



Session 7

Mapping the availability of data to monitor Education 2030 in Asia and the Pacific

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Day 2: 26 November, 2015

10:15-10:45 (30 minutes)



Monitoring SDG VS EFA

SGD 4 includes:

- All levels of education
- A concept of Lifelong learning expanding to Non-formal and Informal education as well
- More focus on quality through learning
- Equity is emphasized

Resulting

- More targets and more indicators
 - EFA: 18 core indicator ↔ **SDG4: 43 indicators**



Some of the Lessons learnt from the national 2015 EFA assessment

- Reliable data and indicators are essential for tracking the progress and building solid policies and strategies, and assessing their effectiveness. The success of the monitoring will depend on the national capacity to collect, analyze and process education data and provide the information needed to influence and rigorously monitor the goals.
- Clear definition of goals, targets and indicators helps improve the monitoring progress and assess the effectiveness of policies.
- Indicators need to be disaggregated to monitor the reduction of inequalities in education.



Overview of the survey

Objectives of the survey

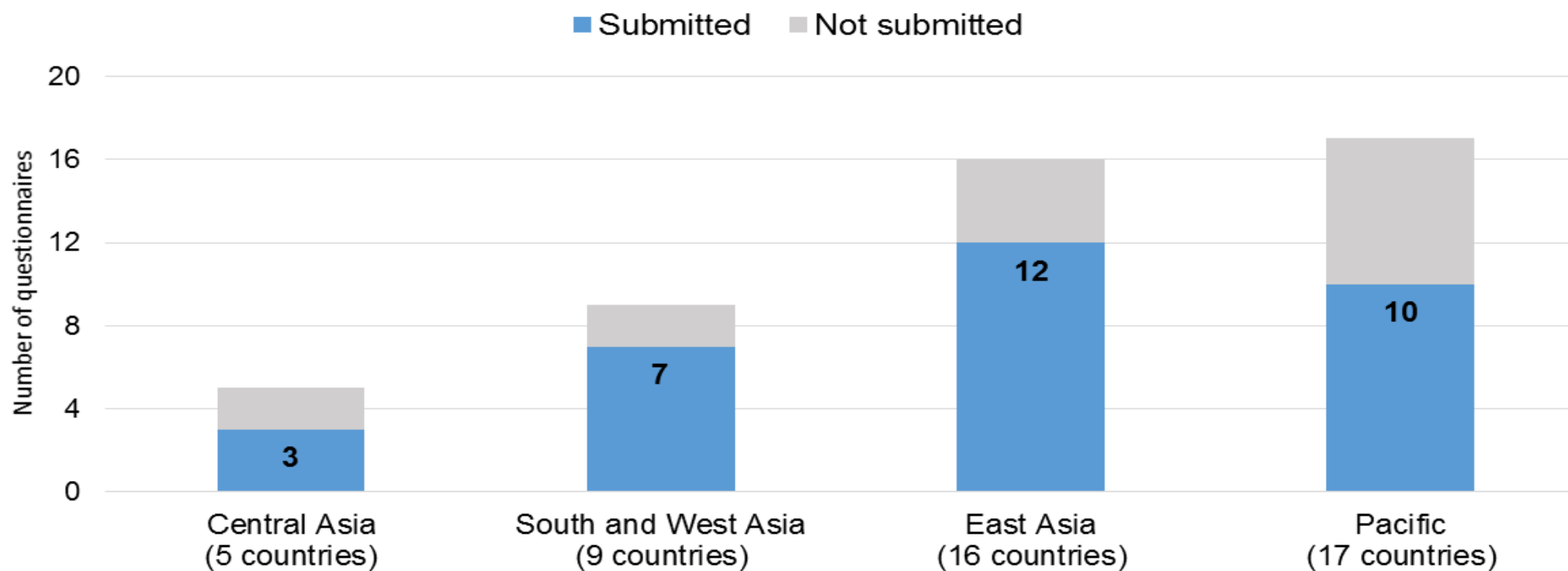
- To understand the capacity development challenges in the context of sector-wide planning of the new education agenda (Part A)
- To have self-assessment on the country's statistical data production system and resources to monitor SDG 4 (Part B)
- To assess the data availability/gaps in view of 43 newly proposed thematic indicators for Education 2030 (Part C)
- To assess the country's understanding of the concepts and indicators of SDG 4 (Part D)



Overview of the survey

Summary of the survey

- A questionnaire was sent to 47 countries in Asia and the Pacific in November 2015. **32 countries** have submitted the questionnaire (68% response rate).



