DRAFT FINAL REPORT

1.	The Workshop on the Impact of Post 2015 Development Agenda on Education Statistics was co-organised by Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC) and Islamic Educational, Scientific and Cultural Organization (ISESCO) on 29-30 November 2016 in Ankara, Republic of Turkey.

2.	The agenda of the Meeting is attached in Annex-I.

3.	The Workshop was attended by 36 delegates from the National Statistical Offices (NSOs), Ministries of Education, institutes of higher education of 27 OIC Member Countries and representatives from international organisations including Islamic Conference Youth Forum for Dialogue and Cooperation (ICYF-DC), Islamic Development Bank (IDB), United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS), and SESRIC. The participants list is attached in Annex-II.

4.	The objectives of the Workshop were to (i) share the current systems of OIC Member Countries on the collection, collation and dissemination of education statistics; (ii) exchange the experiences related to the education sector of OIC Member Countries from the MDGs period; (iii) raise the awareness of the capacity of key stakeholders from OIC Member Countries concerning the effective integration of SDG #4 indicators into their relevant education systems; and (iv) explore the effective coordination for a better education statistics capacity within the National Statistical Systems (NSSs) of OIC Member Countries.

5.	All documents of the Workshop, including all presentations and statements, are available online at http://www.sesric.org/event-detail.php?id=1584 and should be consulted for more detailed information.

OPENING SESSION

6.	Following the recitation of verses from the Holy Quran, the Opening Session started with the welcome address of Dr. Abdulaziz Othman Altwaijri, Director General of ISESCO, which was conveyed by Mr. Ahmet Halit Hatip, Senior Manager of Islamic Conference Youth Forum for Dialogue and Cooperation (ICYF-DC). Followed by the address of HE Ambassador Musa Kulaklıkaya, Director General of SESRIC.

THE CURRENT SITUATION OF EDUCATION SECTOR AND RELATED STATISTICS IN OIC MEMBER COUNTRIES

7.	Presentation reporting on the Education and Scientific Development in the OIC Member Countries was delivered by Dr. Kenan Bağci from SESRIC. This presentation was followed by the country presentations delivered by the representative of Afghanistan, Gambia, Maldives, Mauritania, Niger and Somalia.

8.   In the presentation of Dr. Kenan Bağcı, participants were briefed about the current situation on basic education, participation rates in education, progression and completion rates in education, education resources and teaching conditions and research and scientific developments in the OIC Member Countries.

9.   Mr. Asadullah Kheyally, Deputy of Social Statistic of Demography Department from Central Statistics Organization of the Islamic Republic of Afghanistan, presented the current Education System, challenges faced in Education sector and the Education Statistics System in the Islamic Republic of Afghanistan.

10.   Mr. Lamin Kanteh, Statistician from the Gambia Bureau of Statistics, presented on the Educational-related Household Surveys in Gambia and shared methodology and results of the recent surveys conducted.

11.   Mr. Ibrahim Asif Rasheed, Head of Policy Planning and Research Division of Ministry of Education of the Republic of Maldives, presented current statistics of Education in Maldives.

12.   Mr. Mohamed Val Ould Ahmedou Lemrabott, Head of Service Display of EMIS of Ministry of Education of the Islamic Republic of Mauritania, presented the current policy for Education System and its historical background, main players involved and planned phases.

13.   Ms. Maimouna Ali Boulhassane, Director of National Institute of Statistics of Republic of Niger, presented current Education System and statistics of Education in Niger.

14.   Mr. Abukar Abdulle Elmi, Head of Social Statistics Division of Ministry of Planning & International Cooperation of the Federal Republic of Somalia, presented current statistics of Education in Somalia.

DISCUSSIONS

•   **Question from Cameroon**: Is it MoE or NSO who collect and analyse the education statistics?
•   **Answer from Afghanistan**: CSO of Afghanistan is the one who is collecting and analysis the data. There are two methods of namely direct and indirect. Indirect collected from 2005-2014. Other organisations have right to collect data with the assistance of CSO of Afghanistan.
•   **Question from Morocco**: Is there any direct cooperation from these two bodies? Do you have online access to these data?
•   **Question from Cameroon**: Have you seen if there is any improvement in terms of quality of education based on the indicators?
•   **Answer from UNESCO**: Most of indicators presented are classical indicators. Frankly, these indicators were not reflected the quality. Different learning assessments are conducted differently by countries, namely PISA, TIMSS. Through these assessments, the quality of education can be measured.

