


SECRETARIAT OF THE PACIFIC COMMUNITY
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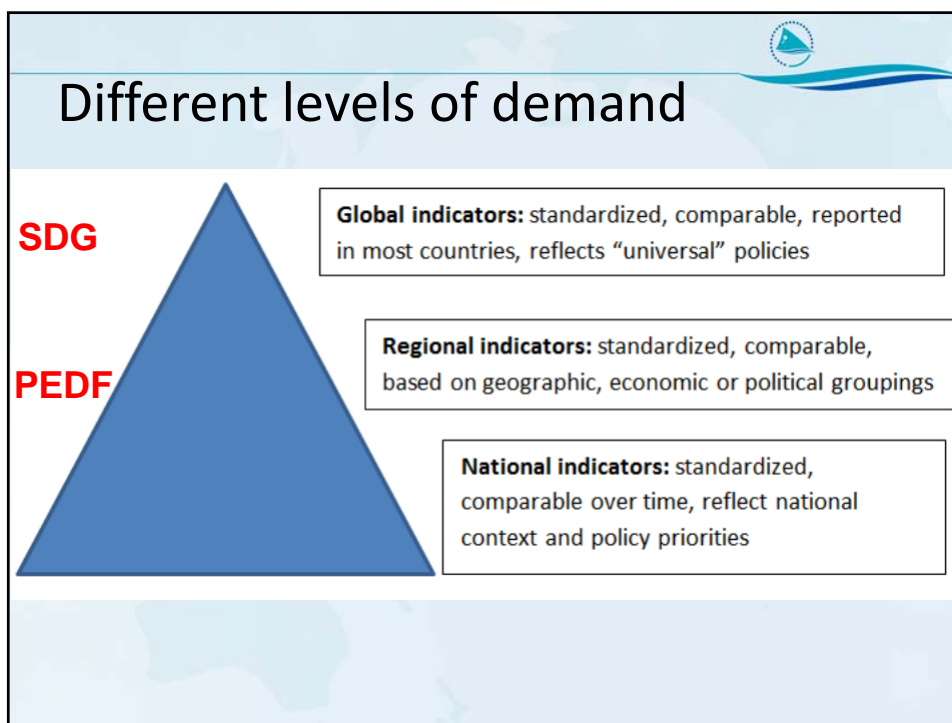
4.b: Thematic use / applications of census data
Education

2020 World Round of Population and Housing Censuses –
Pacific Island countries' census planning meeting
*International recommendations/standards, contemporary technologies
and regional cooperation*
Noumea, New Caledonia, 27 July – 31 July 2015




Demand for data






The importance of Pacific Education Statistics




EDUCATION PLANNING AND DECISION SUPPORT

- Informing decision-makers and other users
- Identifying issues to be addressed by administrators and planners, schools
- Supporting policy planning




GOVERNMENT SERVICES

- Education – planning for new schools, classrooms, number location of teachers,
- Resource allocation and policy formation
- Research and monitoring of government policy



FUTURE WORKFORCE

- Better understanding the skills and utility of the countries future workforce
- Education for what?



PROGRESS MONITORING AND EVALUATION

National reporting on education action plans and strategies

Funding / international agreements – MDGs, Donor interventions

Measuring access to education and coverage of school-age population

All countries seek, in varying degrees, to discover to what extent their education systems meet perceived needs,

- measure progress towards specific objectives such as the provision of primary education for all;
- identify and measure disparities between different groups within a country, such as between ethnic groups, between the sexes, and between urban and rural dwellers;
- compare the national situation with that of other countries, thereby highlighting problems that need to be given priority;

Decision making and planning

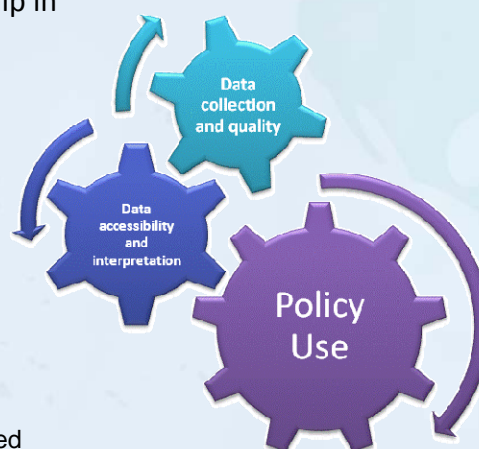
In the Pacific region, education data informs decision-making for a broad audience, from the community, through parents' selection of schools for their children; school teachers and principals; to central government resource allocations; and development partner investment prioritisation. Education stakeholders at all levels rely on this data being of high quality to ensure their decisions are reliably informed.

