

PROPOSED MODEL OF EDUCATION STATISTICAL DIGEST

BY SPC_6TH DECEMBER 2016

Overview

PROPOSED MODEL OF THE TATISTICAL DIGEST

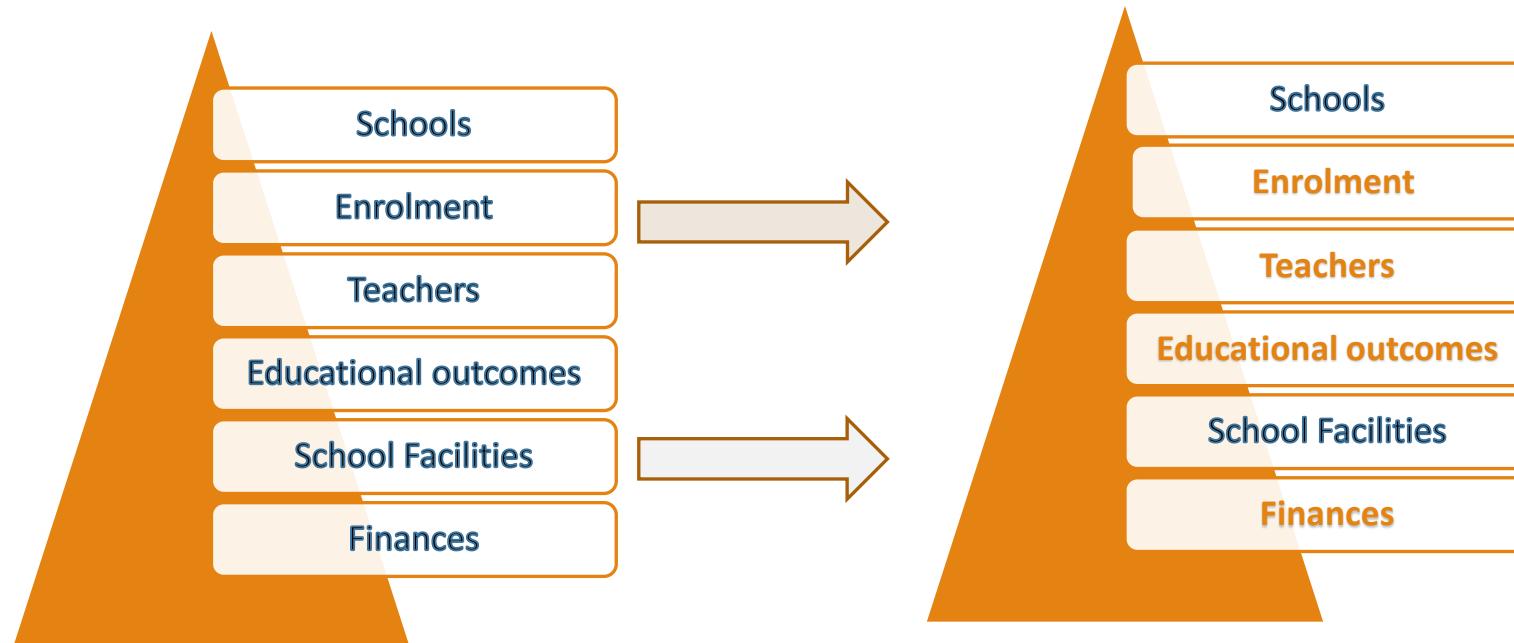
- Purpose of the education Statistics Digest
- What are the main principles to think about for a simple statistical digest?
- Who are our stakeholders/users of Education statistics
- Proposed Model of the Statistical Digest – (Group discussion)
- Countries Statistical Outputs (countries samples)

Purpose of the Education Statistics Digest

The **purpose** of the Education Statistics Digest is to provide basic statistical information on education in countries. The statistical information includes data on:

1. **At the country's context**

2. **At the regional and international context**



Recommended Principles for the National Statistical Digest

- Comprehensive and sector wide
- Timely
- Sufficient detail (disaggregated by region and location area)
- Nationally developed
- Reflect the national education system
- Publish most recent data for the last school year
- Contain data to report against the National Strategic Plan

Difference between a Statistical Digest and a Monitoring Report

Monitoring and Evaluation Report: Monitor progress against the national strategic plan of the Ministry of Education and organized according to national strategic goals. So we can monitor progress overtime and it involves the calculation on the SDG and PEDF indicators.

