



Bangkok Office



Regional Expert Meeting on Developing Asia-Pacific Training
Manual to Monitor SDG4-Education2030
11-13 October 2017 | Bangkok, Thailand

Monitoring SDG4-Education 2030 in Cambodia

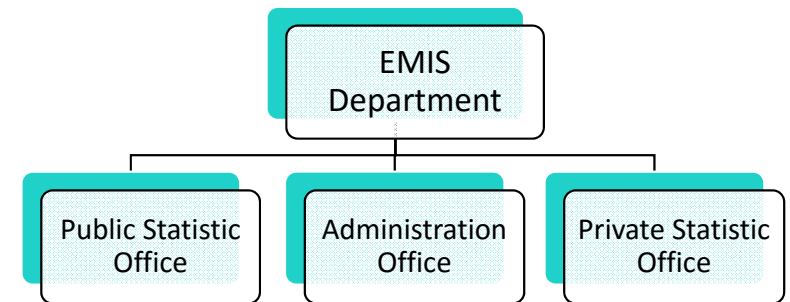
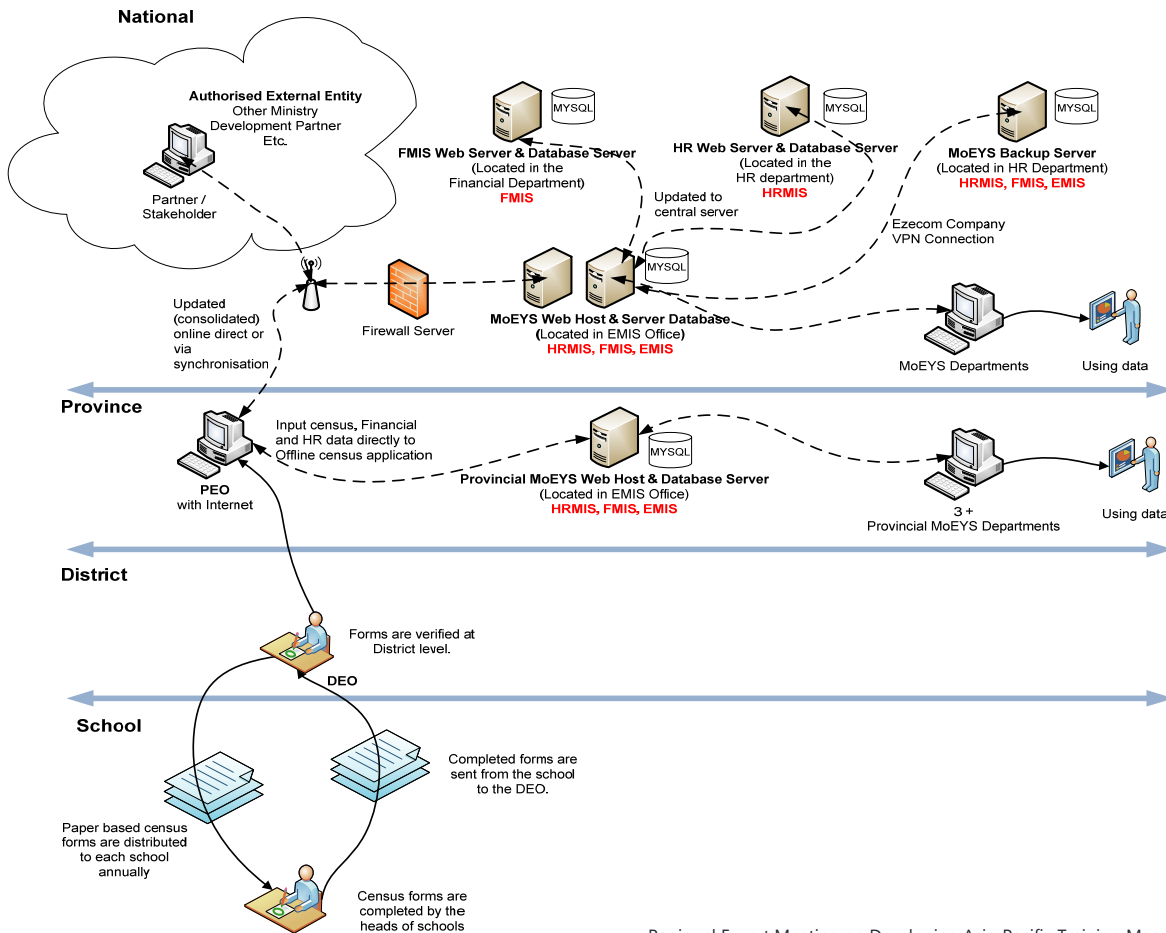
Mr. Pong Pitin

