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

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Thematic indicator framework

Target	Number of indicators	Concepts	Need of development
4.1	7	Learning	2
		Completion	
		Participation	
		Provision	
4.2	5	Readiness	3
		Participation	
		Provision	
4.3	3	Skills	2
4.4	2	Completion	1
		Equity	

Thematic indicator framework, cont.

Target	Number of indicators	Concepts	Need of development
4.5	Parity indexes		3
	4	Policy	
4.6	3	Skills	2
		Provision	
4.7	5	Provision	4
		Knowledge	
4.a	5	School environment	3
4.b	2	Scholarships	1
4.c	7	Teachers	4
TOTAL	43		25

Overview of the survey

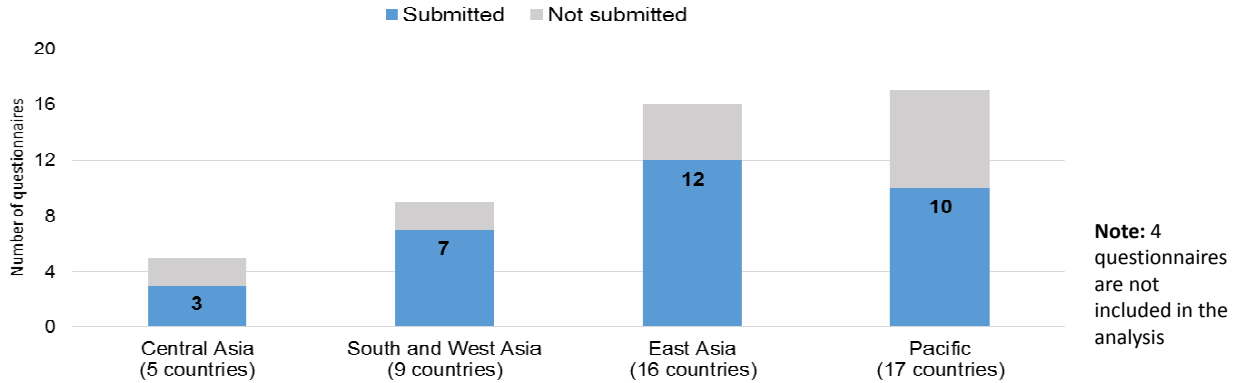
Objectives of the survey

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

Overview of the survey

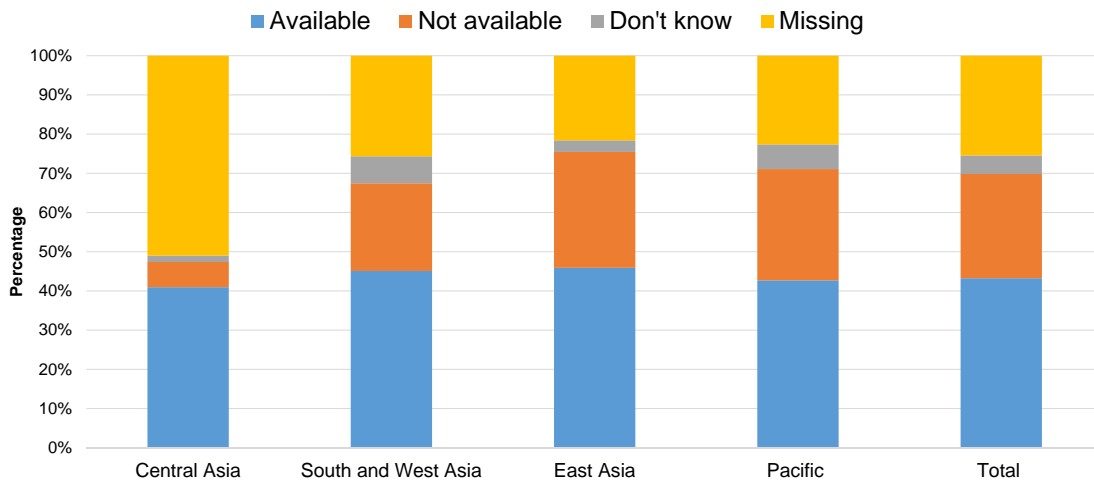
Summary of the survey

- A questionnaire was sent to 47 countries in Asia and the Pacific in November 2015. **35 countries** have submitted the questionnaire (74% response rate).



