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CONFERENCE ON
**EDUCATION DATA
AND STATISTICS**

CONFERENCIA SOBRE
**DATOS Y ESTADÍSTICAS
DE EDUCACIÓN**

CONFÉRENCE SUR LES
**DONNÉES ET STATISTIQUES
DE L'ÉDUCATION**

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UNESCO HEADQUARTERS, PARIS, FRANCE



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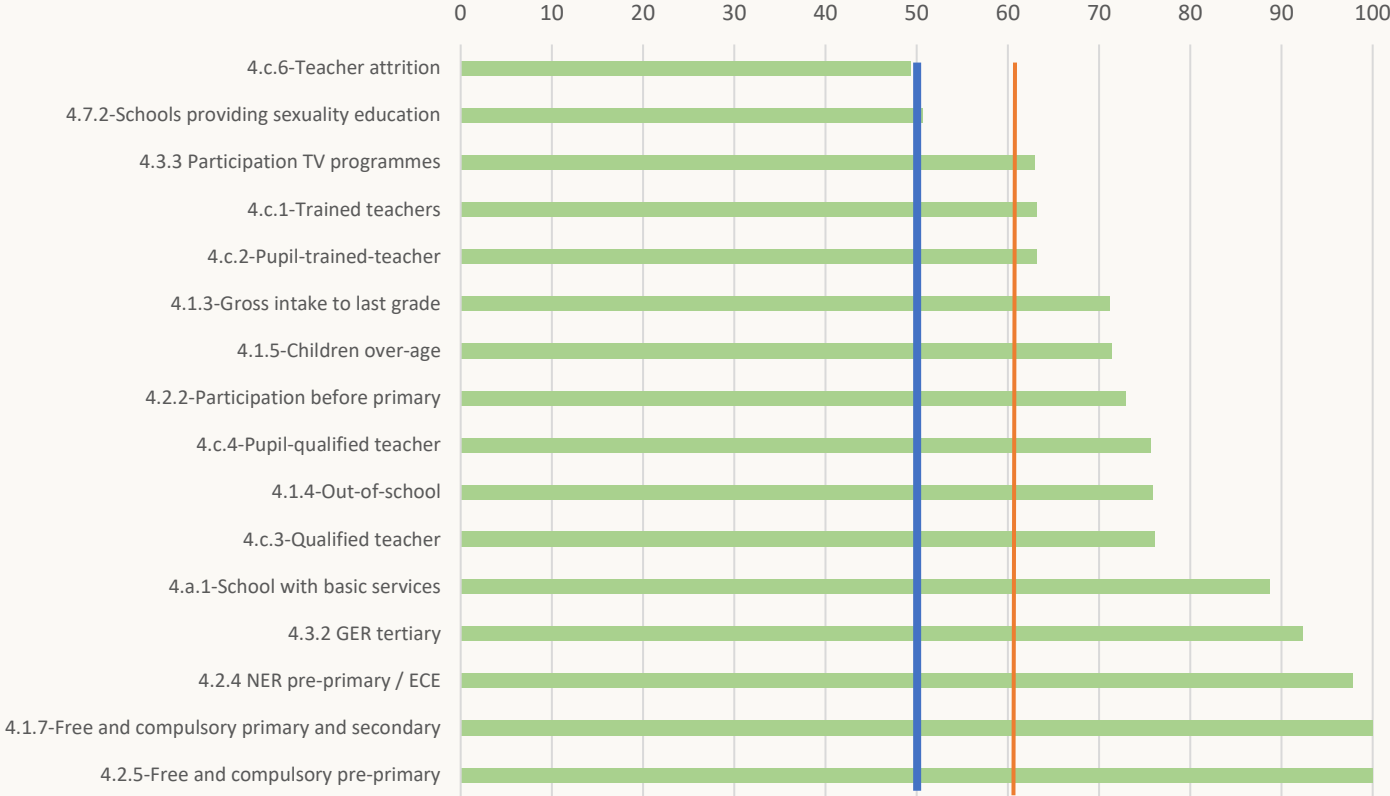
2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

