AIMS Vision and Future

AIMS Marketplace
Regional Education Week
15 – 19 August 2005

Assessment, Information Systems, Monitoring, and Statistics (AIMS)

About AIMS

Building Capacities for Assessment, Information, Monitoring and Statistics

- created in 2003 to meet technical needs of Member States, field offices and other agencies in Asia and the Pacific
- Regional Office of the UNESCO Institute for Statistics (UIS) at UNESCO Bangkok

EFA Monitoring, Assessment and Evaluation

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Monitoring</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>improve implementation/formative</td>
<td>Improve Learning Formative/summative</td>
<td>improve policies and strategies/summative</td>
</tr>
<tr>
<td>Aimed at</td>
<td>operations and management, teachers and course providers</td>
<td>policymakers and leadership</td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>account of what have been implemented</td>
<td>TL methods and materials</td>
<td>evaluation of policies and strategies vs goals &amp; targets</td>
</tr>
<tr>
<td>Information</td>
<td>inputs and process</td>
<td>Learning achievements per TL process, quality</td>
<td>outcomes and impact</td>
</tr>
<tr>
<td>Indicators</td>
<td>resource input, efficiency, quality of delivery</td>
<td>Learning results per method-materials</td>
<td>learning achievements, socio-economic changes</td>
</tr>
</tbody>
</table>

About AIMS (Cont.)

"High-quality, timely and relevant data have the power to tell a clear and compelling story, and can facilitate solutions to questions of policy." - Denise Lievesley, Founding Director, UIS

Empower countries and institutions to make sense of numbers through our 4 core areas of focus:
- Capacity-Building
- Technical Assistance
- Education for All
- Millennium Development Goals

National, Regional and Global Challenges

- Need to appreciate ‘Culture’ of Statistics for evidence-based decision-making:
  - Monitor implementation toward targets,
  - Evaluate effectiveness of policies and strategies
  - Assess learning outcomes,
  - Analyse disparities in opportunities and outcomes
  - Plan targets and strategies
  - Strategic resource allocation
- Crisis of EMIS
- Capacity for Evidence-based Policy Analysis
- Timely, relevant and reliable data
The remaining disparities to be monitored, assessed and evaluated

- Castes system and ethno-linguistic minorities
- Citizenship, birth registration, residence registration & work permits
- Minority languages and official language of instruction (policy and budgetary allocation for education in minority languages and bridging programs)
- Physical and mental disabilities
- Urban street children
- War and natural disaster displaced persons and groups
- Border regions where government social and educational services are very weak and there are concentration of refugees, foreign migrant labourers, transients and human trafficking

Agenda

- About AIMS
- AIMS strategies
- Future Plans
  - Regional and Cluster Plans
  - Financial and Human Resources
  - Field Office Collaboration
- Q&A

AIMS Strategies

- Providing advisory services and technical assistance
- Organizing sub-regional and regional workshops
- Networking regional national counterparts

AIMS Strategies (Cont.)

- Providing intellectual input
- Promoting exchanges of information and experiences
- Disseminating information and encouraging direct communication

Available technical modules

Technical assistance, modules, and training

- From diagnosis to action plan
- School records management
- Annual school statistical survey
- Database development and management
- Indicators for monitoring primary school education (EFA2000 indicators)
- Ed. finance: concepts & taxonomy
- Publishing on Web; communication in Cyberspace

Technical references and T-L tools - multimedia

- Core data module - data collection, processing and analysis
- Use of population census and household survey: why are children not in school?
- Statistics on textbooks and learning materials
- Teachers and personnel information system
- Training in ed. statistics for ed. journalists
- Publications & info. services, Internet publication
- Statistical analysis, forecasting and simulations
- NFE information systems and ed. statistics
- Financial stats: school revenue & expenditure
- Statistics modules on inclusion of disabled, ethno-linguistic minorities, social stratification
- Multimedia Training Modules on CDs and Internet managed e-learning
GATHERING INFORMATION
On indicators, policies & plans from
Surveys, research documents, reports

