Data for SDG 4:
Availability and challenges

Colombia

First meeting of the Technical Cooperation Group on the Indicators for SDG4-Education 2030

May 13th 2016

Institutional Organization for SDGs

Global

Inter-Agency and Expert Group on SDG Indicators **IAEG-SDGs**

Ecuador, Peru, Bolivia, Guyana and Surinam

Global Process

National

Colombia's High Level Inter- institutional Commission for the effective implementation of the 2030 Agenda

Working Group on SDG indicators

National Process

Regional Process

SDG Indicators
Definition and Implementation

Definition of Global Indicators

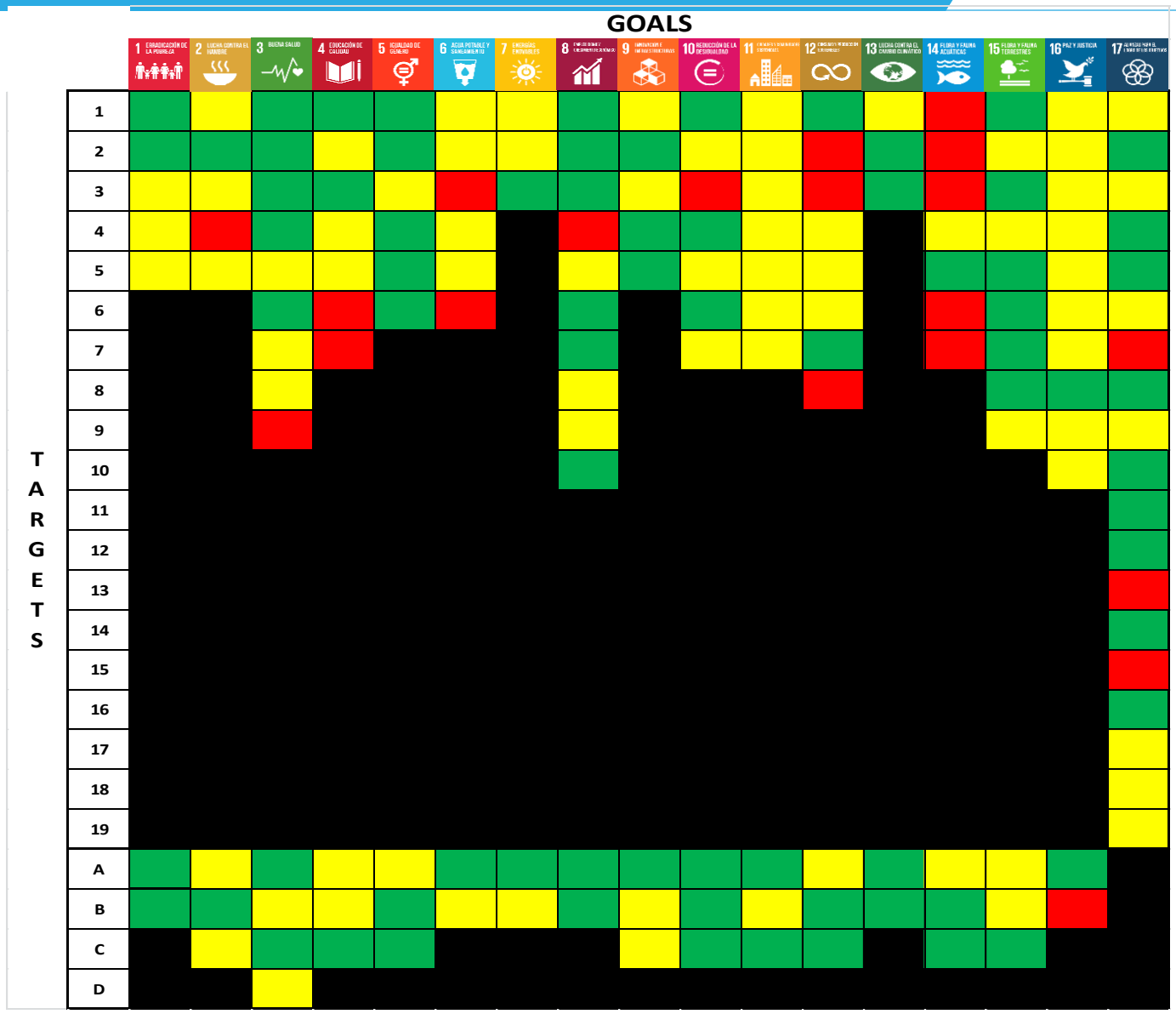
Definition of regional and national indicators

- Identification of priorities, particular needs, context and situation.

Implementation

- Identification of data sources
- Assessment on data availability
- Work plans for improvements and production of new data.

Assessment on Colombia's information availability for global SDG indicators



Information is available

Partial information, need of improvements

Not data or not methodology

Assessment on Colombia's information availability for global SDG indicators

SDG 4:

- We have data for 3 targets (4.1, 4.3 and 4.c).
- There are 5 targets for which we have partial information and need improvements (4.2, 4.4, 4.5, 4.a and 4.b).
- For 2 targets, we don´t have data or methodology is not defined (4.6 and 4.7).

Assessment on Colombia's information availability for global SDG indicators: 4.3

Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

- Information from administrative registers (SNIES, SIET) and household survey (set of questions in the labor force survey since 2013).
- Annual
- Last year available: 2015 (Survey)

Assessment on Colombia's information availability for global SDG indicators: 4.5

Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous people and conflict-affected as data become available)

- Depends on the indicator.
- Available indicators can be disaggregated by female/male and urban/rural, but most of them can not be disaggregated by the other variables.

Assessment on Colombia's information availability for global SDG indicators: 4.6

Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

- We don´t have data

Assessment on Colombia's information availability for global SDG indicators: 4.7

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies (b) curricula (c) teacher education and (d) student assessment

- It's necessary to define the methodology for the assessment and the report.

Assessment on Colombia's information availability for global SDG indicators: 4.a

Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) singlesex basic sanitation facilities; and (g) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions)

- We have information about schools with access to Internet and computers for pedagogical purposes and with adapted infrastructure and materials for students with disabilities (administrative registers and census on formal education).

Volume of official development assistance flows for scholarships by sector and type of study

- Data is not disaggregated by sector and type of study.

Assessment on Colombia's information availability for global SDG indicators: 4.c

Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

- Information from administrative registers and census on formal education
- Annual
- Last year available: 2014

Main Challenges

- Disaggregation of information.
- Strengthening of administrative registers.
- Access to new sources of data and information.
- Institutional arrangements and capacity at national and local levels.
- Partnering with new actors, e.g. private sector, civil society.
- Strengthening of NSO coordinator role.

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Para tomar decisiones

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