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# Pre-Conference Engagement Day

6 FEBRUARY 2024

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CONFERENCE ON  
**EDUCATION DATA  
AND STATISTICS**

CONFERENCIA SOBRE  
**DATOS Y ESTADÍSTICAS  
DE EDUCACIÓN**

CONFÉRENCE SUR LES  
**DONNÉES ET STATISTIQUES  
DE L'ÉDUCATION**

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7 - 9 FEBRUARY 2024

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# 2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

## Data in Jordan

Ali Mahassis, Head of Education Division, [ali\\_mahasses2000@yahoo.com](mailto:ali_mahasses2000@yahoo.com)

# Context

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- ▶ Jordan is home to 10.8 million people, hosting the second-highest share of refugees per capita in the world.
- ▶ More than 760,000 refugees are registered, mainly from Syria (660,892), with large groups also from Iraq, Yemen, Sudan, and Somalia. Not all refugees are officially registered, and the real number of refugees in Jordan might be higher.
- ▶ Additional 2 million registered Palestinian refugees live in Jordan (largest number of Palestinian refugees)
- ▶ Nearly half of the refugee population are children below 18 years old. Around 83 % live in urban areas.
- ▶ COVID-19 pandemic increased economic pressures on vulnerable households, impacting students' attendance and learning, and exacerbating existing vulnerabilities
- ▶ Jordan also faces various risks and hazards as outlined in the National Strategy for Crisis and Risk Management
- ▶ Jordan has a relatively young population, with nearly 31 per cent between the age of 0-14 years, 31 per cent aged 10-24 years, and 64 per cent in the productive age of 15-64 years (UNFPA, 2022).

# Jordan Policy Response

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- ▶ Jordan's education sector has increasingly made progress and adapted to different shocks and crises.
- ▶ To meet the increasing demand for education, and ensure no child is left behind, Syrian refugees have been **integrated into the national education system**, and a double-shift system has been implemented to absorb refugees and reduce overcrowding in classrooms in the education sector
- ▶ Jordan has also developed Crisis and Risk Management Strategy for the Education Sector
- ▶ Crisis and risk management and Jordan refugee response is also mainstreamed in the Education Strategic Plan (2018-2025)

## Data Measures:

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- ▶ Jordan's EMIS collects comprehensive educational data for Students, teachers, classrooms, and Schools, disaggregated by gender, age, location, nationality, and many other vulnerability groups.
- ▶ EMIS is also API compatible allowing it to be integrated with other systems (Department of Civil Status and Learning management system (LMS-Jo-learn)
- ▶ Refugee data is currently collected based on nationality, not protection status, but work is in progress to align EMIS refugee data with UNHCR's data model
- ▶ Efforts are also being made to integrate MoE EMIS with UNRWA EMIS to make sure that Palestinian learners are also reflected in Jordan's national statistics and SDG4 reporting
- ▶ To inform decision makers and other educational stakeholders for better inclusive planning and decision making, a reporting module is available in OpenEMIS which include three main system:
  - Standard reports, dashboards, annual monitoring of the ESP
  - EMIS can generate reports based on key lines of inquiry related to gender equality, disability, nationality, geography, type of school, etc. in line with international standards
  - Some examples of reports generated by the EMIS reporting : SDG4 VNR, ESP annual report, Statistical yearbook, SDG4 Dashboard.

# Challenges

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- ▶ Jordan's education system is exposed to multiple risks, and there is an awareness of the data needs to measure hazards and risks identified in the CRM strategy
- ▶ Strong coordination mechanisms already exist in Jordan, but does not parlay into the collection and management of CRM data
- ▶ Despite efforts to improve data in EMIS, there is still incomplete CRM data coverage

# Challenges in reporting education data to UIS

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## Use of household survey data for reporting on SDG 4

- ▶ Survey data is not available for each year, because it is being collected on separate periods (each 2 years, each 5 years) or it can be postponed because of different reasons like during Covid-19.
- ▶ Result in Data gaps inconsistency for national data.
- ▶ Countries should develop their own data projection model (supported by UIS) to make sure can fill the data gaps for survey data.
- ▶ Financial challenges related to allocating budget for the household surveys.

