**EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES in**

**[COUNTRY NAME]**

**[TEMPLATE 2015 09]**

[Add photo of good practice]

[SEEK APPROVAL or MoE and LOGO

or Education Cluster/DRR-ED Task Force as appropriate]

**INSTRUCTIONS for EDUCATION SECTOR SNAPSHOT**

**for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES**

*This template is to be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and aim to be* ***no more than 30 pages*** *(number of pages are indicated for each section). Detailed information and extended tables should be organized in the Appendices.*

*On the cover, place a relevant photo (of good practice). Place title page next. On the inside cover, please acknowledge the contributions of the Ministry of Education, Save the Children, UNICEF, UNESCO, and other working group or cluster partners. Also add partner and donor logos as appropriate. At the end of each section or appendix add the following information:*

*Last Updated: [Date] By: [Organisation]*

*Next Update Due: [Date] By: [Organisation]*

*Please print the body of the document on two sides of paper, starting with Purpose /Table of Contents page.*

*If you have an Education & DRR Working Group, Task Force, or Education Sector 'cluster', the members should be asked to each take responsibility for updating the different sections of the Snapshot as appropriate. Ideally each section should be reviewed annually, and updated as needed. This document should reflect your collective in-depth knowledge of your specific context. If there are things you don't know, this is a good opportunity to find them out. This is also the place where you can keep key documents such as Terms of Reference and Workplan, Group Membership/Contact list, Stakeholder and Program Mapping,*

*There are many potential sources of information. Start with the easiest. Use the most recent data available from these sources:*

*• Ministry of Education statistics (for refugee situations, from both host and affected countries)*

*• National Disaster Management Organization, National Platform for DRR*

*• UNESCO statistics*

*• Reports of disaster and emergency impacts on education (eg. from Global Education Cluster, INEE and similar)*

*• Key informant interviews*

*• Project proposals and reports*

*• Case studies*

*• Records of Education/DRR or EiE working groups, task forces and clusters. (eg. ToR, workplan, emergency preparedness and contingency plans, training logs).*

Created: By:

**Education Sector Snapshot**

**for Comprehensive School Safety**

**and Education in Emergencies**

**PURPOSE**

*The “Education Sector Snapshot for CSS and EiE is intended to serve as essential background for the following purposes:*

*• As a shared, factual starting point for advocates, program planners, mangers and team members, and policy-makers wanting to support comprehensive school safety and education sector development and strategic planning in your country.*

*• As ‘denominator’ information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate drr/cca into education sector development efforts.*

*• What you would want any humanitarian contributors to the education sector to read before their helicopter lands.*

*• As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.*

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Appendix 3: Education Sector Sub-National Demographics

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[Others, as appropriate]

**1. INTRODUCTORY DEMOGRAPHICS** (1 paragraph maximum)

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| ***Geography and population overview:*** *Describe geography of country and population.* |

**2. EDUCATION SECTOR OVERVIEW** (2-3 pages maximum)

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| ***Structure of the Education System:*** *Briefly describe divisions, grade levels (eg. pre-school/ECCD (incl. K), lower primary (1,2,3), upper primary (4,5,6), lower secondary (7,8,9), upper secondary (10,11,12)). Description types of schools and proportion of these (private, public, religious, formal, non-formal etc.). Which grades/levels/forms are compulsory? Which are free? What fees or costs do families pay?* |

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| ***Number of Schools, Students and Teachers****: disaggregated by type (with sub-national numbers in appendices). What is the range of size of schools? Type of residential schools?* |

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| ***School Enrolment and Completion Rates and Literacy rates:*** *disaggregated by level, gender; students with disabilities (where possible)* |

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| ***School Year:*** *Beginning / end of school year and major breaks; normative number of school days per year; number of student/teacher contact hours per school day;* |

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| ***Organization of Education Sector:*** *organogram; policy/management at what levels; any school-based management; drr focal points at what levels; focal points for 1. safe school facilities 2. school disaster management 3. drr education; key policies or standards for school safety in general* |