ANALYSIS
Of root causes &
their linkages

Policy Decision
SELECTION
Of areas of cooperation

Hypothetical Causal Model
dependent, immediate factors, conditioning factors

conditioning
intervening
immediate

Z1 → X1 → X5

Z2 → X2 → X5

Enroll in school

Evidence
Evidence
Evidence
Evidence

Enroll in school

Agenda

About AIMS
AIMS strategies
Future Plans
Regional and Cluster Plans
Financial and Human Resources
Field Office Collaboration
Q&A

Framework for Partnership:
within UNESCO

Regional: UNESCO Asia and the Pacific Regional Office for Education, AIMS, EPR, APPEAL, APEID, ICT units.
Cluster & Field offices: education specialists to be trained and serve as task managers

UNESCO HQ and Institutes
UNESCO HQ EFA and other relevant sub-sectors with regard to EFA Mid-Decade Review
UIS regard to the technical aspects of its global EFA monitoring and UIS annual regional workshops
Other institutes

UNESCO Inter-Regional
UNESCO Inter-Regional

UN agencies, bilateral donors, and NGOs
UN Thematic Working Group on EFA and the Sub-Regional EFA Forums/Fora in Asia and the Pacific Region, involving the UN agencies - FAO, ILO, UNDP, UNICEF, UNFPA, World Bank
Regional organizations - ADB, ESCAP, SEAMEO, NGOs - Save the Children, DPOs, SIl Asia, ASPBAE and Bilaterals - JICA, the Netherlands, DFID, France, USA?

However, a great variation among the sub-regions and clusters, in some of which agency presence has been too weak to organize and lead EFA efforts

UNESCO HQ and Institutes
UNESCO HQ EFA and other relevant sub-sectors with regard to EFA Mid-Decade Review
UIS regard to the technical aspects of its global EFA monitoring and UIS annual regional workshops
Other institutes

UNESCO Inter-Regional
UNESCO Inter-Regional

UN agencies, bilateral donors, and NGOs
UN Thematic Working Group on EFA and the Sub-Regional EFA Forums/Fora in Asia and the Pacific Region, involving the UN agencies - FAO, ILO, UNDP, UNICEF, UNFPA, World Bank
Regional organizations - ADB, ESCAP, SEAMEO, NGOs - Save the Children, DPOs, SIl Asia, ASPBAE and Bilaterals - JICA, the Netherlands, DFID, France, USA?

However, a great variation among the sub-regions and clusters, in some of which agency presence has been too weak to organize and lead EFA efforts

Regional EFA Online Resource Center
Better awareness & information sharing
Regional EFA Online Resource Center
Better awareness & information sharing
Regional EFA Online Resource Center
Better awareness & information sharing

Future Plan: Asia-Pacific Region

1.1 MLA 1: Coordinating EFA partners and strengthening partnerships

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the role of UNESCO in leadership and coordination of regional EFA networks</td>
<td>Organize annual National EFA Coordination Meeting and Inter-agency Thematic Working Group on EFA</td>
<td>Enhance regional networks of EFA partners</td>
</tr>
<tr>
<td>Promote linkages and information sharing between regional stakeholders</td>
<td>Produce various forms of EFA info. media</td>
<td></td>
</tr>
<tr>
<td>Update directory on EMIS</td>
<td>Regional EFA Online Resource Center</td>
<td>Better awareness &amp; information sharing</td>
</tr>
<tr>
<td>Update directory on EMIS</td>
<td>Regional EFA Online Resource Center</td>
<td>Better awareness &amp; information sharing</td>
</tr>
<tr>
<td>Regional EFA Online Resource Center</td>
<td>Better awareness &amp; information sharing</td>
<td></td>
</tr>
</tbody>
</table>
### Future Plan: Asia-Pacific Region (Cont.)

