enrolment rate	
Repetition rate by grade	
Survival rate by grade	
Coefficient of efficiency	
Years-input per graduate	
Percentage of repeaters	
Public expenditure on education as % of gross national income	
Public expenditure on education as % of total government expenditure	
Percentage distribution of public current expenditure on education by level	
Public current expenditure per pupil (student) as % of per capita income	
Pupil-teacher ratio	
Percentage of female teachers	
Percentage of private enrolment	
Percentage of teaching staff in private educational institution	
Educational attainment of the population aged 25 years and above	
Public current expenditure on education as % of total public expenditure on education	
Total teacher salaries as % of public current expenditure on education	
Gross intake ratio in the last grade of primary	
Expected gross intake ratio in the last grade of primary	
Gross primary graduation ratio	
Expected gross primary graduation ratio	
Out-of-school children-primary	
Promotion rate by grade	
Dropout rate by grade	
Gross enrolment ratio in pre-primary education	
Percentage of new entrants to primary education with pre-primary education experience	
Percentage of trained teachers	
Gender parity index	
Youth literacy rate	

19. Efficiency of Operations with Existing Resources

If you only have access to local professionals trained in statistics and data management, and no external assistance, **which indicators from this list** would you be able to process on-time, on-budget, and of good quality. A formal definition for each indicator in the list is shown in Annex A.

Indicator	Mark all that apply
Adult literacy rate	
Number of adult illiterates	
Gross intake ratio in the first grade of primary	
Net intake rate in the first grade of primary	
School-life expectancy	
Transition rate	
Gross enrolment rate	
Net enrolment rate	
Age specific enrolment rate	
Repetition rate by grade	
Survival rate by grade	
Coefficient of efficiency	
Years-input per graduate	
Percentage of repeaters	
Public expenditure on education as % of gross national income	
Public expenditure on education as % of total government expenditure	
Percentage distribution of public current expenditure on education by level	
Public current expenditure per pupil (student) as % of per capita income	
Pupil-teacher ratio	
Percentage of female teachers	
Percentage of private enrolment	
Percentage of teaching staff in private educational institution	
Educational attainment of the population aged 25 years and above	
Public current expenditure on education as % of total public expenditure on education	
Personnel compensation as % of public current expenditure on education	
Gross intake ratio in the last grade of primary	
Expected gross intake ratio in the last grade of primary	
Gross primary graduation ratio	
Expected gross primary graduation ratio	
Out-of-school children-primary	
Promotion rate by grade	
Dropout rate by grade	
Gross enrolment ratio in pre-primary education	
Percentage of new entrants to primary education with pre-primary education experience	
Percentage of trained teachers	
Gender parity index	
Youth literacy rate	

20. Capacity for producing SDG 4 Indicators

From the list of SDG 4 indicators below, which ones do you think that the MOE and/or the national statistical institute **would not** be able to measure in the next five years, even if you had access to more human and financial resources?

SDG Indicator Code	Indicator Description	Mark all that apply
4.1	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics	
4.1.2	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	
4.1.3	Gross intake ratio to the last grade of primary, lower secondary, and secondary	
4.1.4	Completion rate for primary, lower secondary, and secondary	
4.1.5	Out-of-school children for primary, lower secondary, and secondary	
4.1.6	Percentage of children over-age for grade	
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	
4.2	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	
4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	
4.3	Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	
4.3.2	Gross enrolment ratio for tertiary education, by sex	
4.3.3	Participation rate in technical and vocational programs (15- to 24-year-olds)	
4.4	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and program orientation	
4.5	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	

