



United Nations
Educational, Scientific and
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STATISTICS



TECHNICAL
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GROUP



Statistical follow-up of goal 4 in Sweden

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TCG4 Meeting

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January 18 2018



Policy priorities in Sweden

- Measures for children with special needs in early grades
 - Give all children the basic knowledge which are important for future learning
 - Increase teacher competence concerning children with special needs
 - Sufficient number of teachers in each primary school with pedagogical qualifications for children with special needs
- Increase the number of young people who wants to be teachers; statistics show that there is a big risk for shortage of teachers in the future
 - Increase the teacher salaries
 - Increase the number of teachers in preschool and primary school, so that each teacher will get more time for teaching instead of administrative work
 - Increase the number of places on teacher programs at universities/colleges
- The inequality have increased in Swedish schools; measures for equality are needed
 - Increase salaries for teachers at lower secondary schools with low study results
 - More financial support for reducing class sizes, increase teacher/pupil ratio, participation in teacher training and increasing number of teachers in classes for recent immigrants



Government assignment on statistically based analyses of Sweden's implementation of Agenda 2030

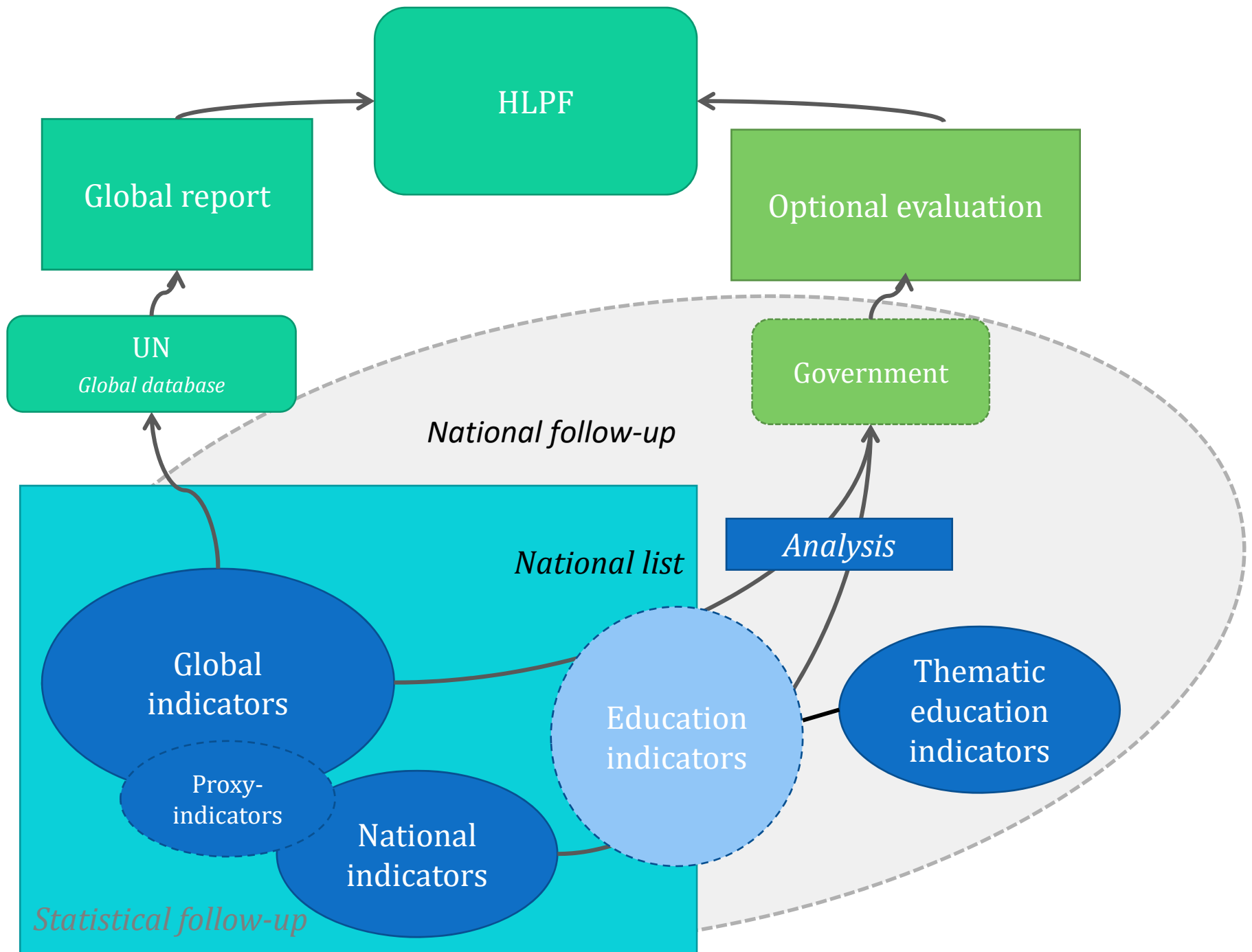
- Analyses of how Sweden lives up to the goals and targets in agenda 2030 – based on available data and results
- A report was published in April 2017 containing one chapter about goal 4, primarily global indicators but some of the thematic indicators were included
- The report was used as basis for the Swedish voluntary country report at HLPF in July 2017
- A national indicator list for follow-up on agenda 2030 was developed in October 2017. The list was containing global indicators and some of the thematic indicators for goal 4
- A thematic report for goal 4 with available results for global and thematic indicators will be published during autumn 2018



