

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)

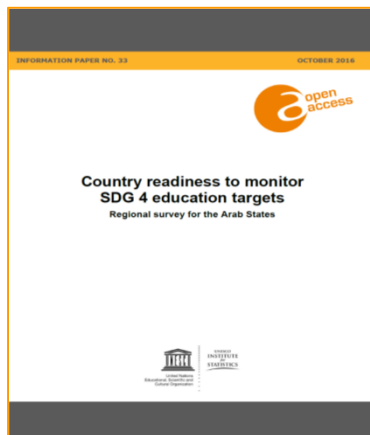
Are countries ready to report global and thematic indicators?

- 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



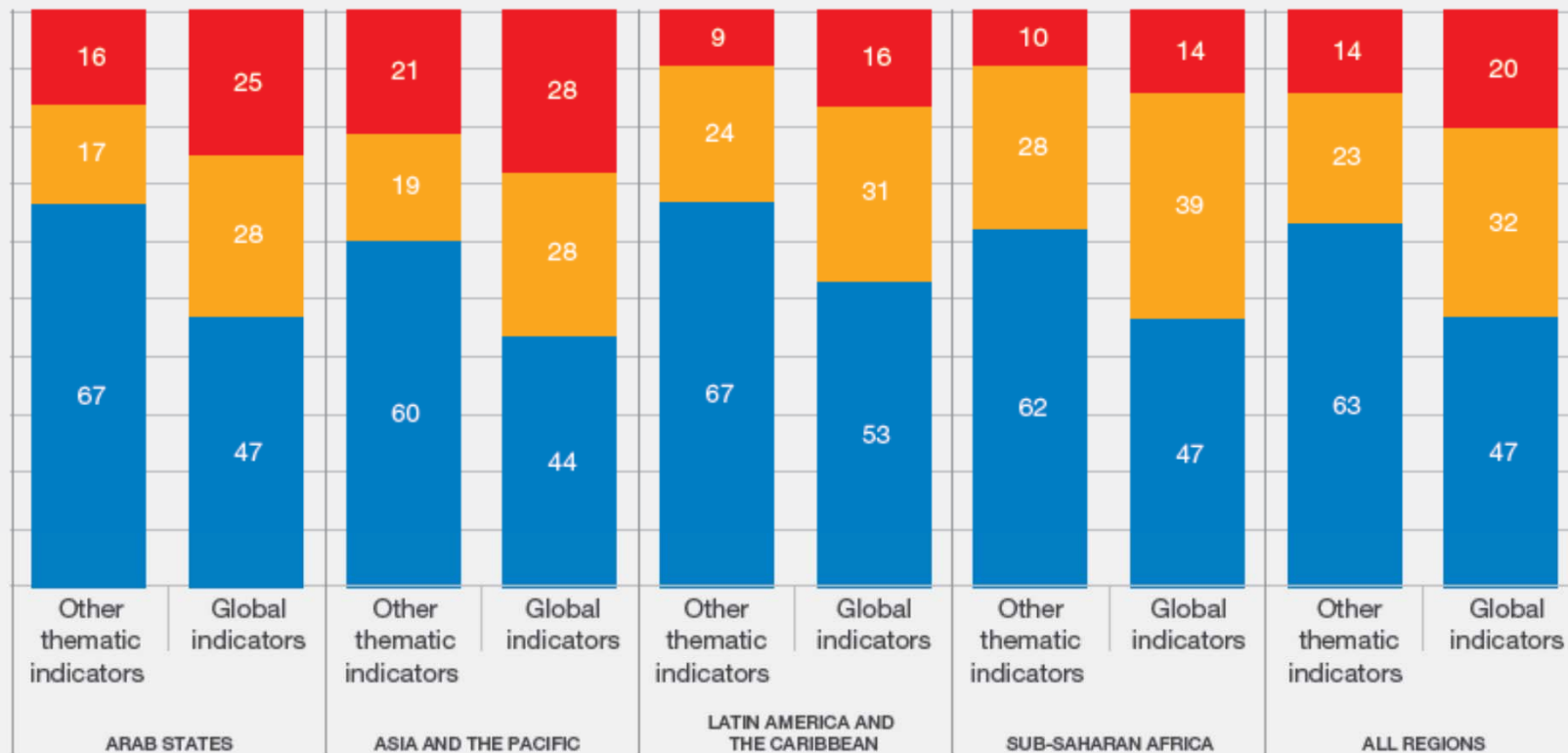
Regional reports

<http://www.uis.unesco.org/Education/Pages/uis-sustainable-development-data-digest.aspx?SPSLanguage=EN>

