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THE SCIENCE OF IMPROVING LIVES

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education

Household Survey Guidelines on Education

for use in the context of the IHSN Question Bank (Appendices 1 to 4)

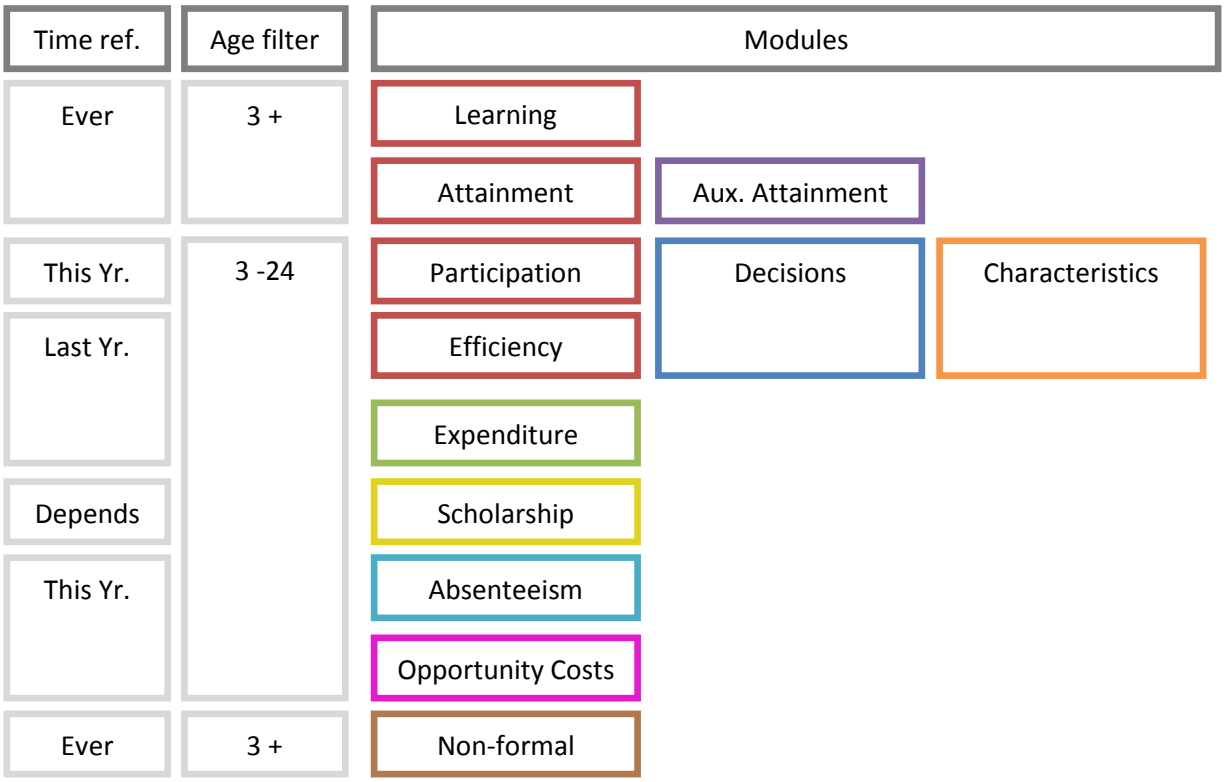
EPDC Working Paper No. EPDC-09-04

December 2009

APPENDIX 1: FLOW OF MODULES AND MODULE QUESTIONS

In this diagram, the four red modules are the core modules recommended for inclusion in every household survey. Modules represented in other colors are auxiliary modules that may be added or dropped at the discretion of the questionnaire designer. Modules ranging to the right of the core modules are modules that are inserted into the core when added. Modules ranging downwards from the core are modules that are added serially. On the left side of the diagram, grey squares represent the time reference of the modules (ie what timeframe are we asking respondents to consider when answering the question), and the age range of household members who are the subject of the questions.

In arranging the flow of the modules, the following factors were taken into consideration: gathering information needed for a thoughtful transition from module to module, minimizing the number of transitions across time reference and filtering groups, prioritizing the most important questions first.



As discussed in the **Error! Reference source not found.** section, if literacy and numeracy data are to be gathered through self-assessment, then the learning module should come at the beginning of the core modules (as illustrated above). If literacy and numeracy data are to gathered through direct assessment, the assessment could be placed at the beginning of the core education module (as illustrated above), or could be attached to a non-education portion of the questionnaire that directly-interviews household members.

A note on question labels and variable labels

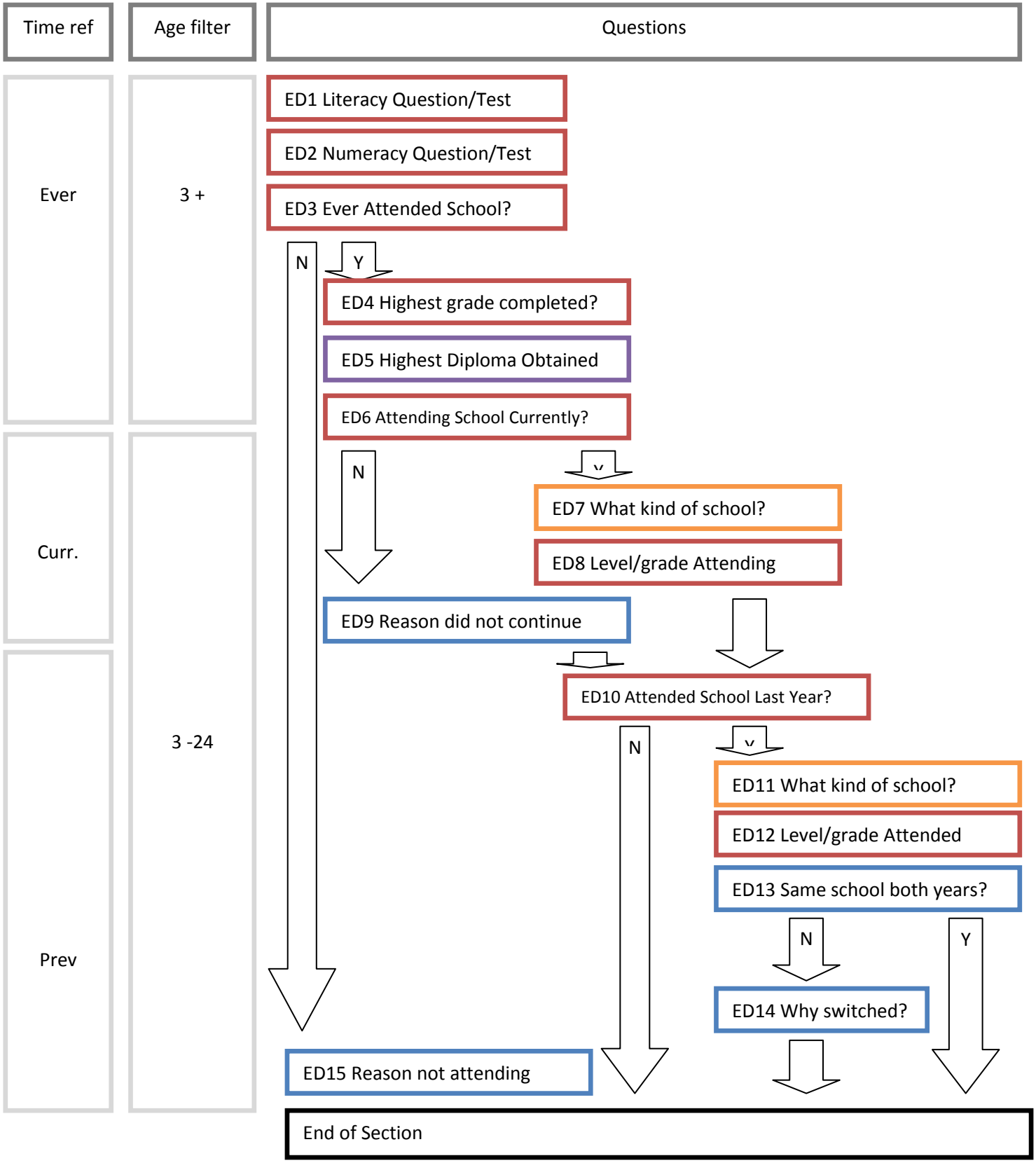
A simple labeling convention is used so that it is clear how variables relate to questionnaire questions. Primary variables – that is, variables whose values are derived directly from question responses – have labels that begin with the letters 'ED' followed by the number their corresponding question. Primary variables are numbered in the order in which their question would appear in a questionnaire that includes all of modules recommended in this report. In the questionnaire flow maps that follow, each question description is preceded by the variable code that corresponds to it. In order to ensure continuity in the analysis and processing of datasets, the variables should retain the same labels regardless of the number of modules included in the questionnaire for any particular survey.

The 'Educational Expenditure' and 'Scholarship' modules are intended to allow a questionnaire developer to add, remove, or modify elements of the module as necessary. To allow for this, the labels used in these modules take on a slightly different structure. In 'Educational Expenditure,' for example all labels begin with 'ED16,' followed by a letter representing each expenditure category, and then a number to represent the first, second, or third component of the question pertaining to that category. For example, the first expenditure category (let's say it is 'School Fees'), ED16A1 would represent the response to the question '… did this household spend money on School Fees…', ED16A2 would represent the response to the question 'How much?', and ED16A3 would represent the response to the question about the time period reference for ED16A2. For the next expenditure category the variable labels would be ED16B1, ED16B2, ED16B3, and so on.

In the 'Scholarship' module there is a two-question sequence for each specific scholarship program covered in the questionnaire, and the questionnaire developer can add two-question sequences to gather information about additional scholarship programs. In this module, ED17A1 will correspond to the first question in the sequence, and ED17A2 will correspond to the second; if additional scholarship programs are referenced the variables would be ED17B1 & ED17B2 respectively for the second scholarship program, and so forth.

Secondary variables are variables that do not correspond directly to a question in the questionnaire, but rather are calculated or derived from one or more primary variables. The labels for these variables begin with 'ED' followed by an underscore and a descriptive word. For example, ED_AdjustedAge is the derived variable for a pupil's age at the beginning of the school year.

CORE module (Red) plus three optional modules: **Decisions on Education** (Blue), **School Characteristics** (Orange), **Auxiliary Attainment** (Purple). Questions are not reproduced precisely here.



Expenditure (ED16A1 – ED16X3)

I would like to continue asking about NAME and his/her schooling during the YYYY-1 [previous] school year. I am interested in learning more about what kinds of things your household spent money on for NAME's schooling last year, and how much money was spent on each thing.
During the full YYYY-1 school year, did this household spend money on XXXX for NNNN's education?
How much?
Was this amount spent Daily, Weekly, Monthly, Each Term, School Year?

Response Codes: Yes.....1 No.....2 Don't Know.....3

Time Codes: Daily.....1 Weekly....2 Monthly..3 Each term....4 Each year.....5 Don't know..6

ID	Tuition and required fees			Parents Association Fees			School uniform and other required clothing			Text Books			Other Educational Materials			Meals			Transportation			Boarding			Other Educational Expenses		
	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit	Y/N	Kwacha	Time Unit

Scholarship

As discussed in the report, timeframe, filtering, and precise wording of questions covered in this section must be modified to reflect the nature of the scholarship program being investigated. If scholarship questions use a different timeframe than the module that precedes it, then it is essential that guiding language is included to alert the survey respondent to the school year they are now being asked to consider (note that this will vary depending on what timeframe is selected for this sequence of questions). Guiding language might appear as follows:

I would like to ask about NAME and his/her schooling during the YYYY [current] school year. Now I am interested in asking about some programs you may have heard about.

ED17A1 Have you heard about a program called 'Free Lunch at School' program?

N

Y

ED17A2 During the YYYY school year, Did NAME get free lunches through the 'Free Lunch at School' program?

Absenteeism

ED18 Over the full YYYY [most recent] School Year, what is the approximate total number of school days that NAME did not attend

0

>1

ED19 What was the main reason for the NAMES's longest absence from school during the YYYY [current] school year?

Opportunity Costs of Education

ED20 During the YYYY [current] school year, was NAME a day student or a boarding student at school?

Day student

ED21 On a typical day during the YYYY [CURRENT] school year, how much time did it take for NAME to travel directly (one way) from this household to the school NAME was attending?

ED22 On a typical day during the YYYY [CURRENT] school year, how did NAME to travel from this household to the school NAME was attending?

Boarding Student

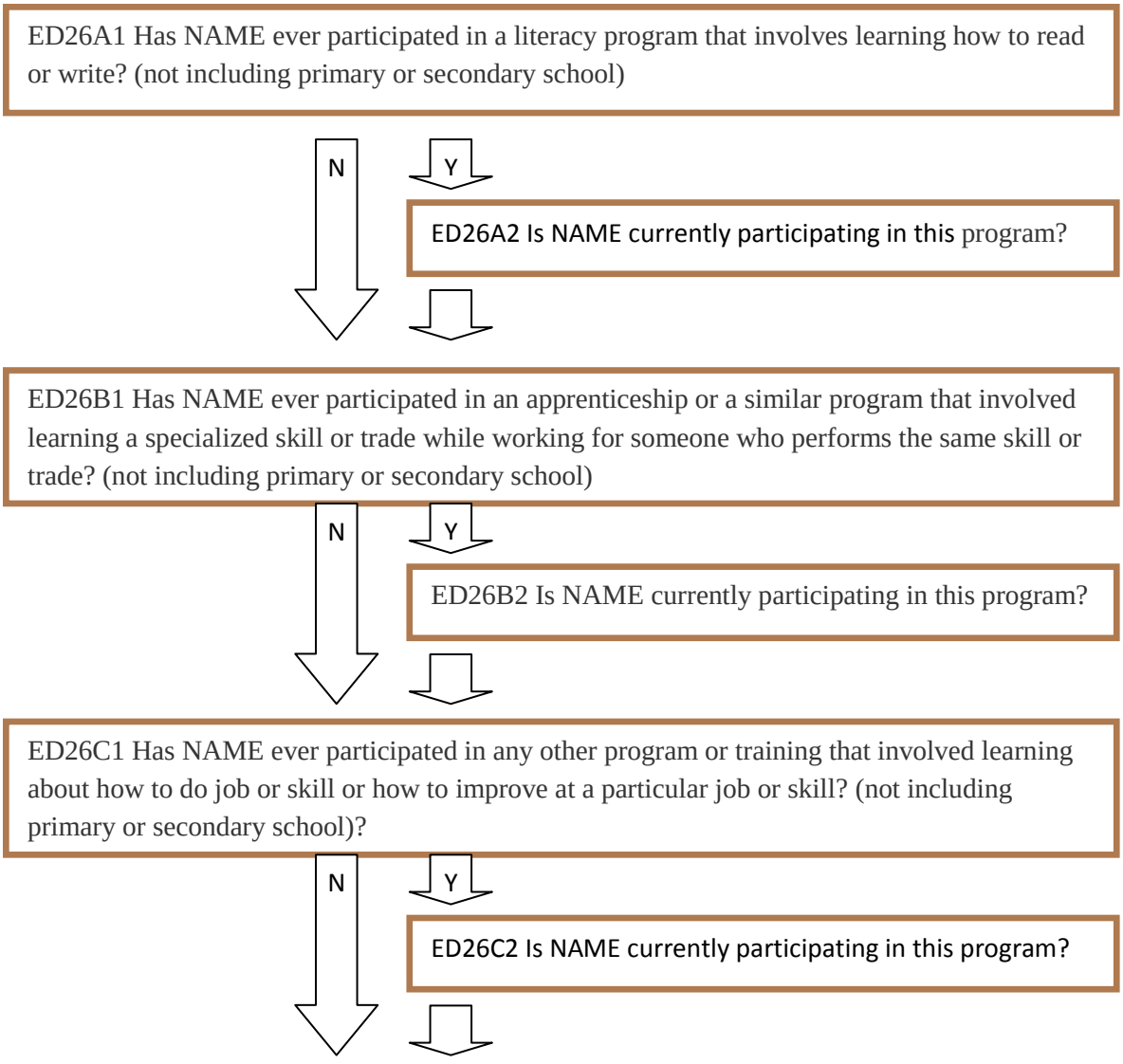
ED23 On a typical day during the YYYY [CURRENT] school year, how much time did NAME spend away from home for school?

