Quantitative analysis of the national EFA reports

Bertrand Tchatchoua

Regional Technical Feedback Workshop on the National EFA 2015 Reviews in Asia-Pacific

29-30 April 2014
Bangkok, Thailand
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Outlines

1. Introduction
2. General figures
3. Components of the Review
4. Strengths and weaknesses: Overview
5. Specific Feedback
6. Final Words
General Figures

- Almost 85% of reports cover all 6 EFA goals
- More than 90% of reports include a large number of Statistical tables and graphical representations
- More than 85% have no statistical annex
- More than 90% do not include a glossary
## Statistical component review Matrix

<table>
<thead>
<tr>
<th>General Presentation</th>
<th>Methodological Soundness</th>
<th>Analysis and Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the statistical component</td>
<td>Appropriate Indicators</td>
<td>Descriptive analysis</td>
</tr>
<tr>
<td>Tables/Graphs/Charts/Scales of graphs</td>
<td>Coverage</td>
<td>Interpretation</td>
</tr>
<tr>
<td>Time series (length)</td>
<td>Consistency</td>
<td>Disparity/Disaggregation</td>
</tr>
<tr>
<td>Annexes/Glossary</td>
<td>Terminology/Calculation/Estimation</td>
<td>Use of multiple sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary and Overall conclusion</td>
</tr>
</tbody>
</table>
What is the situation?

<table>
<thead>
<tr>
<th>Grid of the Statistical Component Review</th>
<th>What is the situation: Meeting expectations? Partially meeting expectations? Require extensive work?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Presentation</strong></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
Overview of strengths and weaknesses

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Methodological soundness / Internal consistency</th>
<th>Analysis and Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the statistical component (Flow, consistency)</td>
<td>Appropriate Indicators</td>
<td>Descriptive analysis</td>
</tr>
<tr>
<td>Tables/Graphs/Charts/Scales of graphs</td>
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</tr>
</tbody>
</table>

Summary and Overall conclusion

Meet expected requirements
Partially meet expectations
Require further work
Specific Feedback On The Different Areas

Some measurements and their calculations (i)
General Presentation

Structure of the statistical component
- Partially meet expectations
  - Presentation (graphic) has been done well but not fully
  - The presentation is clear, well-organized, and the content is well-documented
  - The presentation is clear ANW
  - The presentation is clear ANW

Tables, Graphs, Legends, Titles, Source of Data
- Partially meet expectations
  - The tables and graphs are not complete. The sources of data used are not provided in the report
  - The tables and graphs are not complete. The sources of data used are not provided in the report
  - The tables and graphs are not complete. The sources of data used are not provided in the report

Annex
- Require further work
  - More than 60% of the report does not contain statistical annex
  - Some countries included the same information in the main body of the report and in the annex
  - As much as possible, the annexes should include the full set of data used in the main body of the report, and data used in the main body should be well-sourced back to the annex
  - Some tables listed in the annex are; in the main body of the report would have been more relevant in the annex. For example, disaggregated data by province

Time Series
- Meet expected requirements
  - The review is for the whole period since Dakar and therefore it is useful to have data from 2000 and onwards
  - Some countries issued only from 2006/2007 which does not allow to see the full trend and patterns of progress since the 2010 Dakar
  - The recommendation would be to have at least 5 data points presented in tables/graphics to show the trends
Structure of the statistical component

*Partially meet expectations*

- The overall structure of the statistical component has been followed. Presentation has been done goal by goal.
- Most of the reports (65%) are well structured in terms of sequence: Goal– Target– Indicators– Tables/Graphics—Description—Analysis—Conclusion.
- But for some countries there is inconsistency within the presentation of goals – some goals have well followed the structure proposed, but other goals lack some elements (e.g. no target presented).
- The overall structure is not well balanced in presenting graphics and tables is necessary for all EFA goals. Too often, some goals only presented tables and there was no visual presentation of the data.
Partially meet expectations