Data availability for SDG 4 indicators

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

Available Not available No information

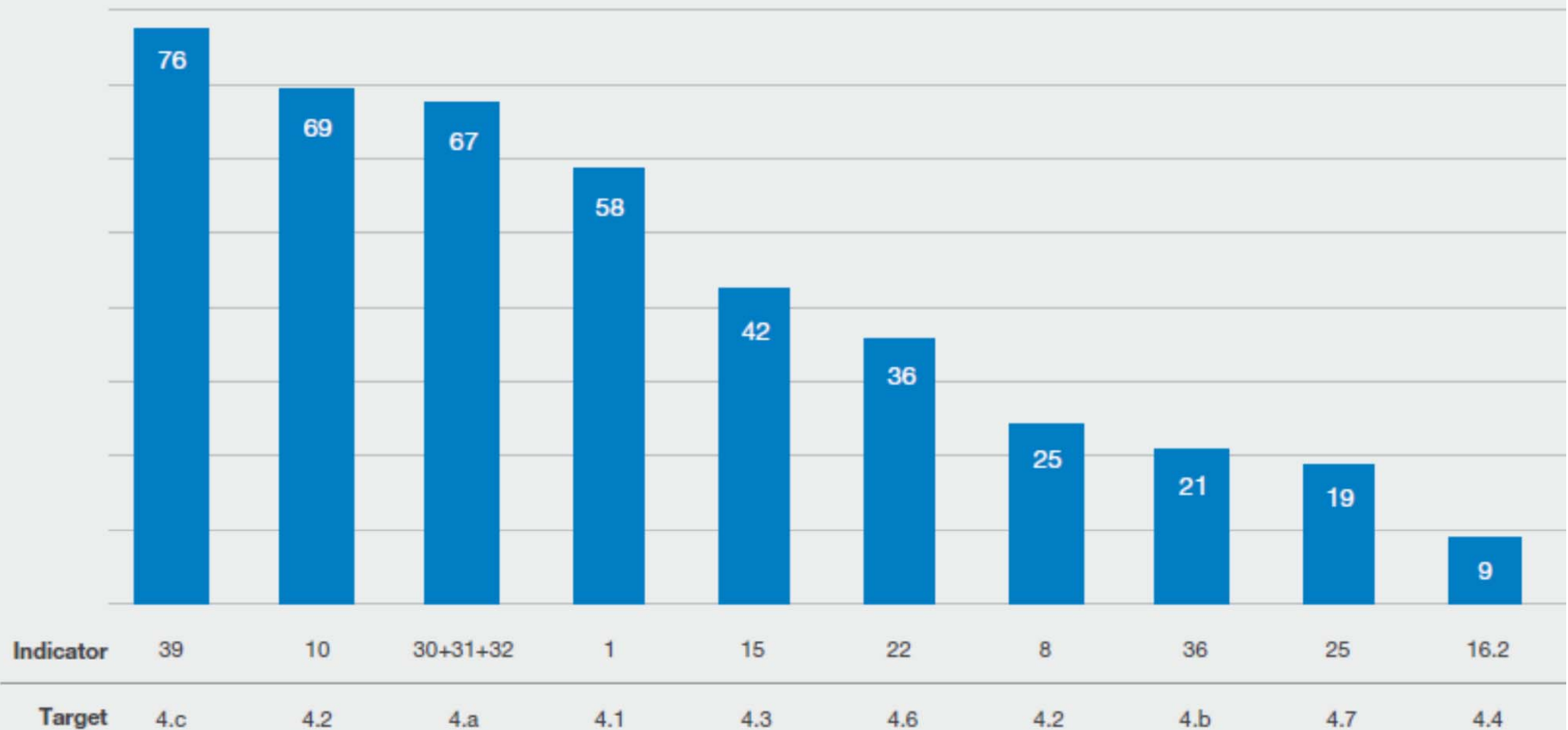


Note: For the purpose of this comparison, the thematic indicators exclude the 11 global indicators. The proportion of data available for all 43 indicators was 57% globally, 59% in the Arab States, 54% in Asia and the Pacific, 62% in Latin America and the Caribbean, and 56% in sub-Saharan Africa.

