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Regional Training Webinar on UIS Survey of Formal Education 8-9 December, 2020 Country Presentations

UNESCO Institute for Statistics





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Royal Government of Bhutan
Ministry of Education



COVID-19: UIS Survey of Formal Education

Challenges to collect and report data during the COVID-19 period and how can UIS provide support

Dochu
Chief Planning Officer
Policy and Planning Division
Ministry of Education
Royal Government of Bhutan

December 09, 2020

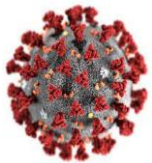
Outline

1. What are national data strategies regarding regular data collection during the COVID-19 pandemic?
 - a. Which data collection activities have been affected by COVID-19?
 - b. How are you planning the reporting usual aggregate data to the UIS through Survey of Formal Education (ISCED, students, teachers, education expenditure, school resources)?
2. Which indicators in the SDG 4 global and thematic indicator framework will require additional data collection to adequately monitor and report on them at the national level?
3. Are your country developing new data collection approaches to track and monitor the COVID-19 crisis?

What are national data strategies regarding regular data collection during the COVID-19 pandemic?

BACKGROUND : Bhutan

- ❑ 735,553 Population
- ❑ one form of governance in terms of education delivery
- ❑ Systems and structures
 - ✓ Data collection: class teacher > school > District > Ministry & Ministry (EMIS) > > Schools/District
 - ✓ EMIS online + support from Districts



= disruption / opportunities

- ❑ For 2020, Student data already collected by the time, 1st case is detected
- ❑ Validation effort carried out + anticipating schools would reopen anytime

EMIS Data Collection

● Dec-Jan: notification to schools

Feb-Mar: Schools continue to update and validate the data online

● Apr-May: Further validation by EMIS team + data Collection from other sources

● Jun-Jul: Data Analysis and Report Writing

● Aug: Publication and dissemination of AES report

■ **Features of EMIS [relation to covid-19]**

- Students are given student ID
- Every teacher & student (grade IV +) given email id ----- @education.gov.bt
- Parents address and contact no

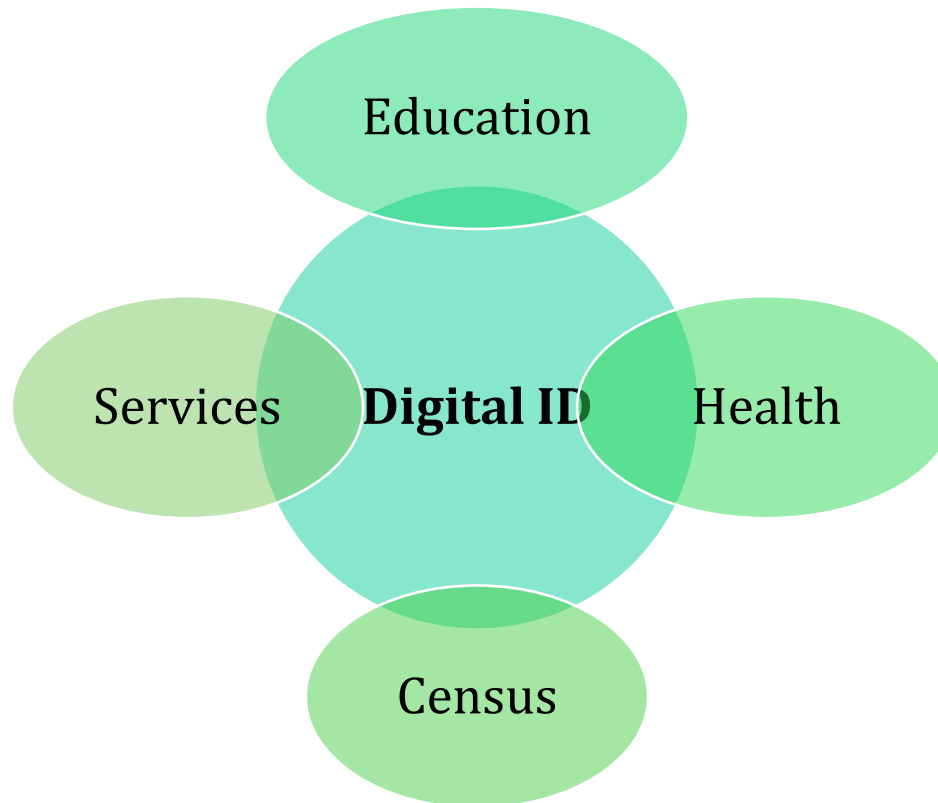
■ **Additional**

- Established teacher student contact
 - ❖ PP-III : social media
 - ❖ IV+ : Google classrooms

- **PPD carried out a random open survey in April 2020: Feedback on online education**

Going forward

- Schools re-opening as usual : 15th February
- EMIS update notification : Schools Notified on EMIS update
- Digital ID : National Effort, All students asked to enter CID/Student Code
: Plans to trace students by student code to check any possible dropouts



Which indicators in the SDG 4 global and thematic indicator framework will require additional data collection to adequately monitor and report on them at the national level?