SDG Indicator Code	Indicator Description	Mark all that apply
4.5.1 (i)	Parity indices (female/male) for all education indicators on this list that can be disaggregated	
4.5.1.(ii)	Parity indices (rural/urban) for all education indicators on this list that can be disaggregated	
4.5.1.(iii)	Parity indices (bottom/top wealth quintile) for all education indicators on this list that can be disaggregated	
4.5.1.(iv)	Parity indices (immigrant/non-immigrant) for all education indicators on this list that can be disaggregated	
4.5.1 (v)	Parity indices (speaks language of the test at home) for all education indicators on this list that can be disaggregated	
4.5.4	Education expenditure per student by level of education and source of funding	
4.6	Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	
4.6.2	Youth/adult literacy rate	
4.6.3	Participation rate of illiterate youth/adults in literacy programs	
4.7	Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development	
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	
4.a	Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
4.a.1	Proportion of schools with access to: electricity; Internet; computers; adapted infrastructure and materials for students with disabilities; basic drinking water; single-sex basic sanitation facilities; and basic handwashing facilities	
4.a.2	Percentage of students experiencing bullying in the last 12 months	
4.a.3	Number of attacks on students, personnel and institutions	
4.b	Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries	
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study	
4.c	Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
4.c.1	Proportion of teachers who have received at least the minimum organized teacher training, by sex	
4.c.2	Pupil-trained teacher ratio	
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution	
4.c.4	Pupil-qualified teacher ratio	
4.c.6	Teacher attrition rate	

21. Efficiency and innovation in the production and dissemination of education data

From the list below, list the actions that you had to take in order to deliver education data of good quality, on time, and on budget. **Mark only the actions that you took.** If you took an action not on the list, please write it down on the line labeled as Other.

List of Topics	Mark all that apply
Financial resources	
Used advocacy and political influence to secure more resources from the MOE budget	
Cost-shared with other government agencies	
Cost-shared with NGOs	
Other	
Human resources	
Outsourced work to local consultants and universities	
Used staff from other government agencies	
Used external technical assistance, short-term and/or long-term	
Used local volunteers for data collection at the school level	
Other	
Technical innovations	
Modified/developed our own software	
Modified the method for sampling marginal populations	
Data capture in the measuring of student learning	
Use of cell phone technology for data collection and data access	
Use of ICT for training and of enumerators and/or statisticians	
Other	
Management of accountability for data production and use	
Coalitions with other government agencies to foster accountability	
Formal/informal partnerships with NGOs that promote accountability	
Use of social media and/or public fora for dissemination of education data	
Other	

Draft Questionnaires for Donors

The following questions address different strategic, policy and managerial issues related to the production and dissemination of SDG 4 indicators. Your responses are very important for determining your institutional priorities in these areas. There are no right or wrong answers, since we seek responses that reflect current conditions.

The questions are organized by topics, as outlined in the attached UIS concept papers on assessing the factors affecting the production and dissemination of SDG 4 indicators.

1. Vision and a strategy for the SDG 4 indicators

A **vision** is a public declaration made by the institutions collecting and disseminating education data in which they describe what they hope to achieve if they successfully fulfill their organizational purpose or mission. A **strategy** specifies the institutional mandate of the institution, the main policy objectives for education data, the main substantive areas to be covered by the data, and the institutional and operational mechanisms that will be used to collect, compile, process, and disseminate educational data.

Vision and Strategy	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
My Government and my Institution have a clear vision and strategy for the production and dissemination of SDG 4 indicators	There is no vision nor a strategy guiding the production and dissemination of SDG 4 indicators.	There is a vision and a strategy for SDG 4 in my institution, but not at the Government	There is a vision and strategy for SDG 4 in the Government and at my institution, but they are not aligned	There is a common vision and a strategy for SDG 4 at the Government and at my institution, but it needs revision and updating	There is a common vision and strategy for SDG 4 at the Government and at my Institution

2. There are funding priorities for SDG 4

Funding Priorities	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
My Government and my Institution have a clear list of countries and thematic priorities for funding SDG 4 indicators	There is no list of countries nor thematic priorities for funding SDG 4 indicators.	There is a list of priority countries but there is no list of thematic priorities for funding SDG 4 indicators.	There is a list of priority of countries and a list of thematic priorities for funding SDG 4 indicators, but they are in different institutions	There is a list of countries and thematic priorities for funding SDG 4 indicators, but it needs revision and updating	Both my Government and my Institution have a clear list of countries and thematic priorities for funding SDG 4 indicators