ED24 Does this include traveling time to get to and from school?

ED25 On a typical day during the YYYY [CURRENT] school year, how much time did NAME spend on school work outside of school hours (for example, studying, doing homework, or working with a tutor)?

Non-formal Education

"Now I want to ask you about different kinds of learning or training experiences that NAME may have had outside of the regular school system"



APPENDIX 2 QUESTIONNAIRES

	IF AGE 3+		IF AGE 3+			IF AGE 3-30 & IS CURRENTLY ATTENDING SCHOOL			IF AGE 3-30 & NOT CURRENTLY ATTENDING SCHOOL
LINE NO.	LEARNING (DIRECT ASSESSMENT)		EDUCATIONAL ATTAINMENT		AUX. ATTAIN.	PARTICIPATION			DECISIONS ON EDUC.
	I would like you to read out loud as much of this sentence as you can.	In total, how many bottles are in the two whole cases?	Now I would like to ask you some questions about NAME and his or her schooling. When we talk about schooling, it includes, preschool, primary school, secondary school, and higher levels of schooling. Has NAME ever attended school?	What is the highest grade of school that NAME has completed? SELECT FROM LIST	What is the highest Diploma that NAME has obtained? SELECT FROM LIST	Did NAME attend school or pre-school at any time during the YYYY; [CURRENT OR MOST RECENT] school year?	What type of school? SELECT FROM LIST SEE CODES BELOW	What level and grade did NAME attend during this school year? SELECT FROM LIST SEE CODES BELOW	Why did NAME not continue his/her education?
	ED1	ED2	ED3	ED4	ED5	ED6	ED7	ED8	ED9
01			Y 1 N 2 DK 8 GO TO ED15	Level/Grade □□	Level/Grade □□	Y 1 N 2 DK 8 GO TO ED9		Level/Grade □□ GO TO ED10	GO TO ED10

	IF AGE 3+	
LINE NO.	LEARNING (SELF ASSESSMENT)	
	Can NAME read and write a simple phrase in any language?	Is NAME able to solve everyday problems that involve adding or multiplying either on paper or in his/her head?
	ED1	ED2
01		

Response codes for LEARNING DIRECT ASSESSMENT

Response codes for ED1

1—Cannot read at all
2— Able to read only parts of the sentence
3—Able to read the whole Sentence
4—No Card in the Required language
5—Blind/Visually impaired

Response codes for ED2

1—Cannot perform the calculation

3—Able to perform the calculation

5—Blind/Visually impaired

Response codes for LEARNING SELF ASSESSMENT

Response codes for ED1

1—No
3—Yes
5—Blind/Visually impaired
8– Don't Know

Response codes for ED2

1—No
3—Yes
5—Blind/Visually impaired
8– Don't Know

Response codes for ED4, ED8, ED12

01	School-based pre-primary center	31	Upper Secondary – General, Grade 1
02	Informal pre-school	32	Upper Secondary – General, Grade 2
		33	Upper Secondary – General, Grade 3
11	Primary, Grade 1		
12	Primary, Grade 2	34	Upper Secondary – Technical, Grade 1
13	Primary, Grade 3	35	Upper Secondary – Technical, Grade 2
14	Primary, Grade 4		
15	Primary, Grade 5	41	Post-Secondary – Teacher Training
16	Primary, Grade 6	42	Post-Secondary – Technical
		43	Post-Secondary – Vocational
21	Lower Secondary, Grade 1	50	University
22	Lower Secondary, Grade 2		
23	Lower Secondary, Grade 3	98	Don't know
		99	None

Response codes for ED7 & ED11

1 Government
2 Govt. subsidized
3 Private Bengali Medium
4 Private English Medium
5 NGO run institutions
6 Madrasa
7 Other

Don't know……..…..8

Response codes for ED5

What was the highest educational qualification attained?

None 01
MSLC/BECE 02
Voc/Comm 03
'O' Level 04
SSS 05
'A' Level 06
T / T Cert. B ..07
T / T Cert. A ..08
Nursing 09
Tech/Prof Cert .10
Tech/Prof Dip ..11
Bachelor 12
Masters 13
Doctorate 14
Other 96
(specify)

Don't know……..…..98

IF AGE 3-30 YEARS & ATTENDED SCHOOL LAST YEAR			IF 3-30 & ATTENDED BOTH YEARS	IF 3-30 & ATTENDED DIFFERENT SCHOOLS	IF 3-30 & NEVER ATTENDED SCHOOL
EFFICIENCY			DECISIONS ON EDUCATION		
Up until now, we have been talking about NAME and his/her education during the YYYY [CURR.] school year. Now I would like to ask about NAME's schooling one year ago. In other words, I would like to ask about names schooling during the YYYY-1 [PREV.] school year Did NAME attend school or preschool at any time during the YYYY-1; PREVIOUS school year?	What type of school? SELECT FROM LIST	What level and grade did NAME attend during that school year? SELECT FROM LIST SEE CODES BELOW IF PUPIL ATTENDED BOTH YEARS —> ED13; ELSE —> ED16.	Did NAME attend the same school during the YYYY-1 [PREV.] school year and the YYYY [CURR.] school year?	What was the main reason that NAME switched schools?	Why is NAME not currently attending school?
ED10	ED11	ED12	ED13	ED14	ED15
Y 1 N 2 DK 8 GO TO ED17		Level/Grade □□	Y 1 N 2 DK 8 GO TO ED-16	GO TO ED16	GO TO ED26

LINE NO.	IF AGE 3-30 YEARS & ATTENDED DURING THE CURRENT YEAR		IF AGE 3-30 YEARS & ATTENDED DURING THE PREVIOUS YEAR	
	SCHOLARSHIP		ABSENTEEISM	
	I would like to continue asking more questions about NAME and his/her schooling during the YYYY [CURR.] school year. Now I am interested in asking about some programs you may have heard about. Have you heard about the 'NNNN' program?	During the YYYY [CURR.] school year, did NAME get lunches through the 'NNNN' program?	There are many reasons that children do not attend school, even though school is open and classes are in session. Over the full YYYY-1 [PREVIOUS] school year, how many days did NAME miss school even though school was open?	What was the main reason for NAME'S longest absence from school during the YYYY-1 [PREVIOUS] school year? SELECT FROM LIST SEE CODES BELOW
	ED-17A1	ED-17A2	ED-18	ED19
01	Y 1 N 2 → GO TO ED18	Y 1 N 2 DK 8	IF 0 GO TO ED20	

HOUSEHOLD EXPENDITURE ON EDUCATION

I would like to continue asking about NAME and his/her schooling during the YYYY-1 [PREVIOUS] school year. Now I am interested in learning about what kinds of things your household spent money on for NAME's schooling last year, and how much was spent on each thing.

1) During the YYYY-1 school year, did this household spent money on XXXX for NNNN's education?
2) How much?
3) As this amount spent Daily, Weekly, Monthly, Each Term, or Annually?

Response Codes for Part A
Yes…...1 No...….2
Don't Know……..…8

Time Codes for Part C
Daily…….1 Each term…...4
Weekly…..2 Each Year…..5
Monthly….3 Don't Know...8

LINE NO.	Tuition and required fees			Parent's Association fees			School Uniform and other required clothing			Text books			Other Educational Materials			Meals			Transportation			Other Educational Expenses		
	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit	Y / N / DK	Kwacha	Tine Unit
	ED16A			ED16B			ED16C			ED16D			ED16E			ED16F			ED16G			ED16H		
01																								

IF AGE 3-30 YEARS & ATTENDED DURING THE CURRENT YEAR					
OPPORTUNITY COST OF EDUCATION					
During the YYYY [CURR.] school year, was NAME a day student or a boarding student at school?	On a typical day during the YYYY [CURR.] school year, how much time did it take for NAME to travel directly (one way) from this household to the school NAME was attending? RECORD IN MINUTES, HOURS, OR BOTH	On a typical day during the YYYY [CURR.] school year, how did NAME travel from this household to the school NAME was attending?	On a typical day during the YYYY [CURR.]] school year, how much time NAME spend away from home for school?	Does this include travel time to and from school?	On a typical day during the YYYY [CURR.] school year, how much time did NAME spend on school work outside of school (for example, studying, doing homework, or working with a tutor)?
ED20	ED21	ED22	ED23	ED24	ED25
1 — Day Student 2 — Boarding 8 — D/K IF 2 OR 8 GO TO ED26	HOURS: ☐ MINUTES: ☐		HOURS: ☐ MINUTES: ☐	Y N DK 1 2 8	HOURS: ☐ MINUTES: ☐

Instructions for ED21, ED23, ED25

DON'T KNOW = 98 HOURS AND 98 MINUTES.

RECORD TIME IN HOURS (EG: 1.5 HOURS), MINUTES (EG: 90 MINUTES) OR A COMBINATION OF HOURS AND MINUTES (EG 1 HOUR, 30 MINUTES).

WHEN RECORDING A COMBINATION OF HOURS AND MINUTES, ENSURE THAT THE SUM OF THE HOURS RECORDED AND MINUTES RECORDED REPRESENTS THE TOTAL AMOUNT OF TIME COMMUNICATED. DO NOT ENTER DUPLICATE VALUES (EG: 1.5 HOURS AND 90 MINUTES); THIS WOULD BE INTERPRETED AS 3 HOURS TRAVEL TIME.

	IF AGE 3+ YEARS					
LINE NO.	NON-FORMAL EDUCATION					
	Now I would like to ask you about different kinds of learning or training experiences that NAME may have had outside of the regular school system. Has NAME ever participated in a literacy program that involves learning how to read or write (not including primary or secondary school?	Is NAME currently participating in this program?	Has NAME ever participated in an apprenticeship or similar program that involves learning a specialized skill or trade while working for someone who performs that same skill or trade? (not including primary or secondary school?	Is NAME currently participating in this program?	Has NAME ever participated in any program or training that involves learning about how to do a job or skill, or how to improve at a job or skill? (not including primary or secondary school?	Is NAME currently participating in this program?
	ED26A1	ED26A2	ED26B1	ED26B2	ED26C1	ED26C2
01	Y N DK 1 2 8 GO TO ED26B1	Y N DK 1 2 8	Y N DK 1 2 8 GO TO ED26C1	Y N DK 1 2 8	Y N DK 1 2 8 GO TO NEXT LINE	Y N DK 1 2 8 GO TO NEXT LINE

APPENDIX 3: Module & Indicator Metadata

Module name	**Opportunity Cost of Education**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org, (202) 884 8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided on the next page
Quality control - verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	

Opportunity of Cost of Education Module: Tabulation Plan

Attainment Level:	No Education			Primary Incomplete			Primary Complete			Secondary Incomplete			Secondary Complete			Post-Secondary			% with Some Education		
Gender:	M	F	B	M	F	B	M	F	B	M	F	B	M	F	B	M	F	B	M	F	B
Region																					
Region1																					
Region2																					
Region3																					
Residence																					
Urban																					
Rural																					
Age																					
Single-year ages [3-24]																					
5-year age groups [5-9 … 60-64]																					
3-4																					
65+																					
15+																					
25+																					
15-24																					
Income																					
Poorest																					
Second																					
Middle																					
Fourth																					
Richest																					
Sex of Household Head																					
Male																					
Female																					
Ethnicity/Language/Religion Group																					
Group 1																					
Group 2																					
Group 3																					
Disability group or other designation																					
Group 1																					
Group 2																					
Group 3																					
Total																					

Opportunity Cost of Education Module: Indicator Metadata

	Opportunity Cost of Education
Identifier	[ ]
Definition	Opportunity cost, also referred as indirect cost, represents the foregone value of whatever the pupil would have been doing if there were not attending school.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	Time commitment for school
Identifier	[ ]
Definition	The time commitment for school represents the amount of time the pupil takes to travel to school, spends on school-related activities, at school and on homework.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related	

module (from Question Bank)	
Related references	
Quality control	

	Amount of time it takes to travel to school
Identifier	[ ]
Definition	The amount of time it takes to travel to school represents the amount of time needed for the pupil to travel from home to school.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	# hours child typically spent on at school
Identifier	[ ]
Definition	The number of hours child typically spent on at school represents the amount of time spent attending school.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta	EPDC

data	
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	Amount of time spent on school-related activities on a typical day
Identifier	[ ]
Definition	The amount of time spent on school-related activities on a typical day represents the amount of time spent on school-related activities outside of school.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	Hours/week pupil spends on homework
Identifier	[ ]
Definition	The hours per week pupil spends on homework represents the amount of time the pupil spent on school work outside school hours.
Custodian	[ ]
Relevant collections	
Unit of measurement	

Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

Module name	**Educational Attainment Module**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org, (202) 884 - 8603
Overview of module content	This module is used to obtain indicators measuring the highest level of education attained by household members. Educational attainment is defined by the UN as *The highest grade completed within the most advanced level attended in the educational system of the country where the education was received*. Though educational attainment is determined by the highest *grade* completed, it is generally reported in terms of the school level corresponding to the grade completed. For example, someone who has completed the first grade of secondary but did not progress further has an educational attainment of 'Secondary Incomplete'; someone who completed the last grade of primary and went on to attend but not complete the first grade of secondary has an educational attainment of 'Primary Complete.'
Main module indicator variable/derived variables	Educational Attainment % Ever Attended School
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 and older.
Notes on completion of module/Quality assurance	Because educational attainment is measured according to the education system of the country where the education was received and education systems vary from country to country, questionnaires and data-processing instructions must be adjusted to fit national definitions. Specifically, the level/grade codes for question ED4 should be adjusted to reflect national standards, as should the data-processing code used to process this information. The universe of respondents *must not* be adjusted to the official age for the beginning of school. If the level/grade progression for the country has been adjusted in the past 100 years, a conversion table should be developed so the attainment levels of household members educated under the previous system can be adjusted to the current standard. A similar provision should be made if the level/grade progression varies across provinces, school types, or another variable.
Tabulation plan (other key and related information)	The tabulation plan is provided in Appendix 3.
Quality control - verification, editing of data cross checking, hard and soft checks	- Indicator values must be between 0% and 100%. - '% Ever Attended School' and '% with No Education' should be mutually exclusive and should add up to 100% - '% with No Education,' '% with Primary Incomplete,' '% with Primary Complete,' '% with Secondary Incomplete,' '% with Secondary Complete,' '% with Post-Secondary ' should be mutually exclusive and add up to 100%
References (more detail available at)	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: • http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201

Educational Attainment Module: Indicator Metadata

	Educational Attainment
Identifier	[ ]
Definition	*The highest grade completed within the most advanced level attended in the educational system of the country where the education was received.* Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. Paragraph 2.153
Custodian	[ ]
Relevant collections	This indicator is not explicitly noted in an international commitment. It is collected in the UNESCO Institute of Statistics Education Indicators Database and other similar databases.
Unit of measurement	"Percentage"
Rationale	A relative high concentration of the adult population in a given level of education reflects the capacity of the educational system in the corresponding level of education. Educational attainment is closely related to the skills and competencies of a country's population, and could be seen as a proxy of both the quantitative and qualitative aspects of the stock of human capital (UIS Online Education Database)
Sources of data	[ ]
Frequency	Because educational attainment values change slowly, especially among post-school age groups, educational attainment could be measured every five years.
Author of meta data	EPDC
Notes (admin)	Statistics on educational attainment are communicated in terms of the percentage of the population that has attained a particular level of education. For example, 'Educational Attainment: Primary Complete' would indicate the percentage of the population that had completed, at their highest level of education, the last grade of primary school. Educational attainment is generally broken into the following categories: No Schooling Pre-Primary Primary Incomplete Primary Complete Secondary Incomplete Secondary Complete Post-Secondary These categories will have different meanings when applied to different education systems because a complete primary education, for example, may consist of four grades in one country and nine grades in another. Categories should always be defined according to the national (or local) definitions of the school level. For some countries, it may be preferable to modify the set of attainment categories to reflect the structure of the national (or local) school system. For example, 'Secondary Incomplete' and 'Secondary Complete' might be replaced with 'Lower Secondary Incomplete,' 'Lower Secondary Complete,' 'Upper Secondary Incomplete,' Upper Secondary Complete.' Regardless of the makeup of the set of educational attainment categories used in a country, the overall set of categories applied in a survey should be exhaustive and mutually exclusive, meaning that the set of categories should cover every possible attainment that a survey respondent could possibly have, and that it should be impossible for a survey respondent to be able to correctly claim two attainment levels at once.