Note: 2 questionnaires are not included in the analysis

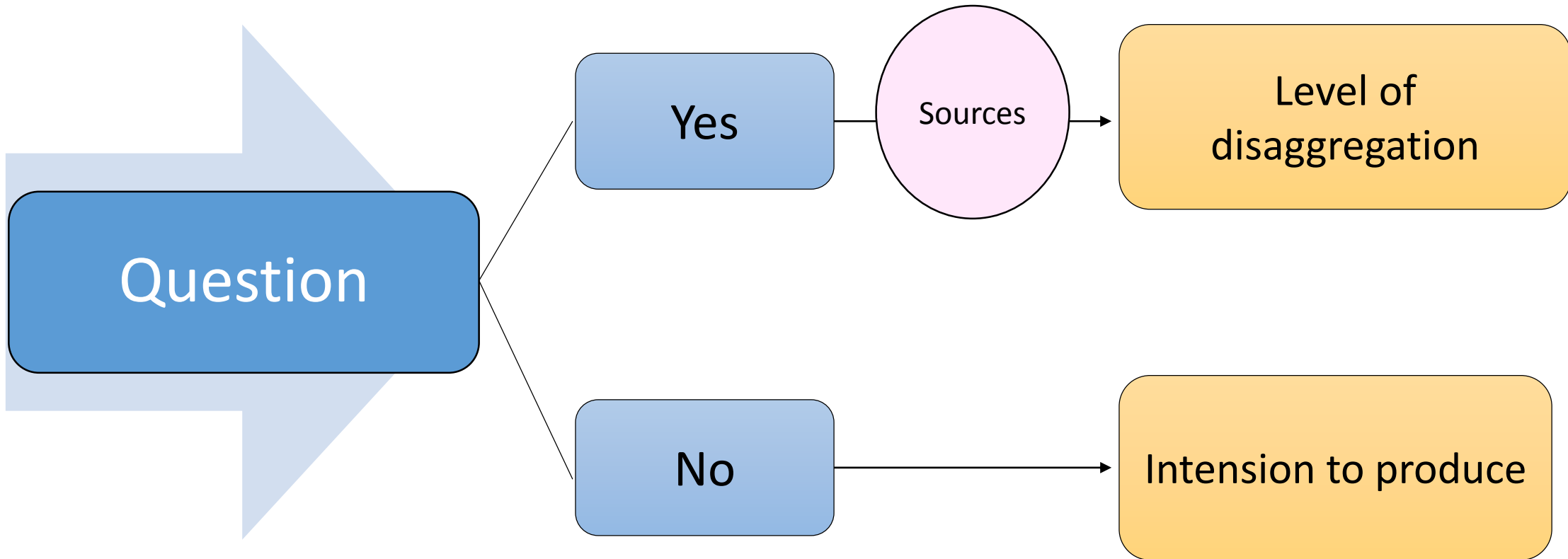


Limitation of the survey

- The findings are based on **self-assessment only**.
- Due to many **missing data**, there might have an effect on some of the findings.
- Due to time constraint, some of the responses might have been provided **without proper consultations with the concerned departments** which could have an effect on the response.
- **In-depth assessment might** be required by undertaking (suggest to be done by the countries) a detailed mapping to develop relevant strategies to fill the data gaps.



Analysis navigation



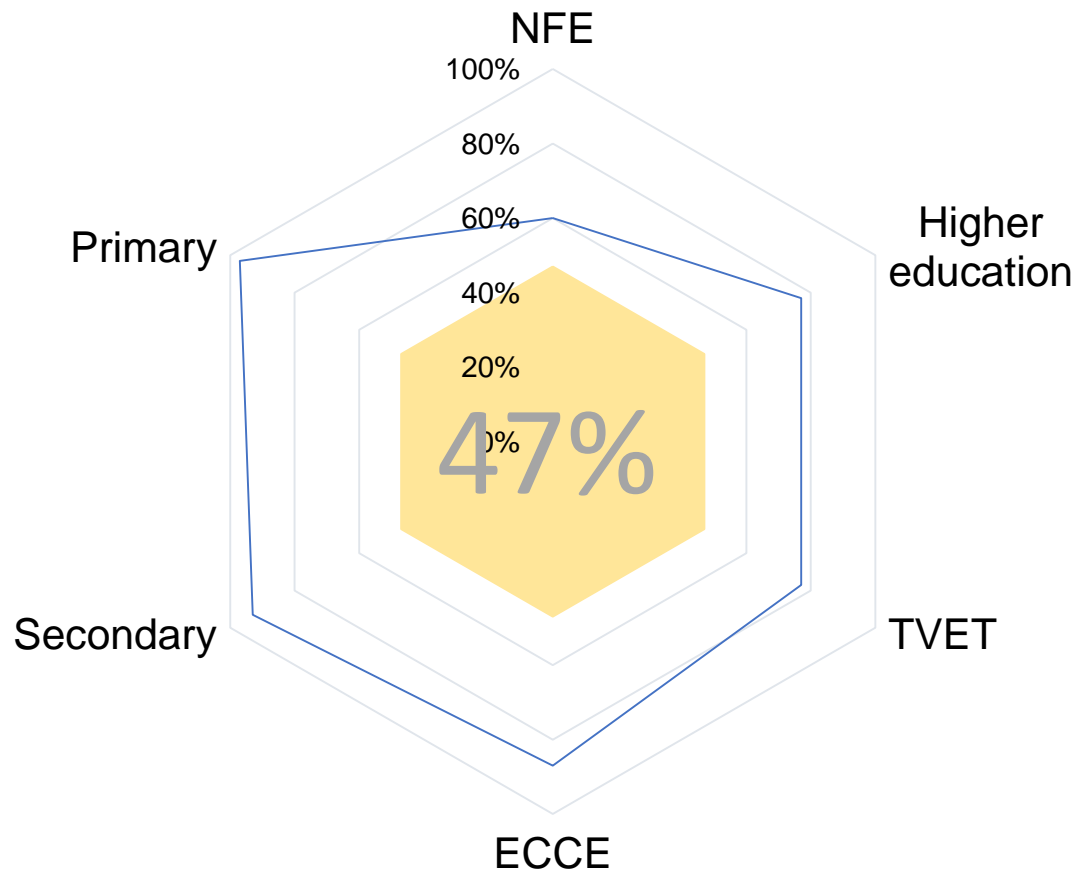


Key findings from the survey



Coverage of the education statistical system

Percentage of countries with an education statistical system covering different sub sectors



- Only **47%** of the participating countries have a system covering all the sub sectors.