The Pacific Education Development Framework

A strategy for creating partnership in Education in the Pacific

Strategic Goals:

1. To achieve universal and equitable participation and access to Pacific education and training. **(Access & Equity)**
2. To improve quality and outcomes. **(Quality)**
3. To achieve efficient and effective utilisation of resources ensuring balanced and sustained development of Pacific education systems. **(Efficiency & Effectiveness)**



What data tell us?



DATA TELL US

Census and education

Pacific Island countries' census planning meeting, Noumea, July 2015

Patrick Montjourides, UNESCO Institute for Statistics

Census is the keystone of education monitoring and analysis

1- **Census-based outputs:** source of information for policy-makers, researchers...often underplayed; education is mostly seen as a background variable and census under the mandate of NSOs

2- **Census-based inputs:** Census population data are also critical for education monitoring

Census-based education outputs

IF AGE 3 YEARS OR OLDER		IF AGE 3-24 YEARS				IF AGE 3 YEARS OR OLDER
EVER ATTENDED SCHOOL		CURRENT/RECENT SCHOOL ATTENDANCE				LITERACY
Has ...'s ever attended school? 1. Yes, at school 2. Yes, left school 3. No (go to 22) Write the appropriate code in the box	What is the highest level of school ...'s has attended? <i>Level are listed below; Write the appropriate code in the box</i>	Did ...'s attend school at any time during this year(2015)? 1. Yes 2. No (go to 20) Write the appropriate code in the box	During this school year, what level and class/form/year was ...'s attending? <i>Level are listed below; Write the appropriate code in the box</i>	Did ...'s attend school at any time during 2014,last year? 1. Yes 2. No (go to 22) Write the appropriate code in the box	During that school year, what level and class/form/year did ...'s attend? <i>Level are listed below; Write the appropriate code in the box</i>	Can ...'s read and write a simple sentence in one or more languages? 1. Yes 2. No Write the appropriate code in the box
Preschool/Kindergarten: 01. Yr1 03. Yr3 02. Yr2		Junior Secondary school - form 21. F1 23. F3 22. F2		Tertiary school 31. Tertiary level N/C 32. Certificate 33. Diploma 34. Bachelor 35. Master 36. Doctorate (PHDs) 41. Vocational 51. Don't know 98. Other		
Primary school - class 11. C11 13. C13 15. C15 12. C12 14. C14 16. C16		Senior Secondary school - form 24. F4 26. F6 25. F5 27. F7				

Census-based education outputs

Stock of Human Capital	Mean years of schooling, Ed. attainment	Background variables: Location, Gender, Wealth, Ethnicity, Language etc...
Education flows	Attendance rates, Out-of-school children	
Levels of literacy	Youth (15-24) and adults (15+) literacy rates	

P6.1-R. Population ...* years of age and over by school attendance, educational attainment, age and sex

P6.2-R. Population 5 to 29 years of age, by school attendance, single years of age and sex

