Pre-Workshop Survey

Results from South East Asian Countries
Part A: Survey on the Management Information System

- A system to collect data to monitor the following sectors:
  - Yes
  - No
  - Do not know

- Collect individual student data:
  - Yes
  - No
  - Do not know

- Collect individual teacher data:
  - Yes
  - No
  - Do not know
Part A: Survey on the Management Information System

quality of your system

Data Collection:
- Survey instrument design
- Distribution and collection of data from schools
- Organizing of data
- Processing of data
- Verification of data
- Cleaning of data
- Aggregation of data
- Calculation of data
- Interpretation of data
- Publication and dissemination of information

quality of your data production chain

Data Processing:
- very poor
- poor
- fair
- good
- very good

Data Analysis:
- global SDG 4 indicators are available

Data Reporting:
- very poor
- poor
- fair
- good
- very good

technical and financial resources for the data production are sufficient

global SDG 4 indicators are available

Part A: Survey on the Management Information System
Part A: Survey on the Management Information System

education data collection affected by COVID-19

- Early Childhood Education
- Primary Education
- Lower Secondary Education
- Upper Secondary Education
- TVET
- Other post-secondary non-

data collection instruments developed in response to COVID-19

- Yes
- No
- Do not know
Part B: Survey on SDG 4 Indicators Coverage

Collection and publication

Does your country collect data required to calculate this indicator?

1.a.gdp Education expenditure of GDP
1.a.2 Proportion of education expenditure
4.c.1 Teachers with qualifications
4.3.3 Participation rate in TVET
4.1.3 Gross intake ratio to the last grade
4.6.2 Youth/adult literacy rate
4.a.1 School facilities
4.4.1 ICT Skills
4.3.2 GER for tertiary education
4.3.1 Participation in education and training
4.2.2 Participation in pre-primary learning
4.1.4 Out-of-school rate by level
4.1.2 Completion rate by level
4.1.1 minimum proficiency in reading
4.1.1 minimum proficiency in mathematics

Has this indicator been officially published?

1.a.gdp Education expenditure of GDP
1.a.2 Proportion of education expenditure
4.c.1 Teachers with qualifications
4.3.3 Participation rate in TVET
4.1.3 Gross intake ratio to the last grade
4.6.2 Youth/adult literacy rate
4.a.1 School facilities
4.4.1 ICT Skills
4.3.2 GER for tertiary education
4.3.1 Participation in education and training
4.2.2 Participation in pre-primary learning
4.1.4 Out-of-school rate by level
4.1.2 Completion rate by level
4.1.1 minimum proficiency in reading
4.1.1 minimum proficiency in mathematics
Part B: Survey on SDG 4 Indicators Coverage

Collection by level

indicators available by primary

- 1.a.gdp Education...
- 1.a.2 Proportion of...
- 4.c.1 Teachers with...
- 4.3.3 Participation rate in...
- 4.1.3 Gross intake ratio to...
- 4.6.2 Youth/adult literacy...
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary...
- 4.3.1 Participation in...
- 4.2.2 Participation in pre...
- 4.4.1 Out-of-school rate by...
- 4.1.1 Completion rate by...
- 4.1.4 Out-of-school rate by...
- 4.1.1 minimum proficiency...
- 4.1.1 minimum proficiency...

indicators available by lower secondary

- 1.a.gdp Education...
- 1.a.2 Proportion of...
- 4.c.1 Teachers with...
- 4.3.3 Participation rate in...
- 4.1.3 Gross intake ratio to...
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary...
- 4.3.1 Participation in...
- 4.2.2 Participation in pre...
- 4.1.4 Out-of-school rate by...
- 4.1.1 Completion rate by level
- 4.1.3 Gross intake ratio to...
- 4.1.1 minimum proficiency...
- 4.1.1 minimum proficiency...

