

Asia-South Pacific Education Watch

EDUCATION WATCH TOOLKIT

A RESOURCE PACK
FOR EFA RESEARCH
AND MONITORING

Module 1: Monitoring Education Access and the Out-of-School

About ASPBAE

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative and liberating, life-long adult education and learning. It strives to forge and sustain an Asia-Pacific movement dedicated to mobilising and supporting community and people's organisations, national education coalitions, teachers' associations, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments, ensuring the right of all to education, and upholding education as an empowering tool for combating poverty and all forms of exclusion and discrimination, pursuing sustainable development, enabling active and meaningful participation in governance, and building a culture of peace and international understanding.

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Education Watch Toolkit
A Resource Pack for EFA Research and Monitoring

Asia South Pacific Association for Basic and Adult Education (ASPBAE)

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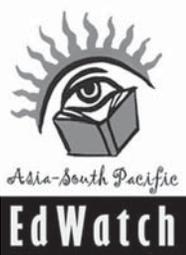


Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

EDUCATION WATCH TOOLKIT

A RESOURCE PACK FOR EFA RESEARCH
AND MONITORING

Module 1: Monitoring Education Access and the Out-of-School



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Acronyms

ASPBAE – Asia South Pacific Association for Basic and Adult Education
CAMPE – Campaign for Popular Education (Bangladesh)
CED – Coalition for Educational Development (Sri Lanka)
COESI – Coalition on Education Solomon Islands
CSO – Civil Society Organisation
ECCE – Early Childhood Care and Education
EdWatch – Education Watch
EFA – Education for All
E-NET – Education Network for Justice (Indonesia)
E-Net Philippines – Civil Society Network for Education Reforms (Philippines)
GMR – Global Monitoring Report
GMR – Global Monitoring Report
ISCED – International Standard of Classification of Education
NCE – National Coalition for Education (India)
NAR – Net Attendance Rate
NEP – NGO Education Partnership (Cambodia)
NER – Net Enrolment Ratio
NGO – Non-Government Organisation
NSO – National Statistics Office
PCE – Pakistan Coalition for Education
PEAN – PNG Education Advocacy Network
PNG – Papua New Guinea
PTR – Pupil/Teacher Ratio
TEWN – Thai Education Watch Network
UIS – UNESCO Institute of Statistics
UNESCO – United Nations Educational, Scientific and Cultural Organisation
UNICEF – United Nations Children’s Fund



Indian children in school (Photo by Michael Garcia)

Monitoring Education Access and the Out-of-School

THE REGIONAL CONTEXT¹

The Education for All Goal 2 sets the objective of ensuring that by 2015, all children will have access to and will be able to complete free and compulsory primary education of good quality. This goal gives special attention to disadvantaged groups, particularly girls, children in difficult circumstances and those belonging to ethnic minorities. Since the Dakar Conference in April 2000, the average net enrolment ratios for developing countries have registered respectable increases in this regard. Improvement in school access was particularly impressive in Sub-Saharan Africa and South Asia.

However, progress remains slow and generally uneven across countries and population groups. Despite the global efforts to promote universal primary education, there were still 72 million children of primary school age out of school in 2007. South and West

¹ All data, unless otherwise indicated, were taken from *EFA Global Monitoring Report 2010, Reaching the marginalized*, (Paris: UNESCO/Oxford University Press, 2010), <http://www.unesco.org/en/efareport/reports/2010-marginalization/>

Asia hosts the second biggest number of the out-of-school children with 18 million. Another 9 million were residing in East Asia and the Pacific. By country, India and Pakistan have the biggest numbers of children out of school. Based on current trends, 56 million children will still be out of school in 2015. A significant number of countries in the Asia-Pacific region will likely miss the target on universal primary education.

Every year, millions of disadvantaged children drop out of school due to poverty, exclusion and displacement. GMR 2010 noted that children from poor households, living in rural areas and/or having a mother without schooling or a mother who has died face greater risks of being out of school. In all these categories, young girls deal with greater obstacles primarily due to the unfavorable attitudes on girls' and women's place in society. The EdWatch findings validate these observations and note further that discrimination based on ethnicity and social status, armed conflict, disasters, disability and early marriages are added factors that force children to drop out of school.