P6.3-R. Population 10 years of age and over, by literacy, age and sex

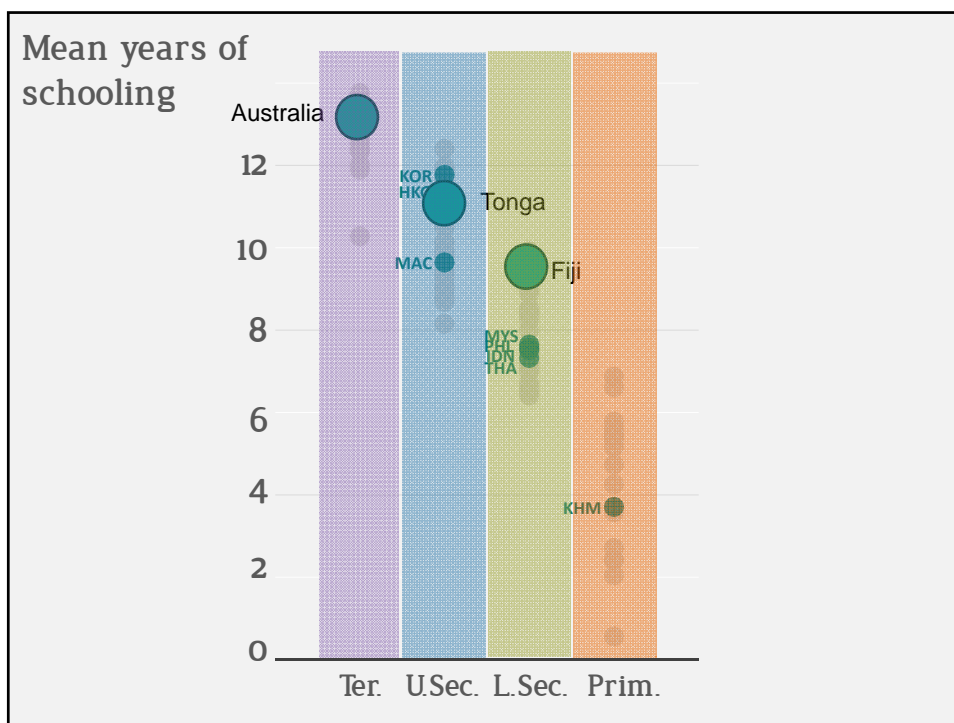
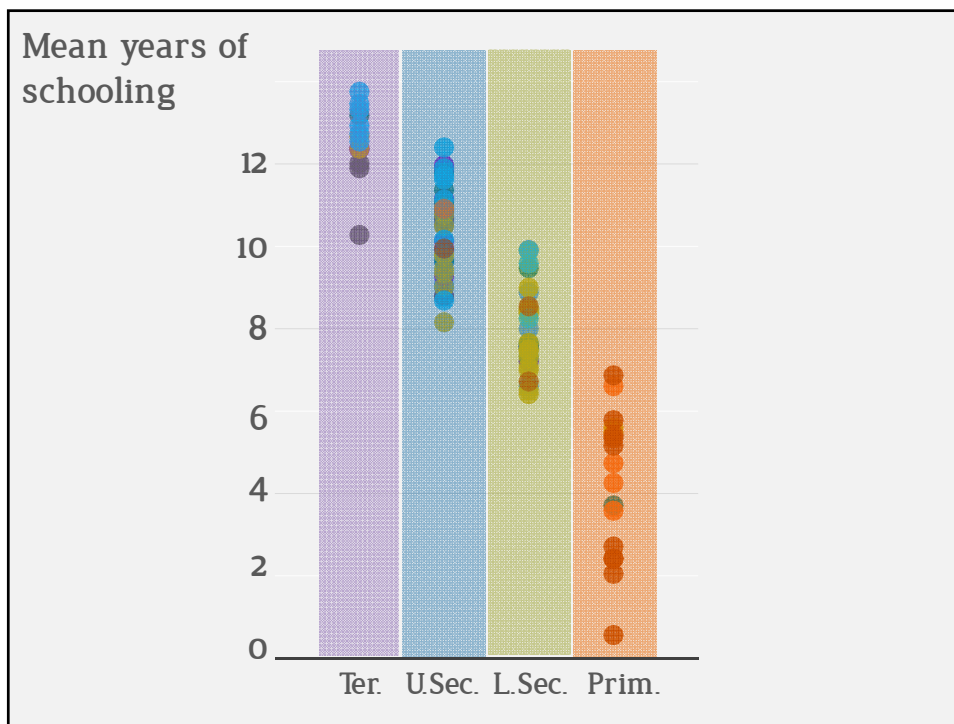
Census-based education outputs