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| ***Education Management Information Systems:*** *current capacity (digital, spatial data on digital map; type of data, community-accessibility if any; public networks for crowd-sourced geo-spatial data; including any maintenance or school needs data; vulnerability or capacity data; including ability to include damage assessment data;* |

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| ***School population:*** *Integration or segregation girls and boys, minority language groups, and children with disabilities; Any structural inequities in distribution of education resources (including urban and rural and conflict-affected vs. non-affected areas)..* |

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**3. HAZARDS AND RISKS OVERVIEW** (2 pages maximum)

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| ***Natural and human-created hazards:*** *List and describe scope and severity of each hazard referring both to calendar of season threats and in relation to different sub-national jurisdictions (include maps in Appendix) (eg: floods, earthquakes, tropical cyclones, landslides, droughts and food insecurity, pandemics, conflict and violence and other risks).* |

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| ***Historical impacts of disasters and conflict on schools and related child-protection:*** *specific and general, including near-misses; impact of recurrent as well as low frequency/high impact events; dynamics or issues related to host community/refugee populations or internally displaced persons.* |

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**4. DISASTER RISK MANAGEMENT OVERVIEW** (2 pages maximum)

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| ***Political*** *: What are the disaster management structures at national, province/district and community levels? How involved is government at each level? What is the political will?* |

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| ***Economic****: Is government and/or are donors supporting DRM? If so, how?* |

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| ***Social / Cultural:***  *What are the cultural practices in the country/region with respect to disaster risk reduction?  Are local schools and communities involved and/or interested? If so, how? What are the current entry points?* |

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| ***Technological:***  *What kind of early warning systems are in use with schools and local communities and how effective are these? What types of communication technology are available to support these systems?**Any sub-national support mechanisms available to schools?* |

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**5. COMPREHENSIVE SCHOOL SAFETY OVERVIEW** (1 page + data)

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| ***Integration and coordination mechanisms****: What mechanisms, efforts, and partnerships support disaster and conflict risk reduction in the education sector? How is progress monitored and evaluated? Briefly describe any coordination and collaboration mechanisms. (Eg. DRR/CSS working groups, task forces, clusters and other mechanisms).* |

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| **GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) | |
| **INPUT INDICATORS** | **MEASURES** |
| #A1. Legal Frameworks & Policies  Enabling policies and legal frameworks are in place at national and/or sub-national levels to addresses key elements of comprehensive school safety. | Enabling policies and legal frameworks are in place at national and/or sub-national levels to addresses key elements of comprehensive school safety |
| #A2: Organizational arrangements, leadership, and coordination for risk reduction and resilience is established by senior management, and includes designated focal points responsible at all levels. | a) Education authority provides leadership in disaster risk reduction and management  b) Risk Reduction and Resilience Focal Points are engaged at all levels in the education sector |
| #A3: A comprehensive approach to school safety, is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans. | The framework or approach has been communicated and understood at all levels of education administration, and is publicly available. |
| #A4: Funding is in place to reduce education sector risks | a) National education sector budget includes allocation for risk reduction and resilience programming ($)  b) Education in emergencies and/or other sufficient funding sources exist and can be drawn upon by the national education authority, in an emergency. ($) |
| #A5: Child-centered Risk Assessment is in place at all levels in the education sector | a) Hazard mapping and risk analysis information is available to the national education authority from national and sub-national authorities, is available at all levels for education sector planning  b) National/sub-national/school-level staff have guidance to assess hazards and risks  c) National/sub-national/school-lvel staff have the capacity to assess hazards and risks |
| #A6: Monitoring and Evaluation for CSS is underway | a) Data collection tools for Pillars 1, 2, and 3 are well-developed and used at the school and sub-national levels on an annual basis to monitor progress towards scaled, sustainable implementation.  b) Output indicator data on impacts of hazards on deaths, injuries, damage to education sector infrastructure, and long-term educational outcomes is systematically collected at national and sub-national levels and reported |

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**6. PILLAR 1: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum + data)