EdWatch studies conducted in eleven countries in the Asia-Pacific region validate the persisting problems related to school access and attendance. In fact, the magnitude of the problem in many countries appears to be much greater than what the official reports say². GMR 2010 pointed out that government reports may systematically understate the number of out-of-school children, noting that household surveys indicate the actual count may be higher by as much as one-third compared to the official figures. Current monitoring tools do not provide for an integrated approach to track children's entry age, schooling progress and eventual completion. The study done by the UNESCO Institute of Statistics (UIS) comparing government enrolment figures with data generated by the Demographic and Health Surveys of households in 29 countries indicates that school registers tend to count more children in the official primary school age range which in effect overstate net enrolment ratio by significant margins in some countries. The study concluded that more work is needed to have an accurate count of the number of out-of-school children.

Monitoring education access and the out-of school children is critical to achieving the EFA goal on universal primary education. These data are important to accurately assess the magnitude of the problem and understand better the underlying reasons that account for the shortfall. The EdWatch surveys noted in particular that girls, the poor and socially excluded children face multiple barriers in attending and learning in school. It is for these reasons that ASPBAE sees the importance of developing an appropriate module to monitor access and attendance of children in school.

² The EdWatch initiatives in some countries (ex. see Solomon Islands, PNG, Philippines and India summary reports) have been able to gather data that were more recent than those in government records, and hence, were able to reflect the education situation that has worsened over time.

EDUCATION ACCESS AND OUT-OF-SCHOOL MONITORING INSTRUMENTS

The education access and out-of-school monitoring instrument is a set of questions that inquire about the presence and accessibility of educational institutions, and the educational experience of all household members. The instrument is designed primarily to assess levels of access to and participation of children, youth and adults in formal school, non-formal education, adult education and other learning programmes. It aims to determine more accurately the actual rates of participation and attendance in schools and other educational institutions and programmes through a household survey that could complement school administrative data on enrolment. In most cases, statistics on school participation culled from administrative records and those generated through household surveys differ. It is for this reason that other information related to school access must be generated apart from the existing school administrative data.

The instrument also aims to track the out-of-school children, determine the reasons leading to dropping out, and understand better their particular circumstances. The module seeks to identify barriers which prevent or discourage children from attending school. All this information, particularly among disadvantaged groups, is critical to support policy and measures that could improve access and address the education needs of the out-of-school.



Out-of-School children working as Duck Children in Kuala Lama Village, North Sumatra
(E-NET for Justice, Indonesia)

Basic Content of the Monitoring Instrument

Study Area Profile:

- Population (households and individuals, by gender and by age group)
- Constituency of political subdivision (number of municipalities/districts/villages in the area)
- Geographic classification (urban-rural; coastal, plain or upland)
- Income or economic classification
- Presence and number of schools/educational institutions in the village, town and district
- Accessibility (road network, travel time, mode of transportation)

Socio-Demographic Information:

- Language and ethnicity
- Religious affiliation
- Household size
- Occupation and employment
- Household income and expenditure
- Poverty incidence
- Nutrition status

Education Indicators:

- Educational attainment
- Duration of schooling (formal and non-formal school)
- School Participation (entry age, current school level, repetition and dropout)
- School type, location, travel time
- Participation in Non-Formal and Informal Education (type of programme, course content, duration, course completed, reasons for attending non-formal education)

The Out-of-School:

- Last school year attended before dropping out
- Reasons for dropping out/staying out of school
- Plans of returning to school
- Activities while not in school

UNESCO Definition of common Education Indicators

As countries have their own distinct system and structure of education, definitions of education indicators may vary by country. Listed below are the most common education indicators and the corresponding definitions as culled from UNESCO. The UNESCO definitions of key indicators serve as helpful reference in comparing education statistics across countries.

- **Education attainment rate:** The percentage of a population belonging to a particular age group that has attained or completed a specified education level (typically primary, secondary or tertiary) or grade in school.
- **Basic education:** The whole range of educational activities taking place in various settings (formal, non-formal and informal) that aims to meet basic learning needs. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage).
- **Early childhood care and education (ECCE):** Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities. ECCE programmes are normally designed for children from age 3 and include organised learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.
- **School age population:** Population of the age group officially corresponding to a given level of education, whether enrolled in school or not.
- **Enrolment:** Number of pupils or students enrolled at a given level of education, regardless of age.
- **New entrants to the first grade of primary education with ECCE experience (%):** Number of new entrants to the first grade of primary school who have attended the equivalent of at least 200 hours of organised ECCE programmes, expressed as a percentage of the total number of new entrants to the first grade.
- **Gross enrolment ratio (GER):** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.
- **Net attendance rate (NAR):** Number of pupils in the official age group for a given level of education who attend school in that level, expressed as a percentage of the population in that age group.
- **Net enrolment ratio (NER):** Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