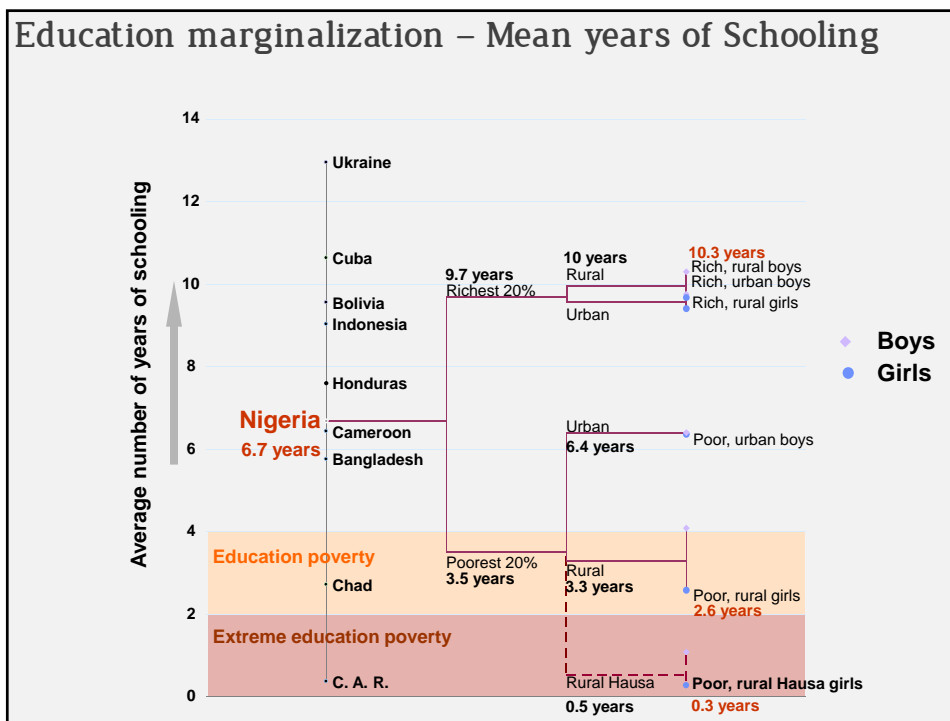
Kiribati

Preschool/Kindergarten:			Junior Secondary school - form		Tertiary school	
01. Yr1	03. Yr3		21. F1	23. F3	31. Tertiary level N/C	
02. Yr2			22. F2		32. Certificate	
Primary school - class			Senior Secondary school - form		33. Diploma	
11. C11	13. C13	15. C15	24. F4	26. F6	34. Bachelor	
12. C12	14. C14	16. C16	25. F5	27. F7	35. Master	
					36. Doctorate (PhDs)	
					41. Vocational	
					51. Don't know	
					98. Other	

Primary Form 1-3 Form 4-7

22. F2 = 8 years of schooling





Use of census-based education outputs

- Education Planning, Monitoring and Evaluation, Resource allocation and policy, Out-of-school analysis

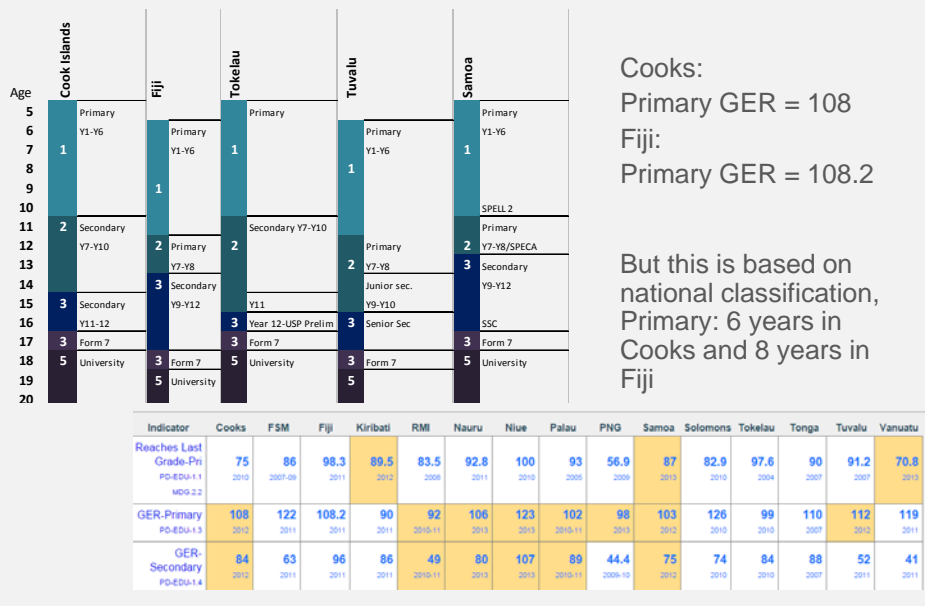
How can censuses respond to regional and international monitoring needs?

Education MDGs indicators

6. Net enrolment ratio in primary education
7. Proportion of pupils starting grade 1 who reach grade 5
8. Literacy rate of 15-24 year-olds
9. Ratios of girls to boys in prim., secondary and tertiary education
10. Ratio of literate women to men, 15-24 years old

PEDF: ~10%

At regional and international levels, importance of ISCED, census should enable ISCED conversion.