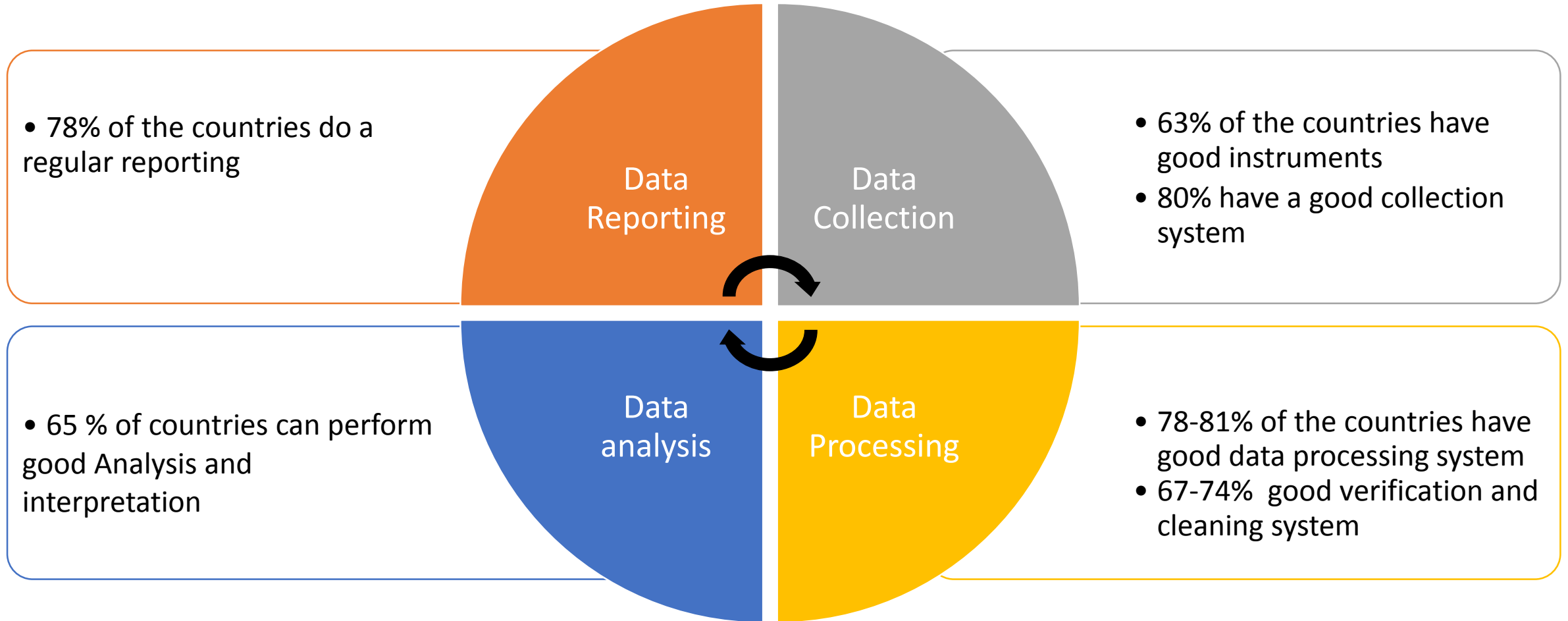
Challenges:

- Improve the system for TVET and Higher Education
- Only **60%** of the countries have a system for NFE