- **Survival rate by grade:** Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.
- **Repetition rate:** Number of pupils enrolled in the same grade or level as the previous year, expressed as a percentage of the total enrolment in that grade or level.
- **Primary cohort completion rate:** Proxy measure of primary school completion. It focuses on children who have access to school, measuring how many successfully complete it.
- **Transition rate to secondary education:** New entrants to the first grade of secondary education 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.
- **Pupil/teacher ratio (PTR):** Average number of pupils per teacher at a specific level of education.
- **Non-formal education:** Learning activities typically organised outside the formal education system. The term is generally contrasted with formal and informal education. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills and general culture.
- **Out-of-school children:** Children in the official primary school age range who are not enrolled in either primary or secondary school.
- **Dropout rate by grade:** Percentage of pupils or students who drop out of a given grade in a given school year.

Basic Methodology³

Data on education access and the out-of-school are obtained through household surveys or community census using structured questionnaires to obtain specific information concerning the educational experience of household members. In the EdWatch studies undertaken in PNG, Solomon Islands, Philippines, Indonesia and India, the monitoring instrument on education access is part of more comprehensive questionnaires that cover other aspects of education, including literacy, expenditure, school facilities and governance. Households are selected using either probability or purposive sampling and the questionnaires are administered to key household informants, usually the household heads. (Literacy tests are taken individually by all eligible household members.)

³ Refer to *Overview of the Research Process* for a more detailed discussion on data gathering and research instruments (Annexure of *Education Watch Toolkit: A Resource Pack for EFA Research and Monitoring*).

Educational access indicators are generated from the survey, such as educational attainment, school attendance, completion, dropout and repetition among others. For validation check, the survey results are compared with existing administrative data and other surveys which contain similar data on education access and performance. Access and performance indicators are analysed by sex, age group, ethnicity, location, social background, economic status and other family/household characteristics. More in depth information can be obtained through focused group discussions and case studies.

Sample Monitoring Instruments

Sample instruments for monitoring education access and the out-of-school are presented in the Annexures. These include:

Annex 1: E-Net Philippines Survey Instrument on Education Participation

Annex 2: PNG Education Advocacy Network (PEAN) Survey Instrument on Education Experience, Language and Literacy

Annex 3: E-NET for Justice Survey Instrument on Education Participation in Indonesia

Annex 4: National Coalition for Education (NCE) Survey Instrument on the State of Elementary Education in India

The survey instruments look into the background of households; the literacy skills and educational experience of household members; participation in formal, nonformal, informal education and community trainings; the reasons for dropping out or not completing schooling; effects of incomplete education; school type, location and accessibility; situation of teachers; conditions of school infrastructure and facilities; and school-related problems.

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Annexures

ANNEX 1: E-NET PHILIPPINES SURVEY INSTRUMENT ON EDUCATION PARTICIPATION⁴

EXTRACT FROM THE SURVEY QUESTIONNAIRE⁵

A. DEMOGRAPHY											
1A	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
N U M B E R	How many members are there in this household?	How is ___ related to the head of the household?	Is ___ male or female?	What was the age of ___ in his/ her last birthday?	Does ___ belong to any Indigenous peoples group?	If yes in 6, What Indigenous group does ___ belong to?	For 0-5 yrs old. (Get the nutrition status from the BHW)	What is ___'s civil status?	What is the religion of ___?	How many years residing in the barangay?	
	Who are the other members of the household?	SEE CODES BELOW	1. Male 2. Female	Number of years	1. YES GO TO 7 2. NO GO TO 8	SEE CODES BELOW	1. Above Normal 2. Normal 3. Below Normal (Moderate) 4. Below Normal (Severe)	SEE CODES BELOW	SEE CODES BELOW	Years	
1											
2											
3											
...											
10											
Are there more than 10 members in this household?	(3) Relation to head of the household 1. Head 2. Spouse 3. Son/ Daughter 4. Son-in-law/ Daughter-in-law 5. Grandchild 6. Parent 7. Other relatives 8. Housemaid 9. Other non-relatives (list down)			(7) Indigenous Peoples Group 1. Bago 2. Ibanag 3. Kankanaey 4. Mangyan 5. Ibaloi 6. Aeta 7. Tagbanauas 8. Cuyonen 9. Subanen 10. B'laan 11. Mandaya 12. Manobo 13. Teduray			14. Bukidnon 15. Ati 16. Cimaron 17. Itom 18. Pullon 19. Badjao 20 Batak 21. Palawanon 22. Tau't bato 23. Dumagat 24. Tiboli 25. Iba pa (Itala)		(9) Civil Status 1. Single 2. Married/Living together 3. Widow/ Widower 4. Separated/ Divorced 5. Others, specify _____		(10) Religion 0. None 1. Catholic 2. Protestant 3. Iglesia ni Cristo 4. Aglipay 5. Islam 6. Others, Specify _____
1. YES, USE NEW FORM											
2. NO											

