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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**

7 - 9 FEBRUARY 2024
UNESCO HEADQUARTERS, PARIS, FRANCE



**2024 CONFERENCE ON
EDUCATION DATA AND STATISTICS**

**Using surveys to monitor SDG 4:
what are the challenges going forward?**

Uses and limitations of household surveys

Advantages over administrative data

- ▶ Disaggregation: e.g., sex, ethnicity, disability, socioeconomic background
- ▶ Consistency: they provide both numerator and denominator
- ▶ Representativeness: they can collect information that administrative data cannot; e.g., skills and non-formal training of youth and adults

Limitations

- ▶ Costly in the absence of a regular survey program: producing education indicators may not be cost-effective compared to using available educational records
- ▶ Challenges in comparability: education levels not standardized; reasons for non-attendance not collected (e.g., vacation); limited adult participation indicators (questions truncated at 24 years old or simply not asked)

What survey tools are available?

Source	Frequency	Typical education questions	Typical training questions
Population census	Every 10 years	School attendance Educational attainment Literacy status	TVET program participation Qualifications obtained
National household surveys	Annual or less frequent	As population census + Education spending + ICT skills	
Cross-national household survey programs	Every 5 years e.g. DHS, MICS	Child development School attendance ICT skills Adult literacy	
Labour force surveys	Annual or more frequent	As population census + Skills and competencies	As Population census but more detailed questions



What indicators can be produced from surveys?

Indicator name	Type
4.1.2 Completion rate	Global
4.1.4 Out-of-school rate	Thematic
4.1.5 Percentage of children over-age for grade	Thematic
4.2.1 Children aged 24-59 months who are developmentally on track	Global
4.2.2 Participation rate in organized learning (one year before primary entry age)	Global
4.2.3 Children under 5 years experiencing stimulating home learning environments	Thematic
4.3.1 Youth and adult participation rate in formal/non-formal education/training	Global
4.3.2 Gross enrolment ratio for tertiary education	Thematic
4.3.3 Participation rate in technical and vocational programmes	Thematic
4.4.1 Youth and adults with ICT skills, by type of skill	Global
4.4.3 Youth/adult educational attainment rates by age group and level of education	Thematic
4.5.4 Expenditure on education per student by level and source of funding	Thematic
4.5.6 Expenditure on education by source of funding as a percentage of GDP	Thematic
4.6.1 Adults with fixed level of proficiency in functional literacy and numeracy skills	Global
4.6.2 Youth/adult literacy rate	Thematic
4.a.2 Percentage of students experiencing bullying in the last 12 months	Thematic
4.c.5 Average teacher salary relative to comparable professions	Thematic



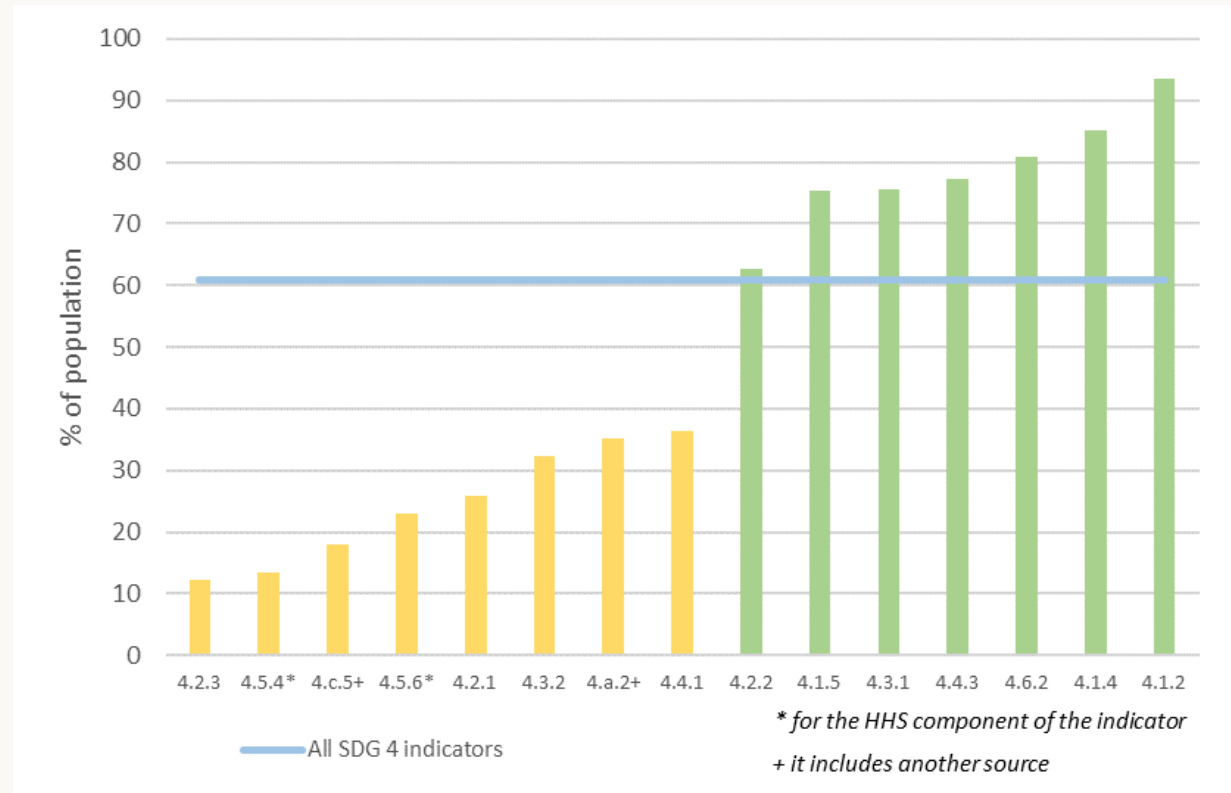
How does the UIS compile survey data?

