Preparatory meeting for the UNESCO Conference on Education Data and Statistics

Administrative Education Data: what are the challenges going forward?

October - November 2023
Outline

- Background
- Key tools used to collect administrative data from Member States
- Challenges and potential solutions
- Key questions to be asked when developing EMIS
- Agenda forward to work with Member States
Background

- More than 50% of the SDG4 indicators could be produced from Administrative data sources

- Typically, and in most developing countries, education statistics collected through administrative systems are run under an “annual school census”

- The UIS collects administrative based education data from Member States with the purpose of:
  - Calculate indicators required to monitor SDG4-Education 2030 Agenda (as well as Other education policy relevant data indicators)
  - Obtain key cross-country comparable education statistics to analyze and monitor development of education systems
### Key tools used to collect administrative data from Member States

<table>
<thead>
<tr>
<th>Tools</th>
<th>Contents</th>
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<tbody>
<tr>
<td>UIS/ED/ISC11</td>
<td>National education systems: Mapping of education programmes based on ISCED 2011 classification system to make data internationally comparable.</td>
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<tr>
<td>UIS/ED/A: Students and Teachers (ISCED 0-4)</td>
<td>Formal education: school, student, teacher and other infrastructure covering all types of institutions from pre-primary to post-secondary non-tertiary education.</td>
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<tr>
<td>UIS/ED/B: Educational Expenditure (ISCED 0-8)</td>
<td>International comparability of education expenditure data covering public and private for all levels of education focusing on formal education by level of education.</td>
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<tr>
<td>UIS/ED/C: Students and Teachers (ISCED 5-8)</td>
<td>Formal tertiary education system covering all types of institutions of the country. It includes enrolment, graduation by faculty of education (e.g., STEM).</td>
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## Challenges and potential solutions

<table>
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<tr>
<th>Challenge</th>
<th>Solution</th>
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<tr>
<td>Quantity of data: Country does not report data</td>
<td>Implementation of UIS dynamic template</td>
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<td>Quality of data: Country reports data but these do not meet standards</td>
<td>- Produce standardized indicator for national statistical yearbook and reporting to UIS;</td>
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<td>Quality of analysis: non-compliance with standards, low data availability, data aggregates</td>
<td>- Lessen the gap between internationally produced and national produced indicators;</td>
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<td>Biases introduced by combining different types of data sources</td>
<td>- Explore the possibility of standardized data collection and indicators at the subnational level.</td>
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<td>Implementation of a new population data policy</td>
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<td>Improve country capacity to produce administrative data</td>
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Key Questions to be asked when developing EMIS

- **Coverage:** Does the data in EMIS have full coverage of data needed to understand education system in the country?

- **Scope:** Can EMIS data collection encompass formal and non formal education?

- **Alignment of annual school census forms:** Are all variables needed to produce data and indicators for monitoring the national education system and SDG4 indicators reflected in the data collection tools?

- **Compliance to standards:** Are data produced using definitions and methodologies that are compatible with international standards?

- **Flexibility:** Is the EMIS platform designed to adjust easily to future data needs?
Agenda forward to work with Member States

Addressing Quantity: improving international education data collection processes/approaches
- Expand the UIS dynamic template to more countries and provide technical support
- Apply business analytics in compiling and identifying data gaps

Addressing Quality constraints
- Develop a maturity model of EMIS to assess and guide countries, as well as prototypes of EMIS questionnaires
- Mapping data production systems in the country and elaborate a data production plan

Quality of analysis: non-compliance with standards, low data availability, data aggregates
- Design EMIS to populate key indicators linking with national education policies and plans including SDG4
- Develop tools to support countries report international data efficiently
Thank you

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