<u>Notes on How to Use the "Data Mapping and Evidence Plan Spreadsheet"</u>

These notes outline the columns that are featured in the Excel Spreadsheet and tips on how to understand and feature information in these columns.

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ECE Indicators: This column provides a list of key quantitative ECE indicators that should be collected and analyzed to support the analysis of the ECE subsector:

● The indicators that appear when you click on "Priority indicator" are the priority ECE indicators that should ideally be reflected and presented in the ESA report.
   ○ The set of priority indicators are specific to the <u>core functions and enabling environment</u> crucial to the ECE subsector and recommended to be reflected in the ESA.
   ○ In order to have a "big picture" understanding of the status of the subsector, it is suggested that at least one or two priority indicators per category from *Build to Last* are presented in the ESA report.
   ○ In determining the key data gaps to fill for the purposes of the ESA, these should be prioritized.

● Other indicators that are not specific to the pre-primary subsector such as broader national context indicators and education sector-wide indicators are not included in this set.
   ○ These indicators should already be collected for the general national and education sector contexts' analyses.
   ○ These non-ECE-specific indicators include, for example:
      ▪ general population growth rate,
      ▪ life expectancy,
      ▪ access to water and sanitation infrastructure,
      ▪ living conditions of women and children,
      ▪ overall government budget, rate of inflation,
      ▪ external financial aid to the education sector, etc.

● Beyond suggested priority ECE indicators, the additional indicators are not meant to be exhaustive nor prescriptive. Please feel free to adapt, modify, add on, or remove additional indicators as relevant to your context.
   ○ For non-priority indicators: if the data for an indicator is not available, it is helpful to consider whether these data should be collected in the longer-term.
   ○ For example, a strategy in the ESP could be to strengthen ECE accountability.
      ▪ A related ECE activity might include and add ECE indicators in EMIS.
      ▪ Sub-activities might entail revising the EMIS form to include the non-core indicators and conducting training on how to collect them as part of EMIS data collection processes.

● Qualitative information about the ECE subsector (for example, on the robustness of the ECE curriculum, impact of family engagement on children's learning, quality of teacher training programmes, etc.) is essential and complements the quantitative data.

- o Some qualitative indicators are included under this tab, but this list is not exhaustive. There are many other quality or learning indicators for which a country has data (or needs data).
  - ▪ Example: Indicators about process quality (teacher interactions, pedagogy, child interactions, etc.) are not included. Data from these sources may be consolidated from qualitative monitoring tools used or from research studies (i.e. using MELE, BEQI, ECERS, CLASS, TEACH).
- o For organizing and understanding the amount of qualitative information available, you may refer to complementary data sources (i.e. thematic studies) and use tool "2.2 Pre-primary Subsector Analysis Tool".

- o For qualitative indicators that use a scale, further guidelines may need to be developed for scale use, such as scoring. For example, please see the World Bank SABER ECD Guidelines for Rubric Scoring. Additionally, refer to this resource for establishing scales and scores.

Relevant Disaggregation:[1] This column suggests breaking down your information into detailed sub-categories to support analyzing data to reveal differences that may not be reflected in aggregate figures (i.e. sex, age, geographic location, disability status).

Where possible and relevant, it is important to include **other vulnerability categories** (including but not limited to: gender, geographic location (i.e. remoteness), disability status, orphanhood status, household wealth, household arrangements such as single headed households, being from a minority group (i.e. ethnic or linguistic minorities), and/or affected by conflict and crisis (i.e. migrants, immigrants, internally displaced persons, or refugees). This level of disaggregation may not be feasible or acceptable in all locations, and must be considered with the protection and safety of marginalized populations in mind. Countries may add or remove disaggregation categories to fit their context.

Potential sources: This column lists potential data sources. Where possible, hyperlinks to sources are provided.

Available: In this column, indicate "yes" or "no" with respect to whether the data are available at the national level. If not available, proceed to the "Unavailable or Unreliable" columns.

Some data categories (such as national context and enabling environment) are generally well covered in terms of data availability. They rely on already available sources of information, such as laws and regulations, population census and EMIS data.

In terms of data on access, given the complexity and diversity of ECE provision, the data coverage from existing sources may be inadequate. For example, it is possible that informal ECE and private ECE centers are not captured. Data from private sources may need to be compared with data captured using household surveys in order to ensure all data on existing ECE provision are accurately captured.

