



UNESCO  
INSTITUTE  
for  
STATISTICS

# Supporting the regional response to Education 2030 data challenges

Patrick Montjourides, UNESCO Institute for Statistics

# Monitoring SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

## SDG 4’s monitoring agenda:

- Unfinished agenda
- Equity
- Quality

In 2015, a number of countries are not there yet with regards to the basic EFA indicators.

Either in their capacity to respond to international data collections or in their capacity to produce the relevant data for their own needs.

Yet many of these indicators will remain in the new monitoring framework

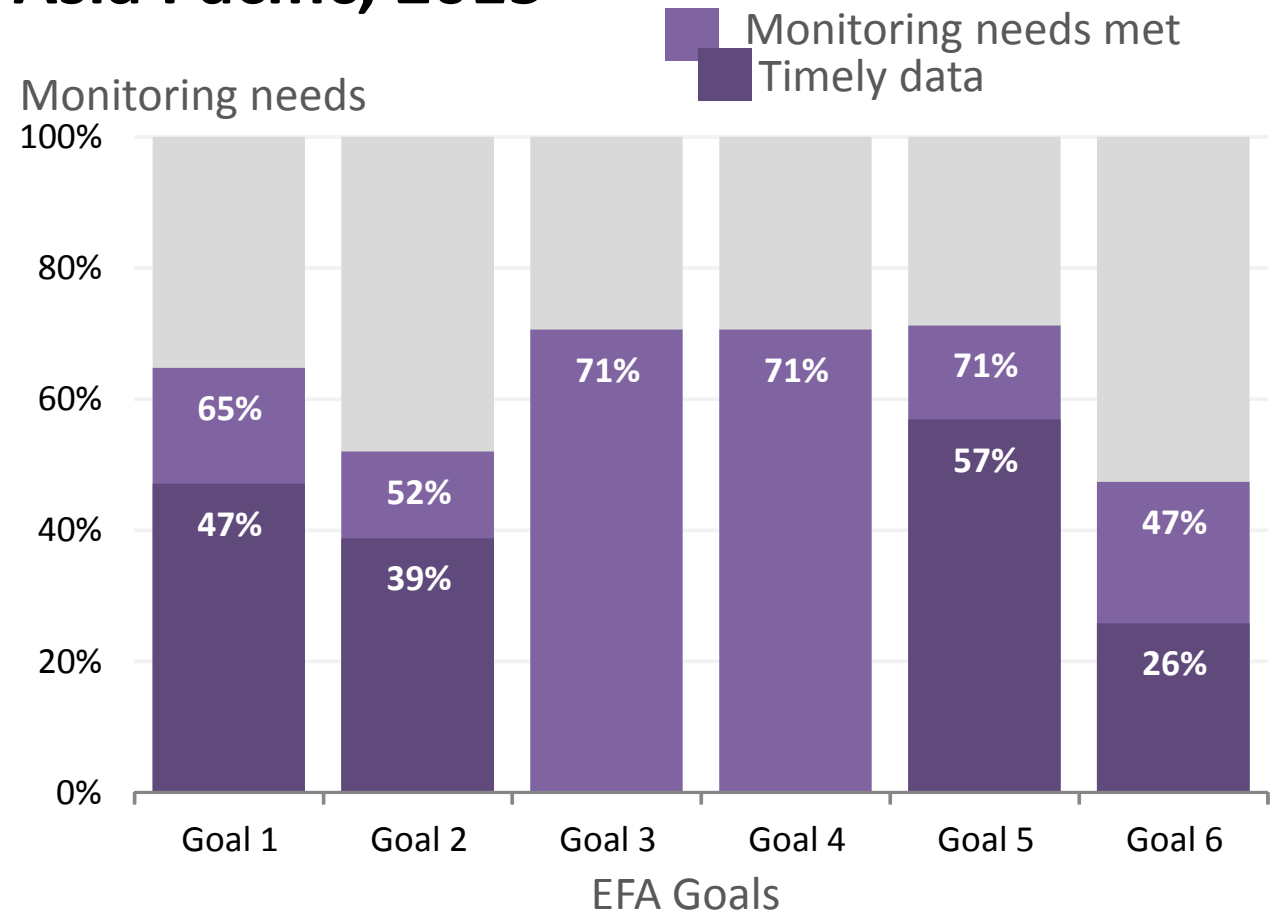
# Monitoring SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

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## Completedness and timeliness of data reported in the EFA monitoring framework, Asia Pacific, 2015



# Monitoring SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

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Both education quality and equity allow for a large panel of conceptual and technical views. Agreeing on definitions and indicators is critical. Some of the grounding work remains to be done, (including improving data literacy within the global community).

