



United Nations
Educational, Scientific and
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INSTITUTE
FOR
STATISTICS



UIS data collection instrument Questionnaire A and SDG 4 related indicators

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Overview

- Coverage and scope
- Questionnaire A tables, SDG 4 indicators using data of the tables, recommendations
- Various obstacles/issues hindering the submission of complete and correct data

Change to the 2021 Survey : 4 tables removed

No raw data coming from the 4 tables below were directly used for the calculation of SDG indicators or other non SDG UIS core indicators, so they were removed

- A4: Students in formal adult education by level of education, age & sex
- A7: New entrants to Grade 1 in initial education and prior enrolment by age & sex
- A8: graduates
- A14: Students enrolled in educational institutions that offer courses on basic computer skills

Coverage, scope of questionnaire A

More than 16 SDG 4 indicators and family of indicators produced from this questionnaire

Formal education: initial education and formal adult education programs (at least the equivalent of one semester (half of a school year) of full-time study



ISCED
0 to 4



Questionnaire A is composed of 9 tables and collects data on:

Students, repeaters, students by age, by grade

Teachers, qualified and trained teachers, newly recruited teachers, teachers who received in-service training during the twelve months preceding the end of the reference academic year

Statutory remuneration of teachers

The number of schools by ISCED level

The number of schools with ICT services, basic hygiene facilities, and HIV and sexuality education by ISCED level

A3: Number of students by level of education, age & sex: 1 global indicator, 2 thematic, 1 non SDG core indicator

SDG 4 indicators produced data from this table:

4.2.2 Participation rate in organized learning (one year before the official primary entry age


4.1.4 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex

Other non SDG Core indicators

School life expectancy

Students Full- and part-time		Early childhood education			Primary	Lower secondary		
		Early childhood educational development	Pre-primary	All programmes	All programmes	General	Vocational	All programmes
Sex	Age	ISCED 01	ISCED 02	ISCED 0	ISCED 1	ISCED 24	ISCED 25	ISCED 2
Males	<2							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							
	17							
	18							
	19							
	20							
21								
22								
23								
24								
25-29								
> 29								
Age unknown								
TOTAL								



Age distribution is a key information. If these data are missing: ask National Statistical Office, use any Household Survey results, or use past trends to estimate age distribution.

A5 & A6 : Number of students & repeaters by grade, age & sex

Initial primary, lower & upper secondary general education :

2 SDG 4 indicators , 2 non SDG Core indicators

A5: Number of students and repeaters in initial primary education by age, grade and sex

Students Full- and part-time		Formal initial primary education (ISCED 1) only					
Sex	Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Males	<4						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
	22						
23							
24							
> 24							
Age unknown							
TOTAL							
Of which: repeaters							

If data by grade are missing, estimate based on past trends of missing items can be done; integrate missing items into school census forms, as needed

- SDG 4 indicators using the data in this table:**
- 4.1.3 Gross intake ratio to the last grade (primary, lower secondary education)
 - 4.1.5 Percentage of children over-age for grade (primary, lower secondary education)
- Other non SDG Core indicators**
- Repetition rate total and by grade (primary and lower secondary education)
 - Survival rate total and by grade for primary education

Formal initial general education only

Students Full- and part-time		Lower secondary (ISCED 2/3) only					
Sex	Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Males	< 10						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
	22						
	23						
	24						
	> 24						
Age unknown							
TOTAL							
Of which: repeaters							

If data by grade are missing, estimate based on past trends of missing items can be done; integrate missing items into school census forms,

A10: the 2nd table on teachers

Number of teachers by qualified and trained status, level of education, employment status, type of institution and sex : 5 SDG indicators

A10: Number of classroom teachers by employment status, qualified and trained status, teaching level of education, type of institution and sex			Early childhood education		Primary	Lower secondary	Upper secondary	
Classroom teachers			Early childhood educational development	Pre-primary	All programmes	All programmes	All programmes	All programmes
			ISCED 01	ISCED 02	ISCED 0	ISCED 1	ISCED 2	ISCED 3
Full- and part-time:								
Qualified teachers	Public institutions	Females						
		Males and females						
	Private institutions	Males						
		Females						
	Total	Males and females						
		Males						
Trained teachers	Public institutions	Males						
		Females						
	Private institutions	Males and females						
		Males						
	Total	Females						
		Males and females						
Teachers who received training while in-service during the twelve months preceding the end of the reference academic year		Males						
		Females						
		Males and females						
Full- time equivalent (FTE):								
Qualified teachers	Total	Males						
		Females						
		Males and females						
Trained teachers	Total	Males						
		Females						
		Males and females						

A qualified teacher is one who has the **minimum academic qualifications** necessary to teach at a specific level of education in a given country. This is usually related to the subject(s) they teach **according to the relevant national policy or law.**

A trained teacher is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education **according to the relevant national policy or law.**

- 4.c.7 Percentage of teachers who received continuing education in the last 12 months, by type of training (not for reporting for the time being), **in addition with 4.c.1; 4.c.2; 4.c.3; 4.c.4 ; 4.c.6**