Statistical Digest: Provide basic information to support the monitoring of the strategic plan and includes details about schools, students, learning outcomes, teachers, resources and finances. This should be published and made available to public.

Users of the Statistical Digest

- Government
- Ministry of Education
- Donors
- Schools
- Principals
- NGOs
- Development Partners
- Regional organizations

Government and Ministry of Education will use the data for their own planning purposes. Other stakeholders will use the same data for their decision-making and planning. The development partners will often use the information to calculation key education indicators such as SDGs and PEDF.

Proposed Model of the Statistical Digest

- ❑ **Introduction**
- ❑ **Overview of Education System**
- ❑ **Statistical Summary**
- ❑ **Technical Definitions**

SECTION I: Early Childhood Education

A1. Enrolment by age and gender

A2. Enrolment by level of disability, age and gender

A3. Teacher Supply

A4. School Resources

A5. Education Finance

SECTION II: Primary Education

Using tables (Data disaggregation: Gender, location, governing authorities and level of disability)

B1. Number of students enrolled by age and gender

B2. Number of students with disability by age and gender

B2. Number of repeater by age and gender

B4. Teacher Supply

B5. School Resources

B6. School Facilities

B7. Education Finance

Secondary Education

Using tables (Data disaggregation: Gender, location, governing authorities and level of disability)

C1. Number of students enrolled by age and gender

C2. Number of students with disability by age and gender

C3. Number of repeater by age and gender

C4. Teacher Supply

C5. School Resources

C6. School Facilities

C7. Education Finance

Technical/Vocational Education and Training (TVET)

Using tables (Data disaggregation: Gender, location, governing authorities and level of disability)

- Number of TVET providers
- Number of Trainees by field of study
- Number of Graduates by Field of Study
- Number of Trainers
- Government expenditure on TVET Education

FORMAL AND NON-FORMAL TERTIARY EDUCATION

- Number of students on scholarship by programme of study, New and ongoing awards by age and gender
- Number of scholarship graduates by age and gender
- Number of students in Post-secondary institutions by age and gender
- Number of graduate students from Post-secondary institutions by age and gender
- Government expenditure on Tertiary Education

Annex – Statistical Tables

- School Response Rate
- Actual vs Estimated Data
- Number of Students and Teachers per school

Please take 10mns to share with us your thoughts about the odel Digest

Early Childhood Education	Available (Yes/No)	What are the issues	Challenges
Number of students in Kindergarten schools by age and gender			
Number of students who are disabled by age and gender			
Number of qualified and trained teachers			
Number of schools with clean drinking water			
Number of schools with handwashing dish			
Number of classroom			