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| ***New school construction:*** *What existing policies, programs and norms govern safe school site selection, disaster-resilient school design and safer school construction? Who pays for schools? Who has what role in building them? How is school construction monitored? What are current status, quality, and needs? Are almost all new schools built to be disaster-resilient?* |
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| ***School retrofit, rehabilitation and replacement:*** *What existing policies programs and norms govern school retrofit, rehabilitation and replacement? What are the current status, quality and needs for school retrofit, rehabilitation and replacement:* |
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| ***Non-structural mitigation:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation. What are current status, quality, and needs?* |
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| ***Safe access:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation, and what is needed?* |
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| ***School maintenance, water and power:*** *What policies and norms govern school maintenance, how is it funded, and who does it? How adequate are school classroom and water and sanitation facilities in general? Do schools have adequate water and power?* |
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| ***IDPs & refugees:*** *Describe adequacy of schools in IDP or refugee camp situations, where they exist. Where IDP or refugee camp situations exist, describe adequacy of space available for schools, safe access. Who are key stakeholders and administrators?* |
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| **GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) | |
| **INPUT INDICATORS** | **MEASURES** |
| Target: Every new school built is safe one. | |
| #B1: Guidance and regulations are in place from appropriate authorities for safe school construction. This includes  a) safe school site selection  b) safe design, and  c) safe construction | Qualitative review |
| #B2: Safe school site selection, design and construction are monitored for compliance/enforcement by appropriate authorities | # and % of new school construction that is monitored for compliance with  a) safe school site selection  b) safe school design  c) safe school construction |
| Target: Existing schools are being made safer, systematically | |
| #B.3. A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools has been developed, and is being implemented. | a) estimated % of school stock that has been inventoried  b) estimated % of school stock covered by the risk assessment process.  c) # and % of unsafe school buildings have been identified. |
| #B.4 The prioritization plan for upgrading of existing unsafe schools is being resourced and implmented. | a) construction capacity, systems for monitoring and quality assurance and financial resources are allocated for completion of needed upgrading within a 20-year time-period.  b) # and % of unsafe school buildings upgraded each year. |
| #B5 Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of investments in public schools. | a) Education authorities provide guidance and skill-training for routine maintenance and for needed non-structural mitigation measures to reduce risks in all schools.  b) Roles and responsibilities for maintenance and non-structural mitigation are defined, documented and assigned.  c) Education authorities have identified budget for routine and deferred maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level. |
| #B6: Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year. | a) Disaster management and education authorities have identified those schools that are expected to be use as temporary evacuation centers for disasters with early warning, and as temporary collective centers or shelters in the event of major hazard impact.  b) Planning, support and capacity development are being provided at sub-national level to meet these needs. |

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**7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum)