- **Answer from Niger**: About young education, yes it causes problem. There are certain problems those attended the religious schools.
- **Question from Bangladesh**: In SESRIC presentation, there is no data from Bangladesh. We could provide the data and we urge SESRIC to include Bangladesh in the report.
- **Answer from Somalia**: The Ministry of Education of Somalia is the one who responsible in following up the quality of data. Last 20 years there is no government in Somalia. So it causes of lack of public school in Somalia.
- **Comment from Gambia**: For all surveys we have modules related to education. We also coordinate with the MoE and MoHE about what indicators that they interest in order for us to collect the data. We never conduct standalone survey. We conduct the Household Survey and include the indicators that interested by the government in the survey.
- **Comment from Egypt**: pre-school education is very important. We should not get stuck in statistics figures, but we have to discuss how to overcome the education problem especially in the topic of pre-school/elementary education.
- **Comment from Lebanon**: We should use data from UNESCO. Maybe we should make cooperation with UNESCO in order to develop joint programs, joint indicators, and joint set up criteria.
- **Answer from UNESCO**: We have Open MS system and some OIC countries like Jordan and Sudan have already implemented the system. But it does not mean all countries should have same management system. Each country has particular needs of statistics.
- **Answer from Afghanistan**: There are so many data limitation in our country. In our country we have 34 provinces. No we have already collecting data from 14 countries. We decided in 3-4 years later to collect data in all provinces in the country. But we have problem in rural area.

FROM MDGs TO SDGs: EXPERIENCE OF OIC MEMBER COUNTRIES ON EDUCATION STATISTICS FROM THE MDGs PERIOD AND ADAPTATION TO SDGs INDICATORS

15.   Presentation reporting on the Education from MDGs to SDGs was delivered by Mr. Talal El Hourani from UNESCO Institute for Statistics. This presentation was followed by the country presentations delivered by the representative of Nigeria, Oman, Sudan and Uganda.

16.   In the presentation of Mr. Talal El Hourani, participants were first briefed on Education in the MDGs and the progress made. Followed by defining the SDG4 indicator framework, Education in SDGs, comparison between SDGs and MDGs, level of monitoring and defined the process from MDGs to SDGs. The presentation mentioned about the implementation of SDG4 framework indicator, Key platforms for advancing the SDG measurement agenda, shared the results of regional surveys elaborating the countries readiness to monitor SDG4 and the major data issues faced. At the end of the presentation following recommendations were provided for the benefit of the participating Member Countries: (i) establishing an institutional setting that brings together education data producers and users to ensure a more standardized and comprehensive coverage; (ii) assessing their Education Management Information Systems to identify data gaps, data quality, timeliness, and dissemination; (iii) assessing the ultimate use of these data for accurate decision

making, sector diagnosis and planning, and proper monitoring of national and international agendas; (iv) the possibility to cover more individual characteristics in their data collection tools and (v) investing in the measurement of youth and adult population skills, such as functional literacy and numeracy, and information and communication technology.

17.   Mr. Matthews Ofodum Nganjiozor, Deputy Director of Federal Ministry of Education of Federal Republic of Nigeria, presented the general over view of Education Management Information System (EMIS) and its development and challenges in Nigeria.

18.   Mr. Hamed Al Dagheishi, Acting Director of Education and Training statistics Department of National Center for Statistics and Information of the Sultanate of Oman, presented the progress made in thematic indicators for Post-2015 development Agenda on Education Statistics (SDG 4) in Oman. He also briefed on the process from MDGs to SDGs experience and the challenges Oman faced in this regard.

19.   Mr. Mulyalya Carthbert, Principal Planner for Education of Ministry of Education of the Republic of Uganda, presented process of transition from MDGs to SDGs, experience on Education Statistics from the MDGs Period and adaptation to SDGs Indicators and challenges faced in Uganda.

DISCUSSIONS

- **Question from Cameroon**: We should be measuring impact. We should discuss about the period after 2015. Mandatory of education will be changed from 6 to 12. As explained by Oman and Malaysia, 18 of the indicators are difficult to collect. Each indicator cannot be measured in Cameroon. I want to ask the experience of Malaysia. Which platform facilitating the coordination? How do you set up different working groups? How did you manage to reach SDG indicators because the number of goals is quite high? What is the Methodology to collect data?
- **Question from Saudi Arabia**: we need to discuss whether these goals are achievable. It would be wiser to fill out the survey in consultation with different countries.
- **Question from Togo**: In order for us to make evaluation, what does UNESCO suggest for the harmonization of the methodology?
- **Answer from UNESCO**: Important point was raised, which is the harmonization of the indicators and methodology. Indicators are available and used, interpreter and visible. The next step is to provide comprehensive methodologies for each indicator, methods for calculation of each indicator, and to overcome challenges. In the UIS, we have planned to conduct at least 3 regional workshops. These workshops will focus only on the SDG indicators and will also address the methodology for data collection and tools to be used in collecting data. Some countries which huge population may affect the result. Big country with high illiterate will affect the total calculation for countries in the world.
- **Answer from Malaysia**: Malaysia blueprint for education is for the period of 2013-2025. We never duplicate our task in fulfilling our target.
- **Question from Cameroon**: Could you provide information about cooperation?

