

The International Collection of Education Data and Support to Member States

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Main Duties of UIS

- ▶ Collection and dissemination of cross-nationally comparable data in the areas of the UNESCO mandate
- ▶ Analysis of comparative data
- ▶ Develop methodological approaches and maintain international classifications
- ▶ Technical capacity building within countries
- ▶ Advocacy for statistics in relation to UNESCO's areas of interest

Official UN mandate for collecting education data for

- ▶ MDG Goals 2 and 3 (also 8) (UN)
- ▶ EFA Global Monitoring Report (UNESCO)
- ▶ World Development Indicators (World Bank)
- ▶ Human Development Report (UNDP)
- ▶ State of the World's Children (UNICEF)

Guiding Principles

- ▶ Collect policy-relevant Data
- ▶ Use methodology appropriate to the circumstances
- ▶ Ensure autonomy [Independent Governing Board]
- ▶ Employ transparency with its data and methodologies when possible
- ▶ Fully involve countries
- ▶ Minimise response burden on countries

Why is cross-comparative data necessary?

- ▶ **To provide global and regional data and indicators**
 - for advocacy
 - to mobilise resources (at the national, global and regional level)
 - to hold governments, donors, and international organizations accountable
- ▶ **For purposes of comparison**
 - learn from one another – to show what can be achieved
 - benchmark
 - act as a catalyst for debate

Issues and Challenges

- ▶ Comparability
- ▶ Validity of Data
- ▶ Timeliness
- ▶ Capacity building

ENSURING COMPARABILITY

1. Population: UN Population Division
2. Economic (e.g. GDP, exchange rates): World Bank/IMF
3. Ensuring that the entire country, all educational institutions and groups are included in the data
4. **ISCED– International Standard Classification of Education**

WHAT IS ISCED?

- ▶ International Standard Classification of Education
- ▶ Framework / classification system created to facilitate the international comparability between national statistics
- ▶ Agreed with member states at workshops and General Conference
- ▶ Currently under further review led by the ISCED Technical Advisory Panel (TAP), a committee of international and regional experts from Member States

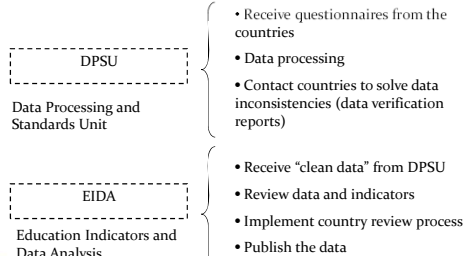
WHY ISCED? Its Relevancy to EFA

Country/ Territory	Primary Education		Compulsory Education
	Entrance Age	Duration	Age Range
Timor-Leste	6	6	6–11
Palau	6	5	6–17
Myanmar	5	5	5–9
Indonesia	7	6	7–15

Source: Global Education Digest 2010
http://www.uis.unesco.org/Library/Documents/GED_2010_EN.pdf

ENSURING VALIDITY

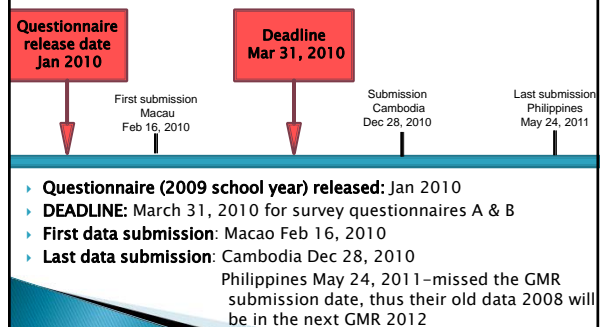
Data Processing and Validation



ENSURING TIMELINESS

- ▶ To meet the international demand for data and their respective deadlines
- ▶ To influence policy changes within the country
- ▶ Country level statistics may not be shown if deadlines are missed
- ▶ UIS' own outputs rely on the availability of reliable timely data
- ▶ Last but not least, timely data allows for feedback which ensures that the data are of the best possible **quality**