**Administrative data:
What are the challenges going forward?**

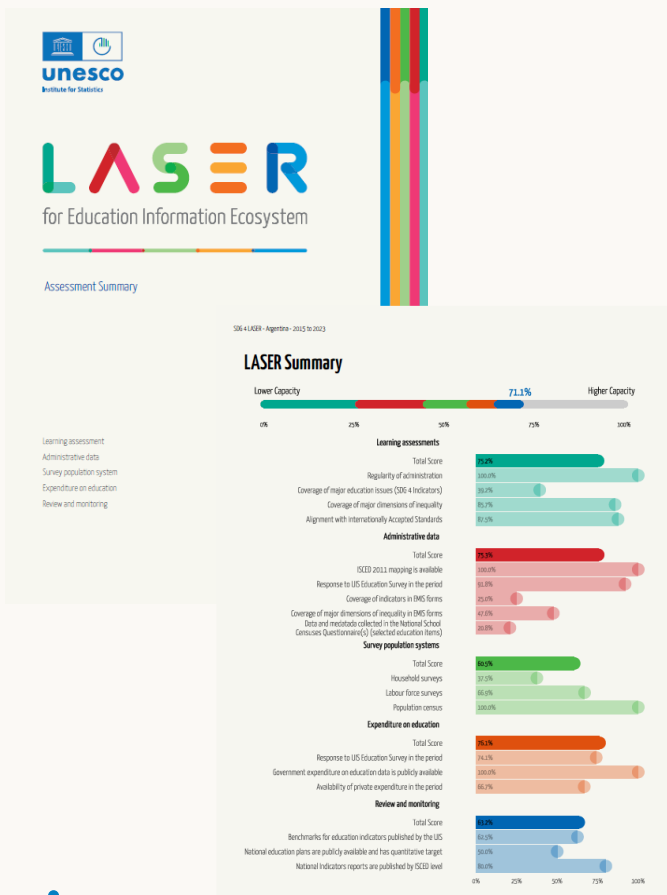
Administrative data as source of SDG 4 indicators

- ▶ An Education Management Information System (EMIS) must cover:
 - Students
 - Schools
 - Teachers
 - Infrastructure
- ▶ More than 50% of the SDG 4 indicators can be reported through administrative data sources

Coverage of administrative data indicators



LASER for identifying data gaps to drive action



LASER assesses whether a country's education data ecosystem collects and leverages the variety of data sources required for policy making:

- ▶ Learning assessment system meets international standards
- ▶ Administrative data on key indicators regularly collected including inequality dimensions
- ▶ Surveys collect education indicators and inequality dimensions
- ▶ Expenditure reported regularly for all sources
- ▶ Review and monitoring progress through benchmarks

Challenges and solutions

Challenges

- ▶ **Quantity of data:** Country does not report data
- ▶ **Biases** introduced by combining different types of data sources
- ▶ **Quality of data:** Data do not meet standards