A11: Annual statutory teacher compensation, public institutions, by teaching level of education

A11: Annual statutory teacher compensation (units of national currency) in public institutions, by teaching level of education- all programmes (general and vocational)

Annual statutory teacher compensation	Pre-primary		Primary		Lower secondary		Upper secondary	
	ISCED 02		ISCED 1		ISCED 2		ISCED 3	
Starting teacher with a minimum level of qualification								
Starting teacher with a typical level of qualification								
Teacher with typical qualifications and 15 years of experience								

Data collected in this table could be used as input for indicator **4.c.5**
Average teacher salary relative to other professions requiring a
comparable level of qualification

A12: Number of educational institutions by , level of education and type of institution, 1 global SDG indicator, 1 SDG thematic indicator

A12: Number of educational institutions by level of education and type of institution - all programmes (general and vocational)

Educational institutions	Primary		Lower secondary		Upper secondary	
	ISCED 1		ISCED 2		ISCED 3	
Public institutions						
Private institutions						
Total						

SDG 4 indicators using data from tables A12 & A13

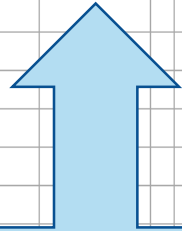
SDG 4.a.1 : Percentage of schools with: (i) electricity; (ii) Internet (iii) computers for educational purposes; (iv) adequate infrastructure and materials for students with disabilities; (v) access to basic drinking water; (vi) single sex basic sanitation facilities; and (vii) basic hand washing facilities.

SDG 4.7.2 : Percentage of schools which provide life skills based HIV and sexuality education

A13: Number of Schools with ICT services, infrastructure for children with disability, basic hygiene facilities and the provisioning of life skills-based HIV and sexuality education by level of education : 1 global indicator, 1 thematic indicator

A13: Number of educational institutions with ICT services, basic hygiene facilities and the provisioning of life skills-based HIV and sexuality education by level of education - all programmes (general and vocational)

Educational institutions		Primary	Lower secondary	Upper secondary
		ISCED 1	ISCED 2	ISCED 3
Private institutions	With electricity			
	With computer(s) for pedagogical purposes			
	With internet for pedagogical purposes			
	With improved toilets			
	<i>of which: single-sex toilets</i>			
	<i>of which: useable single-sex toilets</i>			
	With improved drinking water source			
	<i>of which: with drinking water available</i>			
	With handwashing facilities			
	With adapted infrastructure and materials for students with disabilities			
Providing life skills-based HIV and sexuality education				
Total	With electricity			
	With computer(s) for pedagogical purposes			
	With internet for pedagogical purposes			
	With improved toilets			
	<i>of which: single-sex toilets</i>			
	<i>of which: useable single-sex toilets</i>			
	With improved drinking water source			
	<i>of which: with drinking water available</i>			
	With handwashing facilities			
	With adapted infrastructure and materials for students with disabilities			
Providing life skills-based HIV and sexuality education				



 Integrate items not collected, in the national school census forms to allow data collection of missing items, as necessary

Various obstacles/issues hindering the submission of complete and correct data

✓ **ISCED Classification issues, inconsistency with definitions, especially for ISCED 01, 4 programmes**

Programs exist but remain negligible, or, programs do not exist? ISCED 01, 4, TVET Programmes, in Secondary 1 and 2, at ISCED 4?

Inconsistency for ages and durations, grades between ISCED mapping and data sent in the questionnaire

Disaggregated data by ISCED level, in particular, ISCED 01, ISCED 4

✓ **Most frequent missing data**

Age data, Data on Technical and Vocational Education

Data on private institutions

Data by grade

Data on repeaters

Teacher data

ICT and school infrastructure data

Various obstacles/issues hindering the submission of complete and correct data (cont.)

Inconsistencies in data within the questionnaire

Same data, different values in different parts of the questionnaire.

- ✓ The totals provided across the questionnaire are not the same
- ✓ For disaggregated data (by age, by sector, by grade, by sex), sum of the components may not equal the totals
Number of female teachers must be less than the total number of teachers, the number of teachers trained must be less than the total number of teachers ... but this is not always the case when data are submitted.

Statistics provided are not always consistent through time

- ✓ Definition, classification used (trained teachers, public / private) may vary from year to year.
- ✓ Inconsistency with other sources of data (directories, official documents of the country, PRSP ...)

Questionable levels, large and unjustified data variations

- ✓ Significant changes unexplained and / or questionable levels of data: may lead to a misinterpretation of the country's reality
- ✓ We do not have the information on whether- the sharp decline in the raw data is a real drop, or under-coverage ?
- ✓ Between 2 years, with very different data, confusion about which year to keep and which year to reject ?

Thank you !

UIS Survey website with survey instruments:
<http://uis.unesco.org/en/uis-questionnaires>

For data, visit the UIS Data Centre: <http://data.uis.unesco.org/>