- **Learning & Skills** would now need bridging
- **Completion** would need support & flexibility
- **Participation?**
- Skills?
- Equity ?
- Support- reach

Bhutan's case

- No community transmission
- Yet Schools are closed except grades IX-XII
- Impacts of COVID: incomprehensible
 - ❖ Local inflation
 - ❖ Less play and learn (confined to homes)
 - ❖ No contact teaching
 - ❖ Curriculum delivery vs Learning outcome

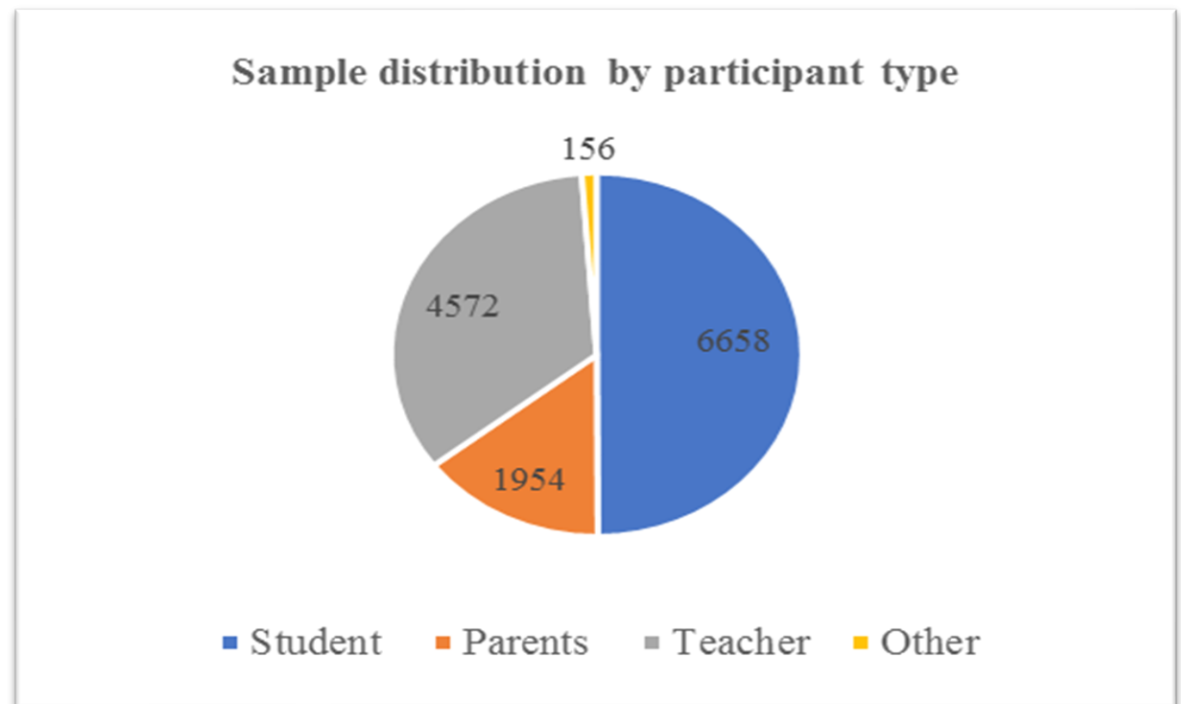
In view of quality, cost, efficiency, impact, before we jump to conclusion

Can UNESCO support a survey to assess students participation, learning outcomes, and teachers engagement, reach & impact ?

Are your country developing new data collection approaches to track and monitor the COVID-19 crisis?

Bhutan's eLearning program Survey

- Already carried out impact of the online education to see the feedback from students, teachers and parents
- 13,340 participants responded
- Survey area:
 - Lesson
 - relevancy
 - Support
 - Participation



Future: Is future really unknown/unpredictable? -

Follow trends 😊

BACKGROUND : Bhutan

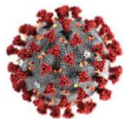
☐ 735,553 Population

☐ one form of governance in terms of education delivery

☐ Systems and structures

✓ Data collection: class teacher > school > District > Ministry & Ministry (EMIS) > > Schools/District

✓ EMIS online + support from Districts



= **disruption / opportunities**

☐ For 2021, Student data collection notified

☐ Validation effort will be carried out

Is there any mechanisms and good & effective measures/tools to assess the impact of COVID-19 on education/ mechanisms to support students learning outcomes ?

