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# National Capacity Development in Monitoring SDG4 – Approaches and Resources

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Inception workshop for the project *Strengthening research and studies for improved quality of SDG statistics in Central Asia*

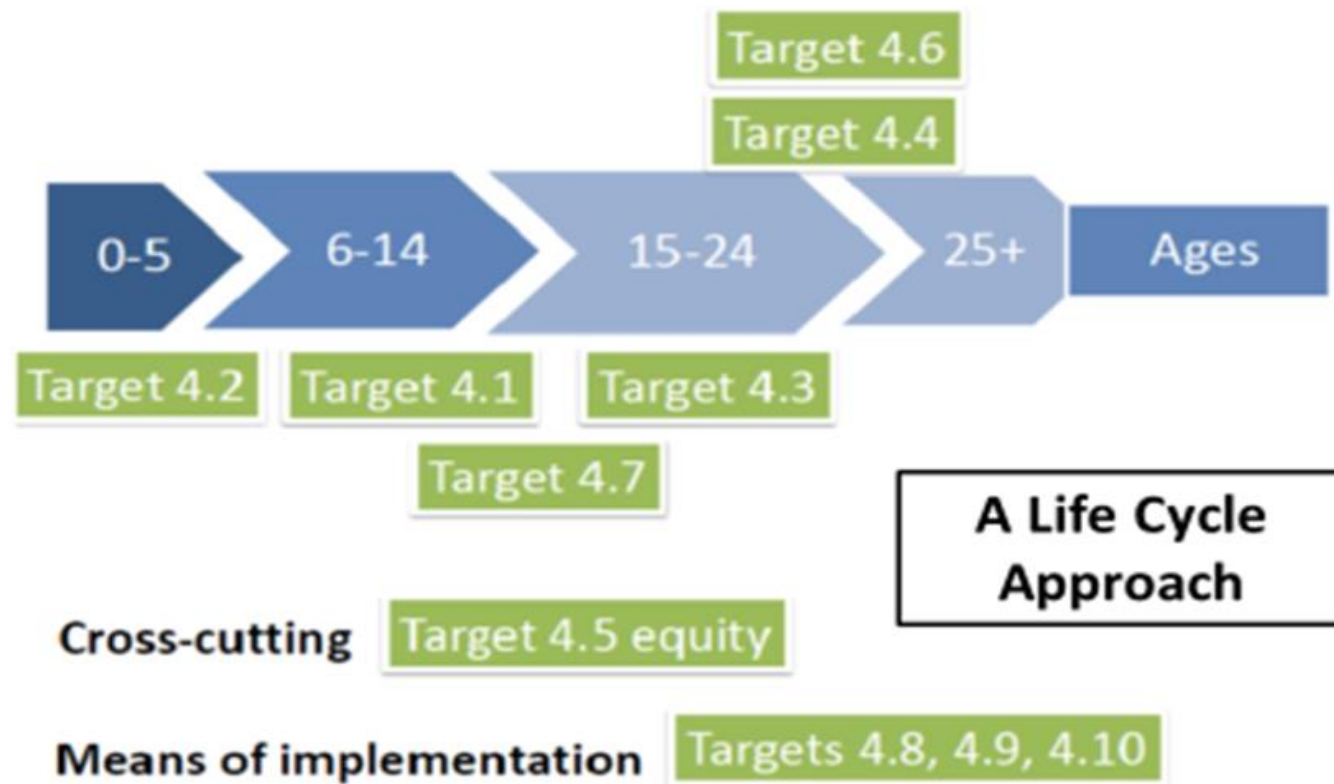
8-10 May 2019



- 1. Monitoring SDG4- Key data issues**
- 2. UIS Approaches and Resources for National Capacity Development for SDG4**
  - Education data/statistics policies and strategies
  - Improving Data Quality
  - Strengthening Learning Assessment data
  - Strengthening capacity to measure equity in education

	MDG (Goals 2, 3)	SDGs (Goal 4)
Scope	Universal primary completion and gender parity	Lifelong learning focus on outcomes and equity
No. of targets	2	10
No. of indicators	4+ disaggregation	11+ disaggregation
Thematic indicators	18	43