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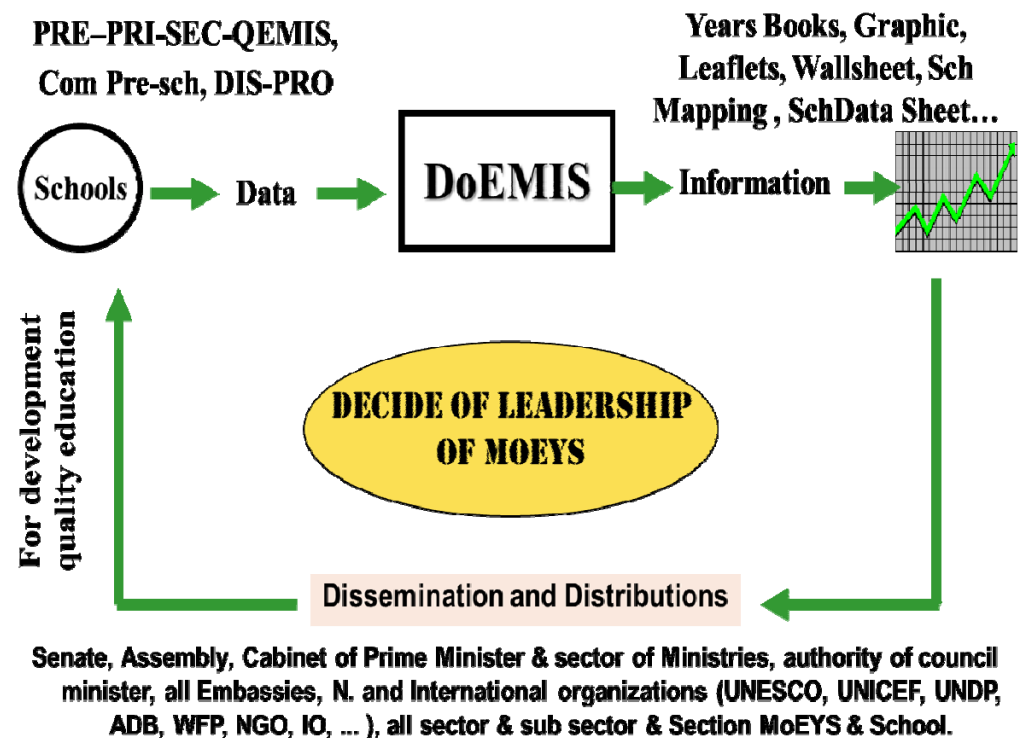
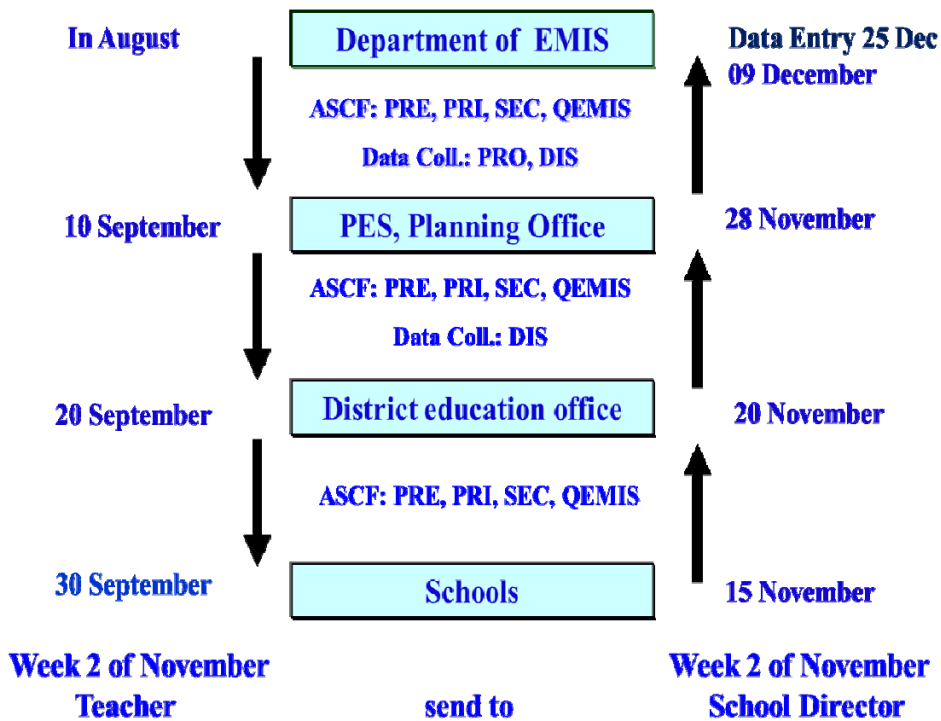
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Education Data Management and Structure



