

Annex: Glossary of Indicators



Glossary for services delivery indicators

Children on the move

This group encompasses boys and girls affected by migration and displacement, namely:

- Children who are migrating within their own country or across borders;
- Children migrating on their own or with their caretakers;
- Children forcibly displaced within their own country and across borders; and
- Children moving in a documented or undocumented manner, including those whose movement involves smuggling or trafficking networks.

Number of out-of-school girls and boys who participated in early learning, primary or secondary education through UNICEF-supported programmes

It reflects the number of children whose enrolment in formal or non-formal **early learning/pre-primary, primary or general lower or general upper secondary education** can be **attributed to UNICEF's support**, where **robust** and direct link between UNICEF-supported programmes and children's enrolment can be demonstrated.

Children supported in development contexts and children supported in humanitarian crises are included. Children who received only short skills courses or who were enrolled in technical and vocational education and training (TVET) are not included.

Number of girls and boys who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes

It reflects the number of **individual children** aged 0 to 19 years old (from the early years to adolescence) who have participated in **skills development programmes** (including technical and vocational education and training where applicable) **supported through funds managed** by UNICEF during the last school year. Children reached through UNICEF-supported programmes providing a combination of skills development and (formal or non-formal) early learning/pre-primary, primary, or general lower and upper secondary education are not counted under this indicator as they are counted under another indicator. To **avoid double counting children**, children who participate in several skills courses over the reporting year are only counted once.

To disaggregate numbers by age range, the guidance to **UNICEF Country offices** is to consider the age range targeted by the skills development programmes/courses considered. If programs are aimed at younger children, all children supported should be counted under the "0 to 9 years old children" category (even if a minority of them are older) while if they are aimed at adolescents, they should be counted under the "10-14" or "15-19" categories depending on the age range targeted by the programmes/courses. Note that "10-14" refers to children between their tenth birthday and the day before their 15th birthday, and "15-19" refers to children between their 15th birthday and the day before their 20th birthday.

To comprehensively report on this indicator, UNICEF **sectoral and cross-sectoral colleagues** (education, adolescent, child protection, WASH, HIV/AIDS, health, etc.) are consulted.

Number of girls and boys provided with individual education/early learning materials through UNICEF-supported programmes

This reflects the number of **individual children**, in the specified year, provided with education materials **intended to be used by one child** such as textbooks, drawing books, back-to-school kits, notebooks, student desks and benches (to be counted per child seat), school bags, etc.

Attention is brought to **avoid double counting** children reached through different materials.

Number of school management committees whose capacity was developed through UNICEF-supported programmes

This reflects the number of **School Management Committees, Parent Teacher Associations or school communities** (or similar structures) trained in the specified year, through programmes supported through funds managed by UNICEF. Types of training may include: school management, school planning, school health/hygiene, inclusive education, financial management, etc. This is a key indicator to reflect UNICEF's activities to promote demand for quality education.

Attention is brought to **avoid double counting** school management structures receiving more than one training. Country Office education staff should also **reach out to staff working in other areas** (e.g. C4D, WASH, Health or HIV) to ensure school communities whose training has been supported through other programmes are included. However, to avoid double counting, these school communities should only be counted if they have not already been accounted for by the education section.

System strengthening output indicators

Related indicators

2.a.2 Percentage of countries with equitable education systems for access

2.a.3 Percentage of countries with gender-responsive education systems for access

2.b.3 Percentage of countries with effective education systems for learning outcomes

2.b.4 Percentage of countries with gender-responsive teaching and learning systems

2.c.2 Percentage of countries with systems that institutionalize gender-equitable skills for learning, personal empowerment, active citizenship and/or employability

Structure

The system strengthening indicators generally¹ consist of between 3 and 5 dimensions, each with between 1 and 6 sub-dimensions. Each sub-dimension has a corresponding Strategic Monitoring Question (SMQ) and RAM Standard Indicator.

Calculation

Country offices provide 1-4 scores for each sub-dimension which relates directly to their country programme through SMQs.

Country offices only report on subdimension dimension which relate directly to their country programme.

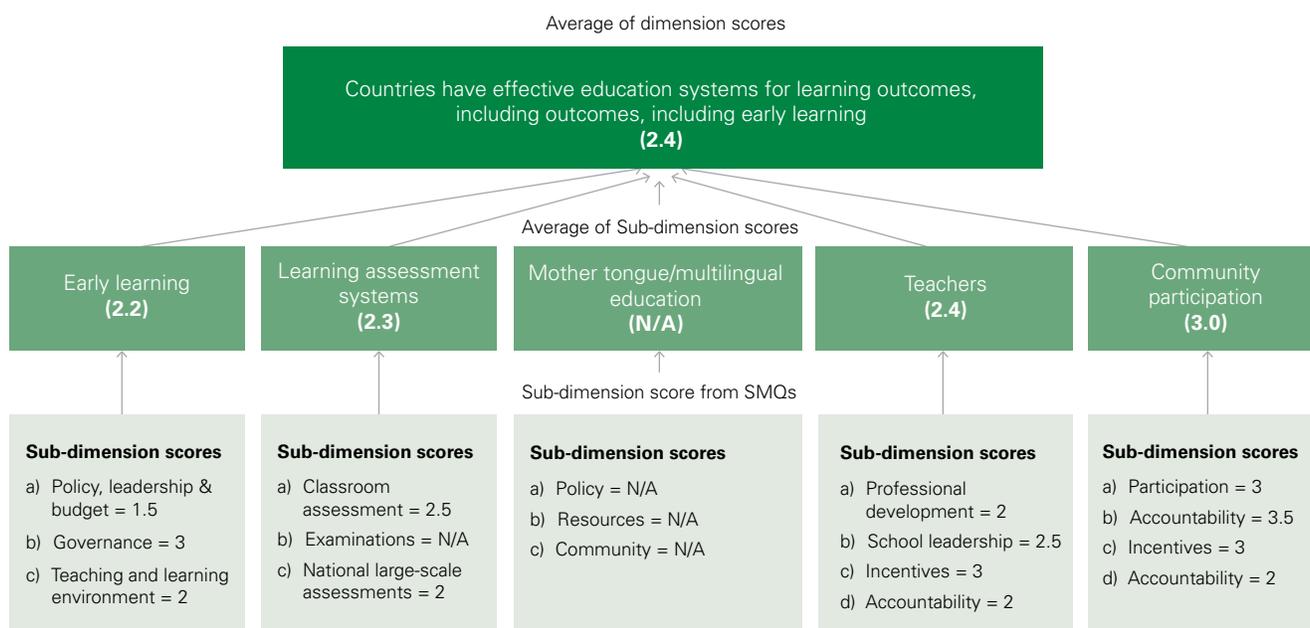
Otherwise the response should be Not Applicable (N/A)

The following steps are then followed for each country to calculate the overall indicator value i.e. percentage of countries

1. Average of sub-dimensions is calculated for each dimension \geq **Dimension score**
2. Average of **Dimension scores** is calculated for each indicator \geq **Indicator score**
3. If the **Indicator score** is ≥ 2.5 then the country is counted in the numerator \geq **Numerator**
4. Overall indicator value is calculated using the **numerator** from step 3 and the number of countries that have an **indicator score** as the denominator.