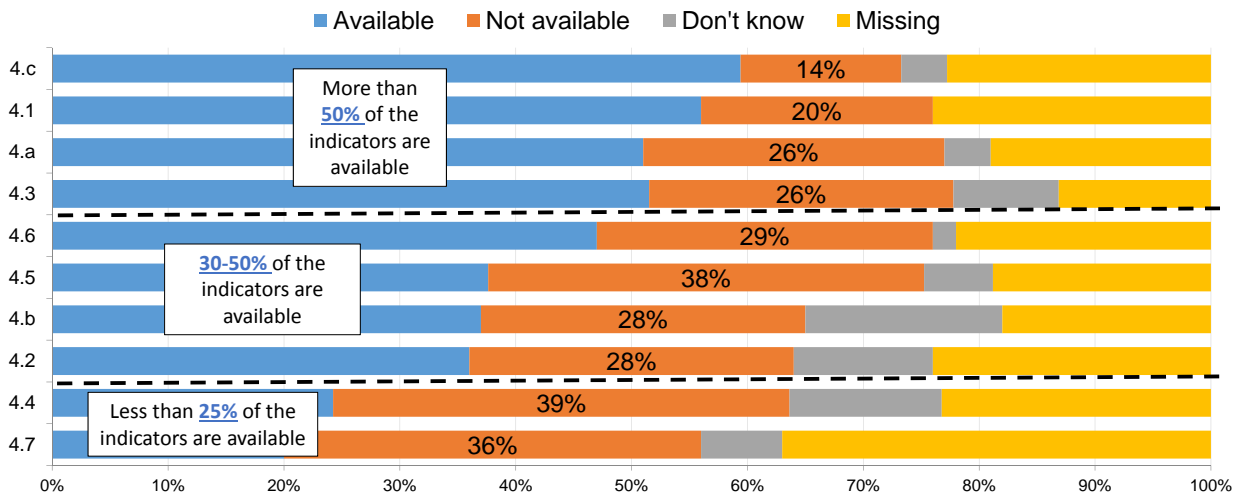
Key findings from the survey

Indicator availability by regions (Part C)



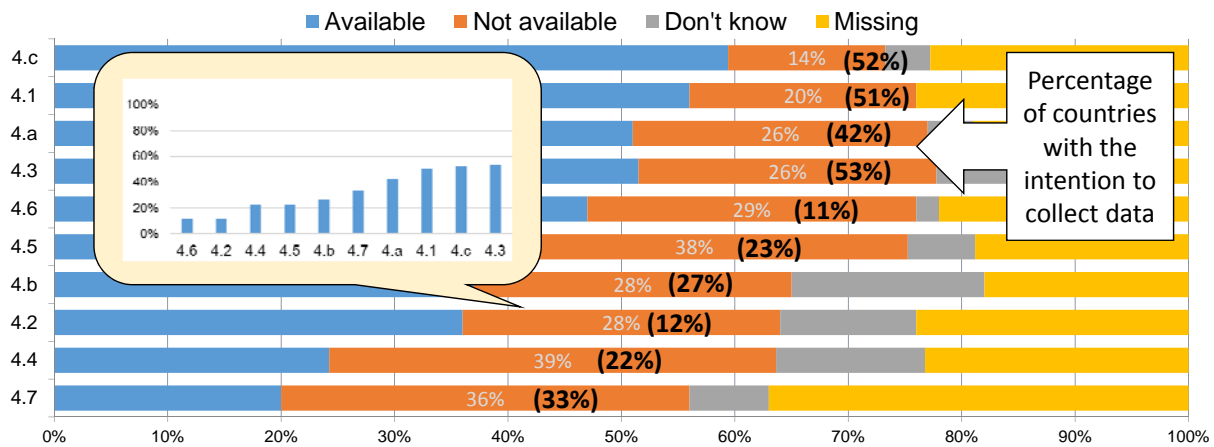
- All the sub regions have around **40-45%** of the total proposed indicators available.

