Challenges to collect data during COVID-19: implications for global reporting

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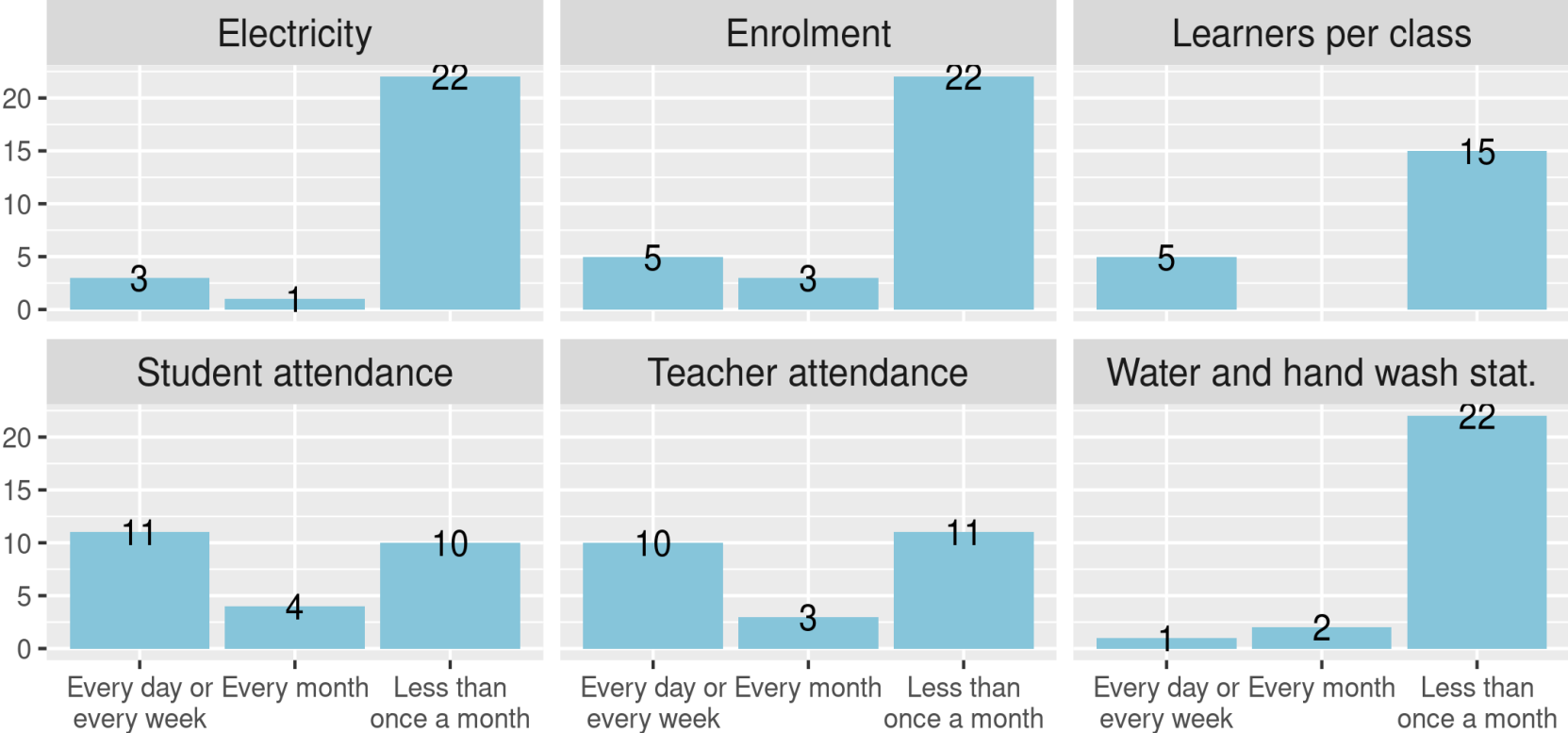
Outline