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| ***School-based risk assessment and planning for risk reduction and educational continuity:*** *Briefly describe policies, practices and programs at sub-national, and school level for school-site level. Is SDM part of school-based management? To what extent do these involve children?* |
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| ***Physical and environmental risk reduction in schools:*** *To what extent are schools involved in physical and environmental risk reduction? (eg. implementation of early warning system, rainwater harvesting, non-structural mitigation, flood mitigation, cyclone mitigation, re-forestation, safeguarding materials, school gardens, solid waste management.)* |
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| ***Response-preparedness in schools:*** *To what extent are standard operating procedures provided and practiced for building and area evacuation, lockdown, shelter-in-place, and family reunification? What is the scope and quality of guidance for school drills, and how often are drills generally held? Do administrators and teachers have skills for organisation of post-disaster response?* |
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| ***Administrator and teacher capacity for school disaster management:*** *What type of education and training is available to teachers and administrators as far as school disaster management and what proportion have access to this? Are education personnel expected to be disaster service workers? Do they undertake their own household disaster preparedness?* |
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| ***Education in emergencies capacity:*** *Do tools exist for rapid damage and needs assessment for the education sector? Who is familiar with and can implement these tools? Do contingency plans exist for alternative sites, methods, and days of instruction to assure educational continuity? Are schools expected to be temporary shelters/collective centers? If so what are the limits on this, and what kind of support do schools get to cope with this? Are temporary learning facilities available, and if so, to what extent? Are alternative methods of learning available for disasters and emergencies? Is training available for psychosocial support?* |
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| **GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) | |
| **INPUT INDICATORS** | **MEASURES** |
| #C1: Education authorities have national and sub-national plans for education sector risk reduction and management, with focus on safety and security, educational continuity, and protection of education sector investments | a) National and sub-national plans are publicly available and are reviewed annually.  b) Plans include risk assessment, risk reduction, response preparedness, and educational continuity  c) Planing processes include inputs from children and youth [ ] yes [ ] no |
| #C2: Schools annually review school disaster risk reduction and management measures (eg. as part of school-based management and/or school improvement). | a) Education authorities provide common approach and guidance policies and procedures for all key elements of risk reduction, response and recovery  b) Total number and % of schools that have review school safety measures during the last academic year.  c) Students participate in these reviews  [ ] yes [ ] no |
| #C3: Education authority has established and guides a full simulation drill, held annually, at all levels, to practice response preparedness and to review rrm plans (based on expected scenarios), | a) % of schools participating  b) % of admin levels participating  c) Students participate in planning and review  [ ] yes [ ] no |
| #C4: Education authority has needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school based disaster risk reduction and management, at necessary scale. | a) Number and percentage of individuals accredited in DRRM through pre-service training programs  b) Number and percentage of new staff trained through  c) Number and percentage of individuals accredited in DRRM through in-service training programs  d) Number and percentage of individuals trained through on-site, and computer-aided instruction  e) Students participate in needs assessment and planning |

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**8. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS** (1 page)

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| ***Formal education:*** *Briefly describe any laws, policies or practice, and current status, quality and needs in relation to climate change adaptation, disaster risk reduction in curriculum. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education?* |
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| ***Informal education:*** *Briefly describe any laws, policies or practices and current status, quality and needs in relation to risk reduction and resilience in informal education. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education.* |
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| **GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) | |
| **INPUT INDICATORS** | **MEASURES** |
| #D1: National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education. | a) Set of consensus-based and evidence-based action-oriented key messages for personal, family, and household risk reduction has been adopted as foundation for public education |
| #D2: Education authority has infused climate-aware risk reduction and resilience education into regular curriculum. | a) Consensus based action-oriented key messages are used as a foundation for formal and non-formal education.  b) A full set of skills and competencies for risk reduction and resilience have been adopted at national level.  c) Number and % of schools that have included disaster risk reduction and management into formal and non-formal education in the last academic year.  d) Skills and competencies of students are assessed through measurable learning and RR outcomes. |
| #D3: Schools convey risk reduction and resilience education through non-formal education through participation in school disaster management, and through afterschool clubs, assemblies and extra-curricular activities. | a) Student participatory activities for engagement in household, school, and community risk reduction are available, and assessed, at school level (including involvement in Pillar 1 and 2 activities).  b) Student participatory activities for engagement in household, school, and community risk reduction are utilized, and assessed, at school level through formal and non-formal education (including in Pillar 1 and 2 activities). |
| #D4: Education authority has needs assessment, strategy, and implementation plan to develop teachers capacity for teaching risk reduction and resilience education | a) Number and percentage of individuals accredited in RRR Ed through pre-service training programs  b) Number and percentage of new staff trained through induction trainings  c) Number and percentage of individuals accredited in RRR Ed through in-service training programs  d) Number and percentage of individuals trained through on-site, and computer-aided instruction  e) Number of pre-service RRR Ed/CSS training programs developed at tertiary level. |
| #D5: Country has quality and quantity of RRR Education materials for implementation of risk reduction and resilience education at scale. | a) Quality criteria for development and review of RRR educational materials  b) Inventory of number and grade levels of educational materials meeting criteria and demonstrate effectiveness in RR&R outcomes  c) Quality educational materials are available and utilized at school level |
| #D6: Monitoring and Evaluation | a) Monitoring and evaluation of effectiveness is RRR educational programs is carried out in terms of student learning outcomes and RR&R outcomes.  b) Monitoring and evaluation of implementation is carried out to assess scaled,sustainable implementation |