Solutions

1. UIS dynamic template
2. New population data policy
3. Development of country capacity for better administrative data

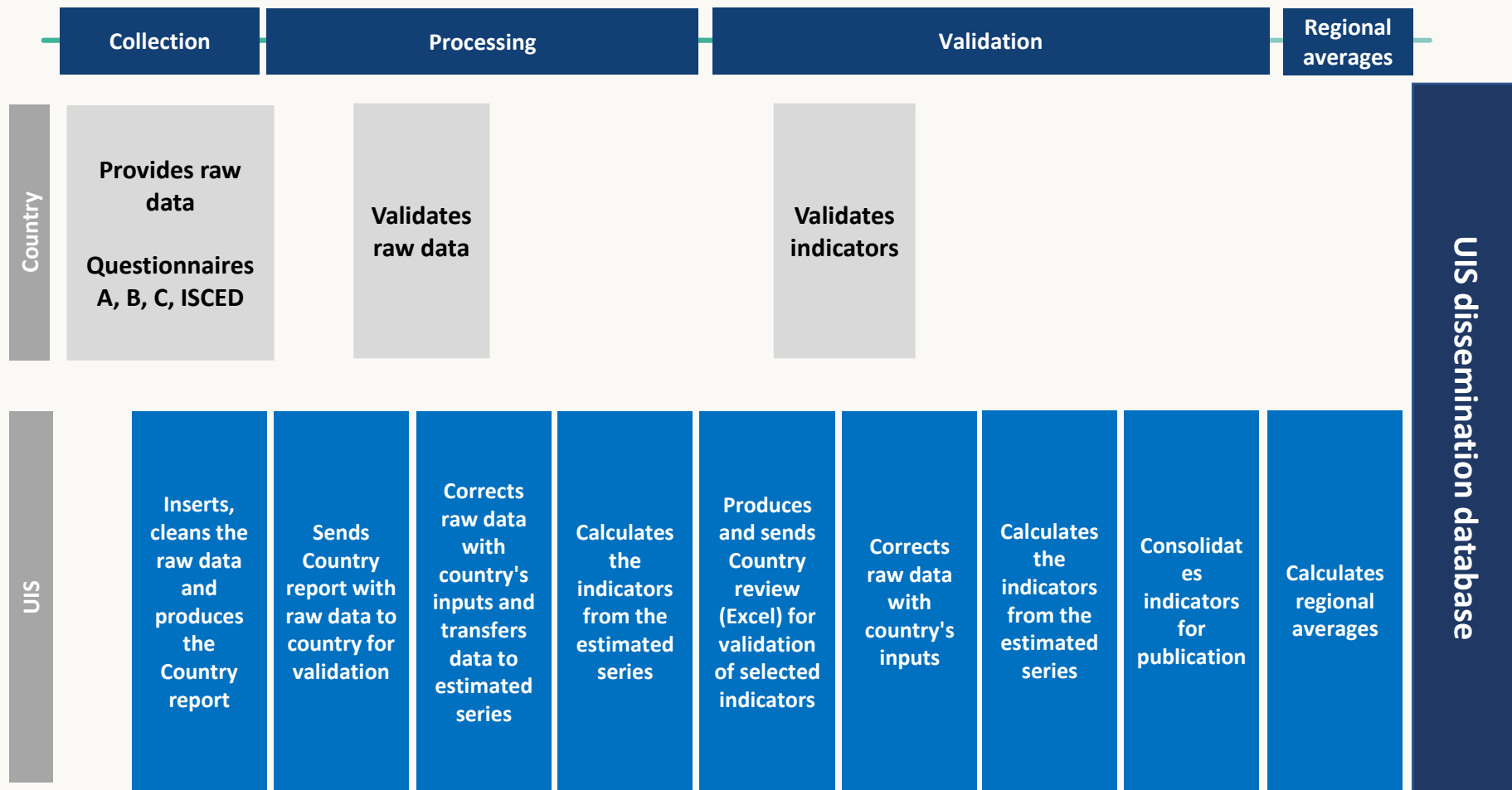
Solution 1

From education survey to dynamic template

Description	Education survey	Dynamic template
Years collected	Single year	Multiple years
Information collected	Raw data	Raw data, metadata, and indicators
Indicator formulas	Available at the UIS internal databases	Embedded in the template to transfer knowledge
Indicator calculation	Calculated at the UIS	Calculated by template
Data analysis	Raw data for a single year	Raw data and indicator trends and gaps allow countries to easily check and address data issues