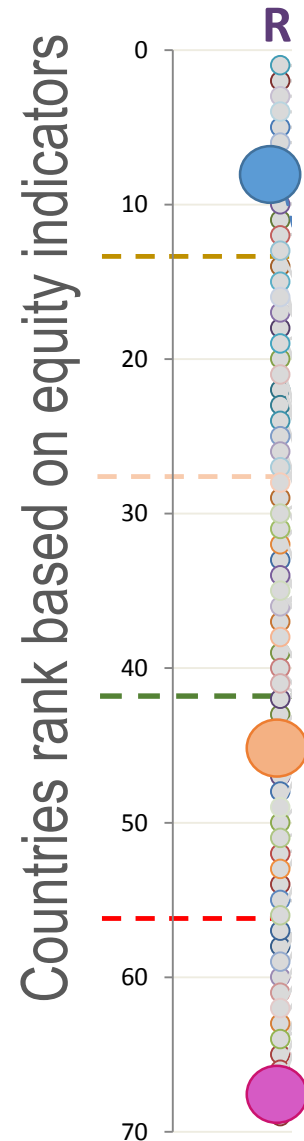
There are as many possible conclusions as there are measures of equity

The choice of equity indicators has non negligible consequences

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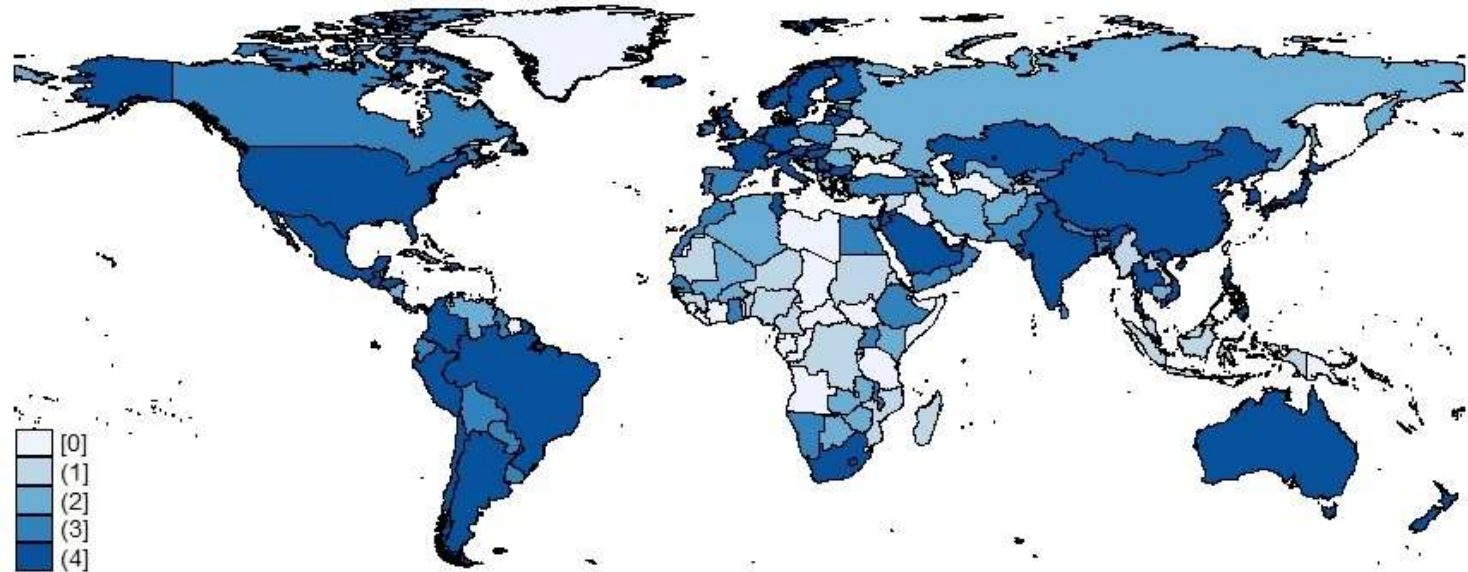


# Monitoring SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

## SDG 4’s monitoring agenda:

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Intense activity in learning assessments in the region, largely on par with other regions