- Different sources serve to monitor progress in education

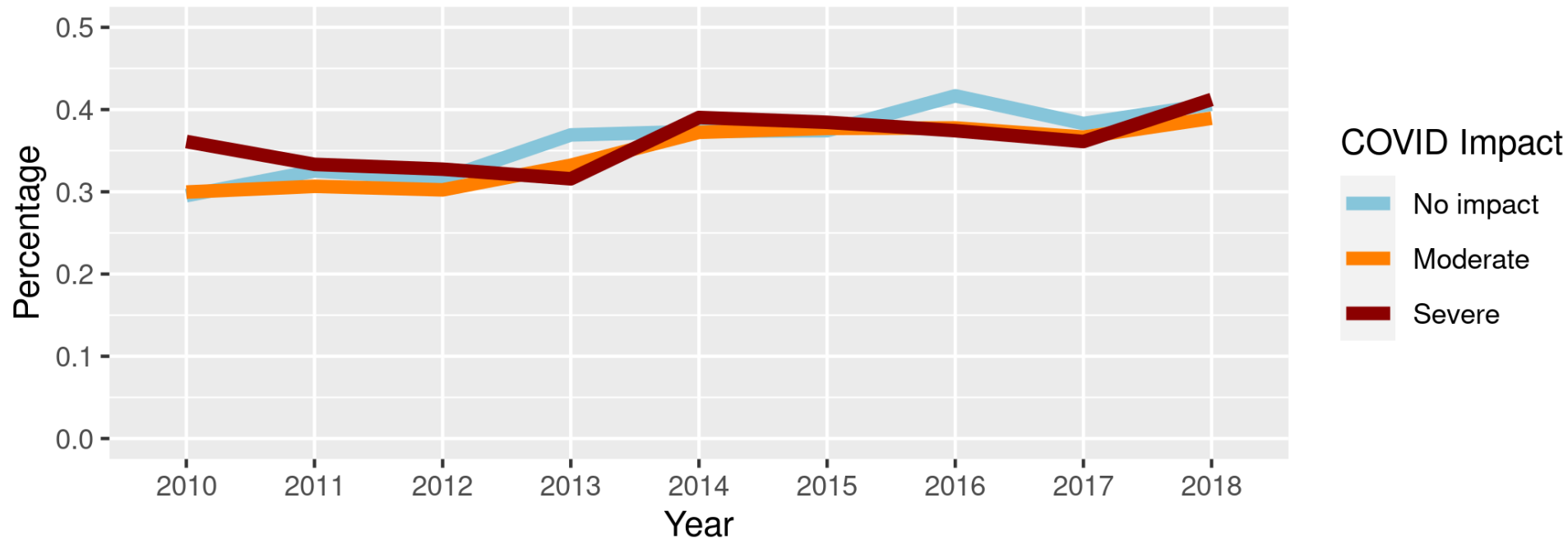- Each source has faced specific challenges