⁴ No part of the questionnaires in the annexures can be used or reproduced without the written permission from the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

⁵ The complete set of survey questionnaires used in the EdWatch studies is available upon request from ASPBAE.

B. EDUCATION											
(1B)	FOR 6 YRS OLD and OVER			FOR 3- 24 YEARS OLD							
		(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	
N U M B E R	Write down the first name of each member before proceeding	What is ____'s highest educational attainment?	Can ____ read and write a simple message in any language or dialect?	Is ____ currently attending school?	IF YES IN (14)						
					What grade/year is ____ currently attending?	Is the school public or private?	Where is the school located ?	How does ____ travel to school?	Does ____ have a private tutor?	How many hours each week?	
	NAME (FIRST NAME)	GRADE/YEAR	1. YES 2. NO	1 Y E S GO TO 15-20 2. NO GO TO 22	SEE CODES BELOW	1. Public 2.Private 3. Others	SEE CODES BELOW	SEE CODES BELOW	1. YES GO TO 20 2. NO	Number of Hours	
1											
2											
3											
...											
10											
(11) and (15) GADE/YEAR FINISHED OR CURRENTLY ATTENDING					(17) Location of school			(18) Mode of travel			
00 No Grade Completed 01 Kinder/Prep/Nursery <u>ELEMENTARY</u> 11 Grade I 12 Grade II 13 Grade III 14 Grade IV 15 Grade V 16 Grade VI 17 Grade VII 18 Elementary graduate If a qualifier of PEPT or A&E-NFE Accreditation, specify level		<u>SECONDARY</u> 21 1st Year 22 2nd Year 23 3rd Year 24 4th Year 25 H.S. Graduate If a qualifier of PEPT or A&E-NFE Accreditation, specify level <u>POST</u> <u>SECONDARY</u> 31 1st Year 32 2nd Year 33 3rd Year For Graduates, specify course		<u>COLLEGE</u> 41 1st Year 42 2nd Year 43 3rd Year 44 4th Year 45 5th Year and higher For Graduates, specify course <u>POST GRADUATE</u> 71 With some units enrolled For Graduates, specify PH D/ Master's Degree		1. Within the barangay 2. In another barangay within the municipality 3. At the poblacion 4. In another municipality within the province 5. In another province			1. by walking 2. by jeepney (PUJ) 3. by private motor vehicle 4. by bus 5. by tricycle/motorcycle 6. by banca 7. by bicycle 8. by work animals (horse, cow etc) 9. combination of motor vehicles 10. combination – banca and motor vehicle 11. by other means		

EDUCATION								
(1C)		FOR 3-24 YEARS OLD						
		(21)	(22)	(23)	(24)	(25)	(26)	(27)
N U M B E R	Write down the first name of each member before proceeding	If YES in 14	IF NO IN (14)					
	NAME (FIRST NAME)	Did any household member attend a school meeting this year?	What is the main reason for not attending school?	Does ____ have plans of going back to school?	What year did ____ last attended school?	Was the school public or private?	Where is the school located?	What did ____ do in the last 3 months while not in school?
		1. YES 2. NO	See Codes Below	1. YES 2. NONE 3. NOT SURE	YEAR	1. PUBLIC 2. PRIVATE	See codes below	See Codes Below
1								
2								
3								
...								
10								
(22) REASONS FOR NOT ATTENDING SCHOOL			(26) Location of school			(27) Activities in past 3 months while not in school		
<ol style="list-style-type: none"> 1. Schools are very far 2. No school within the barangay 3. No regular transportation 4. High cost of education 5. Illness/Disability 6. Housekeeping 7. Help take care of siblings 8. Help in family business 9. Employment/Looking for work 10. No "baon"/money for transportation/ clothes to wear for school 11. Social reasons (ostracized/excluded) 12. Psychosocial reasons/Traumatized (tinakot ng titser, ng kaklase iba pa) 13. Low Grades 14. Others (Specify) <p>_____</p> <p>* If answer is lack of interest or cannot cope, PROBE FURTHER</p>			<ol style="list-style-type: none"> 1. Within the Barangay 2. In another Barangay within the Municipality 3. At Poblacion 4. In another Municipality within the Province 5. In another Province 			<ol style="list-style-type: none"> 1. Housekeeping (Nagtatrabaho/ Gumagawa sa bahay) 2. Worked on own family operated farm or business (Nagtatrabaho sa bukid o negosyo ng pamilya) 3. Worked for other household, private establishment, government (Nagtatrabaho sa iba pang bahay, pribadong establismyento, o gobyerno) 4. On vacation (Nagbabakasyon) 5. Recuperating/Recovering from illness (Nagpapagaling mula sa sakit) 6. Attended skills training 7. None 8. Others, (Specify) 		

