



CONFERENCE ON

EDUCATION DATA AND STATISTICS

CONFERENCIA SOBRE DATOS Y ESTADÍSTICAS DE **EDUCACIÓN**

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

7-9 FEBRUARY 2024

UNESCO HEADQUARTERS, PARIS, FRANCE





2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

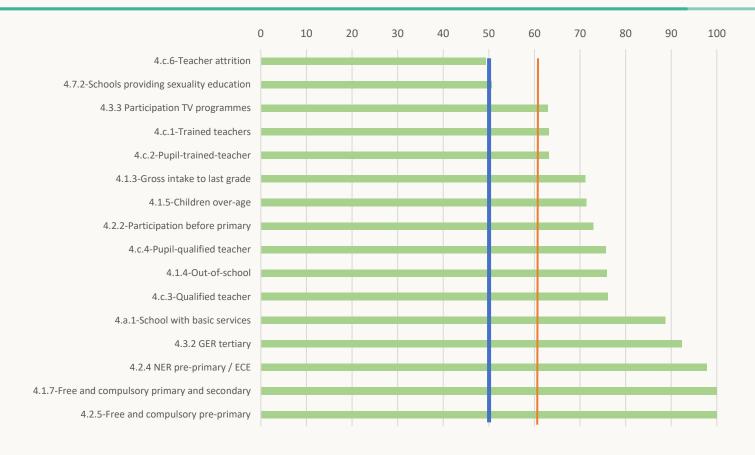
Administrative data: What are the challenges going forward?

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

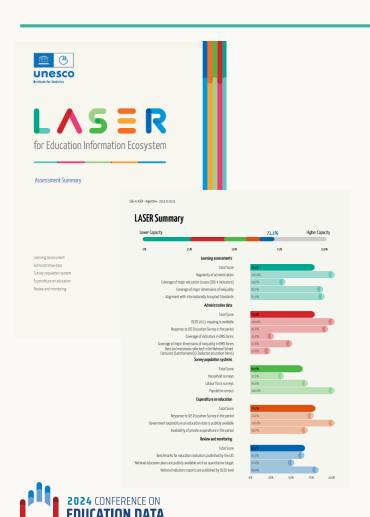


Coverage of administrative data indicators





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 collects 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			

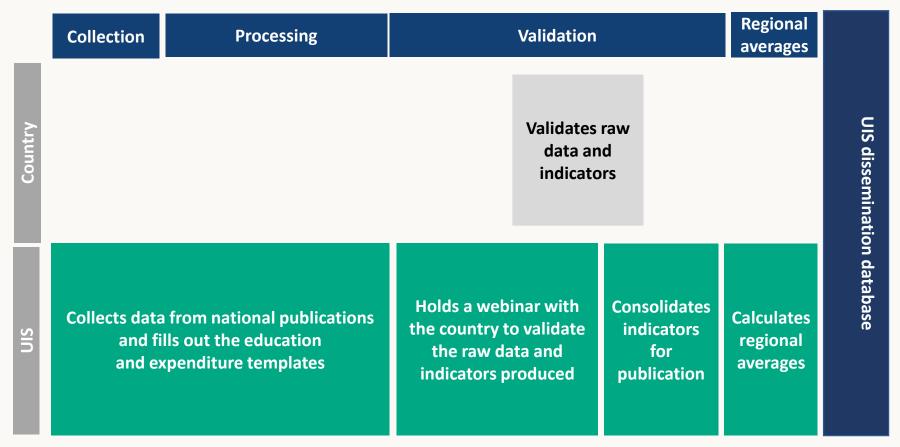


From UIS education survey...

Regional Collection **Processing Validation** averages **Provides raw** data Country **Validates Validates** raw data indicators **UIS dissemination database** Questionnaires A, B, C, ISCED **Corrects** Inserts, **Produces** raw data cleans the Sends **Calculates** and sends **Calculates** Consolidat with Corrects Country Country the raw data the **Calculates** country's raw data es report with indicators and indicators review indicators inputs and regional with from the produces raw data to from the (Excel) for transfers for averages country's country for the estimated validation estimated inputs publication data to Country validation series of selected series **estimated** report indicators series



...to dynamic template





Country may send a revised template

		Collection Processing			Validation			Regional averages				
UIS Education Survey	Country	Provides raw data A, B, C, ISCED			Validates Valida raw data indica						Sign	
	SIN		Inserts, cleans the raw data and produces the Country report	Sends Country report with raw data to country for validation	Corrects raw data with country's inputs and transfers data to estimated series	Calculates the indicators from the estimated series	Produces and sends Country review (Excel) for validation of selected indicators	Corrects raw data with country's inputs	Calculates the indicators from the estimated series	Consolidate s indicators for publication	Calculates regional averages	UIS dissemination database
Dynamic Template	Country							d	dates raw ata and dicators			ase
	UIS	Collects data from national publications and fills out the Education and expenditure templates					Consolidates Holds a webinar with the country to validate indicators the raw data and indicators produced. for publication		Calculates regional averages			



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%



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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