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

East Asia

China, DPRK, Japan, Mongolia and Republic of Korea

Day 2: 26 November, 2015

14:00-14:45 (45 minutes)

1. What data sources are available in the sub-region to monitor the concepts?

- OECD assessment surveys (as PISA, PIAAC) done in some countries.

- One country has been conducting every year learning achievement tests for all students, from primary to secondary education.

- All countries collect administrative (EMIS) data by age for students and teachers

2. What are the main issues and challenges the sub-region might face in collecting data?

- Data quality, in particular in assessing skills (non-cognitive skills not measured)
- Fragmented EMIS systems due to data collection in different line ministries
- Equity: data disaggregation for location, wealth and disability is still a challenge (compared to disaggregation by age, sex)
- Weak capacity, at the sub-national level and school level, to collect, analyze and report data.
- Irregular or infrequent data collection and monitoring.
- 4.6, adult literacy: self reporting in population census doesn't show the proficiency level.
- Internal use of data; lack of data transparency (not available to the public).

3. What are solutions to overcome these issues and challenges?

- Inter-ministerial collaboration to capture all data required.

- Continued technical support from international agencies (as UNESCO) for capacity building in data collection, processing, analysis.

- Need to involve different stakeholders as CSOs which could run specific surveys on certain aspects

- Better linkages between data producers and data users.

- More financial resources

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

- CSO/NGO: role in conducting assessment of adult literacy (not self reported) to assess the adult literacy proficiency.

- More collaboration with research institutions (as KEDI in ROK).

- UIS to support the countries with their monitoring (capacity building)

- UNESCO and UNICEF could do some country level assessments (for more objectivity)