ANNEX 2: PNG EDUCATION ADVOCACY NETWORK (PEAN) SURVEY INSTRUMENT ON EDUCATION EXPERIENCE, LANGUAGE & LITERACY SURVEY

EXTRACT FROM THE SURVEY QUESTIONNAIRE⁶

Attitudes to Literacy & Education		
8 ⁷	How useful are: Long wanem: (a) reading skills in your everyday life? Are they: wei save bilong yu long rit i impoten long laif bilong yu long olgeta de? Em i: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1. Very useful Gutpela tru</div> <div style="text-align: center;">2. Useful sometimes Gutpela long sampela taim</div> <div style="text-align: center;">3. Not useful Ino gutpela</div> </div>	
	(b) writing skills in your everyday life? Are they: wei save bilong yu long rait i impoten long laif bilong yu long olgeta de? Em i: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1. Very useful Gutpela tru</div> <div style="text-align: center;">2. Useful sometimes Gutpela long sampela taim</div> <div style="text-align: center;">3. Not useful Ino gutpela</div> </div>	
	(c) counting skills in your everyday life? Are they: wei save bilong yu long kauntim namba i impoten long laif bilong yu long olgeta de? Em i: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1. Very useful Gutpela tru</div> <div style="text-align: center;">2. Useful sometimes Gutpela long sampela taim</div> <div style="text-align: center;">3. Not useful Ino gutpela</div> </div>	
9	How important do you think it is for children to go to school? Is it: Bilong wanem yu ting emi gutpela o impoten long salim ol pikinini igo long skul? Yu ting emi: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1. Very important for all children Gutpela bilong olgeta pikinini</div> <div style="text-align: center;">2. Important for some children Gutpela bilong sampela pikinini</div> <div style="text-align: center;">3. Not important Ino gutpela GO TO Q. 11</div> </div>	
10	Why is it important for children to go to school? Is it important to: Bilong wanem na yumi tok em i impoten long olgeta pikinini imas igo long skul? Yu ting emi impoten long:	
	(a) learn to read, write and think lainim rit na rait na long tingting	1. Yes 2. No
	(b) learn about traditional culture and values lainim pasin bilong ol tumbuna na stretpela pasin	1. Yes 2. No
	(c) learn skills for work lainim save bilong kisim wok	1. Yes 2. No
	(d) learn about the world lainim ol samting bilong wol o narapela ples	1. Yes 2. No
(e) go to school for other reasons (please specify) go long skul long ol narapela as		

⁶ The complete set of survey questionnaires used in the EdWatch studies is available upon request from ASPBAE.

⁷ The original numbering has been retained in the extracted part of the survey questionnaire.

Part 2: Educational Experience (Part 2 is to be administered to every person between the ages of 15 and 60 years in each participating household.)