Data Collection Schedule



From ministry to EFA GMR data submission school year 2009

- ▶ **Jan 2010:** Questionnaires sent out
 - Feb16 1st Asian submission Macao (2009 data)
- ▶ **31 March 2010:** deadline for data submission
- ▶ **May 2010:**
 - 1st release of 2009 data UIS website
 - *Previous 2008 data sent for GMR (2011 on conflict) including Macao 2009*
- ▶ **Dec 2010**
 - Cambodia (2009 data) received
- ▶ **Jan 2011**
 - 3rd final release of data UIS website
 - *1st March 2011 launch of GMR 2011 conflict; 2008 + Macao 2009*
- ▶ **28 April 2011**
 - Final 2009 data sent for GMR 2012
 - *Excludes 2009 submissions sent after this date*
 - *1st web release of 2010 data (4 AP countries 22/7/2011)*
- ▶ **Dec 2012?** Launch of GMR 2012 skills

ENSURING CAPACITY AT ALL LEVELS



CAPACITY BUILDING ACTIVITIES

- ✓ **Regular exchange with national statisticians (e-mail, telephone)** through UIS regional focal points
- ✓ **UIS regional representation** through network of advisors
- ✓ **Reinforcing national statistical capacities**
 - Development of Education Management Information System (EMIS)
 - Development of national school questionnaires
- ✓ **Regional workshops** (every two years on average):
 - Review of statistics and methodologies
 - Training on UIS surveys and specific topics (e.g. education finance, teachers, etc.)
 - Exchange between national statisticians (South-South cooperation)
- ✓ **Technical assistance:**
 - Data plans (designed mainly to complete UIS questionnaires)
 - National workshops to train national statisticians on concepts and definitions

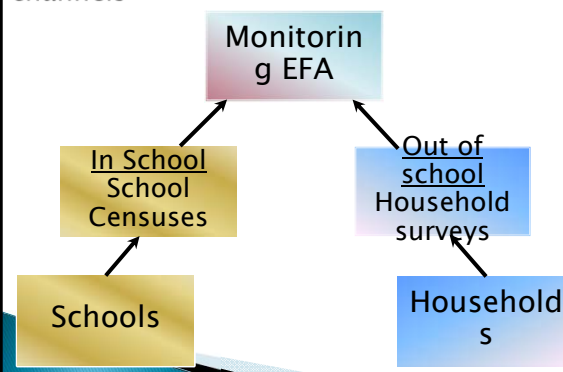
UIS: New Developments

- ▶ **New Data Collection**
 - Regional Surveys
 - TVET
- ▶ **UIS and EFA**
 - Training Modules

Monitoring EFA and 2015 Assessment

- ▶ **EFA Mid-Decade Assessment 2006–9**
 - MDA Evaluation 2010
- ▶ **End of Decade Notes 2011**
- ▶ **Statistical capacity building for 2015?**
 - More support in use of indicators, both admin and household data
 - Further development of basic indicators eg ECCE
 - Strengthen local data systems especially for 'unreached' – UIS/UNICEF "Out of School" project
 - Increase dissemination to mobilise stakeholders

EFA Monitoring : Data sources and channels



EFA monitoring : New state-of-the-art training modules

Modules A1-A5	Modules B1-B5
A1: School records management	B1: Exploring Household Survey Data for EFA Monitoring
A2: Data collection and quality control	B2: Introduction to Data Analysis Software
A3: Education indicators and data analysis	B3: Checking, Editing and Preparing Household Survey Data for Analysis
A4: Use of information in monitoring, planning and management	B4: Basic Data Analysis Techniques
A5: Data flow and information dissemination	B5: Elaborating Outputs for Better Presentation

New EFA Monitoring Training Modules: Development processes 2009-2011

- Funded by Japan Funds-in-Trust support to regional capacity building in EFA monitoring
- Regional expert group: planning and review
- UIS-AIMS core team(4) + 2 experts + 9 assistants
- Field-test draft modules in training workshops in India and the Philippines
- Revised, edited and finalized; being published
- To develop Internet versions for free online self-learning