# Monitoring SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

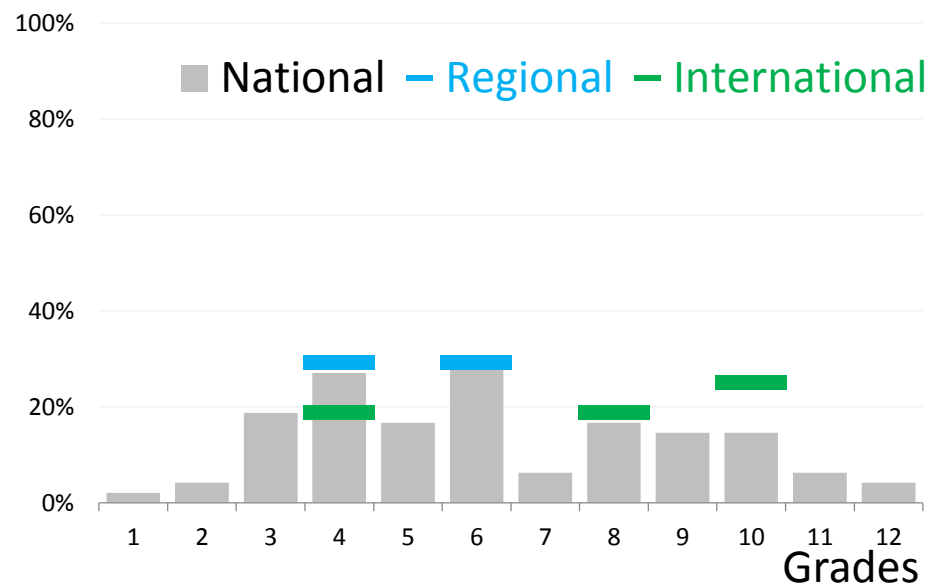
## SDG 4’s monitoring agenda:

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But no comprehensive snapshot of the state of learning outcomes.

Besides national assessment, some countries do participate in international assessment (TIMSS, PIRLS, PISA) and sub-regional assessments (PILNA, SEA-PLM\*). But there is no harmonized and standardized monitoring exercise to date.

% of countries with at least one learning assessment, by grade, Asia Pacific



# The changing nature of monitoring

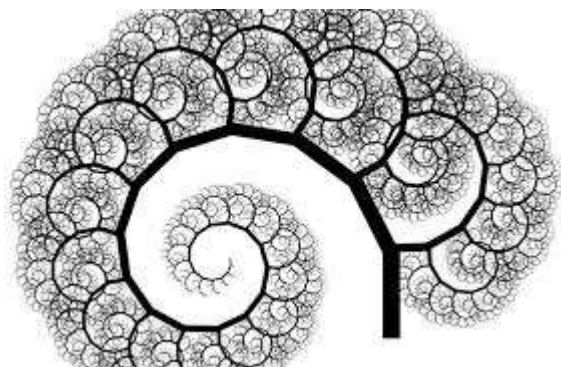
- INCREASED DATA NEEDS FOR INTERNATIONAL MONITORING
- BROADENING THE DATA SOURCES BEYOND ADMINISTRATIVE DATA
- COMPLEXIFICATION OF NATIONAL MONITORING SYSTEMS FOR EVIDENCE-BASED POLICIES; INTERNATIONAL TARGETS WILL ONLY BE ACHIEVED IF NATIONAL MONITORING FOR EVIDENCE BASED POLICY ORIENTATIONS IS WELL ESTABLISHED

**STRONG NATIONAL EMIS = GOOD  
INTERNATIONAL MONITORING**



Promote the data evolution before the revolution

## STATISTICAL CAPACITY: THE FRACTAL PATTERN



# Make data collection more relevant, foster the use of existing data

## **Regional survey on teachers at the sub-national level**

- Enable to look at equity in the distribution of teachers
- And inputs towards education quality
- Focus on first level of administrative divisions, ISCED1 to ISCED3 . Data disaggregated by gender, age, educational attainment, contract status, public/private and subject matters

Piloted in 2014, Survey launched in April 2015, in 21 Asian countries

Targets existing data that are largely untapped and provide internationally robust and comparable indicators around the distribution of teacher, teachers' human capital and teachers status and condition

Relies on existing channels, infrastructures and methodologies used by the UIS for its regular data collection.