- Emerging data demands

Administratve data: the pandemic has affected affecting unevenly countries's ability for reporting?
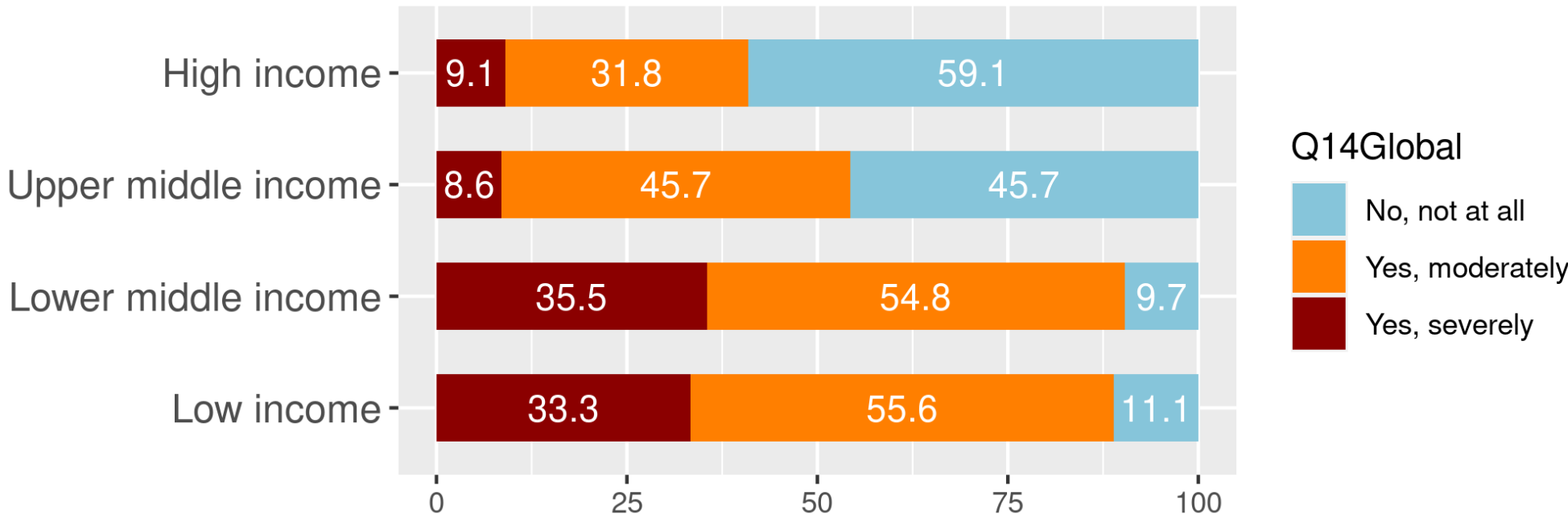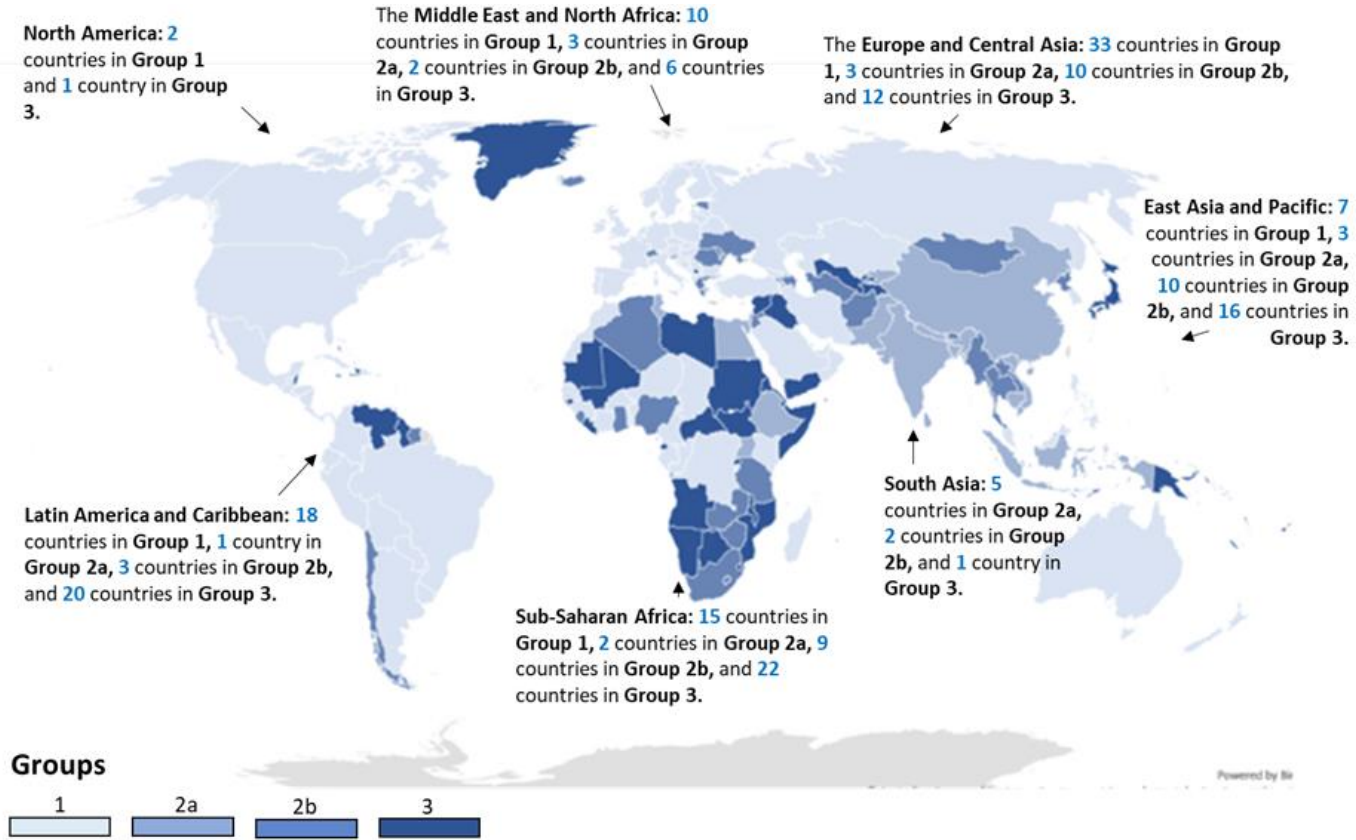
There are some variables collected more frequently during COVID-19