Thank you

Data collection challenges during COVID-19 pandemic

Presented by: Maaly Vorabouth

Director of Education and Sports Statistics Center

Also, Deputy Director General of Department of Planning,

Ministry of Education and Sports

Lao PDR

On dated 09/12/2020

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Challenges for Data collection during COVID 19 pandemic

- Online meeting time management
- Technology issues – internet (sometime, slow down) and habit issue (familiar with previous activities and face to face)
- ICT skills (particularly district and institutional staff levels)
- Communication issues
- Internet payment

LESMIS Strategic Plan (2018-2022) and progress

- To develop LESMIS system (or common database) to integrate various database systems
 - ✓ Harmonized and shared data
 - ✓ Visualisation data and dashboard
 - ✓ For integrating with national information system and to align with regional/international information system
- We still prepare action plan for development of the LESMIS model
- Lao School Meal App had been developed to monitor the school feeding programme, so far, nearly 500 primary school directors/teachers can enter data directly into our system

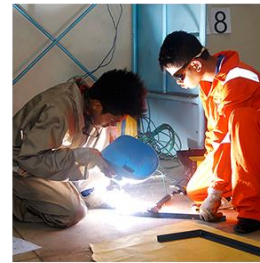
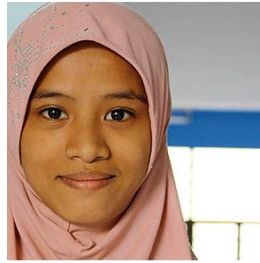
- The LSM app,
 - ✓ for example, statistics are generated automatically from individual data of students
 - ✓ Daily, monthly and yearly data entry have been entering into our system based on data requirements and time
 - ✓ Some packaged reports and indicators are produced automatically, to monitor school feeding programme based on the mentioned set time

Thank you



Challenges in Collecting and Reporting Data during the COVID-19 period in the Philippine Context

*Department of Education - Planning Service
The Philippines*



Outline

- I. DepEd Major Decisions
- II. Data Collection and Management Approaches
 - 1. Enrollment Strategy
 - 2. LESF (Learner Enrolment and Survey Form)
 - 3. Learner Information System (LIS)
- III. Issues and Challenges
- IV. Lessons and Ways Forward

Timelines of the Philippines COVID-19 Situations and Key National Education Decisions

January

March

June

July

August

October

January 2021

30 January - WHO declared COVID-19 as a Public Health Emergency of International Concern, and the Department of Health (DOH) announced the first patient who tested positive for it in the Philippines

16 March - The President issued Proclamation 929 declaring a State of Calamity throughout the country for a period of six (6) months. Classes were suspended and community quarantine was imposed to areas

01 June - Enrolment for SY 2020-2021 started

19 June - DepEd issued the Basic Education Learning Continuity Plan (BE LCP) for SY 2020-2021

22 July - Republic Act 11480 was signed mandating the President to set a different date for the start of the school year in the event of a declaration of state of emergency or state of calamity