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**9. TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY**

Any data or proxy data regarding CSS outcome targets

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| **GADRRR-ES and WISS Ad Hoc Committee on**  **Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) |
| **#1. Minimization in number of deaths and injuries due to hazard impacts on schools**  Over succeeding decades, the number and rate of deaths and injuries due to hazard impacts on people in schools is reduced.  Number and percentage of students, and staff who lost lives or were severely injured, and type of hazard (cause) is aggregated from school level data of all schools with any deaths or injuries.  Reported: annually, every 5-years, every 10 years (by hazard type or category)  Denominators: Total number of students and staff in schools with at least one injury or death. Total numbers of students and staff in affected geographic area. Calculate percentages of total affected.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | for [type of hazard] | | | | | | Deaths and injuries at school | deaths | | severe injuries | | |  | male | female | male | female | | students |  |  |  |  | | teachers and staff |  |  |  |  | |
| **#2. Educational continuity is maintained.**  Disparities due to intensive and extensive hazard impacts are measured and reduced.  Number and percentage of school days lost in calendar year due to intensive and extensive hazard impacts, reported by type of hazard. This is aggregated from school level data from sampled schools. Select sample schools from high, medium, and low hazard impact areas for extensive hazards, and following intensive hazard impacts.  Reported: annually, every 5-years, every 10 years.  Denominators: Normative number of school days per year. Normative number of teacher:student contact hours per years. Baseline school enrolment. Normative rate of student annual attendance per year.   |  | | --- | | # days of school closure due to hazard impacts | | # days of school closure made up through school calendar adjustments | | # students displaced from school for # days | | # hours reduction in school day for # days | | % Increase in average class size for # days | | # students relocation to temporary learning facilities | | School attendance sampled 5, 10, 20, 30, 40, 50, 60, 90, 120, 150, 180 school days after impact. and cohort at beginning of next school year. | | # students not returning to school | |
| **#3. Reduction in education sector investment losses to hazard impacts**  Financial impacts of hazard impacts on schools are reduced.  Number and percent of schools and classrooms destroyed and severally damaged due to intensive and extensive disaster impacts, and due to temporary use as shelters or collective centers, and cost of repairs or replacements are aggregated from school level data of all affected schools.  Reported: annually, every 5-years, every 10 years.  Denominators: Total number of schools and classrooms in affected schools and in affected geographic area.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | specific intensive hazard impacts | | non-specific extensive hazard impacts | | use of school as temporary shelter or collective center | | | |  | severely damaged | destroyed | severely damaged | destroyed | average # days | | range of # days | | # schools |  |  |  |  |  |  | | | # classrooms |  |  |  |  |  |  | | | estimated $ cost of repairs or replacement |  |  |  |  |  | | | | estimated $ cost of materials lost |  |  |  |  |  | | | |

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**10. APPENDICES:**

**EFA Global Monitoring Report 2013/4 Country Statistics**

(Country Data from statistical tables available at:

http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/statistics/statistical-tables/

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| **BACKGROUND** |  |
| DEMOGRAPHY |  |
| HIV & AIDS |  |
| GNP, AID AND POVERTY |  |
| ADULT ILLITERATES (15 and over) |  |

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| **EARLY CHILDHOOD CARE AND EDUCATION** |  |
| CHILD SURVIVAL |  |
| CHILD WELL-BEING |  |
| WOMEN'S EMPLOYMENT AND MATERNITY LEAVE |  |
| ENROLMENT IN PRE-PRIMARY EDUCATION |  |
| GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY AND OTHER ECCE PROGRAMS (%) |  |
| NET ENROLMENT RATION (NER) IN PRE-PRIMARY EDUCATION (%) |  |
| PRE-PRIMARY EDUCATION ADJUSTED NET ENROLMENT RATIO (ANER) (%) |  |
| PRE-PRIMARY SCHOOL LIFE EXPECTANCY |  |
| NEW ENTRANTS TO THE FIRST GRADE OF PRIMARY EDUCATION WITH ECCE EXPERIENCE (%) |  |

