

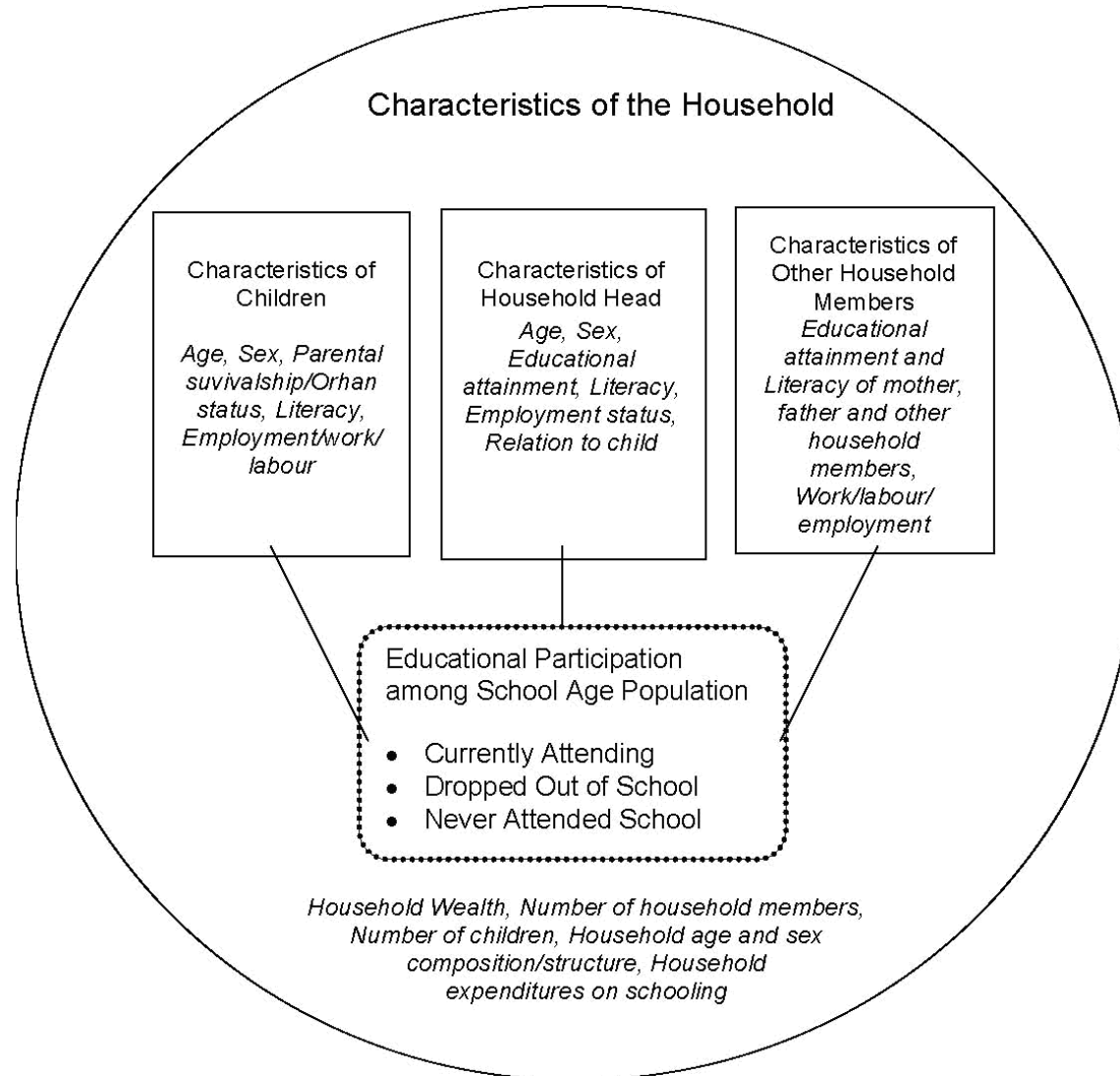


A comprehensive national SDG 4 monitoring system - strengthening EMIS

Household Surveys for SDG 4

Education data in Household Surveys and Censuses

Analytical Framework



Education data in Household Surveys and Censuses

Indicator	Possible disaggregation	Example questions
<p>Literacy/illiteracy rate</p>	<p>Age, sex, wealth, location, disability, ethnicity migration status etc.</p>	<p>Can the person read and write with an understanding of [NATIONAL] language? Can the person read and write with an understanding of another language? [INDICATE LANGUAGE] <i>Source: General Population Census of the Kingdom of Cambodia 2008</i></p> <p>Can [NAME] read letters/books/newspaper? <i>Source: Bangladesh Education Household Survey 2014</i></p> <p>As a regular part of this work, do you (did you) have to read the following [CHOOSE ITEM]? (bills, payments, newspapers, forms, other) <i>Source: STEP</i></p>
<p>Educational attainment/ <i>Generally those age 15 and older</i></p> <p>Completion rate</p>	<p>Age, sex, wealth, location, disability, ethnicity, mother tongue/(s) and migration status;</p>	<p>What is the highest level and grade or year of school [NAME] has ever attended? <i>Source: MICS6 for Household 6</i></p> <p>What grade or year is [NAME] currently attending? <i>Source: Household Profile Questionnaire Philippines 2012</i></p> <p>What is the level of education currently attended? (for person in question) <i>Source: Brunei Darussalam Labour Force Survey 2017</i></p> <p>What is the highest qualification [NAME] obtained? <i>Source: Vietnam Household Registration System Survey 2015</i></p>

Education data in Household Surveys and Censuses

Indicator	Possible disaggregation	Example questions
<p>Gross intake rate (GIR) Net intake rate (NIR) Gross enrolment rate (GER) Net enrolment rate (NER) Age-specific attendance ratio (ASAR)</p>	<p>Age, sex, wealth, location, disability, ethnicity, mother tongue/first language, second/other language(s) and migration status</p>	<p>Did [NAME] attend school at any time during the [PREVIOUS] school year?</p> <p>During [CURRENT] school year, what level and grade [is/was] [NAME] attending? <i>Source: DHS Cambodia 2014</i></p>