Example

Indicator score is less than 2.5 so country does not count towards numerator of overall indicator but country is included in the denominator



¹ The indicator 2.b.4. Percentage of countries with gender-responsive teaching and learning systems is not a composite indicator as it is based on a single SMQ, the indicator value is calculated by following steps 3 and 4 above

System strengthening indicators and related dimensions and sub-dimensions

Indicator	Dimension	Sub-dimension
2.a.2 Equitable education systems for access	Inclusive education	Laws/policies and plans
		School physical environment
		Materials and communication
		Human resources
		Attitudes
		EMIS
	Education sector plan/strategy	Access, participation and retention
		Resource allocation
	Emergency preparedness/resilience	Risk assessments
		Risk reduction strategies
		Human and financial resources
	EMIS	Data quality and timeliness
Data disaggregation		
Data on attendance and dropout		
2.a.3 Gender-responsive education systems for access	Gender Equity	Demand-side gender-related barriers
		Gender-responsive environments
		SRGBV prevention and response
2.b.3 Effective education systems for learning outcomes	Early learning	Policy, leadership & budget
		Governance
		Teaching and learning environment
	Learning assessment systems	Classroom assessment
		Examinations
		National large-scale assessments
	Mother tongue/multilingual education	Policy
		Resources
		Community engagement
	Teachers	Professional development
		School leadership
		Incentives
		Teacher Accountability
	Community participation	Participation
		Accountability
Monitoring		

System strengthening indicators and related dimensions and sub-dimensions

2.b.4 Gender-responsive teaching and learning systems	Gender Equity	Gender-responsive teaching and learning
2.c.2 Systems that institutionalize gender-equitable skills for learning, personal empowerment, active citizenship and/or employability	Gender Equity	Gender-responsive skills development
	National system	Policies and plans
		Curricula and training
		Community engagement
Labour Market	Responsive to the demands	

Percentage (and number) of countries with equitable education systems for access, including children with disabilities (including the emergency preparedness/resilience dimension)

Inclusive education

Laws/policies and plans supporting the right of children with disabilities to an education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
Law/policy. There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities. And also a national plan on inclusive education.	Law/policy. There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities.	Law/policy. There is a law/policy establishing the right of all children to attend school, which implicitly but not explicitly includes children with disabilities.	Law/policy. There is no law/policy establishing the right to education for children with disabilities

Accessibility of school physical environment for children with disabilities

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
Physical Environment. All schools have accessible classrooms and/or reasonable accommodations that remove all physical barriers (including accessible toilets and recreation areas).	Physical Environment. More than half of schools have accessible classrooms and toilets, at times because of an accessible design and at times because of makeshift adjustments.	Physical Environment. Less than half of the schools are accessible (including toilets). Some schools may have accessible classrooms, or use makeshift ramps.	Physical Environment. In general, schools are not accessible. Children with physical disabilities have great difficulty or are completely unable to access school facilities (including toilets).

Education materials and communication supporting the inclusion of children with disabilities

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Materials and Communication. Assistive devices and materials are available in most regular schools. Books and other materials include positive references to children with disabilities</p>	<p>Materials and Communication. Assistive devices and materials are available in special schools but in less than half of regular schools. A few books and other materials include positive references to children with disabilities.</p>	<p>Materials and Communication. Assistive devices and materials are available in special schools, but not in regular schools. Little or no mention of disabled children appears in books or materials.</p>	<p>Materials and Communication. Assistive devices and materials are generally not available in schools. Books and other materials make no mention of children with disabilities.</p>

Human resources supporting the inclusion of children with disabilities in education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Human Resources. Most teachers and school administrators receive training on inclusive education. All schools have access to specialists on inclusive education for consultation. Most children have access to speech, physical and occupational therapists, as needed.</p>	<p>Human Resources. More than half of teachers and school administrators receive training on inclusive education. More than half of schools have access to specialists on inclusive education for consultation. Some access to speech and physical therapists exists.</p>	<p>Human Resources. Less than half of teachers and school administrators receive training on inclusive education. Less than half of schools have access to specialists on inclusive education for consultation. No access to speech and physical therapists exists.</p>	<p>Human Resources. Teachers and school administrators receive no training on inclusive education. Teachers have no specialists to consult with on issues pertaining to educating children with disabilities. No access to speech and physical therapists exists.</p>

Attitudes supporting the inclusion of children with disabilities in education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Attitudes. Teachers and school administrators support including children with disabilities in regular schools, and are willing to make significant adjustments to ease their inclusion. Curricula and classroom management allow for the flexibility of addressing individual students' needs.</p>	<p>Attitudes. Teachers and school administrators do not object to including children with disabilities in regular schools, and are willing to make small adjustments to ease their inclusion.</p>	<p>Attitudes. Teachers and school administrators do not see the value of including children with disabilities in regular schools but do not make explicit objections. They do not feel it is their responsibility to make any adjustments to ease their inclusion.</p>	<p>Attitudes. Teachers and school administrators object to including children with disabilities in regular schools, and do not believe they should make any adjustments to ease their inclusion.</p>

EMIS inclusive of children with disabilities²

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>EMIS. The routine EMIS contains data on children with disabilities, using ICF based definitions of disability. Reports are produced on enrolment of children with disabilities</p>	<p>EMIS. There are some data on children with disabilities in the school system, but it classifies children based on a "medical" conception of disability. Reports are produced on enrolment of children with disabilities.</p>	<p>EMIS. There are some data on children with disabilities in the school system, but it classifies children based on a "medical" conception of disability. No reports on enrolment of children with disabilities are produced, except for special schools.</p>	<p>EMIS. There are no data on children with disabilities in the routine EMIS.</p>

² ICF classification focuses on the level of difficulties of children in different areas of functioning (e.g. mild difficulties with mobility, severe vision impairment, etc.). "Medical" conception of disability would mean for example classifying children as "blind", "deaf", "polio survivor", "cerebral palsy"; without considering the different levels of difficulty faced by these children in their daily life (e.g. different levels of vision difficulty, different mobility impairments for polio survivors, etc.).

Education sector plan/strategy

Education sector strategies/plans addressing inequities in education access, participation and retention.

Most marginalized/disadvantaged groups may include: children with disabilities (incl. children in institutions); children from the poorest households; disadvantaged girls/boys; ethnic, linguistic or religious minorities; children affected by violence, conflict and crisis (incl. refugees and

IDPs); children in rural/hard to reach/remote areas; orphans; children affected by HIV/AIDS; working children; street children; low demand populations (e.g. pastoralists), and other disadvantaged children.

Causes of disadvantage include issues of supply (including school/teacher availability and school continuity), demand (including financial issues, perceptions and behaviors, school safety and violence) and enabling environment.