Make data collection more relevant, foster the use of existing data

## Regional survey on teachers at the sub-national level

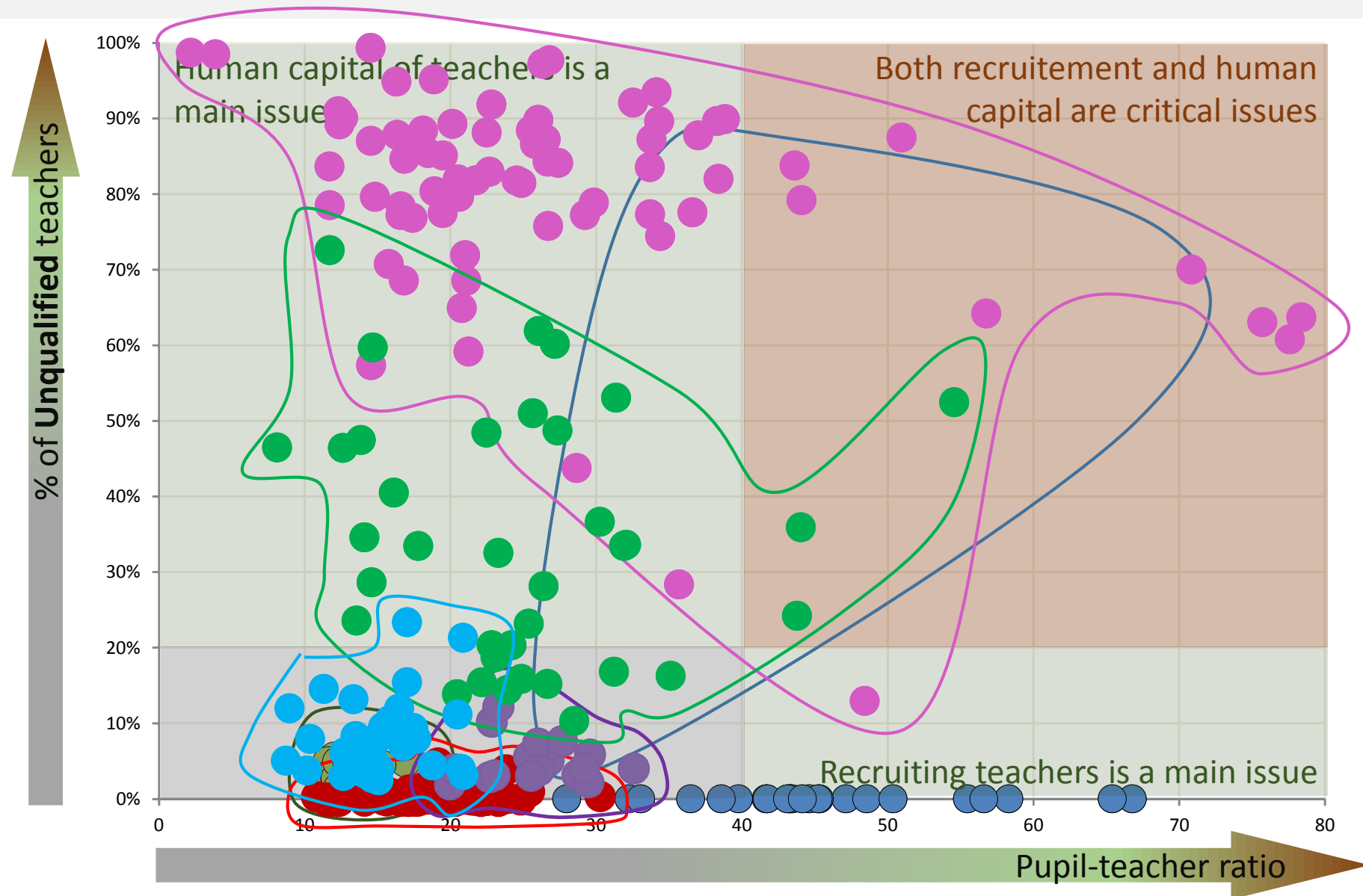
### Objectives:

- Provide the region with comparable data on teachers and at the sub-national level.
- Support countries to make the best out of their existing data by providing a framework of analysis for decision making
- Support partners in the region by providing reliable and topical data on a regular basis
- Inform the discussion on potential gaps in national, regional and international data collection system

Make data collection more relevant, foster the use of existing data

## Regional survey on teachers at the sub-national level

Using data for decision-making



Facilitate knowledge transfer, give voice to the data

## International Observatory on Equity and Inclusion in Education

### **Fostering a vision for improving the global statistical capacity to monitor equity in education**

- State of the World's Educational Equity
- Support monitoring for policy recommendation, addressing the process not pointing the outputs
- Develop and measure a comprehensive framework, data blending
- Generate collaboration, give voice to the data
- Transfer knowledge, build capacity