14 August - school opening was moved from 24 August to 05 October

Remote enrollment was subsequently extended

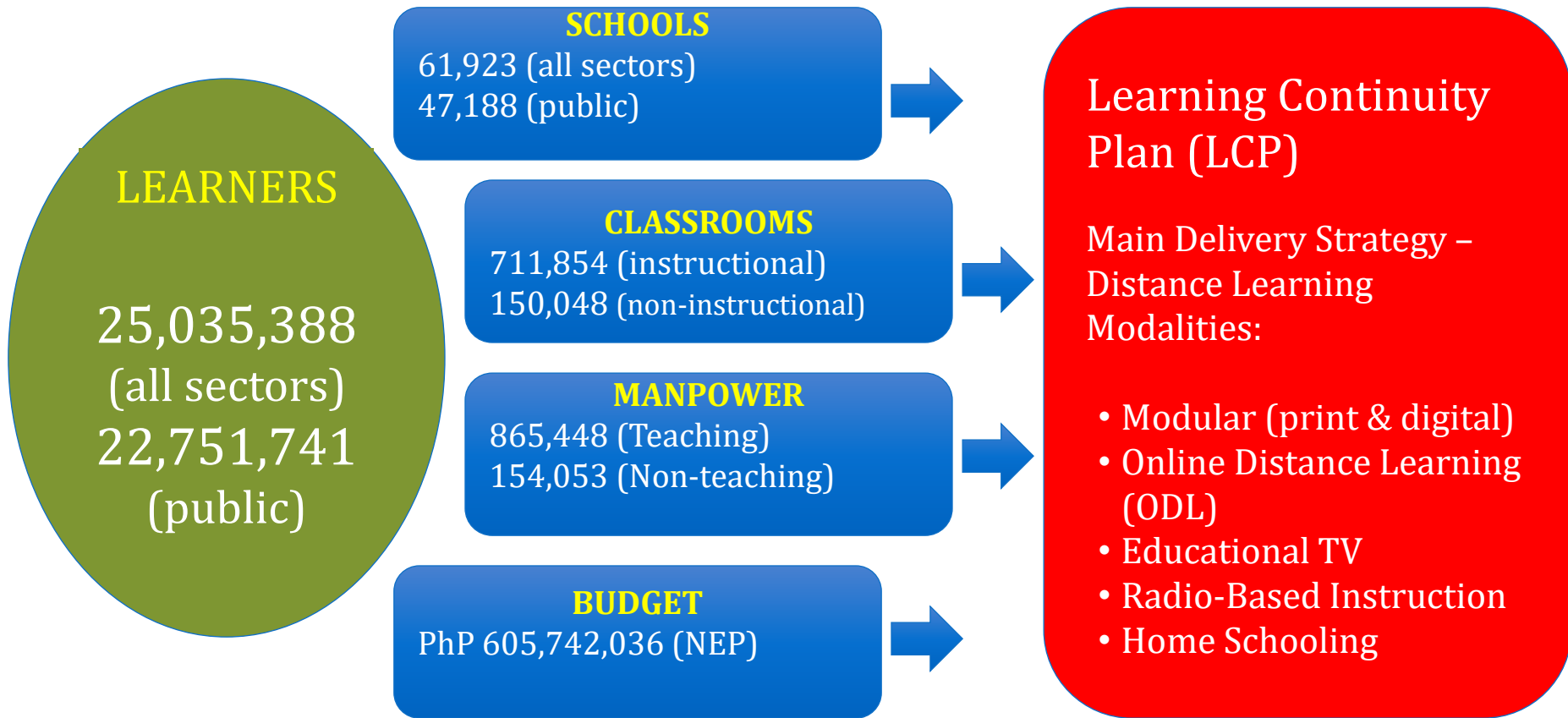
05 October – opening of classes

Late enrollment is only until November 21



Face to face?

Ensuring Learning Continuity



Strategic Policy Adjustments



Most Essential Learning Competencies (MELCs) was released as basis for modules development



Remote enrollment strategy was implemented



Alternative work arrangements was adjusted



School calendar was revised



Minimum health and safety standards was issued



Budget priorities were revisited and adjusted

Systems and Processes Adjustments



Mobilization of Learning Resources and Platforms Committee (LRPC)

Flexibility in major information systems (LIS, BEIS, PMIS)