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- Most of the reports (65%) are well structured in terms of sequence: Goal- Target- Indicators-Tables/Graphics- Description- Analysis- Conclusion.
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Tables, Graphs, Legends, Titles, Source of Data

*Partially meet expectations*

- Too often tables and graphics did not contain the sources of data used/presented. It is very important to ensure that all tables and graphics in the reports are sourced or referenced.
- The title and numbering of tables and graphics should be clearly indicated. For consistency within chapter 2, the numbering should be continuous through the full chapter and report.
- Some tables and graphics are too crowded.
- There is no added-value when a graphic just duplicate the information already shown in a table as there is no additional information.
- A certain balance in presenting graphics and tables is necessary for all EFA goals; too often, some goals only presented tables and there was no visual presentation of the data.
Titles, Source of Data

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Examples

Example of a good graphic

Example where improvement is needed

Example of a table too crowded

Example of a scale that was well reduced to show more details
Example of a good graphic

![Graph showing male and female enrolment over years with axis labels, clear legend, and a reduced scale.](image-url)
Example where improvement is needed

- The axis need a label (Percentage)
- To avoid a discontinuity of the trend, some estimation could have been done
- The axis could have been further reduced to enable more details to appear
The axis need a label (Percentage)

To avoid a discontinuity of the trend, some estimation could have been done

The axis could have been further reduced to enable more details to appear
Example of a scale that was well reduced to show more details
No need to duplicate the title in the graphic itself.

The axis need to be labeled.

Figure 1: GIR in Grade 1
Example of a table too crowded

<table>
<thead>
<tr>
<th>School year</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Gender parity index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>5,579</td>
<td>1,313</td>
<td>4,266</td>
<td>0.29</td>
</tr>
<tr>
<td>2001-02</td>
<td>8,400</td>
<td>2,080</td>
<td>6,320</td>
<td>0.31</td>
</tr>
<tr>
<td>2002-03</td>
<td>17,828</td>
<td>5,178</td>
<td>12,650</td>
<td>0.40</td>
</tr>
<tr>
<td>2003-04</td>
<td>19,654</td>
<td>5,751</td>
<td>13,903</td>
<td>0.40</td>
</tr>
<tr>
<td>2004-05</td>
<td>25,098</td>
<td>7,515</td>
<td>17,583</td>
<td>0.42</td>
</tr>
<tr>
<td>2005-06</td>
<td>43,622</td>
<td>13,748</td>
<td>29,874</td>
<td>0.44</td>
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<tr>
<td>2006-07</td>
<td>53,967</td>
<td>18,776</td>
<td>35,191</td>
<td>0.51</td>
</tr>
<tr>
<td>2007-08</td>
<td>63,695</td>
<td>23,304</td>
<td>40,391</td>
<td>0.56</td>
</tr>
<tr>
<td>2008-09</td>
<td>81,672</td>
<td>31,426</td>
<td>50,251</td>
<td>0.61</td>
</tr>
<tr>
<td>2009-10</td>
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<td>2011-12</td>
<td>117,495</td>
<td>46,752</td>
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</tr>
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</table>
Table 2.5.6.2: Bachelor Degree Students in Private Institutions

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<tr>
<th>School year</th>
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Time Series

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Examples of a time series data
Figure 3: GER and NER Trends at Primary Level

The axis need to be labeled

Good reduced scale

Only 3 data points

Source: DOE, 2004-12
Table 7.7: Education Expenditure

Education Expenditure % of GDP

Source: Central Bank Report- 2010, Budget Estimate 2012
* Including Expenditure on Skill Development

No need to duplicate the title in the graphic itself.
The axis need to be labeled.
Annex

Require further work

- More than 85% of the report do not contain statistical annex
- Some countries included the same information in the main body of the report and in the annex
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Methodological soundness

Appropriate indicators
Meet expected requirements
- Most countries used the appropriate indicators in the right goal.
- Most countries used the right set of indicators to describe the right aspect of the goal (access, quality, participation).
- Example of inappropriate use of indicators: few countries still presented examination literacy test results of primary level in goal 4 section, which touches upon adult literacy.