SDG4 reporting and COVID-19 impact on data availability

Learning assessment: before COVID-19 not enough data collection but now due to the interest in learning losses has come centerstage of the data collection efforts

North America: 2 countries in Group 1 and 1 country in Group 3.

The Middle East and North Africa: 10 countries in Group 1, 3 countries in Group 2a, 2 countries in Group 2b, and 6 countries in Group 3.

The Europe and Central Asia: 33 countries in Group 1, 3 countries in Group 2a, 10 countries in Group 2b, and 12 countries in Group 3.

East Asia and Pacific: 7 countries in Group 1, 3 countries in Group 2a, 10 countries in Group 2b, and 16 countries in Group 3.

Latin America and Caribbean: 18 countries in Group 1, 1 country in Group 2a, 3 countries in Group 2b, and 20 countries in Group 3.

South Asia: 5 countries in Group 2a, 2 countries in Group 2b, and 1 country in Group 3.

Sub-Saharan Africa: 15 countries in Group 1, 2 countries in Group 2a, 9 countries in Group 2b, and 22 countries in Group 3.

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Groups

1   2a   2b   3

1: **Two** or more SDG measurement points in the **last 3 years**
2a: **Two** or more SDG measurement points from **more than 3 and less than 7 years** ago
2b: **Only one** SDG measurement point over **last 7 years**
3. **No** SDG measurement points or one or more SDG measurement points **older than 7 years**

New demands: need to understand policy responses has created a coordinated effort across agencies to supprot

	Joint Survey Round 3
TCG website	http://covid19.uis.unesco.org/joint-covid-r3/
Data availability	Available in Excel: • UIS: http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/UIS_JSW3_Data.xlsx • OECD: http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/OECD_JSW3_Data.xlsx
Technical note	Available in pdf: http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/07/JSW3_TechnicalNote.pdf
Report	UNESCO, UNICEF, the World Bank and OECD (2021). What's Next? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic. Paris, New York, Washington D.C.: UNESCO, UNICEF, World

Emerging Challenges: Policy responses
COVID-19 impact on education
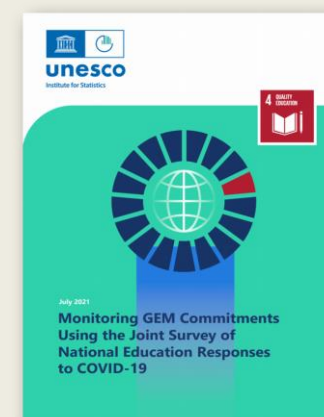

What Have We Learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19

WHAT'S NEXT? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic

School Closures and Regional Policies to Mitigate Learning Loss due to COVID-19: A Focus on the Asia-Pacific

Monitoring GEM Commitments Using the Joint Survey of National Education Responses to COVID-19

https://covid19.uis.unesco.org/

Summary of key points

- Management systems were able to keep the data collection at least for the most important aggregates on track

- Needs to redefine some concepts (e.g. attendance; in-out of school) plus new concept such as partial/full/

- There was a need to expand the metadata in order to record policy decisions that impact on data (e.g. repetition and promotion policies)

- Need to use non-official sources to understand attendance and engagements and emerging demands

Thank you

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