Mapping the availability of data to monitor SDG 4 in Eastern Europe, Caucasus and Central Asia

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Agenda

❑ Context and objectives of the exercise

❑ Overview of the survey

❑ Some limitations

❑ Key findings

❑ Next steps

Context

□ In 2014, many countries have done their national 2015 EFA Review report, assessing the progress of the 6 EFA goals since 2000.

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. Goals that are clearly defined and measurable are likely to be carried through.

□ Indicators need to be disaggregated to monitor the reduction of inequalities in education.

Context (cont')

<u>SGD 4 includes:</u>

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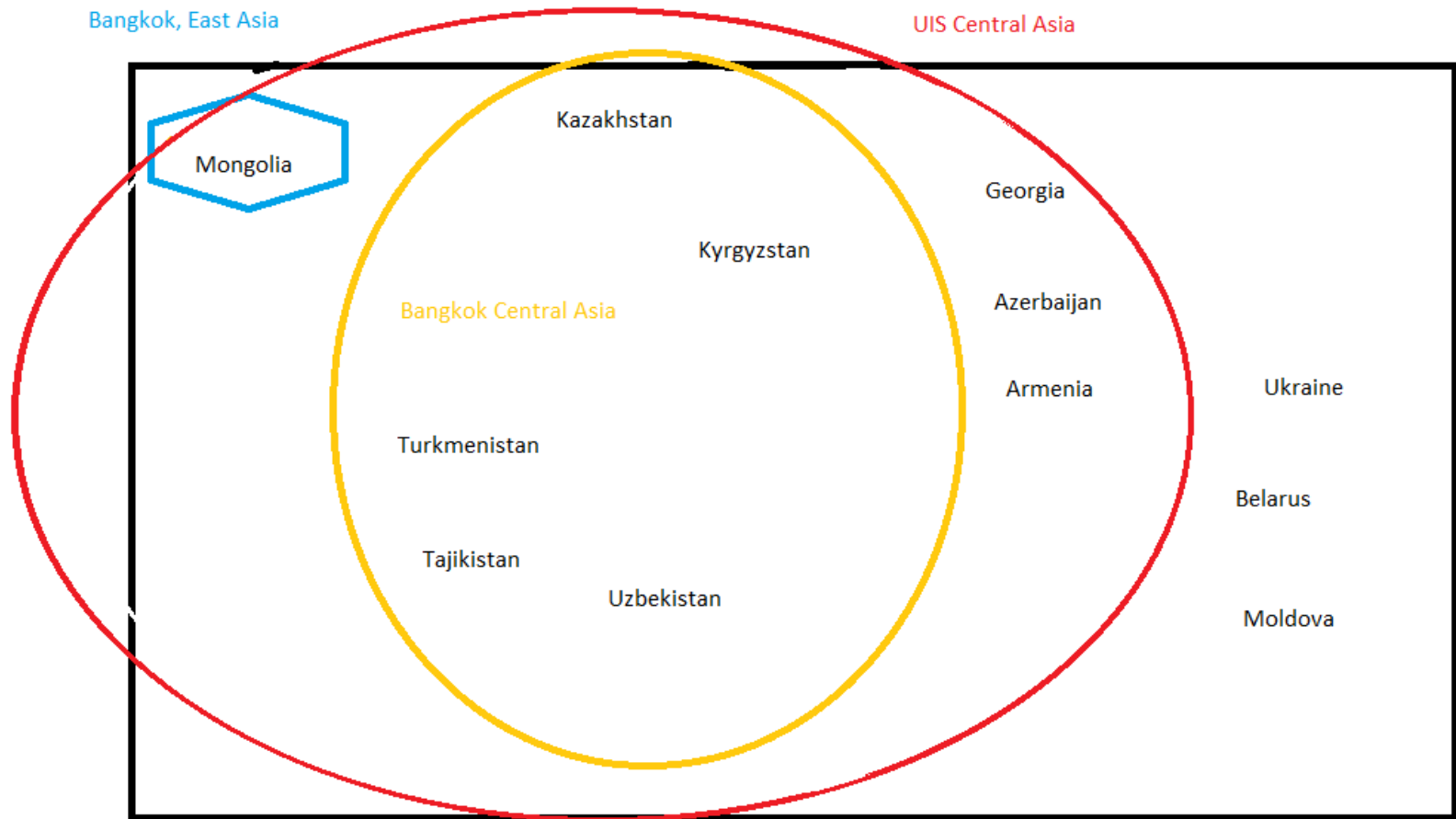- ☐ Equity is emphasized