Solution 1

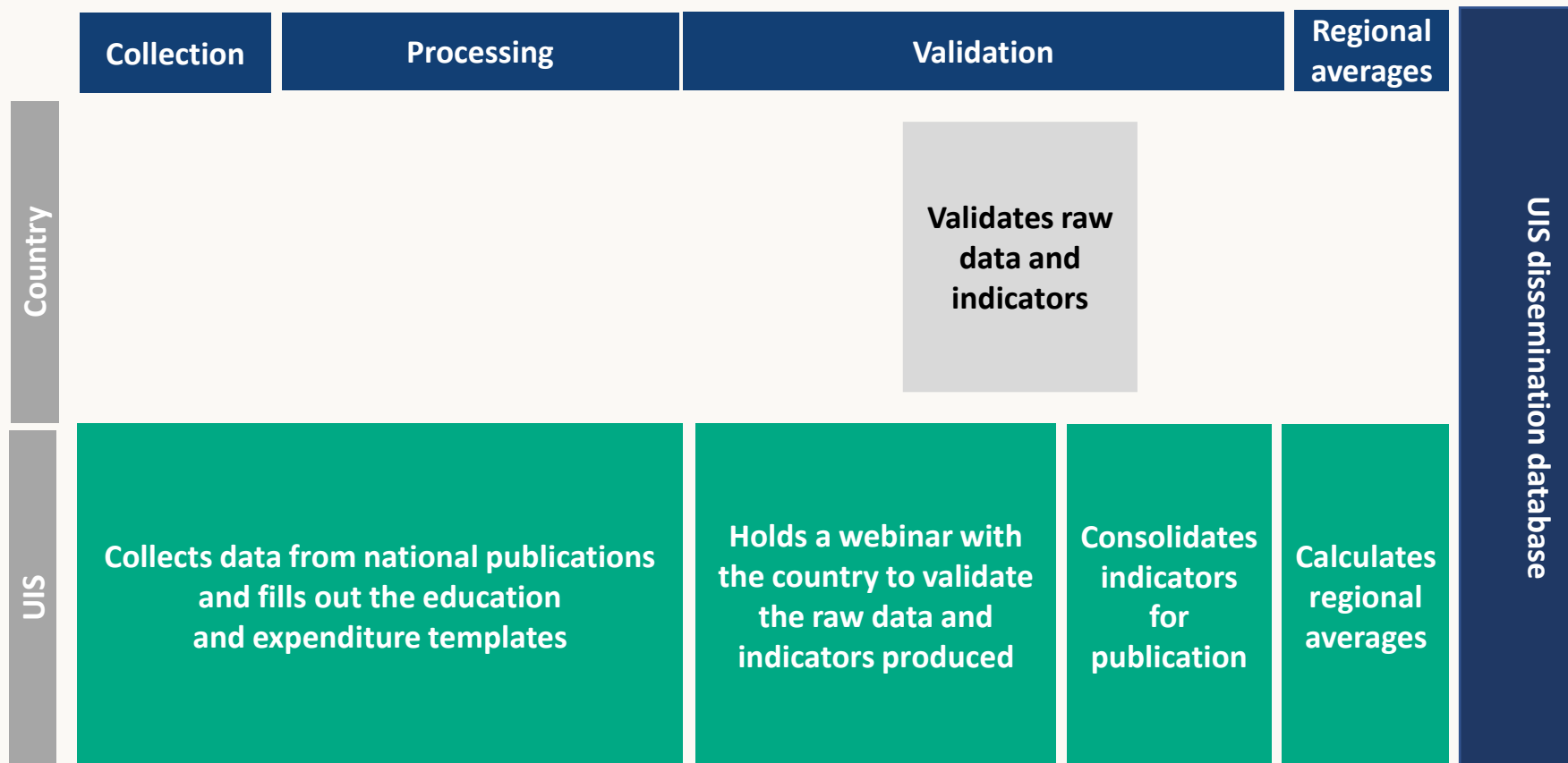
From UIS education survey...



