



**THE PACIFIC REGIONAL
PREPARATORY MEETING FOR THE
FIRST SESSION OF THE 'UNESCO
CONFERENCE ON EDUCATION
DATA AND STATISTICS'**

OUTCOME DOCUMENT

2023

2024 CONFERENCE ON
**EDUCATION DATA
AND STATISTICS**

As a part of the preparation for the first session of the ‘UNESCO Conference on Education Data and Statistics’, a consultation was organized on the first day of the Pacific Regional Education Data and Statistics workshop for SDG4 monitoring. The preparatory meeting was organized in collaboration with SPC and UNESCO. 6 presentations were made during the session focusing on the international data collection on those particular areas or using data sources:

1. Administrative data
2. Household Survey Data
3. Teacher data
4. Learning Assessment data
5. Expenditure data and
6. ISCED

For each topic, the UIS presented the background, key issues, and challenges for countries in data collection, compilation and reporting at the international level discussed some of the prominent solutions and then suggested an agenda forward for the UIS to work with countries to improve the data compilation and reporting at national and international levels.

The meeting discussed each of the topics, carefully reviewed the issues and challenges presented and discussed the solutions and the agenda forward for UIS to work with member States to improve the data coverage, building capacities and improving the quality of the data on various areas:

USING ADMINISTRATIVE DATA FOR MONITORING AND REPORTING SDG4

- As one of the key sources of data for monitoring and reporting on SDG4 at national, regional and global levels, the meeting fully agreed on the importance of the data to be compiled and reported to the international level on time and more regular basis.
- The meeting expressed that the challenges and issues mentioned in the paper reflect Pacific countries’ issues and challenges.

- The meeting also endorsed the agenda proposed by the UIS and believes that with this agenda, it will be able to reduce the data and reporting gaps at national regional and global levels.
- **Tonga** expressed the relevancy of the topic and commented that data need to be useful at the school level, and then relevant to the national level and the international level. It also mentioned that country capacity needs to develop in terms of data collection, compilation and use of standards
- **Vanuatu** highlighted the scattered data, not having clear data definition and low coverage of EMIS (only covering private schools) are the key issues in using administrative data in reporting. The country emphasized the need for capacity development, aligning EMIS with national development with clear indicators is the way forward for better reporting.
- **Solomon Island** also echoed the alignment of data systems with national education policies and SDG4 and highlighted the need for collaboration between various departments and Ministries to compile data.
- **Cook Island** suggested having an advocacy tool for countries to understand the importance of data at the school level, district, and national levels.

HOUSEHOLD SURVEY DATA

- The meeting recognized that the household survey provides quite good and reliable data for monitoring education in more comparable data. However, there are some challenges in using the data mainly due to various reasons.
- The meeting recognized and noted the issues and challenges of using Household survey data for monitoring and reporting at national and international levels.
- The meeting overwhelmingly supported the agenda put forward by UIS to work with Member States in improving the data reporting using household surveys.
- **Marshall Islands** commented that there is a need to have clear definitions regarding the various population groups such as youths and they should be uniform across various household surveys.

- **Tonga** informed that the country is having MICS, Labor Force Survey and MOE has been asked to provide inputs to the surveys. However, the country realized that the MOE should be providing more detailed comments and inputs focusing on the data requirement for monitoring SDG4.
- **Solomon Island** recognized the role of NSO in guiding the data generation processes in the countries.
- **Tuvalu** also recognized the role of NSO in harmonizing statistical systems in the country
- **PNG** informed that the country has developed a national development strategy and agreed on M&E indicators in which NSO coordinates and other line ministries contribute too.
- **Vanuatu** gave an example of MOE and NSO working together in undertaking an MICS survey.

TEACHER DATA

- Low coverage of the teacher data in the region has been recognized.
- The meeting wholeheartedly supported the paper and recognized issues and challenges discussed in the paper and the proposed agenda for UIS to work with Member States.
- **Vanuatu** contributed by supporting the need to align the definition of trained teachers, qualifications and salaries and believes that ISCED-T could be able to solve the issues by bringing more internationally comparable definitions rather than using a national definition which is not comparable at all.
- **Cook Island** informed us that it is difficult to get teacher salary data, particularly private teacher data.
- **Samoa** would like to see more guidelines and clarity in compiling data on trained and qualified teacher data.
- **Niue, Tonga and Palau** expressed there is a need for the capacity to collect teacher data and their harmonization across different systems.
- **Tonga** mentioned the issues of disaggregating teacher data by levels of education, particularly lower and upper secondary levels.

- **Solomon Island** noted that the teacher data spread across various departments and Ministries such as teacher roster, Human resources development, and teacher payroll system including EMIS. Harmonizing data across various systems compiling them and reporting following the international standards are quite challenging.

EXPENDITURE DATA

- The meeting recognized the importance of the topics and showed their consent to the issues and challenges the paper discusses.
- The meeting endorsed the proposed way forward for the UIS to work with member States in improving the coverage as well as the quality of the education expenditure data.
- **Niue** reflected that collecting detailed expenditure data is very difficult and mostly they are not publicly available.
- **Vanuatu** suggested strengthening EMIS to include the data on education expenditure.
- **Cook Island** mentioned that there is a need to have a linkage between the education sector plan and the education budget/expenditure. For this, the education sector plan should be truly sector-wide and the budget should be detailed.
- **Solomon Island** expressed the need for collaboration with the Ministry of Planning/finance and they should understand the data structure the way it should be reported at the international level.
- **Fiji, PNG and Samoa** mentioned about difficulty in getting private spending in education and the HIES data is not used to produce data for private expenditure.

INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION

- The meeting recognized the role of ISCED in standardizing and compiling internationally comparable data in education and the meeting expressed thankful to UIS for its support in mapping their national education programmes into ISCED.

- The meeting took note of the issues and challenges of implementing ISCED in some of the areas.
- **Nauru** mentioned that in the Pacific, Universities are not in all countries as they are working under the University of South Pacific (USP) in terms of a regional university approach. The ISCED classification for the countries at the tertiary level should be discussed in such cases to help countries classify easily.
- **Samoa** pointed out that some of the short term TVET programmes are difficult to map in the ISCED.
- **Tonga** informed that some of their programmes include both TVET components and academic components, in such cases, it is not that easy to decide the orientation of the programmes in the ISCED.

LEARNING OUTCOMES

- The meeting recognized that learning outcomes are the most important agenda for SDG4 and the country should be able to produce required data for measuring quality of education.
- It noted the current data gaps and issues and challenges in reporting the learning data at national and international levels more coherent manner.
- The meeting wholeheartedly supported the agenda forward for UIS to work with Member States in harmonizing learning data across the countries and improving the coverage.
- **Solomon Island** expressed that countries focus just on 4.1.1. but need to have clear strategies to produce learning data for other targets 4.6.1. 4.7.4 etc.
- **PNG** mention the need to integrate learning outcome assessment in the sector plans with a clear budget and results to guarantee that the country undertakes those assessments.
- **Samoa** expressed that international agencies like UIS support countries to harmonize their national assessment with international standards probably using global competency frameworks.
- **Tonga** suggested having orientation/training on understanding the minimum Proficiency in Learning (MPL) and Global Competency Framework (GCF) and use of them in monitoring learning at national, regional and global levels.