- **Answer from Malaysia**: Between agencies, we have MoU (inter-agency agreement). Later, we build steering committee and we have technical committee to discuss the indicators in details.
- **Answer from UNESCO**: The development of tools. It is very much challenging.
- **Answer from Oman**: We have to enhance the number of experts as we increase the number of indicators.
- **Answer from SESRIC**: SDG goals are in line with the OIC 2025 visions. We produce questionnaire called Tendency survey of the SDGs.
- **Question from Gambia**: Please explain about marginalized population in the Household surveys?
- Answer from UNESCO: When we design the Household surveys, the most difficult parts is selecting the sample size because it affects the budget and etc. Most of the Household surveys are not practically design to assess the differences. For instance, the Household surveys want to measure SDG indicator on education but they are specifically design by the sample size.
- **Comment from Oman**: about lifelong learning, it is difficult to fill out this form (i.e., Tendency survey on SDG) because this form is too unique for topic on lifelong learning.

BREAKOUT SESSION: Prospects and Challenges Facing OIC Member Countries with respect to Education Indicators and Effective Coordination of Stakeholders of National Statistical Systems in the Area of Education Statistics

20. In the format of a break-out session, the Working Group Session considered "Prospects and Challenges Facing OIC Member Countries with respect to Education Indicators" and "Effective Coordination of Stakeholders of National Statistical Systems in the Area of Education Statistics". The participants were separated into three groups; i.e., Group A (including Egypt, Iraq, Jordan, Lebanon, Oman, Palestine, Saudi Arabia and Sudan), Group B (Afghanistan, Bangladesh, Gambia, Iran, Kazakhstan, Kyrgyzstan, Malaysia, Maldives, Mozambique, Nigeria, Somalia, Turkey and Uganda) and Group C (Cameroon, Mauritania, Morocco, Niger and Togo).

21. The three groups considered the questions (grouped under the sections of Prospects and Challenges and Coordination) to facilitate the discussions during the Working Group Session. The questions can be found in Annex-III.

22. The three groups finalised their discussions on the questions at the end of day 2 session one.

PRESENTATIONS ON THE OUTCOMES OF WORKING GROUPS DISCUSSIONS

23. On behalf of Group A, Mr. Mohamed Adb Elkader Allam, General Manager of Education Statistics at Central Agency for Public Mobilization and Statistics (CAPMAS), on behalf of Group B, Mr. Övünç Uysal, Expert at the TurkStat and on behalf of Group C, Mr. K. Parfait Menou, Head of Service at the Ministry of Maternal and Primary Education delivered presentations on the outcomes of the discussions that took place in the Working Group Session on Day 2.

24. On the questions related to the Prospects and Challenges Facing OIC Member Countries with respect to Education Indicators:

a. The three groups gave high priority to SDG4 indicators from 4.1 to 4.7 in general. Group B gave medium priority to 4.6 and 4.7, whereas Group C gave medium priority to 4.2 only. For the indicators 4.a, 4.b and 4.c, Group A gave high priority to 4.a and 4.c and medium for 4.b, while Group B gave high priority to 4.a, medium priority to 4.b and low priority to 4.c and the Group C gave low priority to 4.a, no priority to 4.b and irrelevant to 4.c

b. For question asking about the **why your country has assigned the priority you indicated above to SDG 4 and its target,** Group A gave a general remark stating that improvement and development of education is within the strategic plans and legislation states at the moment. Group B left the question with no answer. Whereas, Group C gave reason for priority indicator 4.1 as; it is part of the education development plans of their countries, for indicator 4.2 as; 2 countries have early childhood development plans and 4 countries do not yet have early childhood development plans, for 4.3 as; 4 countries expressed willingness through development plans and 2 countries did not, for 4.4 as; they informed that all countries have already developed, for 4.5 as; they informed that all countries are in the process of revising policies, for 4.6 as; all countries have developed basic literacy and formal education strategy, for 4.7 as; they informed that they need to develop   minimum child skills and knowledge base, for 4.a; although there is political will but the funding is low, for 4.b; they informed that it is not a priority for their countries and for 4.c; it not relevant for our countries.

c. For question asking about **what levels would your country expect for the achievement of SDG 4 and its targets within the below stated periods?** Group A informed that they cannot provide any answer as the methodologies to be followed in the calculation of these indicators are not set yet. While Group B informed that indicators 4.1, 4.2, 4.6 and 4.7 are targeted for 2030. Whereas Group C informed that indicators 4.1, 4.2 and 4.6 are targeted for 2030 and indicators 4.3, 4.4 and 4.a expected rate of achievement is 26% to 50%.

d. For the question w**hat factors are limiting the ability of your country to achieve SDG 4 and its targets before 2030?** Group A skipped this question. While Group B answered for indicators 4.1 to 4.c (all indicators in SDG4) with inadequate human resources capacity, Lack of methodological knowledge, Lack of data sources to monitor and evaluate, Shortage of financial resources and Lack of coordination among relevant agencies/stakeholders. Whereas Group C answered for indicators 4.1 to 4.c (all indicators in SDG4) with inadequate human resources capacity, Lack of data sources to monitor and evaluate, Shortage of financial resources and Lack of coordination among relevant agencies/stakeholders.