Coverage
Partially meet expectations
- Goal 1 and 2 have a better coverage in terms of indicators. Goals 4 and 5 are the least covered with respectively 100% and 83% of the report covering less than 50% of the suggested indicators.

Terminology/Calculation/Estimation (1)
Partially meet expectations
- Most of the countries know how to calculate indicators and how they should be presented. But those are also a few countries who made some calculation mistakes or did not provide details in calculating/presenting the indicators.
- Some countries get confused with GPI and sex ratio.
- Similarly, some countries used the percentage relative change and percentage point change in some cases.

Terminology/Calculation/Estimation (2)
Partially meet expectations
- Some countries present some indicators over 100% which is theoretically not possible, for example the promotion rate, the net enrolment rate, the transition rate. In such cases, explanations should be provided.
Appropriate indicators

Meet expected requirements

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Coverage

*Partially meet expectations*

<table>
<thead>
<tr>
<th>Suggested Indicators</th>
<th>Coverage in terms of report</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50%</td>
<td>28% 39% 61% 100% 72% 83%</td>
</tr>
<tr>
<td>50-75%</td>
<td>55% 55% 39% 0% 16% 17%</td>
</tr>
<tr>
<td>75% - 100%</td>
<td>17% 6% 0% 0% 12% 0%</td>
</tr>
</tbody>
</table>

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## Coverage

**Partially meet expectations**

<table>
<thead>
<tr>
<th>COVERAGE in terms of suggested Indicators</th>
<th>GOAL1</th>
<th>GOAL2</th>
<th>GOAL3</th>
<th>GOAL4</th>
<th>GOAL5</th>
<th>GOAL6</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<td>6%</td>
<td>0%</td>
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<td>0%</td>
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- Goal 1 and 2 have a better coverage in terms of indicators.
- Goals 4 and 6 are the least covered with respectively 0% and 83% of the report required more than 50%.
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- Some countries got confused with GPI and sex ratio.
- Similarly, some countries used the percentage relative change and percentage point change indiscriminately.

Example:
The report will state that “the net admission rate of 50% in 2012 increased by 10% since 2000.” But, the data in the table show therefor, the sentence should say that the increase was of 10 percentage points.
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Terminology/ Calculation/ Estimation (2)

*Partially meet expectations*

- Some countries present some indicators over 100% which is theoretically not possible; for example the promotion rate, the net enrolment rate, the transition rate. In such cases, explanations should be provided.

Example:
In one country, the primary NER in province X was 101.2% in 2012-13. Here is the explanation that was provided: “It was found out that the migration of many novices (young monks) who were not counted in the head count population, but as students.”
Terminology/ Calculation/ Estimation (2)

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<table>
<thead>
<tr>
<th>Measurement</th>
<th>What does it measure?</th>
<th>How to measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage change</td>
<td>It measures the change (gain or lose) of a variable in terms of intensity, magnitude or value</td>
<td>Subtract the old value from the new value, then divide by the old value and express as a percentage (of the old value):</td>
</tr>
<tr>
<td>Percentage point change</td>
<td>It is the difference between two percentages</td>
<td>Subtract one percentage from another</td>
</tr>
<tr>
<td>Ratio</td>
<td>It measures the relative size of two values</td>
<td>Divide one value from another</td>
</tr>
</tbody>
</table>
**Some measurements and their calculations (2)**

<table>
<thead>
<tr>
<th>Measurement</th>
<th>What does it measure?</th>
<th>How to measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex ratio</td>
<td>It measures the ratio of males to females in a specific population</td>
<td>The number of males divided by the number of female</td>
</tr>
<tr>
<td>Gender Parity Index (GPI)*</td>
<td>It measures the proportional distribution of the sexes of ratios</td>
<td>The ratio of males divided by the ratio of female</td>
</tr>
<tr>
<td>% of female</td>
<td>Proportion of female out of a population aggregate</td>
<td>The number of females divided by the population, expressed as a percentage</td>
</tr>
</tbody>
</table>