Education sector strategies/plans addressing inequities in education access, participation and retention

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Equity strategy. There is a national education sector /plan/strategy to address inequities in access, participation and retention that meets all of the following criteria: i) is evidence-based, including identification of the most marginalized/disadvantaged groups and causes of disadvantage, ii) is relevant - addresses the underlying causes of disadvantage iii) is coherent - including a costed action plan that is aligned to the strategy iv) is measurable - includes a monitoring framework including indicators, baselines and targets v) is implementable (with clearly identified funding sources, responsible entities and timeframe). In addition, the strategy is implemented.</p>	<p>Equity strategy. There is a national education sector plan/strategy to address inequities in access, participation and retention, but it only meets four of the 5 criteria mentioned under score 4 (for example, it is evidence-based, relevant, coherent, implementable but there is no monitoring framework).</p>	<p>Equity strategy. There is a national education sector plan/strategy to address inequities in access, participation and retention, but it only meets 3 or fewer of the 5 criteria mentioned under score 4.</p>	<p>Equity strategy. There is no national education sector plan/strategy to address inequities in access, participation and retention.</p>

Education sector strategies/plans addressing inequities in education resource allocation

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Equitable resources. Inequities in resource allocation are identified and measures taken to address these. Resources considered include all of the following: i) teachers ii) teaching and learning materials (e.g. textbooks, reading books, teachers' guides) iii) financial allocations (including grants, scholarships, etc.). Modalities of resource allocation are transparent/publicly available.</p>	<p>Equitable resources. Inequities in resource allocation are identified and measures taken to address these. Resources considered include at least two of the following: i) teachers ii) teaching and learning materials (e.g. textbooks, reading books, teachers' guides) iii) financial allocations (including grants, scholarships, etc.). Modalities of resource allocation may not be transparent or publicly available.</p>	<p>Equitable resources. Inequities in resource allocation are identified and measures planned to address these. Resources considered include at least one of the following: i) teachers ii) teaching and learning materials (e.g. textbooks, reading books, teachers' guides) iii) financial allocations (including grants, scholarships, etc.).</p>	<p>Equitable resources. There is no measure, planned or implemented, to address inequities in resource allocation.</p>

Emergency preparedness/resilience

Level of risk assessments in the education sector

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Risk assessment. There is a recent risk assessment of the education sector that includes all of the following: a conflict or political economy analysis; identification of likely hazards and their effect on the education system through a climate and vulnerability mapping; and a review of current Education Policies and curriculum content and how they relate to conflict/Disaster Risk Reduction (DRR)/Climate Change Adaptation (CCA) as well as of assets in education communities.</p>	<p>Risk assessment. There is a recent risk assessment of the education sector that includes only some of the following: a conflict or political economy analysis; identification of likely hazards and their effect on the education system through a climate and vulnerability mapping; and a review of current Education Policies and curriculum content and how they relate to conflict/DRR/CCA as well as of assets in education communities.</p>	<p>Risk assessment. There is an outdated risk assessment of the education sector that includes only a few of the following: a conflict or political economy analysis; identification of likely hazards and their effect on the education system through a climate and vulnerability mapping; and a review of current Education Policies and curriculum content and how they relate to conflict/DRR/CCA as well as of assets in education communities.</p>	<p>Risk assessment. There is no risk assessment of the education sector.</p>

Level of risk reduction strategy(ies) in the education sector

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Risk Reduction Strategy. The Education Sector Plan/Policy includes a relevant and comprehensive conflict/Disaster Risk Reduction (DRR)/Climate Change Adaptation (CCA) strategy based upon the risk assessment and a strategic vision for relevant education in adversity contexts that is fully operationalized and implemented to mitigate the conflict, disaster and climate risks identified. The strategy includes capacity development for education personnel, promotion of community and children's engagement, guidance on teaching content and resources, school construction standards, and linkages to other sectors (WASH, Child Protection etc.). There is a monitoring and evaluation framework for the strategy and the strategy implementation is monitored at least twice a year.</p>	<p>Risk Reduction Strategy. The Education Sector Plan/Policy includes an incomplete conflict/DRR/CCA strategy and a vision for relevant education in adverse contexts that is partially implemented to mitigate the conflict, disaster and climate risks identified. The strategy includes some of the following: capacity development for education personnel, promotion of community and children's engagement, guidance on teaching content and resources, school construction standards, and linkages to other sectors (WASH, Child Protection etc.). There is no monitoring and evaluation framework for the implementation of the strategy or there is one but the strategy implementation is monitored less frequently than twice a year.</p>	<p>Risk Reduction Strategy. The Education Sector Plan/Policy includes an incomplete conflict/DRR/CCA strategy and a vision for relevant education in adverse contexts that is poorly articulated or poorly implemented to mitigate the conflict, disaster and climate risks. The strategy includes only few of the following: capacity development for education personnel, promotion of community and children's engagement, guidance on teaching content and resources, school construction standards, and linkages to other sectors (WASH, Child Protection etc.). There is no monitoring and evaluation framework for the implementation of the strategy.</p>	<p>Risk Reduction Strategy. There is no conflict/DRR/CCA strategy in the Education Sector Plan/Policy.</p>

Adequacy of human and financial resources to implement risk reduction strategies in the education sector

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Human and Financial Resources. There are committed, earmarked and adequate human and financial resources to fully implement the conflict/DRR/CCA strategy.</p>	<p>Human and Financial Resources. There are committed, earmarked, adequate human and financial resources to implement the conflict/DRR/CCA strategy but they are not enough to fully implement the strategy.</p>	<p>Human and Financial Resources. The human and financial resources to implement the conflict/DRR/CCA strategy are far from what is necessary for a proper risk reduction.</p>	<p>Human and Financial Resources. There are no human and financial resources to implement conflict/DRR/CCA measures.</p>

EMIS

Data quality and timeliness in EMIS

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Data Quality and Timeliness. Reliable and relevant education data are collected and used by decision makers. EMIS data (or statistical yearbook) are ready to be used less than 6 months after the beginning of the school year. There is 100% response rate from schools (public, private and alternative learning) in returning the school census questionnaires.</p>	<p>Data Quality and Timeliness. Reliable and relevant education data are collected. EMIS data (or statistical yearbook) are ready to be used less than 3 months after the end of the school year. There is over 90% response rate from schools (public + private) in returning the school census questionnaires. Response rates and the assumptions used for estimating data of the missing schools are clearly indicated in the statistical yearbooks.</p>	<p>Data Quality and Timeliness. Education data are of questionable reliability and are not all relevant. EMIS data (or statistical yearbook) are ready to be used less than one year after the end of the school year. There is between 50% and 90% of schools (public + private) responding to the census questionnaire. Response rates are not published in the statistical yearbooks.</p>	<p>Data Quality and Timeliness. Education data are irregularly collected or even absent, and the quality of the data is poor. When they are collected, EMIS data (or statistical yearbook) are ready to be used more than one year after the end of the school year. Response rates are not known or there are fewer than 50% of schools responding to the census questionnaire.</p>

