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# Overview of UIS Capacity development

Said Ould Voffal, UIS  
TCG 3 meeting, Montréal 1<sup>st</sup> June 2017



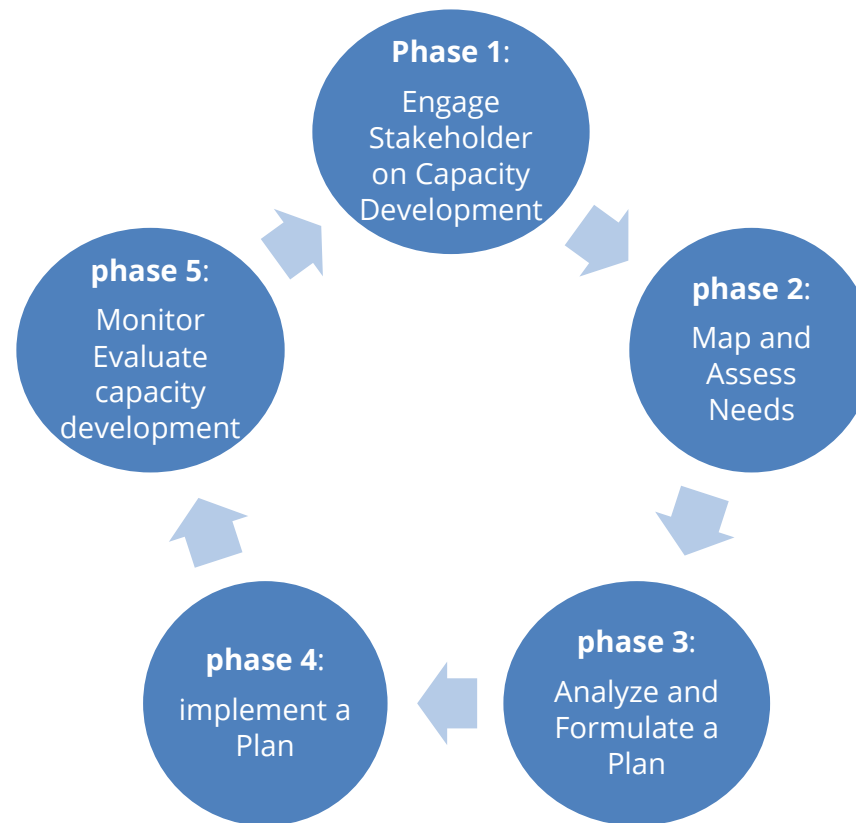
- **Quick Overview**
- **What is National Capacity Building?**
- **What is UIS approach and strategy?**

UIS has long experience in engaging in statistical capacity building activities:

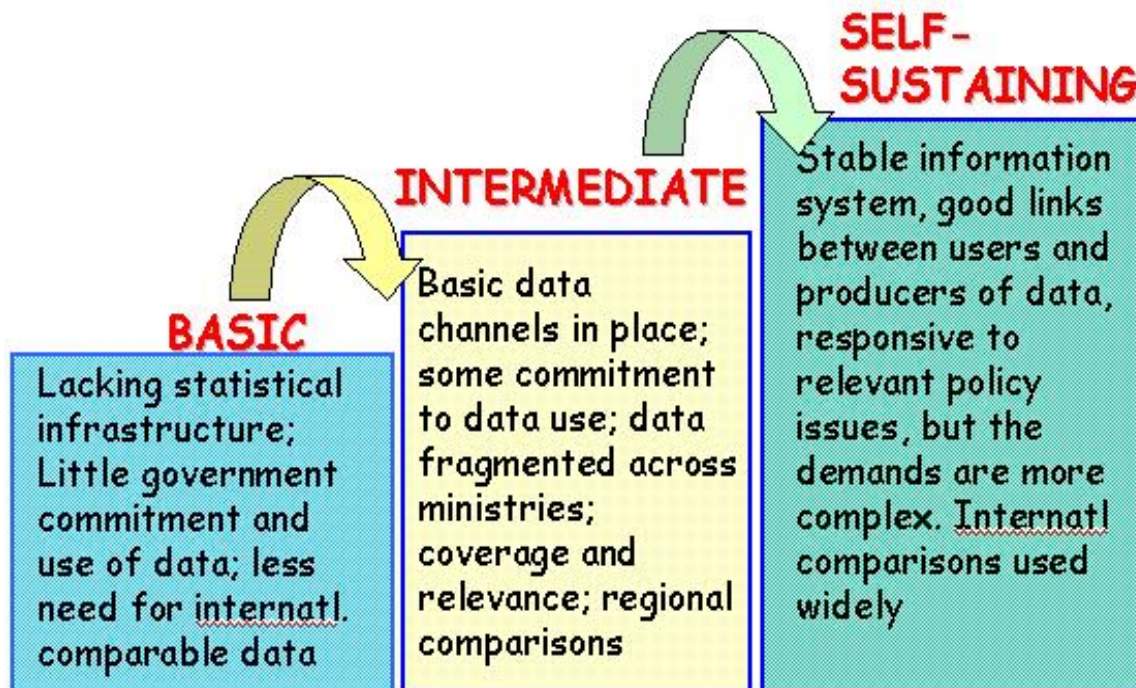
- Diagnosis and improvement of Education Management Information Systems (EMIS) 2003-2007;
- Organization of annual regular training regional workshops
- Specific thematic projects: Education finance(with GPE support), Out-of-School (with UNICEF), Teachers (in Asia) etc...;
- Tailored national technical trainings on data and indicators (frequent)
- Production of tools, methodologies and classifications : ISCED, National Education Accounts (NEA), OOS Operational Manual, Means Years of Schooling, online indicator methodologies/glossary/metadata, etc...;
- **Project in the Pacific (UIS-DFAT)**
- **CapED Project with the related-generated tools**