Because attainment categories must be defined at the national or local level, it is impossible to provide definitive instructions on how each attainment level is calculated. The calculation instructions provided here should be considered illustrattive and will need to be modified to reflect the school structure used in each country.

The illustrative code provided in the methodology section is based on a hypothetical a national education system with the following structure.

Note that there is a single stream of grades from primary through lower secondary, parallel streams for upper secondary.

In this illustrattive case, we have decided to report attainment in a slightly in these categories:

No Schooling
Pre-Primary
Primary Incomplete
Primary Complete
Lower Secondary Incomplete
Lower Secondary Complete
Upper Secondary Incomplete
Upper Secondary Complete
Post-Secondary

Note that the parallel streams of upper secondary are collapsed together for the purposes of reporting. This is not necessary, but it does simplify the reporting process. Because the General Upper Secondary track consists of three grades while the Technical Upper Secondary track consists of two grades, respondents whose highest grade completed is the first or second grade of General Upper secondary or the first grade of Technical Upper Secondary will be reported as 'Upper Secondary Incomplete;' Respondents whose highest grade completeed is the third grade of General Upper Secondary or the Second Grade of technical Upper Secondary will be classified as 'Upper Secondary Complete.'

Response codes for ED4, ED8, ED12

01	School-based pre-primary center	31	Upper Secondary – General, Grade 1
02	Informal pre-school	32	Upper Secondary – General, Grade 2
		33	Upper Secondary – General, Grade 3
11	Primary, Grade 1		
12	Primary, Grade 2	34	Upper Secondary – Technical, Grade 1
13	Primary, Grade 3	35	Upper Secondary – Technical, Grade 2
14	Primary, Grade 4		
15	Primary, Grade 5	41	Post-Secondary – Teacher Training
16	Primary, Grade 6	42	Post-Secondary – Technical
		43	Post-Secondary – Vocational
21	Lower Secondary, Grade 1	50	University
22	Lower Secondary, Grade 2		
23	Lower Secondary, Grade 3	98	Don't know
		99	None

Similarly, the survey design team can use their discretion to tabulate as a single attainment level two or more attainment levels that are considered to have a similar educational outcome. For example, if a measureable proportion of the population have something like 'Adult Literacy Training' as their highest attainment level, and, according to national (or local) defintions, the expected educational outcome of 'Adult Literacy Training' is similar to the expected educational outcome of 'Some Primary,' then the two groups could be tabulated together as 'Some Primary.' The same could be done for 'home schooling' or other education alternatives occuring outside of the formal education system.

Principles and Recommendations for Population and Housing Censuses. Rev. 2. UN. Paragraph 2.216

Concept (link to id)	ISCED Grade/Level
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED3 ED4 AGE ED_FORMAL_ATTAINMENT (see code for calculating the variable in *Intermediate Variables*) Any disaggregation variable Include in the subpopulation only household members who meet these criteria: - de-facto household member - AND Variables ED3, ED4, Age, and any disaggregation variable used in the calculation are not blank - AND Variable ED4, Age, and any disaggregation variable does not have the value 98= 'Don't Know' Find the percentage of the sub-population for whom ED_FORMAL_ATTAINMENT = the value for the relevant attainment level.
Disaggregation	Disaggregate by: Age, Sex, Urban-Rural, Income, Region/Province, Ethnicity/Language/Religion, Disability
Limitations	Caution is required when using this indicator for cross-country comparison, since the countries do not always classify degrees and qualifications at the same ISCED levels, even if they are received at roughly the same age or after a similar number of years of schooling. Also, certain educational programmes and study courses cannot be easily classified according to ISCED. This indicator only measures educational attainment in terms of level of education attained, i.e. years of schooling, and do not necessarily reveal the quality of the education (learning achievement and other impacts). (UIS Online Education Database)
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	'% with No Education,' '% with Primary Incomplete,' '% with Primary Complete,' '% with Secondary Incomplete,' '% with Secondary Complete,' '% with Post-Secondary ' are mutually exclusive and should add up to 100%

	Educational Attainment – % Ever Attended School
Identifier	[ ]
Definition	*The highest grade completed within the most advanced level attended in the educational system of the country where the education was received.* Principles and recommendations for Population and housing Censuses. Rev. 1. UN. Paragraph 2.153
Custodian	[ ]
Relevant collections	This indicator is not explicitly noted in an international commitment. It is collected in the UNESCO Institute of Statistics Education Indicators Database and other similar databases.
Unit of measurement	"Percentage"
Rationale	Educational attainment has been found to be correlated with many measures of development, such as child and adult health and mortality, income and occupation, social and economic productivity, urban migration, democracy, and terrorism. Disparities in educational attainment can be used as a proxy measure of disparities in these areas.
Sources of data	[ ]
Frequency	Because educational attainment values change slowly, especially among post-school age groups, educational attainment could be measured every five years.
Author of meta data	EPDC
Notes (admin)	[ ]
Concept (link to id)	[ ]
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED3 ED4 AGE ED_FORMAL_ATTAINMENT (see code for calculating the variable in *Intermediate Variables*) Any disaggregation variable Include in the subpopulation only household members who meet these criteria: - de-facto household member - AND Variables ED3, ED4, Age, and any disaggregation variable used in the calculation are not blank - AND Variable ED4, Age, and any disaggregation variable does not have the value 98= 'Don't Know' Find the percentage of the sub-population for whom (ED_FORMAL_ATTAINMENT >=1 AND ED_FORMAL_ATTAINMENT <=6)
Disaggregation	Age, Sex, Urban-Rural, Income, Region/Province, Ethnicity/Language/Religion, Disability
Limitations	Cross-country comparisons of educational attainment are imperfect because the contents and duration of school systems vary from country to country. Additionally, comparisons of educational attainment within a country are imperfect because the learning and other benefits gained from a comparable unit of education varies from individual to individual depending on their circumstances.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN.

references	• ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	'% with No Education,' '% with Primary Incomplete,' '% with Primary Complete,' '% with Secondary Incomplete,' '% with Secondary Complete,' '% with Post-Secondary ' are mutually exclusive and should add up to 100%

Module name	**Learning**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org (202) 884-8603
Overview of module content	This module is used to obtain a simple binomial measure of household members' ability to read and write (literacy) and/or to apply mathematical principles in everyday situations (numeracy). Each of these measures can be obtained through a direct assessment (test of ability) or self-assessment (report of ability); the direct assessment is strongly preferred because self-assessments have been shown to overstate actual ability, but both methodologies are accepted.
Main module indicator variable/derived variables	Literacy Rate Numeracy Rate
To whom the module is addressed/ universe	Ideally, this module would be applied to all household members age 3 and higher. However, questionnaire designers may, at their discretion, reduce the universe of respondents to those age 15 and higher, or those between the ages of 15 and 45.
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	
Quality control - verification, editing of data cross checking, hard and soft checks	Literacy Rate and Numeracy Rate each cannot exceed 100%
References (more detail available at)	Principles and Recommendations for Population and Housing Censuses. Revision 2. United Nations Statistics Division. New York, 2008. Pg 147. Schaffner, Julie. Measuring literacy in developing country household surveys: issues and evidence. Background paper for the Education for All Global Monitoring Report 2006: Literacy for Life; Publ: 2005. International Literacy Statistics, A Review of Concepts, Methodology, and Current Data. UNESCO Institute of Statistics, Montreal, 2008. Measuring Adult Numeracy and Life Skills: New Frameworks for Assessment. 2005. Statistics Canada. Ottawa. 2006 EFA Global Monitoring Report: Literacy for Life. 2005. UNESCO. Paris.

Learning Module: Indicator Metadata

	Literacy Rate
Identifier	[ ]
Definition	The literacy rate is the percentage of population of a given age range who can both read and write with understanding a short simple statement on their everyday life. (UNESCO Institute for Statistics) When literacy is measured through direct-assessment, a household member is deemed literate if he/she is able to read the full sentence without difficulty, or if they are able to read parts of the sentence with difficulty. When literacy is measured through self-assessment, a household member is deemed literate if the survey respondent states that the household member is able to read and write a simple statement. Blind and visually impaired household members are excluded from literacy calculations.
Custodian	[ ]
Relevant collections	Literacy rates are referenced in the Millenium Development Goals and the Education For All Goals. Literacy Indicators are maintained in the UIS online database.
Unit of measurement	Percentage
Rationale	To show the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents a potential for further intellectual growth and contribution to economic-socio-cultural development of society. A high literacy rate (or low illiteracy rate) suggests the existence of an effective primary education system and/or literacy programmes that have enabled a large proportion of the population to acquire the ability of using the written word (and making simple arithmetic calculations) in daily life and to continue learning. It is common practice to present and analyse literacy rates together with the absolute number of illiterates as improvements in literacy rates may sometimes be accompanied by increases in the illiterate population due to a changing demographic structure. (UNESCO Institute for Statistics)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables used:** ED1 (Literacy) AGE **Subpopulation:** Exclude from subpopulation any observations with (ED1=. Or AGE=.) Exclude from subpopulation any observations with (ED1>=4 and ED1<=8) Gen ED_LITERATE = 0 Replace ED_LITERATE = 1 if ED1==2 or ED1==3 Find proportion of subpopulation for whom ED_LITERATE =1
Disaggregation	Age Group, Gender, Residence, Province, Ethnicity/Language/Religion, Wealth Quintile
Limitations	This literacy variable may have been generated through a simple direct assessment test (ie: asking each household member to read a sentence), or through self-assessment (ie: asking one household member whether they and others in the house are able to read and write). Check the questionnaire

	to see which approach was used. Both approaches present limitations – the simple direct-assessment test measures the individual's member to decode a simple text but does not measure comprehension or other higher level competencies. Self-assessments are subjective in that it is up to the respondent to decide who is literate and who is not. Studies have shown that self-assessments of literacy can overstate literacy ability for upwards of 15% of the population surveyed. Literacy skills are valued differently and used differently in different cultures; self-assessment tests may not be exactly comparable across languages and across cultures. For these and other reasons, care should be taken when drawing comparisons.
Related module (from Question Bank)	
Related references	
Quality control	Literacy and Numeracy rates cannot exceed 100%

	Numeracy Rate
Identifier	[ ]
Definition	The Numeracy rate is the percentage of population of a given age range who possess the ability to add, subtract, multiply and divide more broadly, who possess the knowledge and skills required to effectively manage and respond to mathematical demands posed by diverse situations, involving objects, pictures numbers, symbols, formulas, diagrams, maps, graphs, tables, and text. Numeracy is defined as the ability to perform these calculations regardless of their ability to read and write numerical figures. When numeracy is measured through direct assessment, a household member is deemed numerate is he/she is able to furnish the correct response to the problem that is presented to them. When numeracy is measured through self assessment, a household member is deemed numerate if the survey respondent says that the household member is able to perform simple calculations either in their head or on paper.
Custodian	[ ]
Relevant collections	Numeracy is referenced in the Millennium Development Goals. It is not systematically maintained in any international databases.
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables used:** ED2 (Numeracy) AGE **Subpopulation:** Exclude from subpopulation any observations with (ED2=. Or AGE=.) Exclude from subpopulation any observations with (ED2>=4 and ED2<=8) Gen ED_NUMERATE = 0 Replace ED_NUMERATE = 1 if ED2==2 or ED2==3 Find proportion of subpopulation for whom ED_NUMERATE =1
Disaggregation	Age Group, Gender, Residence, Province, Ethnicity/Language/Religion, Wealth Quintile
Limitations	This numeracy variable may have been generated through a simple direct assessment test (ie: asking each household member to perform a calculation), or through self-assessment (ie: asking one household member whether they and others in the house are able to perform calculations). Check the questionnaire to see which approach was used. Both approaches present limitations – the simple direct-assessment test measures the individual's member to perform the calculation but does not measure or other higher level competencies. Self-assessments are subjective in that it is up to the respondent to decide who is literate and who is not. Numeracy skills are valued differently and used differently in different cultures; self-assessment tests may not be exactly comparable across cultures. For these and other reasons, care should be taken when drawing comparisons.
Related module (from Question Bank)	

Related references	
Quality control	Literacy and Numeracy rates cannot exceed 100%

Module name	**School Attendance**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org, (202) 884-8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided on the next page
Quality control - verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	•

School Attendance Module: Indicator Metadata

	Net Attendance Rate
Identifier	[ ]
Definition	Net Attendance Rate (NAR) is defined as "Attendance of the official age group for a given level of education expressed as a percentage of the corresponding population" (Adapted from UIS Online Education Glossary definition of Net Enrolment Rate (NER)). Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). Attendance Rates are calculated for those school levels which have clearly defined official school attendance rates. Generally, this includes the pre-primary, primary, and secondary school levels or their equivalents. Attendance rates can also be calculated by grade within these levels. Attendance rates cannot be calculated by track in cases where there is more than one parallel track within a school level. Attendance Rates are calculated using information from question ED3 to identify household members who are attending school, and ED4 to identify the school level and or grade attended. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level. If there is no official age range for pre-primary school, the international default age range should begin with age 3 and end with the age prior to the official entry age for primary school. (UOE data collection manual)
Custodian	[ ]
Relevant collections	Net Attendance Rates are components of the EFA and MDG Indicative Frameworks. They are also collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education. (UIS) A high NER denotes a high degree of coverage for the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving coverage at the specified level of education. When the NER is compared with the GER, the difference between the two highlights the incidence of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100%, provides a measure of the proportion of children not enrolled at the specified level of education. However, since some of these children/youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. To measure universal primary education, for example, adjusted primary NER is calculated on the basis of the percentage of children in the official primary school age range who are enrolled in either primary or secondary education. A more precise complementary indicator is the age-specific enrolment ratio (ASER) which shows the participation in education of the population of each particular age, regardless of the level of education.

Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	Code below is generic for calculating an NAR for any school level. For each level of education for which NAR is calculated, the 'inputted variables' should be adjusted to reflect values for that school level.
Concept (link to id)	AdjustedAge
Methodology	Variables used: ED12 ED8 ED_ADJUSTED_AGE Any disaggregation variable User-Inputted Variables FirstGradeOfLevel LastGradeOfLevel EntranceAgeOfLevel ExitAgeOfLevel Gen InLevel=0 Replace InLevel=1 if ED3=1 & ED6=1 & (ED8 >= FirstGradeOfLevel & ED8<= LastGradeOfLevel) Gen LevelAge =. Replace LevelAge=1 if (ADJUSTEDAGE>= EntranceAgeOfLevel & ADJUSTEDAGE<= ExitAgeOfLevel) Find the proportion of subpopulation LevelAge for whom InLevel==1 Drop InLevel LevelAge
Disaggregation	Calculate for each of the following levels: Pre-primary, Primary, Secondary (Lower and Upper combined), and Lower Secondary and Upper Secondary if applicable. If any school level is divided into parallel tracks, combine tracks when calculating attendance rates. See Appendix 3 for recommended tabulations.
Limitations	For tertiary education, this indicator is not pertinent because of the difficulties in determining an appropriate age group due to the wide variations in the duration of programmes at this level of education. As regards primary and secondary education, difficulties may arise when calculating an NER that approaches 100% if: 1. the reference date for entry to primary education does not coincide with the birth dates of all of the cohort eligible to enrol at this level of education; 2. a significant portion of the population starts primary school earlier than the prescribed age and consequently finishes earlier as well; 3. there is an increase in the entrance age to primary education but the duration remains unchanged. N.B. Although the NER cannot exceed 100%, values up to 105% have been obtained reflecting inconsistencies in the enrolment and/or population data.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • UNESCO Institute of Statistics online education glossary • UOE data collection on education systems data collection manual, Vol 1.

