

UNDP BiH, RMAP_2006
education checklist

TARGET	INDICATOR			METHODOLOGY FOR DATA COLLECTION
	Basic indicator needed to monitor target	Additional indicator complementing target	Additional indicator for in-depth analysis/monitoring	
Primary education compulsory and available free to all				
Availability of functional educational institutions in primary education	<ul style="list-style-type: none"> ▪ Extent to which the existing schools have appropriate facilities (building, sanitation facilities, safe drinking water, heating, gym, library, computer facilities, information technology, etc.) ▪ No of formally trained and certified teachers out of total number of teachers in primary schools in the municipality 			<ul style="list-style-type: none"> ▪ Municipality records ▪ Schools records ▪ Relevant Ministries records ▪ OSCE reports (& other reports) ▪ Interviews
Accessibility of primary education	<ul style="list-style-type: none"> ▪ No of children attending primary school (by gender, ethnicity, mental and physical health, residence, family status) in relation to the number of children of primary school age in the municipality ▪ No of children of primary school age not attending school (disaggregated based on physical, economic accessibility, gender, or other) ▪ No of dropouts (disaggregated) 	<ul style="list-style-type: none"> ▪ Extent to which the existing network of schools is geographically adequate ▪ No of children provided with transportation (<i>if applicable, distinguish between children entitled to transportation by law and children bussed for segregation purpose</i>) ▪ No of children lacking transportation (walking to school for 4 and more km) ▪ No of children in need of assistance in relation to primary education (financial or in-kind assistance) ▪ Extent to which special measures and in-kind contributions for children in social need are in place (scholarships books, school material, free meals, etc.) 	<ul style="list-style-type: none"> ▪ No of schools without facilities enabling access to disabled children ▪ Extent to which transportation costs for children travelling to school are subsidised ▪ Extent to which organisation of transport, bus schedules, etc. correspond effectively to the existing school schedules ▪ No of children facing other obstacles to access to school (minefields, traffic...) 	<ul style="list-style-type: none"> ▪ School records ▪ Municipality records ▪ Survey ▪ Pedagogical Institutes (teaching standards) ▪ Interviews

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<p>Acceptability and adaptability</p>	<ul style="list-style-type: none"> ▪ Average no of children per classroom ▪ Average salaries of primary school teachers in the municipality ▪ Extent to which the existing schools have appropriate facilities (building, sanitation facilities, safe drinking water, heating, gym, library, computer facilities, information technology, etc.) ▪ No of formally trained and certified teachers out of total no of teachers in primary schools in the municipality 	<ul style="list-style-type: none"> ▪ No and type of training attended by teaching staff ▪ No of teachers formally trained to work with children with special needs ▪ Extent to which CSOs provide services related to education for specific groups (children with special needs, disadvantaged children, etc.) 	<ul style="list-style-type: none"> ▪ Extent to which education provided fosters respect for HR and fundamental freedoms, equality of sexes, understanding and tolerance among groups of different ethnic, religious and national origin ▪ No of public schools that do not provide conditions and possibilities to numerical minorities for education which respects children and parents cultural identity, language and values ▪ No of cases where the liberty of parents to ensure education in conformity with their cultural identity, language and values is/was not respected ▪ Extent to which parents and students participate in shaping the education process 	<ul style="list-style-type: none"> ▪ School records ▪ Municipality records ▪ Survey ▪ Pedagogical Institutes (teaching standards) ▪ Interviews
<p>Secondary and fundamental education generally available and accessible to all on equal basis</p>	<ul style="list-style-type: none"> ▪ No and type of secondary schools in the municipality and number of secondary school students ▪ Percent of youth continuing with secondary education after completion of primary education 	<ul style="list-style-type: none"> ▪ Adequacy of vocational education curricula in relation to the needs of local economy and labour market ▪ Extent to which fundamental (basic) education is offered to those who have not completed primary education 	<ul style="list-style-type: none"> ▪ No of schools established by public authorities that do not provide conditions and possibilities to numerical minorities for education which respects children and parents cultural identity, language and national values ▪ No of cases where the liberty of parents to ensure education in conformity with their cultural identity, language and values is/was not respected 	<ul style="list-style-type: none"> ▪ School records ▪ Municipality records ▪ Ministry records ▪ Interviews

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<p>Efficiency and accountability of public administration in education process</p>	<ul style="list-style-type: none"> ▪ Percent of municipal budget spent on education per student (primary and secondary if applicable) ▪ Amounts transferred by higher government levels to the municipal level for education purposes per student ▪ Extent to which measures are taken to enforce compulsory primary education 	<ul style="list-style-type: none"> ▪ Extent to which legal and other measures introduced by the public administration resulted in retrogression of services ▪ Extent to which information and procedures related to vacant teacher positions are transparent and accessible for all 		<ul style="list-style-type: none"> ▪ Municipal budget ▪ Ministry records ▪ Interviews
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