



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