## Learning Outcome data

- ▶ Specific calculation method to evaluate education outcome or other educational indicators needs to be communicated officially with countries by the regional UNESCO offices.
- ▶ This will encourage better policy making and allow national teams to advocate for using those surveys.

# Lessons Learnt from Jordan

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- ▶ Mainstreaming crisis and risk education data in EMIS is essential for making evidence-based decisions
- ▶ Developing specific indicators and data needs as part of a risk matrix is essential to guide mainstreaming of relevant data into EMIS
- ▶ Prioritizing the why data is produced over the how
- ▶ Investing in longer term system and capacity strengthening to enable the use high-quality data is key to inform preparedness strategies, response planning, implementation, and monitoring to ensure continuity of learning.



Figure 1: Freepick/YuriArcursPeopleimages



# Best Practices from Jordan

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- ▶ SDG4 Matrix: Comparing data from national recourses with published data in the UIS website.
- ▶ The National SDG4 committee
- ▶ Jordan's SDG4 dashboard.
- ▶ Jordan's SDG4 reporting
- ▶ SDG4 benchmark process



Figure 1: Freepick/YuriArcursPeopleimages



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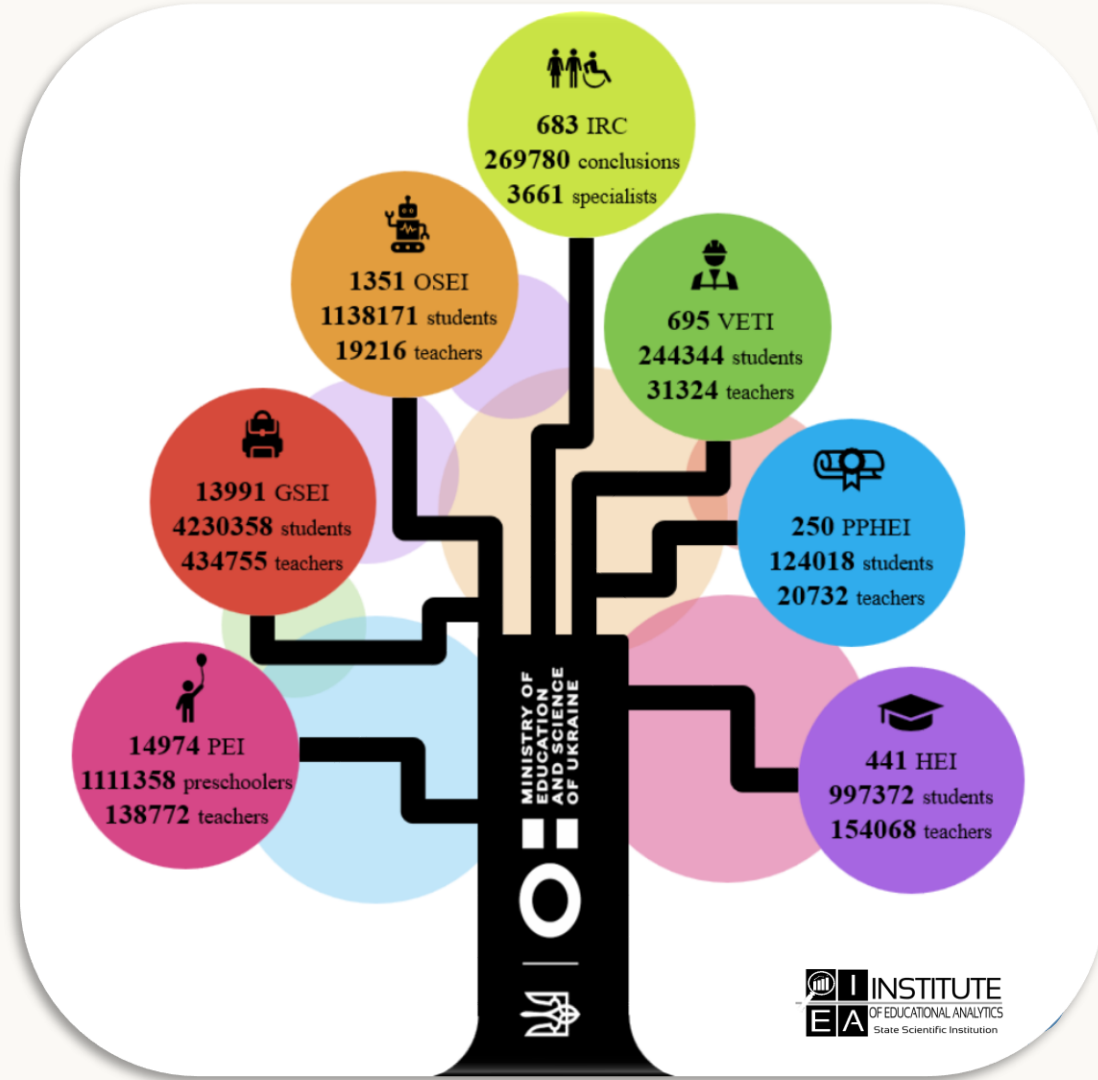
**Ukraine's Experience in Ensuring the  
Sustainability of Obtaining Quality Data on  
the State of Education in Times of War**