<u>Monitoring</u>

- ☐ More targets and more indicators
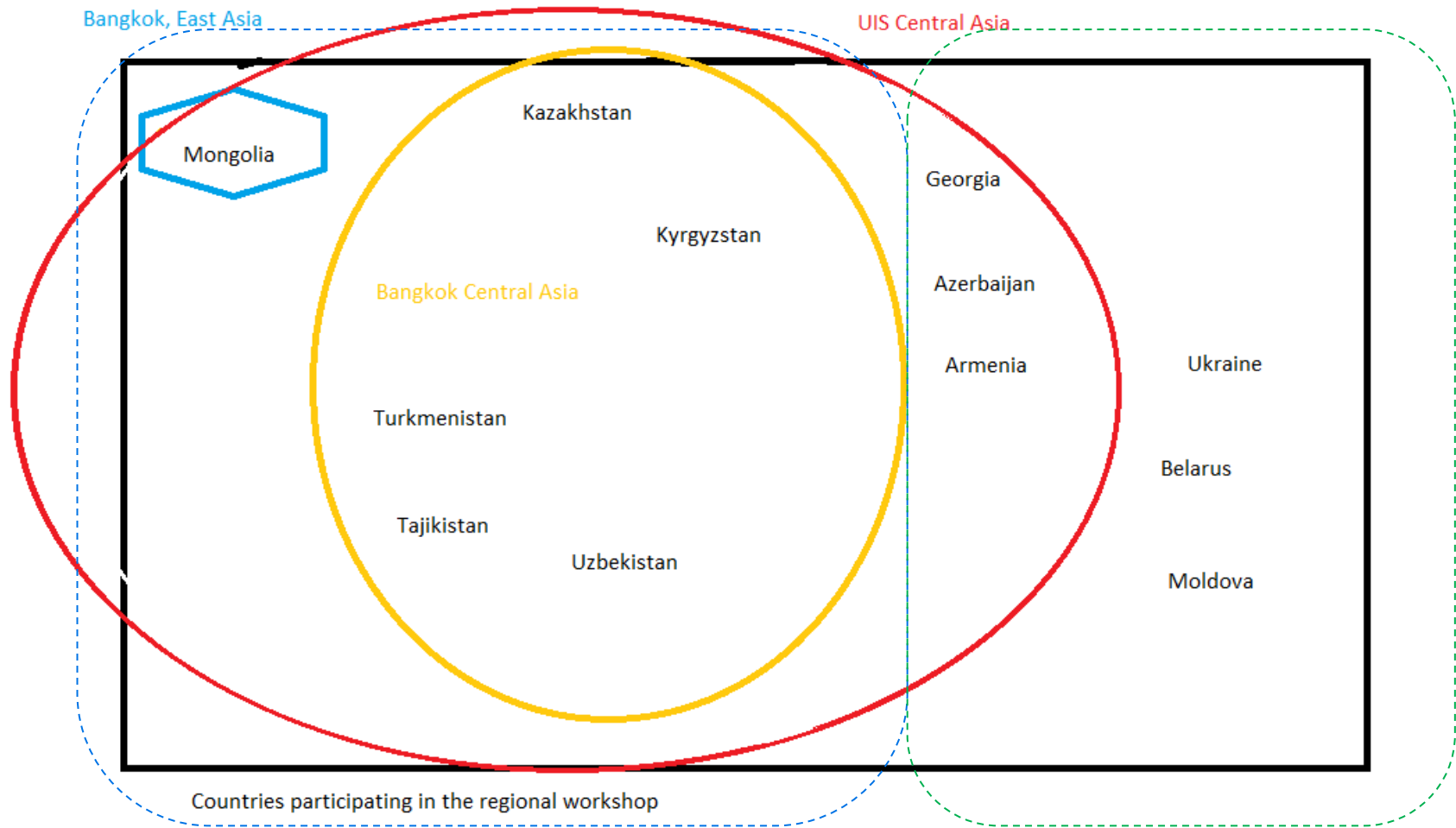 - ○ EFA: 18 core indicators ⇔ **SDG4: 43 indicators**

Objective of the exercise

□ The objective of the exercise is to collect basic information necessary to assess the availability of data required to produce the proposed indicators for the monitoring of Education 2030 including the education-related Sustainable Development Goal (SDG4).

□ The information collected will assist in the identification of potential data gaps or areas requiring further development in regard to the 2030 Education Framework for Action and to define regional and global strategies for capacity building.

