Assessing countries’ readiness to monitor the progress on SDG 4

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Outline

1. The survey to assess countries’ readiness to produce the indicators for SDG4-Education 2030
2. Summary of data availability findings
3. Challenges for specific data sources
Are countries ready to report global and thematic indicators?

- Survey designed to produce first appraisal on national statistical capacities to respond to data needs of the educational agenda
- National experts assessed their country’s readiness to monitor SDG4-Education 2030 indicators
  - 43 thematic indicators (including global indicators)
Are countries ready to report global and thematic indicators?

- Data were collected in 4 regions from January to April 2016 covering 125 out of 146 countries:
  - Arab States,
  - Asia and the Pacific,
  - Latin America and the Caribbean,
  - Sub-Saharan Africa

- Based on information provided by UIS counterparts linked mainly to Survey of Formal Education
Presentation of the survey results

Sustainable Development Data Digest Global, chapter 2

Regional reports

Data availability for SDG 4 indicators

Figure 5. SDG 4 - Education 2030 data availability by region and level of monitoring (%)

Note: For the purpose of this comparison, the thematic indicators exclude the 11 global indicators. The proportion of data available for all 43 indicators was 57% globally, 59% in the Arab States, 54% in Asia and the Pacific, 62% in Latin America and the Caribbean, and 56% in sub-Saharan Africa.

Source: UIS regional assessments of system readiness to monitor SDG 4. 2016
Data availability by target for the global indicator

![Bar chart showing data availability for each global indicator for all regions (in %)]

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>4.c</td>
</tr>
<tr>
<td>10</td>
<td>4.2</td>
</tr>
<tr>
<td>30+31+32</td>
<td>4.a</td>
</tr>
<tr>
<td>1</td>
<td>4.1</td>
</tr>
<tr>
<td>15</td>
<td>4.3</td>
</tr>
<tr>
<td>22</td>
<td>4.6</td>
</tr>
<tr>
<td>8</td>
<td>4.2</td>
</tr>
<tr>
<td>36</td>
<td>4.b</td>
</tr>
<tr>
<td>25</td>
<td>4.7</td>
</tr>
<tr>
<td>21</td>
<td>4.4</td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>16.2</td>
<td></td>
</tr>
</tbody>
</table>

Source: UIS regional assessments of system readiness to monitor SDG 4, 2016.
Data availability by broad concept and individual indicators

Figure 7. Data availability by broad concept and individual indicator (%)

- Global indicators
- Other thematic indicators

<table>
<thead>
<tr>
<th>Concept</th>
<th>Percentage</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and completion</td>
<td>85%</td>
<td>Ind.3, Ind.13, Ind.6, Ind.11, Ind.5, Ind.4, Ind.10, Ind.14, Ind.15, Ind.37, Ind.40, Ind.38, Ind.39, Ind.42, Ind.41, Ind.30, Ind.31, Ind.32, Ind.33, Ind.34, Ind.12, Ind.20, Ind.24, Ind.35, Ind.18, Ind.19, Ind.36, Ind.21, Ind.25, Ind.29, Ind.23, Ind.1, Ind.17, Ind.22, Ind.26</td>
</tr>
<tr>
<td>Teachers</td>
<td>72%</td>
<td>Ind.1, Ind.17, Ind.22, Ind.26</td>
</tr>
<tr>
<td>School infrastructure and environment</td>
<td>57%</td>
<td>Ind.1, Ind.17, Ind.22, Ind.26</td>
</tr>
<tr>
<td>Policy, provision and scholarships</td>
<td>47%</td>
<td>Ind.1, Ind.17, Ind.22, Ind.26</td>
</tr>
<tr>
<td>Knowledge, skills, learning and readiness</td>
<td>43%</td>
<td>Ind.1, Ind.17, Ind.22, Ind.26</td>
</tr>
</tbody>
</table>

- Participation and completion (85%)
- Teachers (72%)
- School infrastructure and environment (57%)
- Policy, provision and scholarships (47%)
- Knowledge, skills, learning and readiness (43%)
Data readiness for producing learning outcomes indicators

<table>
<thead>
<tr>
<th>Reading</th>
<th>Grade 2 or 3</th>
<th>End of primary education</th>
<th>End of lower secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and the Pacific</td>
<td>47</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Arab States</td>
<td>47</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>81</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>80</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td>All regions</td>
<td>65</td>
<td>62</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade 2 or 3</th>
<th>End of primary education</th>
<th>End of lower secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and the Pacific</td>
<td>42</td>
<td>58</td>
<td>47</td>
</tr>
<tr>
<td>Arab States</td>
<td>41</td>
<td>71</td>
<td>65</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>77</td>
<td>81</td>
<td>62</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>65</td>
<td>68</td>
<td>43</td>
</tr>
<tr>
<td>All regions</td>
<td>57</td>
<td>68</td>
<td>51</td>
</tr>
</tbody>
</table>

Source: UIS regional assessments of system readiness to monitor SDG 4, 2016
Global SDG 4 education indicators by type of disaggregation

- By wealth: 14
- By disability status: 19
- By age: 63
- By location: 74
- By sex: 85

(ALL REGIONS)
Indicators by target and data availability

Figure 11. Distribution of indicators by target and level of data availability

- Global indicators
- Other thematic indicators

Source: UIS regional assessments of system readiness to monitor SDG 4, 2016
Challenges for specific data sources (1)

- Administrative records or school censuses
  - Fragmented systems and poor collaboration
    - Coverage by level, orientation and/or type of institutions (public/private)
    - Poor collaboration/synergy amongst information systems
    - Lack of common standards
  - Low level of disaggregated data compiled by basic individual characteristics
Challenges for specific data sources (2)

- Household surveys
  - Lack of harmonized data collection instruments between regions
  - Concern on periodicity
  - Non-existence in some sub-regions
  - Rarely designed to reach marginalized populations and strong limitations for use in education
  - Little used by education planners and policymaker
  - Resistance to adjust data collection instruments in a context of tendency to increase administrative records
Challenges for specific data sources (3)

- Learning and skills assessments
  - Purposes of learning assessments
  - Limited measurement of skills of youth and adults
  - Harmonization of metrics across surveys
The way forward

- Principles of SDG agenda such as equity, no one left behind and outcomes impose statistical challenges for most of the countries

- Coordination of different types of initiatives and actors is crucial to respond to the new data needs, by creating efficient data production processes

- UIS’s follow up with countries on needs of priority SDG 4 indicators
For discussion: New context of SDG agenda

- Any change in the collaboration / coordination between Ministry of Education, the National Statistical Office and other data producers on education?
Thank You

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