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| **ACCESS TO PRIMARY EDUCATION** |  |
| LEGAL GUARANTEE OF FREE EDUCATION |  |
| OFFICIAL PRIMARY SCHOOL AGE ENTRY (2011) |  |
| NEW ENTRANTS (000) |  |
| GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION (%) |  |
| NET INTAKE RATE (NIR) IN PRIMARY EDUCATION (%) |  |
| PRIMARY EDUCATION ADJUSTED NET INTAKE RATE (ANIR) (%) |  |
| SCHOOL LIFE EXPECTANCY |  |

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| **PARTICIPATION IN PRIMARY EDUCATION** |  |
| AGE GROUP 2011 |  |
| SCHOOL-AGE POPULATION (000) 2011 |  |
| ENROLMENT IN PRIMARY EDUCATION |  |
| ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT |  |
| GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%) |  |
| NET ENROLMENT RATIO (NER) IN PRIMARY EDUCATION (%) |  |
| ADJUSTED NET ENROLMENT RATIO (ANER) IN PRIMARY EDUCATION (%) |  |
| OUT-OF-SCHOOL CHILDREN (000) |  |

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| **INTERNAL EFFICIENCY:**  **REPETITION IN PRIMARY EDUCATION** |  |
| DURATION OF PRIMARY EDUCATION |  |
| REPETITION RATES BY GRADES IN PRIMARY EDUCATION (%) |  |
| REPEATERS, ALL GRADES (%) |  |
| NUMBER OF REPEATERS, ALL GRADES (000) |  |

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| **INTERNAL EFFICIENCY:**  **PRIMARY EDUCATION DROPOUTS AND COMPLETION** |  |
| DURATION OF PRIMARY EDUCATION |  |
| DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%) |  |
| DROPOUTS, ALL GRADES (%) |  |
| NUMBER OF EARLY SCHOOL LEAVERS, ALL GRADES (000) |  |
| SURVIVAL RATE TO GRADE 5 (%) |  |
| SURVIVAL RATE TO LAST GRADE (%) |  |
| GROSS INTAKE RATE TO LAST GRADE (%) |  |
| PRIMARY COHORT COMPLETION RATE (%) |  |

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| **PARTICIPATION IN SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION** |  |
| TRANSITION FROM PRIMARY TO SECONDARY GENERAL EDUCATION (%) |  |
| AGE GROUP: 2011 |  |
| SCHOOL-AGE POPULATION (000): 2011 |  |
| TOTAL ENROLMENT IN SECONDARY EDUCATION |  |
| ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT |  |
| ENROLMENT IN TECHNICAL AND VOCATIONAL EDUCATION |  |
| GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%) |  |
| NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%) |  |
| ADJUSTED NET ENROLMENT RATIO (ANER) IN SECONDARY EDUCATION (%) |  |
| OUT-OF-SCHOOL ADOLESCENTS (000) |  |
| INTERNAL EFFICIENCY |  |
| POST-SECONDARY NON-TERTIARY EDUCATION |  |

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| **TEACHING STAFF IN PRE-PRIMARY**  **AND PRIMARY EDUCATION** |  |
| PRE-PRIMARY EDUCATION |  |
| PRIMARY EDUCATION |  |
| PUPIL/TRAINED TEACHER RATIO |  |

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| **TEACHING STAFF IN SECONDARY EDUCATION** |  |
| SECONDARY EDUCATION |  |

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| **FINANCIAL COMMITMENT TO EDUCATION: PUBLIC SPENDING** |  |
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| **TRENDS IN BASIC OR PROXY INDICATORS TO MEASURE EFA GOALS 1, 2, 3, 4, AND 5** |  |
| GOAL 1 |  |
| GOAL 2 |  |
| GOAL 3 |  |
| GOAL 4 |  |
| GOAL 5 |  |
| GOAL 6 |  |