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Taking education to the next level: What can be learned from benchmarking education across economies?

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ONLINE APPENDIX

Taking Education to the Next Level: What Can Be Learned from Benchmarking Education across Countries?

Natalie Chun and Elisabetta Gentile

9 March 2020

APPENDIX

Table A.3: Education and Skill Development System Index Questionnaire

Objectives

This questionnaire intends to capture key characteristics of a country's system of skill development that may be critical to improving measured skills and employment outcomes. It intends to provide guidance on areas where there is need to improve skill development investments to improve cost-effectiveness of investments and that can achieve better measured skill and employment outcomes. Characteristics are intended to capture implementation of national level policies and programs that reflect long-term commitments by countries to skill development.

Guidance for filling out this questionnaire

When filling out this questionnaire, features of education/skills training system are mapped into a numerical score. Information may also be collected to provide additional background information that can help assess why a country was coded to have ranking particular score. Features that are unknown based on current information/informants should be coded as {-1}. Composite scores varying between 0-1 are created to capture the degree to which a country has a first best practice in place according to the documentation. These scores are then used to derive a checklist that will enable easy assessment of whether countries have first best practices in place or not.

Country: _____

Section A. Data for monitoring and evaluation

Instructions: Please complete the following questions to reflect education practices on data collection as accurately as possible. Include references if possible.

Scoring system:

0 = No collection;

1 = Paper-based collection which is collected occasionally and/or without good compliance;

2 = Paper-based collection which is collected consistently with good compliance;

3 = Digital collection (MIS) which is held at state level rather than national level;

4 = National level collection (MIS) which is collected consistently over time and with high levels of compliance.

A	Data for Monitoring and Evaluation: National Policy Level	Score	Details/ References
A1	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>regional/national level</u> :		
A1a	Student Enrollment Rates (Basic and Upper Secondary Education)		
A1b	Student Dropout Rate (Basic and Upper Secondary Education)		
A1c	Student Pass Rates (Basic and Upper Secondary Education)		
A1d	Disaggregated Student Dropout Rate between Boys and Girls (Basic and Upper Secondary Education)		
A1e	Disaggregated Student Enrollment Rate between Boys and Girls (Basic and Upper Secondary Education)		
A1f	Disaggregated Student Attendance Rate between Boys and Girls (Basic and Upper Secondary Education)		
A1g	Disaggregated Percentage of Repeaters between Boys and Girls (Basic and Upper Secondary Education)		
A1h	Disaggregated Student Transition Rate of Boys and Girls from Basic to Secondary Education		
A1i	Student Performance on National-level Assessments (Basic and Upper Secondary Education)?		
A1j	Disaggregated Student Performance of Boys and Girls on National-level Assessments (Basic and Upper Secondary Education)?		
A1k	Student Enrollment (TVET)		
A1l	Student Enrollment by Field of Training (TVET)		
A1m	Student Dropout Rates by Field of Training (TVET)		
A1n	Disaggregated Student Dropout Rate between Boys and Girls (TVET)		
A1o	Disaggregated Student Enrollment Rate between Boys and Girls (TVET)		
A1p	Disaggregated Student Attendance Rate between Boys and Girls (TVET)		
A1q	Student Completions/Graduations by Field of Training (TVET)		
A1r	Disaggregated Student Completions/Graduations by Field of Training between Boys and Girls (TVET)		

A	Data for Monitoring and Evaluation: National Policy Level	Score	Details/ References
A1s	Graduate Tracer Studies (TVET)		
A1t	Student Enrollment Rates (Higher Education)		
A1u	Student Enrollment Rates by Field of Training (Higher Education)		
A1v	Student Dropout Rates by Field of Training (Higher Education)		
A1w	Disaggregated Student Dropout Rate between Boys and Girls (Higher Education)		
A1x	Disaggregated Student Enrollment Rate between Boys and Girls (Higher Education)		
A1y	Disaggregated Student Attendance Rate between Boys and Girls (Higher Education)		
A1z	Student Completions/Graduations Rates by Field of Study (Higher Education)		
A1aa	Disaggregated Student Completions/Graduations by Field of Training between Boys and Girls (Higher Education)		
A1ab	Total Students Sitting for Technical Certification Exams (TVET/Higher Education)		
A1ac	Disaggregated Number of Students between Boys and Girls Sitting for Technical Certification Exams (TVET/Higher Education)		
A1ad	Student Pass Rates on Certification Exams (TVET/Higher Education)		
A1ae	Disaggregated Number of Student Pass Rates between Boys and Girls on Certification Exams (TVET/Higher Education)		
A2	How do government institutions in (COUNTRY) collect and store data on its <u>workforce</u> ?		
A2a	Activity Status (education, not in labor force, unemployed, working informally, working formally)		
A2b	Type of Industry		
A2c	Type of Occupation		
A2d	Hours Worked per Period		
A2e	Wage Rates per Period		
A3	How do government institutions in (COUNTRY) collect and store data on <u>employers and firms</u> ?		
A3a	Industry		
A3b	Total Employment/Firm Size		
A3c	Vacancy Rate		
A3d	Vacancy Rate by Occupation		
A3e	Jobs Created		
A3f	Jobs Destroyed		
A3g	Geographic Location		

Instructions: Please complete the following questions to reflect the provision for school audits.

Scoring system:

0 = None

1 = Yes

A4	Data for Monitoring and Evaluation: National Policy Level	Score	Details/ References
A4a	Is there any legislation or institution that requires AUDIT of <u>PRIMARY AND SECONDARY INSTITUTIONS</u> ?		
A4b	Is there any legislation or institution that requires AUDIT among <u>TVET INSTITUTIONS</u> ?		
A4c	Is there any legislation or institution that requires AUDIT of <u>HIGHER EDUCATION INSTITUTIONS</u> ?		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = All audits are announced prior to the school visit;

1 = Audits are a combination of surprise/random checks and announced visits;

2 = All audits are not announced and are done randomly.