<p>Transition rate Promotion rate Repetition rate Dropout rate Survival rate</p>	<p>Age, sex, wealth, location, disability, ethnicity, mother tongue/first language, second/other language(s) and migration status</p>	<p>Did [NAME] attend school at any time during the [PREVIOUS] school year? During [CURRENT] school year, what level and grade [is/was] [NAME] attending? <i>Source: DHS Cambodia 2014.</i></p> <p>What is the highest level / grade of education completion (NAME) ? <i>Source: NSSO (India)</i></p> <p>What is the highest level and grade or year of school [NAME] has ever attended? During that previous school year, which level and grade or year did [NAME] attend? During this current school year, which level and grade or year is [NAME] attending? <i>Source: MICS6 for Household</i></p>

Education data in Household Surveys and Censuses

Indicator	Possible disaggregation	Example questions
Out-of-school population	Age, sex, wealth, location, disability, ethnicity, mother tongue/first language and migration status	<p>Did (NAME) ever-attending school? What is the highest grade /level of education attended? Did [NAME] attend school at any time during the [PREVIOUS] school year? During [CURRENT] school year, what level and grade [is/was] [NAME] attending? <i>Source: DHS Cambodia 2014</i></p> <p>What is the highest level and grade or year of school [NAME] has ever attended? During that previous school year, which level and grade or year did [NAME] attend? During this current school year, which level and grade or year is [NAME] attending? <i>Source: MICS6 for Household 6</i></p>
Over-age /Under-age	Age, sex, wealth, location, disability, ethnicity, mother tongue/first language, second/other language(s) and migration status	<p>At which level of education is [NAME]? Which grade is [NAME] attending? <i>Source: Vietnam Household Registration System Survey 2015</i></p>
Education expenditure	Age, sex, wealth, location, disability, ethnicity, mother tongue/first language	<p>In last 12 months, how much money was spent for each studying member of the household? (by item, such as books, paper, tuition fees, uniforms, examination fee, internet, etc.) <i>Source: Bangladesh Education Household Survey 2014</i></p> <p>What are the expenditures on [NAME]'s education over the past 12 months for compulsory subjects in school? (open question) How much do you have to pay to enrol [NAME] in school? <i>Source: Vietnam Household Registration System Survey 2015</i></p>