Data disaggregation in EMIS

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Data disaggregation. The EMIS annually collects data on: children's family income/assets, gender, urban/rural (consistently with the definition from the national statistical office), children's disabilities with at least 5 different types of disability (and using ICF based definitions of disability) and on schools' physical environment and assistive devices for children with disabilities.</p>	<p>Data disaggregation. The EMIS annually collects data on: gender, urban/rural, and children's disabilities with at least 3 different types of disability but not on children's family income/assets.</p>	<p>Data disaggregation. The EMIS collects data on gender, urban/rural but not on children's family income/assets, children's disabilities or schools' physical environment and assistive devices for children with disabilities.</p>	<p>Data disaggregation. No data are collected on gender, disability, children's family income/assets or urban/rural.</p>

Data on attendance and dropout in EMIS

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Data on attendance and dropout. The EMIS collects disaggregated data on i) student dropout according to a clear definition of dropout and ii) student absenteeism according to clearly defined official reasons for excused and unexcused school absence. This information is generally considered as comprehensive and reliable. Individual student-level data is systematically used by schools to identify and respond to the needs of children at risk of dropping out, and is aggregated and reported at national and/or regional levels to inform policies and strategies on dropout prevention.</p>	<p>Data on attendance and dropout. The EMIS collects data on student dropout according to a clear definition of dropout even though this information may not be disaggregated. This information is generally considered as comprehensive and reliable. In addition, there are clearly defined official reasons for excused and unexcused school absence that can be used at school level. Individual student-level data is used in most schools to identify and respond to the needs of children at risk of dropping out.</p>	<p>Data on attendance and dropout. The EMIS collects data on student dropout but is generally considered as unreliable or incomplete. Official definitions for excused and unexcused school absence and dropout are only partly specified (e.g. absenteeism and dropout are defined, but no distinction is made between excused and unexcused school absence). Individual student-level data is used in some schools to identify and respond to the needs of children at risk of dropping out.</p>	<p>Data on attendance and dropout. The EMIS does not collect data on student dropout. There are no official definitions for excused and unexcused school absence or dropout. Student-level data is not used by the vast majority of schools to identify and respond to the needs of children at risk of dropping out.</p>

Percentage (and number) of countries with gender-responsive education systems for access

Education sector strategies addressing demand-side gender-related barriers to education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Creating demand: Context-specific, targeted and evidence-based strategies to address socio-cultural and financial barriers to quality education for marginalized girls (or boys where they are at a disadvantage) exist. These strategies are implemented and regularly monitored with a focus on: community mobilization to address discriminatory gendered social norms, including child marriage and gender-based violence; social protection measures, including cash transfers, school feeding, scholarships or stipends.</p>	<p>Creating demand: Context-specific, targeted and evidence-based strategies to address one of the barriers - either socio-cultural or financial - to quality education for marginalized girls (or boys where they are at a disadvantage) exist. These strategies are implemented and regularly monitored.</p>	<p>Creating demand: Strategies to address socio-cultural and/or financial barriers to quality education for marginalized girls (or boys where they are at a disadvantage) exist, however they are not always evidence-based and context specific, and monitoring is irregular.</p>	<p>Creating demand: No strategy exists to address socio-cultural or financial barriers to quality education for marginalized girls (or boys where they are at a disadvantage).</p>

Education sector plan/policies supporting gender-responsive environments

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Gender-responsive environment: The national education sector plan/policies support gender-responsive environments with regard to at least three of the following: (i) policies to address distance-related barriers to education e.g. alternative learning opportunities; (ii) Girl-specific policies such as, for example, sanitation infrastructure and hygiene education including menstrual hygiene management (MHM) or re-entry policies for pregnant girls and adolescent mothers; (iii) policies to prevent and address SRGBV, including bullying, corporal punishment and sexual harassment/abuse (iv) Teacher deployment i.e. improved gender balance among teaching and management staff across levels of education, subject and/or regions; Sufficient budget is available for the corresponding activities.</p>	<p>Gender-responsive environment: The national education sector plan/policies support gender-responsive environments with regard to at least two of the key elements listed in score 4. Sufficient (or almost sufficient) budget is available for the corresponding activities.</p>	<p>Gender-responsive environment: The national education sector plan/policies support gender-responsive environments with regard to at least one of the key elements listed in score 4. No or insufficient budget is available for the corresponding activities.</p>	<p>Gender-responsive environment: The national education sector plan/policies do not support gender-responsive environments.</p>

Level of development of national SRGBV prevention and response mechanisms³.

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>SRGBV prevention and response mechanisms: Holistic mechanisms of prevention and response to SRGBV are established at the national, sub-national and local levels. They include at least four of the following: (i) gender analysis to map types of common forms of violence and sites of violence in and around schools; (ii) codes of conduct for teachers and school governance and school-wide monitoring mechanisms; (iii) safe spaces (e.g. girls' clubs) for peer support, mentoring and co-curricular activities; (iv) functioning school based reporting, response (including counselling support) and multi-sectoral referral systems; (v) curricular approaches to prevent violence and promote gender equality (vi) On-going pre and in-service training of teachers, head teachers and SMC/PTA members on SRGBV and gender-responsive pedagogy.</p>	<p>SRGBV prevention and response mechanism: mechanisms of prevention of and response to SRGBV are established at the national level. They include at least two of the key elements listed in Score 4.</p>	<p>SRGBV prevention and response mechanism: Mechanisms of prevention of and response to SRGBV are only at a pilot phase in a small number of primary and secondary schools.</p>	<p>SRGBV prevention and response mechanisms: There are no demonstrated attempts by the ministry of education and/or partners and CSOs to put in place mechanisms of prevention and response to SRGBV.</p>

³ SRGBV is defined as acts or threats of sexual, physical and psychological violence occurring in and around schools, perpetuated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

Percentage (and number) of countries with effective education systems for learning outcomes, including early learning

Early learning

Availability of appropriate policy, leadership and budget for early learning			
Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Policy, leadership and budget. The education sector plan, an education law, directive or ECD policy has been adopted that mandates the provision of free pre-primary education before primary school (as evidenced by official documentation e.g. education law, directive, policy, Education Sector Plan). An institutional anchor has been established to support the provision of and to coordinate pre-primary education (i.e. MOE or another ministry). Sufficient budget is allocated to implement the policy/directive and meet the needs of the population, including a sufficient supply of teachers. All elements of the policy are implemented nationwide and coverage of services is equitable.</p>	<p>Policy, leadership and budget. The education sector plan, an education law, directive or ECD policy has been adopted that mandates the provision of free pre-primary education before primary school (as evidenced by official documentation e.g. education law, directive, policy, Education Sector Plan). An institutional anchor for pre-primary education has been established to provide and coordinate pre-primary education (i.e. MOE or another ministry). Budget allocation is inadequate/limited and does not meet the needs of the population. Most of the elements of the policy are implemented nationwide.</p>	<p>Policy, leadership and budget. The education sector plan, an education law, directive or ECD policy is in draft form and not formally accepted. An institutional anchor for pre-primary education has not been established formally. No budget allocation or it is extremely limited. Implementation is not effective and services are scarce.</p>	<p>Policy, leadership and budget. The education sector plan, an education law, directive or ECD policy mandating pre-primary provision does not exist. An institutional anchor for pre-primary education has not been established. No budget allocation.</p>

