2024 CONFERENCE ON
EDUCATION DATA
AND **STATISTICS**

Preparatory meeting for the UNESCO Conference on Education Data and Statistics

Administrative Education Data: what are the challenges going forward?

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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

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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

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

5

Challenges and potential solutions

Challenge

- Quantity of data: Country does not report data

- Quality of data: Country reports data but these do not meet standards

- Quality of analysis: non-compliance with standards, low data availability, data aggregates

- Biases introduced by combining different types of data sources

Solution

- Implementation of UIS dynamic template

- Produce standardized indicator for national statistical yearbook and reporting to UIS;
- Lessen the gap between internationally produced and national produced indicators;
- Explore the possibility of standardized data collection and indicators at the subnational level.

- Implementation of a new population data policy

- Improve country capacity to produce administrative data

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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?

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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

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