Indicator availability by targets



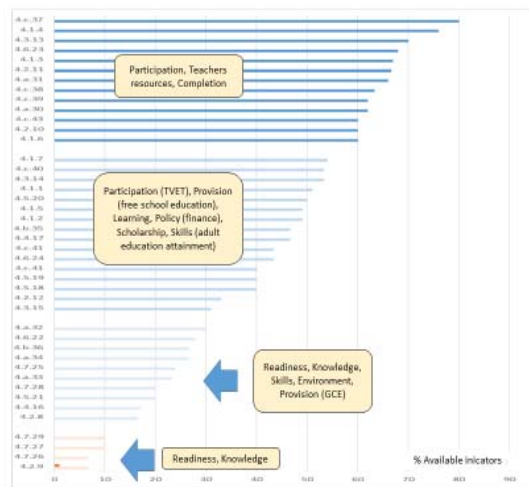
- On average only **43 %** of the total proposed indicators are available in country level.

Intention to collect data in the near future by targets



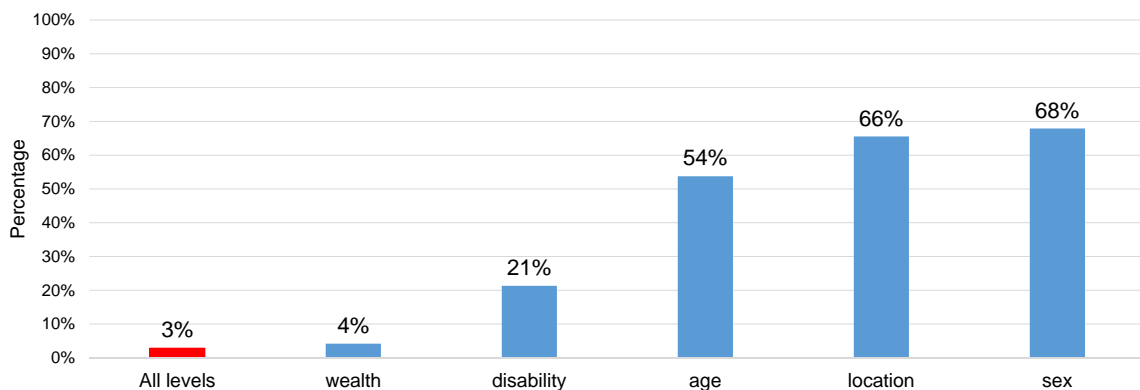
- Only **11%** of the countries which declared not to collect the data for target 4.6 have the intention to collect them in the near future.

Indicator availability (cont'd)



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

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. From the survey, Less than **10%** of the countries responded that 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 that 30% of the countries are already collecting data/indicators in these areas.

Key suggestions for filling the data gaps

- 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...

Main Sources for Education data

Methods of data collection

- Administrative data collection
 - Regular (School census, reporting)
 - Ad-hoc
- School inspection
- Sample surveys
- Population censuses
- Research and case studies

Surveys

- **Educational surveys** – to gather a set of educational information together with other socio-economic data to answer specific policy questions (Student assessment survey, Literacy assessment survey)
- **Surveys which include an module on education** – also collect educational data to support main objective of the survey (Labour force survey, Household expenditure survey)
- Provide a snapshot of the situation at specific time
- Could be used to cross-check the data from other data collections (e.g. Administrative data collection)



Household and school censuses

- Provide baseline data
- Main sources of population data
- Educational related data which are collected in censuses:
 - Literacy
 - Educational attainment
 - Attendance
- Additional sample survey can be conducted by targeting sub-set of population from the census to have more in-depth information



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.

Partnership: How to make it Happen at the country level ?

- At the country Level
- At the regional level
- At the international level

Thank you.