Countries' classification

Bangkok, East Asia

UIS Central Asia

Kazakhstan

Mongolia

Georgia

Kyrgyzstan

Azerbaijan

Bangkok Central Asia

Armenia

Ukraine

Turkmenistan

Belarus

Tajikistan

Uzbekistan

Moldova

Countries participating in the regional workshop

Questionnaire classification

Questionnaire navigation

The questionnaire included one worksheet for each of the 10 targets of SDG4. There are 13 questions (Q1 to Q13) in each worksheet.

 Q1 collects information on whether the data required to produce each indicator are available. It also acts as a filter question to direct respondents to the next relevant question(s) to answer.
- If the answer to Q1 was "Yes" the next questions was Q2 to Q11.
- If the answer to Q1 was "No", the next question was Q12.
- If the answer to Q1 was "Do not know", the next question was Q13.
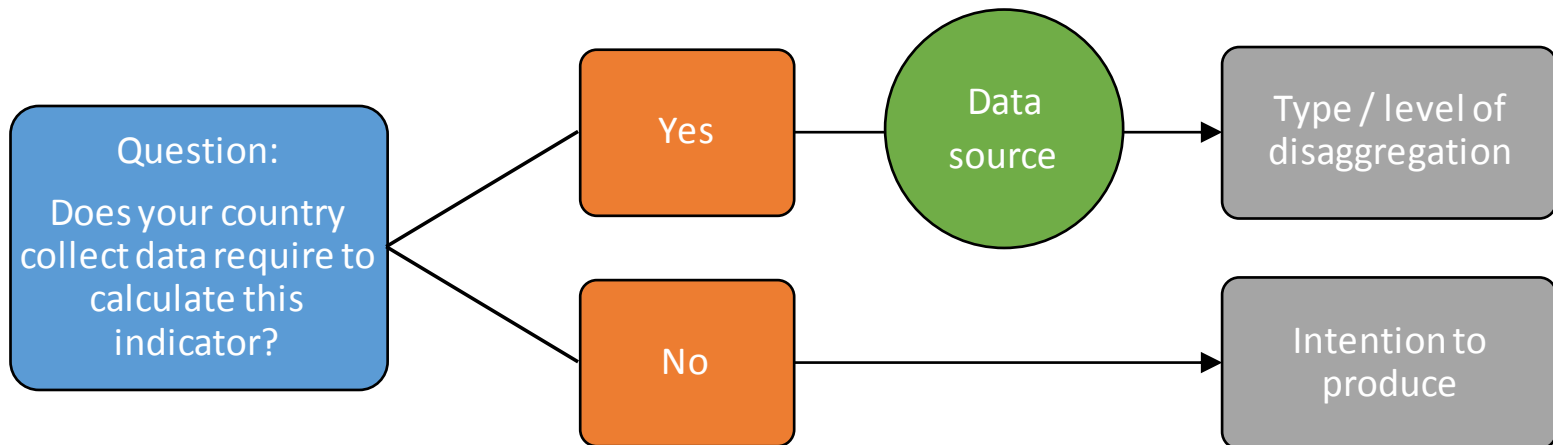
Limitation of the survey

- The survey can provide very **preliminary availability** of the indicators (and in the case of the APMED questionnaire information about the data production system and available resources).

- The findings are based on **self-assessment only**.

