

GLOBAL CONSULTATION ON POST-2015 EDUCATION INDICATORS

Feedback form

Deadline for returning the feedback form: 30 January 2015

We want your feedback on a new proposal for post-2015 global education indicators prepared by the Technical Advisory Group (TAG), which includes experts from the EFA Global Monitoring Report, the OECD, UNESCO, the UNESCO Institute for Statistics (UIS), UNICEF and the World Bank. The proposed indicators correspond directly to the education goals and targets identified in the Muscat Agreement and by the Open Working Group.

We welcome your comments in this questionnaire. You can respond in two ways:

- by answering any or all of the four general questions at the start of the survey;
- to any or all of the specific indicators presented in tables.

To participate, you must submit the questionnaire

Please focus your comments on the proposed indicators and **not the goals and targets**, which were already the subject of extensive consultations among governments and civil society organizations.

Please submit your feedback by email to uis.publications@unesco.org. In view of the expected number of comments, we may not be able to respond to individual comments received. Please send any consolidated feedback that summarises the results of consultations with groups of stakeholders to the same email address in its original format.

This consultation will close on 30 January 2015. All comments (unless otherwise indicated) will be made publicly available on the UIS website as well as in a synthesis report that will be used by the TAG to submit a final proposal of indicators to the World Education Forum in May 2015. The final proposal will also lay the foundations for further discussions at the UN General Assembly in September 2015.

We also encourage readers to discuss the proposed indicators on Twitter, referencing #Education2015, although this communication is not a substitute for sending comments by email to the UIS.

Contact information for the participant

Name: [Click here to enter text.](#)

Organization: [Click here to enter text.](#)

Do you want your comments to be made publicly available? **YES** **NO**

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We invite the international education community to respond to the following:

1. For each target, does the report identify the best indicators that are most aligned with the concept and are already being tracked in a large number of countries?

[Click here to enter text.](#)

2. What new indicators could be developed to be more closely aligned with the proposed targets and have the potential to be globally comparable?

[Click here to enter text.](#)

3. For each target, please identify or propose the two most important indicators.

[Click here to enter text.](#)

4. Are there key issues that the document has not addressed in a satisfactory way or other issues that also need to be taken into consideration?

[Click here to enter text.](#)

5.1 Early Childhood

EFA SC Target 1		<i>By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalised</i>			
Early childhood		OWG Target 4.2			
OWG Target 4.2		<i>By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</i>			
Concept	Indicator	Alignment with concept	Data availability	Comments	
Readiness for primary school	1. Early Childhood Development Index (ECDI)	Moderate: ECDI may not capture range of readiness in some contexts.	ECDI collected through Multiple Indicator Cluster Surveys (MICS) for about 30 developing countries.	Click here to enter text.	
	2. Under five mortality rate (%) (U5MR)	High: Mortality rates are a reliable indicator of the overall health and well-being of young children.	U5MR collected through household surveys (Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), national household surveys etc.). Estimates for 2012 available for nearly all countries.	Click here to enter text.	
	3. Under five stunting rate (%) (U5SR)	High: Stunting is strongly associated with learning outcomes throughout the school years.	U5SR collected through household surveys (Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), national household surveys etc.). Estimates available for about 85 developing countries (at least once in the period 2008-2012).	Click here to enter text.	
	4. Percentage of children under 5 years experiencing responsive, stimulating parenting in safe environments (%)	High	Multiple Indicator Cluster Surveys (MICS) collects information on the quality of children's home environments through its household surveys.	Click here to enter text.	

EFA SC Target 1		<i>By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalised</i>		
Early childhood		<i>By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</i>		
OWG Target 4.2				
Concept	Indicator	Alignment with concept	Data availability	Comments
Participation in early childhood development, care and pre-primary education	5. Participation rate in organized learning (3- to 4-year-olds)	Moderate: Participation is relatively well covered in pre-primary education but less so in other programmes. Even in household surveys participation in other early childhood development and care programmes is not well understood by respondents and may be under-reported.	Data on enrolment by age collected through household surveys (e.g. Multiple Indicator Cluster Surveys (MICS) and some Demographic and Health Surveys (DHS), as well as national household surveys). Indicator currently available from MICS/DHS for approximately 60 developing countries (countries participating at least once in the period 2005-2012). DHS does not systematically collect data on pre-primary education.	Click here to enter text.
	6. Gross pre-primary enrolment ratio (%)	Moderate: Participation in pre-primary education is relatively well covered.	Administrative data on enrolment in pre-primary by sex are collected annually in most countries. Indicator estimated to be available for at least 165 countries (at least once in the period 2008-2012).	Click here to enter text.

