WG/EMIS/1

CONCEPT NOTE

Meeting on 14 October 2020

The Technical Cooperation Group (TCG) Secretariat and the chair of the TCG working group on data on administrative, Mr Alpha Bah, are pleased to convene you to the second meeting of the working group. This meeting will be an engage in a collaboration and exchanges pertaining to the methodological aspects and use of administrative data. The meeting will precede the TCG 7th Meeting on 27-29 October, during which the working group will be presenting to the members their progress, challenges, and work plan for 2020-2021.

Various indicators related to administrative data require further methodological developments including issues related to the development of harmonized guidance to countries that seek to strengthen their national EMIS. The first area of work will be to ensure faster action to maximize the reporting of indicators derived from administrative data by coordinating producers of administrative data and harmonizing different data sources

Indicator priorities as per ToRs

- 4.1.3[1] Gross intake ratio to the last grade
- 4.1.4[2] Out of school rate
- 4.2.2[3] Participation rate in organized learning
- 4.2.4[4] Gross early childhood enrolment ratio

In 2020, the COVID-19 pandemic has presented itself as a challenge but also as an opportunity for statistical units to optimize the use of education data. An immediate obstacle relates to how schools, teachers, students and their parents/caregivers, and others have had to navigate the abrupt changes brought by the crisis. National statistical planning units have had to respond and ensure the continuity of existing data collection programmes, as well as new data needs to better respond to the pandemic, often adopting innovative approaches or resorting to alternative data sources.

Agenda and Objectives

- Review of the working group's Terms of references (TORs) and work plan and deliverables for 2020-2021

- Update progress on data collection and coverage below indicators:
  - 4.1.3 Gross intake ratio to the last grade
  - 4.1.4 Out of school rate
  - 4.2.2 Participation rate in organized learning
  - 4.2.4 Gross early childhood enrolment ratio

- Update on: EMIS microsite, a joint publication with Global Partnership for Education (GPE) (an EMIS Buyers and User Guide), the EMIS Operational Guide to using EMIS to monitor SDG4, and the EMIS typology survey report and how it will help to:

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1 4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)
2 4.1.4 Out-of-school rate (primary education, lower secondary education, upper secondary education). *This indicator was previously listed as 4.1.5*.
3 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
4 4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development

- o Data cleaning procedures (verification and validation).
- o Good practice in data imputation and estimation implementation methods
- o Guidelines for disaggregation using administrative data.
- o Guidelines for modifying school surveys under EMIS to collect data on teacher qualifications
- Ensuring the continuity of existing data collection programmes, as well as new data needs to better respond to the pandemic, adopting innovative approaches or resorting to alternative data sources.
- Discussing on modifying guidelines to collect data on teacher qualifications in school (EMIS) survey
- Any other topic members of the working group would like to share with the group

Expected output

- Reviewed and approved Terms of references (TORs) and work plan and deliverables for 2020-2021
- Recommendations for the approval of the TCG on:
  - o Next year work plan and deliverable
  - o Recommendation for data collection based on the UIS survey
  - o Recommendation for modifying guidelines to collect data on teacher qualifications in school (EMIS) survey
  - o Sharing good practices by organizing Webinar on specific topic by inviting stakeholders for strengthening national EMIS