- The many **missing data** 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 can 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.
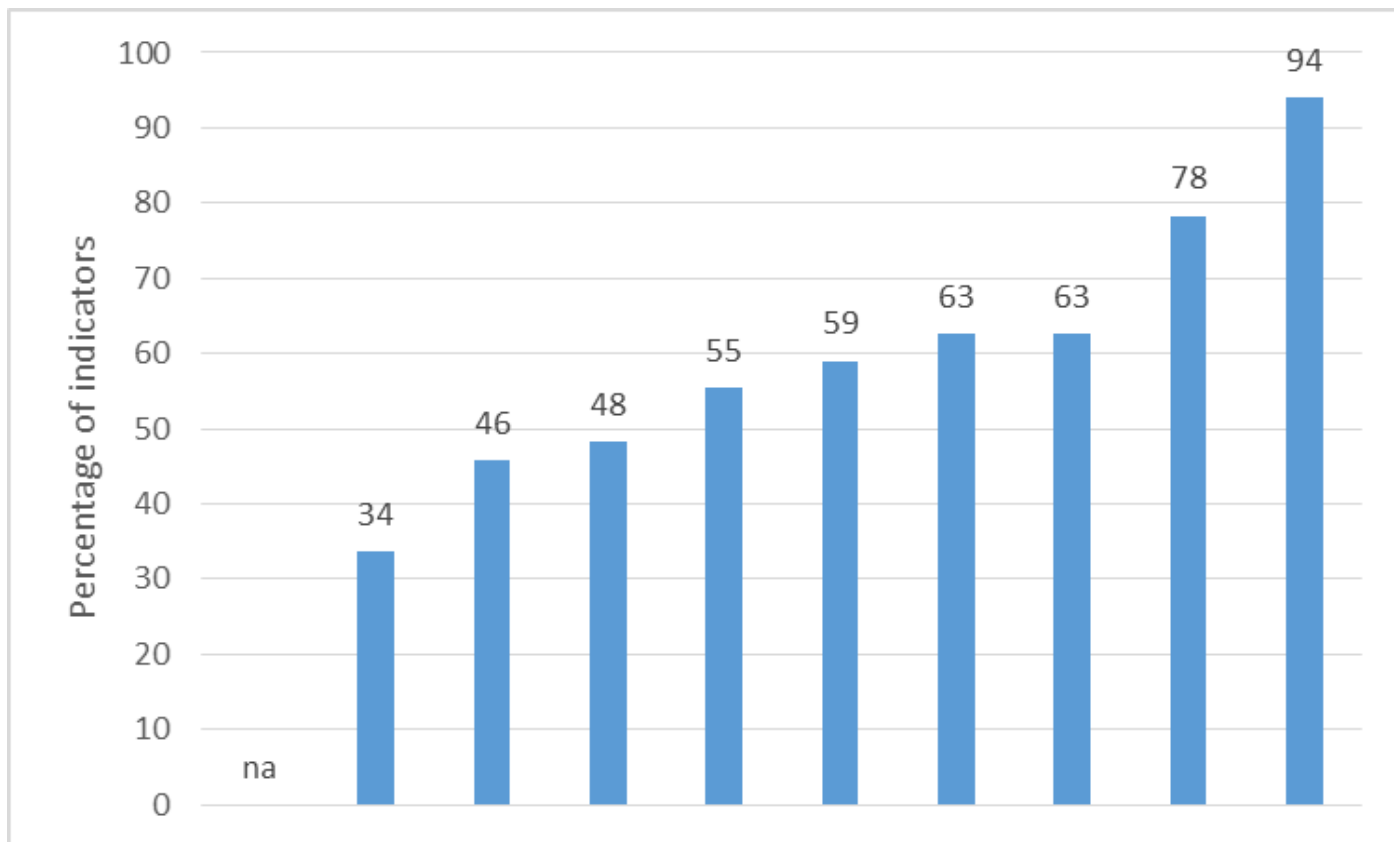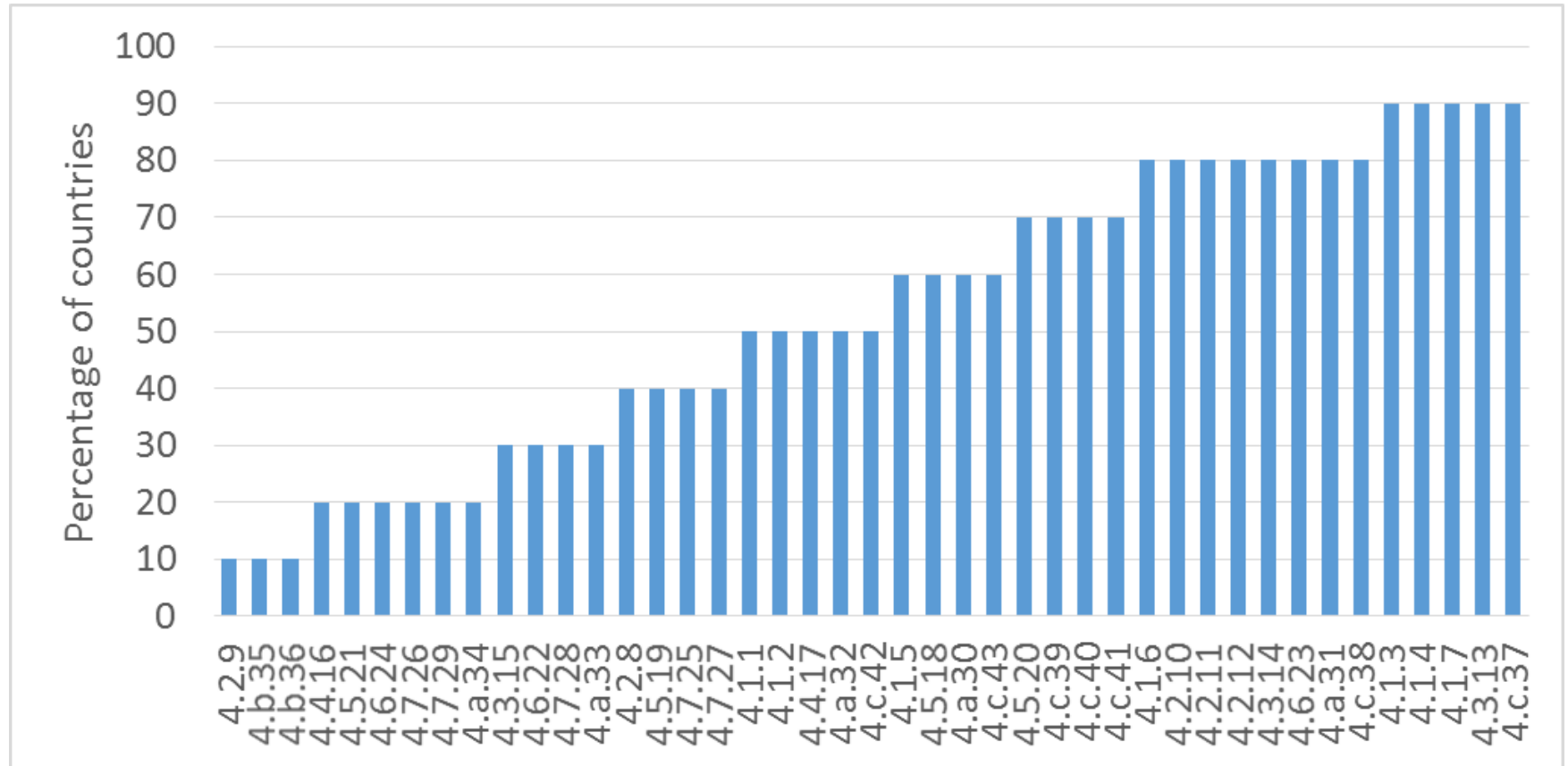
Response rate
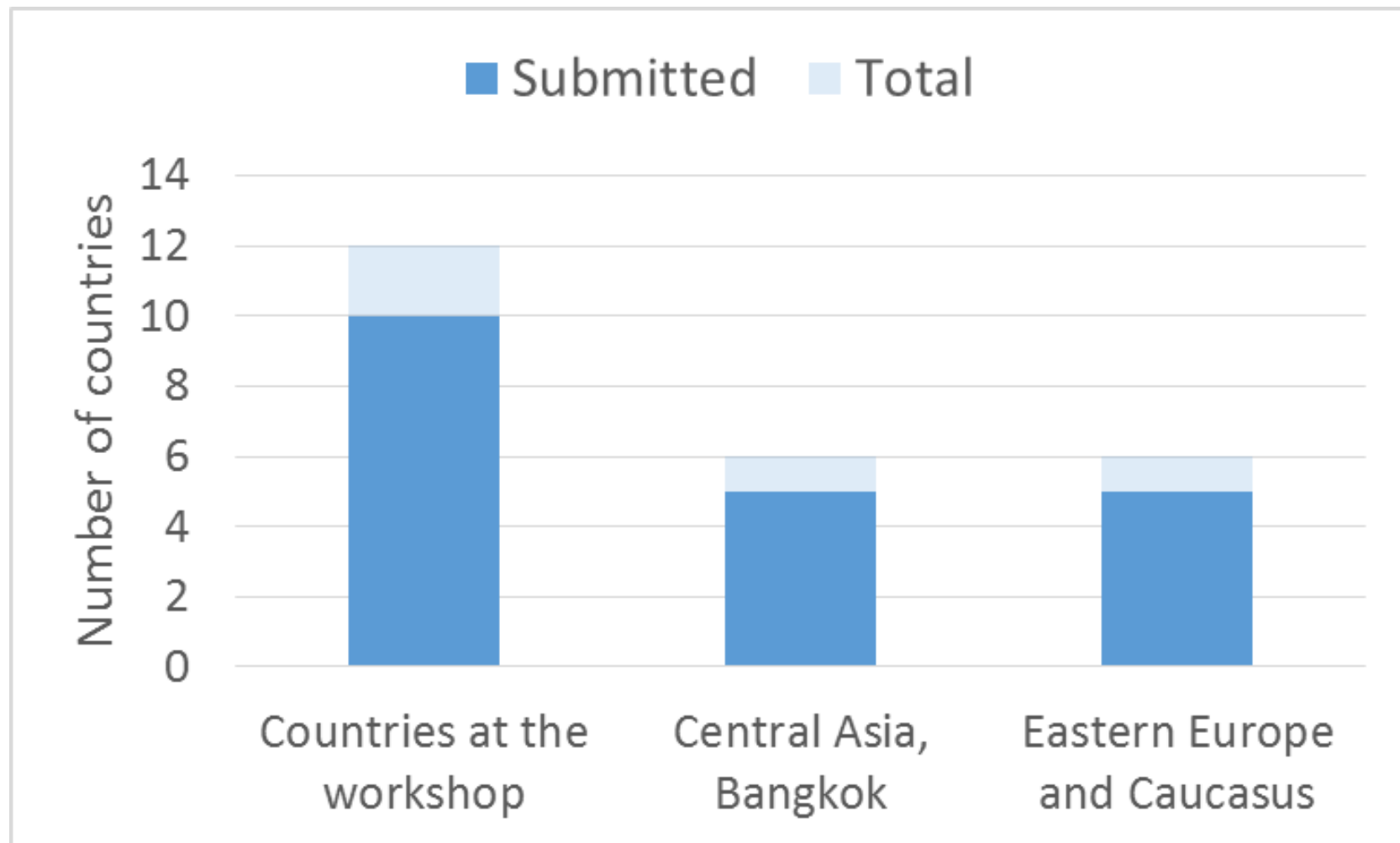
Countries' readiness -