# Scope of the Education Targets in the SDGs



7 Programme targets  
3 Implementation targets

# Three key data priorities for Education 2030

- **Broad scope across the life cycle:** Indicators for areas which are on the “margins” of the formal education system, but recognized as critically important to achieving the development goals (levels and types)
- **Education quality:** results of learning at all stages of education provision or learning opportunities
- **Equity:** measures that capture those who are excluded from education provision or learning opportunities

- One single data source won't be able to provide all the data for monitoring SDG4
- Need strong partnership and collaboration among various data producers/providers

# UIS Approaches and Resources for National Capacity Development

- Education data/statistics policies and strategies
  - Improving Data Quality
  - Strengthening Learning Assessment data
  - Strengthening capacity to measure equity in education
- 
- National Regional Training Programmes in Education Statistics and SDG4 Monitoring

# Development of National Strategies for Development of Education Statistics(NSDES)

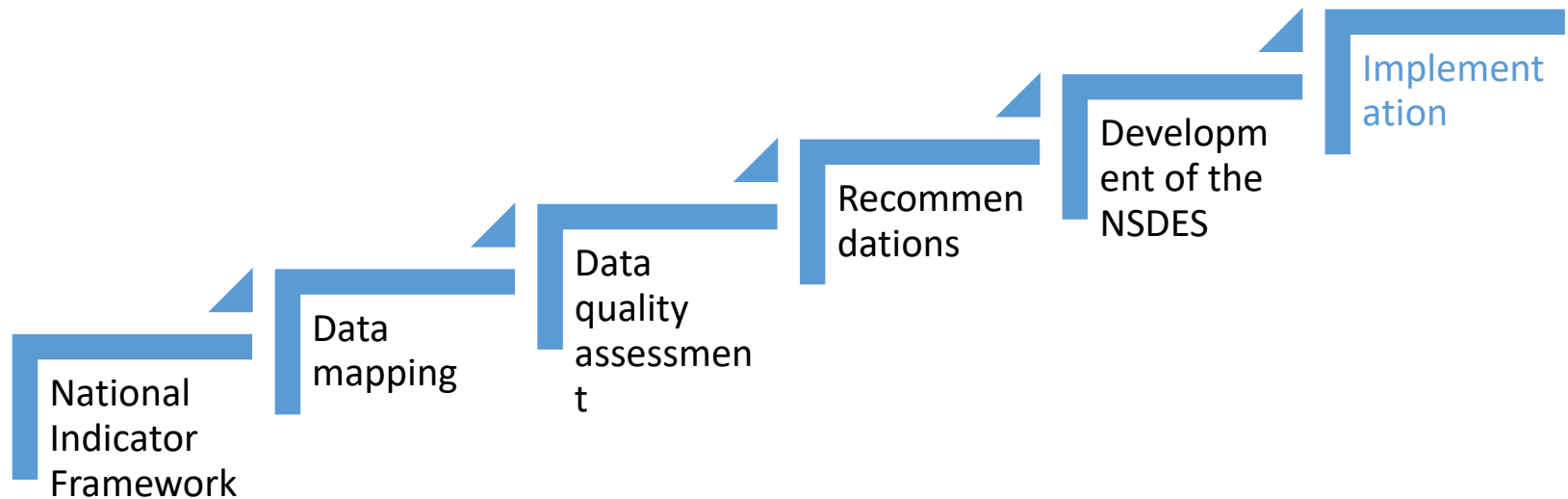
## Challenges

- **Weak coverage outside the formal education system**
- **Fragmented institutional settings and legal frameworks**
- **Insufficient technical and financial resources available for education statistics**
- **Low Data Quality**

## What is NSDES?

- A ***policy instrument*** designed by government and its partners (ie. the EDP) to provide ***a medium-term vision*** for a strengthened education data system and data management platform in the country: the National Education Statistics System (NESS).
- It is ***results-oriented***, outlining a coherent set of intended changes in the production, reporting and use of education statistics.
- It is based on ***a sound analysis***, ie. *the Data Quality Assessments (DQA)*.
- It should be integrated into the **national Education Sector Plan (ESP)** and the overall multi-sector **National Strategy for Developing Statistics (NSDS)**