Education data in Household Surveys and Censuses

Household level information

- In addition to indicators calculated at the individual level, education indicators can also be examined at household level
- Percentage of households have children of school age
- Percentage of those households with one or more children attending school
- Percentage of households with one or more school-age children with none of the children attending school
- Percentage of school-age children in school among households with one or more school-age children
- This can be further refined according to school level (pre-primary, primary, secondary, and tertiary)
- All can be used to supplement indicators related to individual participation

Education data: Administrative vs Household Surveys and Censuses

Administrative Surveys	Household Surveys and Censuses
<ul style="list-style-type: none">• Schools and other educational institutions regularly report data on students, teachers, expenditures, and physical facilities<ul style="list-style-type: none">• To gauge the capacity and performance of schools in relation to national education goals and plans,• To determine future development policies, plans and management arrangements.• Like other administrative data collection (such as health and social welfare), collected data face shortcomings related to data quality<ul style="list-style-type: none">• Coverage<ul style="list-style-type: none">• In many countries, administrative data are only available for schools in the formal government sector or for private schools that receive significant government funding• Accuracy<ul style="list-style-type: none">• Non-reporting schools have be estimated• Timeliness<ul style="list-style-type: none">• Rarely available for a next school year for planning• Data typically provides limited information on the individual characteristics of pupils• Almost no information on the characteristics of their households• No information on the individual characteristics and family backgrounds of children who do not attend school	<ul style="list-style-type: none">• Provide important education data that can be analysed according to household and individual characteristics• The availability of multiple censuses and surveys conducted over time enables changes to be tracked within a given timeframe, <u>assuming consistency in survey questions and methodology</u>• Provide information on aspects of children's background that may influence household schooling decisions• Children's school enrollment or school attendance can be analysed according to household and child characteristics<ul style="list-style-type: none">• Family wealth• Social characteristics• Child characteristics (disability, birth order, etc..)• Educational attainment and literacy skills• Most of the major household surveys are nationally representative

Issues and challenges with education indicators from household surveys

- Due to the design of the survey, their frequencies, sampling techniques used and sample size, and timing of the survey, some issues and challenges in using household survey for education monitoring might come up;
 1. There are a **lack of coordination** with the Ministry of Education and National Statistics Office
 2. The usefulness of census data is **more reviewing historic trends** than studying the current situation
 3. The **phrasing of questions and definition** regarding school enrolment and attendance influences measuring educational participation
 4. The survey **timing and duration** of survey fieldwork influences the recentness of collected data

Issues and challenges with education indicators from household surveys

5. The **survey dates** rarely coincide with the beginning of the school year, which can lead to discrepancies between a household survey and an administrative source
6. The **representativeness** of sample depends on the survey design such as the sampling method used, the level of accuracy and the level of data disaggregation
7. There are a **lack of awareness about the existence and accessibility** of household survey data
8. Little **information about education** is presented in main reports of household surveys
9. Little presented information usually goes together with a **lack of knowledge on and skills to analyze education data** from household surveys to support evidence

Are the household survey and census data comparable to administrative sources?

- These two sources may differ for a number of reasons
 - The household surveys querying children's school attendance is different from that answered by school censuses:
 - Attending school is not necessarily the same as being enrolled in school. Children may be recorded in school enrolment records and yet not actually be attending school.
 - The timing of data collection relative to the school year
 - A school census conducted at the beginning of the school year and a household survey collecting data at the end of the school year will likely find different rates of participation since some children will have enrolled in school without ever actually attending, and other children will have dropped out of school during the school year.
 - The accuracy of the population estimate and the completeness of school-level data can affect the calculation of participation ratios from administrative data
 - The completeness of the census enumeration and the sample design for the household survey may also affect the accuracy of estimates produced by censuses and surveys

Setting Up Institutional Mechanisms to Maximize Household Surveys for SDG 4

- Household survey as a data source should be included in National Strategies for Development of Education Statistics (NSDES)
- Mechanism to include required data and information in HHS questionnaires
 - Setting up a clear mechanism between NSO and MOE
 - Review of education modules of the HHS
 - Agree on the additional questions or reformulation of the questions to align with SDG4 indicators
- Quality of the survey for education indicators
- Data Standards and Metadata

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Thank You!

Any question?



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