25. On the questions related to the Effective Coordination of Stakeholders of National Statistical Systems in the Area of Education Statistics.

a. For the question **has your country designated (a) specific agency(ies) responsible for SDG 4 and its targets?** Group A and B answered yes, that they established agencies under

Prime Ministry and Ministry of Education and Group C answered no they have not yet established such agencies

b. For the question d**oes your country currently have a NATIONAL DEVELOPMENT STRATEGY / PLAN or any other relevant high level document?** Group A and B answered yes, Group B also informed that Bangladesh, Uganda, Afghanistan are exception, they already have included in their national development strategy. Whereas, Group C replied as no.

c. For the question **has your country already developed a NATIONAL PLAN to integrate SDG4 indicator requirements into the national data collection mechanisms?** Group A answered as yes, whereas, Group B and C informed that they are in process of integrating SDG4 indicator into the national data collection mechanisms.

d. For the question **is your country currently committed to the implementation of the below SDG 4 targets?** Group A and C answered yes to SDG4 indicators from 4.1 to 4.c. While group B skipped the question.

e. For the question **does your country currently have COOPERATION with and/or receive CONSULTATION from regional/international organizations in the below SDG 4 targets?** Group A answered yes to SDG4 indicators from 4.1 to 4.c, while Group B slipped the question but they informed that Turkey is is in cooperation with regional working groups. Whereas, Group C answered no to SDG4 indicators from 4.1 to 4.c.

f. For the question **has your country conducted any assessment to identify SDG4 data gaps and quality?** Group A skipped the question while Group B informed that Turkey has conducted such assessment and other countries in the group are in process. Whereas, Group C answered no to the question.

g. For the question **does your country currently collect the below SDG 4 indicators?** Group A skipped the question, while Group B gave answer specific to Turkey, they informed that Turkey is collecting 4.3, 4.4 and 4.b and is not collecting 4.1, 4.2, 4.5, 4.6, 4.7, 4.a and 4.c due some difficulties such as Rural problem or disability disaggregation. Whereas, Group C answered no to all indicators from 4.1 to 4.c.

h. For the question **does your country need statistical capacity building for the below SDG 4 indicators?** Group A and B did not answer the question while Group C informed they need capacity building for SDG4 indicators.

i. For the question **Can your country provide statistical capacity building activities to other OIC countries for the below SDG 4 indicators?** Group A informed they can provide statistical capacity building activities to other OIC countries with the available supporting materials. While Group B skipped the question and Group C informed that they can provide statistical capacity building activities to other OIC countries for 4.4, 4.6, 4.a, 4.b and 4.c according to their own capacities.

ANNEX-I: AGENDA

29 NOVEMBER 2016, TUESDAY	
09:00 –09:30	**Registration**

09:30 –10:00	**Recitation from Holy Qur'an**
	 Opening Remarks
	     a. *H.E. Amb. Musa KULAKLIKAYA, Director General, SESRIC*
	     b. *Mr. Ahmet Halit HATIP, Senior Manager, ICYF-DC (on behalf of ISESCO)*

10:00 - 10:30	*Family Photo and Coffee Break*
10:30 –12:30	**The Current Situation of Education Sector and Related Statistics in OIC Member Countries** *Presenter(s):* SESRIC, Afghanistan, Gambia, Maldives, Mauritania, Niger, Somalia
12:30 - 14:00	*Prayer and Lunch Break*
14:00 - 15:30	**From MDGs to SDGs: Experience of OIC Member Countries on Education Statistics from the MDGs Period and Adaptation to SDGs Indicators** *Presenter(s):* UNESCO UIS, Bangladesh, Egypt, Malaysia
15:30 –16:00	*Coffee Break*
16:00 - 17:00	**From MDGs to SDGs: Experience of OIC Member Countries on Education Statistics from the MDGs Period and Adaptation to SDGs Indicators (*continued*)** *Presenter(s):* Nigeria, Oman, Sudan, Uganda

30 NOVEMBER 2016, WEDNESDAY	
9:30 – 11:00	**Breakout Session A: Prospects and Challenges Facing OIC Member Countries with respect to Education Indicators**
11:00 - 11:30	*Coffee Break*
11:30- 12:30	**Breakout Session B: Effective Coordination of Stakeholders of National Statistical Systems in the Area of Education Statistics**
12:30 - 14:00	*Prayer and Lunch Break*
14:00 - 15:30	**Presentation of the Outcomes of the Breakout Session A and B** *Presenter(s):* Egypt, Benin, Turkey
15:30- 16:00	**Wrap-Up and Closing Session**

