Capacity Building for EFA Monitoring and Assessment

Part I: Education Policy Cycle and Statistical Indicators for EFA Monitoring and Assessment

Presentation Topics

- Education Policy Cycle and Information Needs
- EFA and MDG indicators for Monitoring and Evaluation
- Capacity building strategy and programme
- Groups discussion agenda

Quantitative Information and Analysis for EFA NAP

- Credible national action plan = ?
- Quality of information and
- Quality of analysis &
- Realistic, feasible and cost-effective actions

Information and Analysis = power! = Influence

- Everybody is demanding information from you,
- but you must empower your role by acquiring & using information
- Raise your status as programme specialist, policy advisor, analyst and strategist by mastery and use of information
- How? Equip yourself with analytical framework, concepts and analytical tools!

The IQ of an Organization: the quality of information available for

- Setting policy goals and targets
- Evaluating past system performance
- Monitoring progress of policy targets toward goals
- Strategic resource planning
- Information expensive? Try ignorance!

Capacity for policy formulation and management

Information flow in policy cycle
Policy Capacity =
ability to …
- **Formulation** – defining goals, identifying target
groups and setting targets
- **Decision** – “authoritative allocation of values”
- **Mobilization** – resources delivered to system
development
- **Implementation** – systems development
benchmark indicators
- **Monitoring** – systems performance benchmark
indicators
- **Assessment** – systems outputs and outcomes
impact

Education Issues and Information

Needs for Policy & Management

- Policies & resources
- Access & Participation
- Knowledge & Skills

Social Demand

Quality Standards

Efficiency

Social-Econo-
mic Impact

NESIS Indicators Model

Indicators for Education Targets

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<th>Indicator areas</th>
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Indicators of demand and inputs

**Demand for education and training**
- Number/proportion eligible for education
- Number/proportion lacking essential knowledge and skills
- Illiterate youth and adults
- Out-of-school school-aged children

**Policy inputs**
- Admissions and qualifications
- Free and compulsory basic education?
- Teacher qualification and training
- Legislation: HR rights-based education

**Resource Inputs**
- Financial (eg. Education expenditure as a proportion of GDP)
- Curricula (education content)
- Teaching and learning materials
- Schools and Facilities
- Human: Teachers & other HR

Indicators of quality of education delivery

- Class/ Learning group size
- Pupil/Teacher ratio
- Teacher qualification (trained, untrained)
- Pupil/book ratio (curriculum relevant books)

Need special data collection and analysis:
- Pupil-teacher contact hours
- Time on learning task
- Number of full-days schools in operation
- Pupil attendance/absenteeism (health, costs)
- Teacher absenteeism (low salary, other jobs, HIV/AIDS)
- Curricula relevance to learners needs and development goals
- Gender & social bias in book and TL content
- Etc.

Indicators of Access and Participation

**Access**
- Admissions/intake rates (apparent and net)
- “School” places available within a given radius of population centres
- Tuition fees, special levies and fees, compulsory uniforms

**Participation/Coverage**
- Gross Enrolment = load capacity = total number of enrolled as proportion of “school-age” population (ie, includes non-school-age pupils)
- Net Enrolment = total number of school-age pupils as proportion of total school-age population = coverage of the eligible population
Indicators of Internal Efficiency

- Flow rates: promotion, repetition and dropouts
- Transition rate: proportion continuing to the next educational level (e.g., Primary to secondary level)
- Survival/completion rates
- Average number of years to graduate
- Coefficient of efficiency: number of graduates as a proportion of total student-place-years spent per entering cohort
- Facility utilization rates (shifts)
- Multi-grade classes/learning groups

Indicators of Output and Outcome

Output
- Graduates with required knowledge and skills (diploma/certificate)
- Learning achievement test results
- Literacy rate
- Life skills
- Etc.

Outcome (external efficiency)
- Employment, income, etc.
- Improved health (e.g., Reduction in malaria, HIV/AIDS infection rate)
- Impact on gender and social disparities
- Impact on community development
- Impact on economic development
- Etc.

The heart of EFA activity lies at the country level – sub-national level

- 1/3 wars, ½ internal conflict; permanent “emergency crisis management”
- Internal disparities often the cause and effect of internal conflicts;
- The excluded/neglected are often perceived as non-mainstream, anti-establishment
- EFA target groups - the forgotten groups – who are they, where are they? E.g., minorities on border regions
- NFE for out-of-school youth and adults
- Increase participation by inclusion of the excluded.