indicators available by upper secondary

- 1.a.gdp Education...
- 1.a.2 Proportion of...
- 4.c.1 Teachers with...
- 4.3.3 Participation rate in...
- 4.1.3 Gross intake ratio to...
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary...
- 4.3.1 Participation in...
- 4.2.2 Participation in pre...
- 4.1.4 Out-of-school rate by...
- 4.1.2 Completion rate by level
- 4.1.1 minimum proficiency...
- 4.1.1 minimum proficiency...
Part B: Survey on SDG 4 Indicators Coverage

Disaggregation

### Age
- 1.a.gdp Education expenditure of GDP
- 1.a.2 Proportion of education expenditure
- 4.c.1 Teachers with qualifications
- 4.3.3 Participation rate in TVET
- 4.1.3 Gross intake ratio to the last grade
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary education
- 4.3.1 Participation in education and...
- 4.2.2 Participation in pre-primary learning
- 4.1.4 Out-of-school rate by level
- 4.1.2 Completion rate by level
- 4.1.1 minimum proficiency in reading
- 4.1.1 minimum proficiency in mathematics

### Sex
- 1.a.gdp Education expenditure of GDP
- 1.a.2 Proportion of education expenditure
- 4.c.1 Teachers with qualifications
- 4.3.3 Participation rate in TVET
- 4.1.3 Gross intake ratio to the last grade
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary education
- 4.3.1 Participation in education and...
- 4.2.2 Participation in pre-primary learning
- 4.1.4 Out-of-school rate by level
- 4.1.2 Completion rate by level
- 4.1.1 minimum proficiency in reading
- 4.1.1 minimum proficiency in mathematics

### Location
- 1.a.gdp Education expenditure of GDP
- 1.a.2 Proportion of education expenditure
- 4.c.1 Teachers with qualifications
- 4.3.3 Participation rate in TVET
- 4.1.3 Gross intake ratio to the last grade
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary education
- 4.3.1 Participation in education and...
- 4.2.2 Participation in pre-primary learning
- 4.1.4 Out-of-school rate by level
- 4.1.2 Completion rate by level
- 4.1.1 minimum proficiency in reading
- 4.1.1 minimum proficiency in mathematics

### Wealth
- 1.a.gdp Education expenditure of GDP
- 1.a.2 Proportion of education expenditure
- 4.c.1 Teachers with qualifications
- 4.3.3 Participation rate in TVET
- 4.1.3 Gross intake ratio to the last grade
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary education
- 4.3.1 Participation in education and...
- 4.2.2 Participation in pre-primary learning
- 4.1.4 Out-of-school rate by level
- 4.1.2 Completion rate by level
- 4.1.1 minimum proficiency in reading
- 4.1.1 minimum proficiency in mathematics

### Disability
- 1.a.gdp Education expenditure of GDP
- 1.a.2 Proportion of education expenditure
- 4.c.1 Teachers with qualifications
- 4.3.3 Participation rate in TVET
- 4.1.3 Gross intake ratio to the last grade
- 4.6.2 Youth/adult literacy rate
- 4.a.1 School facilities
- 4.4.1 ICT Skills
- 4.3.2 GER for tertiary education
- 4.3.1 Participation in education and...
- 4.2.2 Participation in pre-primary learning
- 4.1.4 Out-of-school rate by level
- 4.1.2 Completion rate by level
- 4.1.1 minimum proficiency in reading
- 4.1.1 minimum proficiency in mathematics
Summary

• A data collection system is in place in almost all countries
• Vocational education sector does not commonly have a collection system
• Most countries collect student and teacher individual data, although about teachers it is less common
• The data collection system is thought to be generally good, with little to no doubt about its quality
• Almost all countries have been able to collect data for more than half of the global SDG 4 indicators
• However, financial and technical support is still commonly desired
• Some countries appear to have been affected in their data collection during COVID-19, whereas ECE appears to have been most common
• More than half of the countries also developed additional data collection tools in reaction to COVID-19
• Including beyond the global indicators, most indicators find data collection, though there are not always published or the publishing is unknown
• By education levels within basic education, the data collection is commonly disaggregated
• For socio-economic disaggregation, age, sex and location are commonly considered in collections, but wealth and disability groups are not common yet