#### 1.1.1 MLA 2: Monitoring EFA achievements and progress

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Undertake midterm evaluation of EFA achievements</td>
<td>• Regional/sub regional symposium on EFA issues</td>
<td>• Publication of midterm monitoring reports and EFA issues progression reports</td>
</tr>
<tr>
<td>• Enhance capacity for monitoring EFA</td>
<td>• Advisory and Technical assistance services</td>
<td>• Enhanced capacity for analysis of EFA indicators</td>
</tr>
<tr>
<td>• Advocate for the utilization of data and info. from EFA</td>
<td>• Develop UIS/AIMS online training material/resource center</td>
<td>• Increased access to training and reference material</td>
</tr>
</tbody>
</table>

#### 1.1.2 MLA 1: Developing national policies and programs

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Undertake an assessment of EFA action plan and education reforms</td>
<td>• Develop guidelines, instruments and training material</td>
<td>• Conduct capacity building workshops</td>
</tr>
<tr>
<td>• Strengthen national systems of evidence-based management of the EFA policy cycle etc.</td>
<td>• Provide advisory and technical support</td>
<td>• Establish a sub-regional network</td>
</tr>
<tr>
<td>• Support the development of national capacity of assessment &amp; evaluation of EFA</td>
<td>• Increased national capacity to develop an EFA monitoring system</td>
<td></td>
</tr>
</tbody>
</table>

#### 1.1.2 MLA 2: Supporting regional EFA strategies and coordination

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strengthen national and UNESCO offices’ capacity/knowledge base</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
</tr>
<tr>
<td>• Assist field offices for participation in the int. development framework</td>
<td>• Assist field offices for participation in the int. development framework</td>
<td>• Assist field offices for participation in the int. development framework</td>
</tr>
<tr>
<td>• Develop the education component of DevInfo</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
</tr>
</tbody>
</table>

### Future Plan: Cluster

#### 1.1.1 MLA 2: Monitoring EFA achievements and progress

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support cluster countries in the development of national EFA monitoring systems</td>
<td>• Regional/sub regional symposium on EFA issues</td>
<td>• Increased capacity to develop an EFA monitoring system</td>
</tr>
</tbody>
</table>

### Future Plan: Asia-Pacific Region (Cont.)

#### 1.1.2 MLA 2: Supporting regional EFA strategies and coordination

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a regional knowledge base to implement EFA</td>
<td>• A series of working sessions in Asia</td>
<td>• A series of working sessions in Asia</td>
</tr>
<tr>
<td>• Ensure UNESCO’s high profile role in regional/national forums on int. development framework</td>
<td>• UNESCO high-profile role in regional/national forums on int. development framework</td>
<td>• UNESCO high-profile role in regional/national forums on int. development framework</td>
</tr>
<tr>
<td>• Conduct data analysis for regional/national reports</td>
<td>• Facilitate provision of data</td>
<td>• Facilitate provision of data</td>
</tr>
<tr>
<td>• Develop guidelines, templates and tools</td>
<td>• Conduct data analysis for regional/national reports</td>
<td>• Develop guidelines, templates and tools</td>
</tr>
<tr>
<td>• Multimedia training module</td>
<td>• Annual update on education indicators</td>
<td>• Annual update on education indicators</td>
</tr>
</tbody>
</table>

### Future Plan: Asia-Pacific Region (Cont.)

#### 1.2.1 MLA 3: Reaching the marginalized and excluded through inclusive education

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improve quality and coverage of data by filling in the information and data gap</td>
<td>• Identify various sources of data</td>
<td>• Improve regular surveys</td>
</tr>
<tr>
<td>• Increase national capacity to analyze and locate disparities and exclusion</td>
<td>• Conduct regional workshop</td>
<td>• Conduct regional workshop</td>
</tr>
<tr>
<td>• Increase national capacity to analyze and locate disparities and exclusion</td>
<td>• Provide advisory and technical assistance services</td>
<td>• Provide advisory and technical assistance services</td>
</tr>
<tr>
<td>• Increase national capacity to analyze and locate disparities and exclusion</td>
<td>• Improved survey module</td>
<td>• Improved survey module</td>
</tr>
</tbody>
</table>

