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)
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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
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