Quality control	NAR cannot exceed 100%; NAR cannot exceed GAR for the same subpopulation

	Gross Attendance Rate
Identifier	[ ]
Definition	Gross Attendance Rate (GAR) is defined as "Total attendance in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year." (Adapted from UIS Online Education Glossary definition of Gross Enrolment Rate (GER)). Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). Attendance Rates are calculated for those school levels which have clearly defined official school attendance rates. Generally, this includes the pre-primary, primary, and secondary school levels or their equivalents. Attendance rates can also be calculated by grade within these levels. Attendance rates cannot be calculated by track in cases where there is more than one parallel track within a school level. Attendance Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify the school level and or grade attended. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level. If there is no official age range for pre-primary school, the international default age range should begin with age 3 and end with the age prior to the official entry age for primary school. (UOE data collection manual)
Custodian	[ ]
Relevant collections	This indicator is a component of MDG Indicative Framework. It is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	To show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment. A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90% for a particular level of education, the aggregate number of places for pupils is approaching the number required for universal access of the official age group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolments to decline in the future to free places for pupils from the expected age group. (UIS)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC

Notes (admin)	
Concept (link to id)	AdjustedAge
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED_ADJUSTED_AGE Any disaggregation variable FirstGradeOfLevel LastGradeOfLevel EntranceAgeOfLevel ExitAgeOfLevel Gen InLevel=0 Replace InLevel=1 if ED3=1 & ED6=1 & (ED8 >= FirstGradeOfLevel & ED8<= LastGradeOfLevel) Gen LevelAge =. Replace LevelAge=1 if (ADJUSTEDAGE>= EntranceAgeOfLevel & ADJUSTEDAGE<= ExitAgeOfLevel) Find the weighted number of people for whom InLevel==1 and the weighted number of people for whom LevelAge==1 and calculate #InLevel/#LevelAge
Disaggregation	Calculate for each of the following levels: Pre-primary, Primary, Secondary (Lower and Upper combined), and Lower Secondary and Upper Secondary if applicable. If any school level is divided into parallel tracks, combine tracks when calculating attendance rates. See Appendix 3 for recommended tabulations.
Limitations	GER can exceed 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	GAR cannot be less than NAR for the same subpopulation. GAR's approaching 170% are extremely rare.

	% Pupils at correct age for grade
Identifier	[ ]
Definition	% Pupils with correct age for grade is defined as the total number of pupils whose age at the beginning of the school year is equal to the official age for the grade they are attending, expressed as a percentage of the total number of pupils, regardless of age, attending the grade. Regardless of whether the indicator is aggregated by level or by grade, a student is identified as having the being under age based on their age relative to the official age for the *grade* they are attending, rather than their age relative the official age range for the school *level* they are attending. This approach is slightly different from the international standard approach used to determine whether a pupil is 'on-time' for indicators such as NAR where a pupil is counted as correctly aged if they are, for example, below the official age for their *grade*, but still within the official age rage for the overall school *level.* Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). New entrants into a level of education are defined as students who, during the course of the current reporting period, enter any programme leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrolees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. UOE Manual (3.2.0) Intake Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify those who are attending the last grade of primary. ED10 and ED12 are used to identify pupils who are new entrants to the last grade of primary: those who attended a level lower than the last grade of primary during the previous year. This calculation does not attempt to determine whether or not a grade 1 pupil is a re-entrant after a long period of absence. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level.
Custodian	[ ]
Relevant collections	This indicator is not part of an Indicative framework. It is collected in international databases.
Unit of measurement	Percentage
Rationale	% Pupils Ontime, % Pupils Overage, and % Pupils Underage can be used to understand the relative age of pupils in a grade or school level. These data can be used by policymakers to determine whether pupils are entering school or reaching levels of school at the desired ages. They can also be used to adjust curricula and school services to meet the needs of pupils, and to identify inefficiencies in pupil flow.

Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED_On_Time (Intermediate Variable) ED_ADJUSTED_AGE (Intermediate Variable) Any disaggregation variable Gen AttendingLevel=0 Replace AttendingLevel=1 if ED8= Level or grade or Interest Find the proportion of subpopulation AttendingLevel for whom ED_On_Time ==1
Disaggregation	By school level and/or grade See Appendix 3 for recommended disaggregation.
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	% underage, % ontime, and % overage for the same subpopulation must add up to 100%

	% Pupils under age for grade
Identifier	[ ]
Definition	% Pupils under age for grade is defined as the total number of pupils whose age at the beginning of the school year is lesser than the official age for the grade they are attending, expressed as a percentage of the total number of pupils, regardless of age, attending the grade. Regardless of whether the indicator is aggregated by level or by grade, a student is identified as having the being under age based on their age relative to the official age for the *grade* they are attending, rather than their age relative the official age range for the school *level* they are attending. This approach is slightly different from the international standard approach used to determine whether a pupil is 'on-time' for indicators such as NAR where a pupil is counted as correctly aged if they are, for example, below the official age for their *grade*, but still within the official age rage for the overall school *level.* Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). New entrants into a level of education are defined as students who, during the course of the current reporting period, enter any programme leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrolees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. UOE Manual (3.2.0) Intake Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify those who are attending the last grade of primary. ED10 and ED12 are used to identify pupils who are new entrants to the last grade of primary: those who attended a level lower than the last grade of primary during the previous year. This calculation does not attempt to determine whether or not a grade 1 pupil is a re-entrant after a long period of absence. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level.
Custodian	[ ]
Relevant collections	This indicator is not part of an Indicative framework. It is collected in international databases.
Unit of measurement	Percentage
Rationale	% Pupils Ontime, % Pupils Overage, and % Pupils Underage can be used to understand the relative age of pupils in a grade or school level. These data can be used by policymakers to determine whether pupils are entering school or reaching levels of school at the desired ages. They can also be used to adjust curricula and school services to meet the needs of pupils, and to identify inefficiencies in pupil flow.
Sources of	[ ]

data	
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED_Under_Age (Intermediate Variable) ED_ADJUSTED_AGE (Intermediate Variable) Any disaggregation variable Gen AttendingLevel=0 Replace AttendingLevel=1 if ED8= Level or grade or Interest Find the proportion of subpopulation AttendingLevel for whom ED_Under_Age ==1
Disaggregation	By school level and/or grade See Appendix 3 for recommended disaggregation.
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	% underage, % ontime, and % overage for the same subpopulation must add up to 100%

	% Pupils Over age for grade
Identifier	[ ]
Definition	% Pupils under age for grade is defined as the total number of pupils whose age at the beginning of the school year is greater than the official age for the grade they are attending, expressed as a percentage of the total number of pupils, regardless of age, attending the grade. Regardless of whether the indicator is aggregated by level or by grade, a student is identified as having the being under age based on their age relative to the official age for the *grade* they are attending, rather than their age relative the official age range for the school *level* they are attending. This approach is slightly different from the international standard approach used to determine whether a pupil is 'on-time' for indicators such as NAR where a pupil is counted as correctly aged if they are, for example, above the official age for their *grade*, but still within the official age rage for the overall school *level.* Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). New entrants into a level of education are defined as students who, during the course of the current reporting period, enter any programme leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrolees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. UOE Manual (3.2.0) Intake Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify those who are attending the last grade of primary. ED10 and ED12 are used to identify pupils who are new entrants to the last grade of primary: those who attended a level lower than the last grade of primary during the previous year. This calculation does not attempt to determine whether or not a grade 1 pupil is a re-entrant after a long period of absence. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level.
Custodian	[ ]
Relevant collections	This indicator is not part of an Indicative framework. It is collected in international databases.
Unit of measurement	Percentage
Rationale	% Pupils Ontime, % Pupils Overage, and % Pupils Underage can be used to understand the relative age of pupils in a grade or school level. These data can be used by policymakers to determine whether pupils are entering school or reaching levels of school at the desired ages. They can also be used to adjust curricula and school services to meet the needs of pupils, and to identify inefficiencies in pupil flow.
Sources of	[ ]

data	
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED_Over_Age (Intermediate Variable) ED_ADJUSTED_AGE (Intermediate Variable) Any disaggregation variable Gen AttendingLevel=0 Replace AttendingLevel=1 if ED8= Level or grade or Interest Find the proportion of subpopulation AttendingLevel for whom OverAge ==1
Disaggregation	By school level and/or grade See Appendix 3 for recommended disaggregation.
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	% underage, % ontime, and % overage for the same subpopulation must add up to 100%

	Total Net Attendance Rate
Identifier	[ ]
Definition	Total Net Attendance Rate (TNAR) is defined as "Attendance of an age group, regardless of level of education they are attending, expressed as a percentage of the corresponding population" Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). Attendance Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify the school level and or grade attended. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level. If there is no official age range for pre-primary school, the international default age range should begin with age 3 and end with the age prior to the official entry age for primary school. (UOE data collection manual)
Custodian	[ ]
Relevant collections	Total Net Attendance Rates are collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	AdjustedAge
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED_ ADJUSTED_AGE Any disaggregation variable FirstGradeOfLevel LastGradeOfLevel EntranceAgeOfLevel ExitAgeOfLevel Gen Attending=0 Replace Attending=1 if ED3=1 & ED6=1 & ED8<>99 Gen AgeGroup =. Replace AgeGroup=1 if (ADJUSTEDAGE>= BottomBoundAge GroupOfInterest& ADJUSTEDAGE<= UpperBoundofAgeGroupOfInterest)

	Find the proportion of subpopulation AgeGroup for whom Attending==1
Disaggregation	By single-year age and by school-level age groups (eg: ages 6-11 if 6 is the official entrance age and 11 is the official exit age). See Appendix 3 for recommended disaggregations.
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • UNESCO Institute of Statistics online education glossary • UOE data collection on education systems data collection manual, Vol 1.
Quality control	None can exceed 100%

	% **Out of School Children**
Identifier	[ ]
Definition	% Out of School Children is defined as "Non-attendance of an age group, regardless of level of education, expressed as a percentage of the corresponding population" Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). Attendance Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify the school level and or grade attended. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level. If there is no official age range for pre-primary school, the international default age range should begin with age 3 and end with the age prior to the official entry age for primary school. (UOE data collection manual)
Custodian	[ ]
Relevant collections	Net Attendance Rates are components of the EFA and MDG Indicative Frameworks. They are also collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education. The higher the number of out-of-school children, the greater the need to focus on achieving universal primary education. Some children of primary school-age who have never been in school may or may not eventually enrol as late entrants. Other children may have initially enrolled but dropped out before reaching the 'official' age of primary completion. When disaggregated by geographical location, this indicator can identify areas needing the greatest efforts. Policies can also focus efforts on priority population groups or a particular gender. (UIS)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	AdjustedAge
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED_ADJUSTED_AGE Any disaggregation variable FirstGradeOfLevel LastGradeOfLevel EntranceAgeOfLevel ExitAgeOfLevel

	Gen Attending=0 Replace Attending=1 if ED3=1 & ED6=1 & ED8<>99 Gen AgeGroup =. Replace AgeGroup=1 if (ADJUSTEDAGE>= BottomBoundAge GroupOfInterest& ADJUSTEDAGE<= UpperBoundofAgeGroupOfInterest) Find the proportion of subpopulation AgeGroup for whom Attending==0
Disaggregation	By single-year age and by school-level age groups (eg: ages 6-11 if 6 is the official entrance age and 11 is the official exit age). See Appendix 3 for recommended disaggregations.
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • UNESCO Institute of Statistics online education glossary • UOE data collection on education systems data collection manual, Vol 1.
Quality control	% Out of school and TNAR for each age group must add up to 100%

	Vocational / Technical Attendance as a % of Secondary Attendance
Identifier	[ ]
Definition	Vocational / Technical Attendance as a % of Secondary Attendance is defined as the total number of pupils attending a vocational or technical secondary school program regardless of age, expressed as a percentage of the total number of pupils attending secondary school, regardless of age. Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). Survey designers should defer to national or local definitions conceptions of a Vocational or Technical Program. However, for the sake of reference Vocational / Technical Education is defined as "Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained." (ISCED-97)
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	This indicator can only be calculated if technical secondary grades are included in the response menu for ED4, ED8, ED12.
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 SecLow = Lower Bound of Range of level/grade codes corresponding to Secondary school SecHigh = Upper Bound of Range of level/grade codes corresponding to Secondary school VTSecLow = Lower Bound of Range of level/grade codes corresponding to Voc/Tech Secondary school VTSecHigh = Upper Bound of Range of level/grade codes corresponding to Voc/Tech Secondary school Any disaggregation variable Gen AttendingSec=0

	Replace AttendingSec=1 if ED6=1 and (ED8>= SecLow and ED8<= SecHigh) Gen AttendingVTSec=0 Replace AttendingVTSec=1 if ED6=1 and (ED8>= VTSecLow and ED8<= VTSecHigh) Find the proportion of subpopulation AttendingSec for whom AttendingVTSec ==1
Disaggregation	
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	

	School Life Expectancy
Identifier	[ ]
Definition	The total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.
Custodian	[ ]
Relevant collections	This indicator is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	A relatively high SLE indicates greater probability for children to spend more years in education and higher overall retention within the education system. It must be noted that the expected number of years does not necessarily coincide with the expected number of grades of education completed, because of repetition. Since school life expectancy is an average based on participation in different levels of education, the expected number of years of schooling may be pulled down by the magnitude of children who never go to school. Those children who are in school may benefit from many more years of education than the average.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	This is a secondary indicator.It is not derived directly from questionare responses, but is calculated bnased on indicators that are. Do not recommend calculating to include tertiary because Tertiary enrolees are likely to be undercounted in household surveys due to dormitories and other institutional living environments being excluded from the household suvey sampling technique.
Concept (link to id)	
Methodology	Need: TNAR for each single-year age PrimaryEntranceAge SecondaryCompletionAge Capture drop LifeExpect Gen LifeExpect=0 For each single-year age from 'PrimaryEntranceAge' to 'SecondaryCompletionAge' - TNAR for that age = TNAR/100 //To convert a percentage to a fraction - Replace LifeExpect = LifeExpect + TNAR
Disaggregation	
Limitations	Caution is required when making cross-country comparisons; neither the length of the school year nor the quality of education is necessarily the same in each country. In addition, as this indicator does not directly take into account the effects of repetition, it is not strictly comparable between countries with automatic promotion and those allowing grade repetition. It should also be noted that, depending on countries, the enrolment data do not account for many types of continuing education and training. For these reasons, this indicator should be interpreted in the light of complementary indicators, particularly percentage of repeaters.
Related module (from Question Bank)	
Related	• UNESCO Institute of Statistics online education glossary

references	
Quality control	

	Gender Parity Indices
Identifier	[ ]
Definition	Ratio of female to male values of a given indicator. (UIS online database)
Custodian	[ ]
Relevant collections	GPI's are referenced as components of the EFA and MDG indicative frameworks. They are maintained by the UIS and other international databases
Unit of measurement	Decimal, generally ranging from a minimum of 0 to around 2.
Rationale	The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be in the other way round for indicators that should ideally approach 0% (e.g. repetition, dropout, illiteracy rates, etc). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	This is a secondary indicator.It is not derived directly from questionare responses, but is calculated bnased on indicators that are.
Concept (link to id)	
Methodology	Divide the female value of a given indicator by that of the male.
Disaggregation	Calculate for Gross Intake Rate, Net Intake Rate, Primary Completion Rate, and Primary to Secondary Transition Rate. Calculate for Graduation Rate Gross Attendance Rate, Net Attendance Rate at the pre-primary, primary, and secondary levels.
Limitations	The index does not show whether improvement or regression is due to the performance of one of the gender groups. Interpretation requires trend analysis of the underlying indicators.
Related module (from Question Bank)	
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	GPI's cannot go below 0 and rarely exceed 1.5,