A5	Data for Monitoring and Evaluation: National Policy Level	Score	Details/ References
A5a	How are <u>PRIMARY and SECONDARY EDUCATION INSTITUTIONS</u> notified of AUDITS?		
A5b	How are <u>TVET INSTITUTIONS</u> notified of AUDITS?		
A5c	How are <u>HIGHER EDUCATION INSTITUTIONS</u> notified of AUDITS?		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0= less than 5%;

1= 6-15%;

2= 16-25%;

3= more than 25%.

A6	Data for Monitoring and Evaluation: National Policy Level	Score	Detail/Reference
A6a	What percentage of <u>PRIMARY and SECONDARY EDUCATION INSTITUTIONS</u> is submitted for audits?		
A6b	What percentage of the <u>TVET INSTITUTIONS</u> is submitted for audits?		
A6c	What percentage of <u>HIGHER ED INSTITUTIONS</u> is submitted for audits?		

Instructions: Please complete the following questions to reflect the availability of agencies or institutions within the Ministry of Education designated to improve education financing and information systems in (COUNTRY).

Scoring system:

0 = None

1 = Designated agency or unit in place but administered ad hoc

2 = Designated agency or unit in place and institutionalized

A7	Data for Monitoring and Evaluation: National Policy Level	Score	Detail/ Reference
A7a	Is there an organized structure for BUDGET PLANNING for education financing (i.e. institutional structure that facilitates intergovernmental transfer of budget)?		
A7b	Is there an organized structure for BUDGET SPENDING for education financing (i.e. institutional structure that facilitates intergovernmental transfer of budget)?		
A8	Are the following units/departments present within the ministry of education?		
A8a	Planning Office		
A8b	Statistics Office		
A8c	Financial Administration		

Instructions: Please complete the following questions to reflect the availability of policies or practices designed to improve education financing and information systems in (COUNTRY).

Scoring system:

0 = None

1 = Policy in place but administered ad hoc

2 = Policy is being practiced and institutionalized

A9a	Are there national legislations or policies that set the objectives for budget in the education sector (i.e. % of allocation for education levels, % of the general budget earmarked to education)?		
A9b	Is there a specific government agency/institute that evaluate budget proposals in the education sector (i.e. % of allocation for education levels, % of the general budget earmarked to education)?		
A10a	Are there national legislations or policies that set the objectives or mechanisms for a performance-based budgeting in the education sector (i.e. policies that set out clear mission statements, strategic goals, performance goals, performance indicators and performance plans)?		
A10b	Is there a specific government agency/institute that implement/oversee the compliance of a performance-based budgeting in the education sector?		
A11a	Are there national legislations or policies that guide the budget structure for the education sector (i.e. level breakdown to budget program and activities or expenditure classifications)?		
A11b	Is there a specific government agency/institute that guides the budget structure for the education sector (i.e. level breakdown to budget program and activities or expenditure classifications)?		

Instructions: Please complete the following questions to reflect education practices on data collection as accurately as possible. Include references if possible.

Scoring system:

0 = No collection;

1 = Paper-based collection which is collected occasionally and/or without good compliance;

2 = Paper-based collection which is collected consistently with good compliance;

3 = Digital collection (MIS) which is held at state level rather than national level;

4 = National level collection (MIS) which is collected consistently over time and with high levels of compliance.

A	Data for Monitoring and Evaluation: Basic and Upper Secondary Policy Level	Score	Details/ References
A12	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>student level</u> for PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
A12a	Student Attendance Rates		
A12b	Student Dropout Rate		
A12c	Student Pass Rates		
A12d	Student Performance on (national/subnational) Level Assessments?		
A13	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>teacher level</u> for PUBLIC PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
A13a	Certification/Trainings		
A13b	Student Attendance		
A13c	Student Pass Rates		
A13d	Student Test Performance		
A14	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>school level</u> for PUBLIC PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
A14a	Total Enrollment		
A14b	Teacher Certification/Trainings		
A14c	Student Attendance Rates		
A14d	Student Pass Rates		
A14e	Student Test Performance		
A15	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>teacher level</u> for PRIVATE PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		

A	Data for Monitoring and Evaluation: Basic and Upper Secondary Policy Level	Score	Details/ References
A15a	Certification/Trainings		
A15b	Student Attendance		
A15c	Student Pass Rates		
A15d	Student Test Performance		
A16	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>school level</u> for PRIVATE PUBLIC PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
A16a	Total Enrollment		
A16b	Teacher Certification/Trainings		
A16c	Student Attendance Rates		
A16d	Student Pass Rates		
A16e	Student Test Performance		

A	Data for Monitoring and Evaluation: TVET Policy Level	Score	Details/ References
A17	How do <u>TVET INSTITUTIONS</u> in (COUNTRY) collect and store data on:		
A17a	Total Enrollment		
A17b	Teacher Certification/Trainings		
A17c	Teacher Industry Experience		
A17d	Student Acceptance Rates		
A17e	Student Average Entry Scores		
A17f	Student Graduation Rates		
A17g	Graduate Occupational Certification Rates		
A17h	Graduate Employment Rates		
A17i	Graduate Wage Rates		
A17j	Graduate Tracer Studies		

A	Data for Monitoring and Evaluation: Higher Education Policy Level	Score	Details/ References
A18	How do <u>HIGHER EDUCATION INSTITUTIONS</u> in (COUNTRY) collect and store data on:		
A18a	Total Enrollment		

A	Data for Monitoring and Evaluation: Higher Education Policy Level	Score	Details/ References
A18b	Faculty Qualifications		
A18c	Faculty Publications		
A18d	Student Acceptance Rates		
A18e	Student Average Entry Scores		
A18f	Student Graduation Rates		
A18g	Graduate Occupational Certification Rates		
A18h	Graduate Employment Rates		
A18i	Graduate Wage Rates		

Section B. Targeted funding (Early Childhood Education)

Instructions: Please tick the box that best reflect the nature of program offering in early childhood care and education in (COUNTRY).

B1. Does (COUNTRY) offer early childhood care and education programs?

0. No
1. Yes, but programs are located in a few key areas and are not widespread.
2. Yes. ECCE programs are located across the country and are easily accessible and affordable.

B2. At what age does (COUNTRY) start offering ECCE programs?

0. 5 years old and up
1. 4 years old
2. 3 years old
3. 2 years old
4. 1 year old and below

B3. Does (COUNTRY) has an explicitly stated policy that guarantee access on on early childhood development services?

