A comprehensive national SDG 4 monitoring system - strengthening EMIS

Procedures and Priorities
The relevance of data for education policymaking

- Monitoring of policies
  - New or strengthened policies
  - Monitoring of implementation of the plans and strategies
    - Improvement in policies and plans and strategies
    - Identification of gaps in policies and plans and strategies

- Lack of data
  - No policy monitoring
    - No identification of gaps
      - Agenda/policy could be completely ignored
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
## Mapping of variables from EMIS to SDG 4 indicators

<table>
<thead>
<tr>
<th>Variable</th>
<th>SDG 4 Indicators</th>
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<tbody>
<tr>
<td></td>
<td>4.1.2</td>
</tr>
<tr>
<td>Enrollment</td>
<td>✔</td>
</tr>
<tr>
<td>Graduates</td>
<td>✔</td>
</tr>
<tr>
<td>New entrants students to an education level</td>
<td>✔</td>
</tr>
<tr>
<td>New entrants students to the last grade of each education level</td>
<td>✔</td>
</tr>
<tr>
<td>Participation of youth and adults in formal and non-formal education and training</td>
<td>✔</td>
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<tr>
<td>Participation of youth in technical and vocational education training</td>
<td>✔</td>
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<tr>
<td>Participation of youth and adults in literacy programmes</td>
<td>✔</td>
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<tr>
<td>Schools</td>
<td>✔</td>
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<tr>
<td>Schools providing life skills-based HIV and sexuality education</td>
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<tr>
<td>Schools with and without access to the given facilities</td>
<td>✔</td>
</tr>
<tr>
<td>Teachers</td>
<td>✔</td>
</tr>
<tr>
<td>Qualified teachers</td>
<td>✔</td>
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<tr>
<td>Teachers with the minimum required qualifications</td>
<td>✔</td>
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<tr>
<td>Trained teachers</td>
<td>✔</td>
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<tr>
<td>Teachers who received in-service training in the last year</td>
<td>✔</td>
</tr>
<tr>
<td>New entrant teachers</td>
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Transferring data from schools to EMIS based on unique ID

Source: UIS (2020).
Priorities for Data and Monitoring in the Region

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