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

Pacific

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?

- Census
- Household Surveys
- Annual School Surveys
- EMIS
- Annual assessment data (most cases year 4, 6, 8)
- Regional Assessments: PILNA
- Pilot initiatives: EGRA, PABER

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

- Coordination
  - Lack of coordination and consultation with other national agencies, ministries

- Isolation and remoteness
  - Timeliness of responses
  - Needs more time to collect data
  - Trade-off of activities and priorities

- Data Quality and Reliability
  - Capacity to collect, analyze and interpret data
  - Small sample size – can create distortions
  - Lack of quality control

- Resources
  - Limited human resources, but same regional/international reporting requirements
  - Financial burden due to geography

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

- Coordination
  - More community level stakeholder engagement
  - Outsourcing of technical support

- Isolation and Remoteness
  - Improve ICT and telecommunication

- Data Quality and Reliability
  - Capacity building, training

- Resources
  - Continued support from National budget, and International donors
  - Private sector

- Example from Kiribati: Island Education Coordinators

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

- Technical Assistance and Support

- Capacity Building

- Sustainable Financing

- Expand and support in areas with no data
  - Early Grade Reading Assessment (EGRA)

- Facilitate but not dictate – ongoing relationships

Way forward: What are possible sub-regional strategies?

- Enhanced collaboration

- Sub-regional coordinating mechanisms