



Technical Cooperation Group (TCG) on the 2030 Education Indicators – SDG4

First meeting in Washington DC 12-13 May 2016

Statistics Sweden

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Content

- Overview of data sources, challenges and needs for Sweden
- Overview of the current data situation for indicators 4.3, 4.5-4.7 and 4.a-4.c



Main data sources in Sweden

Indicators 4.3, 4.5-4.7, 4.a-4.c

- International learning assessments for adults
 - Sweden participated in the OECD survey PIAAC 2011/2012
 - Frequency of PIAAC – probably every tenth year – next round 2021/2022
 - Optional for countries to conduct the survey
 - Optional for individuals to respond
- Surveys to households/individuals
 - EU regulated surveys LFS, SILC and AES
 - LFS and SILC are yearly and AES every fifth year
 - Mandatory for EU countries to conduct the surveys
 - Optional for individuals to respond

Main data sources continued

- **Surveys to enterprises/organizations**
 - EU regulated Continuing Vocational Training Survey (CVTS)
 - Every fifth year; 2016 and 2021
 - Mandatory for countries to conduct
 - Mainly enterprises in private sector with 10 employees or more
 - Participation in staff training, volume and costs
 - Mandatory for enterprises in Sweden to respond (some questions optional)
- **Surveys to primary and secondary schools**
 - Municipal and private schools from administrative register
 - Pupils and staff/teachers on individual level with personal identification number, curricula from municipal county
 - Grades and result/certificates for pupils in primary, lower secondary and upper secondary schools (individual level)
 - Background information from administrative registers for pupils and teachers (Parents highest level of education for pupils and highest level of education according to ISCED for teachers)

Main data sources continued

- Administrative registers
 - Participation in post-secondary and tertiary education
 - Information about Students on individual level with personal identification number at universities and other institutions for post secondary education (programmes/courses, enrolment and successful completion)
 - Register over highest completed education for the entire population in Sweden – regularly updated
 - Register over participation in formal education during autumn each year (primary schools, secondary schools, municipal adult education, post-secondary education and tertiary education)



Main challenges

- Learning assessments like PIAAC are expensive and it is difficult for interviewers to motivate the individuals in the sample to participate due to long personal interviews
 - on average 1 hour and 50 minutes; response rate: 45%
- Many indicators are based on surveys to households/individuals.
 - Response rates have declined during the last ten years.
 - LFS/AES/SILC are computer assisted telephone interviews.
 - Challenging to find ways to increase response rates and lower the costs for the surveys.
 - Currently testing of Mixed Mode for surveys to households/individuals with combination of telephone interviews and web questionnaire



Needs

- The global and thematic indicators have to be elaborated further
 - Definitions are not clear enough for example wealth and disability. Formulation of questions in surveys are dependent on clear definitions
 - The indicators should contain definition of target population
 - Frequency and reference period should also be stated in the indicators

4.3 – Data sources

Global indicator – Participation during last 12 months

- AES every fifth year; 2011, 2016 and 2021
- Possible to distinguish participation for work-related reasons and participation in staff training for both formal and non-formal education in AES
- Swedish population in the age 25 – 64 years – will probably be changed to 18 – 64 years
- Challenging to include AES questions in LFS due to response burden which can result in lower response rates in LFS

4.3 – Data sources

Thematic indicators

- Administrative registers for universities and other post-secondary institutions
- Annual surveys to secondary schools
- Covers only enrolment in vocational formal education
- Participation rates during last 12 months in non-formal learning for work-related purposes can be captured from AES every fifth year



4.5 – Data sources

Global indicator – Equity cross targets

- Parity indices for all indicators which can be disaggregated
- Data source depends on the indicator – For Sweden some of the indicators are problematic for example disability status

Thematic indicators

- Surveys to primary/lower secondary schools contains information about participation in additional language course in mother tongue. Recent immigrants often receive instruction in their mother tongue for a short period. This information are currently not reported in the school surveys. The country of birth of parents and pupils/students are included in the administrative registers
- Country policies are available
- Education expenditure per student are covered for public and private schools.
- Household expenditure of education for primary and secondary education should be covered somewhere for example hidden costs like costs for uniforms, materials, lunch, travelling etc.

4.6 – Data sources

Global indicator – proficiency in literacy and numeracy

- PIAAC 2011/2012 have been conducted in Sweden – only source for information on proficiency in literacy and numeracy for adults in Sweden
- Conducted every tenth year – challenging to create a cost-effective tool which can be implemented in household surveys!

Thematic indicators

- Youth/Adult literacy rate – Questions about self-reported proficiency in literacy are currently not included in surveys to individuals in Sweden. Sample surveys have considerable non-response bias for illiterate persons or persons with low skills
- Participation rate in literacy programmes might be captured through AES. AES doesn't currently include questions about participation in literacy programmes for adults. Swedish for immigrants might also be covered through administrative registers.



4.7 – Data sources

Global indicators

TAG – Country policy regarding global citizenship

- Should be possible to obtain – Schools and universities might not follow the policies entirely

UN – Proficiency in environmental science and geoscience

- Sweden participate in PISA which could be used

Thematic indicators

- Adequate understanding of issues related to global citizenship and sustainability – ICCS covers only grade 8; No data for students in upper secondary schools or universities



4.a – Data sources

Global indicators – percentage of schools with different facilities

- Internet access and computers are captured partly. The other facilities are currently not captured.
- Lack of data for infrastructure and materials for students with disabilities – One sample survey to schools have been conducted where the principal responded to questions about the environment for pupils with disabilities in the primary schools

Thematic indicators

- Sweden participated in the international survey about Health Behaviour in school-aged children (2009/2010 and 2013/2014) which covers some of the issues about bullying



4.c – Data sources

Global indicator – percentage of teachers at different levels with minimum teacher and pedagogical training

- Data source – Administrative register over staff including teachers in pre-schools and schools
- The highest completed education are included in the register (field and level) for all teachers and pre-school teachers – possible to obtain if the teacher have the minimum teacher and pedagogical training pre-service. In-service training is not covered.

Thematic indicators

- Almost all the indicators can be reported through using the administrative register over school and pre-school staff
- Average teacher salary relative to other professions can be collected through the annual sample survey to enterprises, municipalities and other public sector institutions where salaries for each employed person are collected
- Percentage of teachers who received in-service training during the last 12 months – no available source at the moment

