

EDUCATION DATA FOR RESOURCE MOBILIZATION

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME

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EDUCATION DATA & ICT TEAMS WITHIN EQAP

- **Outcome 1**

More national Ministries of Education and other key institutions increase the use of information for policy development and implementation, planning and management

Key Result:

1.1 More MoEs implement and maintain education management information system

Priorities:

1.1.1 EQAP supports coordination and development of country IT systems and EMIS policies

1.1.2 EQAP provides IT systems, data auditing and software advice and training (incl. EMIS)

EDUCATION DATA & ICT TEAMS WITHIN EQAP

Priorities:

- 1.1.3 EQAP conducts data quality assessment (using the Data Quality Assessment Framework and other assessment frameworks)
- 1.1.4 EQAP provides advice and technical support on the enhancement of national education databases
- 1.1.5 EQAP implements enhancements to PacSIMS (incl. update to include all country generic data)

EXPERIENCE OF ICT IN EDUCATION

Financing:

- Support Identification and Prioritisation of country ICT Budget in National Education Plans.
- Use Data Quality Assessment Framework (DQAF) and EMIS Situation Analysis for each country to highlight strategies for implementation of ICT in National Education Budgets.
- Support activity in the use of ICT budget for building features that assist in the interrogation of database for data analysis, dissemination and reporting

Sustainability:

- Medium to long term ICT plans within EQAP for the PICs
- Continuous Capacity Development for in-coming EMIS and Statistics officials and users
- Continuous Capacity Development for existing EMIS and Statistics officials and users
- Provide advise and support on developing robust and user friendly EMIS systems

PROBLEM TO PROCESSING EMIS DATA

Education Statistics:

1. The main problem:

- Having past year data to fill in data gaps and for up to date data

2. Related Problems:

- Having robust systems that can produce tables for national. regional and international reporting.
- Capacity to analyse and report data
- Having basic standard tables built into the data base
- Use analysed data in Education Management Information Systems (EMIS) to:
 - Fill in UIS questionnaires
 - Be prepared for PacREF monitoring
 - Have reliable and timely data for national monitoring

KEY STAKEHOLDERS

- Ministries or Departments of Education.
- UNESCO Institute of Statistics (UIS).
- Statistics for Development Division (SDD) of SPC.

STRUCTURE AND NATURE OF RESOURCE MOBILISATION

Financing:

- SPC supports PICs' ICT development that are in their National Education Plans as outputs and budgeted – The Data Quality Assessment Framework (DQAF) and other forms of assessment are used to highlight this.
- SPC supports PICs in identifying parts of the national education budget that can be dedicated towards the work of collecting and processing data.
- EQAP budgets on all activities related to country training visits which is more virtual at present

STRUCTURE AND NATURE OF RESOURCE MOBILISATION

Using ICT as the main tool:

Human Capabilities:

- Engage consultant to develop statistical tables from EMIS.
- Engaging a full time Education Statistician.
- Identification of Developers within the region; for example, using expertise from ministries of Education in Fiji and Vanuatu to assess and develop prototype of EMIS systems in other countries of the Pacific.
- Assist developers in their work on EMIS

STRUCTURE AND NATURE OF RESOURCE MOBILISATION

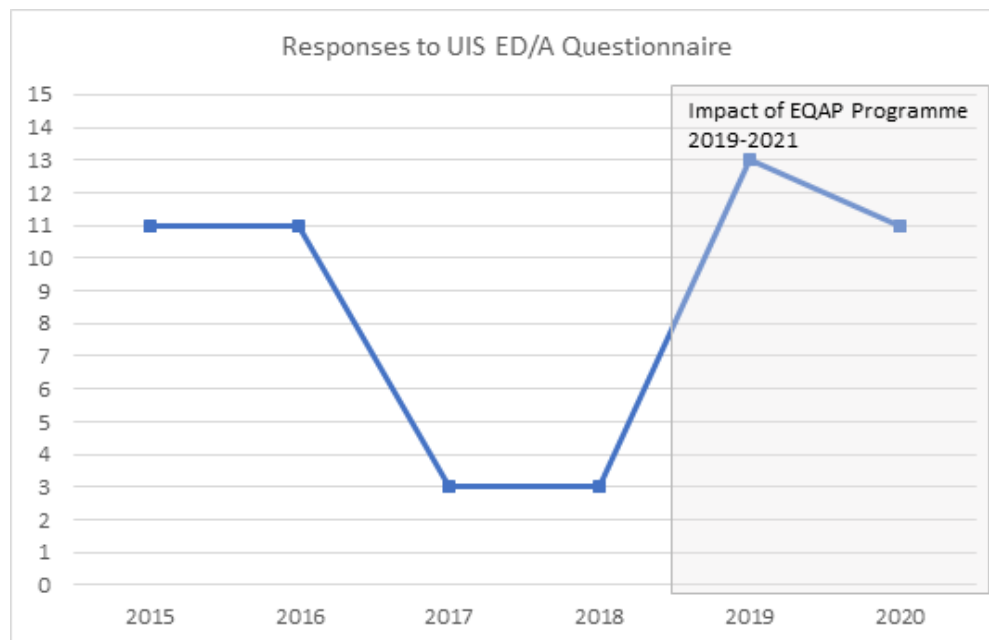
Using ICT as the main tool:

Human Capacities:

- Focal Persons approach within the region – Each country having a focal person to work with EQAP in learning and be guided into filling the questionnaires.
- Regional workshops to address capacities in developing statistical indicators and standard reports for national, regional through PacREF and international through the SDGs.
- Working individually with countries through capacity building in using tools for data analysis and filling questionnaires; examples are the upcoming PacREF monitoring Framework and the UIS questionnaires.


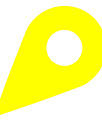

RESULTS

- Improvement in UIS data collection:



- Completion of Status of Education Report
- Progress in monitoring of PacREF and Data for SDG
- COVID-19 Data collection is possible



-  Submission to UIS
-  UIS data validation
-  No UIS submission

LESSONS LEARNT

- Important to strengthen monitoring of activities for quality reporting to DFAT, MFAT, etc. for continuous mobilisation of Finance within the Pacific region.
- Important to work collaboratively with our partners; UNESCO, UNICEF, World Bank, ADB.
- Drawing the expertise of developers and others with special skills set is important for regional development of ICT in Education.
- Identification of focal persons within the region is important for transfer of knowledge, skills, responsibilities and for the sake of sustainability
- Building Capacity as a priority in National Education Plans and for regional and international goals:
 - Human Capacity
 - Capacity of Systems

THANK YOU