Early childhood		EFA SC Target 1	<i>By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalised</i>		
		OWG Target 4.2	<i>By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Quality of early childhood development, care and pre-primary education	7.	Child-educator ratio/Pupil-teacher ratio (PTR)	Low: Indicator not necessarily predictive of quality or child outcomes based on existing research.	Administrative data on teachers and pupils in pre-primary education are collected annually in most countries. Ratios may be over-estimated if children typically attend for less than the working day of educators. PTR in pre-primary education estimated to be available for at least 120 countries (at least once in the period 2008-2012).Data on staff in other early childhood development and care programmes may not be available in many countries. It is difficult to distinguish teachers from other staff in such settings. The number of countries for which child-educator ratios for other types of early childhood development and care programmes are available is unknown.	Click here to enter text.

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Early childhood		OWG Target 4.2		
OWG Target 4.2		<i>By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</i>		
Concept	Indicator	Alignment with concept	Data availability	Comments
	8. Percentage of children receiving at least one year of a quality pre-primary education programme	Low: Indicator not necessarily predictive of quality or child outcomes based on existing research.	Data on policies that likely affect quality in Early Childhood Development (ECD) can be extrapolated from the ECD module of the System Approach for Better Education Results (SABER-ECD). More work is needed to develop indicators of quality in settings.	Click here to enter text.
One year of free and compulsory pre-primary	9. Countries with one year of free and compulsory pre-primary education in legal/institutional frameworks	Moderate/Low: Legal frameworks are not always implemented in practice. Where they are, the degree of alignment would be higher.	A small but growing number of countries have made some or all pre-primary education compulsory and free from tuition fees. However, the actual number of countries is unknown. For the indicator, it may be necessary to separate 'free' and 'compulsory' components in order to better monitor changes.	Click here to enter text.

5.2 Primary and Secondary education

Primary and secondary education		EFA SC Target 2	<i>By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised</i>		
Primary and secondary education		OWG Target 4.1	<i>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</i>		
Concept	Indicator	Alignment with concept	Data availability	Comments	
Achievement of relevant learning outcomes	Percentage of children who achieve minimum proficiency standards relevant to their age group/grade in reading and mathematics at the end of:	High: Direct assessment of reading and mathematics skills.	Indicators of learning outcomes in reading and mathematics are available from national, regional and international assessments for:		
	10. Grade 2		ca. 35 countries from regional assessments ca. 60 countries from Early Grades Reading and Mathematics Assessments (EGRA/EGMA)	Click here to enter text.	
	11. Primary school		ca.50 countries from the Programme in International Reading Literacy Study (PIRLS)	Click here to enter text.	
	12. Lower secondary school		ca.70 countries from the Programme for International Student Assessment (PISA) ca.65 countries from the Trends in International Mathematics and Science Study (TIMSS)	Click here to enter text.	
	13. Upper secondary school		ca. 10 countries from the Trends in International Mathematics and Science Study (TIMSS)	Click here to enter text.	

Primary and secondary education		EFA SC Target 2		<i>By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised</i>	
		OWG Target 4.1		<i>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</i>	
Concept	Indicator		Alignment with concept	Data availability	Comments
Completion of primary and secondary education	14.	Gross intake ratio to the last grade of primary education (primary completion rate)	Moderate: Indicator is a measure of first-time entry to the last grade of primary education.	Available for at least 150 countries. Indicator is presented as a percentage of the population at the official age for entry into the last grade. It is a gross measure and can exceed 100%.	Click here to enter text.
	15.	Primary education attainment rate (% of cohort aged 3-7 years above official primary school age)	High: Indicators measure the percentage of a cohort of children/young people who have completed the relevant cycles of education.	Over a five-year period, the indicator is available for at least 95 out of 137 low- and middle-income countries (or 70%). Requires data from household surveys and is therefore not available annually. Attainment indicators are collected for children above the official school age so there are time lags relative to policy changes (i.e. they do not reflect current situation).	Click here to enter text.
	16.	Gross intake ratio to the last grade of lower secondary general education	Moderate: Indicator is a measure of first-time entry to the last grade of lower secondary education.	Available for at least 150 countries. Indicator is presented as a percentage of the population at the official age for entry into the last grade. It is a gross measure and can exceed 100%.	Click here to enter text.