Source: UIS regional assessments of system readiness to monitor SDG 4, 2016

Data availability by target for the global indicator

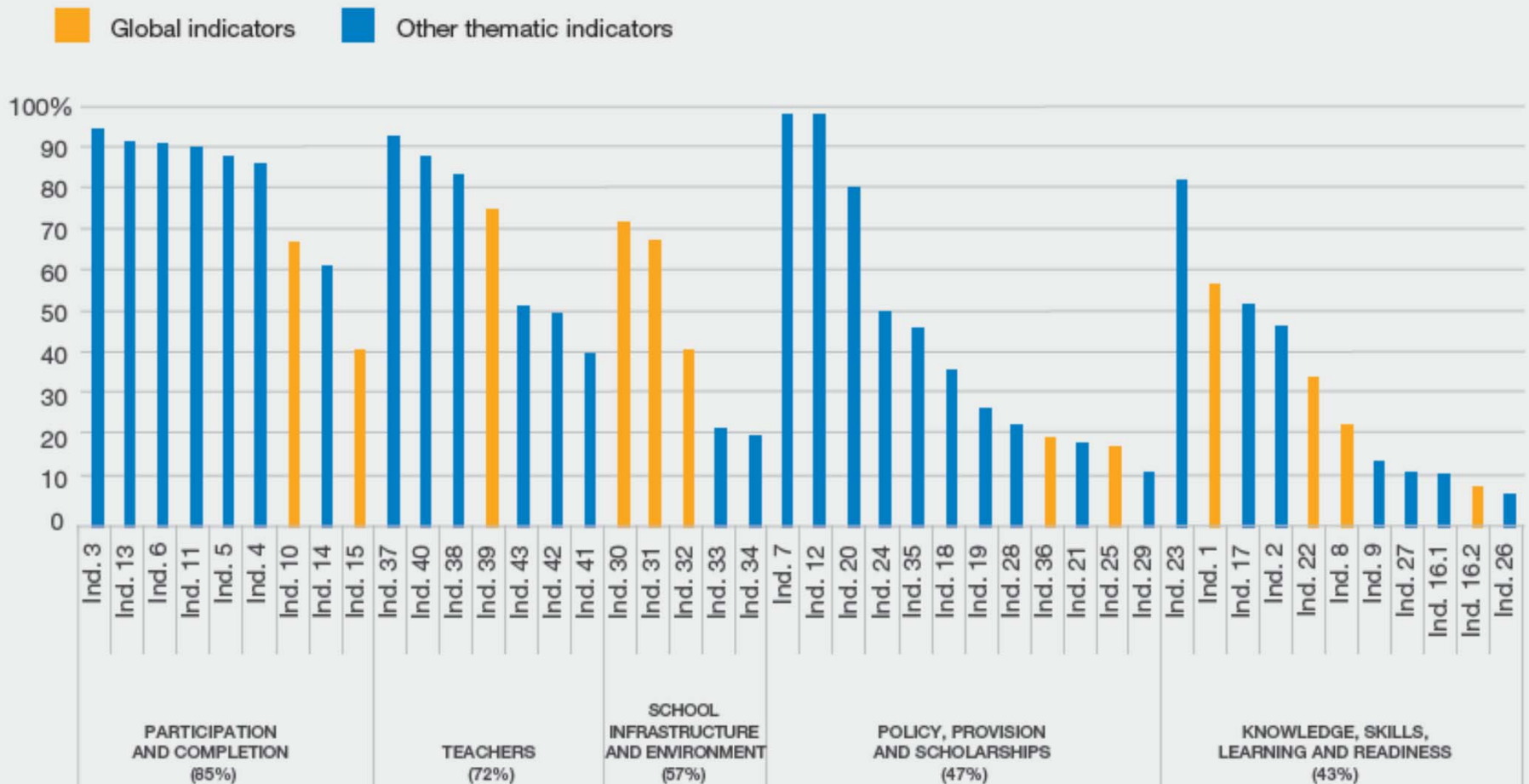
Figure 6. Data availability for each global indicator for all regions (%)