Effective governance for early learning			
Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Governance. An effective regulatory system exists for private, community and public providers including established program quality standards and quality assurance mechanisms across providers.</p> <p>Financial and human resources with respect to pre-primary education are equitably allocated to ensure equitable coverage and effective early learning models have been considered (i.e. costed models are being considered to determine most efficient approach(es)).</p> <p>National and subnational data on early learning coverage, service quality, and child outcomes are collected regularly and used to inform policy decisions.</p>	<p>Governance. Established program quality standards exist and are effectively applied to public providers and partially applied to private and community providers. Quality assurance mechanisms are in place to regulate public provision.</p> <p>Financial and human resources with respect to pre-primary education are allocated through need-based planning and some consideration of efficient early learning models exists.</p> <p>National and subnational data on early learning coverage and service quality are collected regularly, but outcome data is not readily available. Data are partially used to inform policy decisions.</p>	<p>Governance. Established program quality standards exist and are effectively applied only to public providers. Private and community services are not regulated. No quality assurance mechanism is in place either for public or private providers.</p> <p>Financial and human resources with respect to pre-primary education are not allocated based on need and there is limited consideration of efficient early learning models.</p> <p>National data on early learning coverage and service quality are scarce and not regularly collected. Data are not used for policy decision.</p>	<p>Governance. No regulatory system exists for private, community or public providers; no established program standards or quality assurance mechanisms.</p> <p>Financial and human resources with respect to pre-primary education are not equitably or effectively allocated.</p> <p>Reliable data on any aspect of early learning are not collected regularly.</p>

Quality of the teaching and learning environment for early learning

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Teaching and learning environment. Teachers receive training on child-centered pedagogy (i.e. training on: activity-based learning, appropriate behavior management, child standards, and personalized learning/inclusive teaching).</p> <p>The curriculum is holistic (i.e. it includes components of socio-emotional learning in addition to pre-academic skills and is based on age-appropriate child standards), is linked meaningfully to the primary curriculum as well as to any daycare/early years (0-3) curriculum.</p> <p>Classroom material lists include age appropriate books, toys/ play things and learning materials, Classroom materials are available in the majority of preschools nationwide.</p> <p>Classrooms are designed as per pre-established standards that ensure adequate learning space.</p> <p>There are mechanisms or programs for engaging parents in pre-primary education, and parents actively participate in these programs.</p>	<p>Teaching and learning environment. Teachers receive training on some (but not all) components of child-centered pedagogy.</p> <p>The curriculum is holistic, links to the primary curriculum and/ or to any day-care/early years' curriculum can be improved.</p> <p>Classroom material lists include age appropriate books, toys /play things and learning materials, materials. They are available in two thirds of preschools nationwide. Most classrooms are designed as per pre-established standards that ensure adequate learning space.</p> <p>There are mechanisms or programs for engaging parents in pre-primary education, but only some parents actively engage in these programs.</p>	<p>Teaching and learning environment. Teachers are trained on some components of child-centered pedagogy.</p> <p>The curriculum is not holistic, links between preschool and primary curricula are weak.</p> <p>Classroom material lists are not comprehensive and include only a few age appropriate play and learning materials. Materials are available for less than half of preschools nationwide. Standards for classroom design that ensure adequate learning space exist but are not used widely.</p> <p>There are limited mechanisms or programs for engaging parents in pre-primary education and parent participation is very limited.</p>	<p>Teaching and learning environment. Teachers are not trained on child-centered pedagogy.</p> <p>A curriculum has not been formally approved and whatever exists is not based on child standards.</p> <p>Classroom material lists do not exist and thus age appropriate books, toys/play things and learning materials are not available for preschool classrooms; No standards for the design of classrooms/centers that ensure adequate learning space.</p> <p>Parent participation is not encouraged and is at best extremely limited.</p>

Learning assessment systems

Functioning of the classroom assessment system			
Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Classroom Assessment. There is strong system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices, including in early grades. The inspection and supervision system is strong. There is a formal system-level document that provides guidelines for classroom assessment. There is a variety of system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are varied and systematic mechanisms in place to monitor the quality of classroom assessment practices. There is effective use of classroom assessment information to improve learning outcomes.</p>	<p>Classroom Assessment. There is sufficient system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices, including in early grades. The inspection and supervision system is sufficient. There is a formal system-level document that provides guidelines for classroom assessment. There are some system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are limited systematic mechanisms to monitor the quality of classroom assessment practices. There is some use of classroom assessment information to improve learning outcomes.</p>	<p>Classroom Assessment. There is weak system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices. The inspection and supervision system is weak, although reform is ongoing. There is an informal system-level document that provides guidelines for classroom assessment. There are no system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are ad hoc mechanisms to monitor the quality of classroom assessment practices. There is very limited use of classroom assessment information to improve learning outcomes.</p>	<p>Classroom Assessment. There is no system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices. There is no inspection and supervision system in place. There is no system-level document that provides guidelines for classroom assessment. There are no system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are no mechanisms to monitor the quality of classroom assessment practices. There is no use of classroom assessment information to improve learning outcomes.</p>

Functioning of the examinations system

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Examinations. There is a stable country-wide standardized examination in place taken by all students at the appropriate grade level(s). The language of examination is the same as the language of instruction. There is clarity for students and teachers as to what the examination measures and supporting material to help teachers/students prepare for it. There is institutional capacity and strong mechanisms to monitor it. The examination is of high quality and is perceived as fair and free from corruption. There is regular funding allocated for the examination. The examination office is adequately staffed to carry out the assessment effectively, with no issues. There is effective use of examination data to improve learning outcomes.</p>	<p>Examinations. There is a stable country-wide standardized examination in place taken by all students at the appropriate grade level(s). There is clarity for students and teachers as to what the examination measures. There is institutional capacity and some limited mechanisms to monitor it. The examination is of acceptable quality and is perceived as fair for most students and free from corruption. There is regular funding allocated for the examination. The examination office is adequately staffed to carry out the examination effectively, with minimal issues. There is some use of examination data to improve learning outcomes.</p>	<p>Examinations. There is a partially stable country-wide standardized examination in place taken by all students at the appropriate grade level(s). There is a need to develop institutional capacity to run the examination. The examination typically is of poor quality and is perceived as unfair or corrupt. There is irregular funding allocated for the examination. The examination office is inadequately staffed to effectively carry out the examination, issues are pervasive. There is very limited use of examination data to improve learning outcomes.</p>	<p>Examinations. There is no country-wide standardized examination in place for key decisions. There is no funding allocated for the examination.</p>