Primary and secondary education		EFA SC Target 2		<i>By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised</i>	
		OWG Target 4.1		<i>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</i>	
Concept	Indicator	Alignment with concept	Data availability	Comments	
	17. Lower secondary education attainment rate (% of cohort aged 3-7 years above official lower secondary school age)	High: Indicators measure the percentage of a cohort of children/young people who have completed the relevant cycles of education.	Requires data from household surveys and are therefore not available annually. Attainment indicators are collected for young people above the official school age so there are time lags relative to policy changes (i.e. do not reflect current situation).	Click here to enter text.	
	18. Gross intake ratio to the last grade of upper secondary education (secondary completion rate)	Moderate: Indicator is a measure of first-time entry to the last grade of upper secondary education.	Not currently available as multiple streams (including technical and vocational education) make it difficult to identify the last grade of secondary education. Could be calculated for the last grade of general education but in some countries the majority of upper secondary provision is technical/vocational so the indicator would substantially under-estimate completion.	Click here to enter text.	
	19. Upper secondary education attainment rate (% of cohort aged 3-7 years above official upper secondary school age)	High: Indicators measure the percentage of a cohort of children/young people who have completed the relevant cycles of education.	Requires data from household surveys and are therefore not available annually. Attainment indicators are collected for young people above the official school age so there are time lags relative to policy changes (i.e. do not reflect current situation).	Click here to enter text.	

Primary and secondary education	EFA SC Target 2		<i>By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised</i>		
	OWG Target 4.1		<i>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Access and participation in primary and secondary education	20.	Children who were never in school (% of cohort aged 3-6 years above official primary school age)	High: Indicator highlights older children who did not go to school.	Over a five-year period, the indicator is available for at least 95 out of 137 low- and middle-income countries (or 70%). Most high-income countries possess this information.	Click here to enter text.
	21.	Number of out-of-school children and adolescents	High: Indicators focus on the primary and lower secondary age groups who are not at least in primary education.	Numbers of out-of-school (OOS) children and OOS adolescents are estimated on the basis of administrative data on enrolment by age and sex reported annually by some 160 countries at the primary level and 125 at the lower secondary level.	Click here to enter text.
	22.	Primary adjusted net enrolment rate	Moderate: measures participation in education of relevant age groups.	Requires same data as for the out-of-school children.	Click here to enter text.
	23.	Lower secondary total net enrolment rate	Moderate: measures participation in education of relevant age groups.	Requires same data as for the out-of-school adolescents.	Click here to enter text.
	24.	Gross enrolment ratio in secondary education	Moderate: measures overall participation in secondary education.	Available for ca. 170 countries.	Click here to enter text.

Primary and secondary education		EFA SC Target 2		<i>By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised</i>	
		OWG Target 4.1		<i>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</i>	
Concept	Indicator		Alignment with concept	Data availability	Comments
Quality of primary and secondary education	25.	Pupil-teacher ratio (by level of education)	Low: Indicators not necessarily predictive of quality.	Administrative data on teachers and pupils by level of education are collected annually by most countries. PTRs are estimated to be available for at least 175 countries at the primary level and 130 at the lower secondary level.	Click here to enter text.
Nine years of free and compulsory basic education	26.	Countries with nine years of free and compulsory basic education in legal/institutional frameworks	Moderate: Legal frameworks are not always implemented in practice. Where they are, the degree of alignment would be higher.	All countries have information on their national (where appropriate sub-national) laws on education provision. ca. 145 countries have laws providing at least nine years of compulsory education (after pre-primary).	Click here to enter text.