Facilitate knowledge transfer, give voice to the data

# International Observatory on Equity and Inclusion in Education

Moving forward; from vision to implementation, building a public good to support Education 2030



**CONTEXT**

Total Population (Millions)	7.291
School age population (ISCED1 to 3)	1.406
Rural population	3.372
Share of global wealth detained by the richest 10%	85%
Share of the world population living in extreme poverty	12.70%

**STATE OF THE WORLD'S EDUCATIONAL EQUITY**

	ISC.0	ISC.1	ISC.2	ISC.3	ISC.4+
<b>INPUTS</b>					
HH supported cost					
Teachers					
<b>PROCESS</b>					
Access					
Survival/completion					
<b>OUTPUTS</b>					
Learning outcomes					

**METADATA**

% of countries with available data	2010	2012	2012	2011	2013
Year for which most countries have data	3/15	3/15	3/15	4/15	2/15
Average number of data points since 2000					

**Handbook on Education Equity Monitoring**

- A reference document for the calculation of equity indicators
- A methodological guide to monitor all aspects of equity in education
- Document existing data sources and provide statistical tools to perform analysis

**INDICATORS FACTSHEETS AND TRAINING MATERIALS**

**Education concentration index**

Statistical packages  
Excel R Stata

**Inter-Quintile Range**

Statistical packages  
Excel R Stata

# Optimize regional and sub-regional efforts

## UIS strategy to support education statistics in the Pacific

Developped in alignment with SPC EMIS Regional Facility for optimization of efforts

1-Increase the visibility of the region at the international level through higher response rate to UIS questionnaires, increased completeness of submissions, optimal timeliness and enhanced quality of the data submitted.

2-Promote the development of adequate EMIS throughout the region and

3-Support the use of education data and indicators for national monitoring and evidence-based policies.

Organization and definition of the roles and responsibilities build on critical expertise and comparable advantages of both agencies

# Optimize regional and sub-regional efforts

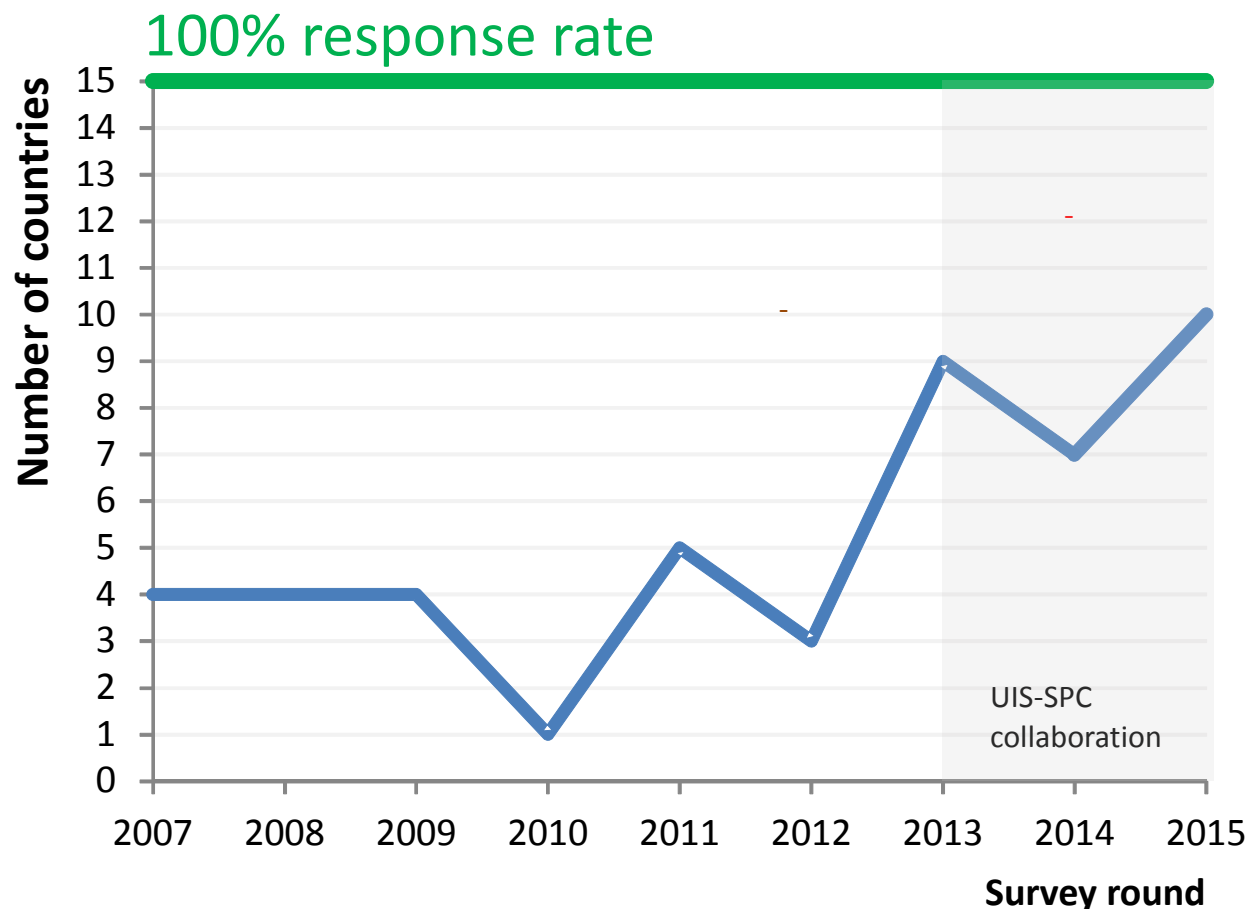
## UIS strategy to support education statistics in the Pacific