Self assessment

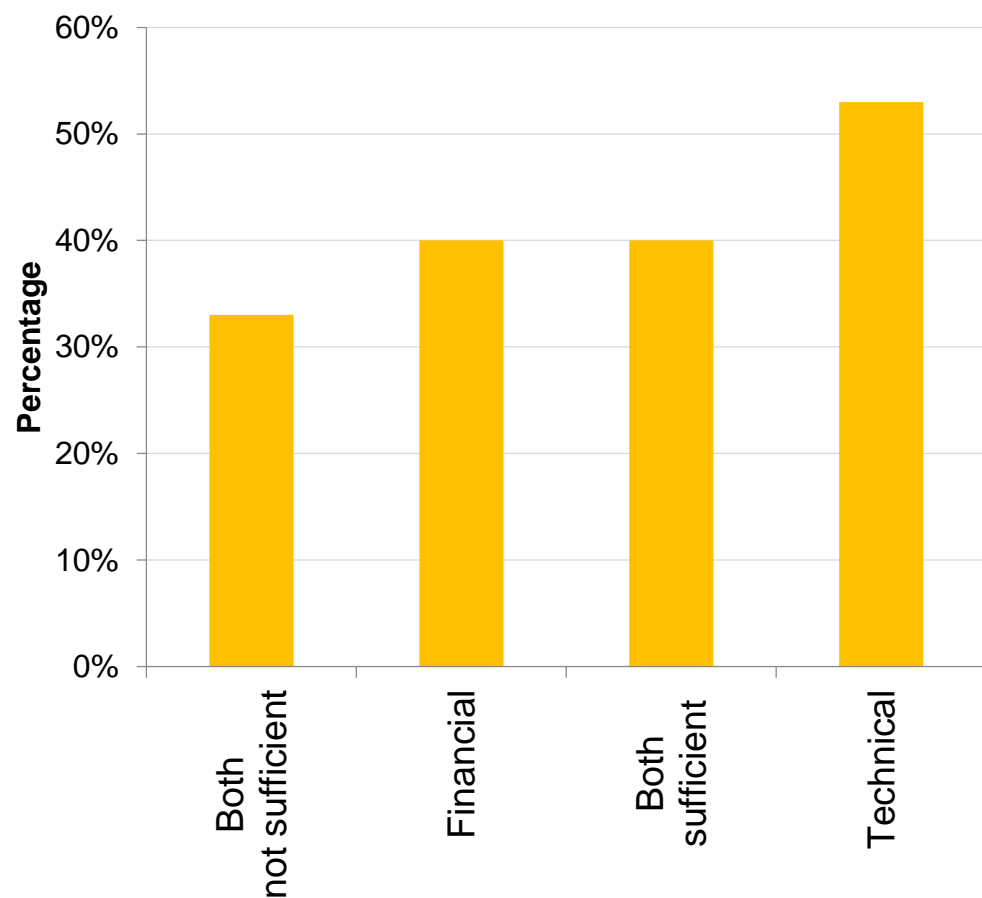
Data production cycle



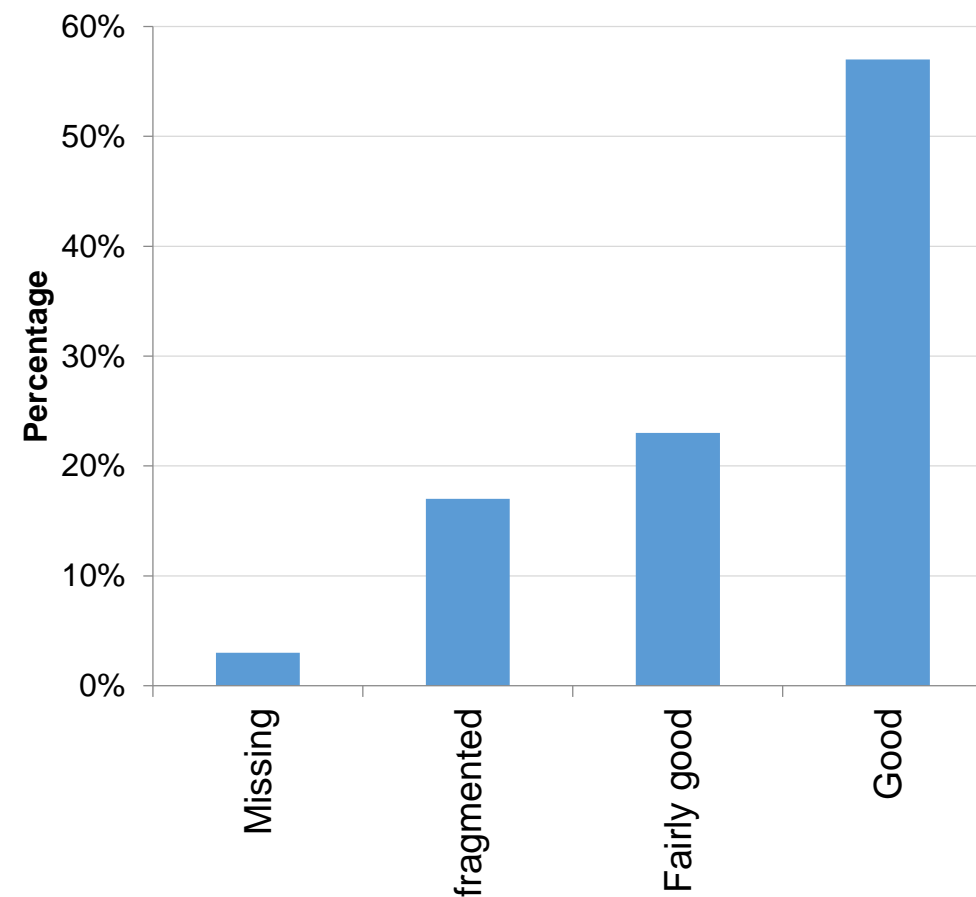


Self assessment (cont'd)