5.3 Skills

Skills	EFA SC Target 4		<i>By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalised</i>		
	OWG Target 4.3		<i>By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</i>		
	OWG Target 4.4		<i>By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Knowledge and skills for employment, decent work and entrepreneurship	27.	Percentage of youth/adults with problem-solving skills	Low/Moderate: The concept of problem-solving skills as currently measured may not be equally applicable across different country contexts in terms of its application to employment, decent work and entrepreneurship: - the Programme for the International Assessment of Adult Competencies (PIAAC) measures skills in 'technology-rich environments' - the Programme for International Student Assessment (PISA) measures students' cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious.	The OECD PIAAC assesses the proficiency of youth and adults in problem solving in 33 countries. The OECD PISA from 2012 onwards assessed creative problem-solving skills, openness to novelty, tolerance of doubt and uncertainty, and ability to use intuition to initiate a solution in 44 countries.	Click here to enter text.
	28.	Percentage of youth/adults who are computer and information literate	Low/Moderate: The concept of computer and information literacy is neither necessary nor sufficient for access to the labour market in many parts of the world.	The IEA International Computer and Information Literacy Study (ICILS) will assess these skills in 20 countries.	Click here to enter text.

Skills	EFA SC Target 4		<i>By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalised</i>		
	OWG Target 4.3		<i>By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</i>		
	OWG Target 4.4		<i>By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Participation in technical and vocational, upper secondary and tertiary education and training	29.	Upper secondary education gross enrolment ratio	Moderate: measures participation of relevant cycle of education but is not closely linked to the acquisition of skills for decent work and life which can also be acquired at lower levels of education.	Available for ca. 160 countries.	Click here to enter text.
	30.	Tertiary education gross enrolment ratio		Available for ca. 145 countries.	Click here to enter text.
	31.	Participation rate in technical and vocational programmes (15- to 24-year-olds)		Not currently calculated in this way. Data on the share of technical and vocational enrolment in upper secondary education is available for ca. 135 countries.	Click here to enter text.
	32.	Percentage of youth not in education, employment or training (18- to 24-year-olds)	Moderate: measures lack of participation in education, employment or training but is not closely linked to the inability to acquire skills for decent work and life. Furthermore, the concept of employment varies considerably across countries.	ILO reports on the indicator mainly for high-income countries.	Click here to enter text.
	33.	Participation rate in education and training over the past 12 months (25- to 64-year-olds)	Moderate: measures participation in education/training but is not closely linked to the acquisition of skills for decent work and life. Furthermore, there are varying definitions of adult education and training across countries.	The European Union's Adult Education Survey collects relevant data in a consistent way across 30 countries.	Click here to enter text.
	34.	Upper secondary attainment rate (25- to 64-year-olds)			Click here to enter text.

5.4 Equity

Equity	EFA SC Targets 1, 2 and 4	<i>... with particular attention to gender equality and the most marginalised</i>			
	EFA SC Target 3	<i>... with particular attention to girls and women and the most marginalised</i>			
	OWG Target 4.5	<i>By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</i>			
Concept	Indicator	Alignment with concept	Data availability	Comments	
Equity in access to education	Example: lower secondary education attainment rate				
	Gender				
	35.	(Relative) Parity Index: female attainment rate/male attainment rate	High		Click here to enter text.
	36.	(Absolute) Range: difference between male and female attainment rates			Click here to enter text.
	Wealth				
	37.	(Relative) Parity Index: poorest 20% attainment rate/richest 20% attainment rate	Moderate/High: Other characteristics can also be used to capture marginalisation or vulnerability.		Click here to enter text.
38.	(Absolute) Range: difference between attainment rates of richest and poorest 20%	Click here to enter text.			