➤ Increased demand and challenges with SDG 4 and Education 2030

- SDGs Context
  - Wider scope of data sources required
  - Multiple types of data (Admin-Assessment-HHS etc...)
  - Complexity of SDG4 indicator framework
- UIS will support Member States in the design, implementation, and monitoring of National Strategies for the Development of Education Statistics (NSDES). To produce relevant and quality information for monitoring SDG targets.
- This should also lead to improvements in the national capacity to report timely and more reliable cross-nationally comparable data.



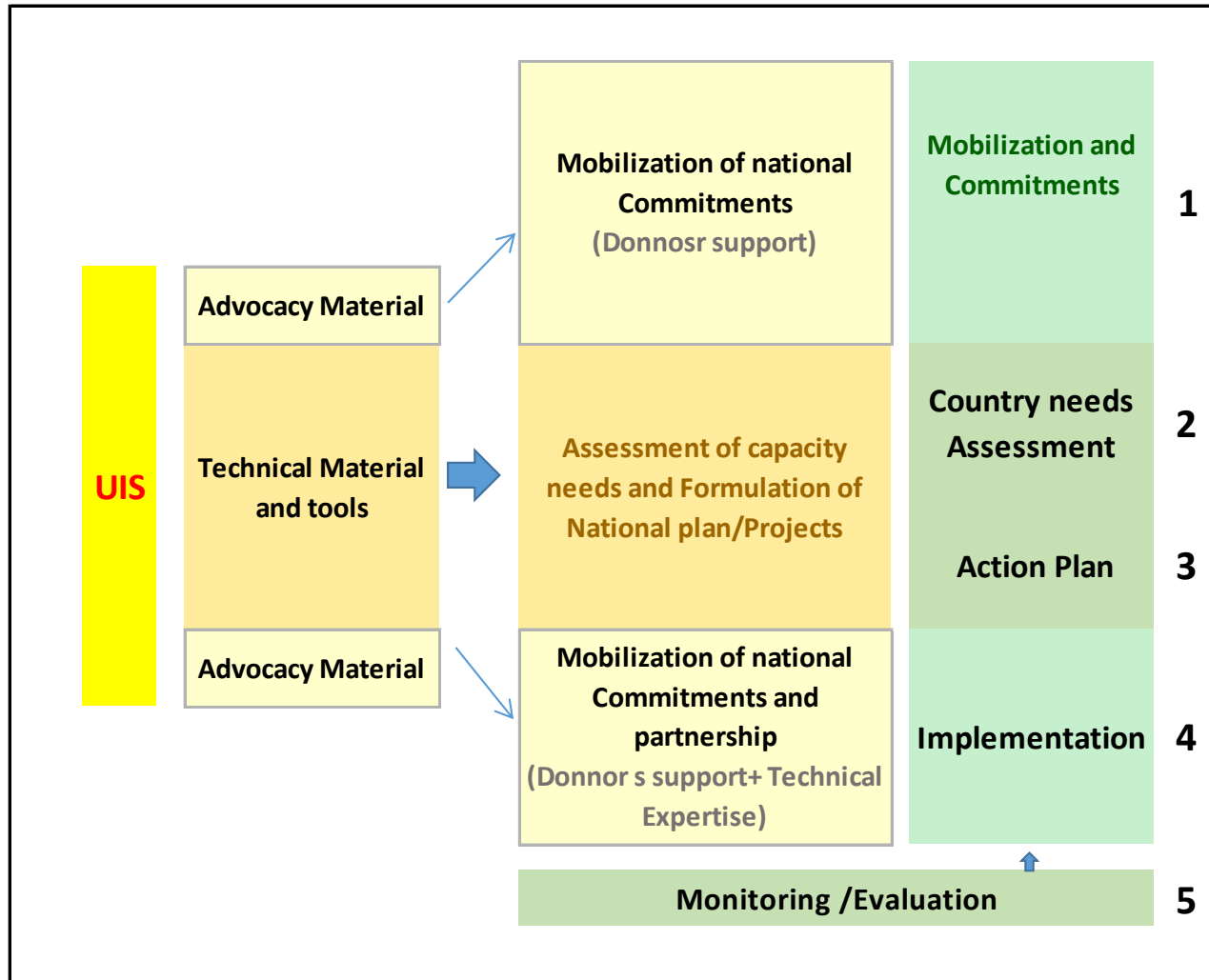
## How to tailor capacity building interventions to country specific needs and resources?