ANNEX-II: PARTICIPANTS LIST

COUNTRY	INSTITUTION	PRE	Name SURNAME	JOB POSITION (DESIGNATION)
AFGHANISTAN	Central Statistics Organization	Mr.	Asadullah KHEYALLY	Deputy of Social Statistic of Demography Department
BANGLADESH	Bureau of Statistics	Mr.	MD. Emdadul HAQUE	Joint Director
BANGLADESH	Bangladesh Bureau of Educational Information and Statistics	Mr.	Md. FASHIULLAH	Director
BENIN	Ministry of Maternal and Primary Education	Mr.	K. Parfait MENOU	Chef de Service
CAMEROOON	Ministry of Basic Education	Mr.	Owotsogo Onguene AMBROISE	Director of Planning, Projects and Cooperation
EGYPT	Central Agency for Public Mobilization and Statistics	Mr.	Mohamed Adb Elkader ALLAM	General Manager of Education Statistics
GAMBIA	Gambia Bureau of Statistics	Mr.	Lamin KANTEH	Statistician
IRAN	Statistical Centre of Iran	Ms.	Shima HOSSEINI	Expert on Social and Cultural Statistics
IRAQ	Ministry of Education	Mr.	Dhahak Nazhat Abdulkreem AL-SAMARRAAI	General Directorate
JORDAN	Ministry of Education	Mr.	Marwan Ahmed AbdelKareem TORMAN	Head of E-learning And EMIS Division
JORDAN	Department of Statistics	Ms.	Zarifeh Mohammad ENAB	Statistician
KAZAKHSTAN	Ministry of Foreign Affairs	Ms.	Saltanat SABITOVA	Attaché
KYRGYZSTAN	National Statistical Committee	Ms.	Zhyldyz RAKHMANOVA	Head of Social Statistic Division
LEBANON	National Commission for Education, Science and Culture	Mr.	Jacques KASSOUF	Head of Informatics Unit
MALAYSIA	Ministry of Education	Dr.	Zabani DARUS	Head of Sector
MALDIVES	Ministry of Education	Mr.	Ibrahim Asif RASHEED	Head of Policy Planning and Research Division
MALDIVES	Ministry of Education	Mr.	Moosa ADAM	Project Advisor
MAURITANIA	Ministry of Education	Mr.	Mohamed Val Ould Ahmedou LEMRABOTT	Head of Service Display of EMIS
MOROCCO	Department of Statistics	Mr.	Ahl Zine BRAHIM	Statistician
MOZAMBIQUE	Office for National Statistics	Dr.	Hilario MINZO	Head of Provincial Branch
NIGER	National Institute of Statistics	Ms.	Maimouna ALI BOULHASSANE	Director
NIGERIA	Federal Ministry of Education	Mr.	Matthews Ofodum NGANJIOZOR	Deputy Director
OMAN	National Center for Statistics & Information	Mr.	Hamed AL DAGHEISHI	Acting Director of Education and Training Statistics Department
PALESTINE	Palestinian Central Bureau of Statistics	Mr.	Masa G. A. ZIDAN	Assistant Statistician
SAUDI ARABIA	Ministry of Education	Mr.	Abduu Rahman ALANGARI	Advisor and General Supervisor of Education Statistics Centre

ANNEX-II: PARTICIPANTS LIST (cont.)

COUNTRY	INSTITUTION	PRE	Name SURNAME	JOB POSITION (DESIGNATION)
SAUDI ARABIA	Observatory on Educat'on	Mr.	Abdullah ALDHOBIC	Statistical Researcher
SOMALIA	Ministry of Planning & International Cooperation	Mr.	Abukar Abdulle ELMI	Head of Social Statistics Division
SUDAN	Central Bureau of Statistics	Mr.	Mohamedahmed ABDALLA ASAKIR	State Office Director
TOGO	National Institute of Statistics and Economic and Demographic Studies	Mr.	Souradji FANKEBA	Chef de division des statistiques sociales
TOGO	Ministry of Environment and Forestry Resources	Mr.	Moumouni GOUNI FEYSSAL	Environment Statistician
TURKEY	Turkish Statistical Institute	Mr.	Bora BORANLIOGLU	Group Leader of Education, Culture and Justice Statistics
TURKEY	Turkish Statistical Institute	Mr.	Övünç UYSAL	TurkStat Expert
TURKEY	Turkish Statistical Institute	Mr.	Yasar Pinar OZMEN	Statistian/ Education, Culture and Justice Statistics Group
TURKEY	Turkish Statistical Institute	Mr.	Ece CENGIZ	Expert Assistant
UGANDA	Ministry of Education	Mr.	Carthbert MULYALYA	Principal Planner for Education
UGANDA	Islamic University in Uganda	Dr.	Halima Wakabi AKBAR	Academic Registrar
CANADA	UNESCO UIS	Mr.	Talal EL HOURANI	Assistant Programme Specialist
TURKEY	Islamic Development Bank	Mr.	Sabri ER	Senior Technical Cooperation Specialist
TURKEY	ICYF-DC	Mr.	Ahmet Halit HATIP	Senior Manager
TURKEY	SESRIC	H.E. Amb.	Musa KULAKLIKAYA	Director General
TURKEY	SESRIC	Ms.	Zehra Zumrut SELCUK	Director
TURKEY	SESRIC	Dr.	Atilla KARAMAN	Senior Researcher
TURKEY	SESRIC	Dr.	Kenan BAĞCI	Senior Researcher
TURKEY	SESRIC	Mr.	Syed Tahir MAHMUD	Researcher
TURKEY	SESRIC	Ms.	Nenden SHANTY	Researcher