0. None
1. In the process of developing the policy
2. Policy is in place
3. Policy is in place with specified budget

B4. Does (COUNTRY) offer a list of early childhood services that young children should receive

- B4a. Education
- B4b. Health
- B4c. Nutrition
- B4d. Social Protection
- B4e. Child Protection

0. None
1. In the process of developing the policy
2. Policy is in place
3. Policy is in place with specified budget

- B5. Does (COUNTRY) has an identified Department/Committee tasked to provide and oversee early childhood services?**
 0. None
 1. Yes
- B6. Is there an annual budget allocated for the Department/Committee?**
 0. None
 1. Yes
- B7. In (COUNTRY), is there a mechanism that facilitate a collaboration between state and non-state ECD providers (i.e. seat in the national coordinating committee, coordination meeting, activity feedback hotlines)?**
 0. None
 1. Yes

Instructions: Please complete the following questions to reflect education practices on data collection as accurately as possible. Include references if possible.

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3 = Digital collection (MIS) which is held at state level rather than national level;

4 = National level collection (MIS) which is collected consistently over time and with high levels of compliance.

B8. Does (COUNTRY) collect data on early childhood development services provision for the following areas:

B8a. Education

B8b. Health

B8c. Nutrition

B8d. Social Protection

B8e. Child Protection

B9. Does (COUNTRY) collect data on early childhood development services training of service providers for the following areas:

B9a. Education

B9b. Health

B9c. Nutrition

B9d. Social Protection

B9e. Child Protection

Section C. Targeted funding (Disadvantaged)

Instructions: Please complete the following questions to reflect education practices on data collection as accurately as possible. Include references if possible.

Scoring system:

0 = No collection;

1 = Paper-based collection which is collected occasionally and/or without good compliance;

2 = Paper-based collection which is collected consistently with good compliance;

3 = Digital collection (MIS) which is held at state level rather than national level;

4 = National level collection (MIS) which is collected consistently over time and with high levels of compliance

C	Targeted Funding (Disadvantaged)	Score	Details/References
C1	How do government institutions in (COUNTRY) collect and store data on the following education indicators at the <u>regional/national level</u> :		
C1a	Student Poverty/Welfare (Basic and Upper Secondary Education)		
C1b	Student Poverty/Welfare (TVET)		
C1c	Student Poverty/Welfare (Higher Education)		
C2	How do government institutions in (COUNTRY) collect and store data on Student Poverty/Welfare at the <u>student level</u> for PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
C3	How do government institutions in (COUNTRY) collect and store data on Student Poverty/Welfare at the <u>teacher level</u> for PUBLIC PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
C4	How do government institutions in (COUNTRY) collect and store data on Student Poverty/Welfare at the <u>school level</u> for PUBLIC PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
C5	How do government institutions in (COUNTRY) collect and store data on Student Poverty/Welfare at the <u>teacher level</u> for PRIVATE PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
C6	How do government institutions in (COUNTRY) collect and store data on Student Poverty/Welfare at the <u>school level</u> for PRIVATE PUBLIC PRIMARY and SECONDARY EDUCATION INSTITUTIONS:		
C7	How do <u>TVET INSTITUTIONS</u> in (COUNTRY) collect and store data on Student Poverty/Welfare?		
C8	How do <u>HIGHER EDUCATION INSTITUTIONS</u> in (COUNTRY) collect and store data on Student Poverty/Welfare?		

Section D. Targeted information to parents and students

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

- 0 = No information release
- 1 = Information is released but is very difficult to access/find
- 2 = Information is released but is difficult to access/find
- 3 = Information is released and is easily accessible

D	Targeted information to parents and students: Basic and Upper Secondary Policy Level	Score	Details/ References
D1a	In (COUNTRY), are data on the student performance of <u>primary and secondary schools</u> directly delivered to parents?		
D1b	In (COUNTRY), are data on the school performance of <u>primary and secondary schools</u> directly delivered to parents?		

Instructions: Please complete the following questions to reflect the availability of career guidance counseling in (COUNTRY).

Scoring system:

- 0 = No.
- 1 = Yes, but provision is on an ad hoc basis in certain schools or by people that are not trained career guidance counselors.
- 2 = Yes, there is provision in all schools with adequately trained career guidance counselors, but student must take initiative to obtain career guidance.
- 3 = Yes, all students receive career guidance counseling and is a mandatory component for participation/enrollment.

D	Targeted Information to Parents and Students: TVET and Higher Education Policy Level	Score	Details/ References
D2a	Does (COUNTRY) offer career guidance services to <u>lower secondary students</u> ?		
D2b	Does (COUNTRY) offer career guidance services to <u>upper secondary students</u> ?		
D2c	Does (COUNTRY) offer exposure trips to a large set of career opportunities to <u>lower secondary students</u> ?		
D2d	Does (COUNTRY) offer exposure trips to a large set of career opportunities to <u>upper secondary students</u> ?		
D2e	Does (COUNTRY) offer career guidance services to <u>TVET students</u> ?		
D2f	Does (COUNTRY) offer career guidance services to <u>Higher education students</u> ?		

Section E. Public accessibility of information

Instructions: Please complete the following questions to reflect the ease of access in obtaining this education information as accurately as possible. Include references if possible.

Scoring system:

0 = No information release

1 = Information is very difficult to access/find

2 = Information is easy to access/find but is not released on a regular basis

3 = Information is released on a regular basis and easily accessible (on-line) or through public report cards

E	Public Accessibility of Information: Basic and Upper Secondary Policy Level	Score	Details/ References
E1a	In (COUNTRY), how accessible is information on teacher allocation based on school/district/regional budgeting?		
E1b	In (COUNTRY), how accessible is information on the allocation of learning materials (i.e. books) based on school/district/regional budgeting?		
E1c	In (COUNTRY), how accessible is information on the allocation of school equipment and infrastructure (i.e. computers, classrooms, etc.) based on school/district/regional budgeting?		
E1d	In (COUNTRY), how accessible is information on the types of school programs that are supported at the school/district/regional level?		
E1e	In (COUNTRY), how accessible is information on maintenance expenses at the school/district/regional level?		
E1f	In (COUNTRY), how accessible is information on teacher attendance (or absenteeism rates)?		
E1g	In (COUNTRY), how accessible is information on the performance of a given school on national standard examinations?		