Dakar EFA Objectives

1. Expand & improve ECD
2. Ensure all to have access and complete education that is free, compulsory and of good quality
3. Ensure learning needs of all youth and adults are met through equitable access to appropriate learning and life skills programmes
4. Achieve 50% improvement in adult literacy
6. Improve quality of education and ensure excellence so that all learners achieve recognized and measurable learning outcomes

Global EFA Indicators: Dakar objective 1:

Expand & improve ECD

1. GER in ECD, age 3-5 (public/private; pupil/teacher ratio)
2. Proportion of grade 1 who attended ECD

Dakar objective 2:

Ensure all to have access and complete education that is free, compulsory and of good quality

Access and participation/coverage

3. Gross intake rate,
4. Net intake rate (private, public)
5. GER.
6. NER (by grade, gender, public/private; out-of-school children by age, gender, etc.)
Dakar objective 2, cont’d

Resource Input
7. Public current expenditure on primary ed as % of GNP, as % of GNP per capita (expenditure on teacher salary, expenditure by family and by private sector)
8. Ditto as % of total public expenditure on education
9. % primary teachers with required academic qualifications
10. % primary teachers who are certified (or trained) to teach according to national standards (curriculum)
11. Pupil/teacher ratio

Quality of delivery

12. Repetition rate, 13. Survival rate to grade 5
14. coefficient of efficiency (to be dropped)

Dakar objective 3:
Ensure learning needs of all youth and adults are met through equitable access to appropriate learning and life skills programmes

16. Literacy rate, age 15-24 (Achievement of life skills)

Dakar objective 4:
Achieve 50% improvement in adult literacy

17. Adult literacy, age 15+
18. Literacy gender parity index

Dakar objective 5:
Eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015

+ Gender parity index F/M in
  • AIR and NIR,
  • GER, NER,
  • repetition, survival rate, transition rates

Dakar objective 6:
Improve quality of education and ensure excellence, so that all learners achieve recognized and measurable learning outcomes

15. % of grade 5+ who have mastered nationally defined basic learning competencies (problem: identify cost-effective method)

Part 2:
Education Monitoring & Evaluation

Information and Analysis = power! = Influence

• Everybody is demanding information from you,
• but you must empower your role by acquiring & using information
• Raise your status as programme specialist, advisor, analyst and strategist by mastery and use of information
• How? Equip yourself with analytical framework, concepts and analytical tools!

Lessons learnt from the first Jomtien decade:

• EFA Mid-Decade Review fiasco
• EFA monitoring
  - > regular UIS and national data collection systems.
• EFA assessment
  - > a continuous process
  - > early warning mechanisms
• National capacity building in data collection and analytical capacity
The IQ of an Organization: the quality of information available for

- Setting policy goals and targets
- Evaluating past system performance
- Monitoring progress of policy targets toward goals
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Quantitative Information and Analysis for EFA NAP

- Credible national action plan = ?
- Quality of information and
- Quality of analysis &
- Realistic, feasible and cost-effective actions

Monitor and Evaluate Dakar EFA Objectives

1. Expand & improve ECCE
2. Ensure all to have access and complete education that is free, compulsory and of good quality
3. Ensure learning needs of all youth and adults are met through equitable access to appropriate learning and life skills programmes
4. Achieve 50% improvement in adult literacy
6. Improve quality of education and ensure excellence, so that all learners achieve recognized and measurable learning outcomes

Education Issues and Information Needs for Policy & Management

- Policies & resources
- Access & Participation
- Knowledge & Skills
- Social Demand
- Quality Standards
- Efficiency
- Social-Economic Impact

Policy cycle across LL Learning perspective

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Monitoring and Evaluation

<table>
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<tr>
<th>Purpose</th>
<th>improve implementation/formative</th>
<th>improve policies and strategies/summative</th>
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<tr>
<td>Aimed at</td>
<td>operations and management</td>
<td>policymaking and leadership</td>
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<td>Focus</td>
<td>account of what have been implemented</td>
<td>evaluation of policies and strategies vs goals &amp; targets</td>
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<tr>
<td>Information</td>
<td>inputs and process</td>
<td>outcomes and impact</td>
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<tr>
<td>Indicators</td>
<td>resource input, efficiency, quality of delivery</td>
<td>learning achievements, socio-economic changes, reduction in disparities</td>
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Monitoring and Evaluation of EFA Goals

