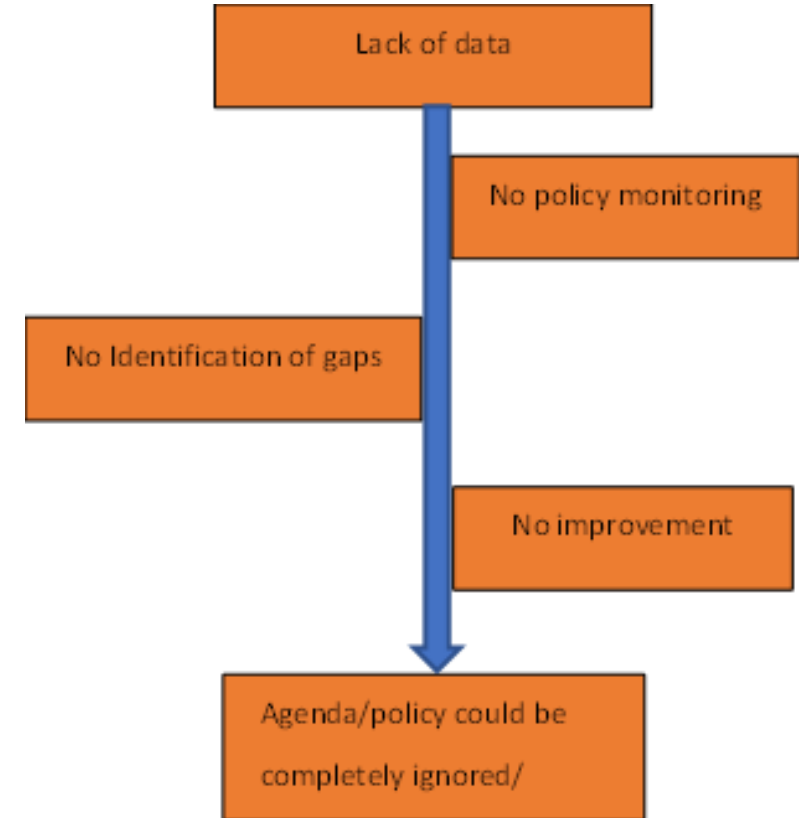
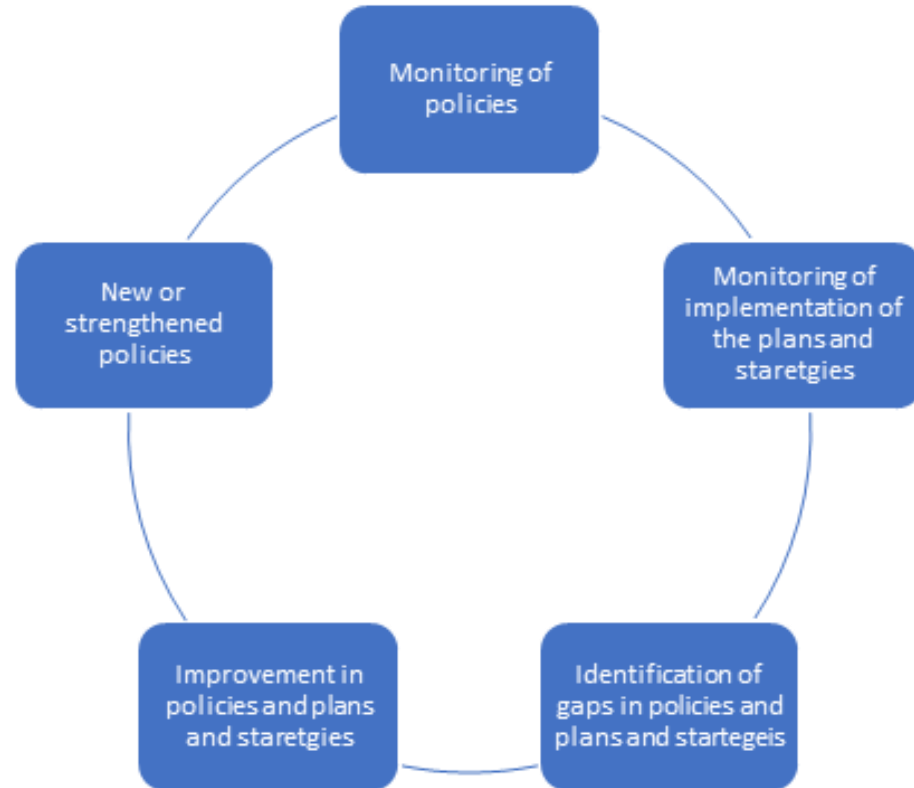