Primary and Secondary School Experience		Code/Answer		
11	Are you attending primary or secondary school now? Yu stap long praimeru skul o sekendari skul nau? 1. Yes 2. No GO TO Q. 21			
12	Did you complete primary school? Yu bin pinisim praimeru skul? 1. Yes 2. No 3. Never attended GO TO Q. 14 GO TO Q. 14			
13	Did you complete secondary school? Yu bin pinisim sekendari skul? 1. Yes 2. No 3. Never attended			
		GO TO Q. 16	GO TO Q. 15	GO TO Q. 15
14	What were the reasons you did not attend or complete primary school? Are any of the following reasons relevant: Wanem as na yu ino bin igo long praimeru skul o ino bin pinisim praimeru skul? Sampela as tingting bilong wanem yu no bin go long skul o yu no bin pinisim primaru skul i wankain olsem ol dispela: (a) School not in village or too far away Skul ino stap long ples o i stap long we tru 1. Yes 2. No (b) School fees too high Skul fi i bikpela tumas 1. Yes 2. No (c) Other costs (such as boarding or uniform costs) too high Ol narapela samting (olsem skul unifom o pei bilong sumatin bilong silip long skul i antap tumas) 1. Yes 2. No (d) School not safe Skul ino safe tumas 1. Yes 2. No (e) Not enough desks or books at school Ino gat inap des na buk long skul 1. Yes 2. No (f) No toilet facilities for girls Ino gat gutpela toilet bilong ol liklik meri 1. Yes 2. No (g) Not interested in school or school not important to me Mi no bin laikim skul tumas o skul ino gutpela long mi 1. Yes 2. No (h) Parents wanted me to help at home Papa mama i laikim mi long halivim ol long haus 1. Yes 2. No (i) Parents wanted me to work Papa mama i laikim mi long wok 1. Yes 2. No (j) Any other reasons (please specify) lgat narapela as (plis toksave) GO TO Q. 19			
15	What were the reasons you did not attend or complete secondary school? Are any of the following reasons relevant: Wanem as na yu ino bin igo/pinisim sekendari skul? Sampela as tingting bilong wanem yu ino bin go long skul o yu ino bin pinisim sekendari skul i wankain olsem ol dispela: (a) School not in village or too far away Skul ino stap long ples o i stap long we tru 1. Yes 2. No (b) School fees too high Skul fi i bikpela tumas 1. Yes 2. No (c) Other costs (such as boarding or uniform costs) too high Ol narapela samting (olsem skul unifom o pei bilong sumatin bilong silip long skul i antap tumas) 1. Yes 2. No (d) School not safe Skul ino safe tumas 1. Yes 2. No			

	(e) Not enough desks or books at school Ino gat inap des na buk long skul	1. Yes	2. No	
	(f) No toilet facilities for girls Ino gat gutpela toilet bilong ol liklik meri	1. Yes	2. No	
	(g) Not interested in school or school not important to me Mi no bin laikim skul tumas, skul ino gutpela long mi	1. Yes	2. No	
	(h) Parents wanted me to help at home Papa mama i laikim mi long halivim ol long haus	1. Yes	2. No	
	(i) Parents wanted me to work Papa mama i laikim mi long wok	1. Yes	2. No	
	(j) Any other reasons (please specify) Igat narapela as (plis toksave)			GO TO Q. 19
	Tertiary Education Experience			
16	Are you attending or have you attended a university or technical college? Nau yet yu skul long university or teknikal college o yu bin go sampela taim bipo?	1. Yes	2. No	GO TO Q. 18
17	If you have: Sapos yu: (a) completed your study, what was the highest qualification you achieved? bin pinisim dispela skul, wanem kwalifikeisen yu bin kisim? (b) not yet completed your study, what qualification are you hoping to achieve? ino pinisim dispela skul yet, wanem kwalifikeisen bai yu kisim?			GO TO Q. 19
18	What were the reasons you did not attend or complete your study at university or college? Are any of the following reasons relevant Wanem as na yu ino bin igo/o pinisim universiti o koles? Inap yu tokaut long wanem sampela as tingting bai mi singatim we ibin mekim yu na yu no bin pinisim universiti o koles			
	(a) University/college fees too high Skul fee bilong universiti/koles i antap tumas	1. Yes	2. No	
	(b) Other costs (such as accommodation) too high Ol narapela pei bilong skul samting i antap tumas	1. Yes	2. No	
	(c) Not enough places for students at university/college Inogat planti spes bilong ol sumatin long universiti/koles	1. Yes	2. No	
	(d) No courses of interest to me at university/college Mi no hamamas tumas long ol kos long universiti/koles	1. Yes	2. No	
	(e) Parents wanted me to help at home Papa mama i laikim mi long halivim ol long haus	1. Yes	2. No	
	(f) Parents wanted me to work Papa mama i laikim mi long wok	1. Yes	2. No	
	(g) Any other reasons (please specify) Igat narapela as (plis toksave)			
	Community Education Experience			
19	In the last 3 years have you attended a training or education program run by a community organisation (including charity or church organisations)? Long tripela yia igo pinis, yu bin go long wanpela kos o training ol komuniti grup i bin ronim? (Ol lain bilong halivim o givim long narapela)	1. Yes	2. No	GO TO Q. 21
20	What was the training or education program about? Yu bin lainim wanem save insait long dispela kos? [Interviewer to list subject(s):			

