



Pacific  
Community  
Communauté  
du Pacifique

# EQAP EXPERIENCES OF THE IMPACTS OF COVID 19

EDUCATION QUALITY AND ASSESSMENT PROGRAMME

PACIFIC COMMUNITY, SUVA

# EQAP EXPERIENCES OF THE IMPACTS OF COVID 19

- EQAP Work-plan impacts
- Data collections
- National impacts
- Key Issues
- Challenges
- Opportunities
- Questions?

# EQAP WORK-PLAN IMPACTS

- SPC travel ban for non-essential travel
- Postponement of PBEQ board meeting
- Postponement of technical assistances in-country
- Zoom meetings on PacREF implementation plan
- Remote delivery of Micronesia sub-regional workshop
- EQAP Data team are/were working from home
- No impact on internal work programme

# DATA COLLECTIONS

EQAP follow-ups on:

- UIS ISCED mapping validation
- UIS questionnaire ED/A
- UIS data reports ED/A
- UIS Catalogue of Learning Assessments (CLA)
- SPC EMIS questionnaire
- PIC Education Statistics Reports

# NATIONAL IMPACTS

Some Pacific Island countries went into lockdown:

- Schools and universities were closed.
- Government Ministries, including MoE were closed.
- Data collection activities stopped, including school census.
- Data reporting was delayed due to problems with data access.
- Communications were difficult due to unavailability of staff.
- Family care responsibilities constrained working from home.
- Limited access to computers and internet.

## KEY ISSUES

- Timely completion of data collection
- Production of EMIS tables
- Tables in Excel format
- Data analysis software
- Online statistical publications
- Dissemination of statistics
- UIS Questionnaires

## CHALLENGES

- Email communications with EMIS focal points
- Internet connections and bandwidth
- Access to EMIS systems and data
- Data consistency and reliability
- Availability of online statistics reports
- Prioritising UIS reporting

# OPPORTUNITIES

- Wider dissemination of education data
- User-friendly data formats (Excel)
- On-line access to EMIS datasets
- Education data quality assessments
- Inclusion of SDG 4 indicators in reports
- Public awareness of data availability
- Political advocacy for use of education data
- Zoom chats and meetings



## QUESTIONS?

- How can EQAP better assist PICs with poor on-line connections?
- Are PICs willing to participate in virtual on-line workshops?
- Can technical assistance be provided through remote access to EMIS?
- Are PICs willing to share data with EQAP for publication?
- How can the data collection process be improved, especially with schools closed?
- What issues are PICs experiencing in producing quality statistics?
- Why is there significant delays in completing the UIS questionnaires?