Module name	**School Efficiency**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org , (202) 884-8603
Overview of module content	
Main module indicator variable/derived variables	School Efficiency Gross Intake Rate to the First grade of Primary Net Intake Rate to the First grade of Primary Primary Completion Rate Survival Rate % Repeaters Repetition Rate Dropout Rate Promotion Rate Primary to Secondary Transition Rate Graduation Rate New Entrants to G1 with ECCE experience in the previous year Gender Parity Indices
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other	Tabulations plans can be found in Appendix 3

key and related information)	
Quality control – verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	•

Gross Intake Rate to the First grade of Primary	
Identifier	[ ]
Definition	Gross Intake Rate to the First grade of Primary is defined total number of new entrants [attending] the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age (UIS Online Glossary). Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). New entrants into a level of education are defined as students who, during the course of the current reporting period, enter any programme leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrolees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. UOE Manual (3.2.0) Intake Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify those who are attending grade 1. ED10 and ED12 are used to identify pupils who are new entrants to grade 1: those who either did not attended school during the previous year, or who did attend school but attended a level lower than the first grade of primary (namely, pre-primary). This calculation does not attempt to determine whether or not a grade 1 pupil is a re-entrant after a long period of absence. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to

	determine the official age range for the level/grade and the number of grades that are considered a part of the level.
Custodian	[ ]
Relevant collections	GIR is a component of the EFA Indicative framework. It is collected by the UIS and other international databases.
Unit of measurement	Ratio expressed as a percentage.
Rationale	To indicate the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population. A high GIR indicates a high degree of access to primary education. As this calculation includes all new entrants to first grade (regardless of age), the ratio can exceed 100%, due to over-aged and under-aged children entering primary school for the first time. (UIS)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED10 ED12 ADJUSTEDAGE Any disaggregation variable FirstGradeOfLevel EntranceAgeOfLevel Gen NewEntrant=0 Replace NewEntrant =1 if ED3=1 & ED6=1 & ED8 == FirstGradeOfLevel & (ED10==2 | (ED10==1 & ED12<FirstGradeOfLevel)) Gen LevelAge =. Replace LevelAge=1 if (ADJUSTEDAGE== EntranceAgeOfLevel)

	Find the weighted number of people for whom NewEntrant==1 and the weighted number of people for whom LevelAge==1 and calculate #InLevel/#LevelAge
Disaggregation	GIR can only be calculated for the first grade of primary. See Appendix 3 for recommended disaggregations.
Limitations	A high GIR may be the effect of a backlog of over-aged children who have not entered school when they were at the official primary school-entrance age. (UIS)
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	GIR cannot be less than NIR for the same subpopulation

Net Intake Rate to the First grade of Primary	
Identifier	[ ]
Definition	New entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age. (UIS Online Glossary). Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). New entrants into a level of education are defined as students who, during the course of the current reporting period, enter any programme leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrolees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. UOE Manual (3.2.0) Intake Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify those who are attending grade 1. ED10 and ED12 are used to identify pupils who are new entrants to grade 1: those who either did not attended school during the previous year, or who did attend school but attended a level lower than the first grade of primary (namely, pre-primary). This calculation does not attempt to determine whether or not a grade 1 pupil is a re-entrant after a long period of absence. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are

	considered a part of the level.
Custodian	[ ]
Relevant collections	NIR is a component of the EFA and FTI Indicative frameworks. It is collected by the UIS and other international databases.
Unit of measurement	Percentage
Rationale	To precisely measure access to primary education by the eligible population of primary school-entrance age. A high NIR indicates a high degree of access to primary education for the official primary school-entrance age children. NIR of 100% is a necessary condition for the policy goal of universal primary education. (UIS online glossary)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED10 ED12 ADJUSTEDAGE Any disaggregation variable FirstGradeOfLevel EntranceAgeOfLevel Gen NewEntrant=0 Replace NewEntrant =1 if ED3=1 & ED6=1 & ED8 == FirstGradeOfLevel & (ED10==2 | (ED10==1 & ED12<FirstGradeOfLevel)) Gen LevelAge =. Replace LevelAge=1 if (ADJUSTEDAGE== EntranceAgeOfLevel) Find proportion of LevelAge for whom New Entrant==1

Disaggregation	NIR can only be calculated for the first grade of primary. See Appendix 3 for recommended disaggregations.
Limitations	A high GIR may be the effect of a backlog of over-aged children who have not entered school when they were at the official primary school-entrance age. (UIS Online Glossary)
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	NIR cannot exceed 100%, NIR cannot exceed GIR for the same subpopulation

Primary Completion Rate (Gross Intake Rate to the Last grade of Primary**)**	
Identifier	[ ]
Definition	Primary Completion Rate (Gross Intake Rate to the Last grade of Primary) is defined as the total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary (UIS Online Glossary). Attendance is defined as "attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year or during the last school year. According to the International Standard Classification of Education (ISCED) education is taken to comprise all deliberate and systematic activities designed to meet learning needs. Instruction in particular skills which is not part of the recognized educational structure of the country (for example in-service training in factories) is not normally considered school attendance (UN Recommendations Rev 2). The official age group for a given level of education is determined by national or local administrative bodies in charge of school administration within the area of enumeration (eg the national Ministry of Education). New entrants into a level of education are defined as students who, during the course of the current reporting period, enter any programme leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrolees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. UOE Manual (3.2.0) Intake Rates are calculated using information from question ED6 to identify household members who are attending school, and ED8 to identify those who are attending the last grade of primary. ED10 and ED12 are used to identify pupils who are new entrants to the last grade of primary: those who attended a level lower than the last grade of primary during the previous year. This calculation does not attempt to determine whether or not a grade 1 pupil is a re-entrant after a long period of absence. For the purpose of calculating attendance indicators, ages of household members are adjusted to reflect their age at the beginning of the school year for which the attendance rate is to be calculated. National (or local) definitions are used to determine the official age range for the level/grade and the number of grades that are considered a part of the level.

Custodian	[ ]
Relevant collections	The Primary Completion Rate is a component of the EFA, MDG, FTI, and MCC Indicative Frameworks. It is maintained by the UIS and other international databases.
Unit of measurement	Ratio expressed as a percentage
Rationale	This proxy measure of primary completion also reflects the impact of policies shaping the early grades of primary school can impact the final grade of this education level. It also indicates the capacity of the education system to provide primary completion for the theoretical entrance age population to the last grade of primary. A high ratio indicates a high degree of current primary education completion (UIS)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Variables used (variable names correspond to questionnaire question numbers)(variable names correspond to questionnaire question numbers): ED6 ED8 ED10 ED12 ED_ADJUSTED_AGE Any disaggregation variable LastGradeOfLevel ExitAgeOfLevel Gen NewEntrant=0 Replace NewEntrant =1 if ED3=1 & ED6=1 & ED8 == LastGradeOfLevel & (ED10==1 & ED12< LastGradeOfLevel) Gen LevelAge =. Replace LevelAge=1 if (ADJUSTEDAGE== ExitAgeOfLevel) Find the weighted number of people for whom NewEntrant==1 and the weighted number of people for whom LevelAge==1 and calculate #InLevel/#LevelAge

Disaggregation	Primary Completion rate can only be calculated for primary school. See Appendix 3 for recommended disaggregations.
Limitations	The calculation includes all new entrants to last grade (regardless of age). Therefore, the ratio can exceed 100%, due to over-aged and under-aged children who enter primary school late/early and/or repeat grades.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201
Quality control	

Survival Rate	
Identifier	[ ]
Definition	Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades. (UNESCO Institute of Statistics online education glossary) Survival rates are calculated on the basis of reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade. (UIS- Global Education Digest 2005)
Custodian	[ ]
Relevant collections	This indicator is component of the EFA and MDG indicative frameworks and is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	Rates approaching 100% indicate a high level of retention and low incidence of dropout. The distinction between survival rate with and without repetition is necessary to compare the extent of wastage due to dropout and repetition. Survival rate to the last grade of primary education is of particular interest for monitoring universal primary education, a central objective for Education for All and the Millennium Development Goals. (UIS online glossary)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**** Below is STATA code EPDC uses to calculate G1-5 Survival Rate **** ED_PROMOTER ED_REPEATER ED_DROPOUT capture drop prim gen prim=0 replace prim=1 if (ED8>'FirstGradePrim' & hv127<=`lastgradeprim') & ED3==1  capture drop pgrade1to5 gen pgrade1to5 = (ED8>'FirstGradePrim' & hv127<=`Grade5') & ED3==1

```
//     REPEATERS RATE PER GRADE    //
// Loop calculates the fraction of Repeater pupils for each single grade of Primary up to grade 5, disaggregated by sex
// Saved as a decimal into series of variables Rep_Sex`j'_Grade`i'
// where j: sex with 0-Both, 1-Male, 2-Female                and
// where i: grade

capture drop grade
gen grade=0

forvalues i=1/5 {

          replace grade=`i' if hv127==`i' & prim==1

          svy: mean repeater, subpop(if grade==`i')
          matrix m=e(b)
          gen Rep_Sex0_Grade`i'=m[1,1]

          svy: mean repeater, over(hv104) subpop(if grade==`i')
          matrix mq=e(b)

          forvalues j = 1/2{
                    gen Rep_Sex`j'_Grade`i'=mq[1,`j']
                    }

}



//     PROMOTEDS RATE PER GRADE    //
// Loop calculates the fraction of Promoted Pupils for each single grade of Primary up to grade 5, disaggregated by sex
// Saved as a decimal into series of variables Prom_Sex`j'_Grade`i'
// where j: sex with 0-Both, 1-Male, 2-Female                and
// where i: grade

capture drop grade
gen grade=0

forvalues i=1/5 {

          replace grade=`i' if hv127==`i' & prim==1
```

```
        svy: mean prom, subpop(if grade==`i')
        matrix m=e(b)
        gen Prom_Sex0_Grade`i'=m[1,1]

        svy: mean prom, over(hv104) subpop(if grade==`i')
        matrix mq=e(b)

        forvalues j = 1/2{
            gen Prom_Sex`j'_Grade`i'=mq[1,`j']
            }

}

//   CUMULATIVE SURVIVAL   //

*repeat Steps 1-4 for sex [0, 1, 2]

forvalues sex = 0/2{



* STEP 1: Fill initial values for each Y at G=1 according to these rules:
* G1Y1=1000; each subsequent Y is equal to the previous Y's value multiplied by the G1 Repetition rate

* to make the math easy, we pretend the cohort began with 100 pupils
gen Pupils_Gr1_Yr1 = 100

forvalues i= 1/10 {
        local j=1+`i'
        gen Pupils_Gr1_Yr`j' = (Pupils_Gr1_Yr`i' * Rep_Sex`sex'_Grade1)
        }



* STEP 2: fill in values for select un-used g_y_ coordinates to 0 so that initial '#repeaters' are set to 0

capture drop grade

forvalues year = 1/4 {
        local grade = 1 +`year'
        gen Pupils_Gr`grade'_Yr`year' = 0
```

```
        }


*************************

* STEP 3: Fill in #Pupils from Pupils_Gr2_Yr2 to Pupils_Gr5_Yr15

forvalues grade = 2/5    {

        local prevgrade = -1 + `grade'

        forvalues year = `grade' / 9 {

                local prevyear= -1 + `year'

                capture drop promoteds repeateds

                        *calculate Pupils promoted into this group from previous grade, previous year
                local promoteds = Prom_Sex`sex'_Grade`prevgrade' * Pupils_Gr`prevgrade'_Yr`prevyear'

                        *calculate Pupils repeated into this group from same grade, previous year
                local repeateds = Rep_Sex`sex'_Grade`grade' * Pupils_Gr`grade'_Yr`prevyear'

                        *Pupils_Year_Grade is comprised of 'promoteds' + 'repeateds'
                gen Pupils_Gr`grade'_Yr`year' = `promoteds' + `repeateds'


                }

        }



* STEP 4: Grade1-5 Survival Rate
* The proportion of our fictional cohort of 1000 students who eventually promote from Gr4 to Gr5,
* regardless of how long it took them to get there.

capture drop ReachedGrade5_Sex`sex'
gen Grade1_5Survival_Sex`sex' =  (Pupils_Gr4_Yr4 + Pupils_Gr4_Yr5 + Pupils_Gr4_Yr6 +
```

	Pupils_Gr4_Yr7 + Pupils_Gr4_Yr8 + Pupils_Gr4_Yr9) * Prom_Sex`sex'_Grade4 / 100 drop Pupils_Gr1_Yr1 - Pupils_Gr5_Yr9 } * rename output so that it fits EPDC extraction standards, then savesome, then delete detrius rename Grade1_5Survival_Sex0 both rename Grade1_5Survival_Sex1 sex1 rename Grade1_5Survival_Sex2 sex2 gen indic = 122 savesome both-indic if _n==1 using Eff_Result122, replace drop efficiencyunknown - sex2
Disaggregation	See Appendix 3 for recommended disaggregations.
Limitations	Given that this indicator is usually estimated using cohort analysis models that are based on a number of assumptions (i.e. the observed flow rates will remain unchanged throughout the cohort life), care should be taken in using of the results in comparisons. Care should also be taken in calculating the indicator at sub-national level because of possible pupils' transfers between localities.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary • UIS- Global Education Digest 2005
Quality control	Survival rate cannot exceed 100%

% Repeaters	
Identifier	[ ]
Definition	Total number of pupils who, in the current year, are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment in the specified grade during the current year. EPDC also classifies as repeaters those who move down one grade from the previous year to the current year.
Custodian	[ ]
Relevant collections	% Repeaters is component of the FTI Indicative Frameworks. It is also collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	High percentage reflect serious problems of grade repetition or the internal efficiency of the education system.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	ED_REPEATERS ED8 FirstGradeofLevel LastGradeofLevel Capture Drop InLevel Gen InLevel=. Replace InLevel=1 if ED8>=' FirstGradeofLevel' and ED8<='LastGradeofLevel' Find the proportion of subpop InLevel for whom ED_REPEATERS==1
Disaggregation	Calculate at the primary and secondary school level. See Appendix 3 for recommended disaggregations.
Limitations	The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially in comparisons between

	education systems.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary
Quality control	

Repetition Rate	
Identifier	[ ]
Definition	Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. (UNESCO Institute of Statistics online education glossary). EPDC also classifies as repeaters those who move down one grade from the previous year to the current year. The repetition rate is the percentage of students in a given grade in the previous school year who are repeating that grade in the current school year. (DHS – USAID)
Custodian	[ ]
Relevant collections	The Repetition Rate is a component of the EFA indicative framework. This indicator is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	Repetition Rate ideally should approach zero percent. High repetition rate reveals problems in the internal efficiency of the educational system and possibly reflect a poor level of instruction. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	Put more clearly, % Repeaters is the percentage of pupils currently in a grade or level who are repeating that grade. Repetition Rate is the percentage of pupils in the grade or level last year who went on to repeat the grade they were attending that year.
Concept (link to id)	
Methodology	ED_REPEATERS ED12 FirstGradeofLevel LastGradeofLevel Capture Drop InLevel Gen InLevel=. Replace InLevel=1 if ED12>=' FirstGradeofLevel' and ED12<='LastGradeofLevel' Find the proportion of subpop InLevel for whom ED_REPEATERS==1

Disaggregation	Calculate at the primary and secondary school levels attended during the previous year, and for individual grades at those levels for the previous year. See Appendix 3 for recommended disaggregations.
Limitations	In some cases, low repetition rates merely reflect policies or practices of automatic promotion. The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially in comparisons between education systems.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary • DHS – USAID
Quality control	The Repetition Rate, Promotion Rate, and Dropout rate for a subpopulation should all add up to 100%.