Country may send a revised template

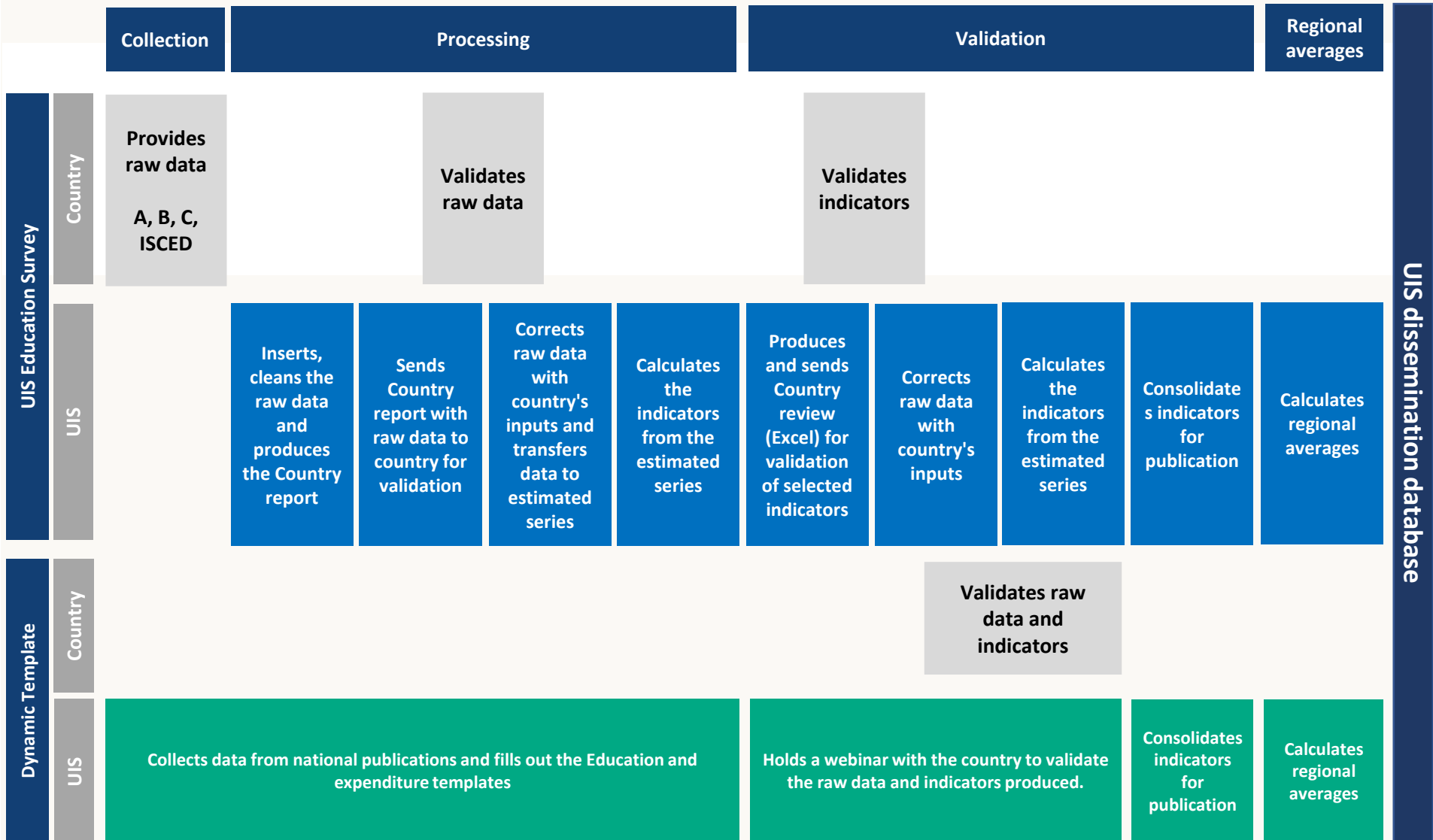
Solution 1

...to dynamic template



Country may send a revised template

Solution 1



UIS dissemination database

Country may send a revised template

Solution 2

Hybrid approach regarding population data

Endorsed by TCG in 2021

National data can be used as long as:

- ▶ Time series is complete (since 2000)
 - Consistency over time crucial for attributing changes accurately
- ▶ Data are disaggregated by sex and age (population 0-99 years)
 - Essential for UIS indicators spanning all age ranges
- ▶ Data dissemination is done by recognized organizations
 - Ensures vetting and reliability
- ▶ Population coverage is adequate
 - Data should represent entire population; exclusion <5%

Solution 2

How countries can report population data to the UIS

Countries can report directly to UIS using Excel questionnaire to provide:

- ▶ time series data
- ▶ metadata, required for assessment of completeness and quality

UIS will use latest UNPD estimates for countries not providing direct data or not complying with quality control.

Solution 3

Capacity development

- ▶ Provide technical support to countries when they need to customize the template to include more data and indicators for their national use without hampering international reporting
- ▶ Develop collaboratively standard items and formats with all variables needed to estimate SDG 4 indicators
- ▶ Explore approaches for efficient technical assistance to EMIS (including a maturity model) to guide countries to more advanced systems

Proposed decision (1)

Administrative data: challenges and solutions forward

- ▶ *Noting* the information presented in the report ‘Administrative data: challenges and solutions forward’ (1 UIS/EDS/4);
- ▶ *acknowledging* the collaborative efforts of the international community;
- ▶ *further noting* the challenges affecting comparability of education data, namely:
 - quantity of data collected;
 - biases created by different data sources;
 - quality of data collected

Proposed decision (2)

Administrative data: challenges and solutions forward

The UNESCO Conference on Education Data and Statistics

► *requests* the TCG/EDS Commission to focus efforts on:

- supporting and scaling-up innovative approaches to increase ownership and decrease burden on Member States, such as the dynamic template;
- scaling-up the hybrid approach regarding population data;
- developing capacity through tools and guidelines such as standard items and formats with all variables needed to estimate SDG 4 indicators



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