Andrii Lytvynchuk, Head of the SSI “Institute of Educational Analytics” (Ministry of Education and Science of Ukraine, [a.litvinchuk@iea.gov.ua](mailto:a.litvinchuk@iea.gov.ua))

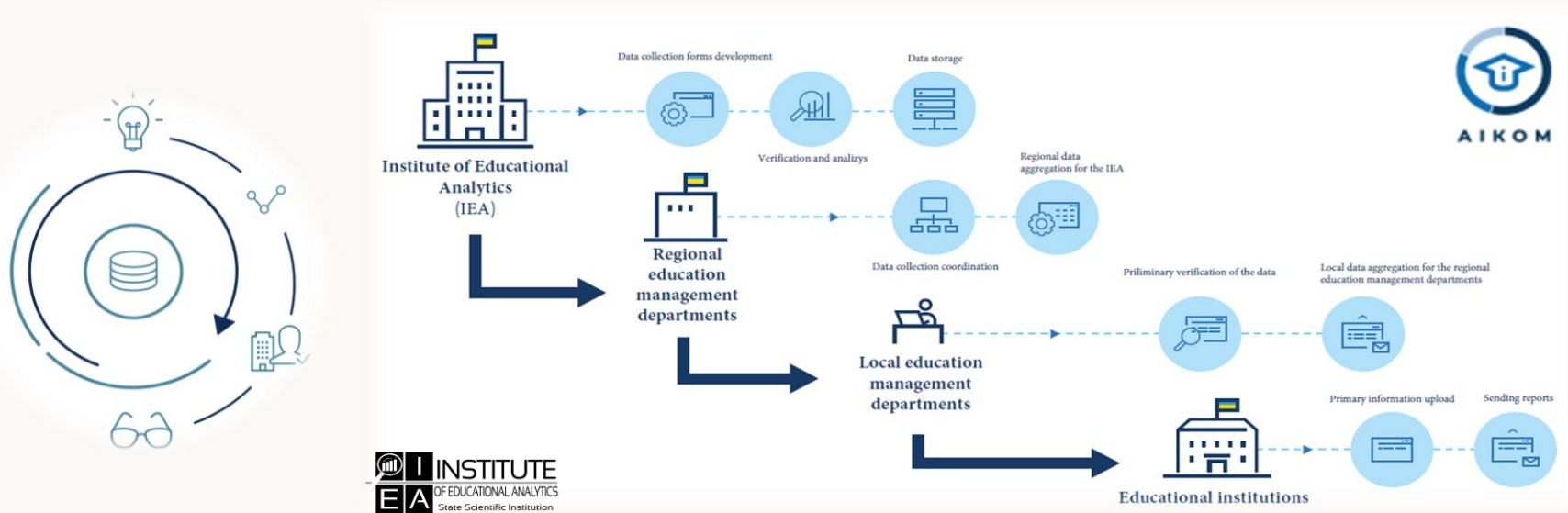
# Ukrainian Education in Numbers (before 24.02.2022)

