Indicators for monitoring the status of Roma population

Education

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Data and indicators

- **Data**
  - Measurement of status of one particular phenomenon
  - Doesn’t mean much if taken out of context

- **Indicators**
  - *Combination of data* from two or more data sets
  - Shows *status* and *tendency* of a phenomenon in a relevant context
  - Show progress or regress

- Data ≠ indicators; you can have data without indicators but not vice versa
Indicators based monitoring chains

**Input**
- Financial, physical resources (budget allocations for education)

**Output**
- Goods and services produced by inputs (classrooms built, textbooks provided)

**Outcome**
- Access to, use of, and satisfaction with services (enrolment, repetition, dropout rates)

**Impact**
- Effect on dimension of well-being (literacy)

Plus sustainability and positive externalities
Types of indicators and levels of monitoring

- **Qualitative** indicators (descriptive, may be statement of opinion or feeling)
- **Quantitative** indicators (directly measurable, one-dimensional)

Qualitative indicators are not less important and can be (and usually are) quantified.

Levels of monitoring
- National
- International
- Depend on **what** do we want to monitor and compare
## Examples of indicators in Education

<table>
<thead>
<tr>
<th></th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td>Expenditure on primary education</td>
<td>Adequacy of the curriculum</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Number of primary school teachers</td>
<td>Quality of teaching atmosphere in the classroom</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Enrolment and dropout rates</td>
<td>Satisfaction with teaching methods</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Literacy</td>
<td>Capacity to participate in the labour force</td>
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Selected indicators for monitoring progress in education

- **Literacy rate** - indicates a coverage of primary education and accumulation of achievements and progress of the primary education for a longer time period (one of the best impact indicators for primary education)

- **Gross and net rates of Romas children enrolment in pre-primary education** - measures the effects of the activities regarding facilitation of the inclusion of Roma children in the pre-school education

- **Rate of Roma pupils who finished upper secondary school** - shows the efficiency of the activities connected with the secondary education
Possible data sources

- **Census data**
  - Population censuses
  - Establishment censuses

- **Sample based surveys**
  - Household budget surveys, labour force surveys, sociological surveys
  - Anonymous surveys conducted on the spot by service providers (labour offices)
  - NGO/international organizations’ run surveys (e.g. OSI)

- **Registries**
  - Administrative registries; line ministries registries (in particular, Ministry of Education); special agencies registries (e.g. Institute of Education Statistics)
  - Local administrations ‘custom data collection’ exercises
**Major principles**

- No single data source is reliable and sufficient enough
- Combination of various data sources can fill major gaps
- Individual data integrity should be respected
- Involvement of Roma in data collection and analysis is a must
How to overcome the lack of data?

- Data is a **priority** – indicators come second
- **Modification** of laws and by-laws for introduction of ethnic affiliation characteristic in different administrative records (where the mark of ethnic affiliation is not collected);
- **Interconnection** of administrative records according to personal ID (for the purpose of statistical data processing) and their interconnection with the citizens registry;
- Supplement the official statistical data system-defining the “**Statistical Surveys Program for DRI**”.
How to overcome the lack of data?

- **Additional elements** into the existing regular surveys (HBS, LFS)
- Improving the outreach of the **Census** (through involvement of Roma NGOs into entire process)
- Using **local institutions** to collect some data (e.g. Social welfare centers to collect also data on education)
- Roma activists and particularly **young Roma should be supported and trained** in the area of data collection and processing
Conclusions

- National and international levels of monitoring should be seen as complementary.
- Mapping of what data exists where is urgently necessary. It can:
  - outline both gaps and useable data currently not being used.
  - suggest complementarities between different data sets and types of data.
- Often the data exists, but the instructions for statisticians) on what indicators to be calculated are missing.