Data source/provider	Indicators
UIS Literacy and Educational Attainment Survey: Bi-annually two questionnaires; countries draw on household surveys	4.4.3, 4.6.2
UIS Education Standards and Methodology Section: Processes micro-data from household surveys (DHS, MICS)	4.1.2, 4.1.4, 4.1.5, 4.2.2, 4.3.2, 4.4.3, 4.5.4, 4.5.6, 4.6.2
CLAC/CEPAL: Processes microdata from household surveys for Latin American countries	4.1.2, 4.1.4, 4.1.5, 4.2.2, 4.3.2, 4.4.3, 4.6.2
GEM Report: Processes microdata from household surveys	4.1.2, 4.1.4, 4.1.5, 4.2.2, 4.6.2
ILO: Provides labour force survey microdata processed by UIS	4.3.1, 4.c.5 (denominator)
UNICEF: Collects and processes multi-purpose microdata on early childhood development and learning environments	4.2.1, 4.2.3
ITU: Processes household survey microdata on ICT skills.	4.4.1
WHO: Collects and processes microdata from two school health surveys: Health Behavior in School-Aged Children survey; and Global School-based Student Health Survey	4.a.2



Coverage of survey-based indicators

Coverage of SDG 4 indicators from household surveys, share of population (%)



Challenges and potential solutions

Challenge	Solution
<ul style="list-style-type: none">▪ Non-harmonized survey instruments	<ul style="list-style-type: none">▪ Cover all major national education programs and align with ISCED
<ul style="list-style-type: none">▪ Variable reference periods	<ul style="list-style-type: none">▪ Align reference periods with SDG 4 indicators
<ul style="list-style-type: none">▪ Quality and comparability of background information	<ul style="list-style-type: none">▪ Collect internationally consistent contextual information
<ul style="list-style-type: none">▪ Varying literacy measurements	<ul style="list-style-type: none">▪ Administer simple enumerator-assessed literacy tests
<ul style="list-style-type: none">▪ Difficulty in collecting accurate expenditure data	<ul style="list-style-type: none">▪ Develop data collection guidelines
<ul style="list-style-type: none">▪ Limited access to survey data	<ul style="list-style-type: none">▪ Ensure secure access to data files and publish comprehensive metadata

Agenda forward to work with Member States

- ▶ Raise awareness of how surveys can generate education statistics
- ▶ Establish a standardized set of modular survey items
 - Align with ISCED
 - Link questions to specific school years/SDG 4 reference periods
 - Ensure education expenditure data follow global guidelines
- ▶ Guidelines for data collection and processing
 - Develop standardized definitions and measures for socioeconomic factors such as household wealth, migration and disability
- ▶ Data accessibility
 - Ensure accessibility while maintaining data security

Proposed decision (1)

Survey data: challenges and solutions forward

- ▶ *Noting* the information presented in the report ‘Household survey data: challenges and solutions forward’ (1 UIS/EDS/8);
- ▶ *Acknowledging* the importance of exploring the full potential of household and other surveys and censuses as a source of data to monitor SDG4;
- ▶ *Noting the challenges* associated with the use of survey data including:
 - non-harmonized survey instruments;
 - different reference periods;
 - quality and comparability of background information;
 - comparability issues with measuring literacy, knowledge and skills;
 - inaccuracy in collection of household education expenditure; and
 - availability and accessibility of survey data;

Proposed decision (2)

Survey data: challenges and solutions forward

The UNESCO Conference on Education Data and Statistics

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

- raising awareness of the opportunities that surveys offer for generating education statistics;
- establishing a standardized set of modular survey items;
- issuing guidelines for data collection and processing
- developing standardized definitions and measures for factors such as household wealth, migration and disability
- ensuring accessibility while maintaining data security



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