## **UIS ' Approach**

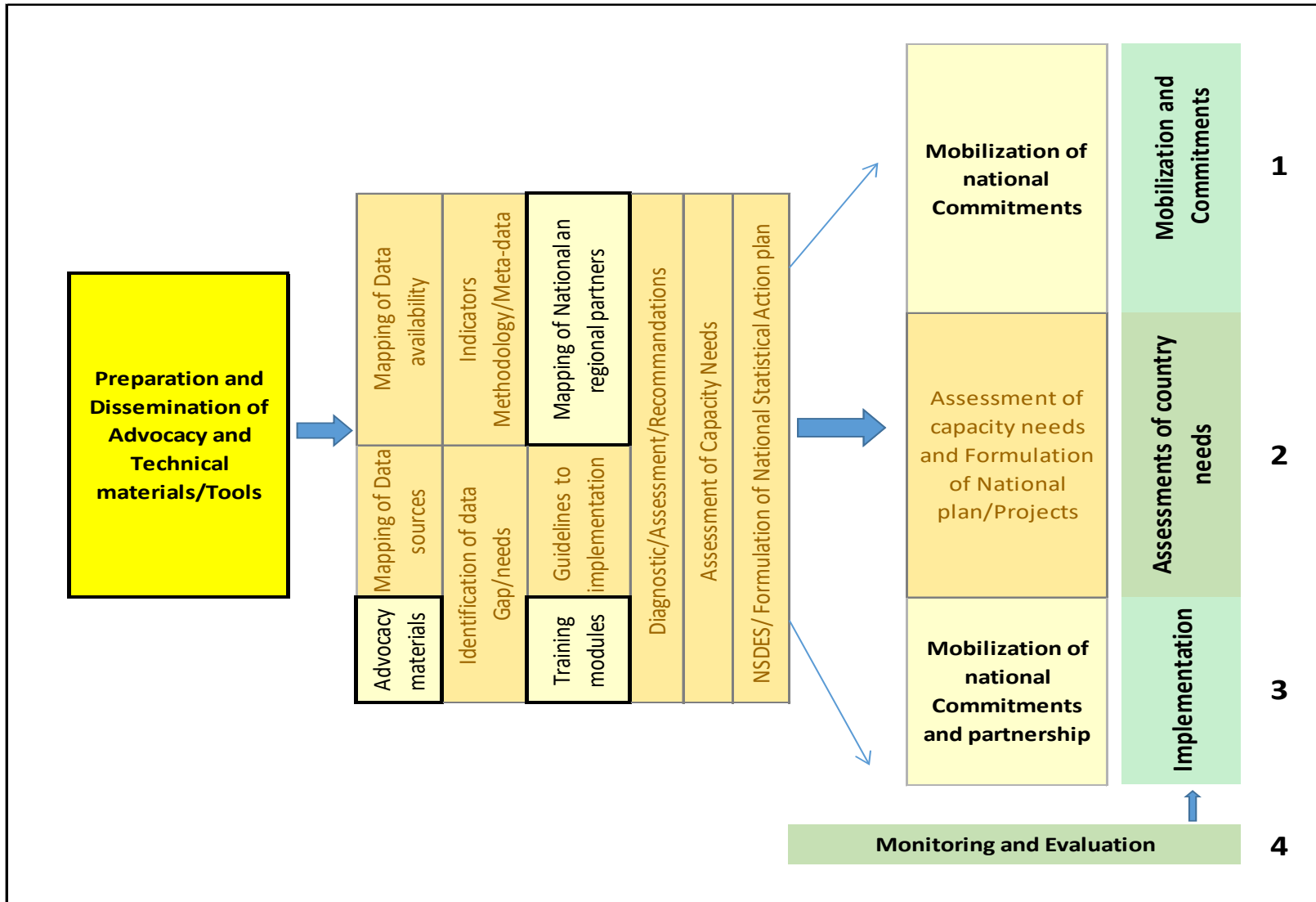
The complexity and multiplicity of data requirement would imply for an effective monitoring SDG4 to set up an Education data platform with a strong coordination and collaboration at country level