Enabled UIS and SPC to reap some of the low hanging fruits.

International visibility



## Number of countries which have responded to UIS Questionnaire A on students and teachers, pre-primary to post-secondary education





# Optimize regional and sub-regional efforts

## UIS joint strategy to support education statistics in the Pacific

From the least comprehensively and consistently reported to the most?

## Share of countries which have responded to UIS Questionnaire A on students and teachers, pre-primary to post-secondary education

Response rate as of Oct.2015



# Optimize regional and sub-regional efforts

## UIS strategy to support education statistics in the Pacific

### Pacific Ed-DQAF

- 1st step of the regional strategy; diagnosis
- Look at the overall production process and outputs, identify strengths and areas for improvement, according to identified best practices
- Education Sector-Wide
- Logical way forward is the design of a sectoral strategy for the development of Education statistics (example of agricultural statistics – FAO).
- Leads to sustain, coordinated and targeted support instead of duplicated and irregular projects operating in silos

# Tackle the learning outcomes challenge

## UIS participation in regional and global efforts

## Observatory of Learning Outcomes

<http://www.uis.unesco.org/Education/Pages/learning-outcomes.aspx>

### **UIS CATALOGUE OF LEARNING ASSESSMENTS AND THE DATABASE OF LEARNING ASSESSMENTS**

Descriptive standardised and comparable information on public examinations, national and international assessments

A resource for countries interested in developing a national assessment, improving their overall system or joining a regional or international initiative.

Stakeholders

#### **CATALOGUE**

Funding

Purposes

Subjects

Languages

Data dissemination policies

#### **DATABASE**

Cycle of implementation

Target population

Subjects assessed

Test format and item type

Measurement model and reporting metrics

Disaggregation and dissemination of results

# Tackle the learning outcomes challenge

## UIS participation in regional and global efforts

### **Contribution to ongoing exercises**

- Partnership with NEQMAP
- Consultation for SEA-PLM

### **Leading the efforts towards a harmonized measurement of learning outcomes**

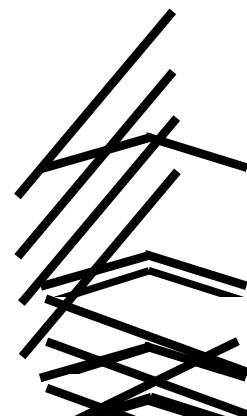
- Reconciling the various assessment to provide consistent global and regional pictures of learning

# The road ahead, invest, collaborate, optimize, share knowledge

- Increase investment in statistical capacity at the national, regional and international levels
- Optimize resources and efforts (at all levels) **towards a greater good**
- Increase data literacy, disseminate knowledge
- Link national, regional and international monitoring agendas to the best extent possible (avoid multiplicity of data collections, inconsistencies between indicators frameworks...)
- Harmonize regional standards and methodologies



# Thank you



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Educational, Scientific and  
Cultural Organization



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*for*  
STATISTICS

[p.montjourides@unesco.org](mailto:p.montjourides@unesco.org)