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<th>Education Goals</th>
<th>Monitor Resource Input, T-L, equality, Efficient process</th>
<th>Evaluate Policies &amp; Strategies Outcomes and impact</th>
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<td>2. Basic Education</td>
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<td>3. Youth and adults life skills</td>
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<td>4. Adult literacy</td>
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<td>5. Gender equity</td>
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<td>6. Quality Learning outcomes</td>
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**EFA National Action Plans should contain**

- Realistic monitoring strategy closely related to national EFA priorities
- EFA monitoring and assessment work plan
- Capacity building for EFA monitoring and assessment

**Monitoring**

Are we moving closer to the goal? Forward? Backward?

**UNESCO Institute for Statistics**

1. Guardianship of cross-national data
2. Development of methodology and standards (ISCED)
3. Capacity-building in the collection and use of statistics (NESIS)
4. Analysis and interpretation of cross-national data
5. EFA Observatory for Monitoring and Assessment

**Expanded EFA: data gaps and indicators inadequacies**

- Vital areas not yet clearly defined and codified,
- Absence of standards like the ISCED
- With a standardized data collection methodology:
  - Early Childhood,
  - Literacy,
  - Non-formal education for adults and youth
  - General skills and essential life skills
- No variables for analysis of special needs target groups

**New Indicators Development General Process**

1. Consensus on def. & best practical way for monitoring across the greatest number of countries
2. Consultation via UIS workshops and circulation among partner agencies
3. Pilot projects in sample of countries
4. Replicate success across a wide range of countries
5. Advocate financing countries’ EMIS capacity building to meet EFA monitoring requirements
6. Prioritize:
   - Countries with weakest EMIS to produce EFA core data,
   - Countries that often fail to submit core data but with a significant population to influence global EFA progress reporting
   - EFA fast-track countries
Global EFA Monitoring Indicators:

Objective 1: Expand & improve ECD
1. GER in ECD, age 3-5 (public/private; pupil/teacher ratio)
2. Proportion of grade 1 who attended ECD

Objective 2: Ensure all to have access and complete education that is free, compulsory and of good quality
Access and participation/ coverage
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EFA goals: objective 2, cont’d

Resource Input
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13. Internal efficiency
15. coefficient of efficiency (to be dropped)

EFA goals

Objective 3: Ensure learning needs of all youth and adults are met through equitable access to appropriate learning and life skills programmes
16. Literacy rate, age 15-24 (Achievement of life skills) (+ life-skills case studies in SE Asia)

Objective 4: Achieve 50% improvement in adult literacy
17. Adult literacy, age 15+
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EFA goals

Objective 5: Eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015
Gender parity index F/M in
- AIR and NIR,
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- repetition, survival rate, transition rates

Objective 6 Improve quality of education and ensure excellence, so that all learners achieve recognized and measurable learning outcomes
15. % of grade 5+ who have mastered nationally defined basic learning competencies (problem: identify cost-effective method)

Examples of Asian countries with many missing data in the global education statistical digest 2003
- Afghanistan
- Dem. Rep. of Korea
- Bhutan
- Hong Kong (China)
- India
- Nepal
- Pakistan
- Timor-Leste
- Maldives
- China
- Iran
- Philippines
- Macao
- Singapore - none
- Sri Lanka - none

Unit 5: Evaluating EFA Strategies

Guys! Are you sure this is the best way of getting there?
Lessons of the EFA Decade:

Education for whose needs?
Relevance and Quality

EFA NAP: design strategies for un-reached targets and groups

- EFA strategy focus is, not on simply improving more of the same, but how to reach the non-achieved targets and neglected groups and to improve quality

- Increasing marginal cost for more inaccessible population targets (e.g., cost of providing education to 1000 in city versus linguistic minorities in remote regions)

- More of standard “success” formula will not be effective in non-standard environment

- Need innovative, non-conventional approach, cost-effective in the context of the target environment


- “…in majority of countries in the region, less than 10% of children with disabilities are currently enrolled in school, and in some countries, …, as low as 1-2 percent.”

- Globally, estimates by UNICEF indicate less than 3 percent of children with disabilities in developing countries attend school.

