

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

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