- **NFE-MIS:** Department of Non-Formal Education, MoEYS
- **TVET-MIS:** Ministry of Labour and Vocational Training
- **HHS:** National Institute of Statistics, MoP

Data Collection and Management Process: General Education Level (Pre-USE)



Different Sources of Data Collection

Department	Primary Database	Basic unit →Root Source	Secondary Data Source
Youth		District →PES	←EMIS
Personnel	HRMS	Staff →PES	←EMIS
Teacher Training		Centers →PES	←EMIS
Non-Formal Education	NFEMIS	Programs →PES	←EMIS
Finance	FMIS	PB →PES	
Secondary Education		District →PES	= EMIS
Primary Education		District →PES	= EMIS
Education Inspection		District →PES	
Physical Ed. & Sport		District →PES	←EMIS
Higher Education	HEMIS	Institutions	←EMIS
Early Childhood Ed.		District →PES	→EMIS
Planning	AMIS	Donors →PES	
EMIS	EMIS	School →School	

NFE-MIS, HEMIS and TVET-MIS

- NFE-MIS:
 - Data collection manages by POE: Twice a year - June and November
 - Questionnaire tools distribute during the ToT
 - Data produced once a year, with an analytical report of literacy and NFE programme implementation
- HEMIS
 - Data collection manages by HED : Twice a year – April and July
 - Questionnaire Tool (Hardcopy) distribute by administration
 - Data produced yearly report (year book)
- TVET-MIS
 - Data collection manages by MoLTVET: Twice a year - June and December
 - Questionnaire tools distribute by administration
 - Data produced yearly report (year book)

CDHS and CSES

- CDHS:

- Data collection manages by MoP and MoH : 5 year- February to March, 2014
- Questionnaire Tool (Hardcopy) collecting data by interview
- Data produced once a year, with an analytical yearbook

- CSES:

- Data collection manages by MoP : Yearly
- Questionnaire Tool (Hardcopy) collecting data by interview
- Data produced yearly report (yearbook)

SDG4 Monitoring: Cambodia SDG4- Education 2030 Roadmap

It proposes five policy priorities:

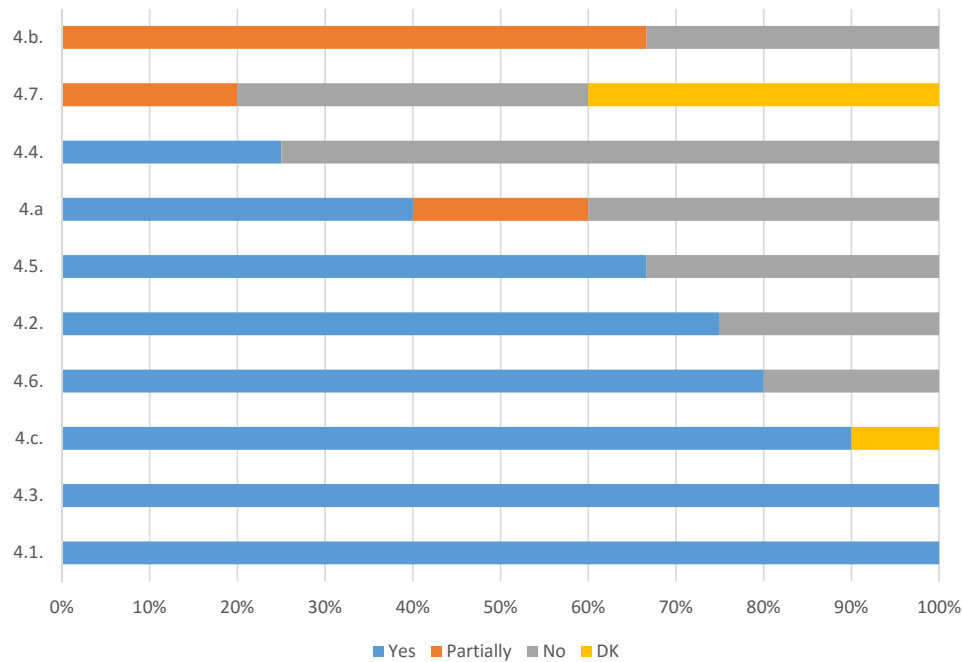
- Priority 1: All girls and boys have access to quality ECCE and pre-primary education and complete free, equitable and quality basic education (primary and lower secondary) with relevant and effective learning outcomes.
- Priority 2: All girls and boys complete upper-secondary education with relevant and effective learning outcomes and a substantial number of youth have increased access to affordable and quality technical and vocational education.
- Priority 3: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- Priority 4: All youth and adults achieve literacy and numeracy and learners in all age groups have increased lifelong learning opportunities.
- Priority 5: Governance and management of education improves at all levels.