Dropout Rate	
Identifier	[ ]
Definition	Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. (UNESCO Institute of Statistics online education glossary) The dropout rate is the percentage of students in a given grade in the previous school year who are not attending school in the current school year. (DHS – USAID)
Custodian	[ ]
Relevant collections	This indicator is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	Ideally, the rate should approach 0%; a high dropout rate reveals problems in the internal efficiency of the educational system. By comparing rates across grades, it is possible to identify those which require greater policy emphasis.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	

Methodology	ED_DROPOUT ED12 FirstGradeofLevel LastGradeofLevel Capture Drop InLevel Gen InLevel=. Replace InLevel=1 if ED12>=' FirstGradeofLevel' and ED12<='LastGradeofLevel' Find the proportion of subpop InLevel for whom ED_ DROPOUT ==1
Disaggregation	Calculate at the primary and secondary school levels attended during the previous year, and for individual grades at those levels for the previous year. See Appendix 3 for recommended disaggregations.
Limitations	The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially when comparing education systems.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary • DHS – USAID
Quality control	The Repetition Rate, Promotion Rate, and Dropout rate for a subpopulation should all add up to 100%.

Promotion Rate	
Identifier	[ ]
Definition	Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year.
Custodian	[ ]
Relevant collections	This indicator is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	Ideally, the rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	ED_PROMOTER ED12 FirstGradeofLevel LastGradeofLevel Capture Drop InLevel Gen InLevel=. Replace InLevel=1 if ED12>=' FirstGradeofLevel' and ED12<='LastGradeofLevel' Find the proportion of subpop InLevel for whom ED_ PROMOTER ==1
Disaggregation	Calculate at the primary and secondary school levels attended during the previous year, and for individual grades at those levels for the previous year. See Appendix 3 for recommended disaggregations.
Limitations	Automatic promotion can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially when comparing education systems.
Related module (from Question	Household roster (for age and sex), modules containing data for disaggregation of results.

Bank)	
Related references	• UNESCO Institute of Statistics online education glossary
Quality control	The Repetition Rate, Promotion Rate, and Dropout rate for a subpopulation should all add up to 100%.

Primary to Secondary Transition Rate	
Identifier	[ ]
Definition	Number of new entrants to the first grade of secondary education (general programmes only) in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year (UIS- Education Indicators - Technical Guidelines) The transition rate to secondary education is the percentage of children in the last grade of primary school who attend the first grade of secondary school the following year. It is calculated as: Transition rate to secondary education = 100* (number of children in first secondary grade who were in last primary grade the previous year) / (number of children in the last primary grade the previous year).
Custodian	[ ]
Relevant collections	This indicator is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	To convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements. High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging between two cycles or levels of education, due to either deficiencies in the examination system, or inadequate admission capacity in the higher cycle or level of education, or both. (UIS Online Glossary)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	ED6 ED8 ED10 ED12

	LastGradePrim FirstGradeSec capture drop LastGradeLastYear Gen LastGradeLastYear=0 Replace LastGradeLastYear=1 if ED10==1 and ED12==’LastGradePrim’ Capture drop FirstGradeThisYear Gen FirstGradeThisYear=0 Replace FirstgradeThisYear=1 if ED6==1 and ED8==’ FirstGradeSec’ Find the proportion of the subpop LastGradeLastYear for whom FirstGradeThisYear==1
Disaggregation	See Appendix 3 for recommended Disaggregations
Limitations	Students who interrupted their studies for one or more years after having completed the lower level of education, together with the migrant students, could also affect the quality of this indicator.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary • Multiple Indicator Cluster Surveys / MICS3
Quality control	Transition Rate cannot exceed 100%

Graduation Rate	
Identifier	[ ]
Definition	Number of graduates regardless of age in a given level or programme expressed as a percentage of the population at the theoretical graduation age for that level or programme. A graduate is a person who has successfully completed the final year of a level or sub-level of education. In some countries completion occurs as a result of passing an examination or a series of examinations. In other countries it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country. (UNESCO Institute of Statistics online education glossary) To be considered as Graduates, students should fulfil simultaneously some pre-set requirements for a successful completion, which include attendance requirements [..] and demonstration that they have acquired the expected skills and knowledge [...]. Countries should apply their national definition of a successful completion [...]. (UOE data collection manual)
Custodian	[ ]
Relevant collections	This indicator is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary • UIS- Global Education Digest 2005 • UOE data collection on education systems data collection manual, Vol 1.

Quality control	

New Entrants to G1 with ECCE experience in the previous year	
Identifier	[ ]
Definition	Number of new entrants to primary grade 1 who have attended some form of organized Early Childhood Care and Education (ECCE) programme for the equivalent of at least 200 hours, expressed as a percentage of total number of new entrants to primary grade 1.
Custodian	[ ]
Relevant collections	This indicator is component of the EFA indicative framework and is collected in the UIS online database and other online databases.
Unit of measurement	Percentage
Rationale	A high percentage of new entrants to grade 1 of primary education who have attended some form of organized ECCE programme indicates that a large proportion of these children have participated in organized learning activities prior to entering primary school. Progress in schooling is often associated with cognitive abilities acquired at young ages. It is commonly recognized that prior participation in ECCE programmes can play an important role in a child's future education, because they shape attitudes toward learning and develop basic social skills, but the effect of ECCE activities on children's cognitive development may vary according to the programme attended.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	ED6 ED8 ED10 ED12 capture drop LastGradeLastYear Gen LastGradeLastYear=0 Replace LastGradeLastYear=1 if ED10==1 and ED12>=00 and ED12<=02 Capture drop FirstGradeThisYear Gen FirstGradeThisYear=0 Replace FirstgradeThisYear=1 if ED6==1 and ED8==11 Find the proportion of the subpop FirstGradeThisYear for whom LastGradeLastYear ==1

Disaggregation	
Limitations	Household surveys do not verify the number of hours of ECCE programming that a child attened. This indicator may give an exaggerated picture of access to ECCE, since those children who have access to these programmes are also more likely to have access to primary schools.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• UNESCO Institute of Statistics online education glossary
Quality control	Cannot exceed 100%

Gender Parity Indices	
Identifier	[ ]
Definition	Ratio of female to male values of a given indicator. (UIS online database)
Custodian	[ ]
Relevant collections	GPI's are referenced as components of the EFA and MDG indicative frameworks. They are maintained by the UIS and other international databases
Unit of measurement	Decimal, generally ranging from a minimum of 0 to around 2.
Rationale	The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be in the other way round for indicators that should ideally approach 0% (e.g. repetition, dropout, illiteracy rates, etc). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	Divide the female value of a given indicator by that of the male.
Disaggregation	Calculate for Gross Intake Rate, Net Intake Rate, Primary Completion Rate, and Primary to Secondary Transition Rate. Calculate for Graduation Rate Gross Attendance Rate, Net Attendance Rate at the pre-primary, primary, and secondary levels.
Limitations	The index does not show whether improvement or regression is due to the performance of one of the gender groups. Interpretation requires trend analysis of the underlying indicators.
Related module (from Question Bank)	Household roster (for age and sex), modules containing data for disaggregation of results.
Related references	• Principles and Recommendations for Population and Housing Censuses. Rev. 1. UN. • ISCED 1997 Revision, UNESCO • UNESCO Institute of Statistics Classifications & Manuals: http://www.uis.unesco.org/ev.php?URL_ID=5455&URL_DO=DO_TOPIC&URL_SECTION=201

Quality control	GPI's cannot go below 0 and rarely exceed 1.5,

Module name	**Auxiliary Attainment**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org , (202) 884-8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided on the next page
Quality control - verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	•

Auxiliary Attainment Module: Tabulation Plan

Attainment Level:	No Education			Primary Incomplete			Primary Complete			Secondary Incomplete			Secondary Complete			Post-Secondary			% with Some Education		
Gender:	M	F	B	M	F	B	M	F	B	M	F	B	M	F	B	M	F	B	M	F	B
Region																					
Region1																					
Region2																					
Region3																					
Residence																					
Urban																					
Rural																					
Age																					
Single-year ages [3-24]																					
5-year age groups [5-9 … 60-64]																					
3-4																					
65+																					
15+																					
25+																					
15-24																					
Income																					
Poorest																					
Second																					
Middle																					
Fourth																					
Richest																					
Sex of Household Head																					
Male																					
Female																					
Ethnicity/Language/Religion Group																					
Group 1																					
Group 2																					
Group 3																					
Disability group or other designation																					
Group 1																					
Group 2																					
Group 3																					
Total																					

Auxiliary Attainment: Indicator Metadata

	Highest Diploma earned
Identifier	[ ]
Definition	Highest Diploma earned is defined as the most advanced level of schooling completed and additional requirements or prerequisites (such as examination) completed in the educational system of the country where the education was received in order to earn a particular diploma.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

User-Inputted Constants

'Year of Beginning of MOST RECENT school year' in YYYY format
'Month of Beginning of MOST RECENT school year' in MM format

Adjusted Age Variable

'Year of Interview date' in YYYY format
'Month of Interview date' in MM format

'Year of Birth' (if available) in YYYY format
'Month of Birth' (if available) in MM format

'Age in single years' in NN format

Adjusted Age Variable

[This code assumes that every effort has been made to use data from other modules to make educated guesses as to the 'year of birth' and 'month of birth' of every household members, and assumes that there are no missing values for Year and Month of Interview, and that the Year and Month of the beginning of the current or most recent school year are also known.]

If 'Month of Birth' is blank, assign it a random integer value greater than or equal to 1 and less than or equal to 12.

Generate BirthReference = ('Year of Birth' * 12) + 'Month of Birth'

Generate SchoolStartReference = ('Year of Beginning of YYYY MOST RECENT school year' * 12) + 'Month of Beginning of YYYY MOST RECENT school year'

Generate ED_ADJUSTED_AGE = (SchoolStartReference – BirthReference) /12

Replace ED_ADJUSTED_AGE = AdjustedAge truncated to the 0 decimal place

Drop BirthReference - SchoolStartReference

Attainment Variables

No_Education = 1	if (ED3 =2) OR (ED3 =1 AND ED4=99)
Pre_Primary = 1	if (ED3 =1 AND ED4>=01 & ED4<=02)
Prim_Incomplete = 1	if ED3 =1 AND (ED4>=11 AND ED4<=15)
Prim_Complete = 1	if ED3 =1 AND ED4==16
Sec_Incomplete = 1	if ED3 =1 AND (ED4>=21 AND ED4<>33 AND ED4<=34)
Sec_Complete = 1	if ED3 =1 AND (ED4==33 OR ED4==35)
Post_Sec = 1	if ED3 =1 AND (ED4>=41 AND ED4<=50)

Gen Attainment_Check = No_Education + Pre_Primary + Prim_Incomplete + Prim_Complete + Sec_Incomplete + Post_Sec

Gen ERROR=1 if Age>=3 and (Attainment_Check<>1)

Gen ED_FORMAL_ATTAINMENT =0	if No_Education==1
Gen ED_FORMAL_ATTAINMENT =1	if Pre_Primary == 1
Gen ED_FORMAL_ATTAINMENT =2	if Prim_Incomplete == 1
Gen ED_FORMAL_ATTAINMENT =3	if Prim_Complete == 1
Gen ED_FORMAL_ATTAINMENT =4	if Sec_Incomplete == 1
Gen ED_FORMAL_ATTAINMENT =5	if Sec_Complete == 1
Gen ED_FORMAL_ATTAINMENT =6	if Post_Sec == 1

Attendance Variables

Efficiency Indicators

Variables needed:

LastGradePrim
LastGradeLS
LastGradeUS

```
Gen         Repeater=0
Replace     Repeater=1      if (ED5=1 & ED3=1) & (ED6<98 & ED4<98) & (ED4<=ED6)
                            /* If attended both years and level attended is valid for both years and level attended this year is <= level attended last year

Gen         Promoted=0
Replace     Promoted=1      if (ED5=1 & ED3=1) & (ED6<98 & ED4<98) & (ED4>ED6)
                            /* If attended both years and level attended is valid for both years and level attended this year is > level attended last year
Replace     Promoted=1      if (ED5=1 & ED3=2) &
                                    ( (ED6==LastGradePrim & ED2=LastGradePrim )
                                    |(ED6== LastGradeLS  & ED2 = LastGradeLS    )
                                    | (ED6==LastGradeUS & ED2 = LastGradeUS    ) )
                            /* If attended last year but not this year and the grade attended last year was the terminal grade of a school level and the respondent reported that terminal grade as the highest grade they have completed. In other words if the pupil graduated from the level
                            This part of the definition goes beyond the UIS defition

Gen         Dropout=0
Replace     Dropout=1       if ED5=1 & ED3=2
                            /* If attended last yr but not this yr
Replace     Dropout=0       if Promoted==1
                            /* Do not count those who are counted as promoted because they graduated

Gen         Testvar=0
Replace     TestVar=        Repeater + Dropout + Promoted
/* If there are pupils who attended school in
```

Relative Age Variable

For each school level, execute a set of code along these lines:

```
Gen OnTime          =0
Gen Underage        =0
Gen Overage         =0

Loop For i = 0 through ( `#GradesInLevel'-1 )
        If ED4 == (`FirstGradeOfLevel' + i) and AdjustedAge == (`OfficialStartingAgeForLevel' + i)
                Then Replace OnTime=1

        If ED4 == (`FirstGradeOfLevel' + i) and AdjustedAge > (`OfficialStartingAgeForLevel' + i)
                Then Replace OverAge=1

        If ED4 == (`FirstGradeOfLevel' + i) and AdjustedAge < (`OfficialStartingAgeForLevel' + i)
                Then Replace UnderAge=1
End Loop


Gen Relative AgeCheck= OnTime+UnderAge+Overage
```

Household Expenditure Variables:

User inputted variables:

NumInSchoolYear_Terms
NumInSchoolYear_Months
NumInSchoolYear_Weeks
NumInSchoolYear_Days
[There should be one of these variables for each of the timecodes offered for Household Expenditure response part C; The exception is the category 'Each Year' since we know there is only one year in a year.

Calculations:

Capture Drop ED_16_Total_Annual_Expend
Gen ED_16_Total_Annual_Expend = .

Loop for each instance of 'N' expenditure categories used in the survey:
{
Generate a variable with the name ED_16'N'_Annual_Expend for each category where 'N' is the letter representing the three variables for that category of expenditure. Make sure the variable has a value of '.'

If ED16'N'1 = 1, then replace the value of ED_16'N'_Annual_Expend with the value of ED16'N2

IF (ED_16'N'_Annual_Expend>0 and <>'.') AND (ED16'N'3==1)
THEN ED_16'N'_Annual_Expend = (ED_16'N'_Annual_Expend* NumInSchoolYear_Days)

IF (ED_16'N'_Annual_Expend>0 and <>'.') AND (ED16'N'3==2)
THEN ED_16'N'_Annual_Expend = (ED_16'N'_Annual_Expend* NumInSchoolYear_Weeks)

IF (ED_16'N'_Annual_Expend>0 and <>'.') AND (ED16'N'3==3)
THEN ED_16'N'_Annual_Expend = (ED_16'N'_Annual_Expend* NumInSchoolYear_Months)

IF (ED_16'N'_Annual_Expend>0 and <>'.') AND (ED16'N'3==4)
THEN ED_16'N'_Annual_Expend = (ED_16'N'_Annual_Expend* NumInSchoolYear_Terms)

IF (ED_16'N'_Annual_Expend>0 and <>'.') AND (ED16'N'3==8)
THEN ED_16'N'_Annual_Expend = .

```
Replace ED_16_Total_Annual_Expend =  (ED_16_Total_Annual_Expend +
ED_16'N'_Annual_Expend)

}
```

Module name	**Decisions on Education**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org , (202) 884- 8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided on the next page
Quality control - verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	•

	Reasons for not attending school
Identifier	[ ]
Definition	This indicator presents information on survey respondents' responses to the question "Why is NNNN not currently attending school?" The question is asked with reference to each household member between the ages of 3 and 24 who has never attended school.
Custodian	[ ]
Relevant collections	These indicators are not defined or collected at the international level, but can be an invaluable resource for policymakers seeking to design and target programs.
Unit of measurement	Percentage
Rationale	To show the primary factors that may be preventing school-aged household members from attending school. This indicator could be used by policymakers seeking to understand the socioeconomic forces or school quality/accessibility issues that may be contributing to non-attendance among the population and subpopulations and to assist in the design and targeting of policy options to address these problems.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** AGE ED3 ED15 **Calculations** Capture Drop NeverAttended Gen NeverAttended=0 Replace NeverAttended=1 if AGE>=3 and AGE<=24 and ED3==2 For all of NeverAttended, or for each Subpopulation of NeverAttended, find the proportions that gave each of the possible responses to ED15. [Response options for ED15 will vary by survey]
Disaggregation	School Age Rages See Appendix 3 for recommended disaggregations.
Limitations	This indicator oversimplifies what is probably a complex decision in many households by asking one household member to report one reason that a household member is not attending school. In reality there may have been multiple competing pressures both for- and against- attending school, and these competing pressures may be interpreted with different emphasis by different household members.
Related module (from Question Bank)	
Related references	
Quality control	For each population or subpopulation, the proportions giving each response should all add up to 100%.