Key findings from the survey

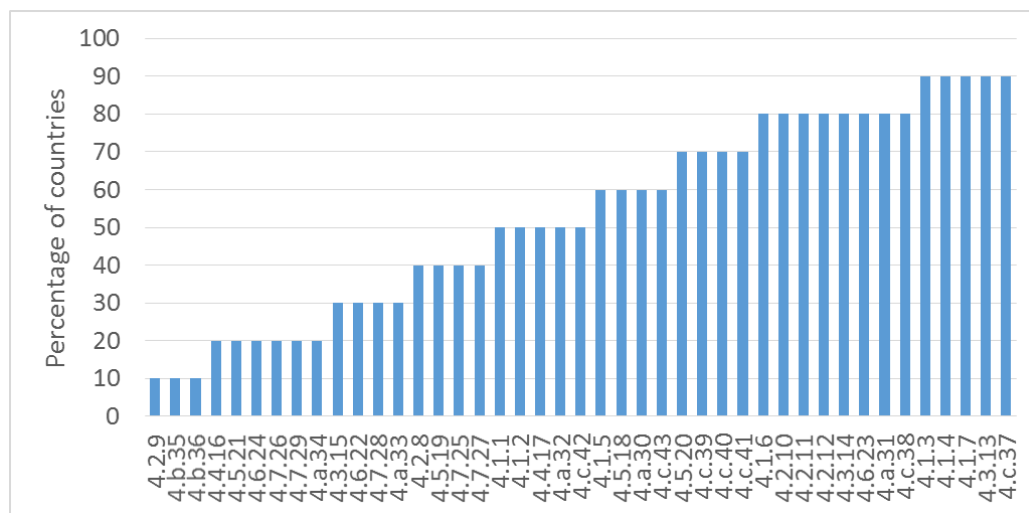# Percentage of indicators collected by countries

On average, the countries at the workshop are able to collect 54% of the thematic indicators.

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Availaility of the 43 thematic indicators

# Availaility of the 43 thematic indicators (Cont')

Only 10% of the countries are able to collect:

- Indicator 4.2.9, about readiness (positive home learning environment),
- Both indicators (35 and 36) of Target 4.b, about scholarships for higher education and ODA flows for scholarships

On the other hand, more than 80% of the countries are able to collect:

- Indicators 4.1.3, 4.1.4, 4.1.6 and 4.1.7 (Basic Ed provision, completion and participation)
- Indicators 4.2.10, 4.2.11 and 4.2.12 (Pre-primary participation and provision)
- Indicators 4.3.13 and 4.3.14 (TVET and Higher Education participation)
- Indicator 4.6.23 (Youth/adult literacy rates)
- Indicator 4.a.31 (School access to ICT linked material)
- Indicators 4.c.37 and 4.c.38 (Qualified teachers)