### Future Plan: Asia-Pacific Region (Cont.)

#### 1.2.1 MLA 3: Reaching the marginalized and excluded through inclusive education

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strengthen national and UNESCO offices’ capacity/knowledge base</td>
<td>• A series of working sessions in Asia</td>
<td>• A series of working sessions in Asia</td>
</tr>
<tr>
<td>• Assist field offices for participation in the int. development framework</td>
<td>• Assist field offices for participation in the int. development framework</td>
<td>• Assist field offices for participation in the int. development framework</td>
</tr>
<tr>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
</tr>
<tr>
<td>• Develop the education component of DevInfo</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
<td>• Conduct seminars/training session for UNESCO FO and officers in Asia</td>
</tr>
<tr>
<td>• Increase national capacity to analyze and locate disparities and exclusion</td>
<td>• Increased capacity to participate in SWAP</td>
<td>• Increased capacity to participate in SWAP</td>
</tr>
</tbody>
</table>

---

4
1.2.2 MLA 1: Implementing the Literacy Initiative for the Excluded (LIFE)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop cost-effective method of measuring functional literacy rate</td>
<td>• Organize technical workshop</td>
<td>• Methodological guideline and instrument to assess the functional literacy</td>
</tr>
</tbody>
</table>

**Financial Resources**

<table>
<thead>
<tr>
<th>Financial Resources</th>
<th>Region</th>
<th>Cluster</th>
<th>Extra Budgetary Activities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Budget</td>
<td>$XXX</td>
<td></td>
<td></td>
<td>$XXX</td>
</tr>
<tr>
<td>Region</td>
<td>$XXX</td>
<td></td>
<td></td>
<td>$XXX</td>
</tr>
<tr>
<td>Cluster</td>
<td>$XXX</td>
<td></td>
<td></td>
<td>$XXX</td>
</tr>
<tr>
<td>Extra Budgetary Activities</td>
<td>$XXX</td>
<td></td>
<td></td>
<td>$XXX</td>
</tr>
<tr>
<td>Total</td>
<td>$XXX</td>
<td></td>
<td></td>
<td>$XXX</td>
</tr>
</tbody>
</table>

**Human Resources: AIMS Team**

- **Ko-Chih Tung**
  - UIS Regional Adviser
  - Head of the Assessment, Information, Monitoring and Statistics (AIMS) Unit, UNESCO Asia-Pacific Regional Bureau.
  - Methodological guideline and instrument to assess the functional literacy.

- **Nyi Nyi Thaung**
  - Programme Specialist
  - Statistical capacity building, EMIS and EFA monitoring systems in various countries in the region.

- **Jon Kapp**
  - Assistant Programme Specialist
  - Projects and inter-agency working groups including EFA, UNGEI, MDG, the recent earthquake/tsunami disaster.

- **Apiradee Wittayathawornwong**
  - Project Assistant
  - Visibility, publication, financial information, meetings and workshops, correspondence.

- **Michael Koronkiewicz**
  - Instructional Designer
  - Multi-media training modules on EFA and MDG indicators, e-learning and computer-based training, on-line database and resource centre, redesign of the EFA Bangkok website.

- **Waritta Chalermchaichana**
  - AIMS Volunteer
  - Prepare and implement AIMS projects on ICT Indicators for Education, Literacy Assessments and the promotion and marketing of regional educational data.

**Field Office Collaboration**

- Monitoring and Evaluation Collaboration
  - Develop monitoring tools and monitoring capacity
  - Improve quality of programming and measurement of qualitative indicators
  - Provide assessment and situation analysis
  - Contributions to Regional EFA Resource Centre (activities calendar, e-newsletter, resources)

- Data collection and analyzing disparities
- Development and pilot testing of literacy module
Field Office Collaboration

- Coordinating EFA
  - Annual National EFA Coordinators’ Meeting
  - Informing the agenda
  - Identifying resource persons
  - Continuation through national follow-up extensions
  - Mobilising regional / bilateral support
  - Harnessing the mass media for EFA

Field Office Collaboration

- Monitoring EFA achievements
  - National EFA Mid-Decade assessment
  - Focus on qualitative issues-monitoring, planning, and quality of results
  - Monitoring and evaluation methods training

Field Office Collaboration

- Planning for achieving EFA
  - Development of EFA monitoring system
  - Sub-regional network for supporting EFA evaluation
  - Seminars sessions to exchange information in donor-Government cooperation for EFA
  - Statistical and education planning training

Q&A