

**Activity Report FY 2006/2007**  
**MAPS: Support for Improving Education Statistics Capacity**

**UNESCO Institute for Statistics**

**1. Overall Objectives**

The overall objectives of the MAPS-funded component are to improve data on education and those related to the MDG indicators. It supports the UIS Statistical Capacity-Building Programme, which aims to help countries build sustainable national capacities at the institutional, technical and individual levels in order to: produce and use statistical information in UNESCO's fields of specialization; support evidence-based policy- and decision-making; and to monitor and evaluate national and international development goals.

**2. Deliverables FY2006**

The deliverables identified in the original proposal were to:

- a. Produce and pilot methodologies to identify and correct missing or erroneous data in country data and incorporate these methodologies within the national education management information systems;
- b. Produce and implement web-based tools to assess the national statistical capacity of education systems and to synthesize country results of data quality assessments;
- c. Produce and pilot methodologies that integrate census, household survey and examination results into education management information systems (pilot in Ethiopia);
- d. Design and conduct training courses on results-based decision-making for education planners and policy-makers.

**3. Activity Report: Results Achieved**

This report focuses on the activities related to the four items (or "deliverables") described above.

Concerning item 1:

The UIS has developed a methodological approach for data imputation which can be used by diverse countries. The work was developed by the UIS team in Dakar and was reviewed by the Institute's Methodology Unit in Montreal. Suggestions for substantive improvements were made. In response, an external consultant, who specializes in this field, has further reviewed and refined the initial work in order to produce a robust tool that will be tested before being widely disseminated for use by national statistical staff. The consultant has produced a final report and pilot tests will take place in Guinea and Niger within the framework of DGF 2007.

Concerning item 2:

The UIS has produced a first draft of the web-based diagnostic tool to assess national statistical capacity at each stage in the data production process. This tool draws upon the experience with the in-country implementation of the DQAF methodology by the UIS. In addition, a corresponding user's manual has been developed in order to facilitate the use of this new tool. To further refine and standardize this tool and user manual, pilot tests will be undertaken in two countries – Guinea and Niger – within the framework of DGF 2007.

Concerning item 3:

A field mission was conducted in Addis Ababa to document the range of available data sources within: the Education Management Information System; the Ministry of Education of Ethiopia; the Central Statistical Agency, responsible for all operations concerning the Ethiopian census; the National Examinations Council, which is responsible for managing national public examinations at the end of secondary education.

This mission and other consultations led to the production of a study on the technical requirements to link examination data with school census data. The study also identifies the methodological prerequisites for combining these data with those concerning socio-economic characteristics from population censuses and household surveys. A data warehouse, merging key variables and indicators from the various data sources, was generated for basic education. A pilot study report illustrating the analytical potential of this work is available. It includes recommendations to further generalize this methodology.

Concerning item 4:

DGF funds contributed to the production of training materials (in print and electronic formats) for education planners and policy-makers. The materials highlight the definitions, use and interpretation of education indicators within a national policy context. Particular focus is given to equity-related issues (spatial and gender dimensions in particular).

These materials were pilot tested at UIS workshops in Bangladesh and Vietnam. They were then used as training materials for national statisticians, education planners and finance officers during three different UIS regional workshops, which covered all sub-Saharan African countries, held in Cameroon, Dakar and Ghana.