Instructions: Please complete the following questions to reflect the level at which the following information is available as accurately as possible. Include references if possible.

Scoring system:

0 = No information released

1 = Information provided at a broad/regional level only

2 = Information provided at a district level only

3 = Information provided at a school level

E	Public Accessibility of Information: Basic and Upper Secondary Policy Level	Score	Details/ References
E2a	In (COUNTRY), at what level is information available on teacher allocation for a given school based on its budget?		
E2b	In (COUNTRY), at what level is information available on the allocation of learning materials (i.e. books) for a given school based on its budget?		

E	Public Accessibility of Information: Basic and Upper Secondary Policy Level	Score	Details/ References
E2c	In (COUNTRY), at what level is information available on the allocation of equipment and infrastructure (i.e. computers, classrooms, etc.) for a given school based on its budget?		
E2d	In (COUNTRY), at what level is information available on the types of programs supported by a given school?		
E2e	In (COUNTRY), at what level is information available on the maintenance expenses of a given school?		
E2f	In (COUNTRY), at what level is information available on teacher attendance (or absenteeism rates) of a given school?		
E2g	In (COUNTRY), at what level is information available on the performance of a given school in national standard examinations?		

Instructions: Please complete the following questions to reflect the ease of access in obtaining this education information as accurately as possible. Include references if possible.

Scoring system:

0 = No information release

1 = Information is very difficult to access/find

2 = Information is easy to access/find but is not released on a regular basis

3 = Information is released on a regular basis and easily accessible (on-line) or through public report cards

E	Public Accessibility of Information: TVET Policy Level	Score	Details/ References
E3a	In (COUNTRY), how accessible is information on teacher allocation based on school/district/regional budgeting?		
E3b	In (COUNTRY), how accessible is information on the allocation of learning materials (i.e. books) based on school/district/regional budgeting?		
E3c	In (COUNTRY), how accessible is information on the allocation of school equipment and infrastructure (i.e. computers, classrooms, etc.) based on school/district/regional budgeting?		
E3d	In (COUNTRY), how accessible is information on the types of school programs that are supported at the school/district/regional level?		
E3e	In (COUNTRY), how accessible is information on maintenance expenses at the school/district/regional level?		
E3f	In (COUNTRY), how accessible is information on teacher attendance (or absenteeism rates)?		

Instructions: Please complete the following questions to reflect the level at which the following information is available as accurately as possible. Include references if possible.

Scoring system:

0 = No information released

1 = Information provided at a broad/regional level only

2 = Information provided at a district level only

3 = Information provided at a school level

E	Public Accessibility of Information: TVET Policy Level	Score	Details/ References
E4a	In (COUNTRY), at what level is information available on teacher allocation for a given school based on its budget?		
E4b	In (COUNTRY), at what level is information available on the allocation of learning materials (i.e. books) for a given school based on its budget?		
E4c	In (COUNTRY), at what level is information available on the allocation of equipment and infrastructure (i.e. computers, classrooms, etc.) for a given school based on its budget?		
E4d	In (COUNTRY), at what level is information available on the types of programs supported by a given school?		
E4e	In (COUNTRY), at what level is information available on the maintenance expenses of a given school?		
E4f	In (COUNTRY), at what level is information available on teacher attendance (or absenteeism rates) of a given school?		

Instructions: Please complete the following questions to reflect the ease of access in obtaining this education information as accurately as possible. Include references if possible.

Scoring system:

0 = No information release

1 = Information is very difficult to access/find

2 = Information is easy to access/find but is not released on a regular basis

3 = Information is released on a regular basis and easily accessible (on-line) or through public report cards

E	Public Accessibility of Information: Higher Education Policy Level	Score	Details/ References
E5a	In (COUNTRY), how accessible is information on teacher allocation based on school/district/regional budgeting?		
E5b	In (COUNTRY), how accessible is information on the allocation of learning materials (i.e. books) based on school/district/regional budgeting?		
E5c	In (COUNTRY), how accessible is information on the allocation of school equipment and infrastructure (i.e. computers, classrooms, etc.) based on school/district/regional budgeting?		
E5d	In (COUNTRY), how accessible is information on the types of school programs that are supported at the school/district/regional level?		

E	Public Accessibility of Information: Higher Education Policy Level	Score	Details/ References
E5e	In (COUNTRY), how accessible is information on maintenance expenses at the school/district/regional level?		
E5f	In (COUNTRY), how accessible is information on teacher attendance (or absenteeism rates)?		

Instructions: Please complete the following questions to reflect the level at which the following information is available as accurately as possible. Include references if possible.

Scoring system:

0 = No information released

1 = Information provided at a broad/regional level only

2 = Information provided at a district level only

3 = Information provided at a school level

E	Public Accessibility of Information: Higher Education Policy Level	Score	Details/ References
E6a	In (COUNTRY), at what level is information available on teacher allocation for a given school based on its budget?		
E6b	In (COUNTRY), at what level is information available on the allocation of learning materials (i.e. books) for a given school based on its budget?		
E6c	In (COUNTRY), at what level is information available on the allocation of equipment and infrastructure (i.e. computers, classrooms, etc.) for a given school based on its budget?		
E6d	In (COUNTRY), at what level is information available on the types of programs supported by a given school?		
E6e	In (COUNTRY), at what level is information available on the maintenance expenses of a given school?		
E6f	In (COUNTRY), at what level is information available on teacher attendance (or absenteeism rates) of a given school?		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No information release

1 = Information is released but is very difficult to access/find

2 = Information is released but is difficult to access/find

3 = Information is released and is easily accessible

E	Public Accessibility of Information: Career Outcomes	Score	Details/ References
E7a	In (COUNTRY), are data on the student employment publicly accessible?		
E7b	In (COUNTRY), are data on job creation/destruction publicly accessible?		