Financial transactions

Engagement of Stakeholders

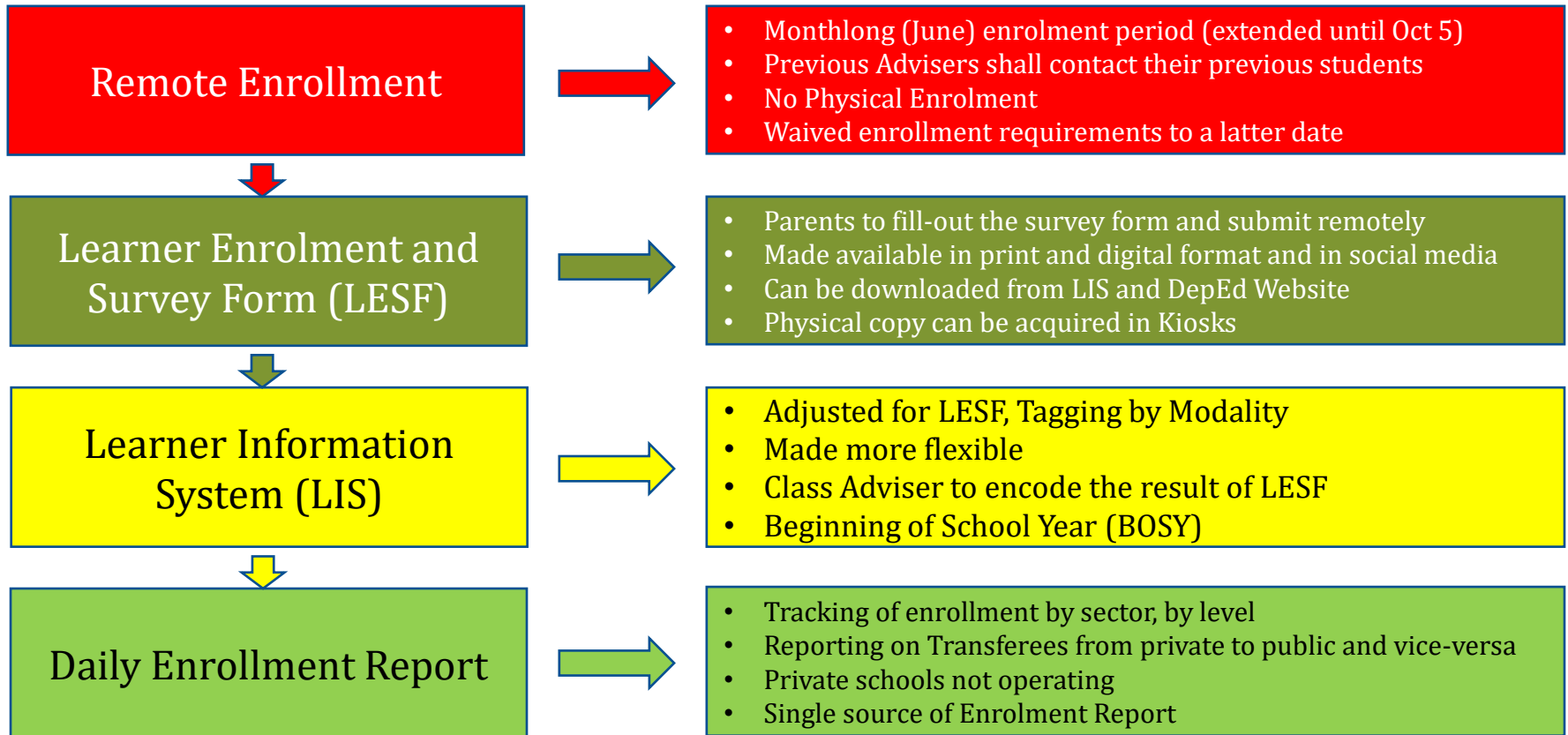
Training and Meeting standards

Contextualization of Plans for Learning Continuity

Major Decisions in Data Collection

- **Target Adjustment:** Projected 80% of previous year enrollment will enroll this school year.
- **Enrollment Strategy:** Implemented a totally different enrollment policy – Remote Enrollment – Issued Department Order entitled “Guidelines on Enrollment for School Year 2020-2021 in the Context of the Public Health Emergency due to COVID-19”
- **Tool:** Learner Enrollment Survey Form – LESF
- **System:** Learner Information System (adjusted)
- **Major Actors:** Parents, Previous Class Advisers, Local Government Units
- **Adjustments in requirements:** Longer enrolment period; documentary requirements were deferred to a latter date; all is accepted

Data Collection Strategy in a pandemic



Data Collection - Learner Enrolment Survey Form (LESF)

➤ Pre-data collection

- Enrollment procedures and Learner Enrollment and Survey Forms (LESF) are disseminated to the public through print, social media, radio, and television

➤ Data collection

- Class Advisers as key personnel in data gathering and information

ANNEX A (English)

LEARNER ENROLLMENT AND SURVEY FORM

THIS FORM IS NOT FOR SALE

Instructions:
 1. This enrollment survey shall be answered by the parent/guardian of the learner.
 2. Please read the questions carefully and fill in all applicable spaces and write your answers legibly in CAPITAL LETTERS. For items not applicable, write N/A.
 3. For questions/clarifications, please ask for the assistance of the teacher/person-in-charge.

A. GRADE LEVEL AND SCHOOL INFORMATION

A1. School Year: _____ A2. Check the appropriate boxes only: No LRN With LRN A3. Returning (Yes/No): _____

A4. Grade level to enroll: _____ A7. Last School Attended: _____ A8. School ID: _____ A11. School to enroll in: _____ A12. School ID: _____

A5. Last grade level completed: _____ A6. School Address: _____ A13. School Address: _____ A14. School ID: _____

A9. Last school year completed: _____ A10. School Type: _____ Public Private

FOR SENIOR HIGH SCHOOL ONLY:
 A14. Semester (1/2nd): _____ A15. Track: _____ A16. Strand (if any): _____

B. STUDENT INFORMATION

B1. PSA Birth Certificate No. (if available upon enrollment): _____ B2. Learner Reference Number (LRN): _____

B3. LAST NAME: _____
 B4. FIRST NAME: _____
 B5. MIDDLE NAME: _____
 B6. EXTENSION NAME e.g. III (if applicable): _____

B7. Date of Birth: _____ (Month/Day/Year)
 B8. Age: _____ B9. Sex: Male Female

B10. Belonging to Indigenous Peoples (IP): Yes No
 Community/Indigenous Cultural Community

B11. If yes, please specify: _____
 B12. Mother Tongue: _____
 B13. Religion: _____

