Session 8: Reporting back

Mapping the availability of data to monitor Education 2030 in Asia and the Pacific

South-East Asia (Insular)

*Indonesia, Malaysia, Philippines, Singapore, Timor-Leste*

Day 2: 26 November, 2015
1. What data sources are available in the sub-region to monitor the concepts?

- **Concepts:** *Completion, Environment, Equity, Knowledge, Learning, Motivated, Number, Participation*

- All countries have EMIS covering indicators on participation, completion etc.

- **Learning Assessment:**
  - National exam board
  - School-based examinations
  - International benchmarking studies (PISA, TIMSS etc)

- **Surveys (Labour Force, Household, Census etc)**
  - Literacy rates
  - Poverty
  - Out-of-school children
2. What are the main issues and challenges the sub-region might face in collecting data?

- Need for standard definition and formula for each of the dataset (e.g. GC)
- Capacity in terms of data collection and understanding of indicators
- Access to raw dataset to public
- Coverage of EMIS/other data sources:
  - Unregistered and registered private schools
  - Students who are out-of-school
  - District/provincial level
  - Disaggregation by location
- Integration of different systems into EMIS
- Coordination among different agencies
- Region: timeliness of data - need for consistency for regional reporting
3. What are solutions to overcome these issues and challenges?

• Coordination
  • One dedicated agency to coordinate data collection across different agencies/sources
  • Better coordination among different sectors

• Capacity building
  • Consultants to provide technical expertise on top of national bureau capacity

• Proper definitions of indicators

• Strengthen existing data-collection efforts
  • Harmonize existing data collection efforts to align with Education 2030 targets
  • Improve capacity of school stakeholders to enrich EMIS data with data on out-of-school children around the school

• Equity

• Accessibility of data to the public
4. What should be the roles of global and regional entities to ensure the monitoring of the Education 2030?

- UN agencies to encourage countries to come up with operational plans
- UN agencies to provide global education data exchange and consolidation system or thematic dashboard of SDG4 that aggregate national data and statistics from member states
- UN agencies should coordinate with national research centres
- Ensure comparability of data
- Invitation to meetings should include other relevant agencies (beyond just MOE), e.g. NSO/DOS, universities, finance agencies
Way forward: What are possible sub-regional strategies?

- Regional periodic assessment by UNESCO and partners
- Set mid-term targets, e.g. 5-year targets with monitoring indicators
- Capacity Building and Enhancements
  - Providing technical support in terms of analyzing and utilizing data for country’s policy planning
  - Establish platforms to share best practices on how to evaluate mechanisms in capturing data
  - Come up with data standards
- Tap on existing platforms like SEAMEO, ASEAN and other international organizations in the region to avoid duplication of efforts
- Involve CSOs in monitoring and implementation