	Reasons for leaving school
Identifier	[ ]
Definition	This indicator presents information on survey respondents' responses to the question "Why did NAME not continue his/her education?" The question is asked with reference to each household member between the ages of 3 and 24 who did not attend school during the current school year, but is known to have attended school in the past.
Custodian	[ ]
Relevant collections	These indicators are not defined or collected at the international level, but can be an invaluable resource for policymakers seeking to design and target programs.
Unit of measurement	Percentage
Rationale	To show the primary factors that may cause children to drop out of school. This indicator could be used by policymakers seeking to understand the socioeconomic forces or school quality/accessibility issues that may be contributing to dropout rates and to assist in the design and targeting of policy options to address these problems.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** AGE ED3 ED6 ED9 **Calculations** Capture Drop LeftSchool Gen LeftSchool =0 Replace LeftSchool =1 if AGE>=3 and AGE<=24 and ED3==1 and ED6==2 For all of LeftSchool, or for each Subpopulation of LeftSchool, find the proportions that gave each of the possible responses to ED9. [Response options for ED9 will vary by survey]
Disaggregation	Calculate for each educational attainment level (Pre-Primary, Primary Incomplete, Primary Complete, Secondary Incomplete, Secondary Complete). See Appendix 3 for recommended disaggregations.
Limitations	This indicator oversimplifies what is probably a complex decision in many households by asking one household member to report one reason that a household member is not attending school. In reality there may have been multiple competing pressures both for- and against- attending school, and these competing pressures may be interpreted with different emphasis by different household members.
Related module (from Question Bank)	
Related references	
Quality control	For each population or subpopulation, the proportions giving each response should all add up to 100%.

	Transfer Rate
Identifier	[ ]
Definition	Transfer rate is defined as the of pupils who transfer from one school to another school from one year to the next, expressed as a percentage of pupils who were in school both years.
Custodian	[ ]
Relevant collections	These indicators are not defined or collected at the international level, but can be an invaluable resource for policymakers seeking to design and target programs.
Unit of measurement	Percentage
Rationale	To show the percentage of pupils who move from one school to another between school years. May be used by policymakers seeking to understand the rates at which pupils move between schools. The transfer rate can also help policymakers interpret differences between efficiency rates obtained from administrative sources and efficiency rates obtained through household surveys.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** ED3 ED6 ED10 ED13 **Calculations** Capture Drop AttendBothYears Gen AttendBothYears =0 Replace AttendBothYears=1 if ED3==1 & ED6==1 & ED10==1 Find the proportion of subpopulation AttendBothYears for whom ED13==2
Disaggregation	Calculate at the primary and secondary school levels attended during the previous year, and for individual grades at those levels for the previous year. See Appendix 3 for recommended disaggregations.
Limitations	May miss information on children who transition during the school year, or those who regularly move back and forth between two or more schools.
Related module (from Question Bank)	
Related references	
Quality control	

	Reasons for transferring
Identifier	[ ]
Definition	Reasons for switching schools represent the respondent's reasons behind the decision to transfer schools.
Custodian	[ ]
Relevant collections	These indicators are not defined or collected at the international level, but can be an invaluable resource for policymakers seeking to design and target programs.
Unit of measurement	Percentage
Rationale	To show the primary factors that may cause children to transfer between schools. This indicator could be used by policymakers seeking to understand the socioeconomic forces or school quality/accessibility issues that may be contributing to transfer rates and to assist in the design and targeting of policy options to address these problems.
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** ED3 ED6 ED10 ED13 ED14 **Calculations** Capture Drop Transferer Gen Transferer =0 Replace Transferer =1 if ED3==1 & ED6==1 & ED10==1 & ED13==2 For all of 'Transferer', or for each Subpopulation of 'Transferer', find the proportions that gave each of the possible responses to ED14. [Response options for ED14 will vary by survey]
Disaggregation	Calculate at the primary and secondary school level attended during the previous year. See Appendix 3 for recommended disaggregations.
Limitations	This indicator oversimplifies what is probably a complex decision in many households by asking one household member to report one reason that a household member transferred between schools. In reality there may have been multiple competing pressures both for- and against- transferring, and these competing pressures may be interpreted with different emphasis by different household members. Reasons for transferring among pupils who transfer within the same school year may be overlooked by these question.
Related module (from Question Bank)	
Related references	
Quality control	For each population or subpopulation, the proportions giving each response should all add up to 100%.

Module name	**Household Expenditure on Education**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org, (202) 884-8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided in Appendix 3.
Quality control - verification, editing of data cross checking, hard and soft checks	-
References (more detail available at)	•

Household Expenditure on Education Module: Indicator Metadata

	% Pupils whose households spent money on their education
Identifier	[ ]
Definition	Average expenditure on education is defined as the total expenditure per children in a household by level divided by the number of pupils in that particular level. Calculated for Previous year…
Custodian	[ ]
Relevant collections	
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** ED3 ED10 ED12 ED16A1, ED16B1, ED16C1,ED16D1, ED16E1… LowestGradeofLevel HighestGradeofLevel **Calculations** Capture Drop InLevel Gen InLevel=0 Replace InLevel=1 if ED3==1 & ED10==1 & ED12>= 'LowestGradeofLevel' and ED12<= 'HighestGradeofLevel' Capture Drop SpentAnything Gen SpentAnything=0 Replace SpentAnything=1 if (ED16A1==1 OR ED16B1==1 OR ED16C1==1 OR ED16D1==1 OR ED16E1…) Find the proportion of InLevel for whom SpentAnything==1
Disaggregation	
Limitations	Covers only expenditures maid by the household for the pupil. Does not cover expenditures by persons outside the household; for example, if an uncle who lives outside the household spends pays a pupils tuition, that expenditure would not be reflected in the data.
Related module (from Question Bank)	
Related references	

Quality control	

Percentage of Pupils whose households spent money on their education, by category of expenditure	
Identifier	[ ]
Definition	Average expenditure on education is defined as the total expenditure per children in a household by level divided by the number of pupils in that particular level. Calculated for Previous year…
Custodian	[ ]
Relevant collections	
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** ED3 ED10 ED12 ED16A1, ED16B1, ED16C1,ED16D1, ED16E1… LowestGradeofLevel HighestGradeofLevel **Calculations** Capture Drop InLevel Gen InLevel=0 Replace InLevel=1 if ED3==1 & ED10==1 & ED12>= 'LowestGradeofLevel' and ED12<= 'HighestGradeofLevel' For each category of expenditure, Find the proportion of InLevel for whom the corresponding ED16_1 variable==1
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	Average non-zero per-pupil household expenditure on education, by category
Identifier	[ ]
Definition	Average-pupil household expenditure on education, by category is defined as the total expenditure on education by category per level divided by the number of pupils in that particular level.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** ED3 ED10 ED12 LowestGradeofLevel HighestGradeofLevel **Intermediate Variables:** **(There will be one intermediate variable to correspond to each expenditure category used in the household expenditure module; actual categories used will vary by survey).** ED16A_Annual_Expend ED16B_Annual_Expend ED16C_Annual_Expend ED16D_Annual_Expend ED16E_Annual_Expend ED16F_Annual_Expend **Calculations** Capture Drop InLevel Gen InLevel=0 Replace InLevel=1 if ED3==1 & ED10==1 & ED12>= 'LowestGradeofLevel' and ED12<= 'HighestGradeofLevel' For each category of expenditure N, Find the weighted number of household members for whom InLevel==1 AND ED16N_Annual_Expend<>. Find the weighed sum of ED16N_Annual_Expend for household members for whom InLevel==1 AND ED16N_Annual_Expend<>. Calculate: (Sum of Expenditures)/(Count of Household members)
Disaggregation	
Limitations	
Related	

module (from Question Bank)	
Related references	
Quality control	

	Average non-zero per-pupil household expenditure on education
Identifier	[ ]
Definition	Average-pupil household expenditure on education, by category is defined as the total expenditure on education by category per level divided by the number of pupils in that particular level.
Custodian	[ ]
Relevant collections	
Unit of measurement	
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Variables** ED3 ED10 ED12 LowestGradeofLevel HighestGradeofLevel **Intermediate Variables:** ED16_Total_Annual_Expend **Calculations** Capture Drop InLevel Gen InLevel=0 Replace InLevel=1 if ED3==1 & ED10==1 & ED12>= 'LowestGradeofLevel' and ED12<= 'HighestGradeofLevel' Find the weighted number of household members for whom InLevel==1 AND ED16_Total_Annual_Expend<>. Find the weighed sum of ED16_Total_Annual_Expend for household members for whom InLevel==1 AND ED16_Total_Annual_Expend<>. Calculate: (Sum of Expenditures)/(Count of Household members)
Disaggregation	
Limitations	
Related	

module (from Question Bank)	
Related references	
Quality control	

Module name	**Apprenticeship, Literacy Training & Out of School Education**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org, (202) 884-8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided on the next page
Quality control - verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	•

Apprenticeship, Literacy Training & Out of School Education Module: Indicator Metadata

	Educational Attainment by category of non-formal education
Identifier	[ ]
Definition	
Custodian	[ ]
Relevant collections	
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	Attendance rate by category of non-formal education
Identifier	[ ]
Definition	Attendance rate by category of non-formal education is defined as the total attendance in a specific category of non-formal education express as a percentage of the eligible non-formal age population in a given school year.
Custodian	[ ]
Relevant collections	
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

	% Population received literacy training outside of school
Identifier	[ ]
Definition	
Custodian	[ ]
Relevant collections	Completion rate is component of the EFA.
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	
Disaggregation	
Limitations	
Related module (from Question Bank)	

Related references	
Quality control	

Module name	**Participation in Scholarship Program**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org , (202) 884 -8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	The tabulation plan is provided on the next page
Quality control - verification, editing of data cross checking, hard and soft checks	- Net Indicator values must be between 0% and 100%. - Gross Indicators may exceed 100% - Gross Indicator must always exceed Net indicator
References (more detail available at)	•

	% of pupils using NNN scholarship
Identifier	[ ]
Definition	% pupil using NNN scholarship is defined as the number of pupils receiving NNN scholarship express as a percentage of the total of pupils who are eligible to participate in that specific subsidy.
Custodian	[ ]
Relevant collections	
Unit of measurement	Percentage
Rationale	
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	If more than one scholarship program is covered in the survey, then this same general structure should be repeated for the variables corresponding to each scholarship program. (Eg: Variables for first scholarship program will be ED17A1 and ED17A2. Variables for the second scholarship program will be ED17B1 and ED17B2.) **Variables** ED17A1 ED17A2 Whatever variables are needed to determine a household member's eligibility for the program. Because each scholarship program is different, this will need to be defined by the survey planners. Don't forget that, depending on the nature of the scholarship program, survey planners may have decided to have questions relate to the previous year rather than the current year. If this is the case, then variables for school attendance for the previous year should be used, and/or AGE-1 should be used when determining eligibility. **Calculations** Generate *subpop,* a variable defining the subpopulation eligible to participate in the scholarship program so that a value of 1 indicates eligibility and a value of 0 indicates ineligibility. *Quality Check* Find the proportion of the *subpop* for whom ED17A1==1. If this proportion is less than 0.95 (95%), then do not move forward with the calculation of this indicator; Because survey respondents have never heard of the program cannot be asked about household members' participation in the program, and because more than 5% of the subpopulation was omitted for this reason, a generalizations cannot be drawn for this subpopulation. This may be a problem for some subpopulations but not for others (eg the indicator cannot be calculated for household members in urban areas, but can be calculated for household members in rural areas). *If Quality Check passed, then* Capture drop *subpop* Generate *subpop*=0 Replace *subpop*=0 if (conditions for eligibility for scholarship) AND ED17A1==1 Find proportion of *subpop* for whom ED17A2==1

Disaggregation	
Limitations	
Related module (from Question Bank)	
Related references	
Quality control	

Module name	**School Characteristics**
Date and version number	Version 1.0 - Sept. 30, 2009
Organisation /Author and contact details	Education Policy and Data Center www.epdc.org Ben Sylla bsylla@fhi360.org , (202) 884-8603
Overview of module content	
Main module indicator variable/derived variables	
To whom the module is addressed/ universe	The questions in this module are asked of all household members ages 3 through 30. (After ages are adjusted to reflect age at the beginning of the school year, data will be available for adjusted ages 3-29).
Notes on completion of module/Quality assurance	
Tabulation plan (other key and related information)	
Quality control - verification, editing of data cross checking, hard and soft checks	-
References (more detail available at)	•

D3. Reasons for switching schools

	Reasons for switching schools						
Categories*:	Previous school closed or moved to a new location	Previous school did not offer instruction at the grade/level required	Household moved to a new location	New school easier to get to	New school is offered at more convenient times	New School is less expensive	New school offers better instruction
Grade							
G1							
G2							
G3							
G4							
G5							
G6							
Primary Total							
G7*							
G8*							
G9*							
Lower Secondary Total*							
G10*							
G11*							
G12*							
Upper Secondary Total*							
All Secondary*							
Total*							

* Should be tailored to the socio-economic context of the country

School Characteristics Module: Indicator Metadata

	% Pupils attending private school
Identifier	[ ]
Definition	Defined as the total number of pupils attending a school controlled by a private entity in a particular level divided by the total number of pupils in that specific level for the corresponding school year. (UIS online glossary)
Custodian	[ ]
Relevant collections	This indicator is a component of the FTI indicative framework. It is collected by the UIS and in other international databases.
Unit of measurement	Percentage
Rationale	To measure the relative weight of private education in terms of enrolment, hence the scale and capacity of private education within a country. A high percentage indicates strong involvement of the non-governmental sector (including religious bodies, other organizations, associations, communities, private enterprises or persons) in providing organized educational programmes. (UIS online glossary)
Sources of data	[ ]
Frequency	Annual
Author of meta data	EPDC
Notes (admin)	
Concept (link to id)	
Methodology	**Indicators** ED6 ED7 ED8 PrivateTypes [User-inputted code for identifying the school type categories that correspond to 'private education'. This code will vary across surveys] BeginningOfLevel EndOfLevel **Calculations** Capture drop InLevel Gen InLevel=0 Replace InLevel=1 if ED6==1 and ED7>= 'BeginningOfLevel' and ED7<= 'EndOfLevel' Capture drop InPrivate Gen InPrivate=0 Replace InPrivate=1 if ED8= 'PrivateTypes' Find proportion of InLevel for whom InPrivate==1
Disaggregation	Calculate at the Pre-primary, Primary and Secondary school levels. See Appendix 3 for recommended disaggregations.
Limitations	In countries where private institutions are substantially subsidized or aided by the government, the distinction between private and public educational institutions may be less clear-cut especially when certain pupils (or students) are directly financed through government scholarships. The fact that some religious or private schools are not registered with the government nor follow the common national curriculum may also result in them not being included in official statistics, hence

	preventing a realistic assessment of the share of enrolment in private education. (UIS online glossary)
Related module (from Question Bank)	
Related references	
Quality control	Cannot exceed 100%.