For Learners with Special Education Needs:
 B14. Does the learner have special education needs? (i.e. physical, mental, developmental disability, medical condition, giftedness, among others)
 Yes No
 B15. If yes, please specify: _____
 B16. Do you have any assistive technology devices available at home? (i.e. screen reader, Braille, DAISY)
 Yes No
 B17. If yes, please specify: _____

ADDRESS

B18. House Number and Street: _____ B19. Subdivision/Village/Zone: _____ B20. Barangay: _____
 B21. City/Municipality: _____ B22. Province: _____ B23. Region: _____

C. PARENT/ GUARDIAN INFORMATION

Father		Mother	Guardian
C1. Full Name (last name, first name, middle name)		C4. Full Maiden Name (last name, first name, middle name)	C11. Full Name (last name, first name, middle name)
C2. Highest Educational Attainment		C7. Highest Educational Attainment	C12. Highest Educational Attainment
<input type="checkbox"/> Elementary graduate	<input type="checkbox"/> High School graduate	<input type="checkbox"/> Elementary graduate	<input type="checkbox"/> Elementary graduate
<input type="checkbox"/> High School graduate	<input type="checkbox"/> College graduate	<input type="checkbox"/> High School graduate	<input type="checkbox"/> High School graduate
<input type="checkbox"/> College graduate	<input type="checkbox"/> Vocational	<input type="checkbox"/> College graduate	<input type="checkbox"/> College graduate
<input type="checkbox"/> Master's/Doctorate degree	<input type="checkbox"/> Did not attend school	<input type="checkbox"/> Vocational	<input type="checkbox"/> Vocational
<input type="checkbox"/> Others: _____	<input type="checkbox"/> Others: _____	<input type="checkbox"/> Master's/Doctorate degree	<input type="checkbox"/> Master's/Doctorate degree
<input type="checkbox"/> Others: _____	<input type="checkbox"/> Others: _____	<input type="checkbox"/> Did not attend school	<input type="checkbox"/> Did not attend school
<input type="checkbox"/> Others: _____	<input type="checkbox"/> Others: _____	<input type="checkbox"/> Others: _____	<input type="checkbox"/> Others: _____
C3. Employment Status		C8. Employment Status	C13. Employment Status
<input type="checkbox"/> Full time	<input type="checkbox"/> Part time	<input type="checkbox"/> Full time	<input type="checkbox"/> Full time
<input type="checkbox"/> Part time	<input type="checkbox"/> Self-employed (i.e. family business)	<input type="checkbox"/> Part time	<input type="checkbox"/> Part time
<input type="checkbox"/> Self-employed (i.e. family business)	<input type="checkbox"/> Unemployed due to community quarantine	<input type="checkbox"/> Self-employed (i.e. family business)	<input type="checkbox"/> Self-employed (i.e. family business)
<input type="checkbox"/> Unemployed due to community quarantine	<input type="checkbox"/> Not working	<input type="checkbox"/> Unemployed due to community quarantine	<input type="checkbox"/> Unemployed due to community quarantine
<input type="checkbox"/> Not working	<input type="checkbox"/> Not working	<input type="checkbox"/> Not working	<input type="checkbox"/> Not working
C6. Working from home due to community quarantine?		C9. Working from home due to community quarantine?	C14. Working from home due to community quarantine?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
C5. Contact numbers (cellphone/ telephone)		C10. Contact numbers (cellphone/ telephone)	C15. Contact numbers (cellphone/ telephone)
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
C16. Is your family a beneficiary of 4Ps?		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

D. HOUSEHOLD CAPACITY AND ACCESS TO DISTANCE LEARNING

D1. How does your child go to school? Choose all that applies.
 walking public commute (land/water) family-owned vehicle school service

D2. How many of your household members (including the enrollee) are studying in School Year 2020-2021? Please specify each.
 Kinder: _____ Grade 4: _____ Grade 8: _____ Grade 12: _____
 Grade 1: _____ Grade 5: _____ Grade 9: _____ Others: _____
 Grade 2: _____ Grade 6: _____ Grade 10: _____
 Grade 3: _____ Grade 7: _____ Grade 11: _____

D3. Who among the household members can provide instructional support to the child's distance learning? Choose all that applies.
 parents/ guardians others (tutor, house helper)
 elder siblings none
 grandparents able to do independent learning
 extended members of the family

D4. What devices are available at home that the learner can use for learning? Check all that applies.
 cable TV non-cable TV basic cellphone smartphone tablet
 radio desktop computer laptop none others: _____

D5. Do you have a way to connect to the internet?
 Yes No (if NO, proceed to D7)