Equity	EFA SC Targets 1, 2 and 4		<i>... with particular attention to gender equality and the most marginalised</i>		
	EFA SC Target 3		<i>... with particular attention to girls and women and the most marginalised</i>		
	OWG Target 4.5		<i>By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</i>		
Concept	Indicator	Alignment with concept	Data availability	Comments	
Equity in education outcomes	Example: learning outcomes at the end of lower secondary school				
	Gender				
	39.	(Relative) Parity Index: percentage of females achieving minimum learning outcomes/percentage of males achieving minimum learning outcomes	High	Depends on availability of learning outcome surveys; otherwise information on gender is routinely collected as part of such surveys.	Click here to enter text.
	40	(Absolute) Range: difference between males and females achieving minimum learning outcomes			Click here to enter text.
	Wealth				
	41.	(Relative) Parity Index: percentage of poorest 20% achieving minimum learning outcomes/percentage of richest 20% achieving minimum learning outcomes	Moderate/High: Other characteristics can also be used to capture marginalisation or vulnerability.	Depends on availability of learning outcome surveys; otherwise information on wealth is collected as part of such surveys.	Click here to enter text.
	42.	(Absolute) Range: difference between richest and poorest 20% achieving minimum learning outcomes			Click here to enter text.

5.5 Literacy and Numeracy

Literacy and numeracy		EFA SC Target 3	<i>By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalised</i>		
		OWG Target 4.6	<i>By 2030, all youth and at least x% of adults, both men and women, achieve literacy and numeracy</i>		
Concept	Indicator	Alignment with concept	Data availability	Comments	
Proficiency in literacy/numeracy to fully participate in society	43. Percentage of youth and adults proficient in literacy skills	High	The OECD Programme for the International Assessment of Adult Competencies (PIAAC) assesses the proficiency of youth and adults in literacy and numeracy in 33 mostly high-income countries. The World Bank's Skills Towards Employment and Productivity (STEP) has collected similar information in (urban areas of) 13 low- and middle-income countries.	Click here to enter text.	
	44. Percentage of youth and adults proficient in numeracy skills	High		Click here to enter text.	
	45. Youth/adult literacy rate	Low: The indicator does not measure skills in terms of proficiency or ability to participate fully in society.	A simple measure of literacy, i.e. the ability to read and write a simple sentence, usually self-reported, is collected regularly (but not annually) by about 155 countries in household surveys and censuses and reported to the UIS. Few developed countries collect similar information.	Click here to enter text.	

Literacy and numeracy	EFA SC Target 3		<i>By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalised</i>		
	OWG Target 4.6		<i>By 2030, all youth and at least x% of adults, both men and women, achieve literacy and numeracy</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Participation in literacy/numeracy programmes	46.	Participation rate in literacy programmes over the past 12 months (as % of illiterate 25- to 64-year-olds)	High	Not currently available at the international level. Administrative data on participants in literacy and numeracy programmes are not collected regularly at the international level. Demographic and Health Surveys (DHS) include a question on participation in adult literacy programmes.	Click here to enter text.

5.6 Global citizenship and sustainability

Global citizenship and sustainability	EFA SC Target 5		<i>By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development</i>		
	OWG Target 4.7		<i>By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Knowledge and skills for sustainable peaceful societies	47.	Percentage of 15-year-old students showing proficiency in knowledge of global issues including knowledge of environmental science and geoscience	Moderate: Knowledge is seen as an important component but does not cover the full concepts of Global Citizenship Education (GCE) or Education for Sustainable Development (ESD).	The Programme for International Student Assessment in 2006 (PISA 2006), administered in 57 countries, estimated an “environmental science performance index.” The International Civic and Citizenship Education Study 2009 (ICCS 2009), which included 38 countries, contains workable items for larger-scale tracking that will require validation in developing world settings. ICCS 2016 will provide globally-comparable data on civic knowledge and engagement, and students’ roles in peaceful functioning of schools.	Click here to enter text.

Global citizenship and sustainability	EFA SC Target 5		<i>By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development</i>		
	OWG Target 4.7		<i>By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Values and attitudes for sustainable peaceful societies	48.	Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance	Moderate: Covers important values and attitudes but is not comprehensive.	ICCS 2009; see notes above.	Click here to enter text.
	49.	Percentage of adults who respond positively to the statement: "Protecting the environment should be given priority even if it causes slower economic growth and some loss of jobs"	Moderate: Covers important values and attitudes but is not comprehensive.	World Values Survey 2012, which has included over 100 countries in various survey waves, contains items on values and attitudes on environmental protection, views on citizenship, freedom of information, and global awareness. These items will also require further validation and testing for youth and in developing world settings.	Click here to enter text.
Global citizenship education (GCE)	50.	Percentage of 13-year-old students participating in citizenship education	Moderate: Participation in citizenship education is only one component of GCE/ESD.	ICCS 2009; see notes above. The inclusion of classroom characteristics relevant to GCE/ESD (i.e. openness of classroom dialogue) can also be considered. PISA 2018 will incorporate an assessment of global competence, which may cover knowledge and skills, attitudes, and dispositions towards global issues as well as aspects of global employability and mobility of young people.	Click here to enter text.