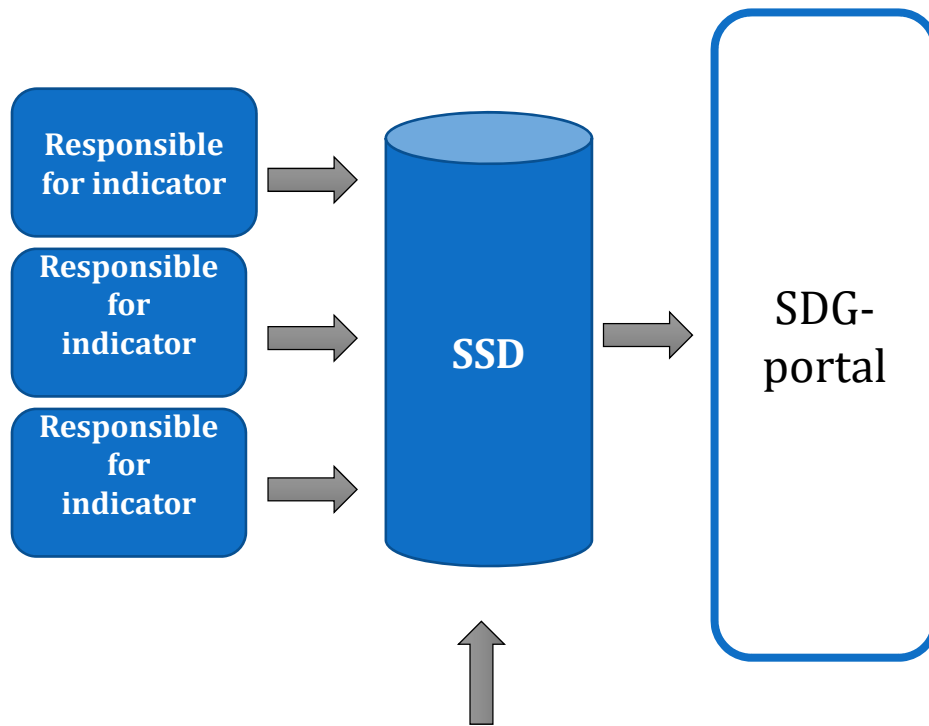
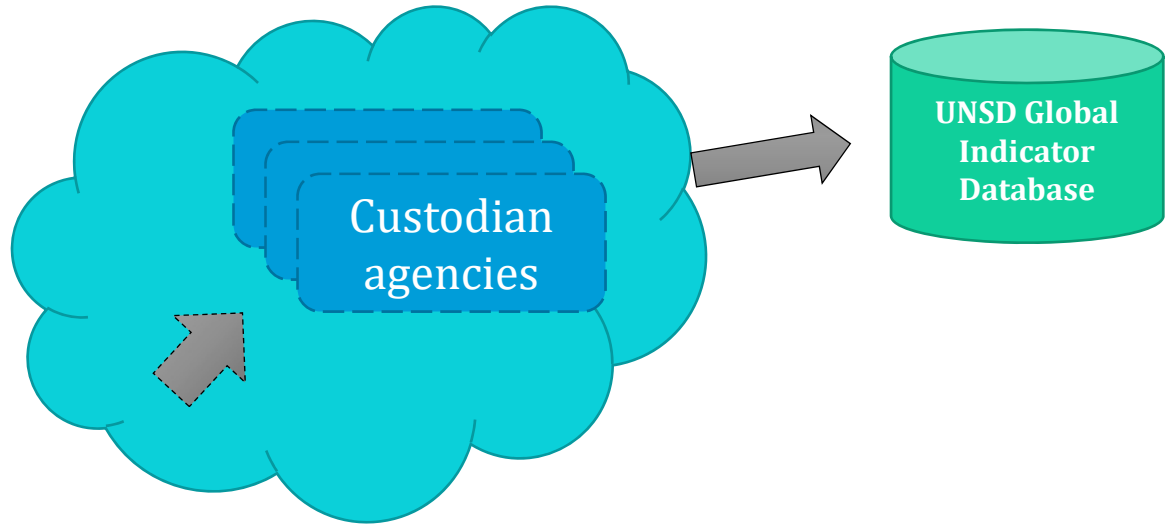
Organisation of work with list of indicators for goal 4

