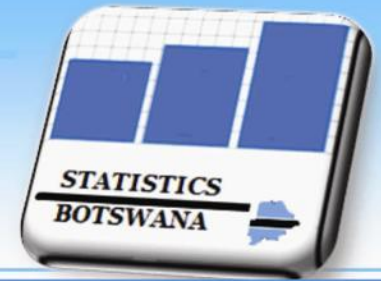


TERTIARY EDUCATION STATISTICS DISSEMINATION SEMINAR

Overview of Education Statistics

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Outline

- 1. Production Of Tertiary Education Statistics**
- 2. Level of Performance on Quality Dimensions**
- 3. Status on Provision of Data for Development Agendas**

Production of Tertiary Education Statistics

- **Context: Education Sector of the National Statistical System**
- **Institutions produce primary data**
- **Pre- HRDC - Produced by CSO on basis of Data from Ministry**
- **HRDC in Collaboration with SB**
 - **Collection , Processing summarization & analysis by HRDC**
 - **Quality Assurance by SB**

Dimensions of Data Quality

- The Data Quality Assurance Framework (DQAF) is used internationally for evaluating and certifying statistics produced a given entity as meeting the required standards.
- The Botswana DQAF was approved by SB Board in Dec 2019 for implementation across products from the NSS.
- DQAF has 8 Dimensions of Data Quality

1. **Credibility** - *values and related practices that maintains users' confidence in the agency producing statistics*
2. **Relevance** - *degree to which the statistical product meets the needs of users.*
3. **Accuracy** - *degree to which the product correctly describes and or estimates the phenomena it was designed to measure.*



4. Methodological Soundness - application of international, regional and national standards, guidelines, and good practices

5. Timeliness and Punctuality - time lag between the reference point to which the information pertains and the date on which the information becomes available; time difference between the date the data are released and the target date on which they were scheduled for release

6. Comparability & Coherence - ability to compare statistics ; the degree to which it can be successfully brought together with other similar statistical information from different sources



7. Accessibility - ease with which the statistical information can be obtained from the agency

8. Interpretability - ease with which users understand statistical information through the provision of supplementary information (metadata and relevant supporting documents).



Level of Performance on Quality Dimensions

Credibility - *Still to be confirmed with more yearly reports produced*

Relevance – *produced data ; enrolment; transition graduation; ratio have adequate coverage of user needs*

Accuracy - *good*

Methodological Soundness – *international standards and guidelines met;*

Timeliness an Punctuality – *yearly periodicity is acceptable practice; need to aim for a dashboard to have real time and yearly summaries*



Comparability & Coherence – cross institutions;
programme and international comparisons possible

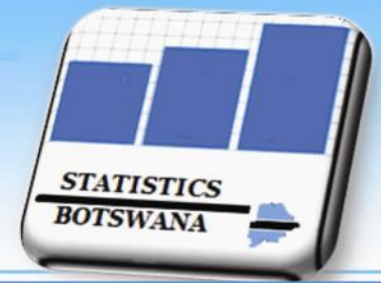
Accessibility – website

Interpretability – data collection process outlined; metadata on
ratios provided

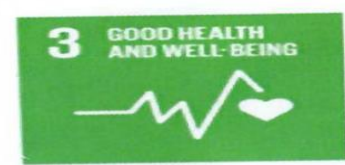


Status on Provision of Data for the Development Agendas

- 1. AGENDA 2030 SDGs; Global**
- 2. Agenda 2063 ; Continental**
- 3. Vision 2063 ; National**
- 4. NDP 11**



Education-related targets and indicators for the SDGs



SDGs

Goal Specific to Education is Goal 4

Tertiary Focused Targets and Indicators

Target 4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex *No Data*

Target 4.5

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated - **No Data**

Agenda 2063

ASPIRATION 1: A PROSPEROUS AFRICA BASED ON INCLUSIVE GROWTH AND SUSTAINABLE DEVELOPMENT

GOAL 2 : WELL EDUCATED CITIZENS AND SKILLS REVOLUTION UNDERPINNED BY SCIENCE, TECHNOLOGY AND INNOVATION

EDUCATION INDICATORS ARE AT PRE-PRIMARY, PRIMARY AND SECONDARY LEVELS



STATISTICS BOTSWANA

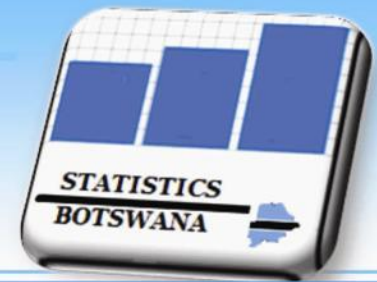


Table 1: Education Sector NDP11 KPIs

Vision 2036 Objective	<i>Transitioning to a high income economy with export led growth underpinned by high levels of productivity, diversified economy, inclusive and sustainable growth</i>
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Key Result Area	Key Performance Indicator	Unit of measure	Data Source	Reporting Frequency	Baseline (Year)	Targets			Relevant programmes contributing to and informing targets
						2017/18	2018/19	2022/23	
Sustainable, Inclusive and Competitive Economy	% of Higher Education Programmes that meet national accreditation standards	Percentage	BQA - Accreditation Reports	Annually	75% (2016)	75%	78%	90%	NCQF; Quality Assurance; Basic Education Programme (Infrastructure Development and Teacher Capacity Building)
	Tertiary Graduation Rate	Percentage	HRDC - Tertiary Education Statistics Report	Annually	82% (2015/16)	82%	84%	90%	Skills Development Programme; Human Resource Planning and Management Programme; Human Resource Development Strategy
	Proportion of undergraduates enrolled in priority skill areas	Percentage	HRDC - Tertiary Education Statistics Report	Annually	63% (2015/16)	65%	70%	80%	Skills Development Programme; Human Resource Planning and Management Programme; Human Resource Development Strategy