Resources availability

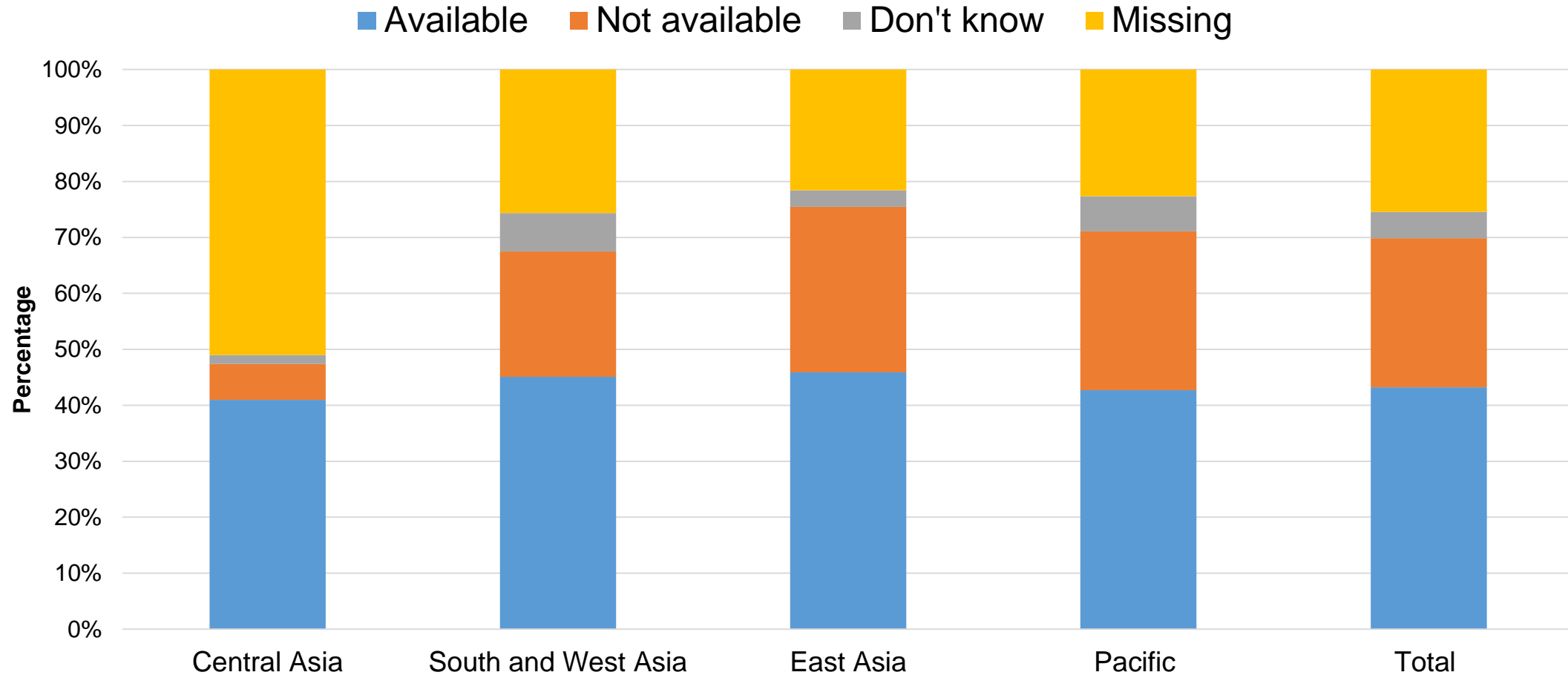


Quality of the system





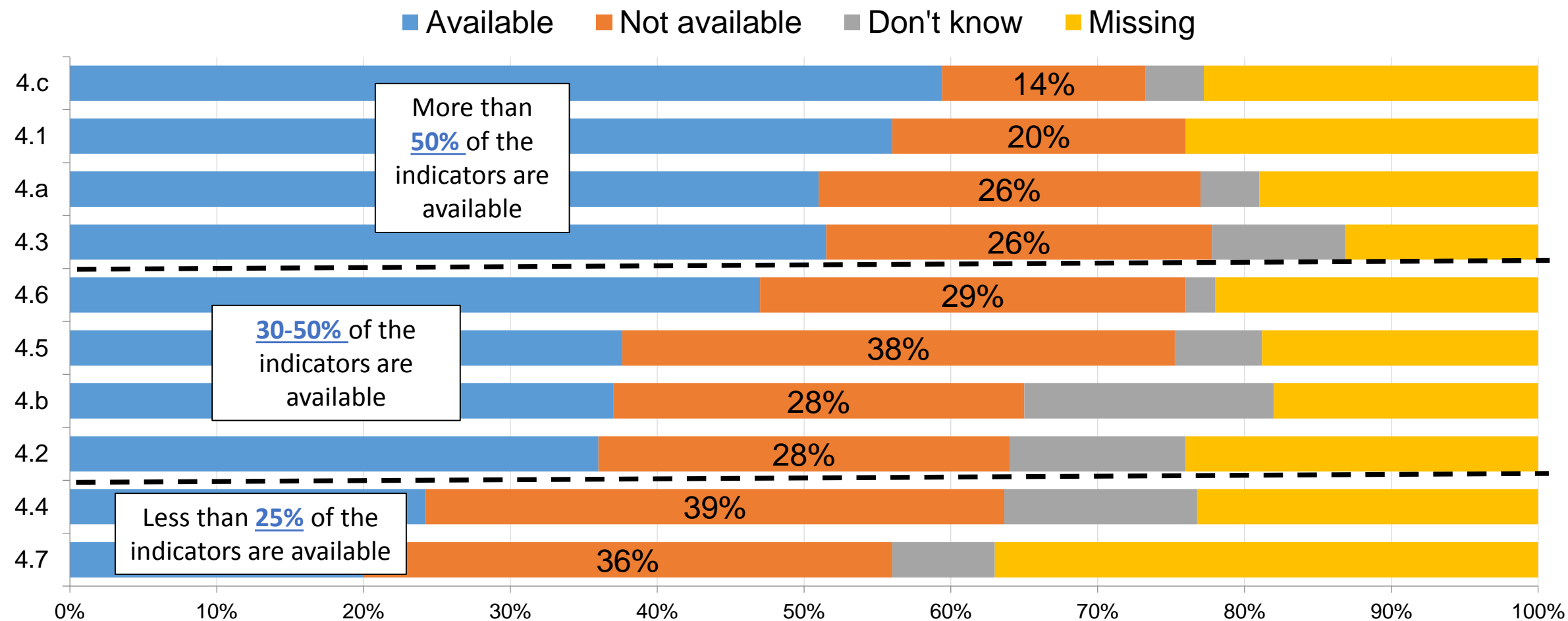
Indicator availability by regions (Part C)



- All the sub regions have around **40-45%** of the total proposed indicators available.