D6. How do you connect to the internet? Choose all that applies.
 own mobile data own broadband internet (DSL, wireless fiber, satellite)
 computer shop other places outside the home with internet connection (library, barangay/ municipal hall, neighbor, relatives) none

D7. What distance learning modalities do you prefer for your child? Choose all that applies.
 online learning television radio
 modular learning combination of face to face with other modalities others: _____

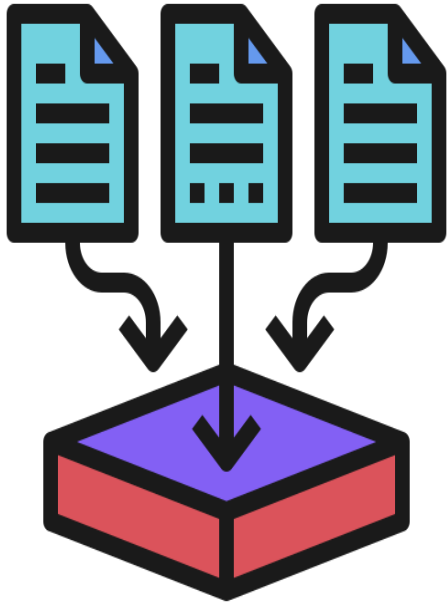
D8. What are the challenges that may affect your child's learning process through distance education? Choose all that applies.
 lack of available gadgets/ equipment conflict with other activities (i.e., house chores)
 insufficient load/ data allowance No or lack of available space for studying
 unstable mobile/ internet connection distractions (i.e., social media, noise from community/neighbor)
 existing health condition/s difficulty in independent learning others: _____

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to use my child's details to create and/or update his/her learner profile in the Learner Information System. The information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

Signature Over Printed Name of Parent/Guardian: _____ Date: _____

DATE OF FIRST ATTENDANCE: _____ (Month/Day/Year)
 Grade Level: _____ Track: (or SHS) _____

Learner Enrolment Survey Form (LESF)



➤ Data Retrieval and processing

- LESF from the Learner Information System (LIS) are processed in the Central Office
- Regional Offices (ROs) and Schools Division Offices (SDOs) are given access to the processed results

CORE ENROLLMENT INSTRUCTIONS

1 Enrollment for SY 2020-2021 shall primarily be administered remotely

2 The first two weeks shall completely be remote enrollment, where there will absolutely be no face to face

3 Submissions of accomplished LESF shall be done remotely through emails, messengers and other means of electronic submission

Physical submission of LESF to school or Barangay Hall shall be the last option and shall only be done by parents or guardians on the 3rd week of enrolment period.

MEANS OF COLLECTING ENROLLMENT AND SURVEY

Phone Call (landline, mobile phones)

SMS/Text Messaging

Online Submission (i.e. messenger, email, Viber, among others)

PHYSICAL ENROLMENT

Any form of physical submission of LESF will be the last option for all SDOs and schools

Distribution of printed LESF shall be coordinated to LGU

If parents/guardian are not able to submit enrollment data remotely,, schools, in close coordination with LGU, shall set up physical platforms (i.e kiosk/booth) to collect LESF

All physical submission shall be in strict compliance with the minimum health and safe standards

Instructions to submit LESF shall be announced through multimedia platforms (i.e. radio, TV, social media)

Early signs of success

- **Positive response of parents** to remote enrollment hitting more than 6 Million enrollment in the first week of enrollment period
- 80% target of previous enrollment was achieved July 29
- **More learners with disabilities (LWDs) enrolled this year** (113.47% of previous year's enrollment). The enrollment guidelines and the LESF highlighted the LWDs options for distance learning this year.
- **More SHS learners enrolled in public schools for his school year** (117.42% of previous year's enrollment).

Major Issues and Challenges

- Difficulties in online submission of electronic LESF due to unstable internet connectivity
- Low penetration of enrollment information in some areas with very low to zero mobile signal
- Communication expense on the part of teacher adviser
- Changing decisions of parents
- Some learners/parents were completely unreachable
- Many parents enrolled their children on the last day or even after the enrollment period
- Timely adjustments of Information System
- High anxiety level among parents and teachers on virus

LESSONS AND WAYS FORWARD

- **Data collection systems must be dynamic** and shall be capable to easily adjust to shocks and unexpected eventualities. Cannot be static. Systems should be evolving along with changing educational landscape and data science regime
- **Data quality and integrity is non-negotiable.** In crafting solutions in managing data in the consideration of the COVID-19 pandemic, quality of data management and collection may be compromised. Continues and rigorous validation of the collected data will address any doubts in credibility of data
- Data and information from the system must be **accessible** for better policy decisions and operational adjustments.
- Correcting errors in data collection is a **highest form of data honesty** and it raises data integrity.
- Build better and **highly transparent and credible** information system that is dynamic, highly adaptable and **upholds privacy of personal information.**

Thank you.



