M&E in Education
From EFA to Education 2030

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Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of Education 2030. Monitoring quality in education requires a multidimensional approach covering system design, inputs, content, processes and outcomes. – Incheon Framework for Action
Evolution of M&E system in Education (Overview)

- **Focus**: compliance-based --> performance-results based
- **Approach**: programme level monitoring --&gt; holistic system level monitoring
- **Organization**: a centralized --&gt; a more decentralized system
Emerging Trends

- Apart from upstream reporting to higher levels, increased focus on catering to local emerging needs;
- Growing interest in improving the quality of education: closer attention being given to student learning outcomes;
- Thanks to advanced technology, availability and comprehensiveness of information have increased;
  - but there is growing concern on ensuring proper analysis and utilization of such big data for M&E purposes.
Remaining Challenges

• Lack of, or ineffective, coordination both horizontally and vertically

• Challenges in harnessing technology properly

• Lack of capacity and motivation of concerned personnel

• Non-sustainable M&E systems due to lack of strong national ownership, as well as ownership at sub-national or local levels

• Inability to provide sufficient and sustained resources to establish, develop and sustain a relevant and good M&E system
Remaining Challenges

• Weak legal frameworks and poorly established institutional structure impede having effective and sustainable systems

• Gathering voluminous data but with low utilization of evidence for policy formulations and planning process

• Still require more active involvement of civil society and local community in monitoring

• Still a need for M&E systems to look at the emerging and country-specific issues
Policy lessons learned

System, Structure and Design

**Policy lesson 1**: The prioritization of M&E as an integral part of any programme or planning cycle has been shown to produce a good M&E system.

**Policy lesson 2**: The existence of a Legal Framework at the country level has been observed to ensure the establishment of relevant M&E systems for monitoring countries’ education quality and outcomes.

**Policy lesson 3**: Proper and systematic communication and coordination within and between government line ministries/departments will result in more effective monitoring.

**Policy lesson 4**: Regular evaluations are required in order to assess the impact of policies on the target issues/groups.

**Policy lesson 5**: Good M&E systems are well equipped to report effectively on all emerging outcomes of education programmes, including its allied areas, namely, ECCE, TVET, Literacy and Life skills education.
Policy lessons learned

Capacity Development

• Policy lesson 6: Strong organizational and technical capacity at all levels of M&E system and enhanced career opportunities for M&E staff at all levels are recognised as necessary conditions for the effective functioning of an M&E system.

• Policy lesson 7: The involvement of the civil society and local communities in the monitoring and evaluation of education has been observed to contribute to a better stakeholder participation in the M&E process and an increased accountability.
Availability, Dissemination and Utilization of Evidence

- **Policy lesson 8**: It is important to develop strong capacity on effective use and communication of evidence for monitoring education to all stakeholders, including media, civil society and the community.

- **Policy lesson 9**: Sufficient efforts are required to ensure wider dissemination and full utilization of evidence for M&E of education quality by policy makers and administrators (particularly at sub-national levels and schools).

- **Policy lesson 10**: Improved transparency and accountability in the availability and access to data on education to all stakeholders is seen as critical in order to ensure effective public ownership of an M&E system.
Designing M&E architecture for Education 2030

- Government - main source for all levels of M&E for Education 2030
- National M&E framework for Education 2030
UIS Asia-Pacific Survey related to SDG 4

- Average 43% of proposed indicators are available at country level.
- Might face challenges in monitoring target 4.4 (Skills), target 4.7 (Sustainable development), target 4.5 (Gender and Disparities) and target 4.6 (Adult literacy).
- Mainly rely on administrative data sources; around 5% use household survey and other data sources.
- 47% countries might face problems in monitoring non-formal education; only 60% have data collection system.
- Only 3% of indicators are disaggregated (esp. for wealth and disabilities)
- Difficulty in understanding key concepts of SDG 4 monitoring, especially GCE (target 4.7), Skills, Knowledge; less than 30% of countries are collecting data in these areas.
Recommendations from UIS Asia-Pacific Survey and APMED2030 Group Discussions

- Orientation on SDG4 indicators, especially related to Skills, Sustainable development and Readiness
- Improving coordination among many data sources and harmonize data generation processes (data revolution)
- Strengthening EMIS in countries (increasing coverage, quality, disaggregation, capacity, ICT use)
- Reflect SDG4 issues in large scale HH surveys, designing and strengthening data use from them
- Develop M&E partnerships with CSOs and community
- Attract public and private funding for innovative measurement
Final words

*The goal is to turn data into information, and information into insight.* - Carly Fiorina