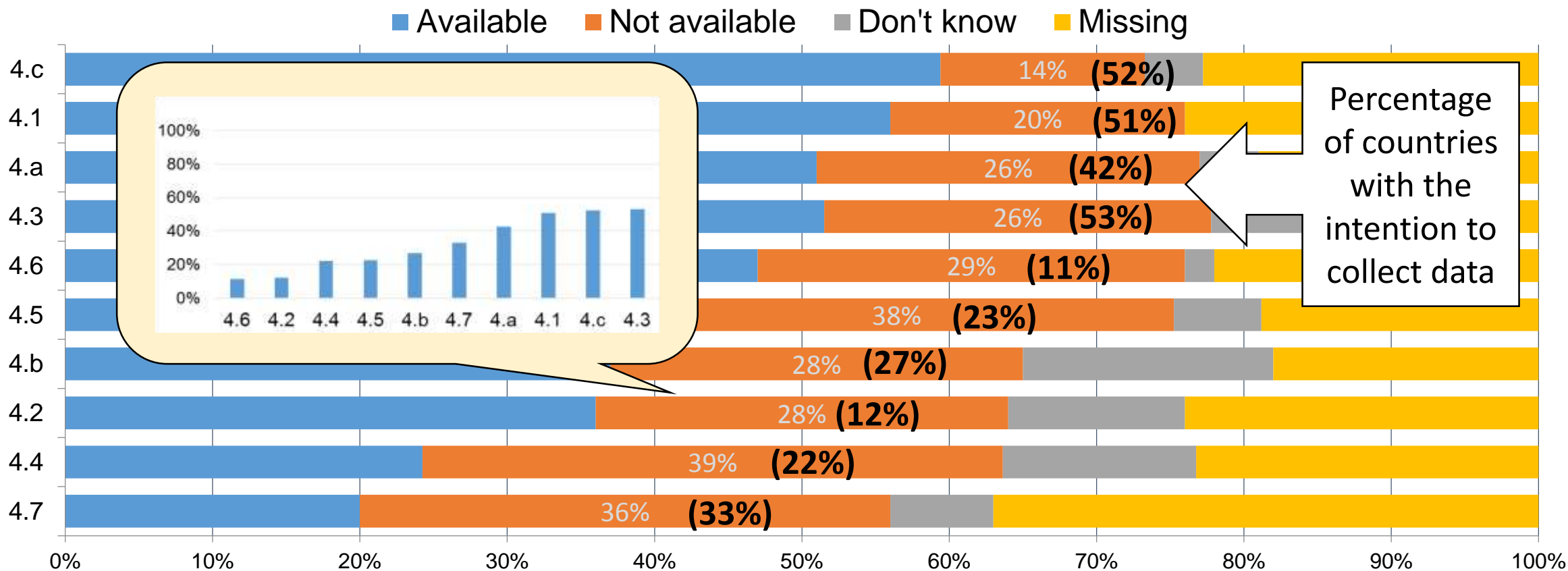
Indicator availability by targets



- On average only **43 %** of the total proposed indicators are available in country level.



Intention to collect data in the near future by targets

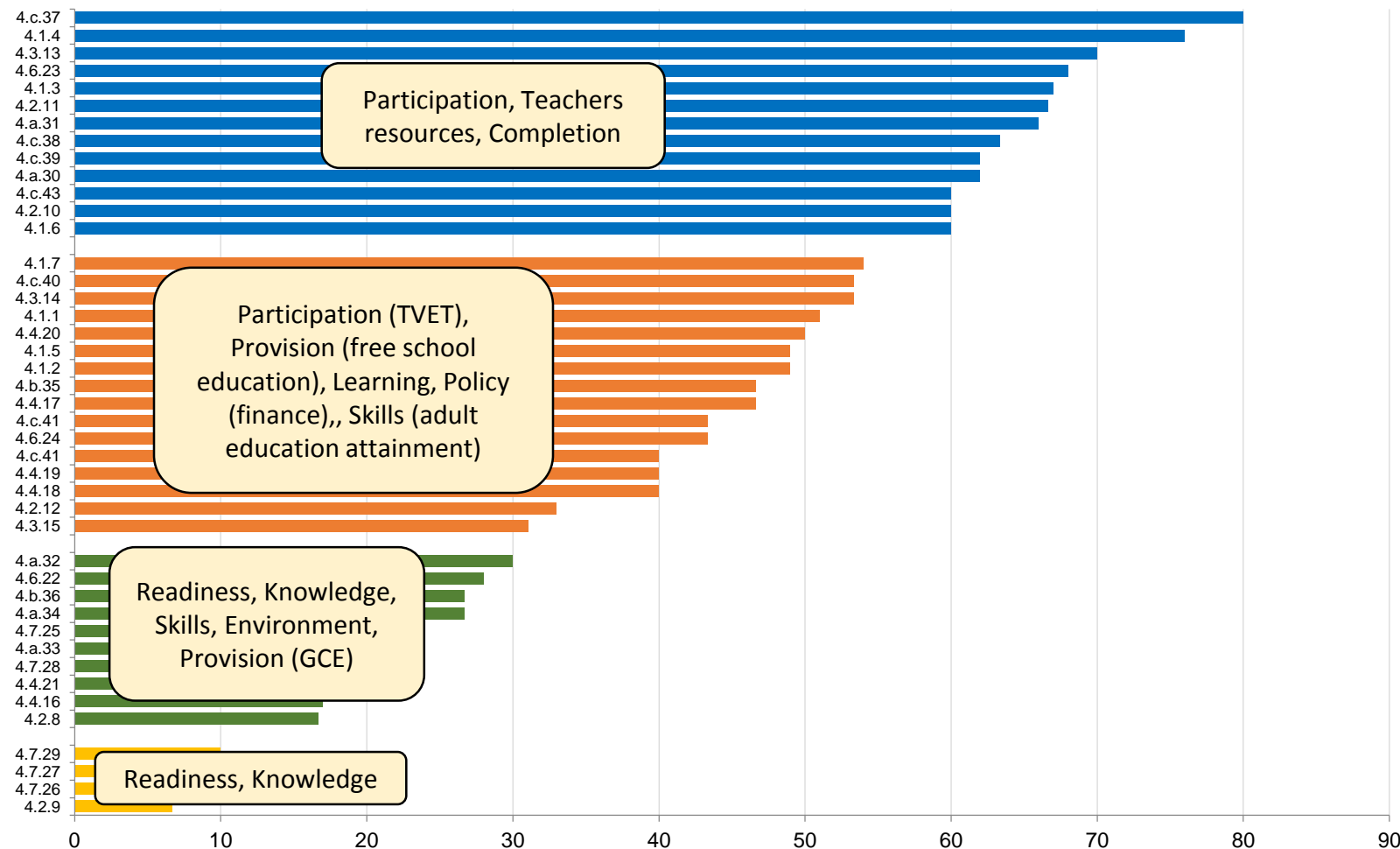


- Only **11%** of the countries which declared not to collect the data for target 4.6 have the intention to collect them in the near future.



Indicator availability (cont'd)