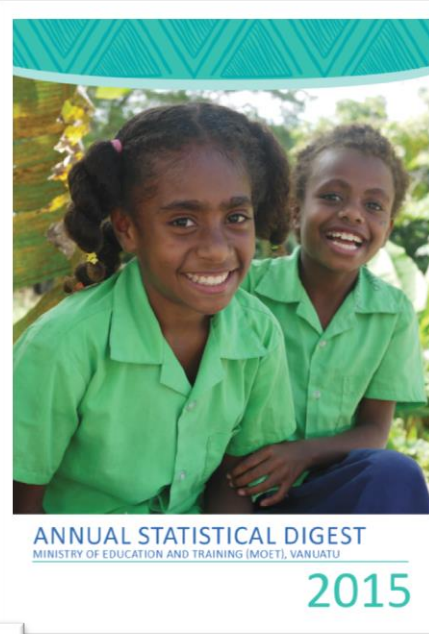
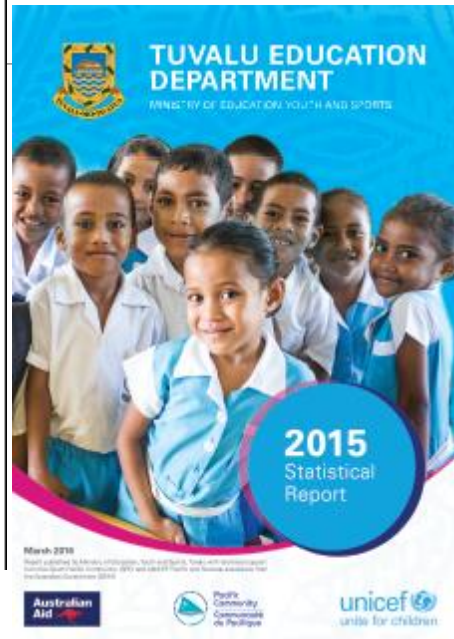
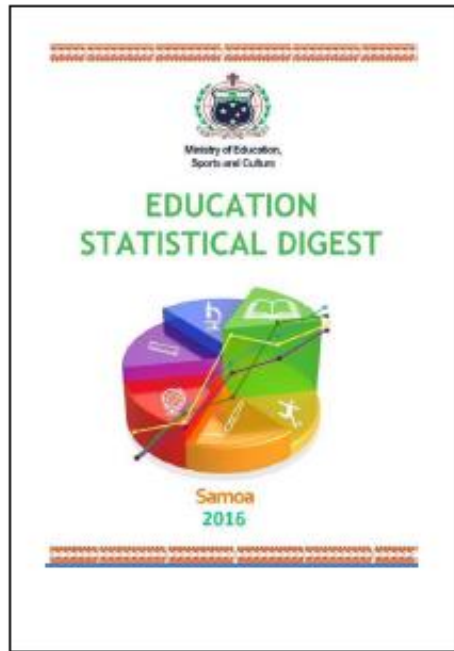
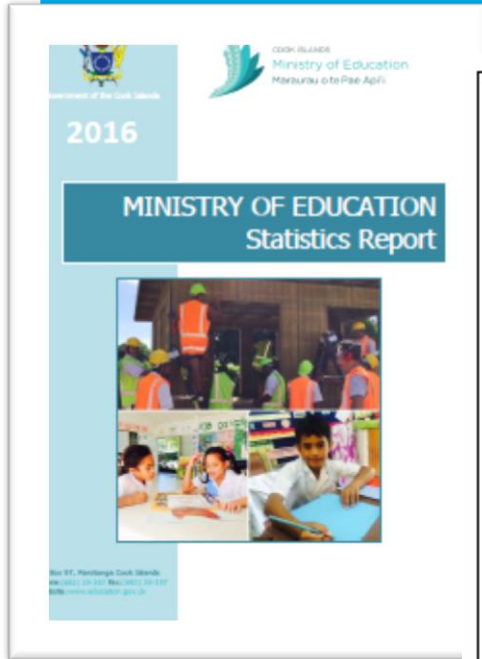
Primary and Secondary Education	Available (Yes/No)	What are the issues	Challenges
Number of students by age and gender			
Disability			
Dropout			
Repeater			
Transfers in/out			
Number of qualified and trained teachers			
Learning resources			
Number of classrooms			
Water and sanitation			

Please add on in this table if you think that your EMIS system does contain more information that we should know about.

Formal and Non-Formal Tertiary	Available (Yes/No)	What are the issues	Challenges
Number of students enrolled by age and gender			
Number of students by study programme			
Number of graduates by study programme			

Please add on in this table if you think that your EMIS system does contain more information that we should know about.

Countries Statistical Outputs



In Progress

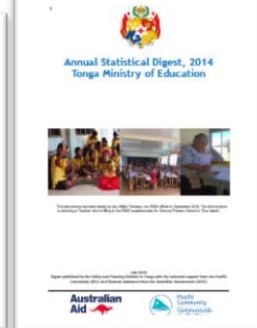
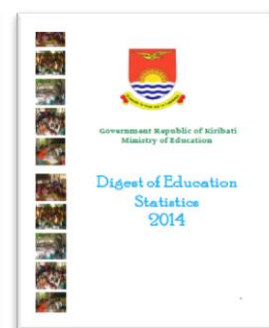
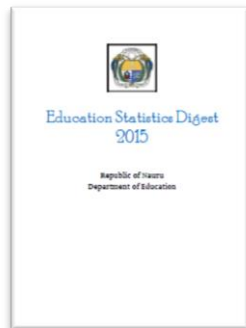
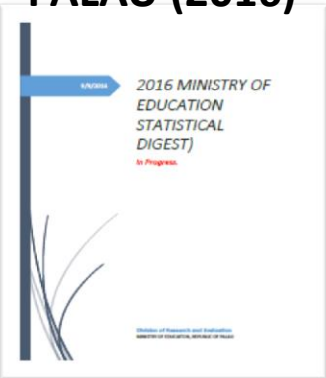
PALAU (2016)

SOLOMON IS.