5.7 Means of implementation: School environment

Means of implementation: School environment		OWG MOI Target 4.a	<i>Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</i>		
Concept	Indicator	Alignment with concept	Data availability	Comments	
Availability of education facilities and resources	51. Average size of single grade classes in primary schools	Low/Moderate: The indicator is not necessarily predictive of the overall quality of school environments.	Available for 26 African countries in UIS database.	Click here to enter text.	
	52. Access to basic services (electricity, potable water and toilets)	Moderate: Indicators measure the availability of facilities and services essential for healthy and effective learning environments.	Available for 41 African countries in UIS database.	Click here to enter text.	
Disability and gender sensitiveness, safety, inclusiveness and effectiveness of school environments	53. Percentage of students with a sense of belonging and inclusion at school	Low/Moderate: Indicators address important aspects of school inclusiveness but not comprehensive.	Available for: 65 countries from PISA 2012. 72 countries from GSHS between 2003 and 2012. 43 countries in Europe and North America from HBSC in 2009/2010.	Click here to enter text.	
	54. Percentage of students experiencing bullying		Available for: 72 countries from GSHS between 2003 and 2012. 43 countries in Europe and North America from HBSC in 2009/2010. Available for 16 countries in Latin America and the Caribbean that participated in SERCE in 2006/2007.	Click here to enter text.	
	55. Percentage of schools that meet child-friendly school standards: 1) inclusive of all children; 2) academically effective and relevant; 3) healthy, safe and protective; 4) gender-responsive; and 5) involved with students, families and communities	High: While the indicators cover all the key aspects of the target, what each dimension entails and encompasses may greatly vary from country to country and thus not be suitable for cross-country comparison.	No cross-nationally comparable data are available although at least 94 countries have adopted quality standards for primary education based on child-friendly schools (CFS) or on similar models.	Click here to enter text.	

5.8 Means of implementation: Scholarships

Means of implementation: Scholarships

OWG MOI Target 4.b

By 2020, expand by x% globally the number of scholarships for developing countries in particular Least Developed Countries (LDCs), Small Island Developing States (SIDS) and African countries to enrol in higher education, including vocational training, information and communication technology (ICT), technical, engineering and scientific programmes in developed countries and other developing countries

Concept	Indicator	Alignment with concept	Data availability	Comments
Number of scholarships	56. Volume of Overseas Development Assistance (ODA) flows for scholarships	Low: Indicator addresses one aspect of scholarships (financing) but not the number as demanded by the target	Data on ODA flows for scholarships are collected annually by the OECD Development Assistance Committee and cover financial aid awards and contributions to training costs for students and trainees from developing countries. Financial aid awards include bilateral grants to students registered for systematic instruction in private or public institutions of higher education to follow full-time studies or training courses in the donor country. Training costs relate to contributions for trainees from developing countries receiving mainly non-academic, practical or vocational training in the donor country.	Click here to enter text.

5.9 Means of implementation: Teachers

Means of implementation: Teachers	EFA SC Target 6		<i>By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well supported teachers</i>		
	OWG MOI Target 4.c		<i>By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially Least Developed Countries (LDCs) and Small Island Developing States (SIDS)</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Qualified teachers	57.	Percentage of teachers qualified according to national standards (by level)	Moderate to high: Concept is very well-aligned but cross-national comparisons can be weak as national standards can vary widely between countries.	Not currently at the international level. Countries to report on the number of qualified teachers by sex and level of teaching on an annual basis from 2014.	Click here to enter text.
	58.	Pupil-qualified teacher ratio	Moderate: Indicator measures the availability of (qualified) teachers to learners but does not assess the quality of teaching delivered.	PQTR is not available currently at the international level. Administrative data on teachers and pupils by level of education are reported annually by countries to the UIS. Countries report numbers of qualified teachers by sex and level of teaching on an annual basis from 2014.	Click here to enter text.