% of countries by indicator availability

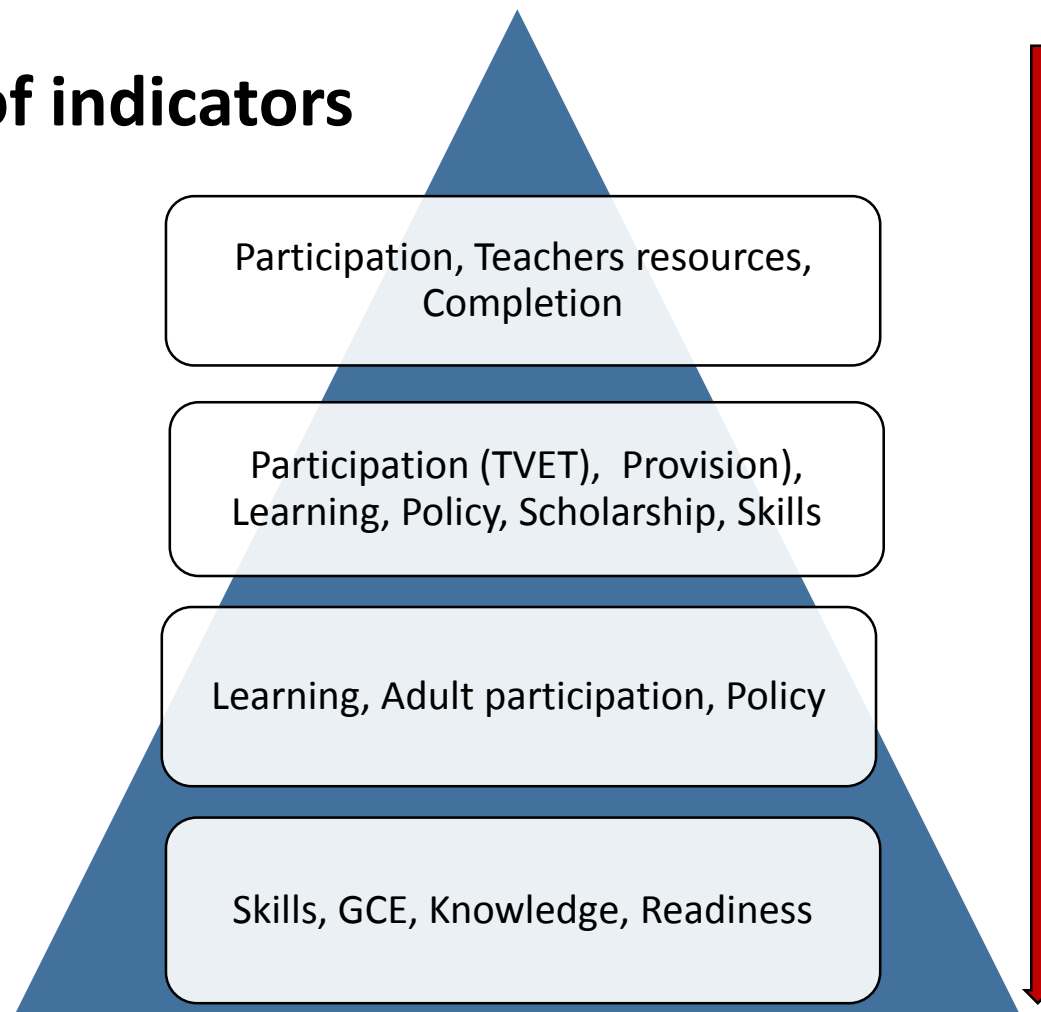


- Indicators related to Readiness, Knowledge, Skills, Environment, are **the most not available**.
- Indicators related to Policy, Provision, are relatively **available**.
- Participation, Completion, Teacher Resources are **more available**.



Indicator availability by Countries (cont'd)