NAURU

KIRIBATI

TONGA



FIJI ANNUAL REPORT TO BE ENDORSED BY
PARLIAMENT SOON

INFOGRAPHIC

FSM

Federated States of Micronesia 2013/2014 HIES Education

FSM

Executive summary



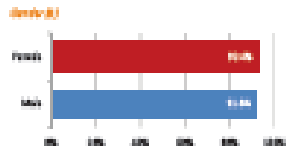
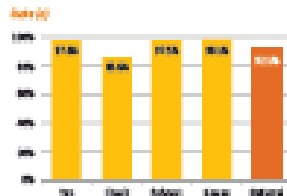
Introduction

This brief provides information on educational indicators for the Federated States of Micronesia (FSM). It presents school enrolment, level of schooling and education expenditure through different variables (sex, age, income, quality), and characteristics of the household (type of household, location, highest education level attained and gender) and by subgroups. The non-enrolling category includes people who never attended school or participated only in elementary education (primary school), secondary education (level 1 up to level 11), vocational education (vocational certificate programme (level 1 level 11) or an equivalent) and tertiary/vocational education and colleges.

School attendance

In FSM, 92% of the population aged 6 and above were enrolled in school. This national figure hides a large degree of disparity between states. Pohnpei and Kosrae show that 96% of the population aged 6 and above are enrolled in school, while in Chuuk it is less than 80%. Total enrolment by gender is equal (around 92% for male and female). The level of enrolment is also equal for males and females and appears to decrease with increasing age (Chart 1).

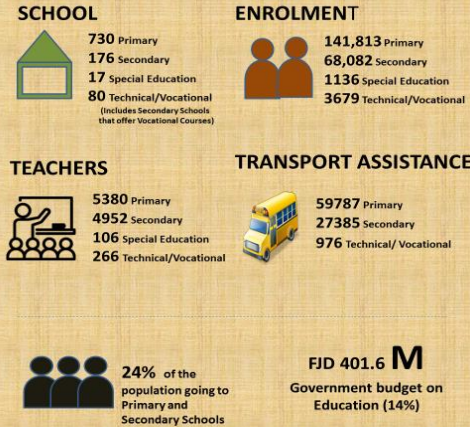
(Chart 1) School enrolment rates, by state (sex) (gender (x) males (y) and (x) females (y) level of education (z))



FIJI Islands

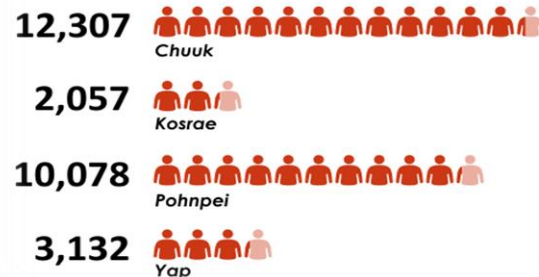
EDUCATION IN FIJI (2015)