Cooks:
Primary GER = 108
Fiji:
Primary GER = 108.2

But this is based on national classification,
Primary: 6 years in Cooks and 8 years in Fiji

Proposed Education SDGs indicators

	Concept	Proposed indicator	Alternative
		Targets 4.1-4.7	
4.1	Primary and secondary: Learning	Percentage of children who achieve minimum proficiency standards in reading and mathematics at end of: (i) primary (ii) lower secondary	
	Primary and secondary: Completion	Completion rate (primary, lower secondary, upper secondary)	Gross intake ratio to the last grade (primary, lower secondary)
	Primary and secondary: Exclusion	Out-of-school rate (primary, lower secondary)	
4.2	Early childhood: Readiness	Early Childhood Development Index	
	Early childhood: Participation	Participation rate in organized learning (one year before the official primary entry age)	Pre-primary education gross enrolment ratio
4.3	TVET/Tertiary	Enrolment ratios by level and type of education	

Proposed Education SDGs indicators			
4.4	Skills for work	Percentage of youth/adults who are computer and information literate	
4.5	Equity	Parity indices (female/male, urban/rural, bottom/top wealth quintile] for all indicators on this list that can be disaggregated	
4.6	Literacy and numeracy	Percentage of youth/adults proficient in literacy and numeracy skills	Youth/adult literacy rate
4.7	Sustainability/ Citizenship: Environment	Percentage of 15- year old students showing proficiency in knowledge of environmental science and geoscience	
	Sustainability/ Citizenship: Citizenship	Percentage of 13-year old students endorsing values and attitudes promoting equality, trust and participation in governance	

But censuses remain snapshots

- Able to answer needs only at a single point in time
- And in some cases, censuses only enable for a proxy (attendance vs enrollment)
- Census however, provide with the means to do regular monitoring, population data are used as the baseline for many social indicators

The importance of population data for education

- One of the objectives of a census is to meet the demand for good quality population data.... and these have many clients, one is education
- A large share of education indicators are population based. If we get the population wrong we get education wrong

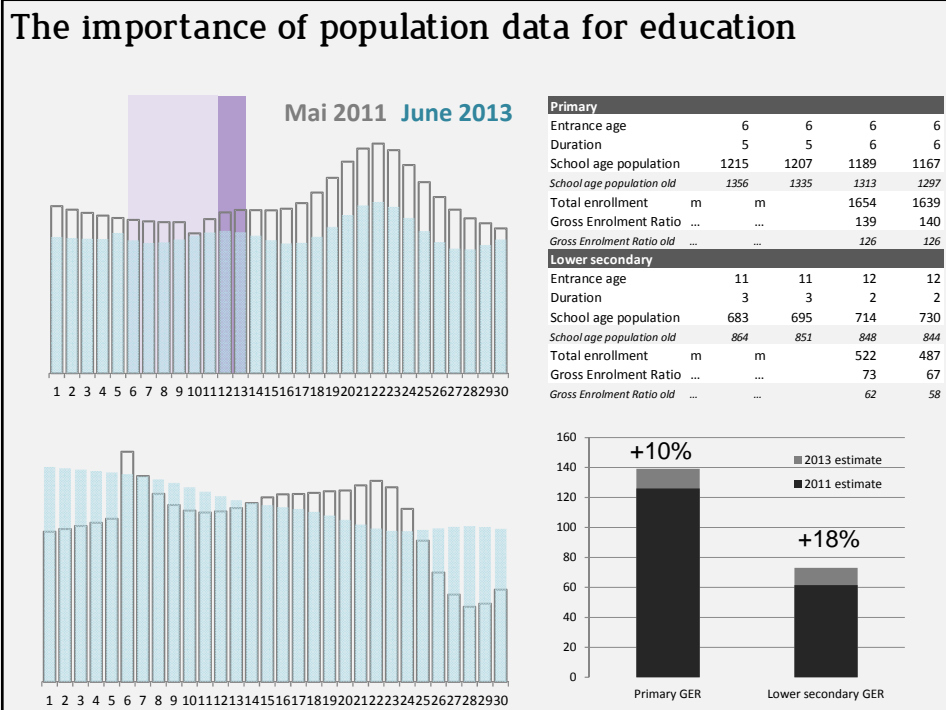
Ex: **80%** of Education MDGs are population-based indicators

The importance of population data for education

Education indicators require annual population data by single age

- Censuses provide the basic initial parameters for yearly population estimates
- But single year - single age population estimates can be tricky.

Example: UNPD method from 5 years age groups every five years to single age every year, loses track of the cohorts



Concluding remarks

- Censuses remain underused when it comes to education analysis despite the fact that they provide one of the richest source of information
- Censuses are not sufficient but they are a necessary condition for appropriate monitoring of education
- Good data from education question means less burden for regional and international request
- Population data are critical for education monitoring, need to have good client provider discussion, requires inter-ministries collaboration
- Inter-censal surveys/ Mini-censuses are important to redress population estimates, the further from the census the higher the risk of inaccuracy of population data and of education indicators (as well as other fields)

THANKS