3. There is funding for the collection, production and dissemination of SDG 4 indicators, and for capacity building

	Circle one response and clarify with comments whenever necessary

Funding for SDG 4 Indicators	1	2	3	4	5
My Government has allocated funding for the collection production, and dissemination of SDG 4 indicators, and for capacity building	My Government has not allocated any for SDG 4 indicators	My Government has allocated funding for the collection and production of SDG 4 indicators, but not for their dissemination nor for capacity building	My Government has allocated funding for the collection production, and dissemination of SDG 4 indicators but not for capacity building	My Government has allocated only pilot funding for the collection production, and dissemination of SDG 4 and for capacity building,	My Government has allocated funding for the collection production, and dissemination of SDG 4 indicators, and for capacity building

4. Constraints to funding

Constraints to Funding	Circle one response and clarify with comments whenever necessary				
	1	2	3	4	5
Funding for SDG 4 indicators is unrestricted.	Funding for SDG 4 indicators is subject to a list of severe political, environmental, and human rights restrictions	Funding for SDG 4 indicators is subject to a list of basic political, environmental, and human rights restrictions	Funding for SDG 4 indicators is subject to a list of mild political, environmental, and human rights restrictions	Funding for SDG 4 indicators is subject to a list of mild human rights restrictions	Funding for SDG 4 indicators is unrestricted.

5. Funding priorities

In order of priority, with 1 being the most important, and 5 the least important, rank the resources you would be willing to fund for the production and dissemination of SDG 4 indicators.

Funding category	Rank
Statistical staff salaries	
Specialists in Information and Communication Technology (ICT)	
Computers, servers, and ICT equipment and materials	
Funding for data collection personnel (salaries, per diem)	
Funding for publication of results	
Statistical training for existing technical staff	
Administrative and clerical staff	
Training in communication of results	
Better and larger office space	
Funding for everyday operations	

6. Priorities for the production of SDG 4 indicators

From the list below, and in the context of limited technical and financial resources in low income countries, choose **10 indicators** that you consider that are absolutely essential for monitoring

sustainable development, ranking them with a **1 very important, 2 moderately important, and 3 less important.**

SDG Indicator Code	Indicator Description	Rank
4.1	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics	
4.1.2	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	
4.1.3	Gross intake ratio to the last grade of primary, lower secondary, and secondary	
4.1.4	Completion rate for primary, lower secondary, and secondary	
4.1.5	Out-of-school children for primary, lower secondary, and secondary	
4.1.6	Percentage of children over-age for grade	
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	
4.2	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	
4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	
4.3	Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	
4.3.2	Gross enrolment ratio for tertiary education, by sex	
4.3.3	Participation rate in technical and vocational programs (15- to 24-year-olds)	
4.4	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and program orientation	
4.5	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	
4.5.1 (i)	Parity indices (female/male) for all education indicators on this list that can be disaggregated	
4.5.1.(ii)	Parity indices (rural/urban) for all education indicators on this list that can be disaggregated	
4.5.1.(iii)	Parity indices (bottom/top wealth quintile) for all education indicators on this list that can be disaggregated	
4.5.1.(iv)	Parity indices (immigrant/non-immigrant) for all education indicators on this list that can be disaggregated	
4.5.1 (v)	Parity indices (speaks language of the test at home) for all education indicators on this list that can be disaggregated	
4.5.4	Education expenditure per student by level of education and source of funding	
4.6	Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	

SDG Indicator Code	Indicator Description	Rank
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	
4.6.2	Youth/adult literacy rate	
4.6.3	Participation rate of illiterate youth/adults in literacy programs	
4.7	Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development	
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	
4.a	Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
4.a.1	Proportion of schools with access to: electricity; Internet; computers; adapted infrastructure and materials for students with disabilities; basic drinking water; single-sex basic sanitation facilities; and basic handwashing facilities	
4.a.2	Percentage of students experiencing bullying in the last 12 months	
4.a.3	Number of attacks on students, personnel and institutions	
4.b	Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries	
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study	
4.c	Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
4.c.1	Proportion of teachers who have received at least the minimum organized teacher training, by sex	
4.c.2	Pupil-trained teacher ratio	
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution	
4.c.4	Pupil-qualified teacher ratio	
4.c.6	Teacher attrition rate	