Indicators for monitoring the status of Roma population

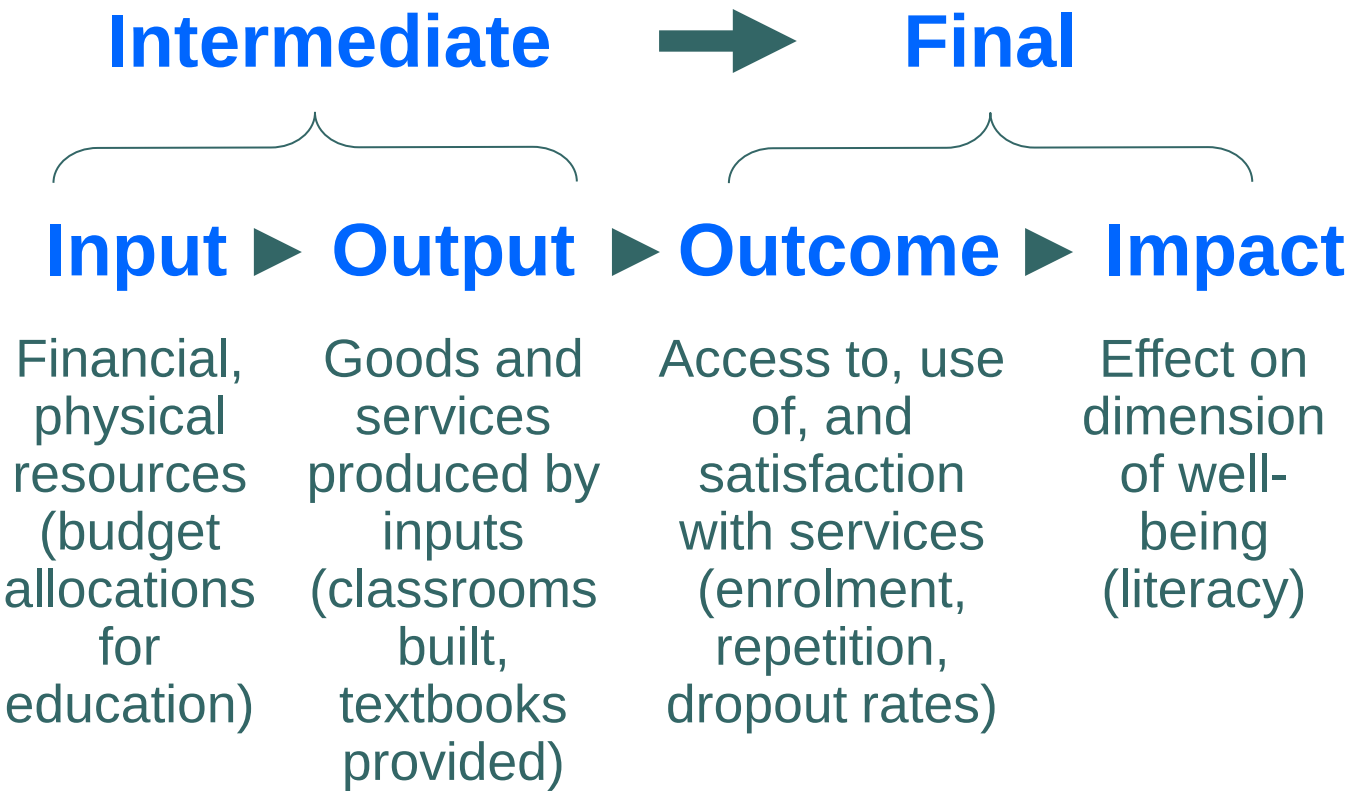
Education

Jaroslav Kling, UNDP Bratislava

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



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

	Quantitative	Qualitative
Input	Expenditure on primary education	Adequacy of the curriculum
Output	Number of primary school teachers	Quality of teaching atmosphere in the classroom
Outcome	Enrolment and dropout rates	Satisfaction with teaching methods
Impact	Literacy	Capacity to participate in the labour force

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