Section F. Accountability

Instructions: Please complete the following questions that best reflect the nature of policy implementation in (COUNTRY)

Score:

0 = Very unstable with ministers/key officials changing every two years or less

1 = Unstable with ministers usually in office between 2- 5 years

2 = Stable with most ministers/key officials changing 5-10 years

3 = Very stable with most ministers/key officials in office 10+ years

F	Accountability	Score	Details/ References
F1	How stable are the officials who oversee the education system in (COUNTRY)?		
F1a	Primary and Secondary Education		
F1b	TVET		
F1c	Higher Education		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No policy

1 = Policy is in place but is not consistently implemented

2 = Policy is consistently implemented for public schools only

3 = Policy is consistently implemented for both public and private schools

F	Accountability: Basic and Upper Secondary Policy Level	Score	Details/ References
F2	In (COUNTRY), does policy dictate <u>the amount of funding</u> in primary and secondary schools based on:		
F2a	Enrolment data?		
F2b	Performance data?		
F2c	Poverty or welfare data?		
F3	In (COUNTRY), does policy dictate the <u>type and number of training</u> in primary and secondary schools based on:		
F3a	Enrolment data?		
F3b	Performance data?		
F3c	Poverty or welfare data?		
F4	In (COUNTRY), does policy dictate the <u>amount of funding/incentives</u> for TEACHERS in primary and secondary schools based on:		

F	Accountability: Basic and Upper Secondary Policy Level	Score	Details/ References
F4a	Enrolment data?		
F4b	Performance data?		
F4c	Poverty or welfare data?		
F4d	Parent/Student reviews or feedback?		
F5	In (COUNTRY), does policy dictate training (coaching/mentoring) for TEACHERS in primary and secondary schools based on:		
F5a	Enrolment data?		
F5b	Performance data?		
F5c	Poverty or welfare data?		

F	Accountability: TVET Policy Level	Score	Details/ References
F6	In (COUNTRY), does policy dictate <u>the amount of funding</u> among TVET institutions based on:		
F6a	Enrolment data?		
F6b	Performance data?		
F6c	Poverty or welfare data?		
F7	In (COUNTRY), does policy dictate <u>the type and number of training</u> among TVET institutions based on:		
F7a	Enrolment data?		
F7b	Performance data?		
F7c	Poverty or welfare data?		
F8	In (COUNTRY), does policy dictate <u>the amount of funding/incentives</u> for TEACHERS in TVET institutions based on:		
F8a	Enrolment data?		
F8b	Performance data?		
F8c	Poverty or welfare data?		
F8d	Student/Parent Reviews or Feedback		
F9	In (COUNTRY), does policy dictate training (coaching/mentoring) for TEACHERS in TVET institutions based on:		
F9a	Enrolment data?		

F	Accountability: TVET Policy Level	Score	Details/ References
F9b	Performance data?		
F9c	Student/Parent Reviews or Feedback		
F9d	Poverty or welfare data?		

F	Accountability: Higher Education Policy Level	Score	Details/ References
F10	In (COUNTRY), does policy dictate <u>the amount of funding among higher education institutions based on:</u>		
F10a	Enrolment data?		
F10b	Performance data?		
F10c	Poverty or welfare data?		
F11	In (COUNTRY), does policy dictate the <u>type and number of training among higher education institutions based on:</u>		
F11a	Enrolment data?		
F11b	Performance data?		
F11c	Poverty or welfare data?		
F12	In (COUNTRY), does policy dictate the <u>amount of funding/incentives for TEACHERS in higher education institutions based on:</u>		
F12a	Enrolment data?		
F12b	Performance data?		
F12c	Student/Parent Reviews or Feedback		
F12d	Poverty or welfare data?		
F13	In (COUNTRY), does policy dictate training (coaching/mentoring) for TEACHERS in higher education institutions based on:		
F13a	Enrolment data?		
F13b	Performance data?		
F13c	Student/Parent Reviews or Feedback		
F13d	Poverty or welfare data?		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No policy

1 = Policy is in place but is not consistently implemented

2 = Policy is consistently implemented for public schools only

3 = Policy is consistently implemented for both public and private schools

F	Accountability	Score	Details/ References
F14a	In (COUNTRY), is there a transparent and clear set of measurable criteria with a set threshold that prioritizes voucher distribution for children based on socio-economic status?		
F14b	In (COUNTRY), are there monitoring practices in place to ensure that targeting is done correctly and there are minimal leakages in in the school voucher programs?		
F14c	In (COUNTRY), is there a clear set of rules and commitment by which voucher amounts are adjusted over time to better ensure that vouchers provide sufficient funds to access private schools?		
F14d	In (COUNTRY), is there a clear policy that ensures the distribution of financial funds for the vouchers are provided in a timely manner?		

Section G. Curriculum content

Instructions: Please complete the following questions to reflect the content of education in (COUNTRY).

Scoring system:

0 = Skill not systematically part of curriculum

1 = Skill only systematically integrated in curriculum for all schools as an elective

2 = Skills systematically integrated into curriculum for all schools

G	Curriculum Content: Basic and Upper Secondary Policy Level	Score	Details/ References
G1	In (COUNTRY), how integrated are the following courses in the <u>primary education</u> curriculum?		
G1a	Computer course		
G1b	Soft skills		
G1c	Financial, marketing and business course		
	To what extent does (Country) employ teaching strategies that promote higher order thinking (i.e. problem-based learning) vs rote memorisation?		

G	Curriculum Content: Basic and Upper Secondary Policy Level	Score	Details/References
G1d	Remedial classes that provide specialized help to students following behind		
G1e	Enrichment classes for higher performing students		
G2	In (COUNTRY), how integrated are the following courses in the <u>general secondary education</u> curriculum?		
G2a	Mathematics/Analytical course/Financial Management		
G2b	Computer course		
G2c	Soft skills		
G2d	Financial, marketing and business course		
G2e	To what extent does (Country) employ teaching strategies that promote higher order thinking (i.e. problem-based learning) vs rote memorisation?		
G2f	Remedial class that provide specialized help to students following behind		
G2g	Enrichment classes for higher performing students		
G3	In (COUNTRY), how integrated are the following courses in the <u>secondary vocational education</u> curriculum?		
G3a	Mathematics/Analytical course/Financial Management		
G3b	Computer course		
G3c	Soft skills		
G3d	Financial, marketing and business course		
G3e	To what extent does (Country) employ teaching strategies that promote higher order thinking (i.e. problem-based learning) vs rote memorisation?		
G3f	Internship/on-the-job training program		