- Several national organisations and authorities are involved in the work with statistical follow-up of goal 4.
 - Ministry of education, National agency for education, Swedish higher education authority and Swedish council for higher education
- The list of proposed indicators for statistical follow-up were discussed with the stakeholders during autumn 2017. For each indicator a responsible organization was assigned.
- At the moment the national list focuses on global indicators. Some of the thematic indicators are included
- Additional thematic indicators for goal 4 will be included later. The content of the national list for goal 4 are still under discussion with the stakeholders.
- Regular meetings with the responsible organisations for indicators in goal 4 will be organized





Plans for production of SDG statistics in the future



- Annual reports including thematic for goal 4
- Access to SDG-statistics
- Descriptive statistics and analysis

Statistics Sweden Webpage - Access to statistical databases

Key policy priorities

Statistics for monitoring equality

- Target 4.5 - Disaggregation of indicators regarding foreign/native background, disability status and socio-economic background like parents highest completed level of education and income
 - Sometimes need for more detailed statistics for example regarding country of birth and year of immigration (to analyse recent immigrants)
- Target 4.b – More resources to schools with a large proportion of pupils with parents with low education, parents with low income or/and foreign born/recent immigrants
- Target 4.c – trained/qualified teachers, teacher salaries, pupil/teacher ratio, teacher training – followed up on municipal and school level



Quality issues / challenges

Monitoring equality

- Decreasing response rates in surveys to individuals like the labour force survey, the survey over living conditions for adults/children and the adult education survey
- Disability status is not available from registers or administrative sources. For other variables like parents highest level of completed education there are a big proportion of missing for pupils/students born abroad
- Need for comparable definitions of disability status in different sample surveys – plans to include this in labour force survey and the survey over living conditions
- Teacher salaries, teacher training for children with special needs and number of qualified teachers working with children with special needs – develop a strategy for statistical follow-up