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Concept	Indicator		Alignment with concept	Data availability	Comments
Professionally trained teachers	59.	Percentage of teachers trained according to national standards (by level)	Moderate to high: Concept is very well-aligned but cross-national comparisons can be weak as national standards can vary widely between countries.	The indicators are available for ca. 105 countries at the primary level and ca. 50 countries at the upper secondary level. Administrative data on trained teachers by level of education (pre-primary to post-secondary non-tertiary) are reported annually by countries to the UIS.	Click here to enter text.
	60.	Pupil-trained teacher ratio	Moderate: Indicator measures the availability of trained teachers to learners but does not assess the quality of teaching delivered.	Not currently at the international level but can be calculated from the reported data. Administrative data on pupils and trained teachers by level of education (pre-primary to post-secondary non-tertiary) are reported annually by countries to the UIS.	Click here to enter text.

Means of implementation: Teachers	EFA SC Target 6		<i>By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well supported teachers</i>		
	OWG MOI Target 4.c		<i>By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially Least Developed Countries (LDCs) and Small Island Developing States (SIDS)</i>		
Concept	Indicator		Alignment with concept	Data availability	Comments
Motivated teachers	61.	Average teacher salary relative to other professionals	Low: The financial return is one element of teacher motivation but does not guarantee motivated teachers.	Not currently at the international level. Data on actual salaries of teachers and other professionals are not readily available. Indicators comparing two different professions will be affected by (a) differences in qualifications/experience required by each profession and (b) differences in typical working time or contract types. It may be necessary to limit the comparison to full-time staff only. Data on statutory salaries are easier to collect and compare, though it can be difficult to identify comparable professions which also have statutory salary scales. Teachers' statutory salaries can be standardised to some extent by expressing as a % of GDP per capita.	Click here to enter text.
	62.	Status of school climate and other learning environment factors associated with teacher motivation	Moderate to low	School climate and other learning environment factors associated with teacher motivation monitored by the Teaching and Learning International Survey (TALIS) in 34 countries.	Click here to enter text.

Means of implementation: Teachers	EFA SC Target 6		<i>By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well supported teachers</i>		
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Concept	Indicator		Alignment with concept	Data availability	Comments
Well-supported teachers	63.	Incidence of in-service training	Moderate to low: Professional development could be considered one part of support	Not currently available at the international level.	Click here to enter text.

5.10 Means of implementation: Finance

Means of implementation: EFA SC Target 7 Finance		<i>By 2030, all countries allocate at least 4%-6% of their gross domestic product (GDP) or at least 15%-20% of their public expenditure to education, prioritising groups most in need; and strengthen financial cooperation for education, prioritising countries most in need</i>			
Concept	Indicator	Alignment with concept	Data availability	Comments	
Public expenditure on education	64.	Public expenditure on education as percentage of GDP	High: In relation to target, but weak as an indicator of government commitment to education.	Available for ca. 145 countries.	Click here to enter text.
	65.	Public expenditure on education as percentage of total public expenditure	High: A robust indicator of government commitment to education.	Available for ca. 145 countries.	Click here to enter text.
Financial cooperation for education	66.	Total aid to education	High: Directly measures one of the elements of the target.	Available for most low-income countries.	Click here to enter text.
	67.	Total aid to basic education	High: Directly measures one of the elements of the target.	Available for most low-income countries.	Click here to enter text.
Countries most in need	68.	Percentage of total aid to education in low-income countries	Moderate: The percentage does not capture whether aid reaches countries most in need.	Available for most low-income countries.	Click here to enter text.
	69.	Percentage of total aid to basic education in low-income countries	Moderate: The percentage does not capture whether aid reaches those populations most in need within the countries.	Available for most low-income countries.	Click here to enter text.
Prioritisation of groups most in need	70.	Share of public expenditure on education received by poorest quintile	Low/Moderate: The share is determined by the percentage of children attending different levels of education and does not take into account explicit attempts to target resources to the poorest households.	The indicator would be derived from household surveys (identifying participation by level of education and by sector) and public expenditure data (by level).	Click here to enter text.