Quality of national large-scale assessments

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>National (or system-level) Large-Scale Assessment (NLSA). There is a stable NLSA in place, including for early grades, and strong institutional capacity and mechanisms to monitor it. The NLSA is of high quality and aligned with curricula and learning standards, is taken by a robust, representative sample of students and its information is effectively used to improve learning outcomes.</p>	<p>National (or system-level) Large-Scale Assessment (NLSA). There is a stable NLSA in place, including for early grades. There is institutional capacity and some mechanisms to monitor it. The NLSA is of moderate quality and not necessarily aligned with curricula and learning standards, is taken by a representative sample of students and its information is disseminated, but not always used in effective ways.</p>	<p>National (or system-level) Large-Scale Assessment (NLSA). There is an unstable NLSA in place and a need to develop institutional capacity to run the NLSA. Assessment quality and impact are weak and it is taken by an unrepresentative sample of students. There is no alignment with curricula and learning standards.</p>	<p>National (or system-level) Large-Scale Assessment (NLSA). There is no NLSA in place.</p>

Mother tongue/multilingual education

Environment supporting mother tongue/multilingual education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Policy environment. The education sector plan/policy promotes the use of all of the most common children's mother tongues or languages children understand beyond the early grades of primary education. This allows the large majority of concerned children to learn in a language they understand. This is fully reflected in the curriculum and/or implementation plans.</p>	<p>Policy environment. The education sector plan/policy explicitly promotes the use of all of the most common children's mother tongues or languages children understand in the early grades of primary education. This allows the large majority of concerned children to learn in a language they understand. This is partially reflected in the curriculum and/or implementation plans.</p>	<p>Policy environment. The education sector plan/policy explicitly promotes the use of a few of the children's mother tongues or of languages children understand in the early grades of primary education. However, this only allows less than half of concerned children to learn in a language they understand.</p>	<p>Policy environment. The education sector plan/policy ignores or forbids the use of children's mother tongues or of languages children understand, even in the early grades of primary education.</p>

Human and material resources supporting mother tongue/multilingual education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Resources. Instruction in children's mother tongue or in a language children can understand is integrated/considered in all of the following: teacher training, recruitment and deployment, and pupil assessment systems. There are dedicated learning materials. Resources are sufficient to allow most children to receive instruction in their mother tongue or in a language they understand.</p>	<p>Resources. Instruction in children's mother tongue or in a language children can understand is integrated/considered in at least two of the following: teacher training, recruitment and deployment, and/or pupil assessment systems. There are dedicated learning materials. Resources are sufficient to ensure that a significant minority of children receive instruction in their mother tongue or in a language they understand.</p>	<p>Resources. Instruction in children's mother tongue or in a language children can understand is partially integrated/considered in at least one of the following: teacher training, recruitment and deployment, and/or pupil assessment systems. There are prototypes of dedicated learning materials. Resources are however only sufficient to provide children in model or pilot schools with instruction in their mother tongue or in a language they understand.</p>	<p>Resources. Instruction in children's mother tongue or in a language children can understand is not reflected in teacher training, recruitment, deployment, or pupil assessment systems. There is no official support for learning materials to allow for instruction in children's mother tongue or in a language they understand.</p>

Community engagement for mother tongue/multilingual education

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Community engagement. Local communities and teachers are fully engaged, through SMCs, PTAs or similar structures, in setting the curriculum and developing learning materials in support of instruction in children’s mother tongue or in a language children understand.</p>	<p>Community engagement. Local communities and teachers are sometimes engaged, through SMCs, PTAs or similar structures, in setting the curriculum or developing learning materials in support of instruction in children’s mother tongue or in a language children understand.</p>	<p>Community engagement. Local communities and teachers are not engaged, either through SMCs, PTAs or any similar structure, in setting the curriculum or developing learning materials in support of instruction in children’s mother tongue or in a language children understand.</p>	<p>Community engagement. Local communities are discouraged from engaging in education in support of instruction in children’s mother tongue or in a language children understand.</p>

Teachers

Scope and quality of teacher professional development

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Teacher professional development: the scope of teacher professional development is sufficient to respond to quantitative needs. Professional development opportunities include activities that promote best-practice sharing, as well as opportunities for the analysis of instructional practice. Teacher professional development is assigned based on perceived need, and underperforming teachers are systematically provided with specific support, either in the form of a mentor or in the form of additional teacher professional development.</p>	<p>Teacher professional development: the scope of teacher professional development is sufficient to respond to quantitative needs. Professional development opportunities include activities that promote best-practice sharing, as well as opportunities for the analysis of instructional practice. Mentorship schemes exist. However, professional development and mentorship support only partially respond to perceived needs.</p>	<p>Teacher professional development: teacher professional development opportunities reach a sizeable proportion of the teacher population even though their scope remains insufficient. Teacher professional development opportunities include some activities that promote best-practice sharing and/or opportunities for the analysis of instructional practice. Very few teachers, if any, get the opportunity to be supported by a mentor. Professional development is not assigned based on perceived needs.</p>	<p>Teacher professional development: teacher professional development opportunities only reach a small proportion of teachers (e.g. less than 5% a year). There is no targeting of professional development to perceived needs. Mentorship is in-existent.</p>

Quality of national systems for school leadership

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>School leadership: Principals' job descriptions give significant importance to instructional leadership (e.g. curriculum and pedagogy support and evaluation of teacher performance), and this is reflected in principals' performance evaluation. Principals' duties and workload most often enable them to achieve a good balance between administrative and instructional leadership. Training programs fully prepare principals for their tasks.</p>	<p>School leadership: Principals' job descriptions give significant importance to instructional leadership (e.g. curriculum and pedagogy support and evaluation of teacher performance), and this is reflected in principals' performance evaluation, even though a balance between administrative and instructional leadership work can sometimes be difficult to achieve. Training programs include instructional leadership but remain insufficient to fully prepare principals for these tasks.</p>	<p>School leadership: Principals' training and job descriptions require them to focus primarily on administrative tasks, but instructional leadership (e.g. curriculum and pedagogy support and evaluation of teacher performance) is also included. However, this is a minor part of their training and actual duties. Principals' performance evaluations focus on administrative management.</p>	<p>School leadership: Principals' training and job descriptions require them to focus on administrative tasks.</p>

Government incentives for pro-equity deployment of teachers

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Incentives: Incentive scheme(s) i) for the deployment of teachers in rural/most deprived areas and ii) to attract teachers in the subjects in which there are teacher shortages are being effectively implemented. These include specific incentives for female (or male when relevant) teachers where they are under-represented (specific areas, subjects or levels of education).</p>	<p>Incentives: Incentive scheme(s) i) for the deployment of teachers in rural/most deprived areas and/or ii) to attract teachers in the subjects in which there are teacher shortages are being implemented but are under-financed and incentives provided are inadequate or not well targeted.</p>	<p>Incentives: An incentive scheme policy i) for the deployment of teachers in rural/most deprived areas and/or ii) to attract teachers in shortage subjects exists but is not being implemented.</p>	<p>Incentives: No incentive scheme for the deployment of teachers in rural/most deprived areas or to attract teachers in shortage subjects exists.</p>