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 (%)



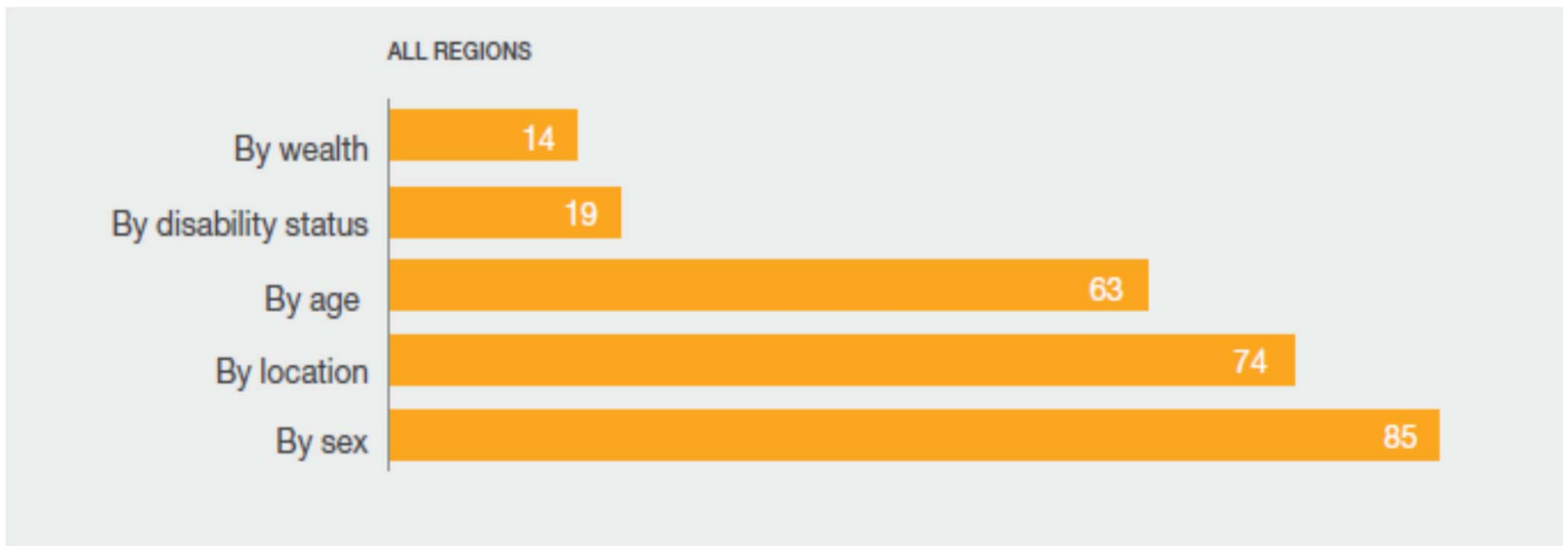
Data readiness for producing learning outcomes indicators

Table 5. Data required to monitor SDG indicators related to reading and mathematics proficiency by grade (%)

Reading	Grade 2 or 3	End of primary education	End of lower secondary education
Asia and the Pacific	47	50	42
Arab States	47	65	65
Latin America and the Caribbean	81	69	62
Sub-Saharan Africa	80	68	33
All regions	65	62	46
Mathematics	Grade 2 or 3	End of primary education	End of lower secondary education
Asia and the Pacific	42	58	47
Arab States	41	71	65
Latin America and the Caribbean	77	81	62
Sub-Saharan Africa	65	68	43
All regions	57	68	51