APPENDIX 4: Recommended Tabulations

A.1 Literacy Rate and Numeracy Rate

	Literacy Rate			Numeracy Rate		
Gender:	Female	Male	Both	Female	Male	Both
Age group						
5 - 9						
10 - 14						
15 - 19						
20 - 24						
25 - 29						
30 - 34						
35 - 39						
40 - 45						
50 - 54						
55 - 59						
60 - 64						
65 - 69						
70 - 74						
75 +						
15 +						
15 - 24						
15 - 45						
Province *						
Province 1						
Province 2						
Province 3						
Residence *						
Rural						
Urban						
Ethnicity/Language/Religion *						
Group 1						
Group 2						
Group 3						
Wealth index quintiles *						
Poorest						
Second						
Middle						
Fourth						
Richest						

* Should include age-population 15+

A2. Highest Diploma earned

	Highest Diploma earned						
Diploma/Certification*:	Nursing	Tech/Prof Cert	Tech/Prof Dip	Bachelor	Masters	Doctorate	Other
Age group							
5 - 9							
10 - 14							
15 - 19							
20 - 24							
25 - 29							
30 - 34							
35 - 39							
40 - 45							
50 - 54							
55 - 59							
60 - 64							
65 - 69							
70 - 74							
75 +							
15 +							
15 - 24							
15 - 45							
Province **							
Province 1							
Province 2							
Province 3							
Residence **							
Rural							
Urban							
Ethnicity/Language/Religion **							
Group 1							
Group 2							
Group 3							
Wealth index quintiles **							
Poorest							
Second							
Middle							
Fourth							
Richest							

* Should be ajusted to reflect the diploma and certification names defined in the country
** Should include age-population 15+

A3. Educational Attainment by Apprenticeship, Literacy Training & Out of School Education

	Educational Attainment by Apprenticeship			Educational Attainment by Literacy Training			Educational Attainment by Out of School Education		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both
Age group									
5 - 9									
10 - 14									
15 - 19									
20 - 24									
25 - 29									
30 - 34									
35 - 39									
40 - 45									
50 - 54									
55 - 59									
60 - 64									
65 - 69									
70 - 74									
75 +									
15 +									
15 - 24									
15 - 45									
Province *									
Province 1									
Province 2									
Province 3									
Residence *									
Rural									
Urban									
Ethnicity/Language/Religion *									
Group 1									
Group 2									
Group 3									
Wealth index quintiles *									
Poorest									
Second									
Middle									
Fourth									
Richest									

* Should include age-population 5 to 24

A4. Attendance rate by Apprenticeship, Literacy Training & Out of School Education

	Attendance rate by Apprenticeship			Attendance rate by Literacy Training			Attendance rate by Out of School Education		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both
Age group									
5 - 9									
10 - 14									
15 - 19									
20 - 24									
25 - 29									
30 - 34									
35 - 39									
40 - 45									
50 - 54									
55 - 59									
60 - 64									
65 - 69									
70 - 74									
75 +									
15 +									
15 - 24									
15 - 45									
Province *									
Province 1									
Province 2									
Province 3									
Residence *									
Rural									
Urban									
Ethnicity/Language/Religion *									
Group 1									
Group 2									
Group 3									
Wealth index quintiles *									
Poorest									
Second									
Middle									
Fourth									
Richest									

* Should include age-population 5 to 24

B1. % of Children out of School and Total Net Attendance Rate

	% of Children out of School			Total Net Attendance Rate		
Gender:	Female	Male	Both	Female	Male	Both
Age group *						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
3 - 5 **						
6 - 12 **						
13 - 18 **						
[20 -24] ***						
Province ** **						
Province 1						
Province 2						
Province 3						
Residence ** **						
Rural						
Urban						
Ethnicity/Language/Religion ** **						
Group 1						
Group 2						
Group 3						
Wealth index quintiles ** **						
Poorest						
Second						
Middle						
Fourth						
Richest						
Mother's Education ** **						
None						
Primary						
Secondary +						

* The lower age limit should be usual age for entrance into school (Pre-Primary)
** These age ranges should be adjusted to reflect the nationally-defined official age ranges for Pre-primary, Primary, and Secondary respectively
*** If it is desired to include older persons attending school, the upper age-limit should be extended as appropriate and the necessary additional categories should be added to the age classification
**** Should include age-population 6 -12

B2. Reasons for not attending school

Reasons for not attending school

Categories*:	Too Young to Attend	No money for fees, unifirm	Poor quality of schools	Illness or disability	Not interested	Prents did not let me	had to work or help at home	School too far from home
Age group **								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
3 - 5 ***								
6 - 12 ***								
13 - 18 ***								
[20 -24] ****								
Province								
Province 1								
Province 2								
Province 3								
Residence								
Rural								
Urban								
Ethnicity/Language/Religion								
Group 1								
Group 2								
Group 3								
Wealth index quintiles								
Poorest								
Second								
Middle								
Fourth								
Richest								
Mother's Education								
None								
Primary								
Secondary +								
National								

* Should be tailored to the socio-economic context of the country
** The lower age limit should be usual age for entrance into school (Pre-Primary)
*** These age ranges should be adjusted to reflect the nationally-defined official age ranges for Pre-primary, Primary, and Secondary respectively
**** If it is desired to include older persons attending school, the upper age-limit should be extended as appropriate and the necessary additional categories should be added to the age classification

B3. Reasons for leaving school

Reasons for leaving school

Categories*:	Acquired all education wanted	No money for fees, unifirm	To old to continue	Married/became pregnant	Illness or disability	Found work	Not interested	Parent told me to stop
Age group **								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
3 - 5 ***								
6 - 12 ***								
13 - 18 ***								
[20 -24] ****								
Province								
Province 1								
Province 2								
Province 3								
Residence								
Rural								
Urban								
Ethnicity/Language/Religion								
Group 1								
Group 2								
Group 3								
Wealth index quintiles								
Poorest								
Second								
Middle								
Fourth								
Richest								
Mother's Education								
None								
Primary								
Secondary +								
National								

* Should be tailored to the socio-economic context of the country
** The lower age limit should be usual age for entrance into school (Pre-Primary)
*** These age ranges should be adjusted to reflect the nationally-defined official age ranges for Pre-primary, Primary, and Secondary respectively
**** If it is desired to include older persons attending school, the upper age-limit should be extended as appropriate and the necessary additional categories should be added to the age classification

C1. Net Attendance Rate & Gross Attendance Rate

	Net Attendance Rate									Gross Attendance Rate								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C2. % Pupils Underage and % Pupils Overage

	% Pupils Underage									% Pupils Overage								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C3. % Pupils Ontime and % Repeaters

	% Pupils Ontime									% Repeaters								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C4. Graduation rate

Graduation rate

Level:	Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both
Province						
Province 1						
Province 2						
Province 3						
Residence						
Rural						
Urban						
Ethnicity/Language/Religion						
Group 1						
Group 2						
Group 3						
Wealth index quintiles						
Poorest						
Second						
Middle						
Fourth						
Richest						
National						

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages

** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C5. Parity Measures for Attendance and % Pupils attending private schools

	Parity Measures for Attendance									% Pupils attending private schools								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C6. % Pupils using NNN scholarship

% Pupils using NNN scholarship

Level:	Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province									
Province 1									
Province 2									
Province 3									
Residence									
Rural									
Urban									
Ethnicity/Language/Religion									
Group 1									
Group 2									
Group 3									
Wealth index quintiles									
Poorest									
Second									
Middle									
Fourth									
Richest									
National									

* The primary school age range of the population to be included in this table should correspond to country-specific
** The secondary school age range of the population to be included in this table should be correspond to country-specific

C7. Total time commitment of education

Total time commitment of education

Level:	Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province									
Province 1									
Province 2									
Province 3									
Residence									
Rural									
Urban									
Ethnicity/Language/Religion									
Group 1									
Group 2									
Group 3									
Wealth index quintiles									
Poorest									
Second									
Middle									
Fourth									
Richest									
National									

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages

** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C8. Amount of time it take to travel to school

	Amount of time it take to travel to school									# Hours child typically spends at school								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C9. Amount of time spent on school-related activities on a typical day and Hours/week pupils spends on Homework

	Amount of time spent on school-related activities on a typical day									Hours / week pupil spends on Homework								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table should be correspond to country-specific secondary school ages

C10. Repetition Rate and Dropout Rate

	Repetition Rate									Dropout Rate								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table shouldbe correspond to country-specific secondary school

C11. Promotion Rate and Transfer Rate

	Promotion Rate									Transfer Rate								
Level:	Pre-primary			Primary			Secondary			Pre-primary			Primary			Secondary		
Gender:	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both
Province																		
Province 1																		
Province 2																		
Province 3																		
Residence																		
Rural																		
Urban																		
Ethnicity/Language/Religion																		
Group 1																		
Group 2																		
Group 3																		
Wealth index quintiles																		
Poorest																		
Second																		
Middle																		
Fourth																		
Richest																		
National																		

* The primary school age range of the population to be included in this table should correspond to country-specific primary ages
** The secondary school age range of the population to be included in this table shouldbe correspond to country-specific secondary school

C12. Household Expenditure on Pre-primary Education

Categories*:	Pre-primary								
	Tuition	Parent Association	School Uniform	Text Books	Other Ed. Materials	Meals	Transportation	Boarding	Total
Province									
Province 1									
Province 2									
Province 3									
Residence									
Rural									
Urban									
Ethnicity/Language/Religion									
Group 1									
Group 2									
Group 3									
Wealth index quintiles									
Poorest									
Second									
Middle									
Fourth									
Richest									
National									

* Should be adjusted to reflect the context of the country

C13. Household Expenditure on Primary Education

Categories*:	Primary								
	Tuition	Parent Association	School Uniform	Text Books	Other Ed. Materials	Meals	Transportation	Boarding	Total
Province									
Province 1									
Province 2									
Province 3									
Residence									
Rural									
Urban									
Ethnicity/Language/Religion									
Group 1									
Group 2									
Group 3									
Wealth index quintiles									
Poorest									
Second									
Middle									
Fourth									
Richest									
National									

* Should be adjusted to reflect the context of the country

C13. Household Expenditure on Secondary Education

Categories*:	Secondary								
	Tuition	Parent Association	School Uniform	Text Books	Other Ed. Materials	Meals	Transportation	Boarding	Total
Province									
Province 1									
Province 2									
Province 3									
Residence									
Rural									
Urban									
Ethnicity/Language/Religion									
Group 1									
Group 2									
Group 3									
Wealth index quintiles									
Poorest									
Second									
Middle									
Fourth									
Richest									
National									

* Should be adjusted to reflect the context of the country

D1. Repetition Rate and Dropout Rate

	Repetition Rate			Dropout Rate		
Gender:	Male	Female	Both	Male	Female	Both
Grade						
G1						
G2						
G3						
G4						
G5						
G6						
Primary Total						
G7*						
G8*						
G9*						
Lower Secondary Total*						
G10*						
G11*						
G12*						
Upper Secondary Total*						
All Secondary*						
Total*						

* For efficiency calculations at the secondary level in countries with more than one 'track' of shooling, only the Academic track should included (UOE Manual)

D2. Promotion Rate and Transfer Rate

	Promotion Rate			Transfer Rate		
Gender:	Male	Female	Both	Male	Female	Both
Grade						
G1						
G2						
G3						
G4						
G5						
G6						
Primary Total						
G7*						
G8*						
G9*						
Lower Secondary Total*						
G10*						
G11*						
G12*						
Upper Secondary Total*						
All Secondary*						
Total*						

* For efficiency calculations at the secondary level in countries with more than one 'track' of shooling, only the Academic track should included (UOE Manual)

E1. New Entrants to G1 with Pre-primary experience in the previous year and Net Intake Rate to the first grade of primary and Gross Intake Rate to the first grade of primary

	New Entrants to G1 with Pre-primary experience in the previous year			Net Intake Rate to the first grade of primary			Gross Intake Rate to the first grade of primary		
Gender:	Male	Female	Both	Male	Female	Both	Male	Female	Both
Province									
Province 1									
Province 2									
Province 3									
Residence									
Rural									
Urban									
Ethnicity/Language/Religion									
Group 1									
Group 2									
Group 3									
Wealth index quintiles									
Poorest									
Second									
Middle									
Fourth									
Richest									
Mother's Education									
None									
Primary									
Secondary +									
National									

E2. Primary Completion Rate and Survival Rate

	Primary Completion Rate			Survival Rate (Grade 1 - Grade 5)		
Gender:	Male	Female	Both	Male	Female	Both
Province						
Province 1						
Province 2						
Province 3						
Residence						
Rural						
Urban						
Ethnicity/Language/Religion						
Group 1						
Group 2						
Group 3						
Wealth index quintiles						
Poorest						
Second						
Middle						
Fourth						
Richest						
Mother's Education						
None						
Primary						
Secondary +						
National						

E3. Primary to Secondary Transition Rate and School Life Expectancy

	Primary to Secondary Transition Rate			School Life Expectancy (Primary to Tertiary)		
Gender:	Male	Female	Both	Male	Female	Both
Province						
Province 1						
Province 2						
Province 3						
Residence						
Rural						
Urban						
Ethnicity/Language/Religion						
Group 1						
Group 2						
Group 3						
Wealth index quintiles						
Poorest						
Second						
Middle						
Fourth						
Richest						
Mother's Education						
None						
Primary						
Secondary +						
National						

E4. Voc/Tech as a % of secondary enrollment

	Voc/Tech as a % of secondary enrollment		
Gender:	Male	Female	Both
Province			
Province 1			
Province 2			
Province 3			
Residence			
Rural			
Urban			
Ethnicity/Language/Religion			
Group 1			
Group 2			
Group 3			
Wealth index quintiles			
Poorest			
Second			
Middle			
Fourth			
Richest			
National			

(Mother's education removed)

F1. Educational attainment of the female household population

Attainment Level *:	No Education	Primary Incomplete	Primary Complete	Secondary Incomplete	Secondary Complete	More than secondary	Don't know/ missing	Total	% Ever Attended School
Age									
5 - 9								100.0	
10 - 14								100.0	
15 - 19								100.0	
20 - 24								100.0	
25 - 29								100.0	
30 - 34								100.0	
35 - 39								100.0	
40 - 45								100.0	
50 - 54								100.0	
55 - 59								100.0	
60 - 64								100.0	
65 - 69								100.0	
70 - 74								100.0	
75 +								100.0	
15 +								100.0	
15 - 24								100.0	
15 - 45								100.0	
Province									
Province 1								100.0	
Province 2								100.0	
Province 3								100.0	
Residence									
Rural								100.0	
Urban								100.0	
Ethnicity/Language/Religion									
Group 1								100.0	
Group 2								100.0	
Group 3								100.0	
Wealth index quintiles									
Poorest								100.0	
Second								100.0	
Middle								100.0	
Fourth								100.0	
Richest								100.0	
Mother's Education									
None								100.0	
Primary								100.0	
Secondary +								100.0	

* Should be ajusted to school levels used in the country

F2. Educational attainment of the male household population

Attainment Level *:	No Education	Primary Incomplete	Primary Complete	Secondary Incomplete	Secondary Complete	More than secondary	Don't know/ missing	Total	% Ever Attended School
Age									
5 - 9								100.0	
10 - 14								100.0	
15 - 19								100.0	
20 - 24								100.0	
25 - 29								100.0	
30 - 34								100.0	
35 - 39								100.0	
40 - 45								100.0	
50 - 54								100.0	
55 - 59								100.0	
60 - 64								100.0	
65 - 69								100.0	
70 - 74								100.0	
75 +								100.0	
15 +								100.0	
15 - 24								100.0	
15 - 45								100.0	
Province									
Province 1								100.0	
Province 2								100.0	
Province 3								100.0	
Residence									
Rural								100.0	
Urban								100.0	
Ethnicity/Language/Religion									
Group 1								100.0	
Group 2								100.0	
Group 3								100.0	
Wealth index quintiles									
Poorest								100.0	
Second								100.0	
Middle								100.0	
Fourth								100.0	
Richest								100.0	
Mother's Education									
None								100.0	
Primary								100.0	
Secondary +								100.0	

* Should be ajusted to school levels used in the country