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Availaility of the 11 global indicators
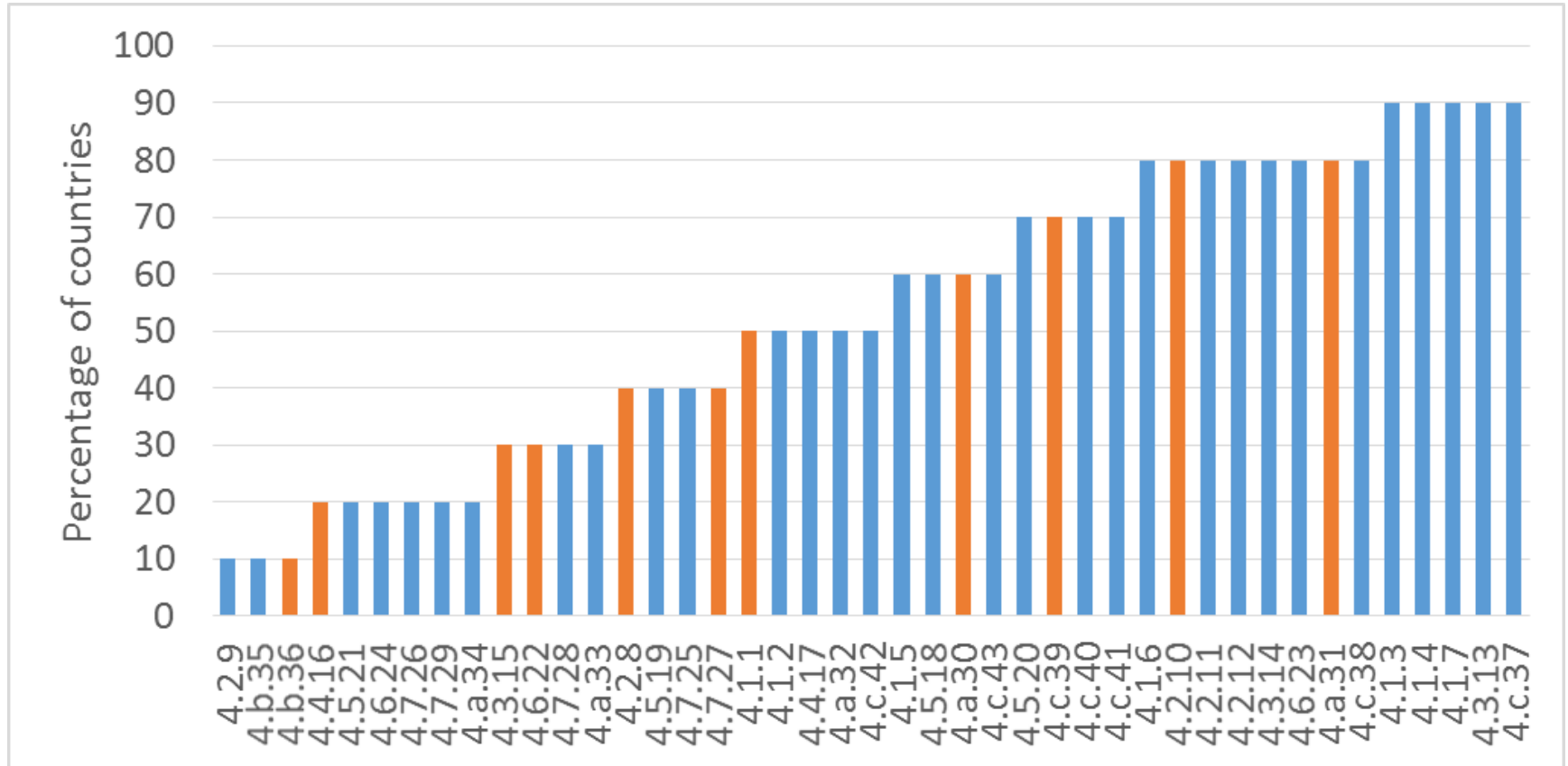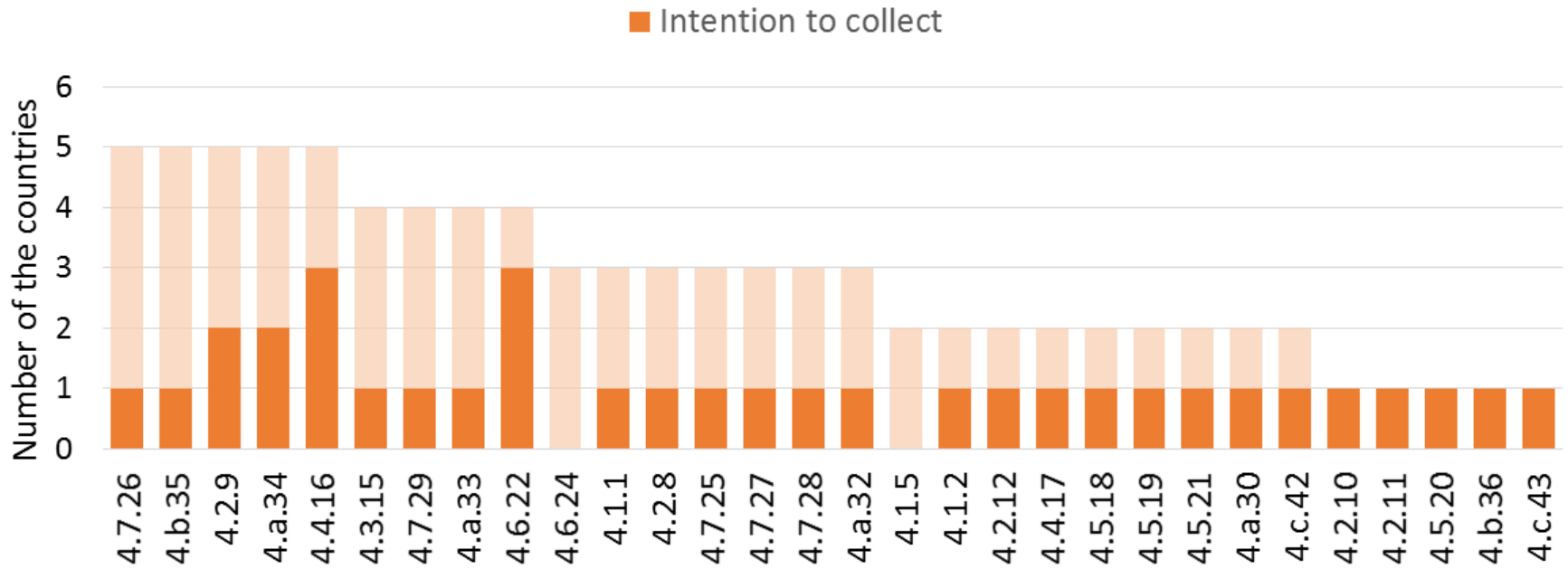
Results per target