- Right-based EFA: Integration versus Inclusion

- “Child as a problem” or “Education System as a Problem”

Policy analysis across LL Learning perspective

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Education for whose needs?
Sub-national Analysis of Disparities


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<tr>
<th>Who are neglected</th>
<th>Knowledge, skills</th>
<th>Cost-effective delivery</th>
<th>How to decrease disparities</th>
<th>Contextual indicators analysis</th>
<th>Contextual gender analysis</th>
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<td>Urban poor &amp; homeless</td>
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<td>Remote isolated communities</td>
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<td>Minority language groups</td>
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<td>Learners with disability/special needs</td>
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<td>Subsistence farming/ fishery areas</td>
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<td>Seasonal itinerant workers</td>
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<td>Rehabilitation of prisoners</td>
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<td>Refugees &amp; displaced population</td>
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<td>Etc. list relevant neglected groups</td>
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Part 3

Capacity building education management information systems
NESIS strategy
Pre-NESIS Capacity Building
- Dieu Ex Machina - the external help
- ‘TTC syndrome’: technological solution
- Increased dependency: need for rare skills & hard currency for imports
- Fragmented training workshops/seminars
- Quality of output changed little
- Individuals changed, but no systemic change
- “30 years of failure”, Edward Heneveld, The World Bank

Production capacity factors
- material, facilities and logistical support
- financial investment in development
- financial support for operations
- manpower and skills
- working procedure and task management
- administrative organization

Capacity to do what? …
for policy formulation and management

Organization as Hierarchy of functions

Policy Making
Management
Operations

Efficiency
Effectiveness

Hierarchy and functions

Ministry of Education
Regional Education Offices
District Education Offices
District Assemblies
Schools

Information integrates levels and functions
Components of Institutional capacity

- Leadership
  - Goal setting & evaluation
- Management
  - Strategy & planning
- Systemic capacity
- Technical operations & monitoring

Diagnosis of Needs & Feasibility

- Data producers
  - Records management
  - Reporting system
  - Data collection
  - Data processing
- Information suppliers
  - Internal order & delivery systems
  - External order & delivery systems
  - Data analysis
  - Products and services
- Users
  - Access qualities
  - Analytical tools
  - Relate to policy issues
  - Reporting & Communication
- Consumers
  - Interpretation related to issues
  - Application to policies and decisions
  - Directives to take action

Building capacity in strategic functions

- Directive
  - Policy advisory council
- Executive
  - Technical task force
  - Training institutes
- Reproductive
  - Diagnosis & action plan
  - Systems development
  - Staff development

Traditional-centralised deadend system

- MOE National Aggregation
- NSO/MOE Data tabulation
- NSO Yearbook

Decentralised/Distributed System

- MOE National Aggregation
- National Advisory Councils
- NESIS Program
- NESIS Country Teams

WG on Education Statistics

Organization Functions and Levels

- Steering Committee
  - Policy, advice & support
  - Development agencies & MOEs
- NESIS Program
  - Coordination & execution
  - Technical Agencies & NESIS experts

- National Advisory Councils
  - Major consumers & producers of education statistics
- NESIS Country Teams
  - MOE specialists
  - Universities & training institutes
A Strategic Alliance for Country-led Capacity Building

Objective:
Sustainable institutional capacity to provide statistical services and information systems for national policy development, planning & management.

Strategy:
Catalytic role in building a network of institutions, agencies and experts in joint ventures and networks as agents of change.

Guiding principles:
Strengthen country leadership, ownership, partnership and implementation through national education sector-wide development programme.

Countries’ involvement

Types of Strategic Alliances of joint ventures

Rationale
- Resource sharing/upstream
- Benefit sharing/downstream
- Complementary

Different capabilities of partners

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<th>C</th>
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Sharing resources & tasks for NESIS-EFA mobilisation

- Sweden, Netherlands: Advisors, secretariat & projects
- UNESCO Harare & Dakar: Administrative services
- UIS: WGES & NESIS Coordinators
- France: Sub. Coordinator & furnishing for Dakar office
- Zimbabwe: Regional Centre building & national experts
- Pilot countries: Senior policy advisors, teams & facilities
- UNICEF, UK/DFID: Reg. Advisors & finance EFA & projects
- USAID: African expert posts for sub-regional offices
- Norway, Ireland, Japan, World Bank & Rockefeller Foundation: finance capacity-building activities