G	Curriculum Content: TVET Policy Level	Score	Details/References
G4	In (COUNTRY), how integrated are the following courses in the <u>tertiary vocational education</u> curriculum?		
G4a	Mathematics/Analytical course/Financial Management		
G4b	Computer course		
G4c	Soft skills		
G4d	Financial, marketing and business course		

G	Curriculum Content: TVET Policy Level	Score	Details/References
G4e	To what extent does (Country) employ teaching strategies that promote higher order thinking (i.e. problem-based learning) vs rote memorization?		
G4f	Internship/on-the-job training program		
G4g	First best practice versus labor intensive		
G5	In (COUNTRY), how integrated are the following courses in the <u>apprenticeship</u> curriculum?		
G5a	Mathematics/Analytical course/Financial Management		
G5b	Computer course		
G5c	Soft skills		
G5d	Financial, marketing and business course		
G5e	To what extent does (Country) employ teaching strategies that promote higher order thinking (i.e. problem-based learning) vs rote memorization?		
G5f	Internship/on-the-job training program		
G5g	First best practice versus labor intensive		
G6	In (COUNTRY), does policy dictate tracking of students into recommended classes based on their performance data?		

Section H. Technology and software usage

Instructions: Please complete the following questions to reflect the content of education in (COUNTRY).

Scoring system:

0 = Skill not systematically part of curriculum

1 = Skill only systematically integrated in curriculum for all schools as an elective

2 = Skills systematically integrated into curriculum for all schools

H	Technology and Software Usage: Basic and Upper Secondary Policy Level	Score	Details/References
H1	In (COUNTRY), how integrated are the following courses in the <u>primary education</u> curriculum?		
H1a	Does (COUNTRY) has a National Policy to integrate ICT in its <u>primary education</u> curriculum?		
H1b	Courses taught through software technology		

H	Technology and Software Usage: Basic and Upper Secondary Policy Level	Score	Details/ References
H1c	Sufficient computer per student allocation (at least 10%)		
H1d	Electricity infrastructure to support the integration of ICT		
H2	In (COUNTRY), how integrated are the following courses in the <u>general secondary education</u> curriculum?		
H2a	Does (COUNTRY) has a National Policy to integrate ICT in its <u>secondary education</u> curriculum?		
H2b	Courses taught through software technology		
H2c	Sufficient computer per student allocation (at least 10%)		
H2d	Electricity infrastructure to support the integration of ICT		
H3	In (COUNTRY), how integrated are the following courses in the <u>secondary vocational education</u> curriculum?		
H3a	Courses or learning taught through software technology		
H3b	Sufficient computer per student allocation (at least 10%)		

H	Technology and Software Usage: TVET Policy Level	Score	Details/ References
H4	In (COUNTRY), how integrated are the following courses in the <u>tertiary vocational education</u> curriculum?		
H4a	Courses or learning taught through software technology		
H4b	Sufficient computer per student allocation (at least 10%)		

H	Technology and Software Usage	Score	Details/ References
H5	In (COUNTRY), how integrated are the following courses in the <u>apprenticeship</u> curriculum?		
H5a	Courses or learning taught through software technology		
H5b	Sufficient computer per student allocation (at least 10%)		

Section I. Teacher quality

Instructions: Please complete the following questions to reflect the wage of teachers in (COUNTRY).

Score:

0 = No funding

1 = Wage low compared to all other available jobs

2 = Wages low compared to all other formal jobs

3 = Wages of similar rank or in proportion to rank of median wages of formal sector jobs in best practice countries

I	Teacher Quality	Score	Details/ References
I1	In (COUNTRY), how competitive are teachers' entry level wages in the following levels:		
I1a	Early Childhood Education (not Kindergarten)		
I1b	Primary Education System (including Kindergarten)		
I1c	Secondary General Education System		
I1d	Secondary Vocational Education System		
I1e	Tertiary Vocational Education System		
I1f	Informal/formal Training Program for Unemployed		
I1g	Tertiary General Programs		

Instructions: Please complete the following questions to reflect the availability of policies or practices designed to to improve education financing and information systems in (COUNTRY).

Scoring system:

0 = None

1 = Policy/mechanism in place but administered ad hoc

2 = Policy/mechanism is being practiced and institutionalized

I	Teacher Quality	Score	Details/ References
I2a	In (COUNTRY), is there a policy that mandates an incentive mechanism to attract students into the teaching profession?		
I2b	In (COUNTRY), is there a feedback mechanism that allows teachers to assess their satisfaction to their jobs?		
I2c	In (COUNTRY), is there a policy/mechanism that mandates/prompts the government to respond to teachers' assessment of their jobs?		
I2d	Are there mechanisms by the MoE to attract the best students into the teaching profession?		
I2e	Do recruitment mechanisms reflect the competencies expected of new teachers/educators?		
I2f	Is practical training assessed during teacher recruitment?		
I2g	Are there mechanisms in place to retain the best qualified people to teaching (i.e. competitive compensation scheme)?		

continued on next page

I	Teacher Quality	Score	Details/ References
I2h	Are there mechanisms in place to spell out the penalties for teacher absenteeism?		
I2i	Are there mechanisms in place for the best teachers to be recognized and rewarded for their teaching?		
I2j	Are there mechanisms to ensure that teachers are represented/participate in the policy and decision-making in the educational system?		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No policy

1 = Policy is in place but is not consistently implemented

2 = Policy is consistently implemented for public and private schools

I	Teacher Quality: TVET Policy Level	Score	Details/ References
I3	In (COUNTRY), does policy dictate the following requirements in hiring/retaining teachers of TVET institutions?		
I3a	Teacher Certification/Training		
I3b	Industry Experience		
I3c	Continuing Professional Development		

I	Teacher Quality: Higher Education Policy Level	Score	Details/ References
I4	In (COUNTRY), does policy dictate the requirement of the following in hiring/retaining teachers for Higher Education Institutions?		
I4a	Masters Education or PhD		
I4b	Scholarly Work/Publication		
I4c	Continuing Professional Development		

Section J. Targeted information to parents and students

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No information release

1 = Information is released but is very difficult to access/find

2 = Information is released but is difficult to access/find

3 = Information is released and is easily accessible

J	Targeted Information to Parents and Students: Basic and Upper Secondary Policy Level	Score	Details/ References
J1a	In (COUNTRY), are data on the student performance of <u>primary and secondary schools</u> directly delivered to parents?		
J1b	In (COUNTRY), are data on the school performance of <u>primary and secondary schools</u> directly delivered to parents?		