* 68% of the countries are able to collect indicators from Target 4.c (teachers).
* The most difficult indicators to collect are found in Target 4.b, followed by Target 4.4 (HE Scholarships, ODA and skills)

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Intention to collect, when the indicator is not available

Indicators for which no countries mentioned they were not able to collect

Next pushes

- The EFA 2015 review reports already showed that the assessment of the goals was mostly done by using administrative data. Only few countries were able to use other sources to supplement the administrative data, such as household surveys, censuses and case studies.

→ **The monitoring of SDG4 will require multiple sources**

- Most of the indicators were presented at the aggregated (national) level. The only disaggregation level presented was by sex

→ **Proper analysis of disparities, as emphasis in the SDG, will require to monitor the indicators by location, economic and social groups, disabilities, etc.**

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Tapping in the household survey data

❑ Such surveys are dynamic, flexible and adaptable

- Conducted in different settings - low and middle/high income countries

❑ Most of the household surveys generate

- representative, high quality data
- data on coverage, levels, attitudes and knowledge
- data for a large number of stratifiers, disaggregates

❑ Indicators can be disaggregated by:

- geozones; residence (urban, urban-poor, rural); sex; education; age; wealth; ethnicity/religion/language etc
- and for combinations of the above

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Which <u>global</u> SDG 4 indicators could be collected via Household Surveys

- ☐ Target 4.2.1: Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being

- ☐ Target 4.2.2: Participation rate in organized learning, one year before the official primary entry age

  - ■ **Focus on 2-4 year olds**

- ☐ Target 4.5: Parity indices

Key suggestions for filling the data gaps

- Orientation on key concepts and indicators might still be needed, especially for the indicators related to concepts like Skills, Sustainable development and Readiness.

- Proper mapping of data sources 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 in 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 well reflected.

- Identifying the areas of monitoring where civil society and NGOs can help and develop partnership.

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Thank you