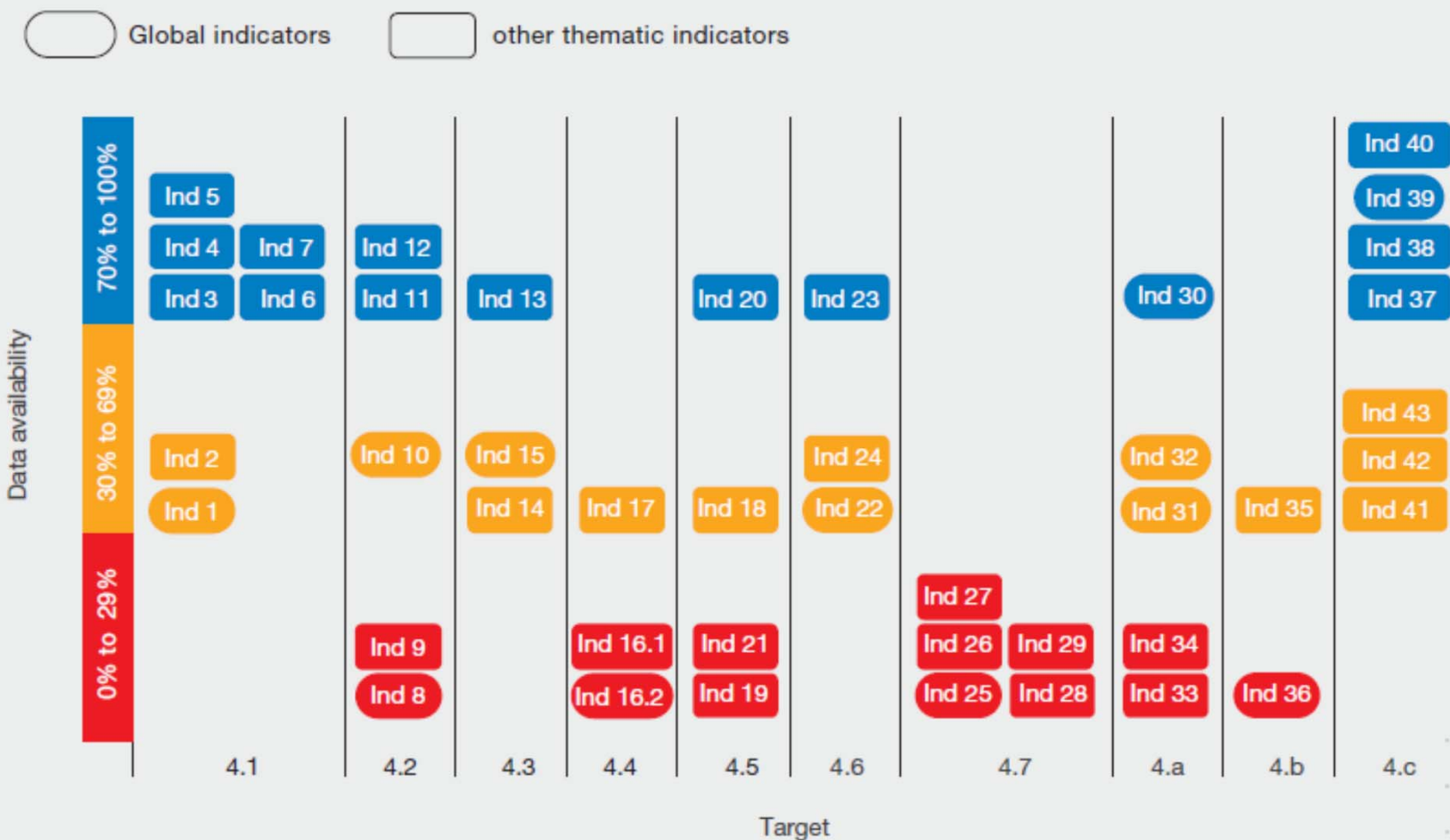
Source: UIS regional assessments of system readiness to monitor SDG 4, 2016

Global SDG 4 education indicators by type of disaggregation



Indicators by target and data availability

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



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

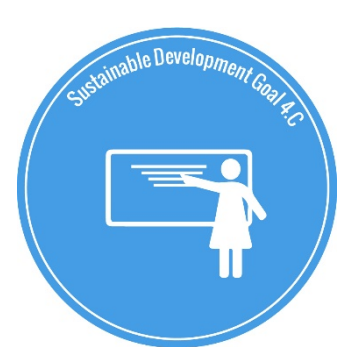
The way forward

- ▣ 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 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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