# UIS Capacity development implementation model



- Lack of resources available in relation to the big demand
  - Difficult to define areas of priorities/niche (because of the diversity of demand) and stick to them
  - Follow up and institutionalization
  - Coordination with other partners involved in capacity building
  - At which level of implementation should we go
- To respond to these challenges the UIS is currently reviewing and revising its capacity building strategy. And we expect to learn also a lot from the work of WG2 on Capacity Building .



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# Pacific Capacity building Project

## UIS-SPC/DFAT. 2015-2018

Said Ould Voffal, UIS

TCG3 meeting, Montréal, 1<sup>st</sup> June 2017



## Background

The Pacific Islands Countries (PICs) are characterized, among other things by:

- Low response rates to international surveys
- but also by a generally low quality of the data produced
- Poor visibility of education issues in the Pacific at the international level primarily due to **the lack of available data;** and
- **Weak statistical systems** which hinder efforts by governments and donors to monitor regional progress towards international and national education goals..
- The need for **statistical capacity building** to enable countries to collect, produce and analyse data of good quality in order to formulate evidence-based education policies.

## Introduction

The UIS and the Australian Department of Foreign Affairs and Trade (DFAT) have established a partnership to support UIS statistical activities in the Pacific. **UIS is seeking to improve international and regional monitoring of education through increase capacity support to Member states and the Regional EMIS Facilities.**

- The project proposal was based on:
  - Close consultation with National and regional statistical authorities and
  - Aligned with the UIS Medium term Strategy 2014-2021
  
- Given the complex nature of the work, the UIS is seeking to establish a multi-year agreement with DFAT in order to build a stable financial base required for an efficient execution of the work.

## Reinforcement of the UIS presence in the Pacific with DFAT support

- Need to reinforce the UIS presence in the Pacific in a relevant and sustainable way
- UIS' resources dedicated to the project based in Apia (Samoa):
  - 1 Cluster advisor
  - 1 assistant project officer
  - + 1 consultant
- UIS Apia team is also supported by UIS Montreal team and UIS Asia regional office in Bangkok
- Technical Collaboration/Cooperation with the Secretariat of the Pacific Community (SPC) and the Pacific Islands Forum Secretariat (PIFS) and other partners involved in the reinforcement of the education statistical capacity in the Pacific.

UIS' Work  
programme to  
support and  
complement  
regional activities

Major issue addressed by the project :

- The need for **statistical capacity building - The lack of available data and the Weak statistical systems.**

The UIS' project in the Pacific has 4 overarching goals:

- **Goal 1:** Assess and improve the quality of education data collected in Pacific Island Countries (PICs);
- **Goal 2:** Improve the visibility of education progress in the Pacific at the international level;
- **Goal 3:** Improve the monitoring of progress against regional education agenda ;
- **Goal 4:** Increase usage of education statistics by stakeholders at the country and regional levels.

The 4 goals are directly aligned with the regional priorities and with the objectives of the Secretariat Pacific community (SPC) Regional EMIS Facility.