Education system promoting teacher accountability

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Accountability: Teachers' in-class performance is regularly evaluated. There are multiple mechanisms/sources of information to evaluate teacher performance. Promotion opportunities are linked to performance. Teachers' absenteeism is regularly monitored and reflected in data systems, and mechanisms are in place that systematically hold teachers accountable for absenteeism. Legal provisions allow for the dismissal of a teacher with cause, such as misconduct, child abuse, or poor performance, and the rules are consistently implemented.</p>	<p>Accountability: Teachers' in-class performance is regularly evaluated. Teacher performance evaluation primarily relies on a unique mechanism/source of information. Promotion opportunities are linked to performance. Teachers' absenteeism is regularly monitored, and mechanisms are in place that generally hold teachers accountable for absenteeism. Legal provisions allow for the dismissal of a teacher with cause, such as misconduct, child abuse, or poor performance, but this is hardly, if ever, implemented.</p>	<p>Accountability: Teachers' in-class performance is not systematically or regularly evaluated. Teacher performance evaluation primarily relies on a unique mechanism/source of information. Promotion opportunities are not linked to performance. Teachers' absenteeism is generally monitored, but not linked to accountability mechanisms. Legal provisions only allow for the dismissal of teachers in the most extreme cases of misconduct, and even these rules are rarely, if ever, implemented.</p>	<p>Accountability: Teachers' in-class performance is rarely evaluated. Teacher performance evaluation primarily relies on a unique mechanism/source of information. Promotion opportunities are not linked to performance. Teachers' absenteeism is not or very irregularly monitored. Legal provisions do not allow for the dismissal of teachers, even in the most extreme cases of misconduct.</p>

Community participation

Education system promoting community and student participation

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Community and Student Participation. School Management Committees (SMCs) or similar structures exist and they include representatives of the community who have decision power (such as being chair or permanent secretary or in charge of school finance). Students (at least for secondary schools) are members of SMCs. SMCs are authorized to make important decisions at the school level and allocate and approve the school budget. SMCs always give clearance on the data of the annual school census questionnaire before submission.</p>	<p>Community and Student Participation. SMCs or similar structures exist and they include representatives of the community but community members do not have decision power. Students (at least for secondary schools) are members of SMCs. SMCs are partially authorized to make important decisions at the school level and allocate and approve the school budget. SMCs sometimes (i.e. not in all schools) give clearance on the data of the annual school census questionnaire before submission.</p>	<p>Community and Student Participation. SMCs or similar structures exist but they only include administrative and teaching staff of the schools. SMCs are very limited with regards to decisions on school budget use and do not give clearance on the data of the annual school census questionnaire submission.</p>	<p>Community and Student Participation. There are no SMCs or similar structures in place.</p>

Education system promoting accountability to communities

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Accountability and school governance. There is a financial book and records are updated and accurate. School Management Committees (SMCs) or similar structures have access to detailed financial reports of their schools. SMCs' roles and responsibilities are clearly defined. There is a very active involvement of SMCs in school governance. Schools regularly publicize academic and financial performance, and the information is publicly available.</p>	<p>Accountability and school governance. Financial and human resources accountability is handled at the central or regional level. Operational budgets are managed by municipality level: Financial records are often updated. SMCs or similar structures often have access to detailed financial reports of their schools. SMCs' roles and responsibilities are at least partly defined. There is an active involvement of SMCs in school governance. Information on academic and financial performance of the schools is available to parents upon request.</p>	<p>Accountability and school governance. Schools are only accountable to central or regional authorities for personal misconduct. Operational budgets are managed by regional level. Financial books and records are unusable. SMCs or similar structures seldom have access to financial reports of their schools. SMCs roles and responsibilities are vaguely defined. The involvement of SMCs in school governance is passive. Information on academic and financial performance is not available to parents in most schools.</p>	<p>Accountability and school governance. Personnel accountability is absent from the education sector plan/policy. Operational budgets are managed by central level. No financial book and records. There are no SMCs or similar structures in place. There is no involvement of school community in school governance. There is no way for parents to see academic and financial performance of the schools.</p>

Communities involvement in monitoring of school activities

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Community-based monitoring. School Management Committees (SMCs) or similar structures hold meetings at least eight times a year. Minutes are always recorded and submitted to School Board and/or District Education office. School Improvement plans are prepared with active involvement of SMCs. SMCs always approve and monitor school performance, activities, teachers' and students' attendance and absenteeism.</p>	<p>Community-based monitoring. SMCs or similar structures hold meetings at least four times a year. Minutes are usually recorded and submitted to School Board and/or District Education office. School Improvement Plans are prepared in partnership with SMCs. SMCs often approve and monitor school performance, activities, teachers' and students' attendance and absenteeism.</p>	<p>Community-based monitoring. SMCs or similar structures hold meetings at least once a year. Minutes are usually not recorded and not submitted to School Board and/or District Education office. School Development Plans are prepared with very limited involvement of SMCs. SMCs seldom approve and monitor school performance, activities, teachers' and students' attendance and absenteeism.</p>	<p>Community-based monitoring. There are no SMCs or similar structures in place. There is no School Improvement Plans or they are prepared without community participation. Schools never monitor school performance or teachers' and students' attendance and absenteeism.</p>

Percentage (and number) of countries with gender-responsive teaching and learning systems

Education sector plan/policies supporting gender-responsive teaching and learning			
Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Gender-responsive teaching and learning: The national education sector plan/policies support gender-responsive teaching and learning with regard to all of the following: (i) Gender-responsive curricula and/or learning materials; (ii) gender responsive pedagogy; and (iii) reducing gender-based disparities in learning including STEM (Science, Technology, Engineering & Math) subjects. Sufficient budget is available for the corresponding activities.</p>	<p>Gender-responsive teaching and learning: The national education sector plan/policies support gender-responsive teaching and learning with regard to at least two of the key elements listed in score 4. Sufficient (or almost sufficient) budget is available for the corresponding activities.</p>	<p>Gender-responsive teaching and learning: The national education sector plan/policies support gender-responsive teaching and learning with regard to at least one of the key elements listed in score 4. No or insufficient budget is available for the corresponding activities.</p>	<p>Gender-responsive teaching and learning: The national education sector plan/policies do not support gender-responsive teaching and learning.</p>

Percentage (and number) of countries with systems that institutionalize gender-equitable skills for learning, personal empowerment, active citizenship and/or employability

National system

National education/training policies and plans supporting the mainstreaming of skills development within the national education/training systems			
Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Policies and plans. All four of the following objectives of skills development: i) for learning; ii) for personal empowerment iii) for employability and iv) for active citizenship are reflected in education/training sector plans, policy frameworks and strategies, developed by Ministries of Education/Training and other relevant Ministries (Ministry of Youth, Ministry of Social Welfare, Ministry of Labour, etc.), and with clear and sufficient budgeting. Policies and plans cover public and private education/training providers, and there is a system for accrediting skills development programmes not implemented by the government. Education/training sector plans, policies and strategies include interventions aiming at reducing the specific barriers (incl. any gender related barriers) facing the most marginalized children (from the early years to adolescence) with regard to skills development.</p>	<p>Policies and plans. At least 3 of the objectives listed in criteria 4 are reflected in education/training sector plans, policy frameworks and strategies. They were developed in cooperation with other relevant Ministries, but the budget is insufficient. Policies and plans only cover public education/training providers and there is only limited consideration of the specific barriers facing the most marginalized children with regard to skills development.</p>	<p>Policies and plans. Two of the objectives listed in criteria 4 are reflected in education/training sector plans, policy frameworks or strategies. They are not reflected in budgeting. Policies and plans only cover public education/training providers and there is no consideration of the specific barriers facing the most marginalized children with regard to skills development.</p>	<p>Policies and plans. At most one of the objectives listed in criteria 4 is reflected in national education/training policy frameworks, plans, strategies, or budgeting, and their inclusion is at best patchy.</p>