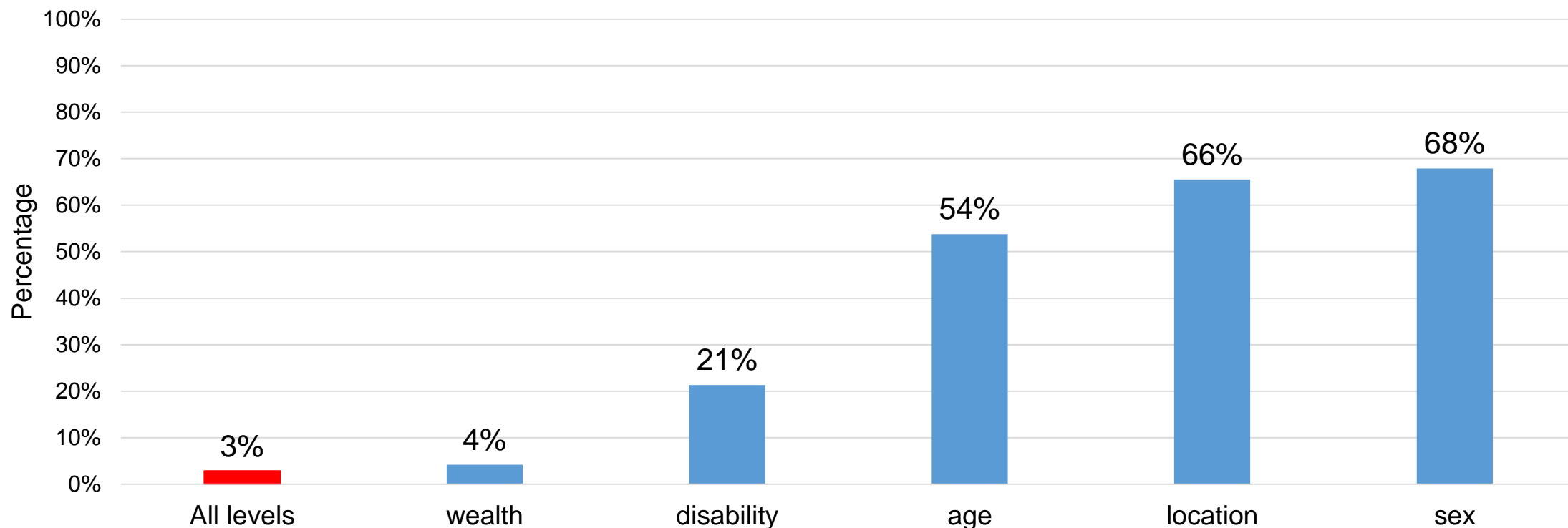
Lack of indicators



Not Available



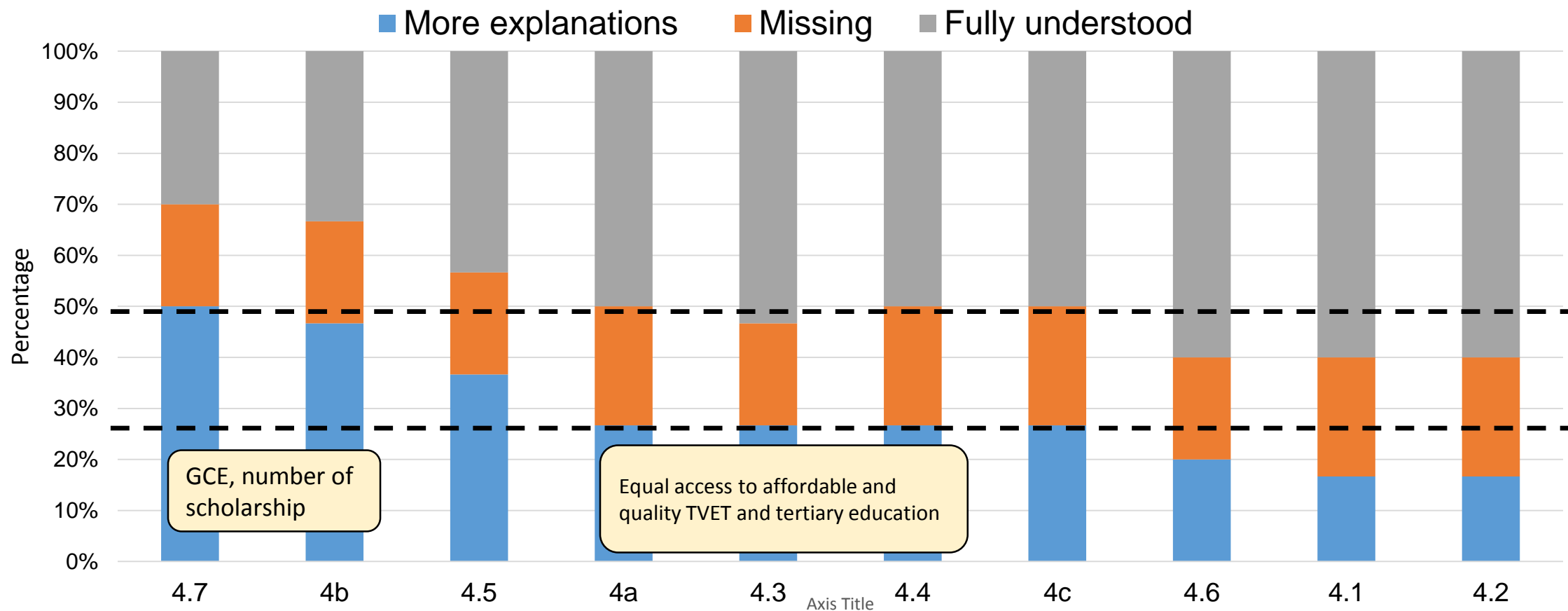
Availability of indicators by level of disaggregation



- For all the available indicators, only **3%** of the countries have all the proposed disaggregation.
- Wealth and disabilities are the main level of disaggregation that are not available for most of the indicators.



Understanding of the targets



- **47-50 %** of countries need more explanation on target related GCE
- **27 %** of countries need more explanation on targets related to quality TVET and higher education



Major issues and challenges

- On average only 43% of the total proposed indicators are available at country level **showing a huge gap to fill**.
- Most of the countries might face challenges in monitoring **target 4.4 (Skills)** and **target 4.7 (Sustainable development)**. The challenge is also there for target 4.5 (Gender and Disparities) and Adult literacy (target 4.6)
- Most of the countries rely mainly on administrative data sources (ranging from 11- 55%) and only around 5% responded they use household survey and other data sources.



Major issues and challenges (cont'd)

- Many countries (47%) in the countries might face problem in monitoring learning happening through non formal education ; only 60% has data collection system.
- **Only 3%** of the all available indicators have disaggregation for all proposed indicators. Wealth and disabilities disaggregation are available only for very few indicators.
- Countries have difficulty in understanding some of the key concept of monitoring the SDG 4 especially **GCE (target 4.7), Skills, Knowledge** and less than 30% of the countries are already collecting data/indicators in these areas.



Key suggestions for filling the data gaps

- Orientation on key concept and indicators is needed, especially for the indicators related to concepts like Skills, Sustainable development and Readiness.
- Proper mapping of data sources and data generation process in the countries is needed to develop coordination and partnership mechanism.
- Improving and strengthening the EMIS in the countries (increasing coverage, quality, disaggregation and capacity). Tapping the potentials of ICT (linking databases on students, teachers, finance, examination/ assessments, NFE etc.)
- Participate in major HH survey designing so that SDG4 issues can be reflected well.
- Identifying the areas of monitoring where civil society and NGOs can help and develop partnership.
- Data Revolution , Big data etc...



Tapping the household survey data

- Larger Scale Household surveys have contributed to
 - generating official statistics
 - filling data gaps on children
 - validating and complementing administrative data/systems
 - generating evidence on equity issues – who are the most excluded
- Such surveys are dynamic, flexible and adaptable
 - Conducted in different settings - low and middle/high income countries

Intention of countries to collect data and produce the indicators not available





Monitoring the SDG4 might need some additional efforts from the country side but also from the Development partners. A collective effort is crucial at the regional level to fill the data gap in terms of coverage and quality as well.

Thank you.



Overview of session 8



Overview of session 8

Objectives of session 8

- Discuss the key underlying concepts of the new education agenda
- Discuss the results of available data sources mapping to monitor the indicators and identify the possible causes of the data gaps
- Discuss any plans, solutions and strategies to address the gaps



Overview of session 8 (cont'd)

Group discussion questions

1. What data sources do you have in your country to monitor the concept areas?
2. What are the main issues and challenges your country might face in collecting data in the above mentioned areas?
3. What are solutions to overcome these issues and challenges?
4. What should be the roles of global regional entities to ensure the monitoring the Education 2030?