NESIS members

Setting capacity-building priorities

- New priorities – policy demand driven
- Policy focus – EFA, SWAP, MDG, Poverty Reduction programmes, HIV/AIDS
- Technical focus – user training programmes for policymakers and managers
- Networks for capacity building – experts, resources, knowledge, etc.
- Relation with partners – strengthen voluntary collaboration
- Further regional anchoring – Institutionalisation and regional based experts

Medium Term Development Visions and Goals
Process Overview: from pilot to scale

Country level
- Diagnosis: needs & feasibility
- Policy anchor: national action plan
- Pilot projects & national products
- Full scale national implementation

Regional level
- Peer review for generalization & quality assurance
- Generic modules with tools
- Test application through mutual technical assistance
- Dissemination & applications

Overview: Report of activities

Capacity building activities since decentralisation:
- 15 technical meetings & training workshops,
  over 500 participants from 47 countries.

- Annual meetings of the NESIS regional network
- EFA indicators and national assessments
- Project design and management
- Use of demographic census & household survey
- IS on books and education materials
- IS on non-formal education
- Integrated data collection and processing system
- How to communicate education statistics

NESIS capacity building projects in 2001-2002
- Use of demographic census & household surveys*
- Information Systems on non-formal education*
- Indicators and statistical analysis*
- Statistical data collection and processing*
- School mapping*
- Information on books and education materials
- Publication, info. & communication (incl. Web publ.)
- Training: statistics for education journalists
- Capacity building for EFA monitoring

Countries’ priority agenda for 2002-2004
1. School mapping and Geographic Information Systems
2. Internet Web publication of statistics and indicators
3. Education Management Information Systems
4. Integrated database for monitoring all EFA target groups
   • Indicators and statistical data analysis
   • Early childhood care and development statistics
   • Non-formal education (literacy, youth, and adult education programme)
   • Education finance and expenditure statistics
   • Relating education data with social and economic data

Modules developed
- From diagnosis to action plan
- Records management
- Annual school survey design
- Database development
- Education indicators -> EFA2000 Assessment template
- Education finance & expenditure
- Data collection and processing - an integrated approach
- How to communicate education statistics
- Publishing on the Internet Web
- Communicating in CyberSpace

Tools developed
- National Reports (pilot project reports and tools)
- Application software
- Technical reference manuals
- Training and learning manuals and tools
- Database on experts and information systems in countries
- Brochures and posters
- NESIS Web-site
Products of application to EFA

• Regional Conference on EFA
• EFA Framework of Action
• 47 national assessments, all except Somalia (no govt)
• Regional synthesis report
• Database: sub-national data on EFA indicators

M&E strategic resource allocation to the specific targets groups

• Clear policy directives to change
• Rules, regulations, laws, procedure
• Administrative organization
• Manpower, skills, task management
• Material, facilities and logistical support
• Financial allocation for development
• Regular budget support for operations
• M&E system

Education Data Sources
Examples of regular surveys

• Annual school statistical surveys + “special needs” insert (eg. Zambia MOE Dept. Special Needs with district health clinic)
• Population and household census (literacy and highest education attained)
• Labour Force Surveys (education and training)
• Living Standard Surveys (education and training)
• DHS+Education module (3 African countries)
• Special surveys: eg. Rehabilitation of demobilised soldiers in post-conflict countries (NB: ad hoc and non-standardised)

Develop capacity for EFA Mid-Decade Assessment now!

• Lack capacity in EFA monitoring indicators and assessment analysis of goals attainment.
• 2-4 years to revise poorly designed or to develop new national statistical systems
• Need analytical capacity: concepts and analytical models, skills, tools.
  – EFA national coordinators and statisticians
  – UNESCO programme specialists in the field offices
• Need regional and sub-regional CB partnerships

Basic Strategy

• Build a capacity building network
• Conduct needs and feasibility studies of target countries
• develop application framework and tools
• apply them for training of trainers and task managers
• who in turn will lead and participate in the pilot projects to gain experience and real-life knowledge and skills,
• at the same time, developing the capacity of the pilot countries

EFA technical support to countries in the region

UNESCO AP Regional Bureau for Education

• Ministries and national organizations / stakeholder groups
• national EFA sector review, plan formulation and implementation.

