

# Monitoring and evaluation three years after: Still in the dark?

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# Wise words from unknown authors

“Without data, you are just another person with an opinion”

“If you want to measure the change, do not change the measure”

“Some very important things are hard for measurement, and some irrelevant things are easy for measurement”

# Where we are with improvement of education for Roma after three years ?

- Many activities at different levels: analysis, policies, programs, projects etc.
- In most cases there is monitoring and evaluation at the project level, but...
- ... **there is still no monitoring and evaluation system at the national level**
- Hard to tell how much the situation in education for Roma is improved
- What if...
- We end up with projects which seems successful, but overall situation stays unchanged

# Menu of reasons: choose and pick

- No political will?
- Demands from Roma community or other parties is not strong enough?
- Fear of disappointment or wish to hide failures?
- Legal obstacles with collection of ethnic data?
- Lack of capacities?
- Lack of technical support from the int. level?
- No agreement on relevant indicators?
- Lack of reliable and valid data?
- Fear of negative effects like increase of labeling and negative stereotypes
- Etc.

# Whatever reasons are, the implications might be serious

- Lot of activities, lot of investment, but unknown results - may be good, may be good...who knows
- However, it is very likely that results will be worst than it could be
- Success and improvements will stay invisible
- It will create impression (hopefully false one) that nobody care for those who make good job
- Decrease of commitment and interest to do the best
- Disappointing after Decade
- Blaming Roma for failure

# Some elements of M&E system are already there

- If I miss something, forgot me my ignorance (in fact, I would like to be very very wrong)
- Kahanec Indicator Group Framework Report define some possible indicators for education
- UNDP capacity building at the national level
- Education information systems
- National assessment and exam systems, international assessment studies (PISA, TIMSS), MDG monitoring studies (MICS)
- Some studies based on primary data:
  - UNDP study “Avoiding the Dependency Trap”
  - UNICEF MICS (just in some countries)

# Serbian example

- We still don't know what is the size of population of Roma and what is the number of Roma children who should be in schools
- Official: app. 108,000 (1.44%)
- Unofficial: max. 800,000 (10%+), consolidated 450-500,000 (6.3%), minimal app. 300,000 (4%)
- No disagreement that 41% of Roma is 18 years old or less
- What does it mean in terms of Roma children who should be enrolled in the compulsory education (7-14)?
- Official: app 20,000; unofficial: app. 55,000; 91,000 or 146,000

# Serbian example

- What is the compulsory education net enrollment rate for Roma in Serbia?
- 2002/03 MoE: app. 17,300 Roma children in the compulsory education
- NER is then or 88% or 32% or 19% or 11%?
- What is the number of Roma children who are not enrolled in the compulsory education?
- Again: 2,400 or 37,000 or 74,000 or 128,000!!!
- Some estimations of drop out rate and completion rate:
  - 8 out of 10 Roma is enrolled in the compulsory education
  - 3 out of 8 will complete the compulsory education
  - 1 out of 3 will be enrolled in the secondary education



# Serbian example

- What are education achievements of Roma children in the compulsory education?
- National assessment study: In Grade 3 of the compulsory education big achievement gap (130-140 points, app. an effect of three years of education)

Levels	Repres. sample	Refugees	IDP	Roma
A (Highest)	7%	5.1%	2.9%	<b>0.8%</b>
B	10%	8.0%	11.8%	<b>1.6%</b>
C	27%	34.1%	26.5%	<b>5.5%</b>
D	27%	21.7%	26.5%	<b>15.7%</b>
E (Lowest)	18%	20.3%	22.1%	<b>26.0%</b>
Below E	11%	10.9%	10.3%	<b>50.4%</b>
<b>Mean</b>	<b>500</b>	<b>493</b>	<b>490</b>	<b>366</b>

# Serbian example

- Only 40% of the achievement gap can be explained by lower SES of Roma families
- Why the quality of education for Roma is lower?
  - Lower expectations
  - Less challenges
  - Less support
  - Less feedback

# Finally, some proposals: Ethnic data?

- Disaggregate data about enrolment, completion, achievements etc. for Roma is a necessary for any M&E system
- There is lot of resistance and legal restrictions
- However, the EU Race Directive requires a showing that "persons of a racial or ethnic origin" are put "at a particular disadvantage compared with other persons...." (Art. 2(2)(b)). It expressly authorizes the use of statistical evidence to prove indirect discrimination. (Preamble, par. 15).
- There is need for joint recommendation related to the collection of ethnic data

# Finally, some proposals: Indicators

- Let's develop a **Menu** of indicators related to the different aspects (“invisible” children, enrolment, attendance, drop-out, completion, achievements, progression to the next level etc.) as a support to Decade countries to select those which are relevant for them

# Finally, some proposals: Indicators

- Three aspects should not be overseen when indicators are developed:
  1. Roma children who are “invisible”, i.e. those who do not have personal documents
  2. Educational achievement of Roma (not only completion rate)
  3. Segregation rate

# Finally, some proposals: Statistical offices as a key partner?

- Let's support Statistical offices to develop methodology which would assure reliable and valid data on Roma population and education for Roma
- Statistical offices need to involve Roma organizations in the development of methodology
- Roma need to be involved in teams who will collect data for Census 2011 in settlements where there is significant Roma population

# Finally, some proposals: make other initiatives useful for M&E?

- There are some activities which might be very useful for monitoring (like PISA, TIMSS, national assessment and examination studies, MICS study etc.)
- Let's advocate for **“Roma component”** in these activities
- For example, PISA study might include boosted sample of Roma students or MICS can have subsample of Roma etc.
- These activities cost lot of money. With small additional investment very important M&E data might be gained

# Finally, some proposals: Regional M&E Decade service?

- Is it worth to have regional M&E service with mandate to deliver support to countries in relation with M&E system, to document good M&E practice, to enable exchange of good practice, to collate results from different countries etc.?



# Finally, I have a dream

- Let's try to identify those schools from each decade country which are **recognized by Roma community** as schools which find their way to improve access to and quality of education as well as educational achievements of Roma
- Let's document different ways to be successful
- Let's promote those schools
- Let's support them to build networks with other schools and support other schools to find their way for improvement

And finally

Thank you for your attention