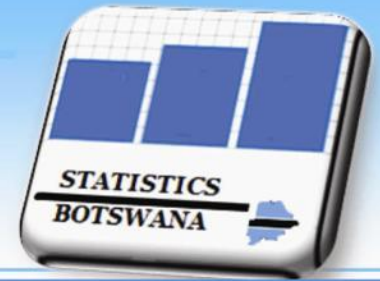
VISION 2036

Data available for some indicators but indicators not computed



NDP11 PERFORMANCE INDICATOR FRAMEWORK

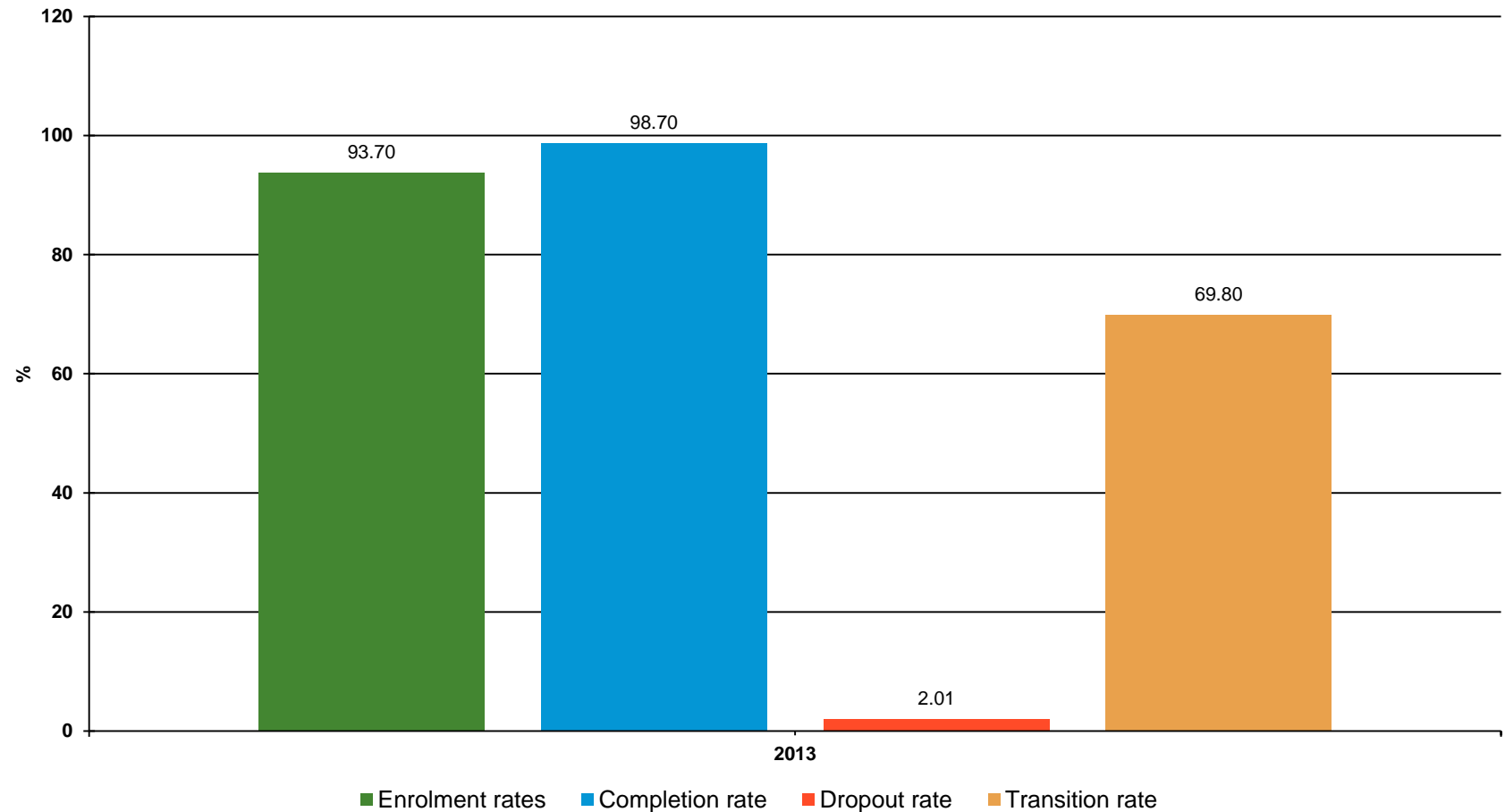
Data available for some indicators but indicators not computed



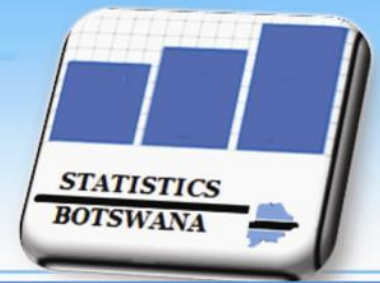
Global SDG 4 Statistics (UIS Website)

- Sustainable Development Education Data Digest
- eAtlas for Education 2020

Enrolment rates, Completion rate, Dropout rate, Transition rate



[Source: Sustainable Development Goals of Botswana, 2018](#)



THANK YOU