# Steps in Developing NSDES





# NSDES Tools

## **Mapping potential data sources to monitor SDG 4**

- Matrix: [SDG 4 Data Mapping Questionnaire](#)
- [Results Reporting Template for the SDG 4 Data Mapping Questionnaire](#)

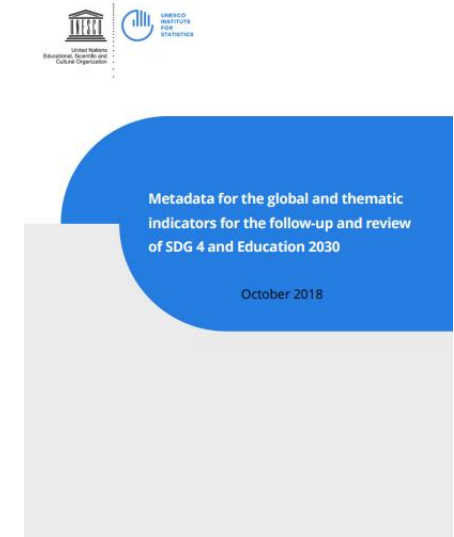
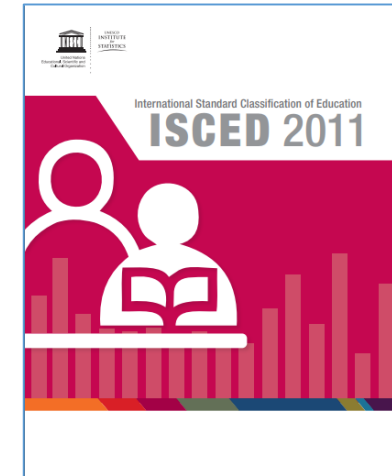
## **From assessment to recommendations: Drafting the National Strategy for the Development of Education Statistics (NSDES)**

- Manual: [Guidelines for Country-Level Design of the National Strategy for the Development of Education Statistics](#)
- [Data quality assessment framework mapping for NSDES](#)
- [Practical tools](#)

<http://uis.unesco.org/en/capacity-development-tools>

# Statistical standards and classification for comparability

- International Standard Classification for Education (ISCED, 2011)
- Meta data for SDG4 ( both Global and Thematic Indicators)  
( Definition, methodologies, formulas, data sources, data interpretation, limitation, use etc.)



# Improving the quality of data

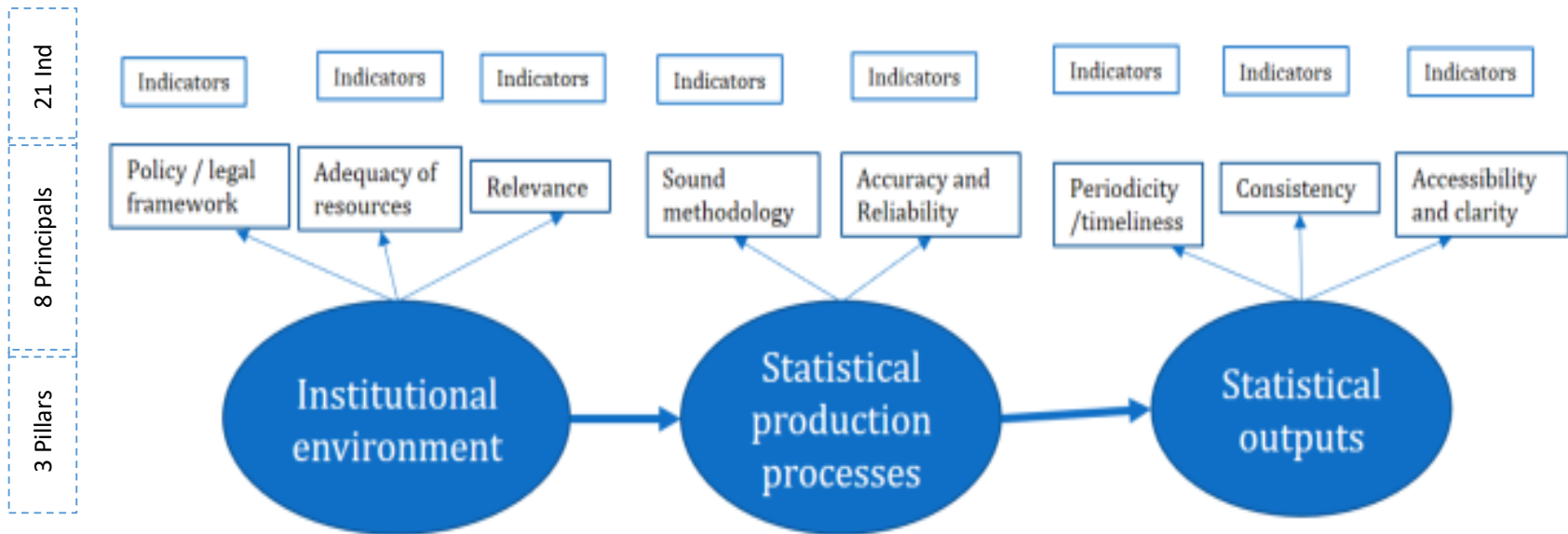
- **Quality of data is the main concern**
- **Confidence in data and its use very much depends on quality of data**
- **Proper diagnostic is needed to address the issue**