Curricula and training supporting the mainstreaming of skills development within the national education/training systems⁴

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Curricula and training. The skills needed for all four objectives (learning, personal empowerment, employability and active citizenship) are integrated in national curricula, including assessment systems and delivered through all of the following: curricular, co-curricular and extra-curricular approaches. They are embedded in pre-service teacher training and substantial in-service training opportunities in these areas are available. There is comprehensive guidance for implementation in early learning centers, schools, youth centers, child-friendly spaces etc.</p>	<p>Curricula and training. The skills needed for at least two of the following objectives: learning, personal empowerment, employability and active citizenship are integrated in national curricula and are delivered through two of the following: curricular, co-curricular and extra-curricular approaches. There is only limited assessment of skills. There are guidelines and both pre-service and in-service teacher training opportunities to support implementation in early learning centers, schools, youth centers, child-friendly spaces etc., but gaps remain.</p>	<p>Curricula and training. The skills needed for at least two of the following objectives: learning, personal empowerment, employability and active citizenship are integrated in national curricula and are delivered through one of the following: curricular, co-curricular and extra-curricular approaches. There is no assessment of skills. These skills are not or only very partially part of teacher pre-service training. Only limited guidance and/or in-service teacher training opportunities are available to support their implementation.</p>	<p>Curricula and training. The skills needed for at most one of the following objectives: learning, personal empowerment, employability and active citizenship are integrated in national curricula and only delivered through one of the following: curricular, co-curricular and extra-curricular approaches. These skills are not or only very partially part of teacher pre-service training. No or very limited guidance and/or in-service teacher training opportunities are available to support their implementation.</p>

Community engagement supporting the mainstreaming of skills development within the national education/training systems

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Community engagement. In relevant areas (where there are community structures), there is strong engagement of almost all local communities to support the coordination or delivery of formal and non-formal or informal skills development programs (e.g. apprenticeship or firm-based training) through e.g. parent teacher associations (PTAs), student councils, youth groups, Scout movements, etc.</p>	<p>Community engagement. In relevant areas (where there are community structures), most communities are engaged in supporting the coordination or delivery of formal and non-formal or informal skills development programs (e.g. apprenticeship or firm-based training) in formal/non-formal learning environments.</p>	<p>Community engagement. In relevant areas (where there are community structures), only a few communities are engaged in supporting the coordination or delivery of formal and non-formal or informal skills development programs (e.g. apprenticeship or firm-based training) or they are engaged in a very limited manner.</p>	<p>Community engagement. In relevant areas (where there are community structures), there is no involvement of local communities in supporting the coordination or delivery of formal, non-formal or informal skills development programs.</p>

⁴ The four dimensions of skills cover: (i) skills for learning including cognitive skills such as analytical skills, critical thinking, problem solving, creativity etc.; (ii) skills for personal empowerment (and relationship building) such as self-awareness and control (stress and emotion management), resilience, communication; (iii) skills for active citizenship including respect for diversity, empathy, participation, and core human rights values such as gender equality, social justice, participation, global citizenship, etc. (iv) skills for employability (and livelihoods), including decision-making, cooperation, negotiation, and others relevant to the country context. More details are available in the [MENA framework on life skills and citizenship education](#). Systems can include any that provide relevant skills training e.g. social protection.

Responsiveness of national skills development programmes to the demands of the labour market

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>Responsiveness to demand. Measures for the development of skills for employability for girls and boys are based on extensive country-specific evidence including all of the following i) analysis of the match between employment opportunities and types of training, ii) projections of future needs of the labour market, iii) studies to assess labour market outcomes for graduates of different education and skills development programs. These measures are monitored at least every 5 years and institutional structures such as employment observatories or similar structures regularly monitor labour market outcomes, in coordination with the Ministry of Labour. Partnership frameworks with employers, the chamber of commerce, trade unions and employment agencies to help design/adjust formal and non-formal skills development programmes (including e.g. improved traditional apprenticeship) for girls and boys are in place nation-wide.</p>	<p>Responsiveness to demand. Measures for the development of skills for employability for girls and boys are based on country-specific evidence including two of the following i) analysis of the match between employment opportunities and types of training, ii) projections of future needs of the labour market, iii) studies to assess labour market outcomes for graduates of different education and skills development programs. Monitoring of these measures is weak or irregular. Partnerships with employers, the chamber of commerce, trade unions and/or employment agencies to help design/adjust skills development programmes for girls and boys are widespread but not systematized.</p>	<p>Responsiveness to demand. Measures for the development of skills for employability for girls and boys are based on country-specific evidence including only one of the following i) analysis of the match between employment opportunities and types of training, ii) projections of future needs of the labour market, iii) studies to assess labour market outcomes for graduates of different education and skills development programs. Monitoring of these measures is absent or weak/irregular. Some partnerships between individual training institutions and employers, the chamber of commerce, trade unions and/or employment agencies to help design/adjust skills development programmes for girls and boys are in place but this approach is not systematized.</p>	<p>Responsiveness to demand. Very few measures for the development of skills for employability for girls and boys, if any, are in place. Their development did not draw on evidence, national or international. No monitoring of these measures is in place. There are no partnerships between training institutions and employers, the chamber of commerce, trade unions or employment agencies.</p>

Gender Equity

National education/training policies and plans supporting the mainstreaming of gender equity in opportunities for skills development

Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
<p>The national education/training policy(s) and/or sector plan includes and fully implements <u>at least three</u> of the following: i) policies for gender parity in student enrolment and learning in traditionally gendered vocational training programmes and subjects such as Science, Technology, Engineering and Maths (STEM); ii) policies for gender parity in the teacher workforce in vocational training programmes and STEM subjects; iii) curricula and materials for skills development (including skills for learning, personal empowerment, active citizenship and/or employability) programmes that are gender-sensitive and explicitly promote gender equality; iv) incentive mechanisms (e.g. scholarships, apprenticeships, cash transfers, etc.) for disadvantaged adolescent girls to access training aiming for formal sector employment (e.g. STEM, business and other formal sector).</p>	<p>The national education/training policy(s) and/or sector plan includes and fully implements <u>at least two</u> of the elements mentioned in score 4.</p>	<p>The national education/training policy(s) and/or sector plan includes <u>at least one</u> of the elements mentioned in score 4 but this is only partially implemented.</p>	<p>The national education/training policy(s) and/or sector plan includes does not include any of the elements mentioned in score 4 or they are not implemented at all.</p>