* GPI is only calculated for indicators. When analysing gender and the data are absolute numbers (ex. the number of teachers) then the % of female should be calculated and used.
Analysis and conclusion

Descriptive analysis and Interpretation
Most countries have presented a conclusion and recommendations. However, what was missing are:
- That the goals were presented independently.
- No overall summary at the end of chapter 2; therefore no clear linkage with the following chapter.

Level of disaggregation and measurement of disparity
Most of the indicators are presented at the aggregate national level. Few countries have data disaggregated by sex, only. Which does not provide enough information to undertake a proper analysis of disparity.
- Financial district, economic, and social groups are missing in more than 90% of reports.
- Further disaggregation is recommended in terms of urban/rural, location, disability, income level, etc.

Use of multiple sources of data
Mostly administrative data have been used in the reports. Few countries were able to use other sources to supplement the administrative data, such as household surveys, censuses, and case studies.
- While using multiple sources, one should be careful as they might not always be comparable.

Summary and Overall conclusion
Most countries did prepare a conclusion and recommendations. But what was missing are:
- That the goals were presented independently.
- No overall summary at the end of chapter 2; therefore no clear linkage with the following chapter.
Descriptive analysis and Interpretation

Meet expected requirements

- For most of the countries the descriptive analysis have been well done presenting the relative change of the indicators / situation
  BUT
- Such descriptive analysis already provided useful information to show the situation, but might not be enough to explain how such changes occurred
- Example: GER for primary in 2006 was 106% and 2012 it was 116%. Countries explain the change in the situation (the rate goes up), but failed to explain what it meant. Interpretation could be - there is more children enrolled in the primary level, but same time there are many underage/overage children. Government is not been able to bring the kids in the right age.
- Only few countries have tried to cover deeper analysis (showing gap, trends analysis, etc.)

Require further work
Meet expected requirements

- For most of the countries the descriptive analysis have been well done presenting the relative change of the indicators / situation BUT

- Such descriptive analysis already provided useful information to show the situation, but might not be enough to explain how such changes occurred

- Example: GER for primary in 2006 was 106% and 2012 it was 116%. Countries explain the change in the situation (the rate goes up), but failed to explain what it meant. Interpretation could be- there is more children enrolled in the primary level, but same time there are many underage/overage children. Government is not been able to bring the kids in the right age.

- Only few countries have tried to cover deeper analysis (showing gap, trends analysis, etc.)
Level of disaggregation and measurement of disparity

Require further work

- Most of the indicators are presented at the aggregate (national) level
- Most of the countries have data disaggregated by sex only, which does not provide enough elements to undertake a proper analysis of disparity
- Provincial/district, economic and social group are missing in more than 90% of reports
- Further disaggregation is recommended in terms of urban/rural/location/disability/income level etc...
Measurement of disparity

Require further work

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Use of multiple sources of data

Require further work

- Mostly administrative data have been used in the reports.
- Few countries were able to use other sources to supplement the administrative data, such as household surveys, censuses and case studies.
- While using multiple sources - one should be careful as they might not always be comparable

e.g. some countries use administrative data to show NER and household survey data to present ANAR (which they name ANER) and consequently ANER became less than the NER, which is theoretically not possible
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Summary and Overall conclusion

Require further work

Most countries did prepare a conclusion and recommendations but what was missing are:

- That the goals were presented independently
- No overall summary at the end of chapter 2; therefore no clear linkage with the following chapter
Overall conclusion

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Final words

“Data are just summaries of thousands of stories – tell a few of those stories to help make the data meaningful” Chip & Dan Heath, Authors of Made to Stick, Switch

“The goal is to turn data into information, and information into insight”. Carly Fiorina
## Final words

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Thank you