Instructions: Please complete the following questions to reflect the availability of career guidance counseling in (COUNTRY).

Scoring system:

0 = No.

1 = Yes, but provision is on an ad hoc basis in certain schools or by people that are not trained career guidance counselors.

2 = Yes, there is provision in all schools with adequately trained career guidance counselors, but student must take initiative to obtain career guidance.

3 = Yes, all students receive career guidance counseling and is a mandatory component for participation/enrollment.

J	Targeted Information to Parents and Students: TVET and Higher Education Policy Level	Score	Details/ References
J2a	Does (COUNTRY) offer career guidance services to <u>lower secondary students</u> ?		
J2b	Does (COUNTRY) offer career guidance services to <u>upper secondary students</u> ?		
J2c	Does (COUNTRY) offer exposure trips to a large set of career opportunities to <u>lower secondary students</u> ?		
J2d	Does (COUNTRY) offer exposure trips to a large set of career opportunities to <u>upper secondary students</u> ?		
J2e	Does (COUNTRY) offer career guidance services to <u>TVET students</u> ?		
J2f	Does (COUNTRY) offer career guidance services to <u>Higher education students</u> ?		

Section K. Programs for At Risk Students

Instructions: Please complete the following questions to reflect education practices on programs targeting at risk students. Include references if possible.

Scoring system:

0 = No program in place

1 = Program is in place but is not consistently implemented

2 = Program is consistently implemented for all public and private schools

K	Programs for At-Risk Students: Basic and Upper Secondary Policy Level	Score	Details/ References
K1	In (COUNTRY), does programs for at risk students identify target students/groups based on:		
K1a	Academic achievement?		
K1b	Socioeconomic status?		
K1d	Family background?		
K1e	Geographic locations?		
K1f	Political instability?		

Instructions: Please complete the following questions to reflect the availability of career guidance counseling in (COUNTRY).

Scoring system:

0 = No.

1 = Yes, but provision is on an ad hoc basis in certain schools or by people that are not trained career guidance counselors.

2 = Yes, there is provision in all schools with adequately trained career guidance counselors, but student must take initiative to obtain career guidance.

3 = Yes, all students receive career guidance counseling and is a mandatory component for participation/enrollment.

K	Programs for At-Risk Students: Basic and Upper Secondary Policy Level	Score	Details/ References
K2a	Does (COUNTRY) offer mentoring programs for high risk students in PRIMARY EDUCATION		
K2b	Does (COUNTRY) offer mentoring programs for high risk students in SECONDARY EDUCATION		
K2c	Does (COUNTRY) offer social or psychological counseling programs for high risk students in PRIMARY EDUCATION		
K2d	Does (COUNTRY) offer social or psychological counseling programs for high risk students in SECONDARY EDUCATION		
K2e	Does (COUNTRY) offer transition assistance from primary education to secondary education for high risk students?		

K	Programs for At-Risk Students: Basic and Upper Secondary Policy Level	Score	Details/ References
K2f	Does (COUNTRY) offer transition assistance from secondary education to vocational/higher education for high risk students?		
K2g	Does (COUNTRY) offer incentive programs to attract high risk students on joining behavioral modification interventions (i.e. mentoring programs)?		

K	Programs for At-Risk Students: TVET Policy Level	Score	Details/ References
K3a	Does (COUNTRY) offer mentoring programs for high risk students in TVET?		
K3b	Does (COUNTRY) offer social or psychological counseling programs for high risk students in TVET?		

K	Programs for At-Risk Students: TVET Policy Level	Score	Details/ References
K4a	Does (COUNTRY) offer mentoring programs for high risk students in tertiary level?		
K4b	Does (COUNTRY) offer social or psychological counseling programs for high risk students in tertiary level?		

Section L. Programs for At-Risk Students

Instructions: Please complete the following questions to reflect education practices on programs targeting at risk students. Include references if possible.

Scoring system:

0 = No program in place

1 = Program is in place but is not consistently implemented

2 = Program is consistently implemented for all public and private schools

L	Programs for At-Risk Students: Basic and Upper Secondary Policy Level	Score	Details/ References
L1	In (COUNTRY), does programs for at risk students identify target students/groups based on:		
L1a	Academic achievement?		
L1b	Socioeconomic status?		
L1d	Family background?		
L1e	Geographic locations?		
L1f	Political instability?		

Instructions: Please complete the following questions to reflect the availability of career guidance counseling in (COUNTRY).

Scoring system:

0 = No.

1 = Yes, but provision is on an ad hoc basis in certain schools or by people that are not trained career guidance counselors.

2 = Yes, there is provision in all schools with adequately trained career guidance counselors, but student must take initiative to obtain career guidance.

3 = Yes, all students receive career guidance counseling and is a mandatory component for participation/enrollment.

L	Programs for At-Risk Students: Basic and Upper Secondary Policy Level	Score	Details/ References
L2a	Does (COUNTRY) offer mentoring programs for high risk students in PRIMARY EDUCATION		
L2b	Does (COUNTRY) offer mentoring programs for high risk students in SECONDARY EDUCATION		
L2c	Does (COUNTRY) offer social or psychological counseling programs for high risk students in PRIMARY EDUCATION		
L2d	Does (COUNTRY) offer social or psychological counseling programs for high risk students in SECONDARY EDUCATION		
L2e	Does (COUNTRY) offer transition assistance from primary education to secondary education for high risk students?		
L2f	Does (COUNTRY) offer transition assistance from secondary education to vocational/higher education for high risk students?		
L2g	Does (COUNTRY) offer incentive programs to attract high risk students on joining behavioral modification interventions (i.e. mentoring programs)?		