A comprehensive national SDG 4 monitoring system - strengthening EMIS

Procedures and Priorities

The relevance of data for education policymaking



Key Issues and Challenges of data at the national level

Conducive environment

- Lack of legal frameworks, clarity in mandates for data collection and compilation,
- Adequate resources, and
- ICT infrastructure.

Quality data and Data Gaps in various data sources

- Fragmented education databases and data management systems
- Limited coverage of household surveys and their use
- Large gap in data with which to monitor inequalities in education
- Most countries lack large-scale learning assessment data

Coordination

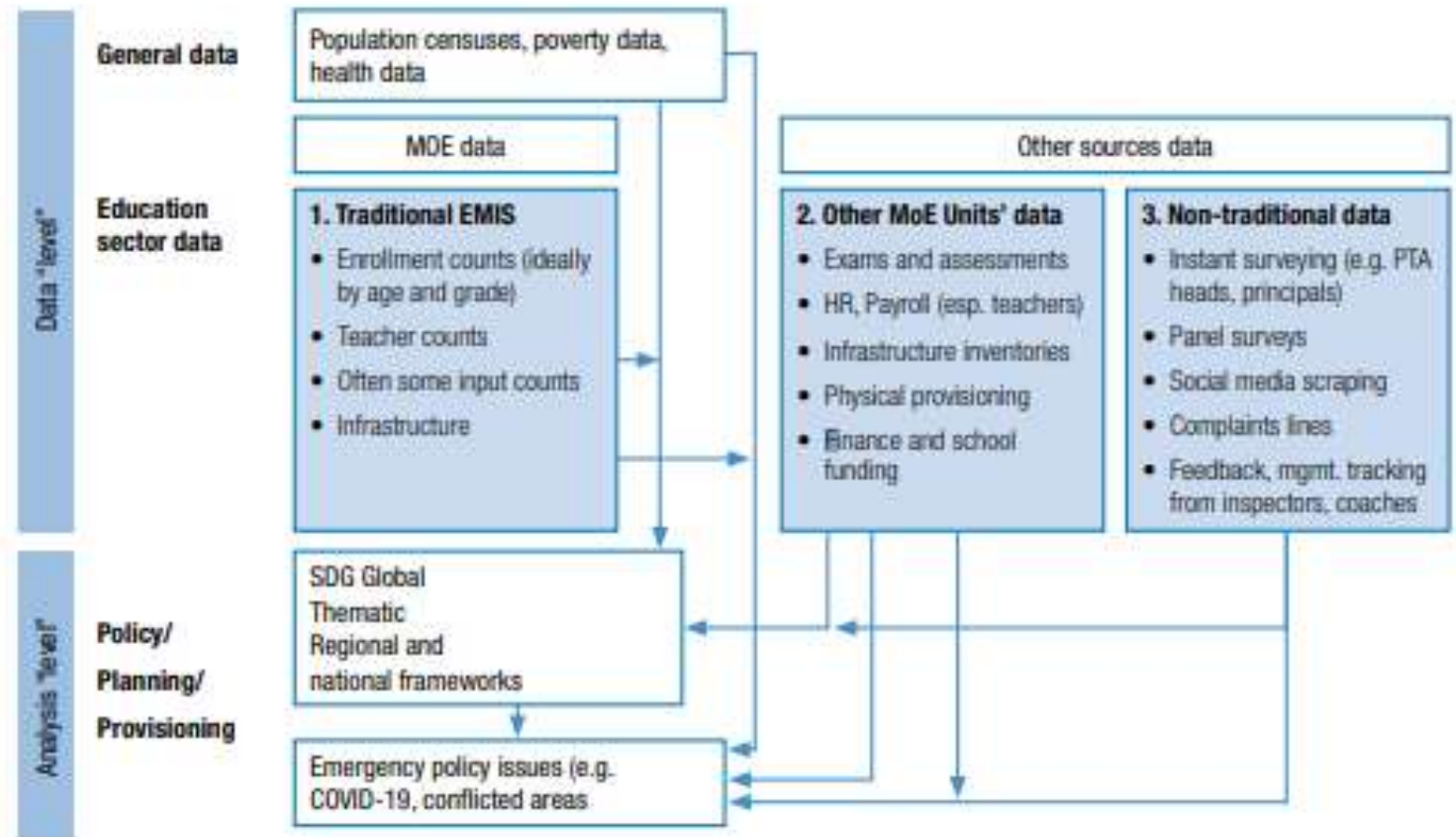
- A culture of data sharing among various governmental agencies is lacking
- Lack of data compilation tools and skills from various sources