ANNEX-III: QUESTIONS FOR THE WORKING GROUP SESSION

1		PROSPECTS & CHALLENGES				
1.1	*Since the adoption of Sustainable Development Goals (SDGs) in September 2015, what priority has your country assigned to SDG 4 and its targets?*					
	Please tick (X) only once under the relevant column for the respective row	**HIGH**	**MEDIUM**	**LOW**	**NO PRIORITY ASSIGNED**	**IRRELEVANT**
	SDG 4	*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*					
	SDG 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes					
	SDG 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education					
	SDG 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university					
	SDG 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship					
	SDG 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including					

	persons with disabilities, indigenous peoples and children in vulnerable situations					
SDG 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy					
SDG 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development					

1.1	*Since the adoption of Sustainable Development Goals (SDGs) in September 2015, what priority has your country assigned to SDG 4 and its targets?*					
	Please tick (X) only once under the relevant column for the respective row	**HIGH**	**MEDIUM**	**LOW**	**NO PRIORITY ASSIGNED**	**IRRELEVANT**
SDG 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all					
SDG 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island					

		developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries					
	SDG 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states					
1.2	*Could you please specify why your country has assigned the priority you indicated above to SDG 4 and its targets?*						
	Please type in the reasons for the above indicated priority assignment to the respective SDG 4 and its targets in the field below						
	SDG 4	*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*					
	SDG 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes					
	SDG 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education					

SDG 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	
1.2	*Could you please specify why your country has assigned the priority you indicated above to SDG 4 and its targets?*	
	Please type in the reasons for the above indicated priority assignment to the respective SDG 4 and its targets in the field below	
SDG 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	
SDG 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
SDG 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	
SDG 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence,	

		global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	
	SDG 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
	SDG 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	
1.2	*Could you please specify why your country has assigned the priority you indicated above to SDG 4 and its targets?*		
	Please type in the reasons for the above indicated priority assignment to the respective SDG 4 and its targets in the field below		
	SDG 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states	

1.3	*What levels would your country expect for the achievement of SDG 4 and its targets within the below stated periods?*											
	Please tick (X) only once under the relevant column for the respective row	**ALREADY ACHIEVED?**		**TO BE ACHIEVED BY 2020?**		**TO BE ACHIEVED BY 2030?**		**IF NOT TO BE ACHIEVED BY 2030, EXPECTED RATE OF ACHIEVEMENT**			
		YES	**NO**	**YES**	**NO**	**YES**	**NO**	*0%*	*1%-25%*	*26%-50%*	*more than 50%*
SDG 4.1	*Indicator 4.1.1* Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex										
SDG 4.2	*Indicator 4.2.1* Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex										
SDG 4.2	*Indicator 4.2.2* Participation rate in organized learning (one year before the official primary entry age), by sex										
SDG 4.3	*Indicator 4.3.1* Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex										
SDG 4.4	*Indicator 4.4.1* Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill										
SDG 4.5	*Indicator 4.5.1* Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous										

	peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated										
SDG 4.6	*Indicator 4.6.1* Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex										

1.3	*What levels would your country expect for the achievement of SDG 4 and its targets within the below stated periods?*										
	Please tick (X) only once under the relevant column for the respective row	**ALREADY ACHIEVED?**		**TO BE ACHIEVED BY 2020?**		**TO BE ACHIEVED BY 2030?**		**IF NOT TO BE ACHIEVED BY 2030, EXPECTED RATE OF ACHIEVEMENT**			
		YES	**NO**	**YES**	**NO**	**YES**	**NO**	*0%*	*1%-25%*	*26%-50%*	*more than 50%*
SDG 4.7	*Indicator 4.7.1* Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment										
SDG 4.a	*Indicator 4.a.1* Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities;										

	and (g) basic handwashing facilities (as per the WASH indicator definitions)											
SDG 4.b	*Indicator 4.b.1* Volume of official development assistance flows for scholarships by sector and type of study											
SDG 4.c	*Indicator 4.c.1* Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country											

1.4	*What factors are limiting the ability of your country to achieve SDG 4 and its targets before 2030? More than one option can be chosen.*

A. None
B. Inadequate human resources capacity
C. Lack of methodological knowledge
D. Lack of data sources to monitor and evaluate
E. Lack of technological / IT means
F. Shortage of financial resources
G. Lack of political support
H. Lack of laws, regulations, policies
I. Lack of coordination among relevant agencies/stakeholders
J. Others, please specify below

	A	B	C	D	E	F	G	H	I	J
SDG 4										
SDG 4.1										
SDG 4.2										
SDG 4.3										
SDG 4.4										
SDG 4.5										
SDG 4.6										
SDG 4.7										
SDG										