L	Programs for At-Risk Students: TVET Policy Level	Score	Details/ References
L3a	Does (COUNTRY) offer mentoring programs for high risk students in TVET?		
L3b	Does (COUNTRY) offer social or psychological counseling programs for high risk students in TVET?		

L	Programs for At-Risk Students: TVET Policy Level	Score	Details/ References
L4a	Does (COUNTRY) offer mentoring programs for high risk students in tertiary level?		
L4b	Does (COUNTRY) offer social or psychological counseling programs for high risk students in tertiary level?		

Section M. Programs for Disadvantaged Students

Instructions: Please complete the following questions to reflect the availability of financing of skills training systems in (COUNTRY).

Score:

0 = No funding

1 = Funding low as proportion of all government funding

2 = Funding around equal as proportion of all government funding, but low as share of GDP

3 = Funding equal/above proportion of all government funding and nearly equal as share of GDP

M	Financing of Skills Training Systems	Score	Detail/ Reference
M1	In (COUNTRY), what is the level of funding as a % of total expenditure on education allocated on the following levels:		
M1a	Early Childhood Education (not kindergarten)		
M1b	Primary Education System (including kindergarten)		
M1c	Secondary General Education System		
M1d	Secondary Vocational Education System		
M1e	Tertiary Vocational Education System		
M1f	Informal/formal Training Programs for the Unemployed		

Instructions: Please complete the following questions to reflect the availability of programs designed to effect positive behavioral outcomes towards education (COUNTRY).

Scoring system:

0 = None

1 = Program in place but administered ad hoc

2 = Program is institutionalized

M	Financial Aid: Basic and Upper Secondary Policy Level	Score	Detail/ Reference
M2	In (COUNTRY), are the following programs in place/administered?		
M2a	Conditional Cash Transfers		
M2b	An evaluation committee that assesses the educational outcomes of CCT programs?		
M2c	School Feeding Programs		
M2d	Financial Literacy Programs (for parents)		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No policy

1 = Policy is in place but is not consistently implemented

2 = Policy is consistently implemented for public schools only

3 = Policy is consistently implemented for both public and private schools

M	Financial Aid: Accountability (Basic and Secondary education only)	Score	Detail/ Reference
M3a	In (COUNTRY), is there a transparent and clear set of measurable criteria with a set threshold that prioritizes school feeding programs for children based on socio-economic status?		
M3b	In (COUNTRY), are there monitoring practices in place to ensure that targeting is done correctly and there are minimal leakages in feeding programs?		
M3c	In (COUNTRY), are there monitoring practices in place to ensure that students receiving assistance from feeding programs maintain a certain level of school attendance?		
M3d	In (COUNTRY), is there a transparent and clear set of measurable criteria with a set threshold that prioritizes conditional cash transfers for children based on (a) socio-economic status?		
M3e	In (COUNTRY), is there a transparent and clear set of measurable criteria with a set threshold that prioritizes conditional cash transfers for children based on (b) academic performance?		
M3f	In (COUNTRY), are there monitoring practices in place to ensure that targeting is done correctly and there are minimal leakages tied to this CCTs?		
M3g	In (COUNTRY), are there monitoring practices in place to ensure that students maintain a measurable level of academic performance tied to this CCTs?		
M3h	In (COUNTRY), is there a transparent and clear set of measurable criteria with a set threshold that prioritizes scholarships/financial assistance for children based on (a) socio-economic status, (b) academic performance?		
M3i	In (COUNTRY), are there monitoring practices in place to ensure that targeting is done correctly and their are minimal leakages tied to this scholarship/financial assistance?		
M3j	In (COUNTRY), are there monitoring practices in place to ensure that students maintain a measurable level of academic performance tied to this scholarship/financial assistance?		

Instructions: Please complete the following questions to reflect the availability of funding for tertiary education in (COUNTRY).

Scoring system:

0 = No financing provided for tertiary/non-formal training

1 = Some financing provided for tertiary/non-formal training, but only based on merit

2 = Some financing provided based on combination of merit/need, but is minimal

3 = Sufficient financing provided based on combination of merit/need

M	Financial Aid: TVET Policy Level	Score	Detail/Reference
M4	In (COUNTRY), what is the level of financial aid available to students in Tertiary vocational education?		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No policy

1 = Policy is in place but is not consistently implemented

2 = Policy is consistently implemented for all public and private schools

M	Financial Aid: TVET Policy Level	Score	Detail/Reference
M5	In (COUNTRY), does policy dictate financial aid for STUDENTS in TVET based on:		
M5a	Performance data?		
M5b	Poverty or welfare data?		

Instructions: Please complete the following questions to reflect the availability of funding for tertiary education in (COUNTRY).

Scoring system:

0 = No financing provided for tertiary/non-formal training

1 = Some financing provided for tertiary/non-formal training, but only based on merit

2 = Some financing provided based on combination of merit/need, but is minimal

3 = Sufficient financing provided based on combination of merit/need

M	Financial Aid: Higher Education Policy Level	Score	Detail/Reference
M6	In (COUNTRY), what is the level of financial aid available to students in:		
M6	Tertiary general education		

Instructions: Please complete the following questions to reflect education practices on completeness and credibility as accurately as possible. Include references if possible.

Scoring system:

0 = No policy

1 = Policy is in place but is not consistently implemented

2 = Policy is consistently implemented for all public and private schools

M	Financial Aid: Higher Education Policy Level	Score	Detail/ Reference
M7	In (COUNTRY), does policy dictate financial aid for STUDENTS in Higher Education based on:		
M7a	Performance data?		
M7b	Poverty or welfare data?		

Section N. Rural Equity: TVET Policy Level

Instructions: Please tick the box that best reflect availability of training programs in (COUNTRY).

N1. In (COUNTRY), how accessible are short-term training programs?

0. Not available.
1. Training/employment programs are located in a few key areas, but not widespread.
2. Training/employment programs located across the country and are easily accessible and affordable.

N2. In (COUNTRY), how accessible are long-term training programs?

0. Not available.
1. Training/employment programs are located in a few key areas, but not widespread.
2. Training/employment programs located across the country and are easily accessible and affordable.

* Index designed by Natalie Chun, Lilac Florentino, and Mark Andrew Elepano.

REFERENCES