New data

- Data to monitor effective school reopening and the recovery of learning outcomes and accessing education may also be required.

Modern EMIS to respond to SDG4 – in a Nutshell

- Key sources of data for SDG4 monitoring
- Modern EMIS - beyond student and teachers count, but expand data and information that is relevant for policies and planning
- Inclusion of new information/data solely depends on the country's priorities and education policies
- While developing modern EMIS, ensure that it can produce indicators for SDG4

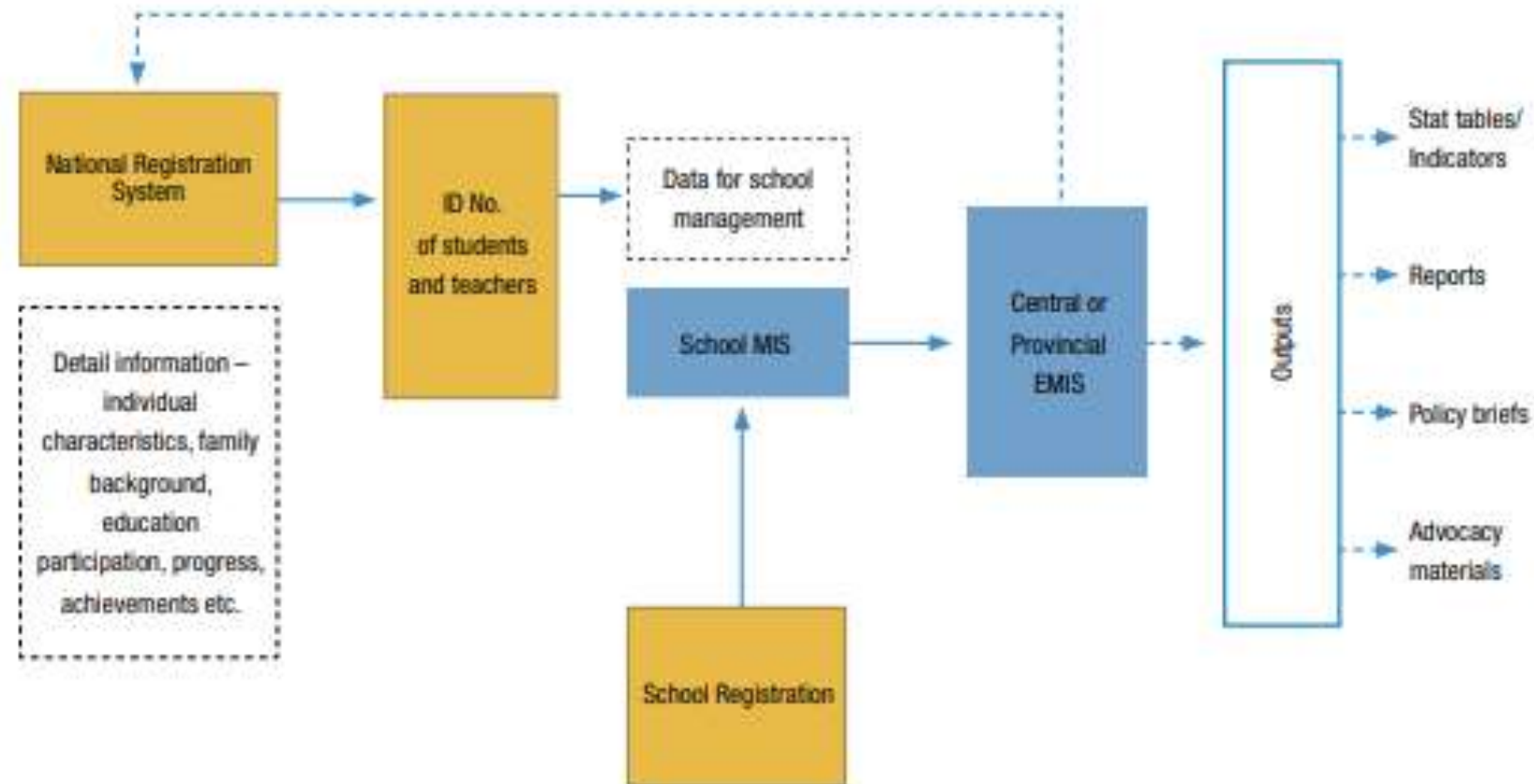


Source: UNESCO Institute for Statistics adapted from UIS and GPE (2020).

Note: PTA = parent-teacher association

Transferring data from schools to EMIS based on unique ID

Figure 11. Proposed flow of data/information in individual-based EMIS



Source: UIS (2020).

Priorities for Data and Monitoring in the Region

Figure 1: A Framework for building a resilient and sustained national education data system

| Data for SDG4 Monitoring | System Strengthening | |
|---|---|--|
| <i>Purpose: Ensure necessary data are available for policy making, planning and monitoring of SDG4</i> | <i>Purpose: Building resilient education data system bringing data from various sources to monitor SDG4 and learning recovery</i> | Capacity development |
| <i>Assess the data gaps</i> | | Flexible tools and techniques to undertake surveys and |
| <i>Plan for data gap filling through strengthening</i> | | |