## **Data Quality Assessment ( DQA) for Improving the Quality of education data**

An in-depth Assessment of whole process of data collection to data dissemination will help to develop strategies to improve the education statistics in the country

1. The Main Purpose is to provide a simple and flexible structure for the qualitative assessment of education Statistics
2. It covers all aspects of the Statistical environment or infrastructure in which data are collected, processed, and disseminated.

# Code of Practice (CoP)

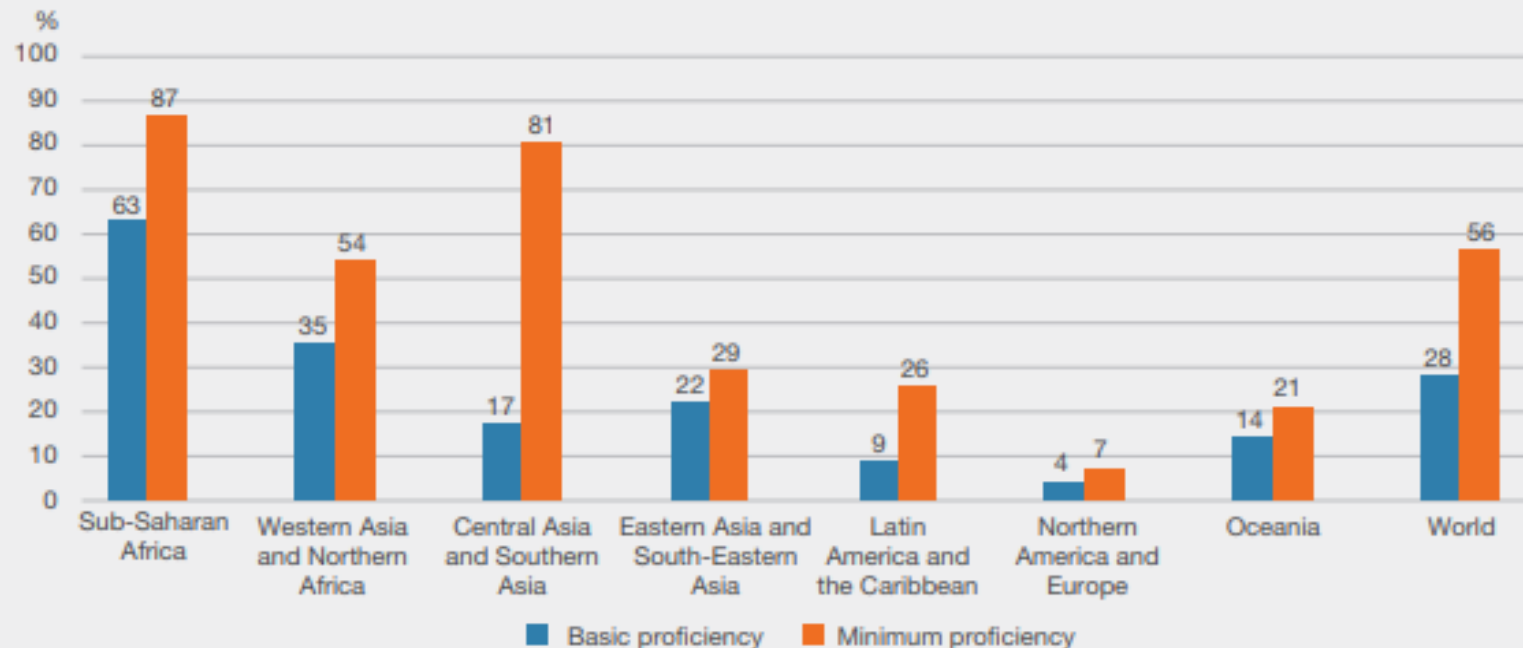


## Tools

- Matrix: [Data Quality Assessment Framework for Administrative Data](#)
- [Manual and Code of Practice](#)
- [Data collection instruments](#)
- [Interview protocol](#)

# Monitoring Learning a key issue

**Figure S1. Proportion of students not reaching the basic and minimum proficiency levels in reading by SDG region**



**Note:** The minimum level is higher than the basic level of proficiency. Hence, more children do not achieve the minimum proficiency level than do achieve the basic level.

Source: UNESCO Institute for Statistics (UIS).

# Data on Learning – Major Data Gaps

Indicator 4.1.1: Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Indicator 4.4.2: Percentage of youth and adults who have achieved at least a minimum level of proficiency in digital literacy skills. m Indicator

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

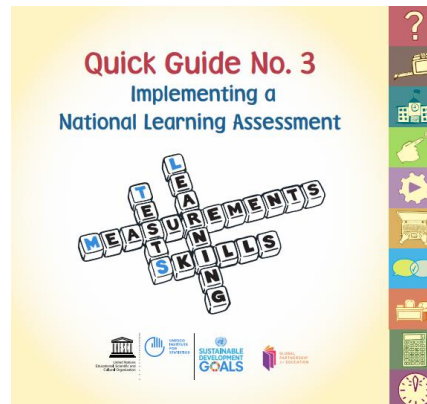
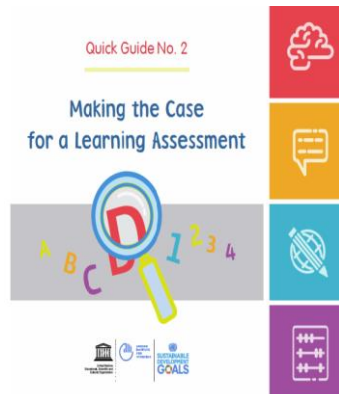
- Data source: National Learning Assessments Test
- Do we have all the assessments to assess the skills to generate data on learning ?

# Capacity Needs and Tools for Developing National Assessment Programmes

**Table S1. Key phases in an assessment programme**

Phase	What it addresses	Main components