## Main Activities conducted

-Support to countries to fill the UIS questionnaires and coordinate communication with SPC and EMIS teams

-Support to produce quality data and increase the regional coverage

-Adapt UIS and apply Ed-DQAF methodology for the Pacific context

-Conduct DQAF in-depth diagnostics using full Ed-DQAF

-Guide to the Development of the NSDES and Advocacy

-Conduct regional trainings on how to calculate and interpret indicators

- Assist SPC with National training

- **These plan activities have been conceived to help Improving the data production system**
- **Improving the production and the use of Education data**
- **Improving the PEDF indicators for monitoring and Evaluation**

## Main Results

Regular production of annual statistical digests:  
Palau, Marshall Islands, Vanuatu, Solomon Islands, Tonga, Cook Islands, Tuvalu and Samoa

Over the last 12 months, 8 countries have prepared their national education statistic digests including statistics for all levels of education

After two years of activities, the UIS regional work has led to:

- The adaptation of the first version of the Ed-DQAF tool
- The production of 3 DQA reports (Samoa, Kiribati, Tonga)
- The design of the online ED-DQAF tool currently in its testing phase
- The Roadmap towards the NSDES for Samoa
- The organisation of an advocacy meeting involving the main national partner to discuss the Ed-DQA recommendation and the roadmap towards Samoa NSDES
- Countries are starting to produce annual statistical digests on a more regular and timely basis, including data for global and regional indicators.

## Main Results

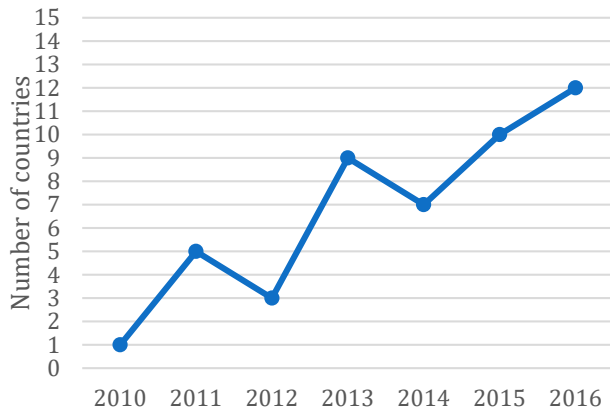
**Production of national statistics digests with education indicators linked to national education sector strategies**

**For example, Samoa has produced an education statistics digest that presents data on key performance indicators required for monitoring the national education sector plan.**

## Improvement of the education statistics in the Pacific

- An increased production, quality, visibility and use of education data in the region.
- An increased availability of international and regional education statistics in statistical publications and databases.
- At the international level, data from the Pacific region has been published in the Global Education Monitoring Report 2016, including specific reference to the PICs use of education systems to prepare children and their families for climate change.

UIS Questionnaire A  
PIC Submissions



- Over the last 2 years, the response of PICs to requests for education data at the international level has increased with improvements in the submission of education data to the UIS.
- A greater proportion of PICs now report regularly data on student enrolment and teachers in early childhood, primary and secondary education.
- As a result of the data quality assessments, countries are now aware of the importance of investing in their capacity to collect, produce and analyse data.

## Main achievements, challenges and recommendations

To date, six countries have been assisted with planning their digests comprising technical advice on calculating education indicators and providing advice on how to structure their digests.

- **At the international level**, the Pacific region has maintained a high response rate to the UIS questionnaire, (80%) with the 2016 survey round.
- This reflects the increased :
  - Efforts of the UIS and regional partners (SPC) to support countries to submit data for the Annual Survey of Formal Education during 2016-2017.
  - Level of communication and technical assistance with the completion of UIS questionnaires.
- **At the national level**, Pacific countries have produced national education statistics digests, including where possible relevant SDG and PEDF indicators, as well as indicators required for national planning.

However, there are still additional efforts needed to improve the quality of the submitted data.

## Main achievements, challenges and recommendations

- 3 ED-DQA reports produced providing recommendations to improve: The **enabling environment** of the data production chain- The **data availability, their accessibility and use, and** guide the **National Strategy for Developing an Education Statistics** in the Pacific .
- **However**, all three DQAF reports produced are still awaiting formal endorsement from government despite formal letters from the UIS Director sent to Ministries of Education requesting the national .
- Also there is a strong need for national advocacy on the NSDES which should be embedded in the existing national strategies.

## The Plan for 2017 to the end of the project in December 2018

- 3 DQAF to conducted in Papua New Guinea , Tuvalu and Tokelau
- 3 NSDES/ data improvement plan in Samoa, Kiribati Tonga, PNG, Tuvalu and Tokelau
- Ed-DQAF online finalized, tested and applied for all remaining Pacific countries
- Organize in Kiribati, Tonga, PNG, Tuvalu, an advocacy meeting to share and discuss their roadmap through the NSDES
- The regional workshops on finance education data
- Joint national training worksop with SPC
- Develop roadmap for PEDF monitoring with PIFS and SPC
- Organisation of online Workshop to train EMIS teams
- Development of Advocacy Materials on NSDES





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## Data to transform lives

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