| EMIS linking with SMIS | | Adequate human and financial resources |
| HHS | | |
| learning outcomes | | |
| Education expenditure | | Infrastructure with modern IT system |
| <i>Integrated Platform compiling data from various sources in real time</i> | | |
| <i>Data for safe re-opening and learning recovery</i> | | Strong education data policies and methodologies |
| <i>Purpose: New data produced for designing and implementing plans for safe school re-opening and learning recovery</i> | | |
| <i>Identify and prioritize data and indicators</i> | | |
| <i>Integration of required data into existing mechanism such as EMIS, HHS, LO etc</i> | | |
| <i>Undertaking new surveys for the indicators which can not be collected through existing mechanism</i> | | |
| <i>learning loss assessment</i> | | |
| Data analysis, reporting and dissemination | | |
| Key indicators production | | |
| Policy relevant reports and information sheets | | |
| Information dissemination | | |

Generating and utilizing quality data for SDG 4 and sector development

- Priority 1: Strengthening existing data sources
- Priority 2: Developing Integrated data platform

Data to monitor school re-opening and learning recovery

- Priority 1: Identify data and indicators needed for learning recovery
- Priority 2: Tools and methodologies for collecting data for learning recovery

Robust and responsive data systems to transform education

- Priority 1: Improved infrastructure
- Priority 2: Capacity Development