Regional, Sub-Regional, Country WG of EFA

Supporting technical and funding agencies

• UIS EFA Observatory, EFA Monitoring Group and High Level Group
• Regional/ Sub-Regional EFA coordinators and statisticians
• Technical support to EFA Monitoring and Assessment
Capacity building network

- **Regional office**: UIS Regional Advisor, UNESCO Asia and the Pacific Regional, with the PSA, APPEAL, APEID, ICT units.
- **Field offices**: education specialists and national EFA team to be trained as task managers, enhance regional synergy, cohesion, synchronization and optimal use of available human resources and structures.
- **UNESCO HQ and Institutes**: EFA and ED re EFA M&E; UIS, re EFA observatory and regional workshops; Hamburg Institute.
- **UNESCO Inter-Regional**: NESIS-Africa Regional Centre at UNESCO Harare and NESIS Sub-Regional Office at UNESCO Dakar: joint and coordinated activities, resource sharing for synergy, cost-effectiveness and mutual support.

Mobilising regional networks for EFA 2005 assessment

- Organizing Regional Technical Support Programme & Mid-decade conference
- Building capacity of country teams: guidelines, tools, training, TA
- Tech. support to national & regional assessment process & reports

Available NESIS technical modules

- Technical assistance, modules, and training
- From diagnosis to action plan
- School records management
- Annual school statistical survey
- Database development and management
- Indicators for monitoring primary school education (EFA2000 indicators)
- Ed. finance: concepts & taxonomy (problem: English translation)
- Publishing on Web; Communication in Cyberspace

Modules for systems and human resources development

<table>
<thead>
<tr>
<th>Type of output</th>
<th>Technical modules for systems development</th>
<th>Training module for human resources development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application tools</td>
<td>System software, tools, manuals &amp; good practice guidelines</td>
<td>Teaching-learning materials &amp; guidelines for course-management</td>
</tr>
<tr>
<td>Impact/outcome</td>
<td>Experienced specialists, improved products, services, case studies and examples</td>
<td>Trainers, courses, programs, institutions, qualified graduates</td>
</tr>
</tbody>
</table>

Module development initiated

- Core data module - data collection, processing and analysis (see NESIS & SISED versions)
- Training in ed. statistics for ed. journalists
- Use of population census and household survey: why are children not in school?
- Publications & info. services, Internet publication
- NFE information systems and ed. Statistics
- Financial stats: school revenue & expenditure
- Statistics on textbooks and learning materials
- Teachers and personnel information system
- Tools for Analysis of EFA Goals, Targets and Target Groups

NESSI coordination & support services

- Management of regional centre, sub-regional nodes & organise network of specialists and institutions
- Technical modules for systems dev. with regional based experts
- Capacity building programs with regional institutions
- TA to nat’l implementation with agencies
- Application for priority issues (e.g., EFA, MDG and HIV/AIDS)
- Joint activities with other organizations & WGs
- Internet/Web for MOE’s & Publications, info. services, clearing house & exchange forum.
Looking into the future
EFA Planning Guide (CD ROM)

- Fundamentals of education planning
- Planning for EFA
- EFA Planning for Formal Basic Education (Target Group 2)
  - Adults below literacy level (target group 4)
- EFA Planning for
  - ECCD & pre-school (target group 1)
  - Out-of-School children and youth (target group 3)
- Cost and financing considerations
- Analysis and Projection data for EFA Planning

Guiding principles:
- Country leadership - national advisory council
- Country ownership - national technical teams,
- Policy-relevancy - diagnosis & national action plan

- Capacity development - cross-border Technical Working Groups
- Knowledge & skills development - joint projects
- Going to scale - embed in nat’l ed. development
- Partnership: nat’l institutions and partner agencies

Process Overview: from pilot to scale

Technical meeting for peer review of core data modules

Country level
- Diagnosis, needs & feasibility
- Policy anchor/national action plan
- Pilot projects & national products
- Full scale national implementation

Regional level
- Peer review for generalization & quality assurance
- Generic modules with tools
- Test application thru mutual tech. assistance
- Dissemination & applications

NESIS self-evaluation:
The critical success factors

- Common goal – national policy demand-driven national capacity building
- Enabling environment for strategic alliances and task-oriented working groups across agency and country boundaries and hierarchies
- Guiding Principles of country leadership, ownership and partnership and at the regional level, distributed and shared leadership, ownership and partnership
- Strong sense of mission: NESIS Teamwork of dedicated performers