ANNEX 3: E-NET FOR JUSTICE SURVEY INSTRUMENT ON EDUCATION PARTICIPATION IN INDONESIA

EXTRACT FROM THE SURVEY QUESTIONNAIRE⁸

C. EDUCATIONAL PARTICIPATION OF HOUSEHOLD HEAD AND MEMBERS

C.1. Participation in Formal Education

16.⁹ Provide details of household head and other members participation in Formal Education

No	Name	Ever attended formal education	Age entered class/grade 1 of basic/ elementary education	Last level of formal education attended		Status of completed formal education
				Level	Class/Year	
		(a)	(b)	(c)	(d)	(e)
1						
2						
...						
(a) Ever/ Never attended formal education		(b) Age registered in basic/ elementary (SD) class/ grade 1		(c) Last level of formally attended education (d) class/year		(e) Status of completed formal education
1. Yes, have attended 2.No, have never attended		1. Under 7 years 2. 7 years 3. Above 7 years		4. SD/MI/basic/elementary school class: 1-2-3-4-5-6 5. SMP/Mts/middle/junior high school class: 1-2-3 6. SMA/MA/SMK/senior high school class: 1-2-3 7. University year: 1-2-3-4-5-more than 5 8. Never entered school		1. Attending school 2. Not finished basic/ elementary 3. Finished basic/ elementary 4. Not finished middle/ secondary high school 5. Finished middle/ secondary high school 6. Not finished senior/ high school 7. Finished senior/ high school 8. Not finished University 9. Finished University 88. No answer 99. Not relevant

(If any individual did not complete basic formal education, continue to question 17. If not, continue to question 18)

17. Why did he/she stop attending school? What is the effect of not attending school?

No	Name	Reason for not attending school	Effect of not attending school
		(a)	(b)
1			
2			
...			
(a) Reason for not attending school		(b) Effect of not attending school	
1. Married at young age 2. Lack of parents' support 3. School is not important 4. Prefer working to get money 5. Have no money 6. Forced to work 7. Travelled distance too far 8. Boring lesson and too hard 9. Released from school 10. No available alternative/ special school		11. Pregnancy 12. Disability (blind, deaf, dumb, - child cannot read) 13. Chronic pain 14. Responsibility at home (babysitting, washing dishes, others) 15. influence of friend 16. Shy 17. Lazy 18. Other	
		1. Becoming a worker at farm/at the market/ going out to sea/ at factory/ as housemaid 2. Unemployment 3. Working in foreign country 4. Looking for a job in the city 5. Run own business 6. Find non-formal school 7. Married 8. Run own school 9. Stress 10. Unsociable/Unconfident 11. Other, Provide detail	

⁸ The complete set of survey questionnaires used in the EdWatch studies is available upon request from ASPBAE.

⁹ The original numbering has been retained in the extracted part of the survey questionnaire.

33. How do the students go to school?
1. on foot 4. by tricycle 7. By bus
 2. by bicycle 5. by car 8. by train
 3. by motorcycle 6. by public transportation 9. do not know
34. Does any member of your household study outside your village/suburb?
1. Yes 2. No (If no, continue to 36)
35. If yes, fill the table below.

Name	The education program being attended	The school distance from your house (km)	Reason for choosing school outside the village/suburb
	(a)	(b)	(c)
(a) Education being attended		(b) The school distance from your house	
1. Kindergarten		1. Less than 0.5 km	
2. Elementary school (SD)		2. 0.5 – 1 km	
3. Secondary school (SMP)		3. 1-5 km	
4. Senior High School (SMA)		4. 6- 10 km	
5. University		5. More than 10km	

36. How many kilometers is the institute location (you mentioned in question 26) from your house?
1. Less than 0.5 km 3. 1-5 km 5. More than 10 kilometres
 2. 0.5 – 1 km 4. 6-10 km
37. How do the participants go to the institute?
1. on foot 4. by tricycle 7. by bus
 2. by bicycle 5. by car 8. by train
 3. by motorcycle 6. by public transportation 9. do not know
38. Do any of your household members go to an institute outside your village?
1. Yes 2. No (If no, continue to 40)
39. If yes, fill the table below.