214,710 students enrolled in Schools, 1,003 Schools, 10,704 Teachers



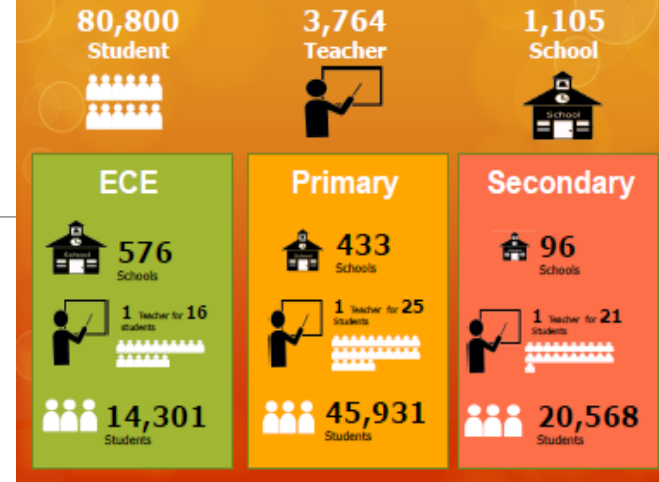
FSM DOE Public Website

STUDENT POPULATION 2016



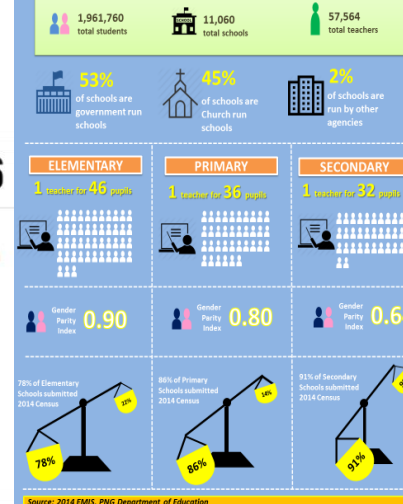
VANUATU

Education in Vanuatu 2015



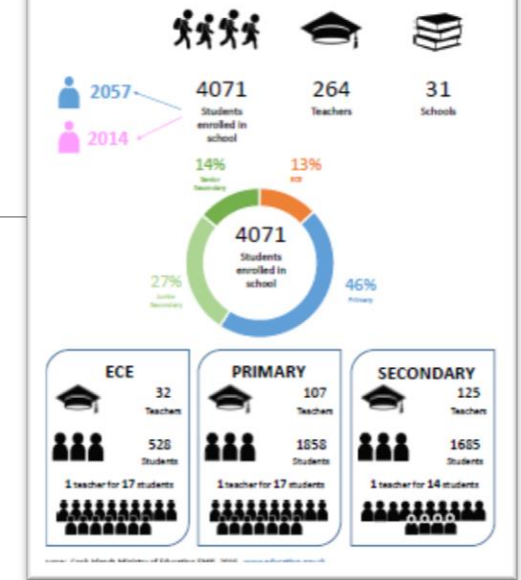
PNG

EDUCATION STATISTICS PNG 2014



COOK ISLANDS

Education at a Glance in the Cook Islands 2016



TONGA



TABLEAU – MEHRD SOLOMON ISLANDS

line.tableau.com/#/site/pacificemis/views/SolomonIslandsSecondaryEducationDashboardbyProvinceSchoolandAuthority/

Search

solomon Islands Secondary Education Dashboard by Province School a... > Main Dashboard ☆

Refresh Pause

by or school->>>>

2. Compare a KPI with other provinces ->>>>

3. Compare

Year

2014

(All)

province and in

authority(ies) at

(All) school(s)?

Two

Selected National

Quality Indicators

Selected National



REVIEW OF COUNTRIES SCHOOL QUESTIONNAIRES

TUVALU

EDUCATION DEPARTMENT
MINISTRY OF EDUCATION, YOUTH & SPORTS
 Student Form For ECCE Schools - Year []

School Name: _____

PART 1 - STUDENT IDENTIFICATION

First Name: _____ Last Name: _____

Name: _____

Date of Birth: [] [] [] [] Gender: MALE FEMALE

Height: [] (Centim) Weight: [] (Kilogram)

Father: _____

Mother: _____

Ident: [] Village: [] Contact: []

Family Members: []

PART 2 - STUDENT ENGAGEMENT DETAILS

Class: Section:

PART 3 - STUDENT'S DISABILITY CONDITIONS

(Please write down an appropriate word)

Does your child have difficulty seeing?	<input type="checkbox"/>	None
Does your child have difficulty hearing?	<input type="checkbox"/>	Leave blank where not applicable
Does your child have difficulty walking or climbing steps?	<input type="checkbox"/>	1. Some difficulty
Does your child have difficulty working or concentrating?	<input type="checkbox"/>	2. Lot of difficulty
Does your child have difficulty working themselves or putting on their clothes?	<input type="checkbox"/>	3. Cannot do at all
Does your child have difficulty with the language for example understanding what you say?	<input type="checkbox"/>	

Form generated by Department of Education

NAURU

GOVERNMENT OF NAURU
 DEPARTMENT OF EDUCATION AND TRAINING

RONEMIS SCHOOL ANNUAL CENSUS 2017
 PRIMARY AND SECONDARY SCHOOLS

SCHOOL NAME: _____

PRINCIPAL/TC NAME: _____

The deadline to submit the School Annual Survey 2017 back to the Ministry of Education is 30th October 2017. Please ensure that your form is verified by the School Officer before you submit it to the Department of Education.