Conceptual framework	What and who to assess?	<ul style="list-style-type: none"> <li>■ Assessment/survey framework (cognitive, non cognitive and contextual)</li> <li>■ Target population</li> </ul>
Methodological framework	How to assess?	<ul style="list-style-type: none"> <li>■ Test design</li> <li>■ Sampling frame</li> <li>■ Operational design</li> <li>■ Data analysis</li> </ul>
Reporting framework	How to report?	<ul style="list-style-type: none"> <li>■ Defining scales</li> <li>■ Benchmarking</li> <li>■ Defining progress</li> </ul>

Source: UNESCO Institute for Statistics (UIS).



# Measuring Equity in education

Educational opportunities are distributed on the basis of *merit* (e.g. exams).

Mechanism for compensation of initial disadvantage by e.g. distributing educational inputs *unequally to compensate for existing disadvantages*.

**Meritocracy**

Educational opportunities must be at least the *same for everyone* below a certain threshold (e.g.

**Minimum Standard**

5 Principles to Guide the Measurement of Equity

**Redistribution**

Educational opportunities must be the same for *everyone* in the population, regardless of their different circumstances (every child receives *same investment equal treatment*).

**Equality of Condition**

Focuses on the dispersion of education in the population

Educational opportunities should be distributed *equally with respect to differences* which should be irrelevant, e.g. gender, ethnicity, language, location, wealth, disability

**Impartiality**

it is unfair to discriminate by characteristics





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## Handbook on Measuring Equity in Education



- Provides a conceptual and practical steps in undertaking equity analysis in Education
- Examples and tips are also included



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## Thank you very much

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