Name	Education Attended	The distance of the institute from your house (km)	Reason for choosing the institute outside your village.
	(a)	(b)	(c)
(a) Education attended		(b) The school distance from your house	
1. Pondok Pesantren		1. Less than 0.5 km	
2. Skill Courses (Mechanic, Sewing, Computer, Make Up, Pastry, Driving)		2. 0.5 – 1 km	
3. Art gallery		3. 1-5 km	
4. Self-Defense centre		4. 6-10 km	
5. Majelis Taklim		5. More than 10 km	
6. Community Learning Centre			
5. Non-formal School Package A,BC		9. Early ages education	
6. Learning reading		10. Weekly school	
7. Children playground		11. Language course	
8. Learning center (Primagama, Nurul Fikri)		12. Madrasah Diniyah	
		13. Others.....	

41. How do the learners go to the school?
1. No need transportation 4. by motorcycle 7. by bus (Angkot) 10 do not know
 2. on foot 5. by tricycle 8. by bus
 3. by bicycle 6. by car 9. by train
42. Does any member of the household attend informal education outside your village/suburb?
1. Yes 2. No (If no, continue to 44)
43. If yes, fill in the table below

Name	Education attended	How far (km) is the institute from your house?	Reason for choosing the institute outside your village/suburb.
	(a)	(b)	(c)
(a) Education attended		(b) The institute distance from your house	
1. Home schooling		1. Less than 0.5 km	
2. Community learning center		2. 0.5 – 1 km	
3. Education through media		3. 1-5 km	
4. Learning religion at home		4. 6-10km	
5. Private		5. More than 10km	
6. Learning reading AL Quran			

44. Is there any public transportation available for you to go to school or to your institute?
1. Yes 2. No

ANNEX 4: NATIONAL COALITION FOR EDUCATION (NCE) SURVEY INSTRUMENT ON THE STATE OF ELEMENTARY EDUCATION IN INDIA

EXTRACT FROM THE SURVEY QUESTIONNAIRE¹⁰

School related information

District _____ Block _____ Habitation _____ Village Panchayat _____ Village name _____	Is there an Integrated Child Development Services (ICDS) _____ Any other school nearby _____ If yes, what is the distance _____ No. of Households _____ Name of the School _____
--	--

Position of teachers at the time of visit

Sl. No.	Position	Gender M/F	Number	Present	Length of service
1.	Headmaster				
2.	Teacher				
3.	Para-teacher				
4.					
5.					
6.					

Infrastructural facilities in the School

Sl. No.	Facility	Number	Condition
1.	School building		
2.	Classrooms		
3.	Carpet/benches		
4.	Blackboard		
5.	Toilet Boys/Girls		
6.	Drinking water/hand pump		
7.	Playing Ground		
8.	Sport Items		
9.	Teaching Aids		
10.	First aid		
11.	Utensils		
12.	Other/electricity		

Situation of children

A. Class	B. Enrollment in July		C. Drop out		D. Present during Visit	
	Boys	Girls	Boys	Girls	Boys	Girls
First						
Second						
Third						
Fourth						
Fifth						
Total						

¹⁰ The complete set of survey questionnaires used in the EdWatch studies is available upon request from ASPBAE.

Mid-day Meal (observe at the time of distribution)

- A. variety in MDM _____
- B. who prepared the MDM _____
- C. who distributes the MDM _____
- D. who manages the ration-stock for MDM _____
- E. time involve in distribution/eating MDM _____
- F. Quality of Food: Good _____ General _____ Low _____
- G. Quantity of Food: Sufficient _____ Insufficient _____
- H. Food preparation is done where _____
- I. Nature of Fuel _____
- J. Is food being prepared according to Menu: Yes _____ No _____
- K. If no, is any action has been taken? Yes _____ No _____

What is Pupil Teacher Ratio, on the basis of Enrollment: _____

(No of Children _____ Teachers _____ Para-teachers _____)

For how many days school was functional last year _____**What are the problems in school**

- A. School Building _____
- B. Drinking Water _____
- C. Electricity _____
- D. Teachers _____
- E. Training _____
- F. Others _____

Items received by pupils in the previous school year:

Sl.	Item	Sufficient	Insufficient	Not at all
1.	Books			
2.				
3.				
4.				
5.				



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