SECTION A: RONEMIS SURVEY TRACKING TABLE

This table must be signed off by those who have contributed to complete this form.

Survey Collection Details		
Name	Date	Signature
Written and Updated by:		
Reviewed by:		
Completed by:		
Verified by:		
Endorsed by Principal/TC:		
Submitted by:		
Collected by:		
Endorsed by SMT by:		

This tracking table is consistent with the School Census Tracking Handbook for the Department of Education and related programs.

PNG

SECTION B: TEACHER INFORMATION

The Department of Education (DoE) uses an efficient method for gathering data from all schools in the country. Once a year forms are distributed and collected from all schools during National Census Week. This data will be used to chart the progress of the National Education Plan and make provision for future education services.

Need: Teachers are being asked to fill out these forms accurately and carefully as possible. What you report for your schools matters. What you report to the District Education Officer (DEO) will be input to the Provincial Education Officer (PEO). The PEO will verify and send the form to the Public and Statistician Unit of DoE as the official record for your school.

The Department wants to thank you in advance for taking time to carefully fill out this form and for a willing role in gathering more accurate and useful data on schools in the country.

SECTION C: SCHOOL DETAILS

This section contains the basic school details about your school.

1. School Name: _____ 2. School Code: _____

3. Province Name: _____ 4. Province Code: _____

5. District Name: _____ 6. District Code: _____

7. Local Name: _____ 8. Ward Name: _____

9. What is the school school? Primary Secondary Other _____

10. Is your school under National Education System (NES) or a Private school? Under NES Private school

11. Is your school registered under the National Education System (NES)? Yes No

12. What agency does your school belong to? Government Provincial Council Local Council Village Council English Seventh Day Adventist Self-Initiative Agency Other _____

13. School location: Community School Village School

14. What is the level of your school? P U O Other _____

15. Where is your school located? In town Suburban Rural

16. School Postal Address: _____

17. School Phone No: _____

18. School Fax No: _____

19. School Email Address: _____

SOLOMON IS.

SOLOMON ISLANDS
 GOVERNMENT

MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

Primary School Annual Survey 2014

Information about the Survey

The purpose of the data collected is to gain accurate information about:

- Schools
- Students
- Teachers
- School and Classroom facilities
- School and Classroom resources

The data collected will be used to:

- address government goals in schools
- provide essential teaching, classroom and resource materials to schools
- identify teacher training needs
- identify education sector infrastructure programmes
- make more effective education planning

This survey questionnaire has five sections:

Section A collects general information about the school (the school profile).

Section B collects statistical data about student numbers and classes, including data about enrolment, drop-outs, transfers and grade progression.

Section C collects detailed information about teachers and teacher training.

Section D collects detailed information about school and classroom facilities and educational resources.

This survey is conducted by the Planning, Curriculum and Research Unit, Ministry of Education and Human Resources Development (MHERD), P O Box 628, SOLOMON ISLANDS.

This information provided to the MHERD is collected under the provisions of the Education Act (2010) and processed by the Statistics Unit (STU) and may not be disclosed to unauthorised persons or used for unauthorised purposes.

SOLOMON ISLANDS GOVERNMENT
 MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT
 2014

How to improve....

- ❑ Ensure that your National School Census is align with YOUR country's data needs but also with the regional and international data needs.
- ❑ Ensure that you have a clear business process for Data collection, Data entry, Data Validation, Data Analysis and Reporting are part of your Annual Work Plan
- ❑ Ensure that all the survey TIMELINES are respected.
- ❑ Strength your communication with other stakeholders and MOE divisions with regards to education statistics

Prism link: <http://prism.spc.int/reports/education>

NMDI link: <https://www.spc.int/nmdi>

Data repository

- ❑ 90% of PICs have an Education Management Information System (EMIS) in place under the regional EMIS project support.
- ❑ 10% of PICs are Storing data in Excel.
- ❑ Education data can be obtained from other data sources

THANK YOU
MERCI