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[1] UNESCO Bangkok (2020). Disaggregation of education indicators. [Module A3: Education indicators and data analysis]. Retrieved from http://www5.unescobkk.org/education/efatraining/module-a3/9-disaggregation-of-education-indicators/

<u>Notes on Available Data Columns</u>

Value: In this column, list the national and disaggregated values corresponding to the indicator.

Year: In this column, list the year the data was reported.

Data Sources: For this column, please indicate the source where the data for the indicator comes from.

- In general, statistical data constitute the primary type of data for the ESA and a core source of information for education data is the Education Management Information Systems (EMIS).
- Other sources include household surveys (such as MICS and DHS), studies, reports, assessments (such as ELA, MELQO MODEL, IDELA) or project documents. <u>Vulnerable groups'</u> data may be available from national and/or international crisis coordination entities, camps and civil society databases and reports.
- For demographic, macroeconomic and finance data, these may be found in central statistical office or census bureau materials. Macroeconomic and finance data may also be found on the <u>International Monetary Fund (IMF) World Economic Outlook (WEO) site</u>. The <u>UN Population Division</u> is one source for population projections.
- There can be multiple sources for one indicator. Each source may have slightly different values. For example, net enrolment rate from UIS is based on the UNPD population projections whereas national values tend to be based on national census values/projections.

Reliability of Data: For this column, please indicate Unknown (no information about the data according to below factors), Low (one factor below is present), Medium (2 factors below are present) or High (all or more of the below factors are present), and provide a brief explanation for the answer. To determine reliability, consider the following factors:

- Coverage of the data (example: are all private institutions covered in the EMIS)?
- Quality of reporting (example: are the schools filling all the EMIS data forms, including the ECE form, if available)?
- Date of the data: If the data is outdated, it is likely that it is not an accurate representation of the current situation. Being considered "outdated" will depend on the indicator and the frequency with which it is collected. Data that should be collected annually that is three years old would be considered outdated. Data that should be collected every ten years that is over ten years old is considered outdated.

- Data disaggregation: the extent to which various sources disaggregate data may affect overall accuracy of disaggregation or ability to analyze disaggregated data.

If data has medium to low reliability, refer to the columns on Unavailable or Unreliable Data to identify options to fill data gaps and initiate evidence planning for the short- and/or long-term.

<u>Notes on Unavailable or Unreliable Data Columns</u>

Complete these columns if data was determined unavailable or unreliable.

Degree of Priority: Indicate in this column if having adequate, reliable data is a national high, medium or low priority. Highlighted priority subsector indicators that are missing or unreliable are likely going to be

national high or medium priorities. You could return to the prioritization column after analyzing the subsector to ensure prioritized data is aligned with subsector challenges and priorities.

Planned Use for the Data: Indicate in this column – apart from informing the ESA – how this data may be used nationally (e.g., to inform subsector performance, trends, etc.).

Options for Filling the Data Gap: Refer to the "data sources column" to identify options to source the data in the short- or long-term.

Use this column to document the options for filling the data gap. Options might include:

- rapid assessment (low-cost, less time intensive);
- a detailed thematic study (time intensive and higher-cost);
- national processes (census every 10 years, MICS every five years, EMIS annually, etc.).

These options may involve either amending the existing data collection tool (for example, adding a rubric or questions/items to the existing EMIS form) or developing new methods and/or tools (for example, adding a new form or undertaking a new survey or rapid assessment on a particular thematic topic). To inform your thinking about these options, please see some guiding questions in "Supplementary Information: Guiding questions on Data Collection Processes".

Links to potential instruments and/or data source options:

Early Development Instrument

ECERS

East Asia Pacific Early Child Development Scales (EAP-ECDS)

Forthcoming: Global Scale for Early Development (GSED)

IDELA

IMF WEO

MELQO MODEL and MELE Information

MICS, including MICS ECDI

PRIDI

UNESCO's 2015 Review of International and National Surveys Relevant to ECCE and Teacher Workforce

UIS

UN Population Division Data

UNICEF West and Central Africa Region's Regional Prototype (specifically the Early Learning Assessment Module and the Parents Practices Survey)[2]

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[2] For more information, please contact Haleinta Bara Traore, Education Specialist, UNICEF WCARO, hbtraore@unicef.org.

[WIDE Database](#)

[World Bank SABER](#)