4.a								
SDG 4.b								
SDG 4.c								

2		**COORDINATION**				
2.1	*Has your country designated (a) specific agency(ies) responsible for SDG 4 and its targets? (Either tick [X] YES or NO)*					
		YES	**NO**	IF YES, name of main responsible agency:		If available, web address of main responsible agency:
2.1.a	*SDG 4 coordinating agency*					http://
2.1.b	*SDG 4 monitoring agency*					http://
2.1.c	*SDG 4 reporting agency*					http://
2.2	*Does your country currently have a NATIONAL DEVELOPMENT STRATEGY / PLAN or any other relevant high level document which:*					
		YES	**NO**	If YES, name of the relevant document		If available, web address / focal point to obtain the document:
2.2.a	*covers completely / partially SDGs & targets?*					http://
2.2.b	*covers specifically SDG 4 and its targets?*					http://

2.3	*Has your country already developed a NATIONAL PLAN to integrate SDG4 indicator requirements into the national data collection mechanisms?*	**YES**		**NO**		**IN PROCESS**
2.3.a	*If YES, please specify the details:*					

2.4		*Is your country currently committed to the implementation of the below SDG 4 targets? (Either tick [x] YES, NO, or DON'T KNOW)*				
			YES	**NO**	**DO NOT KNOW**	**ADDITIONAL NOTES IF ANY**
	SDG 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes				
	SDG 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education				
	SDG 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university				
2.4		*Is your country currently committed to the implementation of the below SDG 4 targets? (Either tick [x] YES, NO, or DON'T KNOW)*				
			YES	**NO**	**DO NOT KNOW**	**ADDITIONAL NOTES IF ANY**
	SDG 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills,				

		including technical and vocational skills, for employment, decent jobs and entrepreneurship			
	SDG 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations			
	SDG 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			
	SDG 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development			
	SDG 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all			

2.4	*Is your country currently committed to the implementation of the below SDG 4 targets? (Either tick [x] YES, NO, or DON'T KNOW)*				
			YES	**NO**	**DO NOT KNOW**	**ADDITIONAL NOTES IF ANY**
	SDG 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries				
	SDG	By 2030, substantially increase				

	4.c	the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states				
2.5		*Does your country currently have COOPERATION with and/or receive CONSULTATION from regional/international organizations in the below SDG 4 targets?*				
		Please tick (X) only once under YES or NO column for the respective row	**YES**	**NO**	If YES, name(s) of organisation(s)	If YES, scope of COOPERATION / CONSULTATION
	SDG 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes				
	SDG 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education				
	SDG 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university				
	SDG 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship				
2.5		*Does your country currently have COOPERATION with and/or receive CONSULTATION from regional/international organizations in the below SDG 4 targets?*				
		Please tick (X) only once under YES or NO column for the respective row	**YES**	**NO**	If YES, name(s) of organisation(s)	If YES, scope of COOPERATION / CONSULTATION
	SDG 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations				
	SDG 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy				
	SDG 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development,				

		including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development				
	SDG 4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all				
	SDG 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries				
2.5	*Does your country currently have COOPERATION with and/or receive CONSULTATION from regional/international organizations in the below SDG 4 targets?*					
	Please tick (X) only once under YES or NO column for the respective row		**YES**	**NO**	If YES, name(s) of organisation(s)	If YES, scope of COOPERATION / CONSULTATION
	SDG 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states				
2.6	*Has your country conducted any assesment to identify SDG4 data gaps and quality?*		**YES**	**NO**	**IN PROCESS**	
2.7	*Does your country currently collect the below SDG 4 indicators?*					
	Classification of indicators based on their level of methodological development and data availability (as of 10 Nov 2016) **Tier I:** Indicator conceptually clear, established methodology and standards available and data regularly produced by countries. **Tier II:** Indicator conceptually clear, established methodology and standards available but data are not regularly produced by countries. **Tier III:** Indicator for which there are no established methodology and standards or methodology/standards are being developed/tested.					
	Please tick (X) only once under YES or NO column for the respective row	**TIER**	**YES**	**NO**	If YES, collected by:	If NO, why not?

	SDG 4.1	*Indicator 4.1.1* Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	**III**			
	SDG 4.2	*Indicator 4.2.1* Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex	**III**			
	SDG 4.2	*Indicator 4.2.2* Participation rate in organized learning (one year before the official primary entry age), by sex	**II**			
	SDG 4.3	*Indicator 4.3.1* Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	**II**			
2.7	*Does your country currently collect the below SDG 4 indicators?*					
	Classification of indicators based on their level of methodological development and data availability (as of 10 Nov 2016) **Tier I:** Indicator conceptually clear, established methodology and standards available and data regularly produced by countries. **Tier II:** Indicator conceptually clear, established methodology and standards available but data are not regularly produced by countries. **Tier III:** Indicator for which there are no established methodology and standards or methodology/standards are being developed/tested.					
	Please tick (X) only once under YES or NO column for the respective row	**TIER**	**YES**	**NO**	If YES, collected by:	If NO, why not?
	SDG 4.4	*Indicator 4.4.1* Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	**II**			
	SDG 4.5	*Indicator 4.5.1* Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	**I / II / III depending on parity index**			
	SDG 4.6	*Indicator 4.6.1* Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	**II**			
	SDG 4.7	*Indicator 4.7.1* Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are	**III**			

		mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment				
2.7	*Does your country currently collect the below SDG 4 indicators?*					
	Classification of indicators based on their level of methodological development and data availability (as of 10 Nov 2016) ***Tier I:*** *Indicator conceptually clear, established methodology and standards available and data regularly produced by countries.* ***Tier II:*** *Indicator conceptually clear, established methodology and standards available but data are not regularly produced by countries.* ***Tier III:*** *Indicator for which there are no established methodology and standards or methodology/standards are being developed/tested.*					
	Please tick (X) only once under YES or NO column for the respective row	**TIER**	**YES**	**NO**	If YES, collected by:	If NO, why not?
	SDG 4.a	*Indicator 4.a.1* Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	II				
	SDG 4.b	*Indicator 4.b.1* Volume of official development assistance flows for scholarships by sector and type of study	I				
	SDG 4.c	*Indicator 4.c.1* Proportion of teachers in: (a) pre- primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in- service required for teaching at the relevant level in a given country	I				
2.8	*Does your country need statistical capacity building for the below SDG 4 indicators?*					
	Please tick (X) only once under YES or NO column for the respective row	**TIER**	**YES**	**NO**	If YES, please state below the specific need:	
	SDG 4.1	*Indicator 4.1.1* Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	III				
2.8	*Does your country need statistical capacity building for the below SDG 4 indicators?*					
	Please tick (X) only once under YES or NO column for the respective row	**TIER**	**YES**	**NO**	If YES, please state below the specific need:	
	SDG	*Indicator 4.2.1* Proportion of	III				

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4.2	children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex				
SDG 4.2	*Indicator 4.2.2* Participation rate in organized learning (one year before the official primary entry age), by sex	II			
SDG 4.3	*Indicator 4.3.1* Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	**II**			
SDG 4.4	*Indicator 4.4.1* Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	**II**			
SDG 4.5	*Indicator 4.5.1* Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	**I / II / III depending on parity index**			
SDG 4.6	*Indicator 4.6.1* Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	**II**			
SDG 4.7	*Indicator 4.7.1* Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	**III**			
2.8	*Does your country need statistical capacity building for the below SDG 4 indicators?*				
	Please tick (X) only once under YES or NO column for the respective row	**TIER**	**YES**	**NO**	If YES, please state below the specific need:
SDG 4.a	*Indicator 4.a.1* Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH	**II**			

			TIER	YES	NO	
		indicator definitions)				
	SDG 4.b	*Indicator 4.b.1* Volume of official development assistance flows for scholarships by sector and type of study	**I**			
	SDG 4.c	*Indicator 4.c.1* Proportion of teachers in: (a) pre- primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in- service required for teaching at the relevant level in a given country	**I**			

2.9	*Can your country provide statistical capacity building activities to other OIC countries for the below SDG 4 indicators?*					
	Please tick (X) only once under YES or NO column for the respective row		**TIER**	**YES**	**NO**	If YES, please state below the specific topic that can be provided:
	SDG 4.1	*Indicator 4.1.1* Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	**III**			
	SDG 4.2	*Indicator 4.2.1* Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex	**III**			
	SDG 4.2	*Indicator 4.2.2* Participation rate in organized learning (one year before the official primary entry age), by sex	**II**			

2.9	*Can your country provide statistical capacity building activities to other OIC countries for the below SDG 4 indicators?*					
	Please tick (X) only once under YES or NO column for the respective row		**TIER**	**YES**	**NO**	If YES, please state below the specific topic that can be provided:
	SDG 4.3	*Indicator 4.3.1* Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	**II**			
	SDG 4.4	*Indicator 4.4.1* Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	**II**			
	SDG 4.5	*Indicator 4.5.1* Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list	**I / II / III depending on parity index**			

		that can be disaggregated				
	SDG 4.6	*Indicator 4.6.1* Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	**II**			
	SDG 4.7	*Indicator 4.7.1* Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	III			
	SDG 4.a	*Indicator 4.a.1* Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	**II**			
	SDG 4.b	*Indicator 4.b.1* Volume of official development assistance flows for scholarships by sector and type of study	**I**			
2.9	*Can your country provide statistical capacity building activities to other OIC countries for the below SDG 4 indicators?*					
	Please tick (X) only once under YES or NO column for the respective row		**TIER**	**YES**	**NO**	If YES, please state below the specific topic that can be provided:
	SDG 4.c	*Indicator 4.c.1* Proportion of teachers in: (a) pre- primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in- service required for teaching at the relevant level in a given country	I			