ADEA evaluation 1:
Impact in member states

- Demand-driven consumer-producer structure
- Better understanding of information needs and problems
- Use of benchmarks/indicators for monitoring & evaluation
- Sharing innovative strategies, methods and tools among professional colleagues
- Statistics is actively used in policy- and decision-making – enhanced the role of planning
- Strengthened professional role of national advisors, experts and institutions
- Capacity-building is part of education reform

ADEA Evaluation 2:
WGES success factors

- Stable & dedicated leadership
- Active membership
- Continuity, follow-through
- “Considerable” fund-raising
- Regional anchoring
- Country-level impact
- Region-wide visibility
Country Self-Evaluation: Impact and Challenges

- Improved Systems – processes and outputs
- Improved plans and planned programming
- Learned by sharing experience
- Improved awareness of quantitative dimensions of education
- Gained national leadership and ownership
- Challenges: sustainability, maintaining excellence in midst of impoverishment & dead-end career ladder

SE Asian EFA Coordinators’ support needs

- Financial and technical assistance
- Capacity-building in planning, monitoring and evaluation
- Monitoring and evaluation
- Indicators development
- Cost projections
- Data collection & processing modules
- Data Analysis of educational goals & targets

SE Asian EFA Coordinators: on missing EFA Monitoring Indicators

- Education finance and expenditure
- Literacy
- Life-skills
- Data on ECCE
- Urban/rural and socio-economic data
- Geographical data for School Mapping (GIS)

MOE Capacity to Monitor EFA Indicators

<table>
<thead>
<tr>
<th>Indicator Area</th>
<th>Adequate</th>
<th>Problematic</th>
<th>Most Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education finance and expenditure</td>
<td>limited to public expenditure</td>
<td>data collection and accessibility</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>limited to population data</td>
<td>knowledge and individual attributes</td>
</tr>
<tr>
<td></td>
<td>Life-skills</td>
<td>limited to school data</td>
<td>combination with educational outcomes</td>
</tr>
<tr>
<td></td>
<td>Data on ECCE</td>
<td>limited to policy data</td>
<td>combination with NFE</td>
</tr>
<tr>
<td></td>
<td>Urban/rural and socio-economic data</td>
<td>limited to national data</td>
<td>combination of calculated indicators with analytical variables</td>
</tr>
<tr>
<td></td>
<td>Geographical data for School Mapping (GIS)</td>
<td>limited to national data</td>
<td></td>
</tr>
</tbody>
</table>

Capacity by indicator areas

- Adequate where indicators are derived from
  - Simple frequency count and
  - Basic arithmetic
  - E.g. GER, GIR, Pupil/Teacher ratio
- Problematic where
  - Need to access records (teachers’ qualification)
  - Subsector outside the MOE mandate – e.g. ECCE
  - Calculation requires simulation or tracer study – e.g. Efficiency coefficient, survival rate
- Most difficult: data collection problems
  - Knowledge attainment – e.g. Literacy, learning competency
  - Individual attributes: age, gender, learning
  - Combination with NFE – life skills, literacy
  - Combination of calculated indicators with analytical variables, e.g. Repetition rates by type of school
**Participant Expectations**

**Planning (strategies and tools)**
- Strategies to achieve EFA objectives using Info systems for planning and monitoring
- EFA planning and monitoring
- Decentralized EFA planning, monitoring, and assessment
- Localization of National EFA plans
- Policy analytical tools
- Planning tools

**Data Collection and Database Design**
- Education planning and management information
- Systems design
- Budgeting systems
- Quality assurance

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**Participant Expectations continued...**

**Indicators and Data Analysis**
- Educational statistical info systems development
- Theory and methods of Ed. Statistics
- Survey design and data collection
- Measuring EFA results
- Data analysis and planning
- Monitoring and Evaluation (progress, output, outcome, and impact monitoring)
- Economic analysis
- Analysis and interpretation of data
- Learning assessment tools

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**Preparation and Capacity Building for EFA mid-decade assessment**

**2003:**
- Organise EFA coordinators and statisticians collaboration as a country team
- Update EFA2000 guidelines and templates for 2005
- Update, adapt, develop application and training modules
- Design & initiate data collection in data-gap areas

**2004:**
- Development of disparity analysis modules
- Training package for emergency and crisis countries
- NESIS capacity building projects and workshops
- Apply EFA Planning Guidebook and Analytical tools

**2005:**
- Production workshop in EFAPM and analytical tools
- Stakeholders & policy anchoring
- National and regional assessment review