SDG4 Monitoring: National Education Indicators Framework

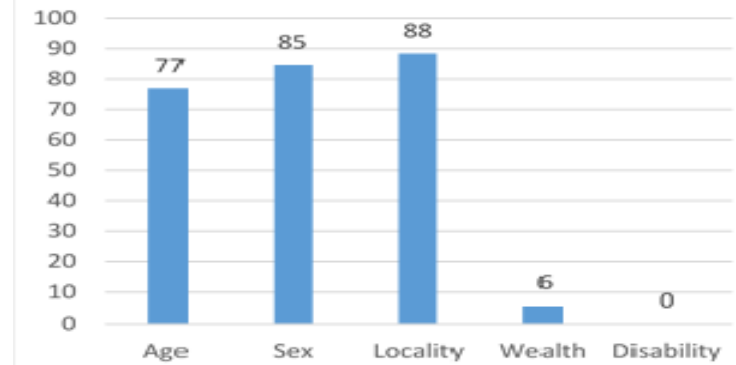
SDG4 Roadmap		Indicators		
Policy Priorities	Key Results & Target	Global	Add.	Total
Pre- LSE (3)	Sch. Readiness, ECCE & pre-primary (4.2)	9	4	13
	Access & completion BE (4.1, 4.b, 4.c)	7	7	14
	Knowledge, skills and values (4.7, 4.b, 4.c)	13	4	17
USE, Technical Edu (2)	Access USE (4.1, 4.b, 4.c)	13	6	19
	Tech. & vocational secondary edu. (4.3)	1	1	2
TVET, Tertiary Edu (2)	Access to higher education (4.3, 4.a)	3	5	8
	Access to TVET with relevant skills (4.4)	5	1	6
Literacy & LLL (1)	Youth and functional literacy skills (4.6)	3	3	6
Governance & Mgt. (3)	Sch autonomy, professionalism and accountability	-	3	3
	Governance & mgt. is transparent, accountable.. (4.5)	2	-	2
	Accurate & reliable data	-	8	8
Total		56	42	98

SDG4 Monitoring: Data Sources Mapping

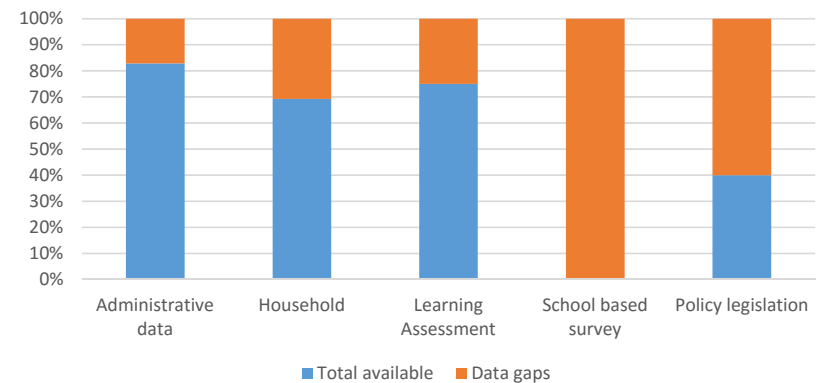
Availability of the indicators by Targets, based on NIF



% available by disaggregation



Data availability and gaps by source



SDG4 Monitoring: Education Data Quality Assessment

- The exercise was recently conducted in Siem Reap, based on tools and template developed by UIS
- The assessment was made based on three pillars, with different principles:
 - *Institutional Environment* – Policy and legal framework, Adequacy of resources, and Relevance
 - *Statistical Process* – Sound methodology, and Accuracy and reliability
 - *Statistical Outputs* – Periodically and timeliness, Consistency, and Accessibility and clarity
- The exercise was not only enable the Education Statistics Working Group to scoring the data quality but understand clearly why this or that components of education data get that level of scoring
- Preliminary result from the group discussion showed that general education data of EMIS having higher score, while others like NFE-MIS and HEMIS/TVET-MIS, etc. need further consultation after the training workshop
- There are lack of policy/legal documents to support strengthen data management process, including synergizing the works among different responsible departments and ministries.

Capacity Development Needs

- Training on development of national strategy for development of education statistics (planned)
- CD for key MIS officials on statistical tools development to fulfill the gap, and data collection and management for ensuring data quality and accuracy, and reliable system
- CD for MIS staff, especially new recruited ones on definition, calculation formula and coverage of each identified indicator
- CD on integration and management of the integrated education MIS system



Thank You!

Any question?