Challenges to Collect and Report data during the COVID -19 period

Sri Lanka

H.A.S.P. Senarathne
Deputy Director of Education
Ministry of Education
• 8-9 December 2020

- Which data collection activities have been affected by COVID-19?
 - Early Childhood Education Data
 - General Education Data
 - Vocational Education Data
 - Higher Education Data
- data collection for 2020 & 2021 respectively affected (how it is affected) & will affect (how ?) due to minimum staff reporting to work (less than 50% in roaster basis), difficulties in physical visits to collect data, issues faced by data feeders etc.
- Are you able to produce 2020 and 2021 education data on time ?

National Data Strategies...



- **Reporting usual aggregate data to UIS**

- ❖ Early Childhood data

- For 2020 & 2021, data will be collected through Provincial coordinators of ECCE

- ❖ General Education data

- Use the data entered to Online Student Information System & Teacher HRM maintain by MoE

- ✓ 2020 Annual School Census data collection by Census Department may hold until create a general situation in the country and will restart

- ❖ Vocational Education data

- Online Labour Market Information System & Institute Registration data Base System maintain by Tertiary and Vocational Education Commission will be used to collect data for 2020 & 2021
- ✓ Difficulties in reaching institutions (private sector) for instructions and data collection
- ✓ Due to pandemic situation new intake has not completed even though called for applications of vocational courses
- ✓ Lack of infrastructure facilities & technical problems

- ❖ Higher education data

- Data collection through questionnaires by UGC may be delayed due to the pandemic and there will not be any assurance on collection of Non-State Sector Higher Education Data 2020 & 2021



• Educational Expenditure data

- ❖ The sources of Education financial data in SL until recent past
 - Ministry of Education including Department of Examination and Department of Education Publication
 - Ministry of Provincial Councils & Local Government
 - Ministry of Higher Education and University Grant Commission
 - Ministry of Skills Development, Employment & Labour Relations
 - Ministry of Technology & Innovation
 - ❖ With the establishment of the present government from 2020 August onwards all these sectors have come under the Ministry of Education (General and Higher education) as
 - State Ministry of Skills Development, Vocational Education, Research and Innovation
 - State Ministry of Women and Child Development, Pre-School and Primary Education, School Infrastructure and School Services
 - State Ministry of Education reforms , Open university and distance education
- ☐ High budget allocations for enhancement of distance learning

SDG 4 Global & Thematic Indicators – Sri Lanka

- Indicators where no national benchmarks available for the country & have a requirement of data collection

SDG Target	Indicators
4.1	4.1.1.a, 4.1.1.b, 4.1.5.a, 4.1.5.b
4.2	4.2.1, 4.2.2, 4.2.3, 4.2.4
4.3	4.3.2, 4.3.3, 4.3.1
4.4	4.4.1, 4.4.2
4.5	4.5.2, 4.5.3, 4.5.4
4.6	4.6.1, 4.6.2, 4.6.3

New data collection approaches to track and monitor the teaching-learning process of general education under COVID-19 crisis



- Ministry of Education is gathering information about the access to the learning programmes conducting through various media by gathering Provincial & Zonal level feedback eg: Check the coverage of TV programmes for Education
- It is proposed to conduct a Situational Analysis on “Impact of Covid-19 on Education & Long term development of the Children” by MoE

New data collection approaches to track and monitor the teaching-learning process of general education under COVID-19 crisis...



- It is expected to address the following area through data gathering
 - Accessibility of the students from remote areas and from poor & marginalized families to the digital /non digital education methods used during the covid-19 pandemic
 - Availability of facilities in the Schools, Divisional, Zonal and Provincial educational offices to provide education materials to students continuously
 - Parental Support (Family backgrounds, awareness of the parents and having the skills needed to support the children)
 - Assessments, Monitoring mechanisms, Feedbacks conducted by the schools to monitor whether the students achieve the learning competencies

New data collection approaches to track and monitor the teaching-learning process of general education under COVID-19 crisis...



- Contribution of teachers in distance teaching & learning process eg: Zoom technology usage, What'sApp and Viber teaching
- MoE with the support of external organizations, planning to collect data of Students' ICT infrastructure facilities, class wise facilities available in schools through online Surveys
- Online surveys on O/L & A/L Syllabus coverage by teachers before these national level exams
- School level surveys were conducted to collect data on availability of Sanitary facilities to prevent from COVID-19

How can UIS help



- Online training workshops
- Review the questionnaire before final submission
- Extension for submission date of completed questionnaire for 2020 & 2021

THANK YOU. Q/A