## Abbreviations:

PEI	Preschool Educational Institutions
GSEI	General Secondary Educational Institutions
OSEI	Extracurricular Educational Institutions
VETI	Vocational Education and Training Institutions
PPHEI	Professional Pre-Higher Educational Institutions
HEI	Higher Educational Institutions
IRC	Inclusive Resource Centers



# UA EMIS (AIKOM system)



- The individual data (students profiles) from AIKOM system is the basis for calculating the distribution of the educational subvention for the general secondary education teachers' salaries (about a third part of all UA budget expenditures on education, from 2021 it is more than 100 billion UAH) and the numerous analytical reports enabling evidence-based policymaking in UA education during the war;
- Any UA student/teacher/educational institution/education management body has e-profile through updates of which core information is received (displacement, forms of education (online, offline, blended), etc.);
- Numerous statistical forms are collected in a e-way resulting existence of the detailed MySQL database on each educational institution in UA;
- AIKOM has the strong information security system for ensuring its sustainability in the cyberwar conditions.

# UA Experience: Collecting and Processing Data on the Stage of Education during the War

- ▶ Well-developed EMIS => Strong, efficient and sustainable mechanisms of data collection => Quick and reliable analytics => Evidence-based policymaking in education;
- ▶ Only individual data on students could give reliable source for the analysis of internal/ external displacements, drop-out, out-of-school, out-of-learning, out-of-education, etc. In UA key parameters were added to e-profiles of students, big data analysis is used to identify vulnerable/risk groups;
- ▶ Geo-analytics is an ordinary high-priority task during the war, that's why it is very important to have the DB with educational institutions' coordinates of good quality;
- ▶ Interoperability with other state information recourses gives more comprehensive, verified data and enhanced analytical possibilities;
- ▶ Data collections should be preliminary analysed for their real practical purposes, synchronized with other stakeholders to avoid overload of respondents (esp. with the same/similar requests).

# Importance of Need Assessments

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**There are multiple possible sources for the UA educational analytics during the war:**

- ▶ Official educational e-DB and IT systems (microdata);
- ▶ Operative data from regions (core indicators, collected twice a month);
- ▶ Results of the numerous assessments.

It was extremely important from the early beginning of the war to have possibility to Identify the impact of the conflict on the education system and understand the current state of the capacities and possible gaps, to Identify the most acute needs of learners, teachers, and education institutions, especially with regard to IDPs and finally – to provide recommendations to inform decisions on resource mobilization and response planning.

First complex Education Need Assessment was designed, implemented and analysed jointly by MoES (Institute of Education Analytics) and Ukraine Education Cluster (6 May – 24 June 2022).

# UA Educational Statistics and Analytics: Challenges

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- ▶ State budget (esp. in the times of war) gives financial limitations on the recruitment of the high-experienced and skilled big data analytics, so it is much more efficient to raise competence of available staff. That's why all possibilities of developing skills in Data Science, Geo-Analytics, Data Visualization and other relevant spheres are very actual and necessary;
- ▶ UA is making all required actions to harmonize its legislation with EU. Taking into the account that and the UA presence in the Eurydice network starting from this year, the analysis of UA education reporting forms is highly important due to the need to supplement them with indicators outlined in EU standards;
- ▶ UA educational IT systems are on the way of their further modernization. It is important to be acknowledged with the relevant best practices in such sphere to avoid possible problems and choose optimal vectors of development.





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## 2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

# Pakistan – Reshaping its Education Landscape

Dr. Muhammad Shahid Soroya, Director General, Pakistan Institute of Education, [shahidsoroya@gmail.com](mailto:shahidsoroya@gmail.com)

Safeer Ullah, Director MIS, Pakistan Institute of Education, [safeer01@gmail.com](mailto:safeer01@gmail.com)

Ehsanullah, UNICEF, Pakistan, [eullah@unicef.org](mailto:eullah@unicef.org)

# Towards Effective Data-driven decision-making

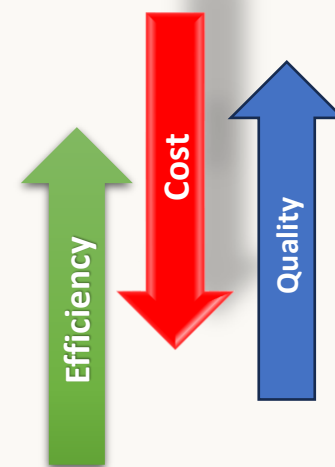
## Transforming education data landscape under Data Standardization Framework (DSF) [SDG-4 Compliant]

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- **Connect EMISs** – Ensuring Provincial & National comparable & standardized data across regions through **Annual School Census**.
- **Reach out-of-school children** by non-formal programs & **Disability data** to track inclusivity with standardized questions.
- **National Open data portal**: Make education data accessible for all.

### ► Outcome

- **Horizontal & Vertical data Integration**
- **Improved data quality & transparency**
- **Informed decisions**
- **Faster Emergency response**
- **Optimized resources**



# Key Challenges & Solutions

## SDG-4 Midterm Review 2023

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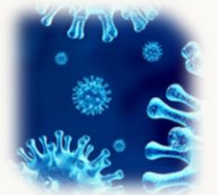
- **Marginalized foundation:** Fragmented data hinders progress, lacking quality and integration, *[Better Data Management Framework]*
- **Capacity constraints:** Overall demand and supply gaps *[Capacity Optimization]*
- **Systemic roadblocks:** Marginalized policy implementation & low financial allocation, hamper educational effectiveness, leading to low enrollment and retention. *[Advocacy for effective policy implementation]*



# EMISs & Emergencies – Response to COVID-19

## Role of National & Provincial Educational MISs

### National – EMIS *[based on Provincial EMISs]*



- ▶ **N-EMIS provided District-level Education Data to National Command & Operation Center (NCOC) to:**
  - **Respond to COVID-19 emergency in schools including:**
    - ❖ **COVID testing, vaccination, supply of hygiene & sanitation kits, monitoring COVID SOPs throughout the pandemic.**
- ▶ **The same data was regularly supplied to the Govt. Ministries & DPs for further response planning to the COVID-19.**

### Impact

**Because of the targeted data availability, an effective response was made possible.**

# Provincial initiatives: Education Emergency Data

## Sindh's Pilot Education Data System

- **Fast damage assessment** – 39k schools assessed in a week after floods.
- **Data-driven response** – Real-time data guided relief & early recovery efforts.
- ▶ **Active coordination:** Effective provincial and district level coordination to respond to the floods.
- ▶ **Learning** – Crisis impact data helped mobilizing resources and save time to start Rehab/ early recovery activities

### Recommendations

Based on the learning from Sindh province, national level consultation is recommended to institutionalize the process to respond to a similar future crisis



# Status of Refugees' education data

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## ▶ Policy Environment

- Article 25-A demands *free education for all children between age 5 to 16*

## ▶ Challenge

- Only 22% children enrolled out of 500,000 school age refugee children (UNHCR)

## ▶ Steps taken

- Integration of refugees in data Standardization Framework by Pakistan Institute Education (PIE)
- High population hosting provinces of KP, Balochistan and ICT integrated refugee students' data in their provincial EMIS



# Learning from Education in Emergencies Joint Need Assessment (JNA)

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## ► Findings from JNA

- **Damaged & closed schools** data availability was critical to know to understand the impact of the crisis & plan an immediate response
- For children with disabilities, the most prominent barrier was the lack of suitable toiletry facilities
- Teachers absenteeism trend raised across the assessed Union Councils during the floods
- All above factors resulted as barrier in children' participation in learning

## ► JNA limitations

- Lack of data for comparable baseline
- JNA data provides only indicative trends in the districts where data was collected



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